



## Administrative Procedure 355

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# STUDENT EXPECTATIONS AND CONSEQUENCES

## Background

The Langley School District is committed to fostering safe and caring schools that promote mutual respect, cooperation, and social responsibility, and support optimal learning. Trauma Informed Practices and Procedures promote the creation and maintenance of safe, inclusive, equitable, welcoming, and nurturing school environments.

The District believes that schools are inclusive environments that value all students and families, regardless of race, colour or appearance, ancestry, place of origin, religion, marital or family status, physical or mental ability, gender or gender identity or gender orientation.

The District supports strategies that rely on prevention and intervention, so students learn to solve their problems in peaceful ways, value diversity, and defend human rights. This procedure is rooted in the [First People's Principles of Learning](#) and recognizes the importance of providing learning opportunities, restitution, and restorative practices as alternatives to suspension.

This procedure will be used when a student violates the [District Code of Conduct](#). It outlines the process by which support is provided and consequences are established, up to and including suspension from school attendance. It is used in conjunction with Administrative Procedure 356: Exclusion and Administrative Procedure [350: District Code of Conduct](#).

Students are expected to learn and mature as they move through successive grades. As such the expectations and consequences increase with regard to personal responsibility and self-discipline when a student breaches the District Code of Conduct. Expectations and consequences are student specific and developmentally appropriate.

## Special Considerations

Formal suspensions of elementary-aged students are only to be used in exceptional circumstances. In most cases, where exclusion might be necessary, elementary-aged students would fall under Administrative Procedure 356: Exclusion.

Priority Learners (Indigenous students, students identified as having special needs, Children and Youth in Care, students with complex mental health needs and students facing systemic barriers) require special consideration, consultation, and planning.

When the actions of Priority Learners may result in suspension, the specific needs of the student must be considered prior to a formal suspension being issued.

Wherever possible, prior to a suspension, school-based and/or district-based staff associated with Priority Learner groups should be consulted to help provide student-specific interventions and strategies.

Once a suspension has occurred, the School Administrator must consult with District Administration associated with each Priority Learner group.

## **Positive Behaviour Interventions**

**Project Resiliency** - Is a unique District resource designed and facilitated by clinical counsellors to support youth in Grades 8-12 who are at risk of or in the process of disengaging from schools/family/or community. Project Resiliency is a preventative, strength-based, supportive assessment, and intervention program. Students may be referred as an alternative to suspension for a three-day counselling-based program, offering a structured experience encouraging the exploration and incorporation of healthy coping strategies and establishing positive adult supports within the school and community. Project Resiliency is a positive support rather than a consequence for behaviour.

**Restorative Action** - It is recognized that in many instances, a restorative response can have a significant impact on improving relationships and behavior, helping rebuild community and a sense of safety, preventing further incidents, preserving the dignity of all involved, and creating opportunity for dialogue and meaningful accountability-taking.

**Peace Circles** - Is a proactive restorative process whereby a larger group meets together in a circle to speak, listen, enhance relationships, support one another, and participate in exercises designed to foster a sense of community and build skills for navigating conflict.

**District Enhanced Intervention Team** – is a District team that provides specialized integrated service delivery for children in grades K-7 who require enhanced services and supports to meet their multiple needs including collaborating with outside agencies.

An educational component that will help students understand the relationship between behaviour and its impact on others is crucial to the discipline process. Wherever practical and appropriate, students will be provided with opportunities to make restitution for their behaviour.

## **Procedure**

### **1. Responsibilities**

#### **1.1. District**

The District Administration shall offer proactive support to School Administration to:

- 1.1.1. Ensure that acts of discrimination are not tolerated.
- 1.1.2. Provide resources and structures for staff on proactive strategies to support students requiring behaviour interventions.

- 1.1.3. Facilitate and manage supports and programs for students who need additional supports beyond the scope of the school.
- 1.1.4. Ensure equitable and consistent consequences across the district.
- 1.1.5. Implement and oversee school-level Violent Risk Assessments.

## 1.2. Principals

Principals shall offer strategies that proactively support responsibility and respect for the rights of all students and staff. These strategies could utilize activities such as discussions, presentations, mentoring, or intervention programs to foster a safe, supportive environment.

- 1.2.1. Principals are responsible for but not limited to:
  - a) Creating positive learning environments.
  - b) Ensuring that the District Code of Conduct and the [Fair Notice: Response to Threat Making Behaviour](#) are communicated to parent(s)/guardian(s), students, and staff.
  - c) Ensuring that parent(s)/guardian(s), students, and staff are provided with the District practices that lead to safe and inclusive schools.
  - d) Ensuring the safety of students and staff who report violations of the District Code of Conduct.
  - e) Responding appropriately to threats of violence.
  - f) Advising impacted groups of severe breaches of the District Code of Conduct, within [FOIPPA](#) or unless there are reasons not to release the information. These impacted groups include:
    - Parent(s)/guardian(s) of the student offender.
    - Parent(s)/guardian(s) of the victim.
    - Assistant Superintendent.
    - RCMP
    - Other parent(s)/guardian(s) and staff where disclosure is necessary to protect.
  - g) Ensuring that all impacted individuals are treated with dignity and respect and receive support as needed.

