

H.E. Beriault Catholic Junior High
Student Conduct Policy
2020 - 2021

Purpose

Our purpose is to establish and maintain a welcoming, caring, respectful and safe learning environment (face-to-face and digitally) within our school community.

Code of Conduct

At H.E. Beriault:

- Our conduct policy is reviewed every year by staff, students, and parents
 - parents have opportunity for input into our Code of Conduct through our School Advisory Council
 - teachers and students will review the policy in class, and a copy will be provided for parents to review with their children and sign
 - All staff aim to support our students to be Christ-like citizens who are contributing members of a welcoming, caring, respectful and safe learning environment.
 - The classroom teacher, employing a variety of classroom management strategies, will initially address student misbehaviour in the classroom or during breaks. All misconduct will be documented, and parents will be notified by telephone, email or written note when required.
- 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 within H.E. Beriault Junior High.
- 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.

Role of Students

According to the Alberta's *School Act*, a student, as a partner in education, has responsibility to:

- (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 behavior directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means;
- (i) positively contribute to the student's school and community.

- **Bullying:** repeated, hostile or demeaning behavior by an individual in a school community where the behavior is intended to cause harm, fear or distress to one or more individuals in the school community, including psychological harm or harm to an individual's reputation.

Role of Parents

According to the Alberta *School Act*, a parent has the right to choose the kind of education that shall be provided to the parent's child, and as a partner in education, has the responsibility to:

- (a) to take an active role in the student's educational success, including assisting the student in complying with the Act.
- (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 specialized 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.

Acceptable and Unacceptable Behaviour: This chart lists acceptable and unacceptable behaviors, but it is not an exhaustive list.

Acceptable Behaviour	Unacceptable Behaviour
Respects self and others by using respectful ways of talking and interacting.	<ul style="list-style-type: none"> • Swears or uses negative language (name-calls, teases, etc.) • Pushes, hits or engages in “rough play” • Engages in “loud” talking or shouting • Plays music that disrupts learning • Wears clothing that displays negative language and/or images that are offensive (sexually explicit, promoting drugs or alcohol, discriminatory) • Wears clothes that show too much skin (short skirts, mid-rift, etc.)
Cooperates with all school staff.	<ul style="list-style-type: none"> • Refuses to do what a staff member requests
Respects the property of the school, inside and outside.	<ul style="list-style-type: none"> • Leaves garbage inside or outside • Makes a mess in the bathroom
Acts in ways that honours and appropriately represents the school community.	<ul style="list-style-type: none"> • Swears or uses negative language around guests • Ignores guests, staff or students
Uses social media to contribute to a caring, safe, respectful learning environment.	<ul style="list-style-type: none"> • Swears or uses language that humiliates others (e.g., name calling) • Gossips or takes part in rumours • Criticizes someone’s looks, abilities, etc.
Attends school regularly and punctually.	<ul style="list-style-type: none"> • Has excessive absences or lates • Leaves class for extended periods
Participates positively in class, contributing to own and others’ learning.	<ul style="list-style-type: none"> • Draws attention away from learning (e.g., making faces or noises)
Reports acts of misconduct, especially bullying or discrimination to a staff member.	<ul style="list-style-type: none"> • Ignores acts of misconduct and is a passive bystander • Participates in acts of misconduct (group)

Misconduct and Consequences - Consequences will take into consideration unique student attributes such as age, maturity and individual circumstances.

Minor Misconduct is unacceptable behavior as described above	Low Level Consequences	<ul style="list-style-type: none"> Administrative warning about the consequences that can be put in place should the misconduct continue Temporarily isolating the student to provide a cool-down period and reflection time
	Medium Level Consequences	<ul style="list-style-type: none"> Counselling to practice what he/she will do in the future Restricting privileges (school events, class events/field trips)
	High Level Consequences	<ul style="list-style-type: none"> Parent-teacher-student conference to create a behavior plan to prevent the misconduct. Requesting the student repair or replace damaged property.

