



Nova Central School District

Student Support Services

SAFE and CARING SCHOOLS POLICY

1. GOAL

Each school will provide a safe and caring environment that fosters personal well-being.

2. PREAMBLE

In addition to teaching the curriculum, schools have the responsibility to help students learn pro-social skills, develop self-discipline, and appreciate their role in the development of a positive school climate. This is implicit in our Province's philosophy and goals of public education, which aim at "*the fullest and best development of the student as a private individual and as a member of society.*"

- 2.1. The Nova Central School District believes that the creation of a positive school environment will enhance the overall school community, which is fostered through reasonable attempts to address:
 - 2.1.1. Section I: Student Behavior
 - 2.1.2. Section II: Safety (Physical Plants, Bussing, Supervision and Crisis Management).

- 2.2. Success in developing and maintaining safe and caring schools demands:
 - 2.2.1. Consistent adherence to the school's and District's *Safe and Caring Schools Policy* on the part of school staff (teachers, administrators, and support staff),
 - 2.2.2. Establishment of clear rules and guidelines of conduct,
 - 2.2.3. Provision of systematic instruction in appropriate behavior,
 - 2.2.4. Provision of continuous encouragement to students by teachers,
 - 2.2.5. Respect of the student's dignity at all times, and
 - 2.2.6. Effective partnerships with community agencies.

- 2.3. Understanding that the ultimate responsibility for discipline rests with the parents of the students, communication between home and school is essential. Parents often understand the child better than the teacher and can provide additional insight into their strengths and needs. Schools need to keep parents informed of school discipline policies and work with parents to solve discipline issues. Help

with discipline issues may also be available from the guidance counselor, educational psychologist, social worker, clergy and others.

- 2.4. A positive approach to discipline takes into consideration the exceptionalities of each student and provides an opportunity for each student to take an active part in his or her academic planning.

3. GUIDING PRINCIPLES

Nova Central School District believes that the creation of a positive school environment will enhance the overall school community. A safe and caring school environment is built on the following principles:

- 3.1. There is a clear school vision, which promotes student achievement in a safe and caring school.
- 3.2. The expectations of all stakeholders - students, parents/guardians, teachers and administrators are clearly established.
- 3.3. There is a commitment to provide students and staff with a safe and caring environment.
- 3.4. A variety of teaching strategies and resources are utilized and demonstrated with emphasis placed upon meeting the individual needs of students.
- 3.5. Disciplinary practices are proactive and based on principles of mutual respect and shared responsibility.
- 3.6. Students are encouraged to become life-long learners.
- 3.7. There is a collaborative approach built on effective communication between students, teachers, administrators and parents/guardians.
- 3.8. Students share in the responsibility for maintaining a safe and caring school environment.
- 3.9. A philosophy of inclusion for all students is reflected in the policy and its practices.
- 3.10. There is a commitment to provide a physical environment that is clean, well maintained, accessible, and secure.

4. POLICY STATEMENTS

Fostering a safe and caring learning environment is important in establishing a positive school climate, which ultimately enhances the overall school community.

- 4.1. All schools will have a written *Safe and Caring Schools* Policy which will operate within the parameters set by the District Safe and Caring Schools Policy. (A *sample policy is provided in Appendix A*)
- 4.2. The *Safe and Caring Schools* Policy will be incorporated into the School Development Plan.
- 4.3. The *Safe and Caring Schools* Policy will teach and promote positive student behavior and safety, and includes school-wide prevention and intervention strategies.
- 4.4. Each school will have a *Safe and Caring Schools* Committee which will be responsible for developing and reviewing the policy annually, with input from students, teachers, parents/guardians and school councils. The Committee members' names will be submitted annually to the Director by October 10th. (A *suggested committee template is provided at the end of Appendix A*)
- 4.5. A copy of each school's policy will be filed with the Director. If changes are made, a revised policy must be forwarded to the Director.
- 4.6. All schools will present their policy to parents/guardians and students early in the school year.

5. ROLES AND RESPONSIBILITIES

All stakeholders have specific roles and responsibilities to play in the successful development and implementation of a safe and caring school environment. These roles and responsibilities are outlined by the following:

5.1. The **DISTRICT**, through a *Safe and Caring School* District Committee, will:

- 5.1.1. oversee the implementation of the District's *Safe and Caring Schools* Policy.
- 5.1.2. recommend amendments to the District's policy when required.
- 5.1.3. assist school staffs, when required, in writing *Safe and Caring School* Policies.
- 5.1.4. ensure that each school's *Safe and Caring Schools* Policy reflects the District policy.
- 5.1.5. support and encourage Safe and Caring Schools initiatives through the provision of professional development opportunities and professional literature.
- 5.1.6. assist schools in implementing initiatives in the area of Safe and Caring Schools.
- 5.1.7. support schools in promoting and sharing their *Safe and Caring Schools* Policies and achievements.
- 5.1.8. meet at least once per school year to review its mandate, District policy and implementation of the District policy
- 5.1.9. carry out other duties as assigned by the Director.

5.2. The **SCHOOL**, under the direction of the administration, will:

- 5.2.1. establish a *Safe and Caring Schools* Committee to develop, oversee the implementation of, and annually review, the *Safe and Caring Schools* Policy.
- 5.2.2. ensure the Committee will be comprised of representatives from appropriate Stakeholders. (*See Appendix A*)
- 5.2.3. establish a process that communicates its *Safe and Caring Schools* Policy to appropriate stakeholders.
- 5.2.4. partner with appropriate community members to make our schools safe and caring environments.

5.3. The **STUDENTS** will:

- 5.3.1. demonstrate respect for themselves and take responsibility for their own actions.
- 5.3.2. respect the diversity of **all** people.
- 5.3.3. demonstrate respect for school property and the property of others.
- 5.3.4. follow expectations outlined by the school.
- 5.3.5. actively support and maintain a safe and caring learning environment.

5.4. The **PARENTS/ GUARDIANS** are expected to:

- 5.4.1. support the efforts of school staff in maintaining a safe and caring learning environment.
- 5.4.2. demonstrate an active interest in their child's educational experience and progress.
- 5.4.3. maintain regular communication with the school and their child's teacher.
- 5.4.4. demonstrate positive and respectful behaviour while in the school or attending school functions.

Section I: Student Behavior

Student Behavior - Overview

The Nova Central School District expects that students will take full advantage of the learning opportunities in the schools, and by their behaviour they will permit others to do the same. Schools shall attempt to develop and encourage an attitude of individual responsibility towards the quality of life in the school-community. The District recognizes that the above statements reflect socially acceptable standards of behaviour and accepts its responsibility to promote and maintain these standards in each school. The Code of Conduct expected from our students rests on three basic rules:

- Respect for themselves
- Respect for others
- Respect for their own and others' property

All detailed school regulations, bus rules, etc., should be logical extensions of these three basic expectations, and should be explained to students in those terms.

It is expected that students, in most instances, will be able to live happily and comfortably with the three basic rules set forth above. There will, inevitably, be times when a student needs to be reminded of his/her responsibility towards the school community, as a whole, as well as to him/herself as an individual; therefore must be reasonable regulations for dealing, in a positive way, with such reminders.

6. THE SCHOOLS ACT (1997)

Procedures will be in accordance with the *Schools Act, 1997*, which states:

- 6.1. *“that a student shall comply with school discipline and the rules of the school and shall carry out the learning activities within the prescribed curriculum.”* (Section 11);
- 6.2 *“where a student is persistently disobedient or defiant or conducts himself or herself in a manner that is likely to injuriously affect the proper conduct of the school”,* (Section 37(1))
- 6.3. *“that a person shall not disturb or interrupt the proceedings of a school”,* (Section 41a).

7. GUIDING PRINCIPLES OF STUDENT BEHAVIOUR

- 7.1. Students are members of the school community and can help make their school safe and caring environments.
- 7.2. Effective discipline is a team approach. This applies to school-wide and individual student discipline issues.
- 7.3. All members of the school community are to be treated with respect.
- 7.4. Conflicts and differences must be addressed in a respectful, non-violent manner.
- 7.5. A positive approach to discipline takes into consideration the individual strengths, needs, maturity, and exceptionalities of all students.
- 7.6. Schools need to keep all stakeholders informed of the *Code of Conduct* and work with them to solve discipline issues.
- 7.7. All school sponsored activities, whether on or off school property or on school buses, are governed by the school's *Code of Conduct*.
- 7.8. Effective discipline uses logical and natural consequences; it leaves their dignity intact. Discipline helps the students to:
 - 7.8.1. acknowledge the inappropriate behavior
 - 7.8.2. accept responsibility for the inappropriate behavior
 - 7.8.3. resolve the situation
 - 7.8.4. learn appropriate behavior

8. PREVENTION STRATEGIES

All schools will include a section on prevention in their *Safe and Caring Schools Policy*. The policy will include clearly written codes of student conduct and a section on Bullying Prevention. (See Appendix A- *Sample School Policy: Safe and Caring Schools for details*) The policy will address methods for communication with the home, and preventative strategies teachers may use in the classroom to maintain an effective learning environment.

Code of Conduct

- 8.1. Student achievement is influenced by school values and conditions that may support or hinder learning. Clear expectations and consequences will be established, widely publicized, and consistently adhered to throughout the school.

