

## Chapter 39

### South East Cornerstone School Division No. 209— Processes to Promote Positive Student Behaviour

#### 1.0 MAIN POINTS

*The Education Act, 1995 (Act)* assigns responsibility for administration and management of schools to boards of education (school boards). The Act sets out expectations regarding student attendance and behaviours. The Act also sets out school board powers relating to student discipline.

This chapter sets out the results of our audit of the effectiveness of processes for promoting positive student behaviour at school for the period of February 1, 2013 to August 31, 2014 at South East Cornerstone School Division No. 209 (South East Cornerstone). We did this audit because of the importance of positive student behaviour on students' success at school and the strong negative impact of poor behaviour. Promoting positive student behaviour and addressing problem behaviour is of key importance in encouraging student success and providing a safe learning environment. These relate to goals of the education sector and the Government.

We concluded that South East Cornerstone School Division No. 209 had effective processes for promoting positive student behaviour at school except for the following.

We found that while the Board of South East Cornerstone had set policies related to promoting and supporting positive student behaviour, in a number of areas, staff did not follow them. We also found incomplete documentation in student files of decisions and steps taken to support positive student behaviour, and an absence of an implemented escalation process to guide those decisions and steps. We further found that South East Cornerstone needs to set expectations for training staff on student behaviour initiatives, and keep records of who received such training for ready access at schools.

#### 2.0 INTRODUCTION

Student behaviour influences the extent and quality of education received by students. The success of students can have a significant impact on our society and economy.

A positive school environment is a key factor that contributes to student success.<sup>1</sup> Positive student behaviour helps contribute to a safe, inclusive, and accepting school environment that improves a child's ability to learn. Poor behaviour can result in students leaving school before graduating from Grade 12 or not achieving high enough marks to assist them in furthering their education or finding employment.<sup>2</sup> This increases the risk to society and the burden on social programs. Increasing student performance and achievement, and reducing absenteeism are important goals for school divisions and the Ministry of Education (Ministry).<sup>3</sup>

<sup>1</sup> [www.edu.gov.on.ca/eng/parents/safeschools.html](http://www.edu.gov.on.ca/eng/parents/safeschools.html) (9 December 2013).

<sup>2</sup> Auditor General of British Columbia, *Fostering a Safe Learning Environment: How the British Columbia Public School System is Doing*, (2001), p. 19.

<sup>3</sup> Ministry of Education, *Plan for 2013-14*, p. 3.



Addressing student bullying and cyberbullying is also a key goal for the education sector. The Ministry has released its strategy for addressing bullying and cyberbullying, *Saskatchewan's Action Plan to Address Bullying and Cyberbullying*.<sup>4</sup> In the Ministry's web resource for educators, the Ministry describes that:

*Education in Saskatchewan is a shared responsibility between the provincial government and locally-elected boards of education. The Ministry is taking action to provide a comprehensive approach to bullying that includes...working collaboratively to build school division capacity regarding the prevention of bullying and harassment incidents as well as other problem behaviours.*<sup>5</sup>

Promoting positive student behaviour and addressing problem behaviour are vitally important in encouraging student success and providing a safe and productive learning environment. Effective implementation of initiatives to promote positive student behaviour can limit circumstances where disciplinary measures are necessary.

This chapter sets out the results of our audit of South East Cornerstone's processes for promoting positive student behaviour at school.

## 2.1 Legislated Responsibilities for Student Behaviour

Section 85(1) of *The Education Act, 1995* (Act) assigns boards of education (school boards) responsibility for administration and management of schools, with oversight from the Ministry. The Act makes school boards responsible for exercising general supervision and control over the schools in the school division. In addition, subject to other provisions of the Act, school boards approve administrative procedures pertaining to the internal organization, management, and supervision of schools. The Act:

- › Establishes the duties and accountability of students, including regular attendance, observing standards set by the school board, conforming to school rules (that are approved by the school board) and respecting discipline that is exercised by the school (sections 150 and 151). Students are accountable to teachers and principals for their conduct when at school or while engaged in school activities (e.g., extracurricular activities).
- › Addresses student discipline (sections 152 to 155). All students are subject to the general discipline of the school. School boards have specific disciplinary responsibility for both investigation and treatment of problems arising between a student and the school.
- › Establishes powers for principals and school boards regarding the suspension and expulsion of students (sections 154 and 155).
- › Sets out processes to follow when addressing behaviour of students assessed as having intensive needs (section 178).<sup>6</sup>
- › Sets out expectations regarding student attendance (sections 156 to 161). Regular school attendance is required for all students of compulsory age (i.e., between the

<sup>4</sup> [www.education.gov.sk.ca/anti-bullying](http://www.education.gov.sk.ca/anti-bullying) (24 March 2014).

<sup>5</sup> [www.education.gov.sk.ca/Anti-Bullying/Educators](http://www.education.gov.sk.ca/Anti-Bullying/Educators) (25 March 2014).

<sup>6</sup> Section 178 of the Act defines a student with intensive needs as a student assessed by the board of education as having a capacity to learn that is compromised by a cognitive, social-emotional, behavioural or physical condition.

ages of 6 and 16 years), with certain permitted exceptions (e.g., illness, travelling, etc.).

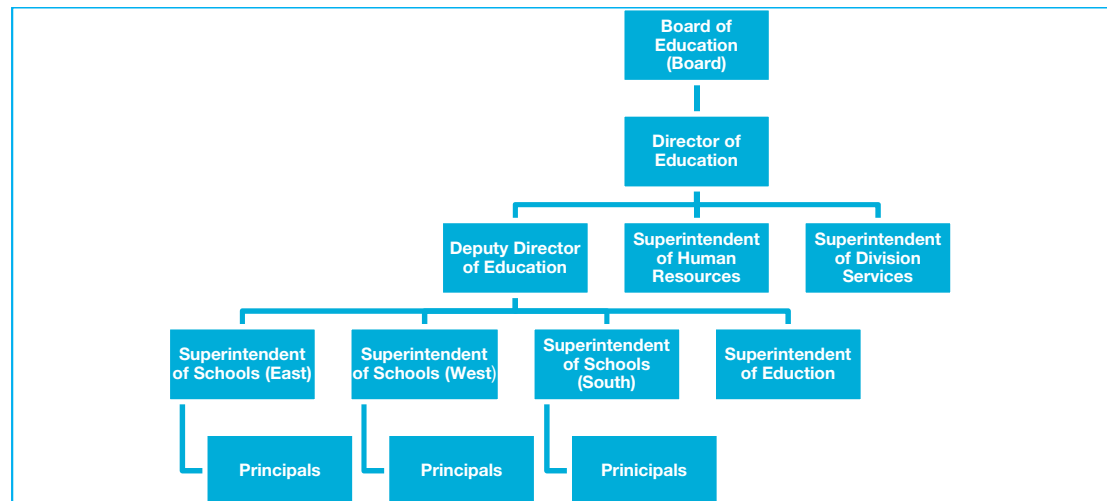
- Requires school boards to appoint a local attendance counselor who is responsible for monitoring compliance with the attendance provisions in the Act and for implementation of the school board's bylaws (e.g., conducting investigations concerning attendance problems, providing reports to principals and parents concerning investigations, etc.) (section 160).

## 2.2 Background

South East Cornerstone is governed by an elected Board of Education (Board). South East Cornerstone has 39 schools – 14 elementary schools, three high schools, and 22 Kindergarten to Grade 12 (K-12) schools.<sup>7</sup> There are almost an equal number of urban and rural schools. In 2014, the Division reported overall enrolment of approximately 8,200 students and employment of about 1,250 staff.<sup>8</sup> The Division has seen an increase in enrolment of about 3% since 2008.

South East Cornerstone's Director of Education is the most senior management role and reports to the Board. Up to July 31, 2014, South East Cornerstone had six superintendents who report to the Director of Education, including three who oversee schools within their respective areas. Effective August 1, 2014, a new Deputy Director position was created (see **Figure 1**).

**Figure 1 – Organization Chart for South East Cornerstone School Division No. 209**



Source: Adapted from South East Cornerstone School Division No. 209 as of August 1, 2014.

