APPENDIX C: CODE OF CONDUCT - PROCESS FOR ADDRESSING BEHAVIOURAL ISSUES

INTERVENTIONS – TEMPLATE

In response to inappropriate student behaviour, teachers and administrators of **[Name of school]** shall intervene, depending on:

- The level of the behaviour as determined by the school discipline plan;
- Circumstances of the behaviour:
- Other people involved (students/staff/etc.)
- The environment
- Precipitating factors
- Special circumstances
- Past responses for this student and the student's response;
- Frequency of the behaviour;
- The student's exceptionality and/or Individual Education Plan (IEP);
- Other

Teacher Response: Appropriate school response to Level 1 student behaviours (which are responded to by the teacher witnessing the behaviour)
• Verbal reminders
• Model expected behaviour
• Re-teach the expected behaviour
• Offer choices and consequences of the choices
• Home contact
• Peer mentor
• Peer counselling
• Parent/school conference
• Skill building

School Administrator Response: Appropriate school response to student Level 2 behaviors (which are referred to the administration):

• Verbal reminders	• Parent/school conference	• Restricted access to facilities/activities
• Model expected behaviour	• Skill building	• Behaviour contract Behaviour Management Plan
• Re-teach the expected behaviour	• Natural consequences	• Referral to school counsellor
• Offer choices and consequences of the choices	• Self-reflective exercise Restitution	• Pre-referral process
• Home contact	• Loss of privileges	• Police involvement
• Peer mentor	• Monitor behaviour	• In-school suspension
• Peer counselling	• Mediation	• Out-of-school suspension
	• Restorative justice	
	• Detention	

SCHOOL-WIDE DISCIPLINE PLAN (EXAMPLE I)

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
- Defacing school property
- Homework
- Talking out of turn
- Misuse of electronic devices
- Inappropriate hallway behaviour
- Wandering Hallways during class time, abusing washroom privileges etc
- Unprepared for class

- Pushing in halls & stairwells
- Inappropriate use of electronic devices
- Food theft
- Assembly behaviour
- Inappropriate use of personal equipment (skateboards/roller blades/hats)
- Disrespecting other students
- Inappropriate clothing
- Littering
- Talking out of turn
- Inappropriate physical contact (Rough Housing)
- Inappropriate class behavior
- Out of seat

Consequence Guide……

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.

- Late
- Cheating
- Lying

- Matches/Lighter
- Disrespecting teacher's personal space/desk

Consequence Guide……

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
- Contact the parent to discuss the inappropriate behaviour(s) and strategies to resolve
- 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.

- Fighting
- Physical Aggression
- Off School grounds without permission
- Vandalism
- Skipping classes
- Smoking
- Drugs and/or Alcohol
- Bullying
- Bus behaviour (fighting, interfering with driver)
- Leaving school without permission

- 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
- Racial slurs/Homophobic comments
- Threats

Consequence Guide……

- 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 Sections on *Suspensions* and *Expulsions* in School *District Safe and Caring Schools* Policy.

SCHOOL-WIDE DISCIPLINE PLAN (EXAMPLE II)

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

CLASSROOM TEACHER:
- Revisit if the student understands the expectations and reteach them
- Follow schools discipline plan
- Attempt to correct behavior through various **in-class strategies**.
- Secondary interventions such as "Check-in / Check-out"
- **Document** all incidents and interventions (complete pre-referral forms)
- Inform **Parents**
- Inform **Principal**
- **Consult** with Instructional Resource Teacher
- **Consult** with Guidance Counselor as necessary.
- Team meeting with other colleagues to **problem solve**
-

GUIDANCE COUNSELLOR
- Conduct **classroom observations**
- **Meet with student** in attempt to correct behavior
- **Assist teacher** in conducting Problem Solving Approach
- **Assist teacher** in addressing behaviors in the classroom

PRINCIPAL
- **Meet with student** in attempt to correct behavior
- **Consult** with Program Specialist as necessary

STAGE #2: BEHAVIOR IS NOT IMPROVING

- Initiate formal IEP (Classroom Teacher/IRT/Guidance)
- Determine need for other agency involvement
- Complete Functional Behaviour Analysis (FBA)
- Develop Behaviour Management Plan (BMP)
- All adults should follow the plan of the BMP
- Make referral for further assessment (Team)
- Consider request for Student Assistant Support
- Contact Educational Psychologist
- Educational Psychologist role may include:
  - **Meets** with Planning Team
  - **Observes** child
  - Completes additional formal **assessment**
  - **Consults** with others as necessary
  - Makes necessary **referrals** for additional assessment

- Recommends **additional strategies/interventions**
- **Informs** Program Specialist

STAGE #3: BEHAVIOR IS NOT IMPROVING

- Educational Psychologists consults with other district staff and outside agencies.
- Behaviour team meetings with district and outside agencies
- Other options to be considered:
  - 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)

PROCESS SUMMARY:

STAGE #1:
- Classroom teacher
- Parents
- IRT and/or administrator
- Guidance

STAGE #2:
- Educational Psychologist involved

STAGE #3:
- Further assessment
- Other district personnel
- Outside agencies