It is the responsibility of each school's administration to take the steps necessary to establish a written Code of Conduct. (See Appendix A: *Sample Code of Conduct*)

- 8.4. Administrators are encouraged to use the following guidelines in establishing the *Code of Conduct*:

- 8.4.1. The *Safe and Caring Schools* team will develop a draft of a school wide Code of Conduct.
- 8.4.2. The draft is presented to staff, School Council, and Student Council (where appropriate) for reaction and suggestions.
- 8.4.3. The committee prepares the final draft.
- 8.4.4. All staff and School Council are presented with the final draft.
- 8.4.5. The *Code of Conduct* is presented to parents/guardians through special meetings, bulletins, the school handbook, and/or other methods.
- 8.4.6. Committee representatives present the plan directly to the student body.
- 8.4.7. The school's behavioural expectations are taught, practiced, and positively reinforced.
- 8.4.8. Teachers will conduct follow-up discussions with students in their classrooms.
- 8.4.9. Student behaviour is monitored on an ongoing basis by the administration and staff.

Bullying Prevention

8.5. Bullying is a conscious, wilful and deliberate hostile activity, intended to harm. It usually involves a sense of entitlement – the right to control, dominate, subjugate, and abuse another human being. It includes harassment, intimidation, intolerance toward difference and a liberty to exclude – to bar, isolate, and segregate persons deemed not worthy of respect or care.

In the context of the *Code of Conduct*, all schools will develop a School Bullying component. This component will:

- 8.5.1. define bullying behaviour and state that it is subject to disciplinary action.
- 8.5.2. establish clear school-wide and classroom rules about bullying.
- 8.5.3. identify possible prevention, intervention and support for use with the bully, the bullied and the bystander.
- 8.5.4. communicate the rights and responsibilities of the administration, teachers, support staff, students and parents/guardians.
- 8.5.5. include a section outlining for parents/guardians, how to report if their child is being "bullied".
- 8.5.6. develop procedures for documenting incidences of bullying.
- 8.5.7. include ways of actively involving students and parents/guardians in issues regarding bullying.
- 8.5.8. outline a plan to implement bullying prevention programs in the classroom.
- 8.5.9. students, parents, and staff will be surveyed, a minimum of every two years, to monitor the effectiveness of bullying prevention activities. The team will ensure completion (*See Appendix D: Sample Surveys*).

9. INTERVENTION STRATEGIES

School Protocols

The supervising teacher has primary responsibility for student discipline and must adhere to the established discipline protocol of the school. All schools will have a clearly defined protocol, outlined in their *Safe and Caring Schools Policy*, for addressing student behaviour issues. This protocol will adhere to the following:

- 9.1. All items must be consistent with the *Schools Act, 1997*, and the *District's Safe and Caring Schools Policy*.
- 9.2. Appropriate student behavior is specified in the *Code of Conduct*.
- 9.3. There must be a range of consequences that are fair, progressive and related to the frequency and/or severity of the incident. Early and continued contact with parents/guardians is essential in dealing with unacceptable behavior. (See *Appendix A: Example Discipline Plan*)
- 9.4. A consistent system of record keeping and documentation will be stored in confidential files and not destroyed without written consent from the Director. Serious incidents need to be documented more thoroughly than minor incidents. Schools are encouraged to develop tracking /discipline forms for staff to complete following an intervention.
- 9.5. A clearly defined appeals process that is communicated to all stakeholders.
- 9.6. A referral to the Guidance Counsellor or Educational Psychologist would occur after an administrator is satisfied the teacher(s) has attempted to prevent recurrence of the problem. Documentation will be included in the referral to the Counsellor and/or Psychologist.
- 9.7. In accordance with Section 42 of the *Schools Act, 1997*, no person employed by this District shall administer corporal punishment to a student. Corporal punishment is defined as any action that intentionally causes a student physical pain or makes physical contact (i.e. strap, slap on hands, etc.).
- 9.8. Physical restraint should be used only as an absolute last resort when a student is endangering another student, staff member, school district employee, or if the student is threatening his/her own well being. Teachers will be guided by Section 43 of the *Criminal Code of Canada (2000)* which states “*every school teacher, parent or person standing in the place of a parent, is justified in using force by way of correction toward a pupil or child, as the case may be, who is under his care, if the*

force does not exceed what is reasonable under the circumstances”.

- 9.9. In many schools, there are special populations of students such as those with Autistic Spectrum Disorders, Severe Developmental Delays, Fetal Alcohol Syndrome, Traumatic Brain Injury, and other pervasive and severe disorders, which require special considerations. Administrators, in exercising prudent judgment, may decide not to invoke the suspension and expulsion sections of this Policy for these special populations, while ensuring the safety of other students and staff.
- 9.10. For serious, aggressive, and/or repetitive discipline infractions, an Individual Support Services Planning Team Meeting must be called as soon as possible after an incident. An Individual Support Services Plan (ISSP) must be established with a Behaviour Management Plan and a response protocol for future occurrences developed.
- 9.11. After an ISSP with a behaviour management component has been written, it is incumbent upon the team to decide how often to meet regarding the student. It is not necessary to meet after every infraction, if a behavioural plan is in place; however, all infractions must be documented.
- 9.12. Teachers have the right to search a student if there are reasonable grounds. For example when a teacher has credible reason to believe that a student is carrying a weapon or banned substances (as long as these banned substances have been specified) or that a child's safety is believed to be at risk.

Suspensions

Suspension from school is a serious consequence which is imposed, subject to the *Schools Act, 1997, Section 36* and *Nova Central School District By-laws, Article 13* respecting the Discipline and Suspension of Students. Should a student repeatedly fail to exhibit appropriate behaviour, and after reasonable and documented measures of intervention have been attempted by the teacher and administration of a school, or when a student exhibits what the school's policy considers to be severe behaviour, a suspension may be imposed. This could be a suspension from the bus, a class, a course, an in-school suspension, or an out-of-school suspension.

The details leading to these types of suspensions shall be thoroughly documented. This will include the date of the incident, a description of the inappropriate behavior, the investigative procedures followed, and the action taken by the teacher. This documentation will be made available to parent/guardian for information and/or appeal purposes. Documentation will be required by the Director in the review of suspensions.

9.21. Suspension from Bus

- 9.21.1. The administrator or his/her designate is the only one who can suspend a student from the bus in accordance with the *School Bus Transportation Policy* of the District and *Section 36(3)* of the *Schools Act, 1997*. (see *Policy Section 7.2.3*).

9.22. Suspension from Classroom Setting/ School Sponsored Activity

- 9.22.1. Where specific unacceptable behaviour is deemed to have a negative impact upon the classroom learning environment; the teacher may have the student removed one period from class in accordance with the *Schools Act, 1997 Section 36* and the by-laws of Nova Central School District respecting the Supervision of Students.
- 9.22.2. In accordance with the By-laws of Nova Central School District, teachers direct a student to leave class only when the student's presence prevents the teacher from carrying out regular class instruction or when the student's presence poses a threat to the safety of students or staff.
- 9.22.3. Prior to removing a student from class, a teacher should use a variety of intervention strategies to correct the inappropriate behaviour. All prior intervention strategies will be documented by the teacher for review later by the principal and/or Director.
- 9.22.4. The student will be clearly informed as to why s/he was removed from class, and the incident including what discipline measures were invoked, must be documented by the teacher.
- 9.22.5. In accordance with *Section 36(2)* of the *Schools Act 1997*, a teacher shall report a student removed from a class period to the Principal as soon as practical, but in any event before the end of that school day.
- 9.22.6. Students removed from a class period require supervision.
- 9.22.7. The teacher will arrange to meet with the student to follow-up on the incident as soon as possible, but within two working days. If there are exceptional circumstances why this cannot take place, it should be documented.
- 9.22.8. When a teacher needs to remove a student from a class for the second time, or more than once per class period, contact must be made with the home, by the teacher, to inform the parent/guardian of the misbehaviour and to discuss interventions. Contact with home must be documented on the discipline form.
- 9.22.9. Primary and elementary teachers should attempt to notify the parent/guardian each time a child has to be removed from class. Removal from class at this level should be used sparingly.

9.23. **Course Suspension**

- 9.23.1. The administration of a school, in consultation with the teacher and parent, may assign a course suspension (suspended from the class period of subject “x”) to a student for a period of time deemed necessary. *If the suspension from the course exceeds 5 classes (the equivalent of a one day suspension for the subject classes only), the school must contact the Director for approval.*
- 9.23.2. The teacher involved will ensure that the student is informed of the material to be covered, and will still be responsible for evaluating all completed work. The administration of the school will ensure that the student is adequately supervised during this time. The parent/guardian will have the ultimate responsibility to ensure that the student is completing course work in the time frame that has been set.
- 9.23.3. If a student receives more than one course suspension, an in-school suspension or an out-of-school suspension may be warranted.

9.24. **In-School Suspension**

- 9.24.1. In schools where the principals have flexibility, the in-school suspension may be an option.
- 9.24.2. An in-school suspension may be assigned for a brief period of time as an alternative to an out of school suspension. This suspension will only be used when the principal has determined an appropriate level of supervision of the student.
- 9.24.3. An in-school suspension is one in which the student is permitted to attend school but not attend regular classes. Sitting in a private area and completing assigned work will be required.
- 9.24.4. All in-school suspensions must be documented and parents/ guardians must be notified. The Director does not have to be notified of an in-school suspension.