<sup>7</sup> School types are defined by the Ministry of Education as follows: elementary schools are schools offering grades K-8 inclusive; high schools are schools offering grades 9-12 inclusive; the remainder are classified as K-12. The classification of K-12 does not necessarily mean that all of these grades are in these schools – for example, McNaughton High School in Moosomin is classified as K-12 because its grades range from grades 6-12.

<sup>8</sup> [www.cornerstonesd.ca/DivisionInformation/Pages/default.aspx](http://www.cornerstonesd.ca/DivisionInformation/Pages/default.aspx) (6 October 2014).



## 3.0 AUDIT OBJECTIVE, SCOPE, CRITERIA, AND CONCLUSION

The objective of this audit was to assess whether, for the period of February 1, 2013 to August 31, 2014, South East Cornerstone School Division No. 209 had effective processes for promoting positive student behaviour at school. Positive student behaviour means behaviour that is consistent with the educational goals of attending school and demonstrates respect, responsibility, and readiness to learn.<sup>9</sup> “At school” includes school-sanctioned activities (e.g., school sports or trips).

To conduct this audit, we followed the standards for assurance engagements published in the *CPA Canada Handbook – Assurance*. We examined South East Cornerstone’s policies related to student behaviour. We met with Division and school administration<sup>10</sup> and staff to discuss their processes for promoting positive student behaviour at school. We examined central records in South East Cornerstone as well as records at a sample of schools within the Division to check whether South East Cornerstone was adhering to its policies surrounding student behaviour and using initiatives for promoting positive student behaviour. We visited six schools within South East Cornerstone.

To evaluate South East Cornerstone’s processes, we used criteria based on the work of other auditors and current literature listed in the selected references. Management of South East Cornerstone agreed with the criteria (see **Figure 2**).

**Figure 2—Audit Criteria**

To have effective processes for promoting positive student behaviour at school, South East Cornerstone should:

**1. Establish requirements for acceptable student behaviour**

- 1.1 Set requirements for acceptable student behaviour (e.g., code of conduct, policies for attendance and discipline)
- 1.2 Align requirements with legislation
- 1.3 Communicate requirements to school administrators, teachers, students, parents, and stakeholders

**2. Use key initiatives to promote positive student behaviour**

- 2.1 Identify initiatives that promote positive behaviour
- 2.2 Provide training for promoting positive student behaviour to school administrators, teachers, parents, and stakeholders
- 2.3 Implement initiatives
- 2.4 Monitor performance (e.g., overall behaviour, impact of initiatives)

**3. Address disruptive behaviour**

- 3.1 Identify problem behaviour
- 3.2 Take action to address identified problems
- 3.3 Monitor effectiveness of the actions taken

**We concluded that, for the period of February 1, 2013 to August 31, 2014, South East Cornerstone School Division No. 209 had effective processes for promoting positive student behaviour at school except for the following. We found that while the Board of South East Cornerstone had set policies related to promoting and supporting positive student behaviour, in a number of areas staff did not follow those policies. We also found incomplete documentation in student files of decisions and steps taken to support positive student behaviour and an absence of an implemented escalation process to guide those decisions and steps. We further found that South East Cornerstone needs to set expectations for training staff on**

<sup>9</sup> Definition adapted from resources listed in the selected references.

<sup>10</sup> School administration includes principals and vice-principals.

student behaviour initiatives, and keep records of who received such training for ready access at schools.

## 4.0 KEY FINDINGS AND RECOMMENDATIONS

In this section, we set out the criteria (expectations) and our key findings along with related recommendations.

### 4.1 Establishing Requirements for Acceptable Student Behaviour

#### 4.1.1 School Expectations for Student Behaviour Not Consistent

*We expected that South East Cornerstone would have processes for setting expectations for student behaviour that are in line with both legislation and its policies. It would have documented policies and procedures and provide guidance to schools regarding the communication of consistent behavioural expectations. South East Cornerstone would ensure that schools are communicating expectations in a consistent manner. Each school would communicate the expectations for student behaviour to students, staff, and parents.*

South East Cornerstone has established requirements for acceptable student behaviour within its administrative procedures (policies) (e.g., Student Conduct, Student Discipline, Safe School Environment). The Division's policies regarding student behaviour, discipline, and attendance align with the relevant requirements included in *The Education Act, 1995*. South East Cornerstone posts its administrative procedures addressing student behaviour on its website.

