14. REFERENCES

K National School Safety Center
K Adrima Classroom Management Guide
K North Central Regional Educational Laboratory
K Shorecast High School Policies
K Centre for the study of Prevention of Violence
K Colorado Springs School District Eleven Policy
K Department of Education Code of Conduct
K Feedback from Safe School Survey
K Interviews: - Community Policing
  - Social Services
  - Attorney General’s Office
K National Advisory Council

RULES / PROCEDURES FOR CREATING SAFE SCHOOLS

MANUAL FOR ADMINISTRATORS AND TEACHERS

The Department of Education
July 2001
From
The Department of Education ..........

The policies and procedures contained in this Safe School Manual for Administrators and Teachers have been prepared by the Department of Education, in consultation with The Bahamas Union of Teachers, Parents Teachers Associations, Law Enforcement Agencies, Advisory Council on Education, and the Department of Social Services.

The Department of Education believes that a safe school environment is conducive to learning, personal growth, and overall success for all students. This goal can be best achieved when order is maintained in the school, the classroom, on school property, and at school-based events. Schools, nonetheless, are expected to provide a climate that promotes learning in a safe and peaceful environment. To this end, there must be a discipline policy which governs the conduct and behaviour of all who work and learn within our schools.

The policies and supporting regulations outlined are designed to teach responsible student behaviour that will result in effective citizenship, caring relationships, and improved student achievement. Everyone throughout the school system (parents, students, teachers, administrators) must take a direct, personal and active responsibility for ensuring that a fair discipline system is not only developed, but also maintained.

This document does not contain all solutions for every disciplinary problem in our school system, as no one instrument is capable of solving all of our present and future challenges. However, the guidelines and procedures will, it is hoped, offer a more unified and systematic approach to disciplinary issues faced within all levels of our educational system.

Iris L. Pinder
Director of Education
July 2001

13. APPENDICES

APPENDIX ‘A’
SUGGESTED TOPICS FOR DISCIPLINE EDUCATION:

References
û Understanding discipline rules and procedures and explaining the reasons for them;
û Informing students of their legal rights, such as expression, privacy, and due process
û Standards of dress and grooming appropriate to the school;
û Student behaviour designed to prevent property from being stolen or damaged by others;
û Behaviour that can avoid confrontation leading to fights with other students, and other forms of conflict resolution;
û Safety procedures for going to and from the school, and while in the school playground;
û Dangers associated with substance abuse, and;
û Positive approaches to peer interaction, and the benefits of avoiding the ‘putting-down’ of classmates.

APPENDIX ‘B’
CHARACTERISTICS OF DISCIPLINE RULES:

û Emphasize preventive approaches to discipline;
û Have positive reinforcement or learning experiences to them;
û Be compatible and commensurate with the misbehaviours;
û Avoid consequences that interrupt or interfere with learning, and;
û Include learning about expected behaviour and how to develop it as part of the curriculum.

APPENDIX ‘C’
COMPOSITION OF THE PLANNING TEAM

û Administrators
û Teachers
û Parents
û Students (if age appropriate)
û Business representatives
û Religious leaders
û Health / Law Enforcement officials
Be a good listener.
Don’t do all of the talking. Allow the parent(s) to voice their concerns.
Ask the parent(s) for their input regarding the student.
Explain problems in observable and clear terms.
Don’t dredge up old incidences from the past, which have already been dealt with.
Don’t overwhelm the parent with too many problems. Stay focused on key issues.
Do not discuss other students. If the parent tries to shift the blame to others, stay focused on the major reason the conference was set up for.
Make detailed notes of what was discussed. NOTE: If possible, have another teacher or someone from the staff be present as your witness.
Consider giving parents some concrete ideas for behaviour management at home.

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1. GOALS OF THE SAFE SCHOOL MANUAL

The Safe School Manual, which outlines the Department of Education’s policies and procedures concerning conduct and discipline, is designed to:

1. Ensure that every student follows the accepted rules of conduct and shows respect for and obeys persons in authority;
2. Develop in every student a positive attitude towards self discipline and socially acceptable behaviours;
3. Foster sound educational practice and productive learning;
4. Help schools maintain a learning atmosphere which is safe and conducive to the learning process and free from unnecessary disruption;
5. Let parents and the community know that unacceptable behaviour by students will not be tolerated;
6. Allow for reasonable and appropriate physical intervention or force in dealing with disruptive students;
7. Promote a strong home/school/community partnership in order to maintain a safe, healthy and positive learning environment;
8. Develop in students a perception of safety (physical, emotional, and spiritual) of the teaching/learning environment.