Major Misconduct: is an act(s) that significantly negatively impacts one or more individuals' rights to learn in a welcoming, caring, respectful and safe school community:	Low Level Consequences	<ul style="list-style-type: none"> 1 class in-school suspension to reflect on what happened and to articulate what he/she will do to avoid the misconduct in the future Student-teacher-administrator-meeting to determine a behavior plan to prevent the pattern of misconduct from continuing
	Medium Level Consequences	<ul style="list-style-type: none"> Parent-student-teacher-administrator-meeting to create a behavior plan to prevent the pattern of misconduct from continuing 1 day In-school suspension with a behavior plan, including possibly counselling for re-entry into classes

-discrimination -bullying -assault -harassment -illegal activities		<ul style="list-style-type: none"> • 1-3 day in-school suspension with a request for alternative programming (e.g., reduced options and core subject support)
	High Level Consequences	<ul style="list-style-type: none"> • 1-3 day out-of-school suspension with a re-entry plan (e.g., the student no longer takes the bus; ongoing counselling). • 5 day out-of-school suspension with a request that the student engage in alternative programming upon return. • Out-of-school suspension with recommendation for expulsion.
<p>According to Alberta's <i>School Act</i>), a student may be suspended if:</p> <p>(a) the student has failed to comply with the Act, (b) the student has failed to comply with the code of conduct established under the Act (c) the student's conduct, whether or not the conduct occurs within the school building or during the school day, is injurious to the physical or mental well-being of others in the school.</p>		

Continuum of Supports

We have a continuum of supports to assist students to engage in acceptable behavior.

Supports	Low level	High level
Positive Decision Making Practice	<ul style="list-style-type: none"> • <u>Low-stakes practice</u>: Provide students with a strong Health program to practice decision-making. 	<ul style="list-style-type: none"> • <u>High-stakes practice</u>: Provide students with opportunities to create behavior plans to address patterns of misconduct.
Mental Health Services	<ul style="list-style-type: none"> • <u>Initial Meeting</u>: Provide students with an initial meeting with a mental health professional (counsellor, psychologist). 	<ul style="list-style-type: none"> • <u>Ongoing Meetings</u>: Provide students with access to <i>ongoing</i> meetings with mental health professionals (counsellor, psychologist).

Mental Health Sessions	<ul style="list-style-type: none"> • <u>Flex Sessions</u>: Provide students with flex sessions on peer pressure, relationship struggles, etc. 	<ul style="list-style-type: none"> • <u>Clubs</u>: Provide students with opportunities to take leadership (e.g., “Breakfast Club”)
Wellness Programs	<ul style="list-style-type: none"> • <u>Short-term Programs</u>: Provide students with opportunities to join short-term programs such as “Braided Journeys”, “Kids Now” after-school program. 	<ul style="list-style-type: none"> • <u>Retreats/Trips</u>: Provide students with opportunities to look forward to trips (Braided Journeys Retreat, French Trip) and to work with others to prepare for them.
Learning Supports	<ul style="list-style-type: none"> • <u>On-the-spot Support</u>: Provide students with additional staff support to address academic goals. 	<ul style="list-style-type: none"> • <u>Blended Learning Time Room</u>: alternative space for students to work on one or two courses within a smaller group context with teacher support.

Definitions:

- Discrimination: **An act or acts of discrimination** on the basis of an individual’s race, colour, place or origin, religious beliefs, gender (including pregnancy, sexual harassment, an gender identity or expression), physical disability, mental disability, or family status (*Alberta Human Rights Act* Section 4).
- Abuse/Intimidation/Bullying: **verbal or digital abuse** (insults, put-downs, name-calling; posting demeaning pictures; texting intended to hurt reputations and/or cause emotional damage to one or more people, etc.).
- Harassment: **repeated acts** of physical contact or fighting, and/or verbal or digital abuse or intimation against one or more persons.
- Assault: touching and/or talking to another person with the intent of intimidation or coercion and/or sexual invitation without consent.
- Illegal activities: possession, use of, distribution of restricted substances; possession, use of distribution of weapons; theft or damage to property.

Supports for the victim(s) of misconduct

All students who experience harm will ensure that the harm does not continue by reporting, in a timely way, all threats of harm to teachers and/or administration.

CONDUCT POLICY RETURN PAGE 2020 - 2021

PLEASE SIGN AND RETURN THIS PAGE ONLY TO YOUR CHILD'S HOMEROOM TEACHER.

Student Name & Grade / Class: _____

Student Signature: _____

Parent or Guardian Signature: _____

Date: _____