


<b>Administrative Procedure Student and Family Code of Conduct</b>	
	<b>Department:</b> Student Services
	<b>Approved by:</b> Leadership Council
	<b>Date Approved:</b> March 4, 2024
	<b>Revision Date(s):</b>
	<b>Review Date:</b>
	<b>External References</b>
	<ul style="list-style-type: none"> <li>• <i>The Education Act, 1995</i></li> </ul>
<b>Internal References</b>	
<ul style="list-style-type: none"> <li>• Appendix A – Student Conduct Support Protocol</li> <li>• Student Bullying and Harassment AP</li> <li>• Referral for Counselling Services AP</li> <li>• Student Use of Alcohol, Cannabis and other Drugs AP</li> <li>• Student Discipline AP</li> <li>• Prevention of Harassment and Violence AP</li> <li>• Form – Confirmation of Investigation by Ministry of Social Services or Police Services</li> <li>• Form – Student Positive Behavior Support Plan</li> <li>• Form – Student Positive Behavior Support Plan Review</li> <li>• Form – Violent Incident Report</li> </ul>	

**Purpose**

- This administrative procedure aims to establish guidelines and expectations for the conduct of students and families at Saskatchewan Distance Learning Centre (Sask DLC).

**Scope**

- This procedure applies to all students enrolled in programs and courses offered by Sask DLC and parents or guardians of students enrolled in Sask DLC. It covers all behaviours within the virtual learning environment and any physical Sask DLC premises or activities.

**Policy Statement**

- Sask DLC expects all students to treat each other, staff and other members of the Sask DLC community with respect, courtesy, and professionalism in all interactions, whether in person, online, or via any communication medium associated with Sask DLC.

**Procedures:**

1. General
  - a) It is important that within school settings that students, staff members, parents/guardians, and community members interact positively with one another. To enable those interactions and to be supportive of a safe and secure learning environment there is a need to be aware of expectations:

- i. What is expected of us?
  - ii. What we can expect of others?
  - iii. The consequences we can expect if we don't act in accordance with the set expectations.
- b) A Sask DLC Code of Conduct is to be developed and reviewed with all stakeholders at the beginning of each school year.
- c) It is important that staff members, students, parents/guardians and volunteers are familiar with and follow the Sask DLC's Code of Conduct.

## 2. Students

- a) Students can expect that:
- i. Staff will treat them with courtesy, respect, consistency and fairness.
  - ii. Clear, relevant lessons will be presented along with explanations for the evaluation procedures to be used.
  - iii. They will be able to work in a school atmosphere which is safe, secure, inclusive, non-threatening and conducive to their learning.
  - iv. School personnel will be accessible to students for help concerning courses, assignments, assistance, personal and career decisions and other school matters.
  - v. Teachers will prepare for class, mark and return assignments within a reasonable time.
  - vi. School administration and staff will monitor students' progress.
  - vii. They will have the opportunity to participate in a range of activities offered by Sask DLC.
  - viii. Clear expectations as to how to conduct themselves participating in Sask DLC in-person events.
  - ix. Discipline procedures will be fairly and judiciously implemented in a timely manner.
- b) Students are expected to:
- i. Develop self-discipline and show courtesy and respect for all people in their courses and in the community at in-person events.
  - ii. Demonstrate behaviour that contributes to a supportive and safe inclusive learning environment.
  - iii. Attend synchronous classes regularly and punctually. In asynchronous classes, adhere to the suggested course schedule or a customized schedule agreed upon by the teacher and the student in communication with parent/guardian.
  - iv. Complete work missed due to absence.
  - v. Make the most of educational opportunities through active classroom participation and involvement in other Sask DLC activities, both in and out of class.
  - vi. Resolve interpersonal conflicts and difficulties through discussions or by seeking assistance from Sask DLC personnel.
  - vii. Show respect for Sask DLC property and personal property. Restitution will be used to resolve issues regarding damages.
  - viii. Take pride in their work and what they have accomplished.
  - ix. Conform to reasonable standards of taste in dress and grooming.
  - x. Refer to the Student Discipline Policy.

### 3. Staff

#### a) Staff can expect that:

- i. They will work in an environment that is safe, secure and non-threatening.
- ii. The Campus Administrator, in cooperation with staff, develops procedures to promote good order and harmony in the school. These procedures are communicated to staff, students and parents on an annual basis and conform to the duties of students as set out in *The Education Act, 1995*.
- iii. Everyone associated with the Sask DLC will be treated with courtesy, respect and fairness.
- iv. Students will work to the best of their ability.
- v. Students will attend classes and/or complete courses with appropriate materials and assignment completion.
- vi. Students will behave appropriately at campus locations and at Sask DLC-sponsored activities.
- vii. Parents will communicate openly with them about matters that might affect the performance of their child.
- viii. They will have the assistance and cooperation of students, parents, colleagues, and the Sask DLC in the performance of their duties.
- ix. Campus Administrators will provide leadership and support using a collaborative style.
- x. Student discipline procedures will be fairly and judiciously implemented in a timely manner.

