



MEMORANDUM

October 10, 2023
Regular Board Meeting

TO Board of Trustees

FROM Shauna Boyce, Superintendent

ORIGINATOR Mark Francis, Deputy Superintendent

RESOURCE Dr. Meg Miskolzie, Associate Superintendent

GOVERNANCE POLICY Board Policy 11: Board Delegation of Authority
Board Policy 13: Appeals Regarding Student Matters

ADDITIONAL REFERENCE Administrative Procedure 350: Code of Conduct
Administrative Procedure 360: Student Discipline
Education Act (Preamble, s. 31, 32, 33, 36, 37, 41-44)

SUBJECT **STUDENT CONDUCT AND INTERVENTION REPORT**

PURPOSE

For information. No recommendation required.

BACKGROUND

The Board of Trustees, as stated in the *Education Act*, section 33 (1), “as a partner in education, has the responsibility to:

d) ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging”.

The Student Conduct and Intervention Report is in response to this responsibility.

REPORT SUMMARY

The Student Conduct and Intervention Report is an overview of the system approach to supporting students and families in ensuring student behavior and conduct is conducive to establishing a welcoming, caring and safe learning environment.

Administration would be pleased to respond to any questions.

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STUDENT CONDUCT AND INTERVENTION REPORT

OCTOBER 2023

Presented to the Board of Trustees, October 10, 2023

Mark Francis, Deputy Superintendent

Dr. Meg Miskolzie, Associate Superintendent

Our Students Possess the confidence, resilience, insight and skills required to thrive in, and positively impact, the world.

BACKGROUND

Parkland School Division (PSD), as per the *Education Act*, is required to provide a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

STUDENT CONDUCT

Code of Conduct

Section 33 of the *Education Act*, establishes the requirement for a Code of Conduct for all students. All schools develop a Code of Conduct, applicable to individual school needs (age, grades, etc.). These Codes of Conduct are established under Administrative Procedure (AP) [AP 350: Code of Conduct](#). Each school is required to:

- Develop a school code of conduct with input from stakeholders;
- Communicate to staff, students, and parents the codes of conduct and/or school rules, expectations, etc., which can be shared in a variety of methods including websites, school, newsletters, assemblies, by teachers, etc.;
- Annually review and revise the school code of conduct, as required; and

School divisions are required to outline procedures regarding student discipline when a Code of Conduct is violated.

Student Discipline

[AP 360: Student Discipline](#) outlines all of the procedures with respect to discipline processes including suspension and expulsion. Any disciplinary actions taken by school staff are to ensure safe, orderly learning environments that are conducive to learning. The following Disciplinary Principles are applied when administering any procedures or disciplinary action(s):

- A. Learning – and not punishment – shall be the foundation and primary consideration of any disciplinary action. To this end, wherever possible, teaching a child what to do is preferable to making a rule about what not to do;
- B. Student safety is immediate – appropriate disciplinary decisions and actions may take time;
- C. The parent(s) or guardian(s) shall be informed of disciplinary actions that pertain to their own child while respecting the privacy of other children who may be involved;
- D. Corrective discipline, wherever and whenever possible, shall be a private activity that maintains all students' sense of dignity;
- E. Codes of conduct, wherever possible, should be written as positive messages of what one should do, rather than what one should not do; and
- F. Disciplinary action and/or consequences shall consider the specific and unique special needs of any student.

Application of Disciplinary Actions

AP 360: Student Discipline states, “Discipline refers to specific corrective learning – and not punishment – that is intended to build foundational behaviours and habits of mind that will actively contribute to an individual’s well-being and success.”

When specific discipline is required, actions may include:

- Teaching of problem-solving skills;
- Increase monitoring;
- Assignment of designated tasks;
- Restorative practices;
- Temporary removal of privileges;
- Establishment of behavioural contracts;
- Provision of counselling, pro-social skills training;
- Referral to other agencies/resources; and/or
- Referral for further assessment.

Suspension

Additionally, PSD procedure and the *Education Act* provide for Suspension of a student. Suspension, as defined by the *Education Act* (section 36) include:

- Suspension by the principal from riding the school bus;
- Suspension from a classroom period by the teacher;
- Suspension from any school-related activity; and/or
- Suspension from school, as per the *Education Act*, for up to five (5) days.

Any suspension must be formally documented and communicated to the parents. All suspensions are reviewed and tracked by Division office for consistency, trend analysis and implementation of new procedures or practices.

Trends

- The number of individual incidents has continued to increase over the last three years. In 2022-2023 there were 823 individual incidents resulting in suspension. For comparison, 2021-2022 had 659 incidents, 2020-2021 had 445 incidents and 2019-2020 had 616 incidents.
- “Cyber Bullying” continues to be a problematic issue with 47 serious incidents which is an increase of over 50%.
- Vaping continues to be an issue with 127 incidents in 2022-2023 which is down from 147 incidents in 2021-2022.
- The number of “Non-compliance/Disrespect/Inappropriate Behaviour” incidents has also continued to increase. 2022-2023 saw an increase to 315 incidents from 222 in 2021-2022 (42% increase).
- Fighting/Physical Aggression has increased to 230 incidents in 2022-2023 from 157 incidents in 2021-2022 (46% increase).