9.25. **Out-of-School Suspension**

There will be times when a student will have to be removed from the school premises entirely. When this occurs, the following guidelines will apply:

9.25.1. **First & Second Out-of-School Suspension**

- 9.25.1.1. Suspensions may range from one to three days. The length of the suspension will depend on the circumstances of the case. It is assumed that in exercising good judgment, and following an investigation into the incidents, principals will reserve longer suspensions for exceptional circumstances or repeated

behaviors

- 9.25.1.2 No suspension will exceed 3 days without the prior consent of the Director.
- 9.25.1.3. The school administration will notify the parent, in writing, concerning the details of the suspension, along with notification of their right to appeal. An attempt should be made to contact the parents/guardians verbally.
- 9.25.1.4. Copies of all suspension notices and related documentation must be forwarded to the Director.
- 9.25.1.5. Homework will be available for students on suspension. It is the parent or guardian's responsibility to pick it up from the school and return it as required. Parents/guardians will be notified in the letter of suspension that homework is available.
- 9.25.1.6. A Student Support Services Plan (ISSP) may need to be initiated if deemed necessary.

9.25.2 *Third Out-of-School Suspension*

- 9.25.2.1 The same guidelines will apply as for the first and second suspension with the following addition:

An Individual Support Services Planning team will be established, regardless of the duration of the suspension, with the purpose of determining the reason (function) of the behavior and devising an overall plan which will include a behavior management plan (*See Appendix B: Common Process for Addressing Behavioral Issues for additional guidelines/suggestions*).

9.26. **Extending an Existing Suspension**

In accordance with section 36(6) (7) of the *Schools Act, 1997*, a Principal may wish to extend an existing student suspension. These sections note that *“the Director may approve the extension of a suspension if the principal can demonstrate that the presence of the suspended student in the school threatens the safety of board employees or students or frequently and seriously disrupts the classroom or the school”*. These sections of the Act further state that, *“before reinstating the student, the Director may require certification from a medical practitioner or other professional whom the Director considers appropriate, that the student no longer threatens the safety of board employees or students”*.

9.27. Other Considerations

- 9.27.1 **District Office Involvement** District personnel may be involved to assist in the remediation of unacceptable behaviors, which are beyond the school's capabilities.
- 9.27.2 **Outside Agency Involvement** In some circumstances student behavior has implications which extend beyond the jurisdiction of the school and District Office. In such cases, personnel from outside agencies (e.g. Health and Community Services, Dept of Human Resources, Labour, Employment, Law Enforcement Officers) may be involved. School personnel will inform parents/ guardians of such referrals.
- 9.27.3 **Illegal Behavior** Occasionally school officials must deal with breaches of discipline that are also breaches of the Criminal Code of Canada. Such breaches shall be reported to the police. In cases where behavior is believed by school officials to be illegal, an immediate suspension /expulsion may take place. The Principal, in conjunction with the Director, will determine the length of the suspension. The matter shall be reported to the police.

9.28. Expulsions

Should an expulsion be deemed necessary by the administration of a school and the Director, it will occur in accordance with the guidelines as stated in *Sections 37 (expulsion), 38 (re-admission) and 39 (review of expulsion) of The Schools Act, 1997*, as well as the following District procedures:

- 9.28.1. Call a meeting of the Individual Support Services Team (ISSP) with an effort made to have the student present.
- 9.28.2. Students re-admitted to school in September following expulsion are entitled to a fresh start but all documentation related to past behavioural difficulties must be kept in the confidential file.
- 9.28.3. No documentation will be destroyed without the written consent of the Director. Filed documentation may be used for subsequent Risk Assessment and/or Criteria Applications and/or Psychological Evaluations.
- 9.28.4. Where a student is expelled, the parent(s) or, where the student is nineteen (19) years of age or older, the student, has the right to have the expulsion reviewed in accordance with *Section 39 of the Schools Act, 1997*.
- 9.28.5. When a student is expelled, the Director will notify, in writing, the parent(s) or the student, if the student is nineteen (19) years of age or

older, of the right to have the expulsion reviewed. The notification will include the review procedures.

9.29. Appeals

The right to appeal a decision by any employee of the District will be provided to the parent/guardian, or the student, if the student is 19 years of age or older, under *Section 22 of the Schools Act, 1997*, and in accordance with School Board procedures.

9.30. School Attendance

In accordance with Section 19 of the *Schools Act, 1997*, a teacher, Principal and Director shall make every reasonable effort to secure the regular attendance of students to school. Schools may consider incentive programs for preventing excessive absenteeism. If a student is not in regular attendance, schools will follow Board Policy as well as the Student Attendance Protocol. (See Attendance Policy)

Section II: Safety

SAFETY IN SCHOOLS

Safety in schools is a priority of Nova Central School District. Safety concerns are addressed in the following areas:

- Physical plant of the school
- Bussing
- Student supervision
- Crisis management

10. PHYSICAL PLANT

All schools will have an Occupational Health and Safety Committee, which will adhere to the rules and regulations governing the *Occupational Health and Safety Act*. This Committee will monitor the health, safety and welfare of workers and other persons (e.g., students, visiting groups, gym rentals) at the workplace. The Committee's role is specifically outlined in *Section 39* of the *Occupational Health and Safety Act*.

11. BUSSING

Bus travel is very important with regard to student safety. While students are riding the school bus they are still considered to be the responsibility of the school. The bus driver, under the direction of the school administration, has the responsibility for maintaining and supervising order and discipline on the bus.

11.1. Student Discipline on the School Bus

- 11.1.1. This policy is intended to provide to the employee who operates the school bus, and to the student who uses the system, clear directions and expectations which will be applied in the operation of a safe and effective transportation system.
- 11.1.2. The bus driver will report to Administration, students who are disruptive on the school bus. Students with *significantly* disruptive behavior must be reported to the Administration in writing. The Administration will decide whether or not disciplinary action is needed and, when deemed necessary, the information will be forwarded by the Administration to the Manager for Student Transportation. The Principal or designate is the only one who can decide to suspend a student from the bus in accordance with the *School Bus Transportation Policy* of the District and Section 36(3) of the *Schools Act, 1997*. District Office will provide an Incident Report form for all drivers to make reporting easier. (*See Appendix C*)

11.2. **The Role of the Bus Driver**

- 11.2.1. The school bus is regarded as an extension of the school building. The driver, under the direction of the Principal, has the responsibility for maintaining order and discipline on the bus. The organization of seating assignments for students and any issue relating to overall safety should be completed by the school administration and the bus driver, as needed (as per the bus driver's manual).
- 11.2.2. To maintain adequate lines of communication, the school Administration, or designate, and drivers will meet a minimum of bi-monthly, even for a few minutes, to discuss matters relative to the total bus operation - scheduling, discipline, etc.

11.3. **Student Behavior While Riding the Bus.**

- 11.3.1. Expectations of students who ride the bus will be reviewed with students and parents, and will include the following:
 - 11.3.1.1. Show respect for school property, which includes the bus.
 - 11.3.1.2. Show respect for the bus driver
 - 11.3.1.3. Show respect for other students (e.g. no bullying, harassment/threats, swearing, 'horseplay', throwing items
 - 11.3.1.4. Get off the bus at your own bus stop- the driver is not permitted to let you off the bus at stops other than your own unless the student has proper documentation (parent and school permission), or at non-designated sites.
 - 11.3.1.5. Use Emergency exits only in the event of an emergency, or with the permission of the driver.
 - 11.3.1.6. Remain seated and keep your hands and head inside the bus.
 - 11.3.1.7. Foods that are restricted in school are also restricted on the bus.
 - 11.3.1.8. No eating on the bus, unless unusual circumstances warrant and only if granted permission by the school administrator in consultation with the bus driver.
 - 11.3.1.9. Do not smoke or litter on the bus.
 - 11.3.1.10. Be on time at the bus stop.
 - 11.3.1.11. Always cross the street in front of a bus and NEVER behind the bus
 - 11.3.1.12. Wait for all traffic to stop before crossing the street.
 - 11.3.1.13. Report inappropriate behavior on the bus to an adult who can help (the driver, principal, teacher, parent...).
 - 11.3.1.14. Pay attention to bus rules which will be posted on the bus, in accordance with provincial regulations and District/school regulations.

12. STUDENT SUPERVISION

Supervision of students on school premises and on field trips is an important responsibility of administrators and teachers.

12.1. Administrators and teachers will be responsible for supervision as it relates to:

- 12.1.1. ensuring student safety and promoting positive student behaviour.
- 12.1.2. monitoring student behavior.
- 12.1.3. exercising caution, as a "wise and prudent" parent, while carrying out their supervisory responsibilities.
- 12.1.4. designing a schedule that ensures adequate supervision of students, and ensures that supervision is regularly maintained.

13. SUPERVISION DURING THE SCHOOL DAY

- 13.1. The administrator will ensure that students are supervised in areas that are potentially dangerous.
- 13.2. The administrator will construct a schedule of supervision duties for the staff so that continual supervision of students within the school building and on school grounds can be maintained. Supervision will commence at least fifteen minutes before the am and pm sessions each school day or on arrival of the first bus, during recess and lunch break (if students remain at school), and at the end of the instructional day.
- 13.3. The administrator will advise students and parents when supervision will be provided.
- 13.4. The administrator must take into consideration all factors when assigning supervisory personnel (i.e., location, facilities, equipment, age, risk of activity, mental ability, numbers, maturity, need, etc.).
- 13.5. Supervision duties will clearly indicate the areas to be supervised and the potential danger areas of the school.
- 13.7. The administrator and staff should take care to define for students the boundaries of the school property.
- 13.8. In schools where bus transportation is provided, the supervisory duties will include the loading and unloading of the students.

