

**STUDENTS 300**

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## Administrative Procedure 300

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### AP 300 - ADMISSION OF STUDENTS

#### Background

All persons who are six (6) years of age, but not yet twenty-two (22) years of age have the right to attend a school in a Division and a right to secure instruction appropriate to their age and level of educational achievement. Compulsory school age means having attained the age of seven (7) years but not having attained the age of sixteen (16) years.

The student's right to receive instruction is the right to instruction in courses or programs approved by the Division. This instruction may be provided in the schools of the Division, or in approved schools or institutions outside the Division's jurisdiction.

The Division may provide programs and services to Division students beyond those required by provincial legislation.

The Director is responsible for the general supervision of student submissions.

#### Procedures

1. The Division may provide services for Designated Early Entrance Students, aged three (3) as of September 1 of the year of admittance providing that:
  - 1.1 Funding is received from the Ministry of Education according to **intense needs** rates. Documentation will be in place before considering entrance into the Division.
  - 1.2 Parents assume responsibility for the transportation of the child to and from school. The Ministry of Education may approve this travel with the parent and the parent then will be paid the provincial rate. In areas where transportation of pre-Kindergarten students is already in place, the Designated Early Entrance Students may use that transportation.
  - 1.3 The Director or designate will review the requests with Principal(s) to assess the feasibility of meeting the educational needs of the Designated Early Entrance students.
2. Kindergarten and Grade One
  - 2.1 Children who are at least five (5) years of age as of December 31 of the school year may be admitted to kindergarten.
  - 2.2 Children who are at least six (6) years of age as of December 31 of the school year are to be admitted to grade one.

### 3. Transfers from Other Jurisdictions

The Director will be directly involved in the following and make final determination of:

- 3.1 A kindergarten child who does not meet Division admission requirements.
- 3.2 A student whose previous placement varies with Division protocols for placement.

### 4. Documentation

The Division requires documentation for the final admission of a student within the Division.

#### 4.1 From Within Division

- 4.1.1 A report card shall accompany the student.
- 4.1.2 Cumulative files which include test results, psychological, medical or speech reports will be sent when requested by the Principal of the receiving school.
- 4.1.3 Where circumstances warrant and with the awareness of the Director, arrangements can be made to have site visits between personnel from the sending and receiving schools.
- 4.1.4 Receiving schools may arrange meetings with the parent(s)/guardian(s) and student as soon as practical to facilitate a smooth transition.

#### 4.2 From Outside Division

- 4.2.1 A report card shall accompany the student.
- 4.2.2 Upon receiving a written request for a student's file from the receiving Principal, signed by the parent, records will be released to qualified personnel of the receiving school.
- 4.2.3 Where circumstances warrant and with the awareness of the Director, arrangements can be made to have site visits between personnel from the sending and receiving schools and may also include personnel from other agencies involved.

Reference: Sections 2, 85, 87, 108, 109, 110, 141, 142, 145, 169, 173, 175, 186 Education Act

## Administrative Procedure 301

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### AP 301 - NON RESIDENT STUDENTS (INCLUDING ADULTS)

#### Background

The Division may accept non-resident (including international students) into Division schools subject to the following procedures.

#### Definition

A non-resident student is an individual who does not reside within the attendance boundaries of the Division.

#### Procedures

1. Four categories of students to consider in this administrative procedure are:
  - 1.1 Non-resident Saskatchewan or Canadian students.
  - 1.2 Exchange/visa students
  - 1.3 Any international students not covered by (1.2).
  - 1.4 A resident of that portion of a First Nation included within the boundaries of the Division.
2. The admission of the above categories of students is subject to the approval of the Director, or designate, who shall consider:
  - 2.1 Space availability
  - 2.2 Program capacity
  - 2.3 The possibility of tuition fee charge
  - 2.4 Legal status confirmation
  - 2.5 Educational standing evaluation
  - 2.6 Final determination of residency
  - 2.7 Boarding at an already existing bus stop.
3. Tuition fees may be charged by the Board for non-resident students in accordance with the Education Regulations, Section 20.
4. Arrangement for grant allocation shall be made by the Secretary-Treasurer in relation to the Ministry of Education (as applicable to non-resident students).
5. Adults over the age of twenty-one (21) may enroll in the Division by applying directly to the Director, or designate, who shall consult with the Principal before a final decision is made.

Reference: Sections 85, 87, 108, 109, 110, 141, 142, 145, 171, 173, 175 Education Act  
Regulations 20

## Administrative Procedure 305

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### AP 305 - SCHOOL ATTENDANCE AREAS

#### Background

The Division will establish attendance areas for effective use of school facilities and for transportation purposes.

#### Procedures

1. Students shall provide the school with the legal land description or address of their residence.
2. Students may be directed to attend a school other than a student's designated school, outside the attendance area, where the educational needs of a student with special needs cannot be met in the designated school and the prospective and receiving school has appropriate and available accommodation. Application is made to the Director or designate.
3. Where a parent wishes to have a child attend a school other than their local school and outside the attendance area in which they reside, they shall be directed to the Director or designate.
4. The Director or designate will review the request received and will give consideration to the reasons for the request and the ability to meet the program needs for the child.
5. Direction to attend an out-of-area school shall continue from year to year provided that the conditions under which the direction was granted continue to exist.
  - 5.1 Where the conditions under which direction was granted cease to exist, the decision to attend an out-of-area school is immediately revoked.
  - 5.2 Principals are responsible for advising the Director or designate whenever an out-of-area student ceases to meet the conditions for continued enrollment.

Reference: Sections 85, 87, 108, 109, 156, 175, 194, 196 Education Act

## Administrative Procedure 310

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### AP 310 - STUDENT SUPERVISION

#### Background

Principals shall establish student supervision during authorized school activities both at school and off the school premises.

#### Procedures

1. The Principal of each school shall, in consultation with his or her staff, arrange for teacher supervision of students in the school and on school grounds at recess and at noon hours, and for such times before and after school as is necessary to cover the arrival and departure of students.
2. The Principal shall arrange for adequate supervision of students during approved co-curricular activities on the school premises or while away from school. (as per Administrative Procedures 260 and 261).
3. The Principal shall attempt to assign supervision on a reasonable and equitable basis.

Reference: Sections 85, 108, 109, 175, 193, 196, 231 Education Act

## Administrative Procedure 311

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### AP 311 - BUS LOADING

#### Background

The Principal shall provide for adequate supervision at the times of loading and unloading of school busses.

#### Procedures

1. Specific guidelines and responsibilities are to be developed at the start of the year by the Principal **in consultation with the Supervisor of Transportation**
2. Guidelines and responsibilities are to be communicated to staff (including bus drivers) at the beginning of a school year and subsequently as needed.

Reference: Sections 85, 108, 109, 175, 193, 196, 231 Education Act

## Administrative Procedure 312

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### AP 312 - MOTORIZED VEHICLE TRAFFIC

#### Background

The Division prohibits motor vehicle traffic, including motorbikes, snow machines and all-terrain vehicles on school grounds except in approved areas and will cooperate with the Royal Canadian Mounted Police to take appropriate action with anyone who contravenes this administrative procedure.

#### Procedures

1. Notwithstanding the foregoing, when vehicle traffic must enter school grounds for servicing premises or making deliveries, the vehicle shall be driven on school grounds only when adequate precautions are taken to ensure safety for anyone who may be in or near the path of the vehicle.
2. Control of motor vehicle traffic on school grounds and the implementation of this administrative procedure are the responsibility of the Principal **or designate**.
3. In special circumstances the Principal may authorize that school grounds be opened to motorized vehicles: the operation of such vehicles shall be consistent with municipal and provincial regulations.

Reference: Sections 85, 108, 109, 175, 193, 196, 231 Education Act

## Administrative Procedure 313

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### AP 313 - FIRE SAFETY AND DRILLS

#### Background

The Supervisor of Facilities in conjunction with the Principal shall ensure that fire safety prevention and response procedures are established and followed in each school as per requirements of provincial and municipal fire safety regulations. **The Plan shall be posted in the school lobby/entrance.**

#### Procedures

1. The Principal and maintenance staff shall regularly inspect the school for possible fire hazards and other possible unsafe conditions.
2. If fire hazards are found, they are to be reported to the Supervisor of Facilities and Principal. The Supervisor of Facilities shall ensure the correction of reported hazards.
3. The Principal of each school is responsible to ensure that the students are instructed in the elementary principles of fire drill and to hold at least ten (10) such fire drills each school year – six (6) of these fire drills are to be prior to the heating season.
4. Each Principal shall develop a detailed fire drill plan, appropriate to the unique features of his/her school and shall ensure that all staff members are fully informed of their respective duties under the approved plan.
5. Every teacher is responsible for giving appropriate fire drill instruction to all students in his/her charge. Full familiarity with the procedures and rules which are to be followed is essential.
6. The Principal is to initiate all fire drills and shall ensure that all alarm stations are operative.
7. The Principal shall ensure that fire escapes and exits are operative.
8. The Principal shall keep a record of each fire drill held which shall include date and time of the drill.

Reference: Sections 85, 108, 109, 175, 231 Education Act  
National Fire Code of Canada

## Administrative Procedure 314

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### AP 314 - EVACUATION PLANS

#### Background

To provide for the safety of students and staff each Principal shall develop a plan to be followed in case of an emergency. **The Plan shall be posted in the school lobby/entrance.**

#### Definitions

An emergency is defined as any crisis or unforeseen dangerous event which requires decision and actions to safeguard the lives and welfare of the students and adults in the school environment.

#### Procedures

1. Each Principal shall develop a plan for evacuation outlining the responsibilities of staff members during an emergency. This plan is to be provided to the Supervisor of Facilities.
2. The plan shall identify a safe refuge for the children in the event of an evacuation.
3. All plans are to include accountability for each person in the school at the time.

Reference: Sections 85, 87, 108, 109, 175, 231 Education Act

## Administrative Procedure 315

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### AP 315 - ILLNESS / INJURIES AT SCHOOL

#### Background

The Division recognizes the authority accorded parents/legal guardians of children. The Director therefore directs staff members to refrain from offering consent for medical treatment of students.

However, in cases of injury or illness which occur to students on school grounds, in the school, or on a site where a school-sponsored activity is being held, the Director expects the supervising teacher or Principal to act as a responsible guardian and seek immediate treatment.

Emergency student transportation authorized by staff members is to be by the safest possible means. The Director, however, acknowledges in emergency situations, quick action may be critical to the health of the child.

#### Procedures

1. In case of emergency, where life may be threatened, the victim shall be immediately transported to a hospital by the safest and most expedient method possible.
  - 1.1 Where, in the opinion of the Principal or designate, transportation by ambulance is warranted; transportation shall be arranged immediately to the nearest medical facility.
    - 1.1.1 Costs connected with ambulance transportation are the responsibility of the parent/guardian.
    - 1.1.2 The Division carries student insurance which can be accessed to cover a portion of those costs.
  - 1.2 Where, in the opinion of the Principal or designate, transportation by private vehicle is warranted, the Principal shall either provide transportation to the nearest medical facility or (time permitting) contact the parent to provide transportation.
2. In cases of emergencies, a parent or the emergency contact of a student shall be notified immediately and asked to go to the hospital to assume responsibility for the student.
3. When no contact for the student can be made, the hospital is to be advised accordingly. The hospital is to be provided with relevant information about the student.
4. Hospitals may request authorization before they will give treatment. No staff member shall sign hospital consent forms under any condition under the authority of the Division.
5. If a student has had a serious injury that is not immediately life threatening, consultation with a qualified/certified First Aid individual or doctor is to occur prior to moving the student.
6. In other injury or illness cases, the parent of a student is to be contacted and requested to take the student home.

7. If there is no telephone or if the emergency contacts or parents cannot come to the school, a responsible person is to be contacted and requested to escort the student home.
8. All accidents to students resulting in injury must be reported to the Principal as soon as there is evidence of such an accident. The Principal is to report this accident to the Secretary-Treasurer.
9. Injuries requiring treatment shall be reported to the Director or designate using the [prescribed form](#) immediately by the Principal.

Reference: Sections 85, 87, 108, 109, 175, 231 Education Act

## Administrative Procedure 316

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# AP 316 - ADMINISTERING MEDICATIONS & MEDICAL TREATMENT TO STUDENTS

### Background

The Division recognizes that some students may require:

- Essential oral and/or injectable medication on a regular basis.
- Essential oral and/or injectable medication in an emergency situation.
- Essential procedures.

The Division will allow students requiring essential medical or personal treatment during school hours access to that treatment at school.

### Definitions

An *essential medication* is medication prescribed by a physician which cannot be scheduled outside of regular school hours and which is necessary for the student's health or well-being.

An *essential procedure* is a procedure prescribed for a student by a physician which cannot be scheduled for administration outside of regular school hours and which is necessary for the student's health or well-being. Examples of an essential procedure could include:

- Gastronomy feeds
- Catheterization
- Suctioning
- Response to seizures
- Blood glucose monitoring
- Response to low blood sugar emergencies

### Procedures

#### 1. Essential Medications and Procedures

- 1.1 The Principal is to ensure that students requiring prescribed medication or medical procedures during school hours are identified and the Administration of Prescribed Medication form ([Form 316-1](#)) has been completed and filed prior to administering medications or procedures.
- 1.2 The Principal in consultation with the Superintendent of Student Services and school-based staff are to determine staff members responsible for the administration of the service.