#### b) Staff are expected to:

- i. Establish and maintain a safe, secure, inclusive, non-threatening learning environment.
- ii. Treat students fairly and consistently.
- iii. Respect the rights of all individuals.
- iv. Respect and demonstrate consideration for diversity. Diversity may include but is not limited to ethnic origin, ancestry, culture, identity, family status, sexual orientation, and mental/physical ability.
- v. Maintain open communication.
- vi. Communicate information about student progress, attendance and behaviour to students, parents and administration.
- vii. Encourage each student to perform to the best of his/her ability.
- viii. Teach the Saskatchewan curricula diligently and provide the programs and services prescribed by Sask DLC.
- ix. Personalize learning in order to meet the needs of all students so that everyone can achieve success.
- x. Evaluate student achievement and explain the evaluation procedures to be used in each course.
- xi. Strive for optimum quality of education and personal development by attending in-services or other professional development workshops.
- xii. Conform to reasonable standards of taste in dress and grooming.
- xiii. Follow the Sask DLC procedures when addressing issues and concerns with respect to decision making (i.e., Campus Administrator, Superintendent of Education, Chief Executive Officer).

#### 4. Parents/Guardians

##### a) Parents/Guardians can expect that:

- i. Teachers will teach the required Saskatchewan Education Core Curriculum, as well as provide the assigned programs and services, while using appropriate teaching practices and methods.
- ii. Staff will abide by, support and promote the Sask DLC Code of Conduct.
- iii. Staff will engage in two-way communication with parents whenever there is a positive matter or problem with respect to discipline, learning progress or attendance.
- iv. Administration will provide leadership, support and monitor instruction in the school.
- v. Students will receive fair and consistent treatment.
- vi. Clear information and directions will be provided concerning school sanctioned activities.
- vii. Staff will cooperate to create an atmosphere that is conducive to a positive learning environment which is supportive, safe and challenging.


##### b) Parents/Guardians are expected to:

- i. Instill in their child the desire to work to the best of his/her ability.
- ii. Instill in their child an understanding of the importance of education.
- iii. Instill in their child respect for the rights of fellow students and staff.
- iv. Instill in their child respect for property and resources.
- v. Instill in their child recognition of the authority of school staff to ensure a safe, secure, non-threatening learning environment.
- vi. Maintain regular communication with their child about school matters.
- vii. Ensure that their child attends regularly and punctually and/or completes work in adherence to the suggested course schedule or a customized schedule that is built and agreed upon between the teacher and student and communicated to the parent/guardian.
- viii. Avoid engaging in disruptive conduct that undermines the functioning of Sask DLC learning environment.
- ix. Attend Sask DLC events and meetings and give constructive input and support to Sask DLC.
- x. Follow the protocol of the Sask DLC when addressing issues and concerns with respect to decision making (i.e., classroom teacher, Campus Administrator; Superintendent, Chief Executive Officer).

#### 5. Accountability

##### a) There is to be understanding that every student is accountable:

- i. To the teacher for his/her conduct while attending a Sask DLC's synchronous or live broadcast.
- ii. To the Campus Administrator and members of the teaching staff at any time that he/she is under supervision of the Sask DLC.

<b>Appendix A- Student Conduct Support Protocol</b>	
	<b>Department:</b> Student Services
	<b>Approved by:</b> Leadership Council
	<b>Adopted:</b> March 4, 2024
	<b>Amended:</b>
	<b>External References</b> <ul style="list-style-type: none"> <li>• <i>The Education Act, 1995</i></li> </ul>
	<b>Internal References</b> <ul style="list-style-type: none"> <li>• Student Discipline AP</li> <li>• Form – Student Contract Template</li> <li>• Template – Student Discipline Letter - Suspension</li> </ul>

Students learn to manage themselves if they are allowed to experience the logical consequences of their actions. An effective learning environment hinges on a cooperative approach between the school personnel and the parent/guardian. Ongoing communication and parental involvement in their child’s learning is important. The following protocol may be applied in situations involving students which require intervention and prevention; some options include:

1. Informal Interview
  - a) Sask DLC personnel will talk with the student to reach an agreement regarding the student’s behaviour. The parent/guardian may be contacted in some circumstances.
  - b) Parental/Guardian Involvement
    - i. Contact is made with the parent/guardian to discuss the specific behaviour of the student and the steps which must be undertaken to change the behaviour.
  - c) Sask DLC-Team Involvement
    - i. A Sask DLC Support Team conference or series of conferences will be held with the teacher, Campus Administrator, and/or support personnel with the specific goal of developing a plan for changing attitudes and improving student behaviour. The parent/guardian may be involved.
    - ii. The Sask DLC Team may request support from the Student Services personnel to develop a student behavior plan. The Sask DLC Superintendent of School Operations will be informed of the plan.
  
2. Withdrawal from Classroom Setting
  - a) Where specific unacceptable behaviour is deemed to have a negative impact upon the classroom learning environment, the student will be removed from that class, and followed up with a conversation. Such withdrawal will normally be temporary, but when a prolonged in-school withdrawal is recommended, the parent/guardian will be contacted. Students in a synchronous class may be moved to an asynchronous class.
  
3. Behavioural/Performance Contract
  - a) In some instances, the student will be required to meet specific behavioural standards in order to avoid more severe levels of consequence. Such expectations will be developed between the campus, the parent/guardian and the student. Expected outcomes will be defined in order to meet the behaviour standards agreed upon. Such an agreement will be documented, with copies provided to all concerned parties.

4. Removal of Privileges
  - a) Privileges in the nature of access to Sask DLC extra-curricular activities will be removed under certain circumstances. The Campus Administrator will ensure that the parents are notified when such removal of privileges occurs.
  
5. Suspension of Student
  - a) The student will be suspended for unacceptable behaviour. Refer to Student Discipline Administrative Procedure.
  
6. Outside Agency Services
  - a) In some circumstances, the student's behaviour may involve violation of the law (i.e., drugs, theft or assault) and require police involvement. Parents/guardians will be informed as soon as possible of any such action. Other circumstances (i.e., alleged abuse) may result in a referral to Saskatchewan Community Resources.