13.9. Field Trips and Other Excursions

- 13.9.1. Each student, younger than 19 years, is required to submit a consent form granting permission by the parent or guardian for the student to go on a field trip/excursion.
- 13.9.2. One teacher must be actively supervising at all times when traveling by bus, as well as during loading/unloading.
- 13.9.3. Where the activity involves high school students, a minimum of one adult supervisor per 35 students and two for 36 students or more will be assigned to each bus carrying students.
- 13.9.4. Where the activity involves primary or elementary students, the number of adult supervisors will be assigned as far as circumstances will allow. (Minimum one adult supervisor per 20 students).
- 13.9.5. With respect to student(s) with challenging needs, the level of supervision will reflect the needs of the student(s), and is to be provided in addition to the level of supervision as previously outlined in this policy.
- 13.9.6. A first aid kit will be taken on every trip.
- 13.9.7. A roster will be kept which ensures that students traveling on the bus are signed in when boarding the bus and signed out when exiting the bus.

13.10. Non-Teachers in Supervisory Roles

When non- teacher volunteers assist with supervision of students, the school will:

- 13.10.1. carry out due diligence with regard to the background of the volunteer.
- 13.10.1. require a Certificate of Conduct (criminal reference check).
- 13.10.2. have more than one volunteer supervising a group of students.
- 13.10.3. (the Principal) will make the final decision with respect to volunteers supervising students.

14. CRISIS MANAGEMENT

- 14.1. Students and staff can be very much affected by traumatic events, and threats of immediate or imminent danger. The common element of these threats is a profound emotional impact on those close to the situation. These events have the potential to create a confusing, chaotic, hazardous environment. Any threat targeting a school population or an individual in the school will be treated with due diligence, and not ignored. The safety of the students and personnel in the school is paramount.
- 14.2. In the event of a crisis due to a traumatic or threatening event, schools are expected to follow the guidelines contained within the School Crisis Intervention Guidelines, May 2007. (*See appendix E and F: Response Protocols and Lockdown Procedures*)

Appendix A: *Sample School Policy: Safe and Caring Schools*

1. GOAL

“Nova Central Academy” will provide a safe and caring environment that fosters personal well-being.

2. RATIONALE

In addition to teaching the curriculum, schools have the responsibility to help students learn pro-social skills, develop self-discipline, and appreciate their role in the development of a positive school climate. This is implicit in our Province's philosophy and goals of public education that aim at "the fullest and best development of the student as a private individual and as a member of society."

Success in developing and maintaining safe schools demands a) the provision of systematic instruction in appropriate behavior; b) the establishment of clear rules and guidelines for conduct; c) the provision of continuous encouragement to students by teachers; d) consistent adherence of the School's and District's Safe and Caring Schools Policy on the part of both teachers and administrators; e) effective partnerships with community agencies and f) the respect of the student's dignity at all times.

Understanding that the ultimate responsibility for discipline rests with the parents of the students, communication between home and school is essential. Parents often understand the child better than the teacher and can provide additional insight into their strengths and needs. Schools need to keep parents informed of school discipline policies and work with them to solve discipline problems. Help with discipline problems may also be available from the guidance counselor, the educational psychologist, social worker, clergy and others.

Effective discipline uses logical and realistic consequences. Discipline shows the students:

- What they have done wrong
- How they have ownership of the problem
- How to solve the problems they created
- Leaves their dignity intact

A positive approach to discipline takes into consideration the exceptionalities in each student and provides an opportunity for each student to take an active part in his or her academic planning. Behaviors are developmental in nature, and therefore should be dealt with according to the development of the child. Behaviour is learned and can therefore be taught.

3. PREVENTION STRATEGIES

Sample Code of Conduct / School-wide Behavioural Expectations
SCHOOL-WIDE BEHAVIOUR EXPECTATIONS MATRIX

NOVA CENTRAL ACADEMY

SETTINGS	BEHAVIORAL EXPECTATIONS: CODE OF CONDUCT			
Hallways, entrance, bus, etc	RESPECT	RESPONSIBLE	CARING	SAFE
HALLWAY	Respect school property Hands and feet to self	Walk Keep to the right	Use quiet voice Be courteous of others	Walk single file Keep items off the floor
LOCKER AREAS	Use your locker only Keep hands and feet to self Get what you need and go to class	Keep all belongings in your locker Keep your items away from other's lockers	Use indoor voice Use please and thank you	Close doors gently Walk and keep your hands and feet to self
WASHROOM	Put towels in garbage Hands and feet to self Respect other's privacy Use a quiet voice	Wash hands Flush Keep visit short	Keep clean Keep it graffiti free Use bathroom appropriately	Keep water in sink Allow others privacy
Lunchroom/ Canteen	Use table manners Keep away from other's personal space Walk at all times Keep body to self	Accept your place and stay in seat Leave no trace Clean up area	Eat with someone who is alone Say please & thank you Clean up after yourself Use indoor voice	Listen carefully Walk single file Line up when told
Bus	Walk at all times Keep body to self	Be polite Speak politely to others	Let driver focus Sit in your seat	Listen to bus driver Talk to others quietly
Playground	Line up when told Enter building quietly Keep litter off ground	Take turns Share equipment Pick up and return equipment	Be a good friend – include others Share equipment Take turns	Run in open areas only Go down slide only Hands and feet to self Take turns
Assembly	Remain quiet when others are speaking Keep body to self Keep chairs from moving	Listen to teachers Follow directions	Listen to speaker Ask questions on topic	Walk with class in single file Sit quietly in designated area

- These expectations are widely publicized, and consistently adhered to throughout the school.
- The behavioural expectations are taught, practiced, and positively reinforced.
- Teachers will conduct follow-up discussions with students in their classrooms.

Bullying Prevention

Bullying shall not be tolerated in this school. Bullying is such a serious issue that it warrants special attention.

Bullying is a conscious, willful and deliberate hostile activity, intended to harm. It usually involves a sense of entitlement – the right to control, dominate, subjugate, and abuse another human being. It includes harassment, intimidation, intolerance toward difference and a liberty to exclude – to bar, isolate, and segregate persons deemed not worthy of respect or care.

Bullying Awareness and Prevention

The school will adopt any/all of the following tools to prevent and educate students about bullying:

- Writing, posting/otherwise making very visible a set of descriptive school rules
- Supplying all students, faculty, staff and parents with copies of the bullying policy
- Asking students to sign and adhere to a behaviour contract
- Engaging students in role-playing, creative writing exercises and/or open discussions about bullying
- Emphasizing the importance of reporting incidents of bullying, both observed and experienced, and including confidentiality as an option in making such reports
- Distributing current literature about bullying to students, parents, faculty and staff
- Developing an anti-bullying liaison in local law enforcement
- Emphasizing repeatedly that bullying will not be tolerated in this school

4. INTERVENTION STRATEGIES

School-wide Discipline plan – example

SCHOOL-WIDE DISCIPLINE

NOVA CENTRAL ACADEMY SCHOOL-WIDE DISCIPLINE PLAN

LEVEL 1

These behaviours are handled by the classroom teacher OR the attending adult.

- Teasing
- Derogatory remarks
- Inappropriate hallway behaviour
- Swearing
- Non - compliance
- Hugging
- Defacing school property
- Homework
- Talking out of turn
- Pushing in halls & stairwells
- Inappropriate use of electronic devices
- Food theft
- Inappropriate Assembly behaviour
- Inappropriate use of personal equipment (skateboards/roller blades/hats)
- Disrespecting other students
- Inappropriate clothing

LEVEL 2

These behaviours are handled initially by the attending adult, but are referred to the administration if they become chronic

- Late
- Cheating
- Lying
- Matches/Lighter
- Disrespecting teacher's personal space/desk

LEVEL 3

These behaviours are immediately referred to the administration

- Fighting
- Physical Aggression
- Off School grounds without permission
- Vandalism
- Skipping classes
- Smoking
- Drugs and/or Alcohol
- Bullying
- Weapons
- Theft (serious)
- Non-Emergency Fire Alarm/9-1-1
- Sexual Behaviour
- Inappropriate internet sites and/or print material
- Inappropriate representation of school (field trips, athletics, performances, etc.)
- Sexual Harassment

NOVA CENTRAL ACADEMY
SCHOOL-WIDE DISCIPLINE PLAN
CONSEQUENCE GUIDE

- Be clear about behavioural expectations
- Be fair, reasonable, and consistent with responses and/or consequences
- Respect the uniqueness of each student, each incident, and each set of circumstances
- Teach and model appropriate behaviours and class/school expectations

LEVEL 1

These behaviours are handled by the classroom teacher OR the attending adult.

Infrequent Errors:

- Remind students of the expected behaviour and why the expectation exists
- Be specific – communicate what was observed
- Help students identify possible replacement behaviour(s) to avoid future errors

Frequent Errors:

- Seek guidance from colleagues
- Contact the parent to discuss the inappropriate behaviour(s) and strategies to resolve

LEVEL 2

These behaviours are handled initially by the attending adult, but are referred to the administration if they become chronic

Infrequent Errors:

- Remind students of the expected behaviour and why the expectation exists
- Natural consequence and/or restitution by the student
- Help students identify possible replacement behaviour(s) to avoid future errors
- Document incidents and responses on student incident form and keep in teacher file

Frequent Errors:

- Referral to administration
- Referrals for level 2 behaviours require a Student Incident Report Form

LEVEL 3

These behaviours are immediately referred to the administration

- Referrals to administration for behaviours under this category require a Student Incident Report Form

In dealing with discipline problems of a serious nature, schools will implement the protocol as outlined in the Section on *Suspensions* and the Section on *Expulsions* in School District Safe and Caring Schools Policy.