- 1.3 Staff members may decline to administer any medication or procedure without prejudice.
- 1.4 The Principal is to ensure that:
  - 1.4.1 Designated staff are sufficiently trained to carry out the required procedures. Assistance may be sought from parents, the health nurse, or other health professionals.
  - 1.4.2 A secure location is provided for the location of medications.
  - 1.4.3 Medications or procedures are administered in a manner respecting the dignity of the student.
  - 1.4.4 Daily medication records are established and maintained.
  - 1.4.5 Medications have dispensing instructions which are clearly indicated/signed on the Prescribed Medication Form.
  - 1.4.6 The Employee Consent to Administer Prescription Medication Form ([Form 316-2](#)) is completed.
- 1.5 Prior to school excursions the teacher is to ensure that:
  - 1.5.1 The parent or guardian has been informed of the nature of the excursion, and has consented to the student's level of involvement in the excursion.
  - 1.5.2 An emergency action plan specific to the excursion has been developed in conjunction with the parents or guardians.
2. Medication in an Emergency Situation
  - 2.1 In response to a parent's or guardian's identification of those students who may require emergency attention because of a severe allergic reaction, the Principal is to:
    - 2.1.1 Require the parent/guardian to provide the school with an appropriate anakit or epipen.
    - 2.1.2 Prepare, in consultation with parent/guardian and physician, a written action plan.
    - 2.1.3 Make school-based employees aware of the identity of the student(s).
    - 2.1.4 Arrange an in-service for all school based employees, together with parent(s)/guardian(s) and student(s) regarding the written action plan and the administration of an anakit or epipen.
  - 2.2 Prior to a school excursion the teacher is to:
    - 2.2.1 Communicate to the parent/guardian the nature of the excursion.
    - 2.2.2 Determine the needs of the child.
    - 2.2.3 Develop, in consultation with the parent/guardian and the Principal, an emergency plan that is specific to the excursion.
3. Non-Prescribed Medicine
  - 3.1 At the beginning of each school year, all parents and guardians are required to sign an appropriate school-based Health Information Form ([Form 316-3](#)). It will outline medical

conditions and precautions. It is to include direction as to whether non-prescribed medicine may be used from school supplies.

- 3.2 The Principal or designate will be required to read and sign each form upon its return. It is entered in the student file and the information is shared on a need-to-know basis.

Reference: Sections 85, 87, 108, 109, 175, 188, 190 Education Act

## Administrative Procedure 317

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### AP 317 - PROTECTIVE EQUIPMENT

#### Background

In the interest of student safety, all students in the Division shall when engaged in instructional programs, athletics, and extracurricular activities, and other school approved activities, wear such protective equipment as determined by provincial guidelines or Division procedures relating to these areas.

#### Procedures

The Principal is to ensure that:

1. All staff members are to be made aware of these directives.
2. Staff shall act upon these directives prior to the activities described above.

Reference: Section 85, 87, 108, 109, 175, 188, 190 Education Act

## Administrative Procedure 318

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### AP 318 - STUDENTS WITH SEVERE (ANAPHYLACTIC) ALLERGIES

#### Background

The Division recognizes the dangers faced by students with severe or anaphylactic reactions (allergies). While the Division cannot guarantee an allergen-free environment, the Division will take reasonable steps to ensure a safe environment for children with life-threatening allergies.

The responsibility for communicating concerns about students with severe or anaphylactic reactions to foods belongs to parents and to the students themselves, depending on the student's age and maturity.

Schools have a supportive role to play in helping parents of students with severe allergies avoid exposure to pre-identified allergens while the student is at school.

#### Definition

Anaphylactic reactions are those severe allergy reactions that are life threatening and require immediate medical attention. An Epi-pen injection will offer up to fifteen (15) minutes time to get the affected person to emergency care at a hospital.

#### Procedures

1. It is the responsibility of the Principal or designate to request that parents/guardians with anaphylactic children identify their children and encourage their children to wear an allergy alert bracelet.
  - 1.1 Special protocols may be established in extenuating circumstances.
2. If parents identify their child to have severe or anaphylactic reactions to specific foods, principals shall ask other parents in that student's class to refrain from sending those foods to school.
  - 2.1 Regular reminders shall be sent to staff, students, and parents regarding the problematic foods.
  - 2.2 If parents provide food for special occasions, they shall provide complete ingredient lists.
3. The Principal shall request from the parents/guardians written information regarding:
  - 3.1 The foods or other allergens which trigger an anaphylactic reaction;
  - 3.2 A treatment protocol, signed by the child's physician;
  - 3.3 Permission to post and/or distribute photographs and medical information in key locations such as classrooms, school bus, staff room, etc.

4. All staff members must be made aware that a child with anaphylaxis is attending their school and that child shall be identified, either individually or at a staff meeting before or immediately after the child registers at the school.
5. Students shall be taught of the dangers to anaphylactic students of sharing or trading lunches.
6. Parents shall communicate to staff the signs of their child's anaphylactic shock.
7. The staff shall be in-serviced to recognize the signs of anaphylactic shock and in the use of the Epi-pen. An Epi-pen is to be used only when identified in the treatment protocol for that child.
8. The Principal shall avoid using the classroom(s) of children with food allergens as a lunchroom. If the classroom must be used for that purpose, it must be established as an "allergen-free" area.
9. The school staff shall develop strategies for monitoring "allergen-free" areas and for identifying high-risk areas for anaphylactic students.
10. If severe allergic reactions occur specific to a food or fragrance, the principal and/or designate shall post a warning regarding the allergic item(s).

Reference: Sections 85, 87, 108, 109, 175, 188, 190 Education Act

Cross Reference: Administrative Procedure 316 – Administering Medications and Medical Treatment to Students

## Administrative Procedure 319

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### AP 319 - PEDICULOSIS (HEAD LICE)

#### Background

The Division recognizes the concern represented by the transmission of pediculosis in schools and therefore encourages close communication between school staff, parents and public health nurses regarding the detection and resolution of instances of pediculosis. Care will be taken to protect the individual from undue invasion of privacy.

#### Procedures

1. School staffs shall work with public health authorities and School Community Councils to describe and then communicate to parents both preventative and remedial procedures for dealing with instances of pediculosis.
2. The Principal and/or public health nurse may not permit the children to return to school until they have undergone a course of treatment considered appropriate by the Public Health Authority.
3. If there are ongoing concerns about particular cases not responding or being compliant with therapy, then the Principal shall inform the Public Health Authority of these concerns.

Reference: Sections 85, 87, 108, 109, 175, 188, 190 Education Act

## Administrative Procedure 320

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### AP 320 - STUDENT RECORDS

#### Background

Principals under the direction of the Director shall ensure that student records are maintained for all students in the Division in accordance with this administrative procedure.

#### Procedures

1. The Principal shall ensure that the school attendance is kept up to date by the teacher.
2. The cumulative record file for each student shall be maintained and reviewed regularly by the teacher under the supervision of the Principal.
3. The Principal shall be responsible for forwarding cumulative files, (upon request from accredited school jurisdictions), for those students who have left the school. This also includes the parent/guardian signature of a [Release of Records form](#).
4. Parents of students in attendance at non-accredited schools or in home school programs have access to their child's record. These records are forwarded to the Division Office and an appointment can be made whereby the parent(s)/guardian(s) may review their child's file and record any information they wish to take from the record.
5. The Principal shall request from other schools or systems the educational records of newly enrolled students.
6. The Principal shall store student records under lock and key so as to ensure confidentiality and safekeeping.
7. When a student leaves or graduates from the school, his/her permanent record is to be reviewed and assigned to the inactive permanent record file.
8. An appointment to review the records must be made with the Principal of the school and the records perused in the presence of the Principal or designate.
9. Permanent Files
  - 9.1 With respect to permanent student records the following is to be collected:
    - 9.1.1 Student identifying information.
    - 9.1.2 Parent/guardian identifying information.
    - 9.1.3 Student achievement (assigned grades and results on standardized tests).
    - 9.1.4 Scholastic aptitude and vocational interests.
    - 9.1.5 Attendance records.

- 9.1.6 Extra-curricular activities that the student has been involved in.
- 9.1.7 Other information that serves an educational purpose.
- 9.2 Confidential reports, when written, are also an aspect of the students' files. These may include information such as:
  - 9.2.1 Reports regarding medical disorders.
  - 9.2.2 Reports from educational psychologists, speech-language pathologists, medical doctors, etc.
  - 9.2.3 Reports from other agencies such as Early Childhood Intervention Services, Kids' First etc.
  - 9.2.4 Confidential files are kept for three years after the student turns 22.

## 10. Access to Files

- 10.1 Professionals involved with programming for the students may access these files. The files may be released to an accredited school or agency upon request from that agency and once the parents/guardians have signed the [Release of Records Form](#).
- 10.2 Parents/guardians may access their child's student record upon request. The Principal or designate shall be present at that time.
- 10.3 Adult students (eighteen (18) years of age or over) may access their student record upon request. The Principal or designate shall be present at that time.
- 10.4 Agencies with a legal mandate may request access to student records provided a written request is made which includes a legal reference regarding access. The Principal shall consult with the Director if there is a doubt about such a release.
- 10.5 Information will be released when requested by subpoena.

Reference: Sections 85, 87, 108, 109, 175, 231 Education Act  
Local Authority Freedom of Information and Protection of Privacy Act

## Administrative Procedure 321

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### AP 321 - YOUNG OFFENDER INFORMATION SHARING

#### Background

The Division recognizes that from time to time students classified as Young Offenders under the Youth Criminal Justice Act may be enrolled in its schools. Information provided to designated officers of the Division under the provisions of amendments to the Act in order to address school safety and security issues, and provide a collaborative and coordinated case management approach to the rehabilitation of the young person will be handled by designated officers of the Division in accordance with the provisions of the Youth Criminal Justice Act and its amendments, and any other applicable statutes.

#### Procedures

1. Access to information provided under amendments to the Youth Criminal Justice Act is restricted to designated personnel.
  - 1.1 The Principal of the school the young offender attends shall be the custodian of all information provided by the youth worker.
  - 1.2 In the event that the person designated as Principal of the school attended by the young offender is transferred or leaves the school or the Division, the individual designated as acting Principal shall be the custodian of all information provided by the youth worker until a new Principal is designated.
  - 1.3 The Principal shall ensure that no persons other than those with a “need to know” have access to the disclosed information. It is not appropriate to provide all staff with some form of a general bulletin in respect of a young offender where safety issues are a concern.
  - 1.4 School personnel, who deal directly with the student, have a right to information to which appropriate responses can be made in order to preserve the safety of other students or the staff.
  - 1.5 Where a student, a parent or guardian, or a professional (e.g. social worker) requests information for the purposes of further counseling or coordinating services in the best interests of the young offender, the request shall be referred to the youth worker.
  - 1.6 The Principal, in determining the persons to whom to release information, shall bear in mind that:
    - 1.6.1 Inappropriate disclosure could result in a fine or imprisonment; and,
    - 1.6.2 The right of the young offender to confidentiality must be maintained.
2. Information provided under amendments to the Youth Criminal Justice Act is to be filed and stored under secure conditions.
  - 2.1 Information about a young offender shall be kept separate from the student’s school record portfolio and from any other record accessible to other staff.

- 2.2 A list of the persons to whom the information is to be disclosed shall be appended to the young offender's file and only those whose names appear on the list shall have access to the file.
  - 2.3 Young offender records shall be kept in a locked cabinet and shall be under the control of the Principal.
  - 2.4 Young offender records shall be destroyed when they are no longer required for the purpose for which the information was disclosed.
  - 2.5 When a young offender ceases to be a student at the school to which information was provided the young offender records shall be destroyed.
3. Ongoing communication between youth justice personnel and school and Division staff is encouraged.
    - 3.1 Principals shall inform the youth worker whenever a young offender about whom they have received information transfers to another school.
    - 3.2 It is the responsibility of the youth worker to advise the receiving school about the student's young offender status. The Principal of the sending school shall not forward any young offender files or information to the receiving school when a young offender transfers to another school.
    - 3.3 The Principal is to meet regularly with the youth worker in order to:
      - 3.3.1 Be advised of any changes regarding probation, conditional supervision or temporary absence orders, including the expiration of such orders.
      - 3.3.2 Advise the youth worker of attendance or other problems which may result in the young person being found in violation of a court order regarding bail, probation, conditional supervision or temporary absence.
    - 3.4 The Principal, upon written request from a youth worker to provide information for a report ordered by a youth court judge, shall arrange for the release of information from the student record portfolio after first receiving the following information from the youth worker:
      - 3.4.1 Name;
      - 3.4.2 Age;
      - 3.4.3 The nature of the report to be provided and the section of the Youth Criminal Justice Act under which such a report is authorized;
      - 3.4.4 Timelines with respect to providing information;
      - 3.4.5 Specific description of the type of information required such as:
        - 3.4.5.1 Attendance of the student;
        - 3.4.5.2 The program or courses in which the student is enrolled;
        - 3.4.5.3 The performance of the student;
        - 3.4.5.4 The nature of incidents giving rise to discipline and the type of discipline imposed; and
        - 3.4.5.5 The number of years for which the information is required (for the current school year or the student's entire career in the school).

Before any information is released, the Principal shall obtain the consent of the parent or guardian (or of the student or the parent if the student is sixteen (16) years of age or older).

- 3.5 The Principal is authorized to request the Attorney General, an agent of the Attorney General, a peace officer, or a provincial young offender's director, to apply on behalf of the Division to a youth court relative to:
  - 3.5.1 Disclosing information to the Principal when the Principal believes that a student poses a risk to the safety of school personnel; or
  - 3.5.2 Disclosing court-ordered psychological assessments; or
  - 3.5.3 Disclosing information that will assist school personnel in providing an educational program for the student and creating an appropriate environment for that program.
- 3.6 In circumstances where there is a difference of opinion between the youth worker and school staff regarding the nature or extent of information to be provided by one party or the other, the matter shall be referred to the Director for resolution with an appropriate officer of the Young Offenders Branch.
- 3.7 **If a young offender poses a risk to other students, the principal or delegate must devise a plan to inform others as to possible safety concerns.**

Reference: Sections 85, 87, 108, 109, 175, 231 Education Act  
Youth Justice Administration Act  
Youth Criminal Justice Act

## Administrative Procedure 330

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### AP 330 - PROTECTIVE SERVICES

#### Background

The Division requires all employees to concern themselves with the physical, social and emotional welfare of each student. Abuse or neglect of children and youth must not be left unchecked by persons charged with the care of students. The Division affirms that employees will be active partners with other agencies in supporting the needs of children.