SAFE SCHOOL PLAN

Each school is encouraged to develop a Safe School Plan (SSP) to be used for current and future planning.

2. COMPONENTS OF A SAFE SCHOOL PLAN:

- A planning team consisting of representatives from all aspects of the community.
- A site assessment survey to determine extent of school safety problems and/or issues.
- Strategies to address the needs identified by the survey. Code of conduct, violence prevention programmes, referral procedures.

- Involve students in formulating the class rules so that they have a greater understanding of, and appreciation for, the reasons for the regulations.
- Do not lose your temper. When you lose your temper, you place yourself on the same level as your unruly student.
- Don’t waste time trying to prove that you are right and your students are wrong. Instead of this time-consuming impossible task, spend your energy on finding a solution to the problem you and your students are having.
- Never hide a serious problem—such as drug abuse—in a misguided effort to help a student. Involve other concerned adults and follow your school’s policy when you have to deal with this type of problem.
- Do not force a student to apologise to you or to the class. Doing so will not only humiliate your student, but is not apt to be sincere.
- Don’t punish in anger. Calm down and find a solution instead.
- Don’t make deals with your students to convince them to behave better. Enforce your rules instead.
- Don’t ignore a small problem that can quickly turn into a much more serious one.
- Don’t go straight to severe negative consequences without a build-up of penalties for escalating misbehaviour. Follow the plan you establish when you posted your class rules.
- Don’t label your students in a negative way. Their behaviour may be bad, but they are not bad people.

12. DEALING EFFECTIVELY WITH PARENTS

(from “Parents On your Side” by Lee Canter):

- Make sure you have contacted the parents regularly about problems before you call them for a conference.
- Be flexible in setting up the meeting time.
- Be sure you have documentation about the child’s behaviour for referring to specifics during the conference.
- Greet the parent warmly.
- Don’t have the parent sit on a student-sized chair while you sit in a teacher’s chair.
- Be sensitive to the parent’s feelings throughout the conference.
- Maintain eye contact.
- Call the parent often by name.
- Say something complimentary about the student early in the conference.
Graduating Seniors and Expulsion:
When a student is expelled during the 12th grade, the school should not allow that student to participate in graduation / prize-giving ceremonies, even though all prerequisites for graduation are met. The Child is no longer a student of the school.

11. DISCIPLINARY STRATEGIES FOR TEACHERS:
Teachers have a responsibility to teach proper discipline, respect for others and observance of school rules. Some practical suggestions for dealing with conflicts in the classroom are:
- Do not raise your voice.
- Try to remain calm and rational.
- Do not touch an agitated or angry student.
- Try to keep the student seated.
- Be reassuring to the student as well as the rest of the class.
- Explain the importance of protecting every student’s right to learn. Talk about options for resolving the conflict.
- Send another student for help. The student should be told to go to the nearest office to summon assistance from the administration.
- After the incident is over, immediately document everything that happened. The report should be submitted to the administration. You also should keep a copy in case of a future conference with parents or school administration regarding the incident.

Managing a classroom: (adapted from ACREL)
- Don’t be too quick to send a student to an administrator. You’ll be more effective if you handle your own problems as often as you can.
- Engage in effective long-range and daily planning.
- Vary your teaching strategies regularly.
- Have high expectations for your students.
- Intervene quickly during inappropriate student behaviour.
- Be consistently consistent.
- Reward exemplary behaviour.
- Use guidance and counselling programmes as the first step in the disciplinary process.
- Make clear teacher’s expectations at the beginning of term so that students know in advance the rules and consequences.
- Make learning interactive... student-centred.
- Praise students’ efforts in front of classmates or other teachers.

- Social support team responsible for providing help in identifying at-risk students and appropriate support.
- A crisis response plan which outlines specific procedures for teachers and students during emergencies.

Efficient and effective programmes are ongoing, systematic and comprehensive and each stakeholder in the education process must become actively involved in promoting safe schools.

The Administrators, the planning team, the teachers, students and parents are essential to a successful discipline system.