We examined presentations from principal meetings, staff meetings, student assemblies, and school websites of the six schools we visited. We found that schools communicated current expectations through staff meetings, handbook distribution to students, and assemblies.

In addition, each school used its own dedicated web presence for communicating policies, for example to students and parents. While the web pages of some schools included current versions of policies, the web pages of other schools were out of date or did not include any related information.

It is reasonable to expect that many parents will seek to use a school website to obtain information pertaining to their children's education. It is important to provide consistent, current information on school expectations for positive student behaviour to parents and students.

South East Cornerstone policy also requires each of its schools to develop their own Safe School Charter (charter) and use this charter as a way to further communicate expectations of student behaviour. South East Cornerstone specifies required elements for the charters, including elements relevant to student behaviour, such as:



- › Means for assessing the school behavioural climate
- › Strategies to strengthen the school behavioural climate
- › A code of conduct
- › Discipline procedures
- › Provisions for bullying and harassment, dangerous weapons, and illegal substances
- › Provisions for student leadership

We found that South East Cornerstone did not have processes to determine whether each school had developed a charter as it expected. We further found that none of the six schools we examined had developed a complete charter as expected, either within a single document or within multiple documents. We found that elements included in various documents at each of these schools varied and contained only some of the elements specified by South East Cornerstone (e.g., missing provisions for dangerous weapons, student leadership).

As a result, expectations for student behaviour between schools were not consistent and key behavioural expectations or responses at schools were missing. This may result in staff, students, and parents not having a complete understanding of behavioural expectations at schools.

- 1. We recommend that South East Cornerstone School Division No. 209 check that its schools follow established policy requiring each school to develop a charter and communicate expectations for student behaviour.**

The Division indicated that it had delayed its work with schools on completing safe school charters pending the release of *Saskatchewan's Action Plan to Address Bullying and Cyberbullying*. This report was published in November 2013 and an online bullying reporting tool was completed and made available to school divisions in June 2014.

## **4.2 Use Key Initiatives to Promote Positive Student Behaviour**

### **4.2.1 Initiatives Identified and Implemented**

*We expected South East Cornerstone to have processes to identify initiatives that promote and support positive student behaviour. We also expected initiatives to be implemented at schools in accordance with Division guidance.*

South East Cornerstone works to implement student behaviour initiatives identified by the Ministry, the Division, and schools:

- › Ministry initiatives help support the measurement of overall Ministry goals.

- › School division-identified initiatives focus primarily on responding to problem behaviour rather than proactively promoting positive student behaviour. South East Cornerstone has identified core initiatives that are to be implemented at all of its schools (see **Figure 3**).
- › School-identified initiatives respond to problem behaviour and promote positive student behaviour. They also tend to respond to the unique needs of the individual school (such as providing rewards for students exhibiting desired behaviour).

**Figure 3—Behaviour Initiatives, Resources, and Activities**

**Violent Threat and Risk Assessment (VTRA)** identifies behaviour and responses where there is a threat or risk of injury to the student or those around them. The form for this assessment also collects data on the details of incidents and records information on future risk and courses of action.

**Quality Behavioural Support (QBS)** is a methodology for supporting students with intensive needs.

**Community Mobilization Hub (HUB)** is an inter-agency (e.g., police, Social Services, Health) team that is designed to provide supports to students and their families with elevated risks.

**Complex Needs Protocol** is an inter-agency process to provide supports to students with complex needs and their families.

**Sensory Room** is a therapeutic space specifically designed and used to promote self-organization and positive change (e.g., promotes self-care and recovery).

**Review 360** is a behavioural monitoring system currently being implemented by the Division.

**Student Services Counselor (counselor)** is an individual tasked with providing strength-based and solution-focused counselling services to children, youth, and families in order to help them maximize the benefits of their school experience. Counselors work with schools, parents and other agencies to ensure that appropriate emotional/behavioural/safety plans are in place to meet student needs, so that students function effectively and achieve their full potential.