## 2. Suspension Procedures

- 2.1. Parent(s)/guardian(s) will be informed immediately of any suspension, which will be confirmed in a letter and recorded at the school. All suspension letters will be forwarded to the applicable Assistant Superintendent. Each letter will include:
  - 1.1.1. A description of the offense committed by the student.
  - 1.1.2. If applicable, a record of any previous suspensions or warnings.

- 1.1.3. Notification as to the length of the suspension.
  - 1.1.4. A request for a consultation with the parent(s)/guardian(s), if it has not happened.
  - 1.1.5. Suspension letters will be translated as required to assist parent(s)/guardian(s) with understanding.
- 2.2. A Level 1 suspension may be assigned by a principal or vice-principal for up to five (5) days as a consequence for a violation of the District Code of Conduct. The suspension may occur in school or out of school. This suspension will be resolved through a meeting with the parent(s)/guardian(s), student and administrator, and other staff, where appropriate. There may be a referral to a school-based intervention team.
  - 2.3. A Level 2 suspension may be assigned by a principal or vice-principal for up to five (5) days as a consequence for repeated offenses or for a serious incident that violate the District Code of Conduct (harassment, sexual harassment, fighting, drugs, alcohol and other offences). The student is suspended out of school. This suspension will be resolved through a meeting with the parent(s)/guardian(s), student and administrator and other staff, where appropriate. A referral will be made to a school-based intervention team.
  - 2.4. A Level 3 suspension (greater than five (5) days) may be assigned by a principal as a consequence for serious misconduct related to the District Code of Conduct (assault, sexual assault, drug dealing, weapons, bomb threats and other serious misconduct) or repeated serious incidents which threaten the safety and security of the school and those within it, or when previous interventions have not changed the student's behaviour pattern over time. This suspension may be resolved through a meeting with the parent(s)/guardian(s), student and administrator and other staff, where appropriate. Level 3 suspensions may result in a student being removed from the school. See Section 4, 5 and 7.
  - 2.5. Where a student, in the opinion of the principal:
    - Poses a present danger to the safety, health or welfare of other students or to employees of the District and/or
    - Presents an immediate disruptive influence on the learning environment and/or
    - Is under the influence of any substance described in the District Code of Conduct.

The principal may forthwith exclude (see AP 356: Exclusion) the student and shall, as soon as possible but no later than the end of the exclusion, determine the level of the suspension, if deemed necessary.
  - 2.6. Where necessary, a *Student and/or Employee Safety Plan, Plan of Supervision* or other plan to maintain the safety of students may be established.

3. Continuation of an Educational Program
  - 3.1. In the event of a suspension, the principal will ensure that a student is able to maintain their course of study. The principal will, in a timely manner, ensure that schoolwork related to the classes being missed is provided to the student to complete at home.
4. Refusal to offer an educational program at a school
  - 4.1. A Principal may refuse to offer an educational program to a student 16 years or older if that student has refused to comply with the District Code of Conduct and / or other rules and policies of the Board or school or has failed to apply themselves to their studies.
    - 4.1.1. Prior to an exclusion or a refusal of an educational program, in situations that do not include the immediate safety of staff and/or students, the Principal will consult with the District Enhanced Intervention Team in order to establish appropriate educational programming.
    - 4.1.2. A Principal or Designate will work with the District Based Team, and/or other schools, and parents/guardians to arrange appropriate educational programming.
  - 4.2. Refusal of an educational program of a student under Section 85 of the [School Act](#) is considered a final step in a series of consultations and progressive interventions with a student and their parents/guardians.
  - 4.3. A Principal may refuse a student educational programming at their school under the provisions of Section 85 (3) of the School Act provided that:
    - It is approved by the Assistant Superintendent or Designate.
    - The parent or guardian is informed as soon as possible of the circumstances leading to the refusal and of the avenues for review of the decision.
    - Parents/guardians will be contacted by telephone or personal interview. If contact is not made, a registered letter will be sent.
    - Assistant Superintendent or Designate receive correspondence in writing from the principal.
5. Refusal to offer an educational program in the Langley School District
  - 5.1. The Superintendent of Schools or Designate may exclude a student from any District school under the provisions of Section 85 (3) of the School Act provided that:
    - The parent or guardian is informed as soon as possible of the circumstances leading to the exclusion and of the avenues for review of the decision to exclude;
    - An attempt is made to contact the parent/guardian by telephone or by personal interview and telephone or personal contact is later confirmed by letter, or if contact is not possible, by registered letter.

5.2. District staff will support any transition to another school district.

6. Appeals

6.1. An appeal pursuant to section 11 of the [School Act](#) lies in respect to any decision relating to discipline or a refusal to offer an educational program made pursuant to section 3 of this Administrative Procedure. See [Board Policy 13: Appeals Bylaw](#).

References: Sections 6, 7, 8, 17, 20, 22, 26, 65, 79, 85, 91 School Act, District Code of Conduct.  
Adopted: October 4, 2022