

## **Student Code of Conduct**

It is the responsibility of all stakeholders (boards, school staff, parents, students and all that are associated with the school in one form or another) to ensure that schools are a welcoming, caring, respectful and safe learning and working environments (School Act, June 2015). All stakeholders have a role in creating and supporting a welcoming, caring, respectful and safe learning and working environment.

At Our Lady of Peace Catholic School, we believe in growing healthy hearts, minds and spirits. Through this transformation journey our children can realize their potential and bring to life the best version of themselves.

As a Christ-centred community, we foster healthy minds, bodies and spirits through collaboration, inquiry, critical thinking and reflection by empowering our students to be engaged thinkers, energized learners and ethical citizens. We believe that everyone is welcome and has a 'place in the circle' as we learn about who we are, where we come from and where we are going. Cultural awareness and diversity is at the root of who we are and how we learn. We endeavor to succeed at this goal by creating a safe and respectful environment where everyone can flourish.

At Our Lady of Peace, we endeavour to create a safe learning environment for staff, students, parents and community members. We take a pro-active approach by incorporating universal supports such as social thinking skills, bully buster programs and the teaching of expected and unexpected behaviours within the school. During recess, students are taught how to play games and engage in appropriate activities with each other. Within the school, physical literacy is implemented to provide students with an opportunity to move about, stretch and release energy, thereby, allowing students to return to learning with a calm body.

**Parent Concerns:** The District protocol (Point of first Contact) for addressing classroom and school concerns is as follows:

1. Make an appointment to discuss the issue with the teacher or the appropriate staff member first.
2. If a situation cannot be resolved at that level, discuss your concern with the administrative team –principal and/or assistant principal.
3. Concerns that are of a general school nature should be discussed with the principal and then if appropriate placed on the School Council agenda for discussion.

The following Student Code of Conduct is reviewed yearly by staff, with input from school council. The Student Code of Conduct is then reviewed with the students by their homeroom teacher at the beginning of the school year and a copy is given to parents on the first day of school. This is a living document which can be amended at any time during the year in consultation with the school community. The Student Code of Conduct adheres to District and Provincial Legislative guidelines (Section 45, School Act). *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 children, students and staff members within Our Lady of Peace School.*

Examples of some Expectations/Consequences:

1. **Respect of Others:** All students are to respect each other and the staff/visitors to the school. Consequences to not following this rule could result in loss of privileges, discussion/mediation with a teacher or administration, suspension or expulsion.
2. **Attendance:** Regular and punctual attendance is a high expectation we place on all students. This is a most important factor in being successful at school. Students who have attendance problems will be referred to the administration and parents will be contacted. The Attendance Board will be contacted when deemed necessary. Students may be asked to catch up on missed work over recess or after school.
3. **Acceptable Use Policy:** Students are required to have parental permission before being able to access the internet. This policy is signed by parents in the student registration package and is good for the duration of registration at this school. Inappropriate use of technology may result in the loss of computer privileges.
4. **School Grounds and Playground Safety:** students are expected to use the school and playground equipment properly and safely; respect the rights of others in organized games, stop any game or activity when the bell rings and immediately report to their classroom; play safe games that do not harm others. If this does not occur, a student may be asked to sit on a park bench during recess or will not attend recess following an incident.
5. **Homework and Assignments:** Students are expected to complete homework and assignments. If this does not occur a student may be asked to stay in during lunch or recess to complete it.
6. **Respect of Property:** Students are to respect the property of others and the school. Damages will be dealt with according to the seriousness of the incident, i.e. talk with the teacher/administration, replacement of damaged material.
7. **Cellphone Policy and Electronic Devices:** It is encouraged that students **not** bring any cell phones, cameras and/or electronic devices into the school. If for any reason these items are brought into the school, they must be turned off and not used during school hours. If this policy is not followed, devices/electronics will be confiscated immediately and returned to the student at the end of the day. If this continues, the device will be returned to parents.

### **Student Code of Conduct:**

Section 12 of the Province of Alberta's School Act states: "A student shall conduct himself or herself so as to reasonably comply with the following code of conduct:

- a) be diligent in pursuing the student's studies;
- b) attend school regularly and punctually;
- c) co-operate fully with everyone authorized by the board to provide education programs and other services;

- d) comply with the rules of the school;
- e) account to the student's teachers for the student's conduct;
- f) respect the rights of others;
- g) 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;
- h) 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 day or by electronic means;
- i) positively contribute to the student's school and community."

Section 16.2 of the Province of Alberta's School Act states: "A parent of a student has the responsibility:

(a) to take an active role in the student's educational success, including assisting the student in complying with section 12,

(b) to ensure that the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment,

(c) to co-operate and collaborate with school staff to support the delivery of supports and services to the student,

(d) to 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

(e) to engage in the student's school community

**Bullying Prevention:** Bullying adversely affects the student's ability to learn, adversely affects healthy relationships and school climate, and adversely affects the school's ability to educate its students. ECSD prohibits bullying in all its forms, as a serious offence against the dignity of persons created in God's image, and as an affront to the integrity of Catholic learning communities. Thus, Our Lady of Peace is committed to a comprehensive whole-school approach to bullying prevention and response.