#### Procedures

1. The Legal Requirement to Report to Authorities
  - 1.1 The Child and Family Services Act requires any Division employee who has reasonable grounds to believe that a child under the age of sixteen (16) is in need of protection as a result of parental abuse or neglect has the responsibility to report the information to an officer of social services or a police officer.
  - 1.2 The Emergency Protection of Victims of Child Sexual Abuse and Exploitation Act requires any Division employee who has reasonable grounds to believe that a child under the age of eighteen (18) has been or is likely to be subjected to sexual abuse to report the information to an officer of social services or a police officer.
2. Assisting Children in Need of Protective Services
  - 2.1 When a child reports physical, sexual or emotional abuse the response is to attempt to:
    - 2.1.1 Support the child.
    - 2.1.2 Acknowledge the child's right to have the concern investigated.
    - 2.1.3 Reassure the child.
    - 2.1.4 Listen openly and calmly.
    - 2.1.5 Document what the child said, along with observations of their demeanor at the time of disclosure.
    - 2.1.6 Report any suspected abuse or neglect to Community Resources and Employment or the RCMP.
  - 2.2 Division employees who, through personal observation or on the basis of a discussion with a child find evidence of, or suspect, possible physical, sexual or emotional abuse or neglect shall report this information to Community Resources and Employment or the RCMP.

- 2.3 The Principal must be informed that a report has been made to a child protection worker or police officer.
- 2.4 During the initial contact with Community Resources and Employment or RCMP names need not be disclosed. If Community Resources and Employment or the police determine a report is to be filed with them, they will request a report, and it is to include names and information about the alleged abuse or neglect.
- 2.5 The person reporting the suspected abuse or neglect, shall maintain a record of all reports and evidence concerning every incident of suspected abuse or neglect, and forward a copy to the Superintendent of Student Services.
- 2.6 All information, reports and discussions relative to child abuse or neglect will be treated as confidential by every person employed by the Division.

### 3. Cooperation with Police Officers

Principals and teachers shall co-operate with the police when they request interviews and interrogations with students in attendance at school, but give due regard to the student's rights in the particular situation.

- 3.1 All requests from the police for interviews and interrogations with students shall be directed to the Principal; and in all cases, the Principal shall notify the parent/guardian in advance of police interviews/interrogation.
- 3.2 The Principal shall arrange interviews and interrogations in privacy.
- 3.3 Interviews and interrogations shall be conducted in the presence of the Principal or his representative, and/or in the presence of the parents or guardians whenever possible.
- 3.4 The Principal or his representative shall request that the police officer ensures that the rights of the student are respected.
- 3.5 If it is necessary for the police to take a student from the school, the Principal shall suggest that the officer contact the parents or guardians by telephoning from the Principal's office. In any event, the Principal shall advise the parents or guardians of this action as soon as possible.
- 3.6 Students shall be advised that questioning and searches are a legal possibility and may be undertaken with necessary rights being guaranteed. (student handbook information shall inform students of the legal status of lockers and searches)

### 4. Cooperation with Officers of Community Resources and Employment

- 4.1 Any request from an officer of Community Resources and Employment to interview a child shall be referred to the Principal.
- 4.2 Direct access to a child shall be given to an officer of Community Resources and Employment, whether working alone or accompanied by a police officer, only if:
  - 4.2.1 The parent or legal guardian has granted permission for the interview, or
  - 4.2.2 During an investigation the Community Resources and Employment officer, or the police officer, offers proof of authority to conduct the interview.
- 4.3 The Community Resources and Employment Officer may request to take the student from the school. If this happens the Principal will suggest that person contact the

parent or guardian, using a school phone, to advise them of the action. On occasion, duty may direct Community Resources and Employment personnel to remove a student from the school without giving notice to the parent or guardian. If this occurs, the Principal will advise the parent or guardian of the action taken by Community Resources and Employment as soon as is reasonable, unless specifically directed not to do so by Community Resources and Employment personnel.

- 4.4 The Principal will make arrangements for the interview, and if the Principal believes it to be in the best interests of the child, may request to be present at the interview.
- 4.5 When a child is in need of protection within the meaning of the Child and Family Services Act, Division employees shall cooperate with the persons or agencies involved in the care of the child. This may include, but is not limited to:
  - 4.5.1 Observing the child's progress, including behaviour, academic progress, emotional functioning and physical well-being.
  - 4.5.2 Participating in any agreed-upon case plan, subject to the limits imposed by statute and the Education Act.
  - 4.5.3 Sharing information with an officer of the CRE and any other persons involved in the treatment and support of the child subject to the limits imposed by statute, including the Education Act and the Local Authority Freedom of Information and Protection of Privacy Act.
- 5. Students aged sixteen (16) and older:
  - 5.1 Division employees who, through personal observation or on the basis of discussion with a student sixteen (16) years or older finds evidence of, or suspects possible physical, sexual or emotional abuse or neglect, shall:
    - 5.1.1 Encourage the student to seek appropriate counseling from a professional experienced in dealing with issues of abuse.
    - 5.1.2 Assist the student, within the context of the educational environment, in obtaining help to deal with the issue facing the student.
    - 5.1.3 Should the student wish, assist the student within the context of the educational environment, in reporting the abuse or neglect to the appropriate authorities.
    - 5.1.4 Subject to law and statutory provisions keep the information confidential, unless given permission by the student to disclose the information.
    - 5.1.5 Advise the student that any information received from the student might be subject to disclosure pursuant to federal or provincial laws, including a duty to disclose under the Emergency Protection Act.

Reference: Sections 85, 87, 108, 109, 175, 231 Education Act  
 Child and Family Services Act  
 Emergency Protection of Victims of Child Sexual Abuse and Exploitation Act  
 Provincial Child Abuse Protocol 2006  
 Youth Criminal Justice Act  
 Canadian Charter of Rights and Freedoms

## Administrative Procedure 340

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### AP 340 - ATTENDANCE OF STUDENTS

#### Background

Students are required to attend school in accordance with the Education Act and these administrative procedures.

#### Procedures

1. The Principal shall:
  - 1.1 Be authorized to implement procedures that are consistent with the legislation and other directives issued by the Minister, Board policy and administrative procedures.
  - 1.2 Ensure that attendance records of students are kept in accordance with the Ministry of Education regulation, Board policy and administrative procedures.
  - 1.3 Ensure that cases of non-attendance are investigated.
2. The Principal shall investigate reasons for non-attendance, and, if deemed appropriate, involve other school or system personnel such as vice-principals, school social workers and guidance counselors, in such investigations.
3. The Principal shall report cases of non-attendance to the local attendance counselor in accordance with the Education Act.
  - 3.1 **The Superintendent for that school will be the local attendance counselor.**
4. In cases of chronic non-attendance, the local attendance counselor shall advise parents or guardians, and other persons in charge, by registered mail, of their responsibilities.
5. In cases in which legal proceedings are being considered, the local attendance counselor, following consultation with the Director or designate, shall inform the parents or guardians, and other persons in charge, by registered mail; such action to be carried out in accordance with Departmental regulations.

Reference: Sections 85, 87, 108, 109, 156, 157, 158, 159, 160, 161, 162, 175 Education Act

## Administrative Procedure 350

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### AP 350 - STUDENT CONDUCT

#### Background

The Division supports and wishes to encourage cooperation and positive relations among students in every Division community.

#### Procedures

Principals are to develop guidelines for student conduct in cooperation with staff, parents and students. These guidelines are to be based on five (5) principles:

1. Students are to gain experience at school in making decisions based on sound citizenship principles.
2. Order is necessary to secure rights and this means that in a school everyone must accept certain obligations and restrictions for the good of all.
3. The general duties of students and accountability are clearly outlined in Sections 150 – 151 of the Education Act.
4. These procedures shall include but not be limited to attendance at school, general conformity to the direction of the school, observing standards with respect to the rights of others and accountability for self to teachers, principals, bus drivers, school staff and other students.
5. That the Principal shall be responsible for preparing and making available a school handbook for students, parents, boards and central administration. This shall include the policies, regulations, procedures and educational programs that the school is implementing. This will be in accordance with the Education Act, provincial regulations and Division policy and procedures.

Reference: Sections 85, 87, 108, 109, 150, 151, 175 Education Act

## Administrative Procedure 351

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### AP 351 - STUDENT CONDUCT ON SCHOOL BUSES

#### Background

Student conduct on school buses shall be consistent with that expected of the student in the classroom.

#### Procedures

1. The Supervisor of Transportation has developed a Student Transportation Handbook which will be made available to all students.
2. Sections 4 and 5 of the Division document School Bus Safety - Responsibilities and Procedure Guidelines outline responsibilities of the student and student conduct on school buses.
3. The Division form Student Conduct Report ([Form 351-1](#)) will be used by the bus driver as a procedure for obtaining acceptable conduct on the bus.

Reference: Sections 148, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 175, 196, 231 Education Act

Cross-Reference: Policy 13 – Appeals and Hearings Regarding Student Matters

## Administrative Procedure 352

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### AP 352 - BULLYING

#### Background

The Division believes that every student has the right to attend school and school related activities free from bullying, intimidation, threats or sexual harassment. The Division condemns all forms of bullying and harassment and expects its teachers, employees, students and any other individuals on school premises or at school sponsored events neither to participate in nor to condone such behavior.

Bullying generally involves a real or perceived imbalance of power with the more hurtful child or adult using some form of aggression against those who are less powerful. It includes an assortment of acts carried out over a period of time generally away from the presence of adults or in the presence of adults who fail to intercede. Bullying can be overt, subtle, or indirect and anonymous.

Bullying, intimidation, threats and harassment will not be tolerated. Any student found to have engaged in such conduct will be subject to disciplinary action up to and including expulsion from the schools of the Division. Further to these provisions and remedies, the Criminal Code and the Youth Criminal Justice Act may be applied.

Regulations

#### Procedures

1. Each Principal, in consultation with school staff, shall develop anti-bullying strategies and a prevention program which will include:
  - 1.1 Taking steps to ensure that students understand the above definition of bullying. This includes publishing the definition in student handbooks and newsletters or other school publications.
  - 1.2 Developing policy and procedures for the confidential reporting of bullying behavior.
  - 1.3 Documenting reports of bullying and the action taken.
  - 1.4 Increasing supervision in those areas where bullying is most evident.
  - 1.5 Working toward a school culture that values peacefulness, respect, care and safety.
2. These internal policies shall be reviewed annually by the Principal and a copy shall be forwarded to the Director.

3. All members of the school community including students, school staff, parents and community members have a responsibility to report any act of bullying directly to the Principal or immediate supervisor. An immediate investigation by school authorities must take place with proper emphasis for the safety of those concerned.

Reference: Sections 148, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 175, 231 Education Act  
Anti-Bullying Strategy (March 2005)

Caring and Respectful Schools – Bullying Prevention: A Model Policy (September 2006)

Cross-Reference: Board Policy 13 – Appeals and Hearings Regarding Student Matters

## Administrative Procedure 352 – Appendix A

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### AP 352 Appendix: ANTI-BULLYING STRATEGY

*From Saskatchewan Learning – Revised March 2005*

#### Policy on Anti-Bullying

- This government is committed to promoting caring and respectful schools that ensure healthy personal and social development for all. Such schools demonstrate, through preventative and effective intervention strategies, the belief that all children and youth have the right to an education free from bullying in all its forms.
- This government believes that bullying is a serious problem for the individuals involved, the school, families and the community. Bullying and victimization are not part of the healthy development of individuals, or the stability of any community. Bullying and victimization will not be tolerated in schools in any form.
- This government understands that bullying and victimization must be addressed on many levels. To be successful an anti-bullying intervention requires a *comprehensive strategy*. This strategy takes a systemic approach focusing not only on the bully and the victim, but on the school, students, parents and the larger community in which the bullying takes place. It acknowledges that solutions to bullying are not the sole responsibility of schools and require a *community-wide response* that engages all members of the community including youth, family, service providers and schools in shared responsibility.

#### Comprehensive Strategy to Address Bullying

##### Background

The Ministry of Education sets the legislative and policy direction for the education system through:

- The Education Act, 1995, which gives responsibility to boards of education for all aspects of the daily operations of schools. Any policies or procedures relating to student behaviour are the responsibility of the board of education.
- Core Curriculum which provides direction for personal and social development across all areas of study from K-12 through the incorporation of the Common Essential Learnings.
- The Ministry of Education's Caring and Respectful Schools: Toward SchoolPLUS Policy that provides direction on:
  - strengthening a caring and respectful school environment;
  - developing and implementing school codes of conduct;

- developing and implementing anti-bullying policy; and,
- developing crisis response plans.

### **Recommended Actions**

The following five key actions build upon the constructive policies and actions currently in place across the provincial education system. Taken together, they provide a comprehensive strategy for strengthening this solid foundation and engaging community and family members with schools to address the complex issue of bullying:

1. Ensure that all schools and school divisions in the province have an anti-bullying policy in place and the capacity to take action in partnership with family and community.
  - Regional Offices of Learning will work with individual school divisions to review policies to ensure that adequate provisions are in place to counter bullying including:
    - a) strong school, community and division statement that bullying in schools will not be tolerated;
    - b) a clear and concise definition of bullying;
    - c) a statement that all children and youth have the right to a caring, respectful and safe school environment;
    - d) a statement of responsibilities of all members of the school community including students who witness bullying, school staff, parents and community members;
    - e) a school and division action plan outlining what will be done to deal with incidents of bullying; and,
    - f) a plan ensuring the regular review and strengthening of anti-bullying policy and practices including the explicit incorporation of the Common Essential Learning of Personal and Social Development into all classroom and school practices.
2. Commit one quarter of a million dollars over three years to work with communities and the Canadian Mental Health Association, Saskatchewan Division to strengthen anti-bullying and suicide prevention programming in Saskatchewan schools.
3. Establish Critical Incident Investigation Teams through the SchoolPLUS Service Areas.

4. Ask the federal Department of Justice and the Attorney General to review the provisions and remedies of the Criminal Code of Canada and the specific sections of the Youth Criminal Justice Act pertaining to bullying and incidents of aggression and assault in schools. The purpose is to provide clearer definitions of responsibility and more practical community-based tools, solutions and consequences for the police and community members to provide meaningful support to schools.
5. Integrate the Anti-Bullying Strategy as a critical component of the planning and monitoring process within the new Accountability Framework being developed by the Ministry of Education for restructured school divisions.