3. ROLE OF ADMINISTRATOR
- Provide leadership in developing and monitoring the SSP.
- Establish a reliable system of tracking and reporting incidences of unacceptable behaviour.
- Establish procedures for emergency evacuation and crisis management.
- Lead in articulating and implementing disciplinary strategies for teachers and students, and a code of conduct.
- Create school-community-home partnerships.
- Develop / have access to comprehensive prevention education and conflict resolution programmes.
- Establish more extra-curricular activities and clubs to keep students constructively occupied.
- Keep staff, students and parents fully and promptly informed of activities, decisions, along with other matters relevant to school discipline.
- Regularly initiate review of discipline strategies and code of conduct.
- Execute and enforce school discipline policy and encourage support of all staff.
- Ensure that all teachers have written classroom rules and access to the discipline policy.
- Control campus access and establish visitor screening procedures.

4. ROLE OF TEACHERS
- Participate in the development of the SSP and discipline code.
- Accept teaching and modeling of pro-social / positive behaviour as important as the teaching of academic subjects.
- Expect support for discipline from administrators and parents.
Respond to students in a caring and respectful manner.
Display impartial behaviour to all students.
Enforce rules and regulations firmly, consistently and promptly.
Ensure that consequences for breaking rules and regulations have a positive learning orientation.
Emphasize positive student self-concept by stressing the benefits of self-discipline.
Use rewards for good behaviour as well as punishment for negative behaviour.
Demonstrate fair play by avoiding public embarrassment of students, and/or punishing an entire class for the misbehaviour of a few.
Include discipline education as a regular part of the instructional programme (see appendix ‘A’ for possible topics).
Accept responsibility for maintaining discipline in school and on school grounds.
Be an implementor of the school discipline policy and develop (in consultation with students) written classroom rules that complement the policy (see appendix ‘B’).
Be adequately trained in acceptable disciplinary procedures.
Keep accurate discipline records and conscientiously inform administration of discipline problems.

5. PLANNING TEAM’S ROLE:

Review the status of the school discipline, and the adequacy of current rules, procedures and staff support.
Develop an in-school suspension programme (misbehaving students spend the school day doing assigned work under competent supervision).
Recommend suggested actions to be taken in specific discipline cases.
Consider issues regarding general discipline matters or special concerns.
Planning and implementing community programmes for students, teachers, and parents which promote positive rewarding activities and relationships.
Establish guidelines and procedures for identifying students-at-risk.
Establish Programs for awarding positive behaviours.

Procedures for Recommending Expulsion:
Before a student is expelled, the student will have an opportunity for a due process hearing that will include the following:

i) The Department of Education will determine the number of days for prior written notice of the charges and the proposed sanctions so as to afford a reasonable opportunity for preparation, including a written invitation to the student’s parent / guardian to attend the expulsion hearing. The notice will also include the date, time, and location of the hearing and the names of adult witnesses who will present evidence at the hearing;

ii) Right to a full and fair hearing before the Minister of Education, Youth and Sports or a designee / designate;

iii) Opportunity to testify and to present evidence and witnesses in his or her defence and:

iv) Opportunity to examine the evidence presented by the school administration and to question the administration’s witnesses.

Representative:
At the hearing, the student is entitled to an adult representative or legal counsel who will provide guidance to the student and should not be an employee of the Department. The student must notify the school at least one (1) working week if legal counsel will be attending the hearing. The Department may hold the hearing regardless of whether the student, the student’s parent or guardian, or another adult representing the student attends, provided the Department makes a good-faith effort to inform the student, and the student’s parent or guardian of the time and place of the hearing.

Evidence:
In an expulsion hearing, the Department may rely on hearsay evidence of school administrators who investigate disciplinary infractions. This means that the school administration may present evidence or statements taken from students without revealing the identity of the student. The decision will be based exclusively on the evidence presented at the hearing.

Expulsion Order:
The administration will deliver a copy of the order expelling the student to the student’s parent or guardian, who is responsible for providing adequate supervision for the student during the period of expulsion.
Student Interrogations, Searches and Arrests

1. Before a search is conducted, a school official must establish that there is a reasonable suspicion that a crime has been or is in the process of being committed or that the search is necessary to maintain school discipline, enforce policies or prevent disruption of the educational process and that the individual to be searched is involved.

2. School officials will ask the students to surrender the contraband he is believed to have and/or seek his consent before making the search. If consent is denied, the following procedures will apply.

