

Administrative Procedure 351

STUDENT CODE OF CONDUCT

Background

The Division has an obligation to provide a welcoming, caring, respectful and safe learning environment that respects diversity, nurtures a sense of belonging and a positive sense of self and that recognizes the unique gifts and inherent value of each student and staff member who is part of the school community. In this environment the goodness, dignity, and worth of all are recognized and all are held accountable for their actions.

Believing that all people are created in the image and likeness of God, the Division recognizes all are capable of good and therefore, inappropriate behaviour is challenged but the individual is affirmed.

As members of a Christ-centered learning community, the actions all focus on service to one another with emphasis on growth and transformation rather than restitution and expediency.

The Division recognizes the need for a learning environment that is well ordered, safe, developmentally appropriate, and non-threatening. Students have the opportunity for growth and for choice with the understanding that there are logical consequences that follow their actions in order to ensure the welfare and security of the entire community.

Procedures

The Division recognizes that responsibility for student conduct is a shared responsibility between the Division, students, their parents and the broader community.

1. Students have a legislated responsibility to:
 - 1.1 Attend school regularly and punctually;
 - 1.2 Be ready to learn and actively engage in and diligently pursue the student's education;
 - 1.3 Ensure that their conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;
 - 1.4 Respect the rights of others in the school;
 - 1.5 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;
 - 1.6 Comply with the rules of the school and the procedures of the Division;
 - 1.7 Cooperate with everyone authorized by the Division to provide education programs and other services;
 - 1.8 Be accountable to the student's teachers and other school staff for the student's conduct; and

- 1.9 Positively contribute to the school and community.
2. A parent has the right to choose the kind of education that shall be provided to his/her child and as a partner in education, has the legislated responsibility to:
 - 2.1 Act as the primary guide and decision-maker with respect to their child's education;
 - 2.2 Take an active role in the child's educational success, including assisting their child with complying with the child's legislated responsibilities;
 - 2.3 Ensure that their child attends school regularly;
 - 2.4 Ensure that their conduct contributes to a welcoming, caring, respectful and safe learning environment;
 - 2.5 Cooperate and collaborate with school staff to support the delivery of specialized supports and services to their child;
 - 2.6 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
 - 2.7 Engage in the child's school community.
3. The Division, as a partner in education, has a legislated responsibility to:
 - 3.1 Deliver appropriate education programming to meet the needs of all students and to enable their success;
 - 3.2 Ensure that each student and each staff member is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging; and
 - 3.3 In respect of the above, establish, implement and maintain an Administrative Procedure that includes the establishment of a code of conduct for students that addresses bullying behaviour.
4. The Principal will ensure that each school will have in place a Student Code of Conduct procedure consistent with the values, beliefs and principles enunciated in the Division Mission Statement.
5. The Deputy Superintendent, Leadership Support Services will ensure the school Student Codes of Conduct meet the required criteria.
6. All student code of conduct procedures shall contain the following:
 - 6.1 A statement of purpose that provides rationale for the code of conduct, with a focus on welcoming, caring, respectful and safe learning environments.
 - 6.2 One or more statements that address what are acceptable and unacceptable behaviours whether or not such behaviours occur within the school building, during the school day or by electronic means.
 - 6.3 One or more statements regarding the consequences of unacceptable behaviour. Based on individual needs, the procedure will contain a continuum of supports to correct the unacceptable behaviour and support those students impacted by inappropriate behaviour.

- 6.4 One or more statements that 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 the school setting.
 - 6.5 One or more statements that 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 or 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.
7. The Student Code of Conduct procedure will be developed by the school community and will:
 - 7.1 Be based on input from students, parents and school staff;
 - 7.2 Be reflective of the expectations of students as addressed in legislation and Division policies and procedures;
 - 7.3 Take into consideration unique student attributes such as age, maturity and individual circumstances;
 - 7.4 Ensure that a continuum of supports will be provided to students who are impacted by inappropriate behaviour as well as for students who engage in inappropriate behaviour; and
 - 7.5 Be reviewed and adapted as necessary on an annual basis by members of the school community.
 8. The Student Code of Conduct shall be made available to all members of the school community. In this regard, the Principal shall:
 - 8.1 Make the Student Code of Conduct, Board Policy 18 and Administrative Procedure 160, available throughout the year in a prominent location on the school website;
 - 8.2 Ensure that the website location (universal resource location or 'URL') of the Student Code of Conduct, Board Policy 18 and Administrative Procedure 160 are displayed in a place clearly visible to students in each school;
 - 8.3 Upon request, provide a copy of the Student Code of Conduct, Board Policy 18 or Administrative Procedure 160 to any individual; and
 - 8.4 Review the Student Code of Conduct annually.
 9. The Student Code of Conduct procedure will recognize that making mistakes and learning from such are part of the growth process but that the welfare and security of the entire community must be ensured and as such will specify the establishment of a continuum of three equally important and interrelated components:
 - 9.1 Preventative procedures;
 - 9.2 Supportive procedures for minor breaches of conduct; and
 - 9.3 Fair, corrective interventions to address major breaches of conduct.

10. Preventative interventions will reflect:
 - 10.1 Fundamental Catholic beliefs of acceptance, caring, hope, and reconciliation;
 - 10.2 Setting of realistic goals and a clear knowledge of expectations and responsibilities;
 - 10.3 Close collaboration among students, parents and staff members of the school community; and
 - 10.4 Opportunities to celebrate success.
11. Supportive interventions focus on serving the student within the school area and include:
 - 11.1 Ongoing contact with parents as key partners in the process;
 - 11.2 Behavioural strategies appropriate to the needs and developmental level of the individual students which are to be implemented at the first signs of inappropriate conduct;
 - 11.3 A specific range of logical consequences that are consistent, fair to the individual and that are reflective of the community standards;
 - 11.4 Strategies for problem solving and growth in self-discipline which may involve Division level and/or community agency support; and
 - 11.5 Recognition of positive conduct.
12. Corrective interventions reflecting Catholic social justice principles that protect the dignity of both the individual person and the common good involve the administration of fair and consistent disciplinary procedures in response to the following severe breaches of conduct:
 - 12.1 Disruptive behaviour;
 - 12.2 Verbal, physical or sexual threats or assaults;
 - 12.3 Harassment;
 - 12.4 Bullying, including cyberbullying;
 - 12.5 Use or possession of weapons;
 - 12.6 Use, possession or sale of alcohol and illicit substances;
 - 12.7 Vandalism or theft; or
 - 12.8 Any activities with criminal intent.
13. The Student Code of Conduct procedure will stipulate that any student committing a severe breach of conduct will be suspended in accordance with Administrative Procedure 355 – Student Suspension and Expulsion. Parent involvement is crucial at this level of intervention. Subsequent actions can include threat assessment strategies, counselling services, access to alternate educational settings, and expulsion. In some instances, the Principal may require involvement of outside agencies and services.
14. In order to enhance the abilities of the staff and parents to facilitate growth in student behaviour, each principal will provide opportunities for professional development.

15. There is a need for accurate and appropriate documentation and communication in accordance with existing policies and procedures.

Adopted: April 3, 2000

Reviewed/Revised: June 12, 2002, March 4, 2016, June 30, 2017, March 21, 2018, February 5, 2021

Reference: Education Act, Sections 11, 31, 32, 33, 35.1, 36, 37, 51, 52, 53, 58, 58.1, 70, 196, 197, 222
Alberta Bill of Rights
Alberta Human Rights Act
Canadian Charter of Rights and Freedoms
Criminal Code