Bullying Behavioral Intervention

The following are suggested steps in cases of bullying behaviour:

1. All bullying incidents will be reported immediately to a staff member.
2. Staff member will record all reported bullying incidents and share them with the principal.
3. Parents of both victim and perpetrator will be informed and asked to come to the school for a meeting about the problem.
4. In severe instances, local police will be contacted. The bullying victim and his/her family will be informed of their legal options and right to press charges if applicable.
5. The bullying behavior or threats will be investigated quickly and fully, with both victim and perpetrator informed that the behavior will/must stop immediately.
6. The bullying perpetrator will meet with school counselors, a designated staff member and his/her parents to understand the seriousness of his/her actions and to learn appropriate means of changing behavior.
7. The bully may be asked to make restitution for his/her actions and may be required to avoid future contact with the victim.
8. In serious cases, suspension, expulsion or criminal charges will be considered, with the victim fully informed of all options and actions.
9. If feasible, and if agreed to by the victim, both victim and bully attend separate counseling sessions and then, if appropriate, will meet together with a school counselor to discuss the problem and brainstorm ideas for reconciliation.
10. After the incident has been thoroughly investigated and dealt with, faculty and counselors will monitor both students (including regular "check-ins") to ensure that bullying does not resume or reoccur.
11. A meeting shall be held with all student bystanders to emphasize the importance of not condoning bullying in school and the appropriate course of action should there be future incidents.

Other Issues

Please refer to Nova Central School District's Safe and Caring Schools Policy for the following issues:

- Corporal Punishment
- School Bus Safety
- Victims of School Violence
- Physical Restraint
- Searching Student
- Special Populations
- School Attendance

Sample School Discipline Documentation Form

NOTE: Every field below must be completed.

OFFICE REFERRAL FORM - SCHOOL: _____		GRADE: <u>PreK</u> <u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u>
STUDENT _____	<u>11</u> <u>12</u>	(circle one)
REFERRING STAFF _____	TITLE _____	OFFICIAL
CLASS _____	TIME OF INCIDENT _____	
DATE OF INCIDENT _____		
TEACHER ASSIGNED AT TIME OF INCIDENT _____		

LOCATION (check only one)

<input type="checkbox"/> Classroom	<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Bus Loading Zone	<input type="checkbox"/> Special Event, e.g., Assembly, Field Trip
<input type="checkbox"/> Playground	<input type="checkbox"/> Bathroom	<input type="checkbox"/> Parking Lot	<input type="checkbox"/> Office (Administrative)
<input type="checkbox"/> Common Area _____	<input type="checkbox"/> Gym	<input type="checkbox"/> Bus (on the bus)	<input type="checkbox"/> Other _____
<input type="checkbox"/> Hallway/Stairway	<input type="checkbox"/> Library		

PROBLEM BEHAVIORS (Check the most intrusive)

MINOR	MAJOR		
<input type="checkbox"/> Inappropriate language	<input type="checkbox"/> Abusive/Inappropriate lang.	<input type="checkbox"/> Skip Class/Truancy/AWOL	<input type="checkbox"/> Alcohol
<input type="checkbox"/> Physical contact	<input type="checkbox"/> Fighting/Physical aggression	<input type="checkbox"/> Property Damage	<input type="checkbox"/> Drugs
<input type="checkbox"/> Defiant/ Disrespectful/ Non Compliant	<input type="checkbox"/> Defiant/Disrespectful/ Insubordinate/Non-Compliant	<input type="checkbox"/> Forgery/Theft	<input type="checkbox"/> Combustibles
<input type="checkbox"/> Disruption	<input type="checkbox"/> Lying/Cheating	<input type="checkbox"/> Dress Code Violation	<input type="checkbox"/> Vandalism
<input type="checkbox"/> Property misuse	<input type="checkbox"/> Harassment/Bullying	<input type="checkbox"/> Technology Violation	<input type="checkbox"/> Bomb Threat
<input type="checkbox"/> Dress Code	<input type="checkbox"/> Disruption	<input type="checkbox"/> Inappropriate Affection	<input type="checkbox"/> Arson
<input type="checkbox"/> Other _____	<input type="checkbox"/> Tardy	<input type="checkbox"/> Inappropriate location	<input type="checkbox"/> Weapons
		<input type="checkbox"/> Tobacco	<input type="checkbox"/> Other Behavior _____

POSSIBLE MOTIVATION (check only one)

<input type="checkbox"/> Obtain peer attention	<input type="checkbox"/> Obtain items/activities	<input type="checkbox"/> Avoid peers	<input type="checkbox"/> Don't know
<input type="checkbox"/> Obtain adult attention	<input type="checkbox"/> Avoid tasks/activities	<input type="checkbox"/> Avoid adults	<input type="checkbox"/> Other _____

OTHERS INVOLVED (check only one)

<input type="checkbox"/> None	<input type="checkbox"/> Staff	<input type="checkbox"/> Substitute	<input type="checkbox"/> Other _____
<input type="checkbox"/> Peers	<input type="checkbox"/> Teacher	<input type="checkbox"/> Unknown	_____

ADMINISTRATIVE DECISION (check only one)

<input type="checkbox"/> Time in Office	<input type="checkbox"/> Parent contact	<input type="checkbox"/> Individual. Instruction	<input type="checkbox"/> Out-of-school suspension (Superintendent's Suspension)
<input type="checkbox"/> Loss of privilege	<input type="checkbox"/> Detention/Time out of class	<input type="checkbox"/> Bus Suspension	<input type="checkbox"/> Other _____
<input type="checkbox"/> Conference w/student	<input type="checkbox"/> Restitution	<input type="checkbox"/> In-School Suspension	_____

OTHER INFORMATION

Extra Information 1: _____

Extra Information 2: _____

Extra Information 3: _____

COMMENTS:

Data Entered on _____ by _____.
(date) (name)

Nova Central School District
NOTICE OF 1st SUSPENSION

<u>SAMPLE</u> <u>ONLY</u>

Date _____

Dear _____
Parent(s)/Guardian(s)

This is to inform you that your child, _____ has been
(student's name)
suspended from _____ from _____ to
(school name) (date)
_____ inclusive. The reason for this action is outlined below. In accordance
(date)

with Section 22 of the Schools Act, 1997 you have the right to appeal if you so desire.

Appeals must be completed and received by the Director within 15 days from the date the suspension began.

Suspension details:

Homework will be made available for your child should you and/or a designate visit the school to pick it up.

Please contact the administration of the school to discuss the behaviour of your child upon his/her returning to school.

(Administrator)

School's address and phone number

Nova Central School District

NOTICE OF 2nd SUSPENSION

SAMPLE
ONLY

Date _____

Dear _____
Parent(s)/Guardian(s)

This is to inform you that your child, _____ has been
(student's name)
suspended from _____ from _____ to
(school name) (date)
_____ inclusive. The reason for this action is outlined below. In accordance
(date)
with Section 22 of the Schools Act, 1997 you have the right to appeal if you so desire.

Appeals must be completed and received by the Director within 15 days from the
date the suspension began.

Suspension details:

Homework will be made available for your child should you and/or a designate visit the
school to pick it up.

Please contact the administration of the school to discuss the behaviour of your child upon
his/her returning to school.

(Administrator)
School's address and phone number

SAMPLE
ONLY

Nova Central School District
NOTICE OF 3rd SUSPENSION

Date _____

Dear _____
Parent(s)/Guardian(s)

This is to inform you that your child, _____ has been
(student's name)
suspended from _____ from _____ to
(school name) (date)
_____ inclusive. The reason for this action is outlined below. In accordance
(date)
with Section 22 of the Schools Act, 1997 you have the right to appeal if you so desire.

Appeals must be completed and received by the Director within 15 days from the
date the suspension began.

Suspension details:

Please contact the administration of the school to arrange a meeting to discuss the
behaviour of your child upon his/her returning to school. In accordance with School
District Safe Schools/Discipline Policy, an Individual Student Support Program Team
meeting must be held during a third suspension to devise a plan for further intervention
into solving the discipline problem.

In the interim, homework is available for your child should you wish to visit the school to
pick it up.

(Administrator)
School's address and phone number

Safe and Caring Schools Committee

Role of Committee

- *To develop, oversee the development, implementation of, and annually review, the Safe and Caring Schools Policy.*
- *Ensure the Committee has representation.*
- *Spearhead/ implement 'Safe & Caring' activities in the school. For example:*
 - *Assist Administration in developing the schools' S&CS policy / Code of Conduct, Behavioral Expectations and discipline protocol (consequence guide)*
 - *Implement/ collect bi-annual bullying survey*
 - *Consult the Administration on bus safety issues*
 - *Consult with Administration on supervision.*
 - *Highlight 'safe and caring'/ positive school climate initiatives*

Suggested Members List

Committee Representation shall consist of; an administrator, grade representation, specialists who teach all or most students, and a person from Special Services. A parent and student can have selected duties, as well as input in decision making and Safe and Caring Initiatives.