**Behavioural Intervention Plan (BIP)** is a formal document developed and implemented by a collaborative team (that includes but is not limited to parents, student and school staff) for students who demonstrate behaviours that interfere significantly with their own or others' learning. The Student Services Counselor takes a lead in the implementation of interventions. The BIP documents an eight step plan that identifies team members, problem behaviours, and next steps, which include data gathering regarding baseline behaviour, root cause analysis of behaviour, and listing of desired outcomes. The plan also sets out evaluation and monitoring timelines.

**Classroom Intervention Plan (CIP)** is a written document developed and implemented by a collaborative team including, but not limited to, parents, students, and school staff. It is a selection of student outcomes that have the highest priority for the student during the year. It is reviewed at meetings regularly throughout the year.

**Collaborative Team Plan (CTP)** is an individual student, or classroom or school-wide plan that is developed and implemented collaboratively by the school and/or Division teams.

**Response to Intervention (RtI)** is a three-tiered model of response to student learning needs. The primary focus of RtI is early intervention and prevention.

1. **Tier One (Green):** universal interventions that are successful with 80% of student population such as differentiated instruction and positive learning environments.
2. **Tier Two (Yellow):** targeted interventions and progress monitoring such as adaptations, assistive technology, and student support teams planned for up to 15% of student population.
3. **Tier Three (Red):** small population of 5% who will require more intensive interventions and supports (does not always indicate intensive needs).

**School Level Intervention Process (SLIP)** is a system-wide referral and intervention process that requires regular input from teachers, parents, and administrators. It guides decision making and escalation related to the level and intensity of interventions and supports that students may require.

**Student Support Team (SST)** is responsible for clarifying current priorities, establishing outcomes and indicators, assessment and supports. The team consists of the parent, student, classroom teacher, and learning support teacher. Other members may include counselors and administrators.

Source: Adapted from information provided by South East Cornerstone.

For larger, more complex division-identified initiatives (e.g., Review 360), South East Cornerstone had more extensive and formal implementation plans. For smaller or less-



complicated initiatives (e.g., sensory rooms), South East Cornerstone provided schools with implementation guidance through meetings between superintendents and school administrators.

South East Cornerstone had fully implemented division-identified initiatives in all of its schools with the exception of one school that had not implemented a sensory room. South East Cornerstone participates in the Community Mobilization Hub (an inter-agency committee), but at the time of our audit only within the corridor between Estevan and Weyburn. It is implementing Review 360 and plans to have it fully functioning for all schools in the 2014-15 school year.

South East Cornerstone allows each school principal to implement school-identified initiatives within their school, requiring principals to discuss with and advise the Division on these initiatives through the related superintendent.

## 4.2.2 Clarification of Training Requirements Needed

*We expected South East Cornerstone to provide training for school staff to be able to both promote positive behaviour and respond to incidents as they occur in schools. We expected the division to centrally maintain training records. We also expected schools to formally identify behavioural expertise within their school.*

South East Cornerstone centrally coordinates training on core behavioural initiatives<sup>11</sup> that require training such as Violent Threat Self-Assessment (VTRA) and Quality Behavioural Supports (QBS). The Division communicates with principals to recruit individuals to attend core training when training is available. Some of the principals of the schools we visited expressed the need for more training for staff in core initiatives in order to provide sufficient support.

South East Cornerstone did not set a minimum number of staff who must be trained within each school or provide principals with guidance to help them determine how many staff in their school should be trained on core behavioural initiatives (trained staff). This number may vary depending on the number of students requiring supports and the extent of behavioural incidents. If there are not a sufficient number of trained staff members available at each school, there is a greater risk that skills required to respond to high-risk<sup>12</sup> situations and implement supports for students may not be available.