**Administrative Procedure 352 – Appendix B**

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**AP 352 Appendix B: CARING AND RESPECTFUL SCHOOLS**

[http://www.learning.gov.sk.ca/adx/asp/adxGetMedia.aspx?DocID=173,211,107,81,1,Documents&MediaID=377&Filename=Bully\\_Prevention\\_Model\\_Policy\\_Aug30\\_06.pdf](http://www.learning.gov.sk.ca/adx/asp/adxGetMedia.aspx?DocID=173,211,107,81,1,Documents&MediaID=377&Filename=Bully_Prevention_Model_Policy_Aug30_06.pdf)

## Administrative Procedure 353

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### AP 353 - WEAPONS

#### Background

The Division does not permit the possession of explosives, firearms, and/or other dangerous instruments on its property, on the way to and from school, or during any school related activity unless for special purposes in authorized activities where the Principal has granted special permission. Offenders in possession of firearms, explosives, or items of similar danger will be subject to reprimand, suspension, expulsion, or other forms of discipline.

Police involvement may be requested in dealing with such incidents.

#### Procedures

1. Unless authorized by the Principal, explosives, firearms, or any dangerous instruments or materials are forbidden on school property or at school activities.
2. Investigations and responses regarding students in possession of explosives, firearms, or other dangerous instruments or materials shall be conducted with due regard to Administrative Procedure 355.
3. The Principal shall respond decisively and judiciously to students in possession of explosives, firearms, or other dangerous instruments or materials when the incidents occur on school property, during any school activity, or on the way to and from school.
4. Violation of this administrative procedure may result in reprimand, suspension and/or expulsion in keeping with Board Policy 13 and the provisions of the Education Act, Sections 151 to 153 and Section 175.
5. At the discretion of the Principal, students found to be in possession of explosives, firearms, or dangerous instruments and materials shall be reported to the RCMP.
6. Firearm safety courses under the direction of a legitimate sponsor are approved in Division schools pending facility usage agreements.

Reference: Sections 85, 87, 108, 109, 152, 153, 154, 155, 175, 193 Education Act

## Administrative Procedure 354

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### AP 354 - DRUGS / ALCOHOL / ADDICTION

#### Background

The Division is committed to promoting the health and well-being of all students and creating a learning environment where all feel safe and cared for. Alcohol, tobacco, other drugs and gambling are addictive and harmful to the school community and threaten the health and well-being of students. The Division acknowledges that creating a healthy environment for the school community is everyone's responsibility.

The Division supports the following preventative approaches in striving for a drug free environment in our schools.

#### Procedures

1. The possession, use and trafficking of prohibited substances shall not be tolerated on school property and within the immediate site of the school. This includes other locations while a student is involved as a participant or spectator or while in transport to and from school on a school sponsored activity.
2. Section 151 (2) of the Education Act indicates accountability of the student to the Principal while under the school's supervision, including the time spent in traveling between the school and the student's place of residence.
3. When any student is found on school property or participating in school sponsored functions:
  - 3.1 Apparently under the influence of an alcoholic beverage or illegal drug, or
  - 3.2 In possession of a alcoholic beverage or illegal drug whether for his/her own use or for the purpose of trafficking, the Principal shall:
    - 3.2.1 Consult with police and/or medical help as necessary.
    - 3.2.2 Immediately notify the parents/guardians.
    - 3.2.3 Ensure that the student is returned safely to parents/guardians.
    - 3.2.4 Suspend the student from school. Further investigation by the Director may be conducted.
4. Criminal Court Conviction
  - 4.1 Students convicted in criminal court of drug possession or trafficking charges may only be re-admitted to school after an interview between the Principal, the parents or guardians, officer of the court, and the student has been held before the Board.
  - 4.2 Repetition of the above by the same student shall be considered grounds to move toward immediate expulsion from the school.

- 4.3 No non resident student under expulsion from another school or school system for conviction (as above) shall be accepted in any school in the Division for the balance of the school term. (protocol with other Divisions)
5. The Principal shall report to the police all incidents where there is evidence of individuals using or trafficking in illicit drugs on or adjacent to school property.
6. The Division will encourage the development and implementation of programs related to alcohol, drugs and addiction.
  - 6.1 The Division will provide resources to address alcohol and drug/addiction issues.
  - 6.2 The Division will work cooperatively with students, parents and others toward resolving the issues of alcohol and drug abuse for students through:
    - 6.2.1 Prevention through education.
    - 6.2.2 Appropriate actions in response to alcohol and drug related incidents.
    - 6.2.3 Consultation and rehabilitation through referral and partnership with appropriate community agencies.

Reference: Sections 148, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 175, 231 Education Act  
Cross-Reference: Policy 13 – Appeals and Hearings Regarding Student Matters

## Administrative Procedure 355

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### AP 355 - DISCIPLINE

#### Background

The disciplining of students is a process of training and a system of rules aimed at producing self-control and orderly conduct. The Division further believes that:

- Discipline is to provide the opportunity for positive results and student growth.
- Discipline is to have a positive and respectful purpose.
- Discipline is a continuous process which emphasizes teaching students appropriate behavior and self-control.
- Students deserve an atmosphere conducive to learning.
- People perform better when there are clear expectations.

The Division encourages its staff to determine the cause of misbehavior and try to rectify it through various means, including consultation with other staff members, parents and/or students. When disciplinary action is required, the Principal shall administer or cause to be administered such disciplinary measures as may be necessary and as would be exercised by a kind, firm and judicious parent.

The Principal of the school is authorized to administer or cause to be administered such discipline as is permitted by legislation, Board policy and administrative procedures. The use of corporal punishment for controlling student behavior is not allowed. When student misbehavior becomes repetitive and/or exceeds normal acceptable limits, the Principal may suspend students in accordance with this administrative procedure.

#### Procedures

1. Exclusion from Instruction by Teacher
  - 1.1 The teacher shall immediately report orally to the Principal the reason(s) for the student's exclusion from instruction and prior to leaving the school that day shall hand in a written report to the Principal.
  - 1.2 One (1) copy of the teacher's report referred to in number 1 is to be filed in the school and one copy sent to the parent or guardian as soon as practical. The parent shall have an opportunity to meet with the teacher and/or Principal to discuss the problem.
  - 1.3 The Principal, where he/she deems it advisable, shall convene a meeting with the student and teacher to discuss the conflicts.
  - 1.4 Section 231 of the Education Act authorizes the teacher to exclude a student suspected to be suffering from, or convalescent from, or in contact with, a communicable disease.

- 1.5 A teacher excluding a student on the basis of Section 231 shall report to the Principal who must promptly notify the Medical Officer of Health and the parent or guardian of the action and the reason for it.
- 1.6 On advice from the Medical Officer of Health, the Principal may exclude the child from school until the certificate mentioned in Section 231 is presented to the Principal.

## 2. Detention

- 2.1 The Division supports the use of detention as a disciplinary method provided the following are in place:
  - 2.1.1 The results are to be educative in nature.
  - 2.1.2 Detainment outside of regular school hours is communicated to the parent/guardian.
  - 2.1.3 A reasonable amount of time must be served.
  - 2.1.4 The safety of the student shall be a prime consideration.
  - 2.1.5 The Principal or teacher will provide supervision.

## 3. Suspension by the Principal

School suspensions are to be imposed, when necessary, by the Principal within the parameters allowed by the Education Act.

- 3.1 Suspension – by Principal – up to and including three (3) days
  - 3.1.1 The Principal shall immediately report the circumstances and action taken to the parent or guardian, by telephone if possible (and if not, by letter), and the telephone conversation must be confirmed by letter as soon as can be arranged.
  - 3.1.2 The parent/guardian shall be given an opportunity to meet with the Principal/teacher to discuss the problem.
  - 3.1.3 The Principal shall inform the student of the reason for his or her suspension.
  - 3.1.4 The Principal shall notify the Director by telephone as soon as possible and provide a written report as soon as can be arranged.
- 3.2 Suspension - by Principal – greater than three (3) days but not exceeding ten (10) days
  - 3.2.1 The Principal shall immediately report the circumstances and action taken to the parent or guardian, by telephone if possible (and if not, by letter), and the telephone conversation must be confirmed by letter as soon as can be arranged.
  - 3.2.2 The parent/guardian shall be given an opportunity to meet with the Principal/teacher to discuss the problem.

- 3.2.3 The Principal shall notify the Director by telephone as soon as possible and provide a written report as soon as can be arranged.
- 3.2.4 The Principal shall inform the student of the reason(s) for his or her suspension.

Reference: Section 148, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 175, 231 Education Act  
Cross-Reference: Policy 13 – Appeals and Hearings Regarding Student Matters

# Discipline Policy Manual



*“Building Caring  
and  
Respectful Schools”*

October 2006

## **RIGHTS AND RESPONSIBILITIES:**

### **A. Students**

1. Students have the **right** to a quality education.  
Students have the **responsibility** to attend school regularly, to follow school and classroom guidelines, to listen to instruction, and to work co-operatively.
2. Students have the **right** to be treated with respect and courtesy.  
Students have the **responsibility** to treat adults and students with respect and courtesy.
3. Students have the **right** to a safe school environment.  
Students have the **responsibility** to follow school rules and to refrain from threatening or hurting others by actions or by words.
4. Students have the **right** to hear and to be heard.  
Students have the **responsibility** to listen attentively and courteously to others.
5. Students have the **right** to privacy, personal property, and personal space.  
Students have the **responsibility** to respect the privacy of others and the personal property and personal space of others.

**B. Teachers**

1. Teachers have the **right** to be treated with respect by students and parents.  
Teachers have the **responsibility** to treat students and parents with respect.
2. Teachers have the **right** to expect students to be in class, to have a positive attitude, and to be prepared to learn.  
Teachers have the **responsibility** to have a positive attitude and to be prepared to teach.
3. Teachers have the **right** to expect the classroom to be a place of learning where all students participate in the process of learning.  
Teachers have the **responsibility** to actively involve all students in the learning process and to instruct and to evaluate students as deemed necessary.
4. Teachers have the **right** to feel safe in their classrooms and in the school.  
Teachers have the **responsibility** to provide a safe environment for students and others and to address any situation that is a threat to others.
5. Teachers have the **right** to expect parental or guardian support in matters relating to the education of their child(ren).  
Teachers have the **responsibility** to encourage parental involvement and collaboration between home and school.

## C. Parents

1. Parents have the **right** to expect the school climate to be safe and supportive. Parents have the **responsibility** to teach and to model appropriate behaviour for their child(ren).
2. Parents have the **right** to expect the school to consistently promote a positive attitude towards learning for every child. Parents have the **responsibility** to reinforce that school is a learning environment, to encourage home study, and to monitor their child(ren)'s progress.
3. Parents have the **right** to receive regular communication about the school and their child(ren)'s progress and to be informed promptly of any serious concerns involving their child(ren). Parents have the **responsibility** to be informed about the school and their child(ren)'s progress and to inform the school of any serious issues concerning their child(ren).
4. Parents have the **right** to expect the school to operate in an orderly and effective manner. Parents have the responsibility to encourage respectful behaviour and to support school discipline efforts.
5. Parents have the **right** to expect a quality education for their child(ren). Parents have the **responsibility** to ensure regular attendance, adequate rest, and good nutrition.

## CODE OF CONDUCT

The Northwest School Division expects that students will adhere to their school's rules of conduct, and co-operate with corrective actions taken by authority as a result of conduct violations. The rules of conduct are applicable during the school day *as well as during any school activity conducted on or off campus.*

Actions which will not be tolerated by the Northwest School Division are the following:

- possession or use of alcohol
- possession or use of illegal drugs
- possession or use of illegal weapons
- physical or verbal assault, or the threat thereof
- malicious damage to the school or the personal property of students, school employees, or visitors.

Consequences will include intervention and/or referral for counselling. Consequences will be at the discretion of the principal and will include documentation (Code of Conduct - Reporting Form). Code of Conduct forms will be retained by the Principal of the school and forwarded to Division Office only in cases where a discipline hearing is required. At this time all Code of Conduct forms that have lead to the hearing will be forwarded. Other consequences may follow. These shall include any one of the following:

- exclusion
- suspension
- expulsion
- or other measures



## Appendix A: Best Practices

# BEST PRACTICES

## Disciplinary Interventions

Rules are necessary to allow schools to be a safe, protected environment where a student can come to learn without fear. Rules are most effective when there are consequences to enforce them.

1. Teacher / student conference
2. Parent phone call
3. Student / counsellor conference
4. Pro-active conference with administration
5. Time-out
6. Behavioural contracts / behaviour management plans
7. Incentives / positive reinforcers
8. Peer mediation
9. Seating change
10. Classroom meeting
11. Temporary or permanent alternative placement (another class)
12. Anger management intervention
13. Conflict Resolution
14. Parent / guardian visitation to the classroom
15. Teacher / student / administrator conference
16. Parent / guardian and student conference with teachers and administrators
17. Financial restitution for property damage
18. Detention
19. Assigned school service
20. Restriction of privileges
21. Suspension from extra curricular activities, homebound program, in-school suspensions
22. Out-of-school suspensions
23. Referral to outside agency or authority
24. Meeting with the Board of Education

## Organizing Classrooms for Excellence

### I. The Learning Environment:

The effective teacher:

1. expects students to pay attention to instruction and to be on task
2. exhibits a spirit of co-operation
3. has high expectations for academic achievement and behaviour
4. ensures that disciplinary actions demonstrate fairness, consistency and equality
5. is confident and enthusiastic
6. engages students in private, one-to-one discussions about problems
7. runs an orderly business-like classroom
8. remains calm and objective in disciplining situations
9. communicates caring and respect for students
10. often involves students in decision making and rule and consequence setting
11. often supports students outside the classroom
12. provides good organization, preparation and planning for instruction
13. has class meetings to discuss problems and issues
14. hold students responsible for their behaviour
15. recognizes that praise, reward and recognition are powerful motivators
16. see him/herself as a powerful role model
17. recognizes that privileges are earned and that with rights come responsibilities
18. separates the child from the behaviour
19. does not accept bad manners from students and constantly reinforces the use of good manners
20. develops a sense of pride in the student and the school and the community
21. draws attention to those students who are behaving appropriately
22. enforces classroom rules promptly and consistently
23. creates a warm, inviting atmosphere

### II. Classroom Administration:

The effective teacher:

1. clearly communicates behaviour expectations, rules, routines and procedures as well as consequences for misbehaviour
2. has classroom rules, routines and procedures that are consistent with the philosophy of the school's discipline plan
3. is in the classroom as the students enter
4. is aware that changes in seating arrangements may eliminate some discipline problems
5. constantly monitors students while they are working
6. uses eye contact and gestures to alleviate potential problems