Representation	Name
1 Administration	
1 Gr. Rep for Primary	
1 Gr. Rep for Elementary	
1 Gr. Rep for Intermediate	
1 Gr. Rep for High School	
1 Specialist Teacher (music, PE, Tech)	
1 Special Services (Guidance, Sp Ed)	
1 Parent (selected tasks)	
1 Student (selected tasks)	

**Appendix B: COMMON PROCESS FOR ADDRESSING
BEHAVIORAL ISSUES**

**STAGE #1: PROBLEM BEHAVIORS OBSERVED IN CLASSROOM –
PRE-REFERRAL STAGE**

CLASSROOM TEACHER:

- Attempts to correct behavior through various **in-class strategies**.
- **Documents** all incidents and interventions (complete pre-referral forms)
- Informs **Parents**
- Informs **Principal**
- **Consults** with Special Education Teacher as necessary.
- **Consults** with Guidance Counselor as necessary.
- Meets with other colleagues to **problem solve** (See Problem Solving Approach in “Teachers Helping Teachers”)

GUIDANCE COUNSELLOR

- Conducts **classroom observations**
- **Meets with student** in attempt to correct behavior
- **Assists teacher** in conducting Problem Solving Approach
- **Assists teacher** in addressing behaviors in the classroom

PRINCIPAL

- **Meets with student** in attempt to correct behavior
- **Consults** with Program Specialist as necessary

STAGE #2: BEHAVIOR IS NOT IMPROVING

- **INITIATE FORMAL ISSP** (Classroom Teacher/Special Education Teacher/Guidance)
- **DETERMINE NEED FOR OTHER AGENCY INVOLVEMENT** (Planning Team)
- **COMPLETE FUNCTIONAL BEHAVIOR ANALYSIS (FBA)** (Guidance)
- **DEVELOP BEHAVIOR MANAGEMENT PLAN (BMP)** (Guidance/Other)

- INITIATE SHORT TERM SESSIONS IN **BEHAVIOR MODIFICATION** (Special Education Personnel)
- MAKE REFERRAL FOR **FURTHER ASSESSMENT** (Planning Team)
- DETERMINE NEED FOR **SHORT TERM SUSPENSION** (Principal) (See the attached Dec.15/04 memo re: need for FBA for students being suspended.)
- CONSIDER REQUEST FOR **STUDENT ASSISTANT SUPPORT** (Planning Team)
- **CONTACT EDUCATIONAL PSYCHOLOGIST** (Principal/Guidance)
- EDUCATIONAL PSYCHOLOGIST ROLES MAY INCLUDE:
 - o **Meets** with Planning Team
 - o **Observes** child
 - o Completes additional formal **assessment**
 - o **Consults** with others as necessary
 - o Makes necessary **referrals** for additional assessment
 - o Recommends **additional strategies/interventions**
 - o **Informs** Program Specialist

STAGE #3: BEHAVIOR IS NOT IMPROVING - OTHER OPTIONS BEING CONSIDERED

- EDUCATIONAL PSYCHOLOGIST CONSULTS AND **INVOLVES BEHAVIOR SUPPORT SPECIALIST** AS NECESSARY
- EDUCATIONAL PSYCHOLOGIST AND BEHAVIOR SUPPORT SPECIALIST **CONSULT WITH OTHERS** AS NECESSARY
- OTHER OPTIONS CONSIDERED:
 - o Longer term **suspensions** (Sect. 36, Schools Act) may be considered by the Director to provide time for completion of the following:
 - Psychological assessment
 - Psychiatric assessment
 - Risk assessment (Note: Requests for a formal Risk Assessment by Educational Psychologist go directly to the SEO, Student Support Services)
 - o Application for **Criteria E** teacher support

PROCESS SUMMARY:

STAGE #1:

- CLASSROOM TEACHER
- SPECIAL EDUCATION TEACHER
- GUIDANCE COUNSELLOR
- PARENTS
- PRINCIPAL

STAGE #2:

- EDUCATIONAL PSYCHOLOGIST

STAGE #3:

- BEHAVIOR SUPPORT SPECIALIST

NOVA CENTRAL SCHOOL DISTRICT

School Bus Conduct Report

School _____ Date _____
Bus Driver _____ Route # / Bus # _____
Student's Name _____ Grade _____
Address if known _____
Regular Run _____ Extracurricular _____

Nature of Incident (Circle Applicable)

- | <u>Minor</u> | <u>Major</u> | <u>Serious</u> |
|---------------------|--|-------------------------------|
| 1. Noisy | 8. Smoking | 16. Use of drugs/Alcohol |
| 2. Standing Up | 9. Profanity | 17. Serious threats |
| 3. Late for Bus | 10. Spitting | 18. Possession of Weapons |
| 4. Littering | 11. Fighting | 19. Repeated Major Violations |
| 5. Changing Seats | 12. Harassment (Racial, Sexual) | 20. Vandalism to property |
| 6. Eating/drinking | 13. Throwing things at, near, or around the driver | |
| 7. Bothering Others | 14. Repeated Minor Violations | |
| | 15. Bullying | |

Details/Other :

Driver's Signature: _____ Date: _____

ACTION TAKEN:

WARNING: _____

SUSPENSION: _____ [From to (Inclusive)]

Comments: _____

Signature of Principal and/or Designate

Date

Copies: Principal Driver Parent Manager Student Transportation

Dear Student,

This is a copy of our school bus rules. Please review these bus safety rules and sign this paper. By signing this paper, you will reinforce this importance of understanding school bus safety.

Rules for Riding on the School Bus

1. Show respect for your bus driver and fellow students.(No bullying, threats, swearing, horseplay, threats or throwing things)
2. Stand in a line to board the bus. No pushing or shoving while waiting in line.
3. Go directly to your seat. Remain seated, keep your hands and head inside the bus.
4. Smoking and littering are not permitted on the bus.
5. No eating or drinking unless granted permission by the school administrator in consultation with the bus driver.
6. Show respect for school property, which includes the bus.
7. Do not delay bus departure – go directly to your assigned bus.
8. All school rules apply while riding on the bus.
9. Get off the bus at your own bus stop. The driver is not permitted to let you off the bus at stops other than your own unless permission granted.
10. Report inappropriate behavior on the bus to an adult who can help. (Driver, Principal, teacher, parent)

I understand and agree to observe and uphold the School Bus Safety Rules!

Student _____

I understand that riding the bus is a privilege and may be revoked if my child does not follow expectations of good behavior.

Parent _____

Dear Parent / Guardian

We are looking forward to a productive and exciting new school year. It is the District's goal to provide safe school transportation to eligible children. Although we make every effort to ensure the safety of the students on the bus and at the bus stop, there are situations that require your assistance and participation in order to improve safety.

Sometimes children can be exposed to a dangerous situation because of their own or other's behavior. In order to provide this service, we ask parents to review with children the following bus rules

When walking to the bus stop or to school

- Cross streets at the corner
- Use crosswalks whenever possible
- Obey traffic signals
- Look both ways before crossing the street by using the "look left, right and left again" approach
- Stay on the sidewalk (show your children where to walk and where to stand. It may be necessary to explain to your younger children what the sidewalk, curb and street are).

While waiting at the bus stop

- Be on time at your bus stop no more than five minutes prior to arrival of bus.
- Stay on the sidewalk.
- Stay back from the curb as the bus approaches.
- Always cross the street in front of the bus.
- When students get off the bus, they should move away from the bus.
- Do not play in the street while waiting for the bus to arrive.

We encourage you to talk with your children about safe walking practices and traffic rules as well as school bus rules. If you need information to teach your children, please contact us and we will give you the information you need. If you find there is a problem, let us try and resolve it right away. We hope you will get to know the bus driver and your child's route, and we encourage you to have an open line of communication with them. If you have questions or comments, please feel free to contact your Principal or local Bussing Foreman.

If the need arises to alert you of behavior problems, the following is our driver procedure.

- For minor incidents the driver will speak to the student to ask them to obey all rules.

- For repeated minor incidents and major incidents the driver completes a School Bus Conduct report and gives to the Principal. Bussing privileges may be revoked or suspended.
- For repeated major offences and serious offences the driver submits the School Bus Conduct report and the principal will contact parent/guardian. The student's bus privileges may be revoked. The Principal will notify the District Manager of Student Transportation and the School Board office of the suspension. Behavior on School buses will be dealt with the same as discipline in the schools and will comply with the Safe and Caring Schools Guidelines.

With your assistance and cooperation, we can make every effort to ensure the safety of your children while they ride the bus and as they walk to and from the bus stop.

On behalf of the transportation department, we thank you for your time.

