

Student Discipline

This page provides information on student behaviour expectations, and a standard course of action for students that struggle to meet the expectations. Also included on this page is HCOS' policy on our Code of Conduct and Procedural Fairness.

Student Behaviour Expectations and Course of Action

Behaviour Expectations

While we don't anticipate any concerns, it is important to be share our expectations and to clarify course of action should an infraction occur. Parents should please go over this list with their children before the first class. The expectations are, naturally, quite obvious and simple, but still worth discussing.

Listening and Focusing:

1. When a teacher or other student is talking, all others should be listening.
2. When you want to say something, raise your hand.
3. Do your best to refocus quickly. If you are chatting with a partner or group, if something is funny, if there is a larger discussion – enjoy and participate, but then refocus promptly.
4. Enjoy your break time, but come back and refocus when called.

Distractions:

1. No playing with games or toys during class.
2. Please leave all electronics off during class (unless needed for your class).
3. Save eating and drinking for snack time.

For students who 'struggle' to meet the expectations, this will be the standard course of action:

1. For a once- off situation or infrequent situation, instructors will talk to the student.
2. For a common re-occurrence, the student will be sent out of the room to talk with the coordinator. If this happens the instructor or I will inform the parents and talk with them about it.
3. If the situation continues then the Coordinator will make a time when those involved will all sit down and discuss the issue in order to make a plan for the way forward. It may be that the parent is required to join their child in the class until the problem is changed or

resolved.

4. For a major occurrence, it will be as for #2.

Code of conduct

HCOS Learning Groups are committed to offering innovative, Christ-centered educational opportunities for home learners. As part of Heritage Christian Online School, we adhere to our school and societal [mission, values, biblical attributes](#), policies, protocols and procedures.

Communication

1. We expect and promote open, honest communication, so that all students, teachers and families feel safe and valued at all HCOS Learning Group activities.
2. Participants are asked to share with an HCOS teacher and or Learning Group Supervisor about any behaviour misconduct or bullying they've witnessed so that prompt intervention is possible.

Behaviour

3. Behaviour, tone, and our words are important. Please refer to the [Biblical attributes](#) within our learner profile as a guide to what we are working towards, including our expectations of speech and conduct.
4. Participating students and families are expected to act respectfully and conduct themselves in an appropriate manner to all involved in the HCOS LG setting.

Technology

5. The purpose of Learning Group activities is to support and build community in a welcoming learning environment. Personal media devices should be left at home and not be in use during Learning Group activities unless permission is given by an instructor for the purpose of the activity.

Where violations of the code of conduct take place, the safety and security of students will be the primary concern. While the goal is to re-integrate students where possible, a student may be asked to refrain from further participation until a meeting can be arranged for all parties to work together to address the situation and develop an appropriate action plan as needed.

Procedural Fairness Policy

These guidelines explain in general terms the principles which are the basis of "procedural fairness" and provide guidance as to how Heritage Christian Online School (HCOS) can effectively address the requirements of "procedural fairness" when developing policies governing their day to day operations. HCOS should ensure it incorporates these principles and requirements when developing rules and procedures affecting students or staff.

Requirements of Procedural Fairness

Whenever the legal rights of an individual may be affected by officials exercising legal decision-making authority, there is an expectation that the decision will be made in accordance with the principles of "procedural fairness" and "natural justice". These principles encompass the following

elements:

1. If a decision-maker (e.g., a principal or authority) is intending to consider a matter which may affect a person's rights, that person should be informed of the matter;
2. The person should be given a reasonable opportunity to make oral or written submissions to the decision-maker on the matter being considered;
3. The person is entitled to know and answer the case against them, that is to say, be informed of and be given the opportunity to respond to all information submitted which might influence a decision, prior to the decision being made;
4. The person should be told the reasons for the decision;
5. The decision-maker should act in a manner which is unbiased, fair and open-minded.

Procedural Fairness and Students

Basic elements of procedural fairness when dealing with student discipline include:

1. Students need to be treated with respect and dignity and to know what is expected of them. HCOS should enact codes of conduct and rules that are clear and well communicated
2. In accordance with school policy, a student who is accused of breaching a rule should be notified of that of which he/she is accused, with the essential facts of what he/she is alleged to have done.
3. [NOTE: In more serious cases, notification should also be given to a student's parents.]
4. An accused student should be given an opportunity to tell his/her side of the story. The right to be heard is a fundamental element of procedural fairness. Where the stakes are minor, this can be satisfied by a director or teacher asking the student to explain her/his actions. More serious matters require more formal investigation and documentation.
5. The student and parent should be informed of any appeal or review procedure in accordance with school policy. Some form of appeal, e.g., to the principal, superintendent, principal's or board's discipline or appeal committee, or authority/school board, should be provided for in school policy, depending on the severity of the discipline.
6. There should be an assurance of no retribution for pursuing an appeal or review

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