7. informs and involves parents with any behavioural or academic concerns
8. uses logical consequences when dealing with inappropriate behaviours. These may include reprimands, warnings, loss of privilege, detention, apology, restitution, isolation, exclusion, counselling, referral, etc. Consequences should be immediate.
9. uses his/her proximity to a troublesome student to alleviate potential problems
10. uses contracts, plans, or agreements to help change behaviours
11. keeps a record of persistent or serious discipline problems - documents date, incident and description of action taken
12. sometimes uses peer mediation to help student solve conflicts
13. keeps rules to a minimum; most expectations fall under routines and procedures
14. uses well-researched methods for dealing with misbehaviour

### III. Classroom Instruction:

The effective teacher:

1. gains students' attention before teaching
2. sets the stage for learning by laying out objectives for the lesson
3. provides a good motivational set for the lesson
4. provides clear instruction and allows for smooth transitions
5. presents material in small steps in a logical sequence, and is aware of previous student knowledge
6. is continually monitoring instruction and is aware of pacing
7. tries to meet each child's individual needs and cognitive abilities
8. begins the school year with instruction regarding social skills, which provides the school with a common language to deal with behaviour. Programs such as *Second Step*, which deals with conflict resolution and anger management should be taught at the beginning of the year.
9. has students actively involved with little down time
10. provides interesting, relevant and appropriate curriculum and instruction
11. adjusts the pacing of lessons to allow for little down time for students
12. is able to deal with most behavioural problems without interrupting the flow of the lesson

### Caring and Respectful School Environment

Caring and respectful school environments are centered on an unconditional commitment to all children and youth. They are open, inclusive and culturally affirming and built on community education principles and practices. Caring and respectful school environments see parents and guardians as essential partners in the education of their children. They are family-friendly and provide ways for working together that support work-family issues. Such environments value diversity and all members grow in their

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knowledge and respect for the cultures-traditions, languages, and worldviews – of all students and their families. Caring and respectful school environments ensure that all students have access to a barrier-free learning environment and benefit equally from a variety of learning experiences and

needed supports and services in the classroom, the school and the community. School personnel work together with students, families, community members and human service providers to support all students to achieve their full potential. Caring and respectful school environments create the atmosphere necessary to promote the wellbeing and educational success of all children and youth.

The key elements of a Caring and Respectful School Environment are:

1. Collaborative Relationships
2. Personal and Social Development
3. Comprehensive Services and Supports
4. Comprehensive Crisis Response Plan

### **1. Collaborative Relationships**

- Caring and respectful environments promote and model collaborative relationship that link people at the classroom, the school and the community level to a shared vision and a common purpose.
- Collaborative relationships are family-friendly and promote and model ways of working together that support work-family issues.
- Teaching practices in caring and respectful school environments are strengthened and students' learning is improved when educators promote and model collaborative relationships, teamwork and shared leadership, responsibility and decision making with colleagues, parents, students and community partners.
- Community engagement and development is the first step in an evolving process that brings community members and organizations together as active participants in creating a shared vision and commitment to joint planning around issues of mutual concern.
- Collaborative problem solving is the foundation of successful collaboration and helps people constructively explore differences and search for solutions that support individual and group needs.
- Cooperative alliances with neighbourhood and community agencies and organizations.

### **2. Personal and Social Development**

- Focused attention to students' social and emotional learning is critical for school success and assists students to make positive contributions to their classroom, their school, their family and their community.

- The provincial curricula, together with school-wide initiatives such as cooperative learning, service learning projects, character education programs, violence-prevention and conflict resolution programs, peer mediation, and bullying prevention provide daily opportunities for social and emotional learning and contribute to the social and emotional well being of all students.

### **3. Comprehensive Services and Supports**

- Caring and respectful school environments support the delivery of a comprehensive array of programs and services that support the social and personal needs of students.
- Caring and respectful school environments invest in collaborative prevention and early intervention practices and support students with intense needs.
- Caring and respectful school environments define, model, teach and consistently reinforce reasonable behavioural expectations.
- Caring and respectful school environments see student discipline as part of the teaching learning process.
- Such environments promote restorative discipline practices that engage individuals in collaborative problem solving to resolve conflict and to take responsibility for making things right.
- Caring and respectful learning communities see student discipline as part of the teaching learning process and promote practices that are restorative in nature.
  - School code of conduct based on the schools mission or statement of beliefs
  - Adaptive classroom instruction (Adaptive Dimension of Core Curriculum)
  - Parental/guardian collaboration
  - Individualized positive behavioural programming
  - Assessment and ancillary support services
  - Integrated school-linked services and supports
    - Integrated case management
  - Community-based approaches to providing individualized plans of support and care
    - Wraparound process
  - Democratic approaches to discipline
    - Restorative approaches to conflict and discipline issues
    - Accountability and conferencing Circles
    - School-based peer mediation

### **4. Comprehensive Crisis Response Plan**

- A comprehensive crisis response plan is a key component of a caring and respectful school environment.
- A comprehensive crisis response plan includes crisis response teams working in partnership with professional and community-based agencies.

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- The plan involves establishing communication plans and a clear protocol for dealing with the media.

- A comprehensive crisis response plan provides 1) the development of specific interventions for various crises situations and 2) the training and professional development necessary to ensure a fully operational response plan consistent with school division procedures and protocol.
- Debriefing, follow-up support and scheduled reviews and updates are a part of a comprehensive crisis response plan.

## School Level Rubric: Caring and Respectful School Environment

<p>Key Elements:</p> <ul style="list-style-type: none"> <li>Promote open, inclusive and culturally affirming principles and practices;</li> <li>Promote collaborative relationships, which link people at the classroom, school and community level to a shared vision;</li> <li>Provide a variety of classroom and school-wide opportunities for social and emotional learning;</li> <li>Support the delivery of a comprehensive array of integrated services and supports that meet the social and personal needs of students;</li> <li>Model, define, teach and consistently reinforce a set of reasonable behavioural expectations;</li> <li>Plan for the physical and emotional safety needs of students and staff.</li> </ul>		
<p>Planning Stage:</p> <ul style="list-style-type: none"> <li>The School conducts a review to gather information from school and community members to determine perceptions of effectiveness, areas for improvement and suggestions for collaborative action for division and school improvement.</li> <li>Teachers acknowledge the need to work with parents to support classroom instruction.</li> <li>Teachers seek parental support to meet student's learning needs within the context of classroom instruction.</li> <li>School personnel seek parental support to reinforce behavioural expectations at the classroom level.</li> <li>A majority of school personnel acknowledge the need for procedures to deal with crisis situations and respond to them as they arise.</li> </ul>	<p>Progressing Stage:</p> <ul style="list-style-type: none"> <li>All staff, students, families and community members create a shared vision of what they want to accomplish as partners to ensure caring and respectful school environments that are open, inclusive and culturally affirming and where all students belong and valued.</li> <li>Most school personnel have established a number of partnerships among and between educators, families, students, community and human service providers.</li> <li>Most teachers use some instructional strategies and programs that foster personal and social skill development and target issues related to enhancing caring and respectful school environments.</li> <li>School staff, students, families and community members collaboratively develop positive and reinforce behavioural expectations for the school.</li> <li>Most school personnel are aware of procedures to deal with a variety of crisis situations.</li> </ul>	<p>Actualizing Stage:</p> <ul style="list-style-type: none"> <li>All staff, students, families and community members demonstrate a commitment to open, inclusive and culturally affirming learning communities and share the belief that all students belong and are valued.</li> <li>All school personnel integrate collaborative relationships and partnerships among and between educators, families, students, community, and human service provider into their daily practice.</li> <li>All school personnel use a variety of instructional strategies and programs that promote personal and social development of students and target issues related to creating caring and respectful school environments.</li> <li>The school is organized around a core set of clearly defined and consistently reinforced, positive behavioural expectations developed in collaboration with the larger community and all school staff use positive approaches to discipline.</li> <li>The school personnel are prepared to deal with a variety of crises in a manner consistent with school division policies and procedures.</li> </ul>

## Effective Practice Survey – Parent Caring and Respectful School Environment

*We would like to know what you think about your school. Please place an X in the appropriate box to correspond with your answer. Use only one rating per statement.*

		Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
1.	Collaborative relationships exist in the school which link people at the classroom, school and community level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	The school and the home work together to ensure that parents' work commitments are considered when scheduling school events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	The community is involved in the creation of a shared vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	The community is involved in planning of activities of mutual interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Collaborative problem solving is used to search for solutions that support individual and group needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	I feel welcome in the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	The school has a caring atmosphere.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Teachers respect students in the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Students show respect for one another at the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Sufficient attention is paid to students' learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	The school helps students get along with each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	School-wide initiatives contribute to the personal and social development of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	The school has reasonable behavioural expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	Behavioural expectations have been developed collaboratively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	The school consistently reinforces behaviour expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	The school's discipline practices encourage students to take responsibility for their actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
17.	Students are taught alternative ways of dealing with conflict.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	My child feels safe at the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Effective Practice Survey – Students**  
**Caring and Respectful School Environment**

*We would like to know what you think about your school. Please place an X in the appropriate box to correspond with your answer. Use only one rating per statement.*

		Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
1.	The community is involved in the creation of a shared vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	The community is involved in planning of activities of mutual interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Collaborative problem solving is used to search for solutions that support individual and group needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	I feel welcome in the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	The school has a caring atmosphere.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Teachers respect students in the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Students show respect for one another at the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Sufficient attention is paid to student's learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	The school helps students get along with each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	School-wide initiatives contribute to the personal and social development of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	The school has reasonable behavioural expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Behavioural expectations have been developed collaboratively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	The school consistently reinforces behaviour expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	The school's discipline practices encourage students to take responsibility for their actions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	Students are taught alternative ways of dealing with conflict.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	I feel safe at the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Effective Practice Survey – Staff**  
**Caring and Respectful School Environment**

*We would like to know what you think about your school. Please place an X in the appropriate box to correspond with your answer. Use only one rating per statement.*

		Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
1.	Collaborative relationships exist in the school, which link people at the classroom, school and community level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	The school and the home work together to ensure that parents' work commitments are considered in scheduling school events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Teachers use collaborative practices to support student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	The community is involved in the creation of a shared vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	The community is involved in planning of activities of mutual interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Collaborative problem solving is used to search for solutions that support individual and group needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Students feel welcome in the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Parents feel welcome in the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	The school has a caring atmosphere.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Teachers respect students in the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Students show respect for one another at the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Sufficient attention is paid to student's learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	The school helps students get along with each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	School-wide initiatives contribute to the personal and social development of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	The school has reasonable behavioural expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	Behavioural expectations have been developed collaboratively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	The school consistently reinforces behaviour expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
18.	The school's discipline practices encourage students to take responsibility for their actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	Students are taught alternative ways of dealing with conflict.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	Students feel safe at the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Effective Practice Survey – Community**  
**Caring and Respectful School Environment**

*We would like to know what you think about your school. Please place an X in the appropriate box to correspond with your answer. Use only one rating per statement.*

		Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
1.	Collaborative relationships exist in the school, which link people at the classroom, school and community level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	The community is involved in the creation of a shared vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	The community is involved in planning of activities of mutual interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Collaborative problem solving is used to search for solutions that support individual and group needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	I feel welcome in the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	The school has a caring atmosphere.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Teachers respect students in the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Students show respect for one another at the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Sufficient attention is paid to student's learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	The school has reasonable behavioural expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Behavioural expectations have been developed collaboratively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	The school consistently reinforces behaviour expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	The school's discipline practices encourage students to take responsibility for their actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	Students are taught alternative ways of dealing with conflict.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Appendix B: Resources Available in the NWSD**

**Resources Available  
in the  
Northwest School Division  
(partial list)**

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**Meadow Lake Office**

Title	Author
<b>1, 2, 3, Magic</b>	
<b>2nd Step Program</b>	
<b>ADD Quick Tips – Effective Management</b>	<b>Crutsinger, C., Moore, D.</b>
<b>Anti-Bullying Strategy</b>	<b>Sask Learning 2005</b>
<b>Building Moral Intelligence</b>	<b>Borba, Michelle</b>
<b>Character Builders</b>	<b>Borba, M.</b>
<b>Character Development</b>	<b>Borba, M.</b>
<b>Choice Theory</b>	<b>Glasser, W.</b>
<b>Classroom Discipline &amp; Control – 101 Practical Techniques</b>	<b>Chernow, F.</b>
<b>Comic Strip Conversations</b>	
<b>Day Treatment Program – Skills for School Success</b>	<b>Ekstrad, M.</b>
<b>Discipline with Dignity</b>	<b>Curwin R., Mendler, A.</b>
<b>Discipline Without Tears</b>	<b>Dreckurs, R., Cassel, P.</b>
<b>Don't Feed the Monster on Tuesday – Children's Self Esteem</b>	<b>Moser, Adolph, Molton, D.</b>
<b>First Days of School</b>	<b>Wong, Harry</b>
<b>Orchestrating Positive and Practical Behaviour Plans</b>	<b>Reithaug, D.</b>
<b>Peer Counselling Project</b>	<b>University of Victoria</b>
<b>Please Don't Site on the Kids</b>	<b>Cherry, C.</b>
<b>Positive Attitudes – Peace Making</b>	
<b>Power Parenting for Children with ADD/ADHD</b>	<b>Flick, G.L.</b>
<b>Social Skills Strategies Books A &amp; B</b>	
<b>Social Skills Training Manual</b>	<b>Wilkinson, J., Carter, S.</b>
<b>Strategies for Teaching Students with Hearing and Behaviour Problems</b>	<b>Bos, C., Vaugh, S.</b>
<b>Talking Circles</b>	<b>STF – Stewart Resource Centre</b>
<b>Teaching Behavioural Self Control to Students</b>	<b>Workman, E.</b>
<b>Teaching Effective Classroom Routines</b>	<b>Witt, J., Gilbertson, D</b>
<b>The Answer is No – Saying No and Sticking to It</b>	<b>Whithan, C.</b>
<b>With All Due Respect – Keys for Building Effective School Discipline</b>	<b>Moorish, R</b>
<b>Working with Challenging Behaviours</b>	