3. Locker or school bag searches should be conducted as follows. The school official will:
   a. Inform the student that his locker or bag will be searched.
   b. Accompany the student and another staff member to the locker or room.
   c. Instruct the student to open the locker or bag and remove its contents in his presence.
   d. Notify the student's parents of the action and the results.

4. Strip searches can be conducted only by law enforcement personnel. A school official may contact any law enforcement agency and inform it of the circumstances supporting his belief that the student is concealing contraband and may request that a strip search be conducted by law enforcement officials.

5. Reasonableness must be stressed in all instances in which a search is indicated. The school official must consider: "Is there reasonable suspicion to believe...?"

6. Calm and dignified composure must be maintained by Principal or Administrator.

Expulsion:

Expulsion is permanent removal of students from the public education system. The school can recommend for expulsion to the Ministry of Education, Youth and Sports only those students who are sixteen (16) years and older, if birthday comes on or before 30 September of the current year. Students under sixteen (16), but not under five (5), who commit expellable offenses may be placed in an Alternate Education Programme.

6. STUDENTS' ROLE

Parents and Families are expected to help students assume the following responsibilities.

All students are expected to:

1. Accept responsibility for their own behaviour
2. Use problem-solving skills to resolve conflicts
3. Follow the established school and classroom rules and report violation of these rules to the proper authorities
4. Maintain appropriate dress and hygiene
5. Treat each other and school staff with courtesy and respect
6. Respect the rights and property of others
7. Avoid acting in such a manner as to expose others to risk or danger or harm or injury
8. Avoid the use of threats or intimidation against others
9. Avoid engaging in unlawful or immoral activities
10. Refrain from carrying, bringing, using or possessing any weapon, illicit drugs or prohibited electronic devices in or on school property
11. Maintain high academic standards
12. Provide (if age appropriate) for consideration, views on the school discipline policy and classroom rules
13. Avail themselves of opportunities to perform at their best academically
14. Help create safe schools by:
   a. Creating, joining or supporting student organizations
   b. Helping to develop and participate in activities that promote understanding of differences and respect for the rights of all
   c. Volunteering to mentor younger students or provide peer tutoring
   d. Modelling responsible behaviour by reacting to anger without physically or verbally harming others

7. ROLE OF PARENTS

All parents are expected to:

û Become actively involved in the school community (know your children’s teachers).
û Review the school discipline policies with your children.
û Encourage children’s participation in post-school and school-sponsored activities.
û Have a voice in the development and review of school discipline policy and decisions.
8. GUIDELINES FOR ADMINISTERING DISCIPLINE

Creating a positive school climate and developing a fair and consistently enforced discipline system are the responsibility of the administrative and teaching staff of the individual schools.

The school has the authority to administer discipline whenever the interest of the school is involved, on or off school property in conjunction with class or school-sponsored activities. However, administering of Corporal Punishment is reserved for administrative staff only, (that is: principal, vice principal, senior master and senior mistress), and schools can only recommend, not execute expulsion.

The scope of this authority applies:

a) During the regular school day (regardless of time).
b) While the student is participating in any activity on school grounds.
c) During lunch (whether on or off the school campus).
d) While the student is in attendance at any school-related activity regardless of time, or location.
e) For any school-related misconduct regardless of time or location.
f) When the student retaliates, or threatens retaliation, against a school employee regardless of time or location.
g) When the student commits a criminal offense on the school property, or at a school-related event, (for example: extra-curricular activities, school-sponsored field trips, sports, etc.) the Law Enforcement Agents will be informed.

Students are expected to respect those in authority whether inside the ... separates primary school students assigned to AEP from high school students assigned to AEP;
... focuses on Behaviour Management, English Language, Arts, Mathematics, Science, History and Family Life;
... Career Directed Programme.
Following conference, student may be returned to class (with teachers, administrators, and support staff consent) or placed in a programme for a specified time.

Corporal Punishment:

Corporal Punishment, which is defined as physically handling a student in any way to inflict punishment should only be administered by the Principal or Administrator.

Staff may in dealing with disruptive students, use reasonable and appropriate physical intervention or force as necessary for the following purposes:

- To restrain a student from an act of wrong-doing.
- To quell a disturbance threatening physical injury to others.
- To obtain possession of weapons or other dangerous objects upon a student or within the control of a student.
- For the purpose of self-defense.
- For the protection of persons or property.
- For the preservation of order.