Sincerely,

Paul Matheson
Manager of Student Transportation

Appendix D: SAMPLE BULLYING SURVEYS

Nova Central School District
Safe and Caring Schools
Student Bullying Survey
Grades K-4

We would like to know how you feel about your school. After each statement you will find some **faces**. Place an **X** on the **happy face** if you agree with the statement. Place an **X** on the **sad face** if you disagree with the statement. Place an **X** on the confused face if you are **not sure**

I am a **Boy** **Girl**

	Yes	No	Not Sure
1. I feel safe in school.	☺	☹	☺
2. I have at least one friend in class.	☺	☹	☺
3. I have many friends in my class.	☺	☹	☺
4. Someone has hit me in school.	☺	☹	☺
5. Someone has hit me on the bus.	☺	☹	☺
6. I have seen people hit others in school.	☺	☹	☺
7. I have seen people hit others on the bus.	☺	☹	☺
8. I have been called bad names in school.	☺	☹	☺
9. I have been called bad names on the bus	☺	☹	☺
10. I have heard others called bad names in school	☺	☹	☺
11. I have heard others called bad names on the bus	☺	☹	☺
12. Someone has told me that they are going to hurt me in school or while on the bus.	☺	☹	☺
13. I have hit other people in School Board.	☺	☹	☺
14. I have hit other people on the bus.	☺	☹	☺
15. I have called people bad names in school.	☺	☹	☺
16. I have called people bad names on the bus.	☺	☹	☺
17. People are often mean to me.	☺	☹	☺
18. I am mean to smaller people sometimes	☺	☹	☺
19. In school and on the bus lots of people laugh at others and make them feel sad.	☺	☹	☺
20. Adults in the school can help me if someone says they are going to hurt me.	☺	☹	☺

Note: Schools have the option of using their own survey

Nova Central School District

Safe and Caring Schools
Student Bullying Survey Level I-III
(change question 1 for grades 5 – 9)

Answer all the questions and circle the answer.

1. What grade are you in?
 - a) Level I
 - b) Level II
 - c) Level III

2. Are you a male or female?
 - a) Male
 - b) Female

3. This is how I feel most of the time about being in at my school?
 - a) Always happy and safe
 - b) Sometimes happy and safe
 - c) So-so
 - d) Sometimes unhappy and nervous
 - e) Always unhappy and nervous

4. The teachers and other adults at my school are...
 - a) Never helpful
 - b) Hardly ever helpful
 - c) So-so
 - d) Sometimes helpful
 - e) Very helpful

Rate each of the following places in the school in terms of how safe you feel there.
Safe means comfortable, relaxed and not worried that something bad could happen to you.

- a) Very unsafe and scared
 - b) Kind of nervous
 - c) So-so
 - d) Kind of safe
 - e) Very safe
-
5. In my classroom _____
 6. On the play ground _____
 7. In the lunchroom _____
 8. In the restroom _____
 9. In the hallways _____
 10. In the change rooms _____
 11. Going to and from School _____

12. How often do other students hit, kick, push or otherwise physically hurt you?
- a) Every day
 - b) Once or twice a week
 - c) Once or twice a month
 - d) Once or twice per year
 - e) Never
13. How often do other students say things to you that hurt your feelings?
- a) Every day
 - b) Once or twice a week
 - c) Once or twice a month
 - d) Once or twice per year
 - e) Never
14. Who has bullied you, said mean things to you, teased you, called you names, or tried to hurt you at school most often?
- a) No one
 - b) A boy
 - c) A girl
 - d) Both girls and boys
15. Who has bullied you, said mean things to you, teased you, called you names, or tried to hurt you at school most often?
- a) No one
 - b) Older kids
 - c) Kids my age
 - d) Younger kids
 - e) Adults
16. In what grade is the student who bullied you?
- a) No one bullies me
 - b) In my class
 - c) Same grade as me but in a different class
 - d) In a lower grade
 - e) In a higher grade
17. How often do you hit, kick, push, or otherwise physically hurt other students?
- a) Every day
 - b) Once or twice a week
 - c) Once or twice a month
 - d) Once or twice per year
 - e) Never
18. How often do you say mean things, tease, or call other students names in the school?

- a) Every day
- b) Once or twice a week
- c) Once or twice a month
- d) Once or twice per year
- e) Never

19. How often have you seen another student say mean things, tease or call other students names in school?

- a) Every day
- b) Once or twice a week
- c) Once or twice a month
- d) Once or twice per year
- e) Never

20. How often do you spend recess and/or lunchtime alone because no one wants to hang around with you?

- a) Every day
- b) Once or twice a week
- c) Once or twice a month
- d) Once or twice per year
- e) Never

21. How often have you seen students hit, kick, push, punch, or otherwise physically hurt students in the school?

- a) Every day
- b) Once or twice a week
- c) Once or twice a month
- d) Once or twice per year
- e) Never

22. What have you done when you have heard a student being hit, kicked, pushed, punched, or otherwise physically hurt in the school?

- a) I have never seen another student being hurt
- b) I walked away and ignored it
- c) I stood and watched
- d) I helped the person being bullied
- e) I helped the bully

23. What have you done when you have seen a student being teased or called names in school? I have never seen another student being hurt

- a) I walked away and ignored it
- b) I stood and watched
- c) I helped the person being bullied
- d) I helped the bully

24. How much of a problem do you think bullying is in your school?

1.....2.....3.....4.....5
Not a Problem Very Serious
at all problem

Note: Schools have the option of using their own survey

Appendix E: Response Protocols: Verbal/Written Threats

This document outlines response protocols for schools in the event of verbal and/or written threats by an individual or group, which pose a risk to the well being of the students and staff of a school. Administrators should ensure that all school personnel and students understand that they are expected to report any knowledge of verbal and/or written threats, and that personnel are aware of the ‘threat’ procedure (see below).

The administration of each school would be expected to arrange a meeting of the School Crisis Team to review the following guidelines and adapt them to their particular school. The administration should assign specific duties to the team members in order to be more adequately prepared for an incident of this type. (See Appendix A [I])

In the event of a verbal/written threat, the principal should initiate the following procedure:

- Notify RCMP
- Notify the Director of Education.
- Ensure safety of students and staff.

(A) In the case of a bomb threat ...

- call the Fire Department
- evacuate the building immediately
- move everyone to a secure location (may involve sending students home). The secure location should be an indoor prearranged site large enough to house the student population, preferably within walking distance. Students may also be sent aboard buses and/or directed to wait at another outdoor site off school grounds (e.g. nearby parking lot) that has been judged by the administration to be an acceptable secure location.
- cancel school classes until the school is judged to be safe by the proper authorities
- remind staff who become aware of suspicious/unfamiliar objects to report them to the administrator, police, or fire department on site.
- ensure that the person, receiving a bomb threat phone call, report any information he/she has noted from the caller (e.g., location of the alleged bomb, time set for detonation, description of container or explosive, stated reason for the threat, date and time of call, the caller’s words, the caller’s sex or /and estimated age [child, teen, adult], caller’s speech characteristics [slow, rapid, normal, excited, loud, disguised, broken, etc.]) to the police/ fire department.

(B) **In the case of a threat to cause bodily harm in another manner:**

If specific individuals are identified as targets:

- each individual will be notified immediately
- parents of students who were threatened will be notified as soon as feasible

- students who were threatened will be removed from the general school population and remain in the care of school personnel until picked up by the parents/ guardians/designated individual
- if the act referred to in the threat is imminent and significant, staff and students may be evacuated to a secure location (this may result in students being sent home)
- the School Administration, RCMP, and the Director of Education would consult regarding commencement of classes
- the School Administration, RCMP, the Director of Education, and the parents of threatened students would consult as to when those students would return to school

If a general threat of violence is made toward a person or persons (non-specific) and the aggressive act referred to in the threat is deemed to be imminent and significant, the principal will:

- evacuate the building and move everyone to a secure location. The secure location should be an indoor prearranged site large enough to house the student population, preferably within walking distance. Students may also be sent aboard buses and/or directed to wait at another outdoor site off school grounds (e.g. nearby parking lot) that has been judged by the administration to be an acceptable secure location.
- classes are cancelled and students sent home
- Inform the students and parents as soon as possible as to the threatening incident (e.g. letter, assembly, phone calls, etc.). Information to be released may be limited due to a RCMP investigation. Note: Using the media to inform parents and students of school closures/ resumption of classes may draw attention to the threat; other means of distributing information may be preferable.
- The principal shall ensure that an investigation takes place immediately in order to assess the legitimacy of the threat and to identify the person(s) responsible (may involve school personnel, fire department, RCMP or other applicable agency). Some investigations (e.g., bomb threats) may need to be authorized through the RCMP/ Fire Department prior to commencing the staff's (voluntary) search of the school. The administrator shall, in consultation with the RCMP and the Director, decide on a further course of action (e.g. reopening of school).
- Staff members should be kept informed as to the nature of any threats. As soon as feasible, a staff meeting should take place and additional information would be shared at this time.
 - Any concerns as to students who are deemed to be "at risk" because of their involvement (or relationship to those involved in the incident) would be addressed.

- In particular, school personnel will be alerted to the necessity of closely monitoring students who have been specifically targeted by a threat.
- When the students return to school, steps would be taken to monitor their safety (e.g. frequent checking in at main office; allowing them to go to separate areas during unscheduled times, such as recess and lunch break).
- As well, members of the School Crisis Team should meet immediately afterwards, if feasible. Plans for the next school day would be formulated at this time.

(From: SCHOOL CRISIS INTERVENTION GUIDELINES, December 2002)

Appendix F: Response Protocols: Violent Incident Requiring Evaluation or Lockdown

This document outlines response protocols for schools in the event of immediate or imminent danger to the students and staff of a school such that it is necessary to order a lockdown. Examples of such incidents may include (but are not limited to):

- an individual who has a gun and has threatened to shoot or has shot someone;
- the discharge of a weapon in the school or on school property;
- imminent danger of bodily harm from an individual outside of the school building; or
- an individual who brandishes or uses any type of weapon (e.g. a knife or makeshift weapon such as a baseball bat) or explosive device (e.g. a pipe bomb or Molotov cocktail).

The administrator of each school would be expected to arrange a meeting of the School Crisis Team. The members of the team would review the following guidelines and adapt them to their particular school. They may decide to assign specific duties to team members in order to be more adequately prepared for an incident of this type.