**Appendix C: Resources Available in Schools**

**Resources Available  
in Schools within the  
Northwest School Division  
(partial list)**

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<b>Title</b>	<b>Author</b>	<b>School</b>
1, 2, 3 Magic – Training your Children to do What you Want! (Kit)	Phelan, Thomas W.	Lakeview Elementary
21 <sup>st</sup> Century Discipline – Teaching Students Responsibility and Self-Control	Bluestein, Jane	Lakeview Elementary
A Kid’s Guide to Getting Along with Others (Video recording)		Lakeview Elementary
A Multiple Intelligences Road to a Quality Classroom	Berman, Sally	Lakeview Elementary
A Teacher’s Guide to Cooperative Discipline	Albert, Linda	Lakeview Elementary
A Treasure Chest of Behavioural Strategies for Individuals	Fouse, Beth	Jubilee
A Volcano in My Tummy - Helping Children to Handle Anger	Whitehouse, Elaine Pudney, Warwick	Lakeview Elementary
Am I in Trouble?: Using discipline to teach young children responsibility	Durwin, R.	Goodsoil
Anger Management for Youth	Eggert, Dr. Leona	St. Walburg
As Tough as Necessary	Curwin, Richard L.	Jonas Samson
As Tough as Necessary: Countering Violence, Aggression, and Hostility in Our Schools	Curwin, Richard L. Mendler, Allen N.	Lakeview
Assertive Discipline - A Take-Charge Approach	Canter, Lee	Goodsoil
Awards for Reinforcing Positive Behaviour	Canter, Lee	Lakeview Elementary
Back-To-School Book	Mailbox	Pierceland
Battling the School-Yard Bully	Zarzour, Kim	Lakeview
Before You Can Discipline: Vital professional foundations for	Debruyne, Robert L.	Jubilee
Behavior Management: A Practical Approach for Educators	Walker, James	Goodsoil
Bill Rogers Managing Behavior - Positive Correction		Ernie Studer
Building Moral Intelligence	Borba	Neilburg Composite
Bully Proofing for Children	Brookman, Beverly	Lakeview
Bully Proofing Your School: A comprehensive approach for elementary schools	Gairity / Jens / Portes / Sager / Short-Cmilli	Lakeview
Calm Down (Audio recording)	Wardle, Nancy	Lakeview Elementary
Can We Talk?: Effective learning in the classroom	Debruyne, Robert L.	Jubilee
Catch Them Being Good!	Shapiro, Lawrence	Lakeview Elementary
Character Education (kit)	Burch, Regina G.	Lakeview Elementary
Character Education Set	Burch, Regina G.	Lakeview Elementary
Classroom Behavior From A to Z	Rice, Dale L.	Goodsoil
Classroom Discipline Problem Solver	Watson	Neilburg Composite

<b>Title</b>	<b>Author</b>	<b>School</b>
Classroom Management	Bennett, Barrie Smilanich, Peter	Carpenter
Classroom Management	Mathews, W.D.E.	Goodsoil
Classroom Management – Grade One		Lakeview Elementary
Classroom Management for Substitute Teachers	Collins, S. Harold	Carpenter
Classroom Management: A Thinking & Caring Approach	Bennett, Barrie	Jonas Samson
Classroom Management: A Thinking and Caring Approach	Bennett, B.	Goodsoil
Classroom Management: Grade one	Debruyne, Robert L.	Jubilee
Classroom Quickies	Harnadek, Anita	Carpenter
Classroom Rituals for At-Risk Learners	Phillips, Gary	Goodsoil
Community Building in the Classroom	Debruyne, Robert L.	Jubilee
Connecting with Students	Mendler, Allen N.	Jonas Samson
Coping	Sanders, Corinne	Lakeview Elementary
Creating an Inclusive Classroom		Carpenter
Creating the Competence Based Classroom	Glasser, William	Lakeview Elementary
Creative Conflict Resolution	Kreidler, William J.	Lakeview Elementary
Dealing with Feelings (Kit - 2)		Lakeview Elementary
Defanging a Bully	Motlar, A.	Jonas Samson
Discipline and the Disruptive Child	Karlin, Maria Schoenbrun	Goodsoil
Discipline Book: A Complete Guide	Curwin, Richard	Goodsoil
Discipline With Dignity	Curwin, Richard L. Mendler, Allen N.	Lakeview
Discipline with Dignity	Curwin, Richard L.	Jonas Samson
Discipline: Winning at Teaching	Coloroso, Barbara	Goodsoil
Esteem Builders (K-8)	Borba, Dr. Michele	St. Walburg
Every Time I Blow My Top I Lose My Head!	Slap-Shelton, Laura	Lakeview Elementary
Excuse Me!                      Self-control in a Box	Moses, Brian	Lakeview Elementary
Feelings	McElmurry, Mary Anne	Lakeview Elementary
Feelings: Grade 3	Jurca, Marsha Elyn	Lakeview Elementary
Free to Feel Great, Teaching Children to Excel at Living	Orlick, Terry	Lakeview Elementary
Getting out of a Stress Mess!	Mundy, Michaelene	Lakeview Elementary
Gossiping, Taunting, Bullying (Student Workshop)	Sunburst Media	St. Walburg
Great Big Wonderful Me! Kindergarten and grade one	Tremblach, Vera	Lakeview Elementary

<b>Title</b>	<b>Author</b>	<b>School</b>
Growing Stronger: Teaching and learning responsibility	Bennet, Barrie	Jubilee
HELP!	Paterson, Kathy	Lakeview Elementary
Helping Children Who are Anxious or Obsessional	Sunderlad, Margot	Lakeview Elementary
Helping Children with Locked in Rage or Hate	Sunderland, Margot	Lakeview Elementary
Helping Children with Low Self-esteem	Sunderland, Margot	Lakeview Elementary
How to Differentiate Instruction in Mixed-Ability Classrooms	Tomlinson, Carol Ann	Jonas Samson
How to Implement and Supervise a Learning Style Program	Dunn, Rita Stafford	Carpenter
How You Can be a Super Successful (cassette)	Wong, Harry	Lakeview Elementary
How You Can Be Super Successful (4 cassettes)	Wong, Harry	Lakeview
I don't Care!	Moses, Brian	Lakeview Elementary
I Feel Angry	Moses, Brian	Lakeview Elementary
I Feel Bored	Moses, Brian	Lakeview Elementary
I Feel Happy	Bryant-Mole, Karen	Lakeview Elementary
I Feel Jealous	Moses, Brian	Lakeview Elementary
I Feel Lonely	Moses, Brian	Lakeview Elementary
I Feel Sad	Moses, Brian	Lakeview Elementary
I'll do It!	Moses, Brian	Lakeview Elementary
Ideas for Behavior Management		Jonas Samson
Integrating the Pieces	Mills, Sheryl	Jonas Samson
Interventions - Collaborative Planning for Students at Risk - Book & Video	Sprick / Garrison	Lakeview
Interventions, collaborative planning for students at risk		Lakeview Elementary
Interventions, collaborative planning for students at risk, audio tape		Lakeview Elementary
It wasn't Me!	Moses, Brian	Lakeview Elementary
It's a Girl's Word – CD Set	CBC Audio	St. Walburg
Jumpin' Johnny Get Back to Work (Video recording)	Gordon, Michael	Lakeview Elementary
Kids Are Worth It!	Coloroso, Barbara	Pierceland
Kids are Worth It!	Coloroso, Barbara	Jonas Samson
Kids are Worth It! (2 copies)	Colorosa, Barbara	Lakeview Elementary
Kids are Worth It! (cassette)	Colorosa, Barbara	Lakeview Elementary
Learning to Teach . . . Not Just for Beginners	Shalaway, Linda	Lakeview Elementary

<b>Title</b>	<b>Author</b>	<b>School</b>
Living Colour		Lakeview Elementary
Mad isn't Bad	Mundy, Michaelene	Lakeview Elementary
Management and Treatment of Youth with Significant Behavioural	Shamsie, Jalal, Dr.	Lakeview Elementary
Managing Behaviours - A Therapist's Guide	Warger, Cynthia L. Heflin, L. Juane	Lakeview Elementary
Mentoring New Teachers	Portner, Hal	Carpenter
Misbehavin': Solving the disciplinary puzzle for educators	Dubelle, Stanley T.	Jubilee
More Moving Experiences, Connecting Arts, Feelings, and Imagination	Benzwie, Teresa	Lakeview Elementary
My Secret Bully	Ludwig, Trudy	St. Walburg
New Approach to Discipline: A Logical Consequences	Dreikurs, Rudolph	Goodsoil
No More Misbehavin	Borba	Neilburg Composite
No More Moneky Shines	Shapiro, Lawrence E.	Lakeview Elementary
Nobody Likes Me, Everybody Hates Me	Borba	Neilburg Composite
Nonviolent Crisis Intervention for the Education: Volume II The Disruptive Adolescent	Wyka, Gene T.	Jonas Samson
Nonviolent Crisis Intervention for the Educator: Volume II: The Disruptive Adolescent	Wyka, Gene T.	Jonas Samson
Opening Exercises, grade 1		Lakeview Elementary
Peace in the Classroom	Adams, Hetty	Jubilee
Peace in the Classroom (2 copies)	Adams, Hetty	Lakeview Elementary
Planning Together		Carpenter
Planning Together: Positive classroom environments	Adams, Hetty	Jubilee
Positive Classroom Discipline	Jones, Fredric H.	Jonas Samson
Positive Classroom Management	DiGiulio, Robert	Carpenter
Positive Discipline	Nelsen, Jane	Lakeview Elementary
Positive Discipline (2 copies)	Nelsen, Jane	Pierceland
Positive Discipline in the Classroom	Nelsen, Jane	Pierceland
Positive Discipline in the Classroom	Nelsen, Lott, & Glenn	Neilburg Composite
Positive Measures	MacWilliam, Carol	Lakeview Elementary
Restitution	Gossen, Diane Chelsom	Carpenter
Sad isn't Bad	Mundy, Michaelene	Lakeview Elementary
Secrets of Discipline	Morrish, Ronald G.	Pierceland
Secrets of Discipline	Morrish, Ronald G.	Jonas Samson

<b>Title</b>	<b>Author</b>	<b>School</b>
Secrets of Discipline for Parents & Teachers Video	Morrish, Ronald G.	Pierceland
Secrets of Discipline for Parents and Teachers	Morrish, Ronald G.	Jonas Samson
Self-Discipline	Kerr, Robb	Neilburg Composite
Seven Ways of Teaching	Lazear, David	Lakeview Elementary
Stop Picking On Me! (Student Workshop)	Sunburst Media	St. Walburg
Successful School Discipline	Walch, J. Weston	Jonas Samson
Teacher Smart	Watson	Neilburg Composite
Teacher Smart! 125 Tested Techniques for Classroom Management and Control	Watson, George	Jonas Samson
Teacher Smart!: 125 tested techniques for classroom management and control	Watson, George	Jonas Samson
Teaching Self-Control	Henley, Martin	Lakeview Elementary
Teaching Self-Control - A Curriculum for Responsible Behavior	Henly, Martin	Lakeview
Teeth are not for Biting	Verdick, Elizabeth	Lakeview Elementary
The Art of Problem Solving	Posamentier, Alfred S.	Carpenter
The Bully, the Bullied, and the Bystander	Coloroso	Neilburg Composite
The Challenge of Counselling in Middle Schools		Jonas Samson
The Discipline Advantage: Elementary discipline learning	Bennett, Barie	Jubilee
The First Days of School	Wong, Harry K.	Jonas Samson
The First Days of School	Wong, Harry K.	Lakeview Elementary
The First Days of School (How to be an Effective Teacher)	Wong, Harry K.	Lakeview
The Healing Curriculum	Phillips, Gary	Carpenter
The Healing Teacher: Transformational teaching techniques for children of poverty	Phillips, Gary	Carpenter
The Healing Teacher: Transformational teaching!	Phillips, Gary L., Dr.	Jonas Samson
The Laughing Classroom	Loomans, Diane	Carpenter
The Little Book of Lifestyle Artistry	Collins, Martin	Lakeview Elementary
The Milestones Project	Steckel, Dr. Richard	St. Walburg
The Prepare Curriculum	Goldstein, Arnold	St. Walburg
The Quality School Teacher	Glasser, William	Jonas Samson
The Superhero Game	Shapiro, Lawrence E.	Lakeview Elementary
The Teacher and the Troublemaker	Altman & Jrove	Ernie Studer
The Tough Kid Book		Lakeview Elementary
The Virtues Project (3 copies)	Popov, Linda Kavelin	Lakeview Elementary

<b>Title</b>	<b>Author</b>	<b>School</b>
Tips for Managing Your Classroom	Burke, Kay	Jonas Samson
Tools for Teaching for Transformation	Phillips, Gary	Goodsoil
Tools for Teaching for Transformation	Phillips, Gary L., Dr.	Jonas Samson
Virtues Cards (4 sets)		Lakeview Elementary
What Does Peace Feel Like?	Radinsky, V.	St. Walburg
What to do with the Kid Who...	Burke, Kay	Jonas Samson
Winning at Parenting Without Beating your Kids (cassette)	Colorosa, Barbara	Lakeview Elementary
Winning at Teaching Without Beating your Kids (video)	Colorosa, Barbara	Lakeview Elementary
With All Due Respect	Morrish, Ronald G.	Pierceland
With All Due Respect	Morrish, Ronald G.	Neilburg Composite
With all Due Respect	Morrish, Ronald G.	Jonas Samson
Working with People with Challenging Behaviours	Ory, Nathan	Lakeview
You can Handle Them All	DeBruyn, Robert L.	Jubilee
You Can Handle Them All	DeBruyn & Larson	Neilburg Composite

## Appendix E: Curricular Info about Bullying

# Curricular Information for Teachers about Bullying

[http://www.learning.gov.sk.ca/adx/asp/adxGetMedia.aspx?DocID=453,173,211,107,81,1,Documents&MediaID=408&Filename=Info\\_to\\_Teachers.pdf](http://www.learning.gov.sk.ca/adx/asp/adxGetMedia.aspx?DocID=453,173,211,107,81,1,Documents&MediaID=408&Filename=Info_to_Teachers.pdf)

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## Administrative Procedure 356

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### AP 356 – SCHOOL SEARCHES

#### Background

The Board believes that schools should establish working relationships with law enforcement agencies, cooperating with the police in executing their duties in the public interest, while considering the rights and interests of individual pupils. The Principal has responsibility for the school and is obliged to provide at least minimal assistance to police officers conducting an investigation or arresting a pupil.