Administering Corporal Punishment

i) Corporal Punishment should be limited to certain highly restricted circumstances (for example: bullying, fighting, obscene language, threats, gross insubordination).

ii) It may only be inflicted in the case of continued or grave circumstances and after a full inquiry has been carried out, and not in the presence of other students. Female students should be punished by a female administrator, and a male by a male administrator, wherever possible.

iii) Corporal Punishment must be accurately documented in all cases (within the same day).

iv) It should relate to the offense and be adapted to fit the individual child and should be preceded by a conference with parents and students, where necessary.
Guidelines for In-School Suspension:
Decide what students are to do when spending time in the in-school suspension room.
Students may be given an assignment other than homework.
Students will be required to complete classroom assignments.

Guidelines when Setting Up an In-School Suspension Room:
.. The room should be well ventilated and well lit. *(If a room is not available organise a classroom / student exchange).*
.. The room should be monitored by an administrator, teacher, guidance counsellor or other responsible adult.
.. The student eats lunch alone, and is escorted to and from the rest-room.
.. If the student misbehaves after returning to the classroom, he or she must be sent again to the in-school suspension room.
.. Parents must be notified that a student received in-school suspension.
.. Primary students must not be left alone.
.. High School level students remain in the room a maximum of one (1) day.

Alternative Education Programme (AEP):
Students whose documented behaviour is so unruly, disruptive or abusive that it seriously interferes with classroom instruction, may be formally removed from the teacher’s classroom.

Steps to follow
Conference with administrator, teacher, parent *(if the parent is unable to attend conference, the conference should proceed as long as it is confirmed that the parents have been notified)*, and student.

Pending conference with school-based Guidance Counsellor, out-side support groups, for example: School Psychological Services, School Attendance Officers and Social Services, students may be placed in in-school suspension or Alternative Education Programme (AEP).

The AEP is for students who have committed certain serious offenses. The AEP: Success Ultimately Reassures Everyone *(S U R E)*:
... is in a setting other than the student’s regular classroom;
... is located off a regular school campus;
... separates students in the AEP from students in the regular programme;

To ensure that discipline is administered fairly in all schools, the following guidelines for expected student behaviour in, and around schools, are presented.

Discipline should be based on a careful assessment of the circumstances of each case, reviewing factors such as the:
* Seriousness of the offense.
* Students’ age.
* Frequency of the misconduct.
* Students’ attitude.
* Potential effect of the misconduct on the school environment.

Where criminality is involved, the appropriate Law Enforcement Agency is to be introduced.

9. EXAMPLES OF UNACCEPTABLE BEHAVIOURS AND DISCIPLINARY ACTIONS

UNACCEPTABLE BEHAVIOUR
Unacceptable behaviours have been divided into four levels.

Level I
These are behaviours to be addressed by the staff member responsible for supervision when the behaviours occur, or by the appropriate classroom teacher, and for which disciplinary action is optional.

Level II
These are to be addressed by the Principal or Administrator and for which suspension and or further disciplinary action is optional.

Level III
These are to be addressed by the Principal or Administrator and for which suspension is mandatory and further disciplinary action including recommending expulsion is optional.

Level IV
These are to be addressed by the Principal or Administrator and the Department of Education and for which expulsion is mandatory.
LEVEL 1 - EXAMPLES OF UNACCEPTABLE BEHAVIOURS

1. Disrespect for teachers and other authority (i.e. rude back talking etc.)
2. Loud talking in class
3. Cheating during exams/altering classroom records
4. Repeated lateness (for class etc.)
5. Chewing gum and eating in classroom without teacher’s permission
6. Littering
7. Cursing and arguing (rowing)
8. Making fun of other people (i.e. name calling, teasing, skylarking)
9. Hitting or inappropriate touching
10. Bullying
11. Out of uniform (without written permission)
12. Failing to do homework (three or more times)
13. Destroying textbooks (i.e. writing in them, tearing out leaves, etc.)
14. Copying (writing the work of others to use as your own)
15. Throwing objects (i.e. stones, sticks, paper balls etc.)
16. Lack of school supplies (i.e. pens, pencils, textbooks, writing books)
17. Dishonesty (i.e. items valued under ten dollars)
18. Possessing a paging device, cellular telephone and hand held computer games
19. Obscene gestures (i.e. giving the finger)
20. Playing rough (i.e. wrestling, pushing, drop-kicking, porking etc.)
21. Unexcused absences