**2. We recommend that South East Cornerstone School Division No. 209 set training expectations for initiatives to promote and support positive student behaviour (e.g., number of staff in each school required to be trained or guidance to assist in determining the appropriate number of staff to train).**

Also, we found the Division did not keep up-to-date training records indicating which staff had received training on core behavioural initiatives. Staff at schools indicated that up-to-date listings of who had received training in behaviour initiatives would be useful when making decisions about future training and identifying those qualified to assist in

<sup>11</sup> Ministry and school division-identified initiatives.

<sup>12</sup> "High-risk" refers to situations where student and staff safety is a risk (e.g., fights, weapons).



interventions. Not having such information available increases the risk that staff may not know who to call for assistance when a high-risk behavioural situation arises.

3. **We recommend that South East Cornerstone School Division No. 209 maintain records listing staff trained in initiatives to promote and support positive student behaviour and make such records readily available at schools.**

### 4.2.3 Monitoring of Performance of Behaviour Initiatives Needed

*We expected South East Cornerstone to have processes to monitor the performance of key initiatives (i.e., those from the Ministry, the Division and individual schools).*

South East Cornerstone has a policy that expects the Director of Education to develop measures and monitor progress relative to providing a safe and caring environment. The Division has identified attendance as a measure of student engagement and behaviour. It monitors attendance through a Division-wide system. We found it had not identified measures for other behavioural issues (e.g., disrespect to staff, fighting, use of illegal drugs, disobedience).

Use of measures (as expected in the policy) and targets would allow the Division to assess the performance of behavioural initiatives and progress in improving school culture and environment (e.g., reduce incidents by X%; increase attendance by X%).

4. **We recommend that South East Cornerstone School Division No. 209's Director of Education follow established policy that requires development of measures for assessing the performance of initiatives used to promote and support positive student behaviour.**

Since 2013, South East Cornerstone uses a Ministry-mandated survey called "Tell Them From Me" (TTFM) to collect the views of students to provide insight into school culture and environment (e.g., feeling safe at school, engagement, involvement in sports and sense of belonging). TTFM surveys are conducted annually with students from grades 4 to 12.

In our visits of the six schools, all school administrators indicated they had considered survey results. Also, we noted bulletin boards in most of those schools that shared with students the results of the TTFM survey and the school's planned actions in response to those results.

South East Cornerstone's plans outline that each school, in conjunction with the School Community Council (SCC), is required to develop an action plan based on the results of the survey.<sup>13</sup> However, for the six schools we examined, we found only one school had

<sup>13</sup> School Community Councils are required for each school according to section 140.1 of the Act. According to the Division's policy, the purpose of the Council is to promote effective communication among school, home, and community to support the Division's goals of education.



developed a formal plan. In that case, the school did not develop the plan in conjunction with the SCC as expected by the Division.

Not developing action plans in response to the TTFM survey in conjunction with SCC may result in missed opportunities to improve school climate or address issues such as a growing number of explained absences.<sup>14</sup> It also increases the risk that the school and SCC are not working toward the same goals and students may feel that they are not being heard.

**5. We recommend South East Cornerstone School Division No. 209 check that schools follow established policy requiring them to develop action plans, in cooperation with School Community Councils, to respond to issues identified in assessments of school culture and environment.**

## 4.3 Address Disruptive Behaviour

### 4.3.1 Escalation of Student-behaviour Supports Not Documented

*We expected to see processes and mechanisms in place to identify and address problem behaviour including an escalation process. We also expected the Division to document instances and actions taken for problem behaviour.*

We found that problem student behaviour was identified through a variety of sources—primarily by teachers but also by bus drivers, staff meetings, counselors, and students. Once behaviour issues were identified, the Division used several interventions or responses. These included, for example, classroom observations, counseling, parent meetings, formal behaviour plans customized to the student's needs, and collaboration with internal committees (see **Figure 3**).

Where a student required a behaviour plan, the Division expected teachers, counselors, response-to-intervention coaches, and learning-support teachers to collaborate in its creation.<sup>15</sup> It also expected the plans to be maintained on the student's cumulative record<sup>16</sup> (student file) and reviewed on a regular basis. We were told that most plans are reviewed every six weeks and updated annually if required. However, we found those responsible for reviewing student files did not leave evidence of their review.