#### Procedures

##### 1 Interview and Interrogation

- 1.1 Principals and teachers are to cooperate with the police when police officers find it necessary to interrogate students. All parties are to govern themselves in accordance with the Youth Criminal Justice Act, 2002.
- 1.2 All requests by police for interviews or interrogation with students are to be directed to the principal.
- 1.3 Except by specific request to the contrary by police, the principal is to notify, if necessary, the parent or guardian in advance of the interview or interrogation.
- 1.4 The principal is to arrange for any interviews or interrogation to be held in private. The principal or designate may be present for the interview if the student requests.
- 1.5 If the police request to take a student from the school, the principal is to suggest that the officer contact the parent or guardian using the principal's telephone to inform them of the intended police action.
- 1.6 However, the police will act as their duty directs. This may require the arrest and removal of the student from the school without giving prior notice to parents or guardians.
- 1.7 In either event, the principal is to advise the parents or guardians of the police action as soon as is possible.

##### 2 Search

- 2.1 Principals and teachers are authorized to search school property in order to maintain order, safety, or discipline.
- 2.2 Each school is to develop procedures with respect to regular inspection by teachers of desks, lockers, and other school property used for storage of

student materials. These procedures must be communicated to the students upon registration.

- 2.3 If the principal or teacher ascertains that there are reasonable grounds for belief that a criminal offense is being, or has been committed, that a search of the student or property will provide evidence in these matters, or will lead to the conclusion that the commission of a criminal offense has or is about to occur, a search can proceed subject to the following:
- 2.3.1 The search should proceed immediately if there is reason to believe that the safety of any student is in question.
  - 2.3.2 If the safety of any student is not in question:
    - Attempts should be made to have the student concerned present and consent to the search.
    - Where the student is not present, or does not consent to the search or the school officials do not wish to undertake the search under their own authority, school officials are to contact the police and the search proceed under the direction of the police.
    - At least one witness is to be present when a search takes place.
    - The police must conduct all intrusive searches.
- 2.4 Any search on school premises initiated by the police is to be:
- 2.4.1 Authorized by warrant or,
  - 2.4.2 In relation to drugs or weapons or,
  - 2.4.3 Coincident with the appearance of the police for the purpose of arresting a student or,
  - 2.4.4 In relation to a school initiated search that results in a request for police assistance.
- 2.5 The principal or designate is to accompany the police in any search unless advised by the police to the contrary.

### **3 Arrest of Pupils**

- 3.1 A Principal or staff member should not interfere with the arrest of a pupil by the police.
- 3.2 Before a student is removed from school, the Principal or designate shall request that the police officer attempt to communicate with the parent(s) or guardian(s) and inform them of the intended course of action. If parents or guardians are not available, the police will act as their duty directs. If the police officer is unable to contact the parent(s) or guardian(s) with respect to the apprehension or removal of a student from school, the Principal or designate shall request that the police officer notify the student's parent(s)/guardian(s) as soon as reasonably possible. In any

event, the Principal or designate shall make every reasonable effort to notify the student's parent(s) or guardian(s) of the student's removal from school

- 3.3 The Principal or designate shall inform the Director of Education or designate before any and all actions are taken by a member of a law enforcement agency.

Reference: Sections 85, 87, 108, 109, 175 Education Act  
Child and Family Services Act  
Youth Criminal Justice Act

## Administrative Procedure 357

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### AP 357 - DAMAGE TO PROPERTY

#### Background

Students who willfully or unknowingly destroy or damage school property will be held financially responsible for their actions.

#### Procedures

1. Students will be held responsible for their actions in regard to destruction or damage to school property whether occurring through vandalism or lack of due care and attention.
2. The Principal shall investigate all incidents of damage to school property to determine where responsibility lies.
3. If a student is found responsible for damage to school property, the cost of repairing or replacing the damaged property will be charged to the student through his/her parents.
4. If more than one student is found responsible for damage, the costs for repair or replacement shall be divided amongst the students.
5. In the event of such student-caused damage, the Principal shall:
  - 5.1 Inform parents of the student's action and that there will be a cost incurred;
  - 5.2 Obtain costs from the Facilities or Transportation Supervisor;
  - 5.3 Bill the student accordingly through the parents;
  - 5.4 Send a copy of the bill to the Secretary-Treasurer.
6. The Principal may ask the RCMP to investigate prior to starting repair work and then inform the Secretary-Treasurer.
7. If necessary, in order to obtain restitution, the Secretary-Treasurer may undertake legal proceedings.

Reference: Sections 85, 87, 108, 109, 110, 150, 151, 175 Education Act

## Administrative Procedure 360

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### AP 360 - STUDENT ASSESSMENT AND EVALUATION

#### Background

The fundamental purpose of this policy is to ensure that assessment, evaluation, grading and reporting practices in all Northwest School Division schools are consistent with Ministry of Education policies.

It is the role of all educators to ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, therefore teachers must use practices and procedures that:

1. Honor the needs and abilities of each learner.
2. Are fair, transparent, and equitable for all students;
3. Support all students, including those with intensive educational needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
4. Are carefully planned to relate to the curriculum outcomes and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
5. Are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
6. Are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
7. Provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
8. Develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning;
9. Student achievement is a student's determined standing (% or rubric level grade) relative to curriculum standards;
10. Learner attributes such as effort, participation, behavior, attitude, work habits and attendance are communicated separately from achievement.
11. Punitive grading or distorted grading is not part of sound assessment practices; however, when a student fails to submit a sufficient number of summative assessments for grading purposes, and every effort has been exhausted, teachers, in consultation with the principal, use professional judgment to determine students' marks (failing grade, zero mark, or incomplete status) for missing, unfinished or late assessments. Please see Section E.

**Procedures:****A. Assessment of Learning**

- 1 Principals ensure that the guidelines and procedures are in place within the school to support assessment of learning. Principals ensure that teachers' instructional plans include assessment of learning.
  - 1.1 The assessment of the learning plan reflects the magnitude of learning outcomes.
  - 1.2 Teachers assess students' performances and determine their achievement (attainment of the learning outcomes in the Saskatchewan curriculum) across the range of learning outcomes. Most assessments will assess a number of integrated outcomes.
  - 1.3 Assessment tasks and instruments:
    - 1.3.1 Assess enduring understandings and transferable skills where reasonable; (big ideas)
    - 1.3.2 Are clearly linked and compatible with learning outcomes being assessed;
    - 1.3.3 Are reviewed on an ongoing basis for validity and reliability.
  - 1.4 Teachers assess students' performance and determine their achievement of learning outcomes at the grade level assigned for their instruction or their Personal Program Plan (PPP.)
  - 1.5 Teachers select assessment methods that are varied and compatible with the learning outcomes being assessed.
- 2 Principals ensure teachers inform and actively involve students in their own assessment of learning.
  - 2.1 Teachers establish, with students clear performance and achievement standards, based on learning outcomes. Teachers assist students in articulating what they need to know and be able to do and to what degree.
  - 2.2 Teachers inform students on an ongoing basis of how their level of achievement will be determined.
  - 2.3 Teachers provide students with clear descriptions of performance criteria and standards, such as in rubrics and exemplars, prior to assessment tasks.
- 3 Principals ensure teachers provide students with opportunities to demonstrate their best achievement.
  - 3.1 Teachers use a variety of assessment methods.
  - 3.2 Teachers ensure students with intensive needs receive appropriate accommodations to complete assessments.
  - 3.3 Teachers ensure students have sufficient assessment for learning opportunities before assessment of learning occurs.
  - 3.4 Teachers allow opportunity for students, in a timely manner, to re-submit evidence of learning. (For example, using descriptive feedback or showing evidence to rewrite a test or resubmit a project.)

- 3.5 Teachers' assessments of students' learning in enrichment programming are based on their achievement of the learning outcomes in the Saskatchewan curriculum. Students who complete assessment requirements for an external examining body, such as Advanced Placement, attain that credential in addition to and independent of their achievement in the corresponding Saskatchewan curriculum course.
  - 3.6 Teachers determine students' achievement independently of the achievement of others. That is, if students meet the standard expected they receive the grade regardless of how many other students meet the same learning outcomes.
- 4 Principals ensure that procedures and supports are in place within the school to enable the collection of a reliable body of evidence to determine students' summary grades.
    - 4.1 Teachers retain assessment records in indirect forms such as: anecdotal notes, recordings, rubrics, and percentage scores.
    - 4.2 Teachers use the evidence that accurately indicates their students' achievement of the learning outcomes. For example, a teacher may exclude an assessment that contradicts achievement consistently demonstrated by a student when determining a final grade or determine the final grade on the most recent assessment evidence.
    - 4.3 A final assessment is comprehensive and may be administered to students in several forms. For example, a final assessment may be a performance task to measure skills, an exit portfolio and interview or an examination.
    - 4.4 All equivalent comprehensive and culminating assessments must be administered to all students registered in a class/subject.

## **B. Assessment for Learning**

Principals ensure that procedures are in place within the school to support assessment for learning.

- 1.1 Teachers use a variety of methods to gain insights into students' interests and learning profiles for the purpose of planning assessment. Evidence of student achievement for evaluation is collected over time from three different sources – *observations, conversations, and student products*. (Triangulation of data sources) Using multiple sources of evidence increases the reliability and validity of the evaluation of student learning. "Student products" may be in the form of tests or exams and/or assignments for evaluation. Assignments for evaluation may include rich performance tasks, demonstrations, projects, and/or essays. To ensure equity for all students, assignments for evaluation and tests or exams are to be completed, whenever possible, under the supervision of a teacher. Assignments for evaluation must not include ongoing homework that students do in order to consolidate their knowledge and skills or to prepare for the next class. Assignments for evaluation may involve group projects as long as each student's work within the group project is evaluated independently and assigned an individual mark, as opposed to a common group mark. The evaluation of student learning is the responsibility of the teacher and must not include the judgment of the student or of the student's peers.

- 1.2 Teachers use ongoing assessment to inform instructional design and respond to students' learning needs.
- 1.3 Teachers provide time and opportunities for students to internalize their learning through the use of feedback and guided practice to independence. Teachers provide assessment for learning tasks that allow risk taking and exploration in learning.
- 1.4 Teachers prepare students for assessment of learning by providing assessment for learning tasks that are similar in form and content.
- 1.5 In some cases, when mastery of learning outcomes is noted during assessment for learning, a teacher may use this assessment of learning as evidence.

### **C. Assessment for Learning**

Principals ensure teachers use assessment as learning strategies as an integral part of instruction and learning.

- 1.1 Teachers ensure that assessment as learning is an integral part of students' learning experiences and teach students to use a variety of assessment as learning strategies to move from support to independence.
- 1.2 Teachers provide students with feedback that describes in a clear and understandable way students' current performance relative to learning outcomes.
- 1.3 Teachers teach students to become aware of their own learning strengths and needs and to identify their own progress toward learning outcomes.
- 1.4 Teachers support students in establishing achievable personal learning goals

### **D. Communication and Reporting of Student Achievement**

Principals ensure communication with parents/guardians about students' learning.

Teachers will take various considerations into account before making a decision about the grade to be entered on the report card. The teacher will consider all evidence collected through observations, conversations, and student products (tests/exams, assignments for evaluation). The teacher will consider all the tests/exams and assignments for evaluation that the student has completed or submitted as evidence of achievement for outcomes in a particular grade or course. Students must complete all core assessments. In addition, the teacher will consider that some evidence carries greater weight than other evidence; for example, some performance tasks are richer and reveal more about students' skills and knowledge than others. Teachers will weigh all evidence of student achievement in light of these considerations and will use their professional judgment to determine the student's report card grade. The report card grade represents a student's achievement of overall curriculum outcomes, as demonstrated to that point in time. Teachers should include written comments that help inform and provide guidance to parents and students about present and future academic and behavioral achievement.

Determining a report card grade will involve a teacher's professional judgment and interpretation of evidence and should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence.

Teachers will benefit from leadership by the principal to ensure that there is a common understanding among all staff about the process for determining the final grade based upon the guidelines outlined in the Assessment Policy. The principal will work with teachers to ensure common and equitable grading practices that follow Northwest School Division policy.

- 1.1 Principals ensure that the schedule for final assessments and Report Cards is communicated to students and parents/guardians.
- 1.2 Teachers employ a variety of strategies to communicate student progress and achievement to parents/guardians. Although there are regular formal reporting periods, communication with parents and students about student achievement should be continuous throughout the year, such as parent-teacher or parent-student-teacher conferences, student-led conferences, parent gradebook portal, portfolios of student work, interviews, phone calls, checklists, and informal reports, electronic reporting. Communication about student achievement should be designed to provide detailed information that will encourage students to set goals for learning, help teachers to establish plans for teaching, and assist parents in supporting learning at home.
- 1.3 Teachers communicate in a positive and constructive manner about student achievement.
- 1.4 Teachers communicate information about students' academic achievement separately from information about social growth or work habits (participation, effort, or learner attributes).
- 1.5 Teachers inform parents/guardians and students about the achievement standards.
- 1.6 Students unable to write a final assessment because of serious illness, injury, bereavement, or for other compelling reasons for which sufficient cause is demonstrated, should apply to the principal who determines if an alternative final assessment is appropriate. Accommodation may take the form of:
  - 1.6.1 An exemption from the final assessment if sufficient assessment evidence is available to determine students' achievement of the learning outcomes; or
  - 1.6.2 Students writing an equivalent final examination or the same final assessment administered under secure conditions.
- 1.7 Report cards are issued a minimum of twice during a semester and a minimum of three times for full year programs in Kindergarten to Grade 12.
- 1.8 The report card and Personal Program Plan (PPP) are complementary documents for students identified with intensive education needs. A PPP is based on diagnostic information and provides the basis for intervention strategies. The report card indicates achievement in life skills, foundational skills, academic readiness and/or achievement of learning outcomes.
- 1.9 *English as an Additional Language (EAL)* learners who may require accommodations but who do not require modified expectations, evaluation of achievement will be based on the appropriate subject/grade/course curriculum expectations and the achievement levels. For students who require modified or alternative expectations, evaluation of achievement will be based on the modified or alternative expectations rather than the regular subject/grade/course

curriculum expectations. See section VII and VIII for detailed information about students with intensive education needs and English Language Learners.