LEVEL 1 - EXAMPLES OF DISCIPLINARY ACTIONS

Level 1 disciplinary actions may include but need not be limited to one or more of the following:

a) Parental contact
b) Detention before and/or after school
c) In-school Suspension (e.g., skills center, study hall, time-out room, and Saturday school)
d) Cleaning the part of the premises where the infraction occurred
e) Referral to a Guidance Counsellor /Special Services, School Social Worker, School Psychologist
f) Verbal warning and reprimand by the Principal / Administrator
   Reimbursing cost for damages incurred

Elementary students should not be kept in school after the usual dismissal time for more than 20 minutes unless the parents have been notified previously.

Judgement should be exercised in keeping junior and senior high school students after school. Detention of more than 20 minutes should have the approval of the principal and should not exceed one hour.

Students transported on buses should not be detained after regular dismissal without prior arrangement with and consent of the parents.

Detention Note:
Detention is served before school, during break, during recess, after school, or anytime other than classroom or instructional time. Teachers can provide detention time to students on their own, or the staff can set up a detention room and alternate the responsibility of supervising students who must serve detention.

Guidelines for Detention:
û Choose a room that is well lit and well ventilated.
û Develop a rotating schedule for teachers who supervise the detention room.
û Assign a specific amount of time for the disruptive student to spend in the detention room.
û Provide a list of all students who are assigned detention to the staff member in charge. Make note of those who did, or did not serve detention.
û Assign a more severe consequence the next day if a student does not appear (for example: in-school suspension).
û Assign extra detention and/or more severe consequences if the student disrupts in the detention room.
û Notify parents in advance when detention is to be served before and after school hours.

In-School Suspension:
In-school suspension is when the student is removed from regular classroom activities and isolated in a closely supervised environment.
LEVEL IV - EXAMPLES OF UNACCEPTABLE BEHAVIOURS

1. Suspended three times during the school year for causing or initiating, willful "disruption" in the classroom, on school grounds, or at school activities and/or events.
2. Making a terroristic threat (bomb scare)
3. Carrying, bringing, using or possessing dangerous weapons or firearms.
4. Committing extortion, blackmail or forcing an individual to act through the use of force or threat of force
5. Commission of an act that would be robbery or assault under the law if committed by an adult.
6. Performing or orchestrating any sexual act.

LEVEL IV - DISCIPLINARY ACTIONS

a. Level IV Disciplinary Actions include mandatory suspension by Principal or Administrator followed by referral to Department of Education for expulsion and may include the following:
b.
c. Charges filed with proper law enforcement authorities
d. Administrators / parent/ student conference\e. Parental contact
f. Parental contact and billing of parent for damages to school property
g. Recommendation of referral for evaluation/services (psychological/psychiatric)
h. Recommendation for expulsion
i. Denial of high school completion certificate or letters of recommendation

10. RECOMMENDED PROCEDURES FOR...

Detention of Students

Detention of a student after completion of the school day may be used as a disciplinary measure. Time in detention should be spent in a manner that will assist the student in the development of responsible behaviour. When repeated detention fails to develop responsible student behaviour, the student should be reported to the principal or Administrator to pursue other means of discipline.

LEVEL 11 - EXAMPLES OF UNACCEPTABLE BEHAVIOURS

1. Level one offences which continue after five attempts to correct them
2. Fighting
3. Biting other persons
4. Leaving school campus or school sponsored event without permission
5. Skipping classes (without written permission)
6. Profanity, rude vulgar language (cussing etc)
7. Possessing roach clip, rolling papers, needles, baggies with residue, razor blade, pipes etc. (used in taking drugs)
8. Possessing or using matches or lighters without supervision of teacher or administrator
9. Damaging school property (anything valued above ten dollars)
10. Refusing to wear school uniform
11. Stealing from other students through violence and/or intimidation
12. Violating computer rules by using the internet to communicate threats, profanity, racial and ethnic slurs
13. Possessing or using tobacco products or any non-prescription drug on school premises or school-sponsored events.
14. Gambling of any kind (excluding raffles and other fund raising activities supervised by teachers or administrators)
15. Refusal to accept discipline from teachers
16. Continuous outburst of anger, or any continuous verbal disruption
17. Failure to complete a disciplinary assignment
18. Any other similar or related conduct which, in the discretion of the Principal/ Administrator constitutes one or more of the following grounds for suspension:
   A. Continued willful disobedience or open and persistent defiance of proper authority;
   B. Willful destruction or defacing of school property;
   C. Behaviour on or off school property which is detrimental to the welfare or safety of other students or of school personnel including behaviour which causes a threat of physical harm to the child or to other children;
   D. Serious violations in a school building or on school property;
   or
   E. Repeated interference with a school’s ability to provide educational opportunities to other students.
LEVEL 11 EXAMPLES OF DISCIPLINARY ACTIONS