We observed attendance reports highlighting individual students and schools exceeding a 10% absence rate. School administrators indicated that principals and/or school division superintendents conduct follow-ups. However, we found they did not document or retain documentation of these follow-ups (e.g., in student files). Similarly, the student

<sup>14</sup> We heard from many South East Cornerstone officials and school staff that a significant issue for schools is the increasing number of explained (i.e., parental sanctioned) absences (e.g., hair appointments, vacations). We were told the number of explained absences were having a significant impact on education in the Division. Schools are experiencing increased difficulty keeping students with explained absences up to date with school work.

<sup>15</sup> Response-to-intervention coaches and learning-support teachers are resources put in place to assist students' success without disrupting other student's learning.

<sup>16</sup> Cumulative record is a file that compiles information about a student from year to year that is maintained by the schools the student attends from Kindergarten to Grade 12.

files we examined that related to attendance problems did not include documentation of meetings or actions taken to resolve attendance problems.

The Division indicated that schools look for ways to keep students in school rather than suspend them, as they find a suspension does little to support the student's success. In the case of student suspensions for behaviour, we found suspension letters were appropriately copied to the superintendent and reported to the Board. However, these letters were not consistently included or referred to in the student file.

For a sample of student files at the schools we visited, we found the identification of incidents/ behavioural problems and resulting responses/interventions were unclear. In some instances, plans were in place (e.g., Collaborative Team Plan, Behavioural Intervention Plan). In all cases, files did not document steps undertaken or when or if parents were involved in the resolution. We were told by school principals and counselors that each individual (e.g., parent, counselor, teacher, principal) would take and retain their own notes, however, there was no related documentation on the student file.

Not retaining documentation regarding actions, decisions and responses (e.g., meetings, plans), taken to support positive behaviour of students in the relevant student files makes it difficult for the Division to follow a consistent course of action that meets school division policies. Also, when a student transfers to another school or school division, the student may not be appropriately supported to be successful, or intervention strategies used to address problem behaviour that were found ineffective for that student may be repeated.

**6. We recommend that the Board of Education of South East Cornerstone School Division No. 209 require consistent documentation in the student file (student cumulative record) of the decisions and steps taken to support positive student behaviour.**

We also found that there was no clear or defined escalation process used to address continuing behaviour issues. The Division has established a school-level intervention escalation process (SLIP). However, we found staff in the schools we visited had limited knowledge of this process. Without clear design, implementation, and communication of a consistent escalation process, staff may not be aware of appropriate steps to take and students may not receive sufficient, timely support.

**7. We recommend that South East Cornerstone School Division No. 209 implement and communicate a consistent escalation process for addressing continuing problem behaviour.**

### 4.3.2 Monitoring of Effectiveness of Actions Taken Needed

*We expected schools to monitor the progress of actions taken to support positive behaviour and attendance.*



As previously noted, South East Cornerstone tracked and monitored student attendance patterns for schools but did not centrally track and monitor other behavioural trends.

As noted in **Section 4.2.3**, South East Cornerstone has a policy that expects the Director of Education to monitor progress in providing a safe and caring environment. It expects the Director of Education to provide analysis of incident reports to the Board. By August, 2014 this had not occurred as the Division did not have a process in place to gather this information. The Director reported all suspensions over three days to the Board as expected.

Without information concerning other student behavioural trends (e.g., disrespect to staff, fighting, drugs, disobedience), it is difficult for South East Cornerstone to effectively identify issues and determine which schools may require revised initiatives or assistance to support positive student behaviour. As a result, South East Cornerstone may fail to take effective, timely action to address issues.

**8. We recommend that South East Cornerstone School Division No. 209 follow its established policy to analyze information on student behaviour and monitor related trends.**

**9. We recommend that South East Cornerstone School Division No. 209 follow its established policy to track and report to its Board of Education on the performance of its initiatives to promote positive student behaviour.**

As previously noted in **Section 4.2.1**, South East Cornerstone is implementing Review 360, a system for tracking and organizing information about student behaviour including incidents. South East Cornerstone expects the system will provide detailed reporting on incidents by type of intervention, when they occur, and by grade level. The Division expects the system will enable the collection and analysis of information on student behaviour.

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