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POLICY JK

SAFE SCHOOLS, BEHAVIOUR MANAGEMENT, SELF-REGULATION, & STUDENT DISCIPLINE

The New Frontiers School Board (NFSB) believes that each student is unique and has the potential for making positive contributions to society. While respecting their diversity, each student has rights and responsibilities in the education system which contribute to a positive learning environment for all. The NFSB further believes that:

1. Collectively, all members of a school community play an essential role in contributing to a safe and positive learning environment;
2. Communication, consultation and cooperation between senior administration, school administration, students, parents, and teachers must be on-going.
3. Schools and centres are encouraged to use programs that encourage positive attitudes and acceptable behaviour;
4. Disciplinary practices should be fair, consistent, age appropriate and flexible enough to meet the needs of each school.

PURPOSE

This policy clarifies the responsibilities of stakeholders in collaborating to provide a safe and positive learning environment. As well, to provide a process when a school has exhausted their in-school disciplinary options (including an analysis of the services available at the specific school) based on student behaviour and/or actions.

SCOPE

Policy JK applies to all students registered in the youth sector. This policy is based on four levels, or measures, of intervention which are intended to ensure that each student adheres to the expectations defined in the school's *Rules of Conduct & Safety* and *Anti-Bullying and Anti-Violence (ABAV) Plan* as well as the civil and criminal laws which govern our communities. For Continuing Education, the *Rules of Conduct & Safety* fall under the jurisdiction of the governing boards of the adult and vocational education centres. These *Rules of Conduct & Safety* must address the issues of sanction for inappropriate behaviour.

ROLES AND RESPONSIBILITIES	
Principal	<ol style="list-style-type: none"> 1. Has the responsibility to propose, in collaboration with the school staff, to the school's governing board (EA 77) and enforce the school's <i>Rules of Conduct & Safety</i> and the <i>Anti-Bullying and Anti-Violence Plan</i>. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy, the <i>Rules of Conduct & Safety</i>, and the <i>ABAV Plan</i>. 2. Is responsible for presenting school's <i>Rules of Conduct & Safety</i> during a civics session (ex: student assembly) at the beginning of each school year (EA 76). 3. Is responsible for ensuring the implementation of the school's anti-bullying and anti-violence (ABAV) plan and ensuring that the plan is in compliance with articles 75.1 & 75.2 of the <i>Education Act</i>. 4. Is responsible for ensuring that staff under their supervision enforce the school's <i>Rules of Conduct & Safety</i> and <i>ABAV Plan</i>. 5. Ensures that the parents receive a document explaining the <i>ABAV Plan</i>. 6. Ensures that regular (monthly) communication occurs between the school and families for students who are at risk of not following the <i>Rules of Conduct & Safety</i>. 7. Ensures that school teams collaborate on intervention plans for students at risk of not following the <i>Rules of Conduct & Safety</i>. 8. Implements the items listed under the <i>Measures</i> section of this policy with the exception of those identified as <i>Board-Level</i>. 9. Follows up on and implements the recommendations outlined by the <i>Discipline Committee</i> for student reintegration.
Governing Board	<ol style="list-style-type: none"> 1. Is responsible for approving the <i>Rules of Conduct & Safety</i> proposed by the principal (EA 76). 2. Is responsible for approving the <i>ABAV Plan</i>, and any updated version of the plan, proposed by the principal (EA 75.1). 3. Is responsible to ensure that the language of the document explaining the <i>ABAV Plan</i> is clear.

School Staff	<ol style="list-style-type: none"> 1. Support the enforcement of the school's <i>Rules of Conduct & Safety</i>. The enforcement thereof must be done in a respectful and professional manner and prioritizes de-escalation of student aggression. 2. Collaborate in presenting the school's <i>Rules of Conduct & Safety</i> at the beginning of each school year (EA 76). 3. "Shall collaborate in implementing the anti-bullying and anti-violence plan and shall see to it that no student in the school is a victim of bullying or violence" (EA 75.3). 4. Shall collaborate to create a safe and secure environment for all students. 5. Shall take actions which will de-escalate situations where there is risk that the school's <i>Rules of Conduct & Safety</i> and <i>ABAV Plan</i> will not be respected.
School Board	<ol style="list-style-type: none"> 1. Through their administrators, holds all school personnel responsible for the application of this policy. 2. Implements the items identified as <i>Board-Level</i> under the Measures section of this policy. 3. Convenes, at the request of the school principal, a hearing of the <i>Discipline Committee</i>. 4. Provides support and guidance in the creation of intervention plans.
Parents / Legal Guardians	<ol style="list-style-type: none"> 1. Shall be held responsible for the behaviour of their children as determined by law. 2. Are expected to cooperate and collaborate with school authorities and to participate in measures in place to improve the behaviour of their children.
Students	<ol style="list-style-type: none"> 1. Have the right to a learning environment that is physically and emotionally safe and secure for all students and staff promotes good citizenship, increases student attendance and engagement, and supports academic achievement. 2. Shall be held individually responsible for their behaviour and for knowing and obeying the <i>Rules of Conduct & Safety</i> of their school. It is also the responsibility of students to: <ol style="list-style-type: none"> a) be accountable for their own actions; b) respect the decisions of those in authority; c) respect all persons including those belonging to various cultural, social, and ethnic groups as identified in <i>Article 10</i> of the <i>Quebec Charter of Human Rights and Freedoms</i>; d) understand that rights are accompanied by responsibilities; e) strive to acquire the values and attitudes necessary for responsible citizenship; f) display a positive attitude toward learning and the school; g) develop a sense of responsibility to groups in which they participate.