First of all, it is important to define bullying. Bullying is typically a form of repeated, persistent, hostile, demeaning or aggressive behaviour directed as a person or group that is meant to cause (or should be known to cause) fear and distress and/or harm to one or more other individuals in the school community. The results hurt a person's body, feelings, self-esteem (psychological), or reputation. Bullying happens when there is a real or perceived power imbalance within the school, occurring during the school day or by electronic means.

Bullying may be communicated to the classroom teacher or administration personally or through a parent/guardian/friend. The meeting will be confidential, and the parties shall work together to come to a positive resolution. Support can be offered to both parties through the school's Multi-Disciplinary Team.

**Discrimination:** Discrimination as set out in the Alberta Human Rights Act is prohibited. *We affirm that pursuant to the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms, students and staff members are protected from discrimination.* More specifically, discrimination refers to any

conduct that serves to deny or discriminate against any person or class of persons regarding any goods, services, accommodation or facilities that are customarily available to the public, and the denial or discrimination is based on race, religious beliefs, colour, gender, physical disability, mental disability, ancestry, place of origin, marital status, source of income, family status or sexual orientation.

This behaviour is not condoned and will be dealt with as quickly as possible, first by the classroom teacher and then by administration (depending on the severity of the situation). The consequence may vary from a simple discussion and apology, to more in-depth remediation, support from our multi-disciplinary team to maybe a suspension/expulsion.

**Consequences:** Consequently, when responding to discipline and bullying in particular, Our Lady of Peace is committed to the implementation of a step-by-step process of supporting positive behaviours and responding to and resolving a wide range of infractions and conflicts, with appropriate interventions and consequences.

A positive behaviour plan will be created by administration, teachers and possibly our Emotional Behavioural Therapist, that helps to facilitate the renewal of relationships, and to ensure new beginnings for designated students within a nurturing learning environment and shall reflect the model of Christian discipleship. Positive behaviour exists at all times for all students. Positive behaviour includes classroom management strategies and schoolwide programs that teach pro-social skills, appropriate hallway and outdoor supervision, provides support for vulnerable students (Braided Journey's and our Inclusive Education Team), promotes virtue formation and fosters Catholic Values (discussions during religion classes and permeated throughout the day). Using a variety of literature and scripture, we will be encouraging students to help others, promote kindness and be empathetic to others.

*Unacceptable behaviour is all behaviour that has a negative impact on the school or individuals in the school.* When challenging behaviours occur, positive behaviour interventions are initiated to re-direct the student's behaviours and encourage him/her to make amends. Consequences to help the student appreciate the seriousness of their actions are part of this educative process, along with on-going supports to ensure that negative behaviours are replaced with positive ones. The age, seriousness and repetitiveness of challenging behaviours all play a role in the types of interventions that are to take place.

Students who exhibit inappropriate behaviour will be dealt with according to the severity of the incident, their age, number of offences, maturity and individual circumstances. There is not a "one size fits all" approach. The first contact will be with the teacher (if the incident is not grave). Mediation between students, respectful discussion, small repercussions, a phone call home, administration involvement and/or an apology may take place. This will take place immediately after the incident or the student may receive support for a period of time. If the incident is serious, administration will be notified, and the student will be dealt with appropriately, according to the seriousness of the incident. If the incident involves technology, the student will be asked to remove the material from the site; parents

and other pertinent individuals will be notified. A suspension/expulsion may result at any time after an incident.

Students who are impacted by inappropriate behaviour will be provided supports from the school. This may include an apology from the offending student, parent contact, to emotional support from someone on the inclusive team (time spent will vary according to the needs of the student), psychological support from Mental Health Specialists, homeroom teacher support as well as guidance and support from the administration of the school.

We expect everyone to foster healthy and respectful relationships. We want our students to feel cared for and safe in our school. We want to ensure that positive mental health is promoted.

At times, suspensions may be necessary as a just consequence and to protect the safety of others. A student on suspension will have an opportunity to continue learning in an alternate setting. Upon return to a regular school day, the student will be welcomed back with on-going support and monitoring by the teacher(s), multi-disciplinary team, learning coach and Administration. This is in accordance with Section 24 of the School Act (2015).

In cases of a serious event, an expulsion may be recommended (Sections 12 and 24 of the School Act, June 2015). This is done with the supervision of School Operations Services.

By signing the bottom of this page, you as the parent/guardian are acknowledging that you have read and understand the expectations that have been presented above.

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Parent/Guardian Signature