Level 11 disciplinary actions may include but need not be limited to one or more of the following:
- Charges filed with proper law enforcement authorities
- Cleaning part of the school premises as punishment
- In-school Suspension
- Administrators / parent/student conference
- Parental contact
- Parental contact and billing of parent for damages to school property
- Recommendation of referral for evaluation/services (psychological/psychiatric)
- Referral to Department of Education for frequent and habitual infractions or as required by policy
- Suspension by the Principal/Administrator where, in the discretion of the Principal/administrator, the student’s conduct constitutes one or more of the grounds for suspension as outlined in #25 (Level 11 Unacceptable Behaviours)

LEVEL 111 EXAMPLES OF DISCIPLINARY ACTIONS

Level 11 disciplinary actions may include but need not be limited to one or more of the following:
- Charges filed with proper law enforcement authorities
- Cleaning part of the school premises as punishment
- Administrators / parent/student conference
- Parental contact
- Parental contact and billing of parent for damages to school property
- Recommendation of referral for evaluation/services (psychological/psychiatric)
- Referral to Department of Education for frequent and habitual infractions or as required by policy
- Suspension by the Principal/Administrator where, in the discretion of the Principal/administrator, the student’s conduct constitutes one or more of the grounds for suspension as outlined in #25 (Level 11 Unacceptable Behaviours)

LEVEL 111 - EXAMPLES OF UNACCEPTABLE BEHAVIOURS

1) Continued Level 11 unacceptable behaviours
2) Sexual harassment
3) Knowingly, purposefully or recklessly carrying, bringing, or possessing a pellet gun, air-powered rifle, toy gun, can openers, box cutters, clubs, cutlass, screwdrivers, sling shot, stunt guns, car aeri- als or any other instrument that can be used as a weapon.
4) Possessing look-alike drugs or items attempted to be passed off as drugs
5) Possession, purchase or use of marijuana, cocaine, aerosol spray, paint, glue or any unprescribed or dangerous drugs
6) Possession and use of fireworks
7) Damage to the personal property of school staff (including puncturing car tires, breaking windows, marking paint or any other damage)
8) Retaliating against school employees through threats, bringing in groups, family members, friends etc to argue with or assault any teacher, administrator or student
9) Production or dissemination of pornographic material
10) Any other similar or related conduct which, in the discretion of the Principal or Administrator constitutes one or more of the following grounds for suspension and/or expulsion:
   i. Continued willful disobedience or open and persistent defiance of proper authority;
   ii. Willful destruction or defacing of school property;
   iii. Behaviour on or off school property which is detrimental to the welfare or safety of other students or of school personnel including behaviour which causes threat of physical harm to the child or to other children;
   iv. Serious violations in a school building or in or on school property;
   or
   v. Repeated interference with a school’s ability to provide educational opportunities to other students

LEVEL 111 - EXAMPLES OF DISCIPLINARY ACTIONS

Level 11 disciplinary actions may include a suspension by the Principal/Administrator and may include but need not be limited to the following:

- Charges filed with proper law enforcement authorities
- Cleaning part of the school premises as punishment
- In-school Suspension
- Administrators / parent/student conference
- Parental contact
- Parental contact and billing of parent for damages to school property
- Recommendation of referral for evaluation/services (psychological/psychiatric)
- Referral to Department of Education for frequent and habitual infractions or as required by policy
- A parent conference following the suspension with an appropriate administrator for the purpose of discussing re-entry, recommendation for transfer, or expulsion
- Exclusion from ceremonies, activities, and/or commencement exercises
- Expulsion, transfer, or other alternative placement
- For possession or use of marijuana or for repeat offenses regarding the possession, purchase or sale of drug paraphernalia, the student shall be referred to the appropriate law enforcement authorities.