It is expected that the administrators of each school will familiarize everyone in the school with the lockdown protocol. Practice runs similar to fire drills may serve as the most efficient approach to prepare for a lockdown.

General Procedure for Violent Incident Requiring Evacuation or ‘Lockdown’:

- 1) **Notify RCMP** and notify them of the emergency and the need for immediate police assistance.
- 2) **Call ambulance** (in case of physical injury). Please note the RCMP may call the ambulance as part of their response protocol.
- 3) **Notify the Director** of Education (or Assistant Director, if Director is not available).
- 4) **If a violent incident has already occurred** and staying in the building would expose people to greater danger (e.g. an explosion of a bomb/Molotov cocktail and resulting fire, or aggressor is confined to a specific area), if possible, staff and students are evacuated and moved to a secure location, **or the alternate/back-up secure location**. Note: if not possible, then implement a ‘lockdown’ procedure (See step 5). The secure location should be an indoor prearranged site

large enough to house the student population, preferably within walking distance. Students may also be sent aboard buses and/or directed to wait at another outdoor site off school grounds (e.g. nearby parking lot) that has been judged by the administration to be an acceptable secure location. Classes are cancelled and students sent home

- 5) **If a lockdown procedure is deemed necessary**, the principal or his/her designate will announce over the public address system that a lockdown is in effect. **Suggested announcements** which may be tailored to each school's needs are as follows:

- Classes in Session (Announcement)

“Students and staff, it is necessary to begin a school-wide lockdown. All students are to remain in class. This is a lock-down.”

- Class Change in Progress (Announcement)

“Students and staff, it is necessary to begin a school-wide lockdown. All students and teachers will report immediately to the nearest secure classroom. This is a lock-down.”

- During Lunch Break (Announcement)

Each school will have to formulate its own plan, depending on its particular circumstances. A suggested announcement, which may be tailored, to each school's situation is:

“Students and staff, it is necessary to begin a school lockdown.”

Note: Specific directions for students who are outdoors (e.g., on the playground) or who are being transported back to the school on school bus during the lunch break will need to be formulated at the school level. A method of sending a message to the school bus driver(s) may be devised with instructions to keep the students on the bus and to avoid entering school grounds.

- 6) The **custodian and another designated person(s)** will lock the exit/entrance doors and proceed to the main office, if possible. All support staff would be expected to report to the main office.
- 7) Each school will set specific **guideline procedures for teachers/supervising staff persons** during a lockdown. Some steps in the lockdown procedure may include:

1. Lock your classroom/office door at all times and no one leaves the room after the door is locked.
2. Tell the students that we have an emergency and you do not know what it is at this time.
3. Have the students move to an area of the room that is away from the door and, if possible, away from the windows.
4. Tell the students to ignore the school alarms (e.g., fire alarm).
5. Please advise students that cell phone/text messaging use may tie up emergency communication networks. Avoid/limit use of cellphones.
6. Have students stay in the room until an all-clear announcement is made. An administrator or police officer will come to your room and give you an update as to what has happened.
 - a. Inform the students and parents as soon as possible as to what occurred during the incident. All announcements should take into account the ages of the students. If feasible, a letter should be sent home to the parents. Sample notes follow:

“ Due to an incident in school today, students were evacuated from the building. Further information will be released as soon as feasible.”

OR:

“An incident in school today caused students to be evacuated from the building. More information will be released as it becomes available.”

7. As soon as the school is judged to be safe and students are no longer in the building, a meeting of all staff will take place. Any information about the incident will be shared at this time. Concerns as to students who are deemed to be “at risk” because of their involvement (or relationship to those involved) would be addressed.

8. A meeting of the School Crisis Team would take place as soon as possible after the staff meeting. Plans for the next day would be formulated at this time.

Please note that as a general practice, parents need to be informed as to the school's emergency protocol procedures. In addition, the emergency procedures should be posted in the classrooms (see item 7 'procedures' steps 1-6).

(From: SCHOOL CRISIS INTERVENTION GUIDELINES, December 2002)

LOCKDOWN Procedures
(Sample that MAY be used)

DO NOT REMOVE FROM DRAWER

Location	Teacher/Student Response
During class time	<ul style="list-style-type: none"> - Close the door (locked) - Close the curtains and stay away from windows - Ignore fire alarm - If in the bathroom, remain there. - Limit cell phone use (it may tie up the phone lines) - Remain inside the room until further instructions are provided by the administration
During change of classes	<ul style="list-style-type: none"> - Seek the nearest secure classroom. If in the bathroom, remain there. - Close the curtains and stay away from windows(if applicable) - Ignore fire alarm - Remain inside the room until further instructions are provided by the administration
During recess/lunch break	<ul style="list-style-type: none"> - Go to the gym or cafeteria (if in the lobby/entrance area) - Close doors (locked) - Ignore fire alarm - Remain inside the room until further instructions are provided by the administration - If in other area of the school, proceed to nearest secure room. Close the door and stay away from windows. - If in the bathroom, remain there.
Enroute from buses/outside the school building	<ul style="list-style-type: none"> - Go to _____ (Alternate location) - Inform <u>xxxx</u> of the situation and follow his/her instructions

The administration must be informed of all situations that pose a threat to student safety. In situations where it is not possible, a teacher should secure his/her immediate environment, use the whistle to alert other members of the staff, and try to make contact with the office.

Emergency Phone Numbers

Appendix G: Student Investigation

PROCEDURE RESPECTING STUDENT INVESTIGATION BY THE PRINCIPAL

Where there has been an incident on school property or a suspected criminal offence, the Principal has an initial decision to make. He/she can either call the Police and have them investigate, or he/she may question the students himself/herself bearing in mind that a statement or admission made by the student to him/her may not be admissible in a court of law since there may be questions arising as to whether the Principal is a person in authority, as to whether the statement is voluntary and as to whether there has been compliance with the student's rights under the Charter of Rights and under the Young Offenders Act. The seriousness of the offence or incident is likely to be the principle determining factor as to whether the school administrator will investigate himself/herself.

Statements made to the Principal

A principal will likely be held to be a person in authority and, therefore, unless the relevant sections of the Young Offenders Act are complied with, any statement made to the principal may not be admissible in the Youth Court. In many cases, this may be irrelevant because the offence may be so minor that the Principal would decide to handle discipline himself/herself through meetings with the student and perhaps the student's parents. It should be noted that a statement made by a student may be oral or in writing and the protection of the Young Offenders Act applies to both.

School Searches

Section 8 of the Charter of Rights states that everyone has the right to be secure against unreasonable search or seizure. If the principal or teacher is acting in place of when a student or a student's belongings are searched, there is a good argument that such a search would not violate the Charter of Rights as long as the principal or teacher acted on a reasonable belief that the student had committed a crime or was carrying a prohibited object or substance. A number of factors will be considered in determining whether a search is reasonable including the age of the student, the student's school record, the student's past behaviour, the seriousness of the problem, the particular reason for the search and the importance of immediate action.

Conclusion

Since every set of facts will be somewhat different, it is critical that the principal have a working knowledge of the Charter of Rights and the Young Offenders Act and that their

decision be based upon such knowledge of the Charter of Rights and the Young Offenders Act and that their decision be based upon such knowledge combined with a healthy mixture of common sense.

- Former LGSD procedure: <http://www.ncsd.ca/pub/docs/Publications/>

Appendix H: Documents and Resources

The Division of Student Support Services in the Department of Education has written two documents, which every school should have. These documents refer to practical interventions for the school and classroom and they reference some of the best programs available on discipline, violence prevention and safe schools.

The document "Policy, Guidelines and Resource Guide on Discipline, School Violence and Safe Schools Teams" includes sections on the following:

- Policy and Guidelines on Discipline, School Violence and Safe Schools Teams
- Positive School Climate
- Expectations and Consequences for Student Behaviour
- Violence Prevention Strategies
- Interpretation of the Law
- Policy Development on School Discipline, Violence and Safe Schools Teams
- School Violence Prevention Programs
- Model School Safety Plans
- Rating Your School Climate
- Teacher Discipline and Classroom Management Self-Assessment
- Sample Assessments, Plans and Criteria
- Criteria for Effective School-Based Violence Prevention Programs

The document "Behaviour Challenges: A Supportive Shared Approach" covers the following topics:

- School-Wide Discipline: A Positive Process
- Classroom Management
- Problem Solving and Support
- Individual Program Planning for Students with Emotional/Behavioural Disorders

Resources for Teachers

The following websites provide information on some of the best resources available to prevent and intervene effectively with discipline issues in schools. There are videos, audiotapes, books and in-service packages available for purchase which will provide educators with a variety of strategies to use with even their most challenging students. Most of these websites contain free articles and newsletters.

www.pbis.org

www.keystosaferschools.com

www.bullybeware.com

www.difficultchild.com

www.positivediscipline.com

www.kidsareworthit.com

www.youthchg.com

www.empoweringpeople.com

www.addwarehouse.com

www.teachersworkshop.com

www.reclaiming.com

www.boystown.com

www.samhorn.com

www.skylightedu.com

www.10greatestgifts.com

www.disciplineassociates.com

www.crisisprevention.com

www.thebrainstore.com

www.capabilitiesinc.com

www.marvinmarshall.com

www.disciplinewithoutstress.com

www.cooperativediscipline.com

www.surgeongeneral.gov

www.secretservice.gov/ntac

www.colorado.edu/cspv/blueprints