Discipline Hearings

The *Education Act* and PSD Procedure allow for a Discipline/Expulsion Hearing. Under section 37(1) of the *Education Act*, the Board may expel the student if:

- a) The student has displayed an attitude of willful, blatant, and repeated refusal to comply with section 31;
- b) The student has displayed an attitude of willful, blatant, and repeated refusal to comply with the Code of Conduct established under Section 33;

- c) The students conduct, whether or not the conduct occurs within the school building or during the school day, is injurious to the physical or mental well-being of others in the school;

Discipline Hearings are established under AP 360, Student Discipline. Discipline Hearings have also seen a significant increase in 2022-2023 and have seen increases over the last 3 years. In 2022-2023 there were twenty-eight (28) Discipline Hearings conducted. In 2021-2022, there were fourteen (14) Discipline Hearing and six (6) in 2020-2021.

ASSESSMENT & INTERVENTION

Violent Threat & Risk Assessment (VTRA) Protocol

The purpose of VTRA is to promote a common language and understanding of threat assessment, make use of the expertise of community partners, and encourage a multidisciplinary approach to violence prevention. ***It is important to note that the VTRA process is not disciplinary in nature, although at times there is a parallel discipline process that occurs simultaneously based on each unique situation.***

VTRA is considered a supportive process where teams engage in a detailed analysis of what is happening in a student's life in collaboration with families. Trained VTRA teams work from the perspective that serious violence is an evolutionary process. The role of the VTRA team is to determine why there was an increase or change in the baseline behaviour and whether the individual poses a risk to self or others. After the analysis is completed, the team identifies and develops strategies and interventions to reduce identified risk enhancers that exist and support families to implement a plan to improve trajectory.

This protocol is founded on the work of Kevin Cameron and the Center for Trauma-Informed Practice (CTIP) (formerly the North American Center for Threat Assessment and Trauma Response) and as such, reflects research and evidence-based practices from the fields of medical and mental health, law enforcement, threat management and more.

Traditional crisis response in schools, colleges, and universities is typically a short-term intervention immediately following the incident. The approaches to understanding and intervening from a multi-disciplinary systems perspective is one factor that makes the CTIP approach truly pioneering. It is the process of deliberately trying to "connect the dots" or data that paints the picture that someone is moving on a pathway toward serious violence before the violent act occurs.

The multi-disciplinary approach to VTRA has four basic steps:

1. Identify worrisome or threatening behaviour;
2. Use a multi-disciplinary team to conduct a violence threat risk assessment;
3. Determine if a threat-maker poses a risk and the potential level of risk; and
4. Intervene appropriately.

There are two VTRA stages:

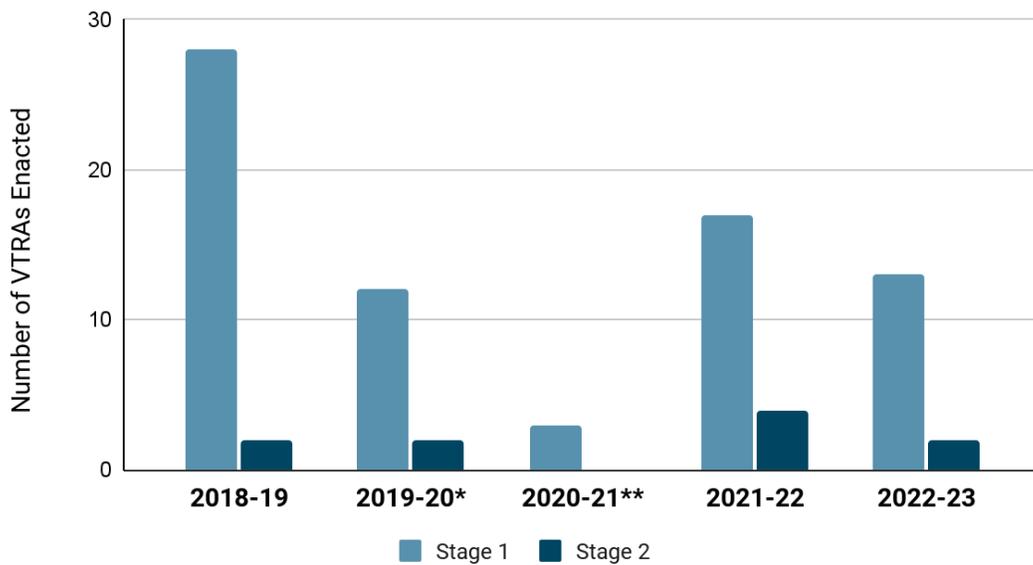
Threat Assessment (Stage 1 VTRA): Is the process of determining if a threat-maker actually poses a risk to the target or targets they have threatened. Partners are engaged to rapidly gather data about the situation and identify the level of risk around a specific incident. Intervention plan is typically focused on the interventions required in the immediate environment where the threats occurred.

Risk Assessment (Stage 2 VTRA): Is the process of determining if an individual may pose a further risk to a known or unknown target or targets in an unknown period of time. Partners are engaged to gather more specific information and data around the threat and develop a multi disciplinary plan to intervene and address risk enhancers present in the student’s life.

Not all Stage 1 Threat Assessments result in a Stage 2: Several cases are resolved at Stage 1 when:

- the incident proves to either be a moment in time, bad judgment call by the threat maker that is low risk,
- information resulted in the activation of Stage 1 proves to be unsubstantiated, or
- as in most of our cases, adequate interventions are able to be put into place under the direction of the team that addresses the needs of the threat maker and target.

PSD Enacted VTRAs



*COVID-19 Pandemic began March 2020: data represents Sept 2019-March 2020

**COVID-19 Pandemic throughout the 2020-2021 school year

To date this school year, as of the writing of this report, we have enacted one Stage 1 VTRAs and we have not yet enacted any Stage 2 VTRAs.