MEASURES	
Preventative Measures	<p>Preventative measures provide expectations for appropriate behaviour. Additionally, they are to assist and support those who may experience difficulty meeting these expectations:</p> <ol style="list-style-type: none"> 1. In accordance with Article 76 of the <i>Education Act</i>, each school will review and publish <i>Rules of Conduct & Safety</i> which define the expected standards of behaviour for its students and the sanctions which may be applied. 2. Each school will intervene to provide assistance to those students who have difficulty meeting the expected standards of behaviour. Coordinated by the principal, schools must implement and document interventions to work with the student which may include: school personnel, families, law enforcement officials, social services agencies, and agents with the Department of Youth Protection. 3. School must make a good faith effort to collaborate with families on items of prevention. 4. The school must communicate or provide information to parents, at least once per month if a student's behaviour does not comply with the school's <i>Rules of Conduct & Safety</i> (BSR 29.2). 5. The school must demonstrate that significant efforts have been made to support the student and reduce behaviour not consistent with the responsibilities above before resorting to more punitive measures. In certain cases, where a student's actions pose a serious threat to safety and security, the school may immediately implement protective measures. 6. Students with special needs shall be supported with specific interventions related to their areas of need. Students are to be integrated unless this places an undue constraint on the school or undermines the rights of their classmates. Intervention plans and Individualized Education Plans are created with the support (as required) of the Complementary Services Department.

<p>Corrective Measures</p>	<p>Corrective measures impose sanctions on those students who persistently exhibit inappropriate behaviour that is in contravention to the <i>Rules of Conduct & Safety</i> and detract from an environment which is safe, supportive, and conducive to learning. Corrective measures must be communicated to the parent/guardian of the sanctioned student. Corrective measures may normally include one or a combination of:</p> <ol style="list-style-type: none"> 1. Detentions – period(s) of reflective time outside of the regular schedule during which a student is detained within the school by the teacher or a school administrator. 2. Temporary removal from class – the temporary removal from class is done with the purpose of de-escalation or to review actions of a student with the goal of making different choices in the future. This work is typically completed with support staff. 3. Restitution – organized by the school administration, the reparation by a student and/or parent of damages caused by that student to other students’ property or school and/or school board property by way of restorative actions. 4. Suspension – The principal may suspend a student (internally or externally) if, in the principal’s opinion, such a disciplinary sanction is necessary to put an end to acts of bullying or violence or to compel the student to comply with the school’s <i>Rules of Conduct & Safety</i>. When determining the duration of the suspension, the principal shall take into account the student’s best interest, the severity of the incidents, and any previously taken measures. The removal of a student from his/her educational setting is for a defined period of time in accordance with the school’s <i>Rules of Conduct & Safety</i>. Suspensions imposed by the school administrator and cannot exceed a period of ten (10) school days. Following a suspension of any length, the school administrator is required to meet with the parent/guardian of the suspended student to outline behavioural expectations and collaborate on strategies to reduce the chances that the incident is repeated. 5. Reassignment – under the responsibility of the school board, the transfer of a student to other classes or programs to improve student learning outcomes and/or prevent situations which could contribute to further or repeated behavioural problems.
<p>Protective Measures</p>	<p>Protective measures re-establish an environment which is safe, supportive and conducive to learning for the student population when the behaviour of other students threatens this.</p> <ol style="list-style-type: none"> 1. School-Based Measures: <ul style="list-style-type: none"> • Reports – to the police and/or the Department of Youth Protection are to be submitted by the school administrator and are required for incidents which involve suspicion that a student or group is the victim of or participant(s) in illegal activities. • Search of personal property and locker(s) assigned to the student may be conducted by two school administrators or one administrator and delegate. • The school principal must communicate with the parents of a student that the school will be requesting a hearing of the <i>Discipline Committee</i>; and follow-up with the parents in writing. 2. Board-Level Measures: <ul style="list-style-type: none"> • The New Frontiers School Board will, at the request of the school principal, convene a meeting of the <i>Discipline Committee</i>.
<p>Re-Integration Measures</p>	<p>Re-Integration measures provide the support for and assurance of a productive transition back to school. The following re-integration measures are compulsory:</p> <ol style="list-style-type: none"> 1. Instructional services must be provided during the period of suspension or removal from school of a student in accordance with Article 1 of the Education Act. The instructional services are organized by the school principal where the student is registered with the support of the Educational Services Department. 2. Re-entry measures – a student reintegrating from a recommendation of the <i>Discipline Committee</i> must have an intervention plan prior to their return. The plans are typically constructed in collaboration between the student, their family, and the school principal which outline expected behaviours and support system upon return. In consultation with the school board, the school may offer access to a school psychologist as well as to coordinate services with the health system. 3. The school principal shall meet with the student and their family prior to a return to school. 4. Referral(s) to other professional services may also be needed for the assessment and treatment of the student in order to assist him/her in the re-integration process.

