

## **CONDUCT POLICY**

St. Teresa School is committed to providing students with a school environment that is both safe and conducive to learning. We affirm that the rights set out in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms are afforded to all students and staff members St. Teresa School. We believe that:

- We need to work in partnership with parents to teach students to be responsible for their own actions.
- We are unique and worthy persons and God calls each of us to work together in love, hope and courage in our school community.
- In the spirit of Catholic Education, we encourage personal integrity, which results in sincerity, honesty and compassion.
- We demonstrate responsibility and accept consequences for the choices we make.
- By striving for understanding, we provide an environment that stimulates growth and accepts differences.
- We maintain forgiveness as a basic belief of our Catholic faith.
- Showing respect for our self, each other and our environment, provides for harmony and personal growth.
- In accordance with the Alberta Human Rights Act, all students have a right to resources, services, and facilities that are required for their learning and comfort.
- We celebrate our accomplishments and cherish that each person brings gifts, talents and interests to our community to develop and share.
- We are dedicated to teaching all students appropriate behaviour towards themselves and others.
- Students should behave in an appropriate manner, which does not interfere with the learning or behaviour of others.
- Students perform better when they know what is expected of them.

## **EXPECTATIONS FOR APPROPRIATE BEHAVIOUR**

- Expectations of students and school rules are outlined at the beginning of the year and then regularly communicated to our students:
  - by the teachers in classroom discussions,
  - by school administration in assemblies or classroom visits,
  - during morning broadcasts, and
  - through the student agenda.
- The school administration sets behavioural guidelines for the school.
- Each teacher applies programs, procedures, and expectations designed to maximize student learning and responsibility.
- Specific expectations and procedures will vary from class to class since each teacher has a different instructional style.

Students are expected to conduct themselves according to the requirements set out in the Education Act as outlined below:

### **EDUCATION ACT-SECTION 32/DISTRICT AP351—STUDENT RESPONSIBILITIES**

A **student** has the responsibility to:

- attend school regularly and punctually,
- be ready to learn and actively engage in and diligently pursue the student's education,
- ensure that the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,
- respect the rights of others in the school,
- refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means,
- comply with the rules of the school and the policies of the District,
- co-operate with everyone authorized by the District to provide education programs and other services,
- be accountable to the student's teachers and other school staff for the student's conduct, and
- positively contribute to the student's school and community.

### **EDUCATION ACT-SECTION 32—PARENT RESPONSIBILITIES**

**A parent**, as a partner in education has the legislated responsibility to:

- act as the primary guide and decision-maker with respect to the child's education,
- take an active role in the child's educational success, including assisting the child in complying with the child's legislated responsibilities,
- ensure that the child attends school regularly,
- ensure that the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment,
- co-operate and collaborate with school staff to support the delivery of specialized supports and services to the child,
- encourage, foster and advance collaborative, positive and respectful relationships with teachers, principals, other school staff and professionals providing supports and services in the school, and
- engage in child's school community.

### **A Problem-Solving Approach**

If a student chooses to interfere with the teaching/learning process, the teacher will attempt to resolve the problem based on the classroom creed and the behaviour

expectations outlined in the conduct policy. If the problem is not resolved at the classroom level, the student will be sent to the office and will remain there until contact is made with one of the administrators.

A problem-solving approach will be used by the administration to help each student:

- identify and take ownership of the problem,
- seek alternative solutions to the problem,
- return to his/her classroom with a positive solution that will be communicated to the teacher.

**This ensures an opportunity for a positive entry back into the classroom.**

Parents may be invited to the school to assist in the development of a positive behaviour plan. The student will participate in the discussion and solution to the problem. Possible referral for specialized assistance may be recommended at this time.

### **Major Offences**

Major offences may involve time away from the classroom. This could be an in-school suspension or removal from the school community for a specific period of time.

At St. Teresa School we have identified the following behaviours as major offences:

- Fighting, play fighting, unsafe contact or any form of physical abuse
- Emotional abuse
- Abusive language or gestures
- Stealing
- Vandalism
- Defiant or continuously disruptive behavior
- Repeated violation of Responsible use agreement when using technology

### **Procedures for In-School Suspension**

- The student may be placed in an appropriate space where he/she will work in isolation.
- A problem-solving approach by one of the administrators will be initiated, assisting the student in making better choices.
- Parents will be notified by the teacher or administrator.

### **Procedures for Out-Of-School Suspension**

Based on the seriousness of the situation, the following procedures will be put into place if it becomes necessary to remove a student from the school community

- Parents will be contacted.
- A written letter outlining the circumstances for the suspension will be forwarded to the parents.
- The student will stay home for the prescribed days and return with his/her parents.

If a student is not to be reinstated within five school days from the date of suspension, a letter will be forwarded to the School District.

Each student and each situation is different. In every situation we will attempt to act in the best interests of the student, the class and the teacher.

### **PROTOCOL FOR PARENT CONCERNS**

Edmonton Catholic Schools and St. Teresa School recognizes the freedom of all members of the school community (students, staff, parents, and neighbours) to voice their concerns in an appropriate manner to the appropriate school personnel.

All parties in a conflict situation must recognize and respect the protocol, and more specifically, the principle of "**first contact.**" This means that the person(s) who has the concern has a responsibility to begin addressing the concern directly with those persons with whom they have the concern before taking their concerns elsewhere (Administrative Procedure 132).