## **E. Students with Intensive Needs: Modifications, Accommodations, and Alternate Programs**

All Northwest School Division schools must have procedures in place to identify the level of development, learning abilities, and needs of every child who is enrolled in the school. The schools will ensure that educational programs are designed to accommodate those needs and facilitate the child's growth and development. The pyramid of interventions must be articulated to all school stakeholders including students, teachers, and parents. These procedures are part of a process of *continuous assessment and program planning* that should be initiated when a child is first enrolled in school and that should continue throughout a child's school life.

- 1.1 For students with intensive education needs, assessment and evaluation are key components of programming, as the Education Act makes clear: "Special education program' means, in respect of an exceptional pupil, an educational program that is based on and modified by the results of continuous assessment and evaluation and that includes a plan containing specific objectives and an outline of educational services that meet the needs of the exceptional pupil"
- 1.2 A student's Personal Program Plan (PPP) describes his or her educational program and any accommodations that may be required. The PPP specifies whether the student requires:
  - accommodations only; or
  - modified learning expectations, with the possibility of accommodations;
  - or an alternative program, not derived from the curriculum expectations for a subject/grade or a course.
- 1.3 For a student with intensive education needs who requires modified or alternative expectations, assessment and evaluation of his or her achievement will be based on the modified curriculum expectations or alternative expectations outlined in the student's Personal Program Plan (PPP). For a student with intensive education needs who requires "accommodations only", as described in his or her PPP, assessment and evaluation of achievement will be based on the appropriate subject/ grade/course curricula expectations and the achievement levels outlined in the curricula documents. (Note that the PPP also identifies accommodations for provincial large-scale assessments, which are consistent with accommodations required for regular classroom assessment and evaluation and permitted by the Assessment for Learning Dept. Saskatchewan Ministry of Education).

**An impact profile shall be completed for every child with intense needs based on Protocol provided by the ministry of education.**

Reference: Sections 85, 87, 108, 109, 175, 231 Education Act

## Administrative Procedure 361

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# AP 361 - PROMOTION AND RETENTION OF STUDENTS KINDERGARTEN – GRADE 9

### Background

The development of student potential, keeping in mind the individual's current development (cognitive, physical, emotional and social), learning style, interests, multiple intelligences and attitude is central to an effective education. When considering whether a student will be promoted or retained, many questions need to be answered. Will the student benefit from spending another school term or year in a subject, grade, school or system? Are current interventions having the desired effect? The following administrative procedure provides guidelines and considerations that may be helpful in deciding whether to promote or retain a student. When in doubt, students are to be promoted.

When social promotion or retention is being considered for a student, there is to be an accompanying plan for remediation using the Adaptive Dimension and/or Modifications where required. Retentions where identical programming is repeated in year two, has less opportunity for success.

### Procedures

#### 1. The Team

Decisions made on progress and placement are to be made by the classroom teacher(s), the special education teacher and the Principal in consultation with parents or guardians. Decisions made with parental support and input, have a much better opportunity for success. Other personnel that may be involved in the decision making process are superintendents, educational psychologists, speech and language pathologists, therapists, guidance counselors and/or other personnel who have assisted with the child's education and programming.

#### 2. Timelines

The parents (guardians) of students who are being considered for retention must be informed no later than the second reporting period. In a semestered situation parents are to be informed at the first reporting period. Interventions (adaptations, modifications and/or special programming) are to have been in place before retention is considered.

#### 3. Criteria

For purposes of determining what is best for the student – being socially promoted or retained, the team is to consider the following factors in arriving at a decision:

- 3.1 Day to day observation of the student.
- 3.2 Results on teacher made tests.
- 3.3 Results on standardized achievement tests.
- 3.4 Results of other diagnostic testing.

- 3.5 A review of the effectiveness of existing interventions.
- 3.6 Age of the student – students born late in the calendar year may be a more likely candidate for retention.
- 3.7 Maturity – socially mature students may be less of a candidate for retention.
- 3.8 Student's background of experiences – students who have a rich background of experiences and opportunities may be less of a candidate for retention, especially in early grades.
- 3.9 Level of parental support and involvement – retentions or social promotions that do not have parental support have less of an opportunity for success.
- 3.10 Previous retentions – students who have repeated a previous grade are less likely to benefit from another retention.
- 3.11 Consideration of the students progress in previous grades – look for patterns/areas where the student has struggled in previous years.
- 3.12 School attendance – students whose attendance is poor/sporadic may be more of a candidate for retention due to missed exposure to skills/content. The reason for poor attendance must be carefully examined. Retaining a student, in hopes of increasing the student's attendance is unlikely.
- 3.13 Transiency – students who have attended a school for a two to three year period may be a better candidate for retention than students who have moved from school to school.
- 3.14 Physical and mental health concerns – existing learning difficulties may be attributed to short term health related concerns and therefore a retention likely would not be warranted.
- 3.15 Physical size of the student – if a student is significantly larger than his/her classmates, this may be a factor towards social promotion.
- 3.16 Student's cognitive ability and learning disabilities – with testing to verify. Students with lower cognitive ability may require special programming that is different from other students and therefore retention may not be the best option.
- 3.17 Social considerations – the impact of peer groups that the student might be placed with may be considered from both a negative and positive perspective.
- 3.18 Motivational level of the student – will retention or promotion be motivationally positive for the student?
- 3.19 Behavioural considerations – students are not be repeated solely for poor or anti-social behaviour.
- 3.20 English as a second language considerations – lack of English fluency is generally not a criteria for retention.
- 3.21 Siblings in adjacent grades – the positive or negative impact of this is to be considered.
- 3.22 Students who attended Pre-Kindergarten prior to Kindergarten are less likely to benefit from retention in the primary grades.

- 3.23 Length of school career – some special needs students may stay in school well past their eighteenth birthday. In these cases a planned retention schedule is to be considered for the student.

An instrument such as the “Lights Retention Scale” may assist in making decisions for retention or promotion. A current edition of this scale is available at the Division Office and is available commercially.

#### 4. Retention Guidelines

- 4.1 Students are not to remain in a grade for more than two (2) years.
- 4.2 Students are not to remain longer than four (4) years in any consecutive three (3) grades.
- 4.3 The responsibility of determining the proper placement for students, rests with the teacher(s) and the Principal in consultation with the parent(s)/guardian(s).
- 4.4 Individual schools are to provide documentation where retention or social promotion was recommended but was not agreed to by parents.
- 4.5 Where students are socially promoted, it must be indicated both on the report card and cumulative record file that a social promotion took place.
- 4.6 Where retention or social promotion is decided, schools are to enclose in the cumulative file, a brief overview of the recommendations for that student for the upcoming year.
- 4.7 A list of students who have been retained is to be given to the superintendent at the end of each school year with documentation of the considerations that were reviewed ([Form 361-1](#)).

Reference: Sections 85, 87, 108, 109, 175, 231 Education Act

## Administrative Procedure 362

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### **AP 362 – ACADEMIC INTEGRITY AND STUDENT RESPONSIBILITY**

#### **Background:**

The purpose of this procedure is to ensure that the concepts of academic integrity and student responsibility are introduced in an age appropriate way to all students across the NWSD. The procedure will:

Provide clarity regarding expectations related to academic integrity and responsibilities to students, teachers, administrators, parents/guardians, and board members.

It will also support consistency in all grades and subject areas within the school division.

#### **Procedures:**

The following definitions form the basis for this procedure:

#### **Academic Integrity**

Evidence of one's own learning through demonstration of responsibility, honesty, trust and respect. Actions such as cheating; plagiarism; having others complete the work; buying papers from the internet or resubmission of previously submitted work indicate a lack of academic integrity.

#### **Student Responsibility**

Assuming responsibility for one's learning, including getting to school/class on time; attending regularly; submitting work on time; doing one's best on exams and assignments.

#### **Plagiarism**

The unacknowledged use of someone else's words, ideas or creations as one's own whether deliberate or accidental. The process of taking another person's work, ideas or words, and using them as if they were one's own.

Students are responsible for providing evidence of their learning within established timelines, and understand that there are consequences for cheating, plagiarizing, not completing work, and submitting work late. Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned.

#### **Schools are expected to enforce principles regarding academic integrity.**

Northwest School Division will work collaboratively with their schools and communities to develop strategies for helping students understand the gravity of such behavior and the importance of acknowledging the work of others. Penalties for cheating/plagiarism will be imposed according to individual school policy.

The Education Act, 1995 assigns the in-school administrator the responsibility for defining and prescribing the standards of the school with regard to the duties of students. This can include establishing and communicating policies and procedures governing academic integrity and responsibilities. The general intention of the Act is that boards of education have primary responsibility for developing any rules regarding or with respect to how in-school administrators and teachers deal with plagiarism within the overarching expectations of the provincial curriculum and The Education Act, 1995.

Policies will reflect a continuum of behavioural and academic responses and consequences, based on at least the following four factors: (1) the grade level of the student, (2) the maturity of the student, (3) the number and frequency of incidents, and (4) the individual circumstances of the student.

Teachers, supported by the in-school administrator, have a primary responsibility for communicating and applying the policy within the courses they are teaching. Teachers should apply their professional judgment within board policy, as they are in the best position to have an understanding of a student's individual abilities and personal circumstances.

The role of teachers related to academic integrity and student responsibility may include:

- introducing concepts of personal responsibility, honesty and integrity in an age-appropriate manner in keeping with curriculum expectations, teaching students accepted conventions for referencing the ideas of others in written work;
- clearly explaining expectations of students in relation to assignments, including how assignments will be evaluated, due dates and implications of submitting work after the due date;
- adapting assignments to suit individual abilities, circumstances and learning styles;
- working with colleagues to plan assignments so that there is a balanced workload for students throughout the semester, which helps students to meet their due dates for each course;
- following school division policy and administrative procedures related to academic integrity and student responsibilities;
- meeting with the student and parent(s)/guardian(s) to discuss issues related to completion of work in a timely manner; and,
- working with staff, students and the school community council to develop a statement of student responsibilities and expectations.

It must be made clear to the student that they are responsible not only for their behaviour in the classroom and the school but also for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher. Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late. Where in the teacher's professional judgment it is appropriate to do so, a number of strategies may be used to help prevent and/or address late and missed assignments. They can include but not limited to:

- asking the student to clarify the reason for not completing the assignment;
- helping students develop better time-management skills;
- collaborating with other staff to prepare a part- or full-year calendar of major assessment dates for every class;
- planning for major assignments to be completed in stages, so that students are less likely to be faced with an all-or-nothing situation at the last minute;

- maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists; in secondary schools, referring the student to the student support team or teacher.
- taking into consideration legitimate reasons for missed deadlines;
- setting up a student contract;
- using counseling or peer tutoring to try to deal positively with problems;
- holding teacher-student conferences;
- reviewing the need for extra support for EAL learners;
- reviewing whether students require student support services;
- requiring the student to work with a school team to complete the assignment;
- for First Nation, Métis, and Inuit students, involving Aboriginal counselors and members of the extended family;
- understanding and taking into account the cultures, histories, and contexts of First Nation, Métis, and Inuit students and parents and their previous experiences with the school system;
- providing alternative assignments or tests/exams where, in the teacher's professional judgment, it is reasonable and appropriate to do so;

## Administrative Procedure 380

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### AP 380 - STUDENT GOVERNANCE

#### Background

The Division endorses the concept of forming student leadership councils (SLC) or student representative councils (SRC). The overall objectives include the promotion of leadership training and the planning, organizing, managing and supervising of student activities.

#### Procedures

1. The supervision of the SLC/SRC shall be under the general guidance of the Principal.
2. Provisions shall be made for the creation of a written constitution which outlines guidelines and expectations.
3. The SLC/SRC shall follow Division policies and procedures including financial accountability.

Reference: Sections 85, 87, 108, 109, 175, 231 Education Act

## Administrative Procedure 390

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### AP 360 - STUDENT APPEALS

#### Background

In accordance with the provisions of the Education Act, the Education Regulations, and Division procedures, the Division provides a formal administrative process to permit parents/guardians and/or a student who has reached eighteen (18) years of age to appeal decisions that significantly affect a student's school experience.

Student appeals shall be considered based on the principles of fairness, justice, impartiality, consistency and the educational interests of the student involved.

In reaching decisions regarding the education of any student or a group of students the impact on the total population of students served and the availability of resources shall be considered.

#### Procedures

1. Parents/guardians or a student who has reached eighteen (18) years of age, shall be informed of their right of appeal.
2. Unless otherwise prescribed within legislation, Board policy or administrative procedures, differences or conflicts in the relationship of a student to the school are subject to appeal to the next level of administration. The levels shall be:
  - 2.1 Principal;
  - 2.2 Superintendent;
  - 2.3 Director.
3. Decisions at the Director level can be appealed to the Board. Appeals to the Board are to be addressed in writing to the Board Chair as outlined in the Board Policy 13. The timelines for addressing appeals by the Board will be governed by Board Policy 13. Decisions rendered by the Board shall be considered final and not subject to further appeal.
4. At each level of appeal, a Committee may be established to carry out responsibilities pursuant to this procedure.
5. A request to appeal a decision shall adhere to the provisions in these procedures or those outlined in the Education Act, and the Education Regulations.
6. Any administrative appeal must be filed in writing with the next level within ten (10) days of being advised of a decision;
  - 6.1 Appeals shall be submitted in writing and shall state the nature of complaint and outline the steps that have been taken to attempt to resolve it. A copy shall be provided to any other parties directly involved in the issue.

- 6.2 The individual or Committee considering the appeal shall review all relevant information pertaining to the matter and shall make a decision and shall communicate such decision to all parties concerned in writing within fifteen (15) days from the receipt of the written appeal.
  - 6.3 The party receiving the appeal shall make every reasonable effort to interview both parties in the dispute before rendering a decision.
  - 6.4 Timelines identified in this section can be extended through mutual written agreement.
7. As per section 148 of the Education Act, mediation services may be utilized to resolve a conflict involving a student where appropriate.
  8. Administrative staff may make interim decisions considered necessary pending the outcome of the appeal.

Reference: Sections 108, 109, 148, 175, 231 Education Act  
Board Policy 13