THE DISCIPLINE COMMITTEE	
This “ad hoc” committee shall include: a school principal, a teacher, a representative from Complementary Services, and the Director of Educational Services or delegate. No member of the <i>Discipline Committee</i> can be currently providing direct services to the student under review. The chairperson may invite additional members to the committee. The principal may invite members of the school to provide support and information to the Committee.	
Protective measures which the <i>Discipline Committee</i> may impose include:	
Transfer	The transfer of a student to another school or center of the Board or to an external setting which can accommodate the student’s needs.
Home-bound tutoring (HBT)	Removal of the student for a determined period of time of no less than two weeks. While students are being tutored, their school remains responsible for their education (organize work, etc.). The purpose of HBT is to put into place steps for reintegration.
Suspension	The removal of a student from their educational setting for a period of time, recommended by the school principal, which exceeds a period of ten (10) school days and is determined by the <i>Discipline Committee</i> .
Recommendation for Expulsion	The removal of a student from a school or schools of the School Board in accordance with Article 242 of the Education Act. This can only be imposed by a resolution of the Council of Commissioners based on the joint recommendation of the <i>Discipline Committee</i> and the Director General. An expulsion which is imposed for the remainder of the school year must be reviewed by the <i>Discipline Committee</i> to recommend readmission or extension of the expulsion.
Process for Requesting a Discipline Committee Meeting	
<ol style="list-style-type: none"> 1. Request for review: when the school has exhausted all strategies and resources at its disposal in addressing a student’s misconduct, or in the case of an egregious and/or violent act compromising student and staff safety and security, and more serious measures are required, the school principal will complete OG JK - Annex 1 and the supporting documents and submit them to the office of the Director of Educational Services. 2. The principal will communicate this request to the parent/guardian of the student. At this time, the principal must communicate a history of the events and the interventions which were unsuccessful with the parent. 3. The principal must provide the parents with OG JK – Annex 2: Parent Information Guide. 4. Within 10 business days, the Director of Educational Services or delegate will convene and chair a <i>Discipline Committee</i> which will determine the appropriate measures to be taken. 5. Should a student be suspended during this period, the total length of the suspension may not exceed 10 school days from the initial suspension to the date of the meeting.¹ 6. The Educational Services Department shall convene a meeting of the <i>Discipline Committee</i>. The invitation to the hearing shall be made both by phone and in writing (sent by email or mail) to the parents. 7. All relevant documents must be provided by the school principal to the chairperson 72 hours prior to the <i>Discipline Committee</i> meeting. 8. If the parents/guardians (or student, if 18 years of age or older) choose not to attend the hearing, the hearing will proceed as scheduled and a decision will be rendered by the <i>Discipline Committee</i>. 9. At the hearing, the school principal shall present the documentation supplied and the reason(s) supporting the request for a meeting of the <i>Discipline Committee</i>. 10. At the hearing, the student and parents/guardians will have the opportunity to be heard. 11. At the hearing, the members of the <i>Discipline Committee</i> may ask questions directly pertaining to any matter raised by the principal, the student, and parents/guardians. 12. A decision shall be rendered promptly by the <i>Discipline Committee</i> and may include the measures identified under <i>Protective measures which the Discipline Committee may impose</i>. 13. The parents/guardians (or student, if 18 years of age or older) will be advised in writing by the <i>Discipline Committee</i> chairperson of the decision rendered. 14. The original copy of the written decision and the documents provided by the school principal shall be sent to the Secretary General and kept on file. 	

ADDITIONAL INFORMATION	REFERENCE DOCUMENTS
Policy JII – <i>Request for Reconsideration by Council of a Decision</i> OG JICD – <i>Rules of Conduct and Safety</i> OG JK – <i>Safe Schools, Behaviour Management, Self-Regulation, & Student Discipline</i> .	<ul style="list-style-type: none"> • Education Act • Basic School Regulation • Charter of Rights and Freedoms • Office des personnes handicapées du Québec

¹ School days are defined as days when the school is open and students are present. A pedagogical day is not considered a school day.

