

ST. VLADIMIR SCHOOL STUDENT CODE OF CONDUCT

2020/2021

STATEMENT OF PURPOSE

The students, parents and staff of St. Vladimir Catholic Elementary School work together to create a safe, welcoming, caring and respectful learning environment. The Student Code of Conduct Policy is based on input from all stakeholders including students, parents and school staff. It is developed in accordance with provincial legislation and district policies. The Code of Conduct is shared with all members of the school community every year. We invite families to review this policy and join us in maintaining a positive school climate.

STUDENT CODE OF CONDUCT POLICY ANNUAL REPORTING

- Input from students, staff and parents will be discussed and considered on an annual basis maintaining the relevancy of the document and expectations.
- St. Vladimir Catholic School will follow all Alberta School Act legislation and Edmonton Catholic School District policies when handling conduct situations.
- The Student Code of Conduct Policy will be presented and discussed annually with all members of the school community through:
 - Inclusion of policy in student handbook
 - Presentation of policy to School Council

ALBERTA HUMAN RIGHTS ACT AND THE CANADIAN CHARTER OF RIGHTS AND FREEDOMS

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 St Vladimir Catholic Elementary School.

EXPECTATIONS FOR LEARNING

- All students have the right and responsibility to learn.
- A student does not have the right to interfere with the learning of the other students.

EXPECTATIONS FOR ACCEPTABLE BEHAVIOUR

The School Act says that students are accountable to teachers and other school staff for their conduct. Expectations of students and school rules are outlined at the beginning of the year and are regularly reviewed with students.

A student, as a partner in education, has the responsibility to...

- (a) attend school regularly and punctually,
- (b) be ready to learn and actively engage in and diligently pursue the student's education,
- (c) 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,
- (d) respect the rights of others in the school,
- (e) refrain from, report and not tolerate bullying or bullying behavior directed toward others in the school, whether it occurs within the school building, during the school day or by electronic means,
- (f) comply with the rules of the school and the policies of the board,
- (g) co-operate with everyone authorized by the board to provide education programs and other services,
- (h) be accountable to the student's teachers and other school staff for the student's conduct, and
- (i) positively contribute to the student's school and community.

EIGHT CHARACTERS OF CATHOLIC EDUCATION

Students are also supported and encouraged to model the Eight Characters of Catholic Education by...

Being Active Learners (Rationality)

- take responsibility for your own learning by staying on task during class time
- put your best effort into your assignments
- take risks and make mistakes in learning
- seek assistance when required
- attend school regularly and arrive on time
- complete homework assignments diligently and to the best of your ability
- organize school supplies

Being Respectful Citizens (Community, Tradition)

- be honest and truthful
- use polite language and behavior
- demonstrate respect for personal and school property
- walk quietly in hallways
- listen to class monitors during lunch
- wear appropriate clothing and footwear
- balance your personal needs with the needs of the community

Being Ambassadors of Christ (Sacramentality, Spirituality)

- be welcoming and inclusive of others
- accept others' differences
- show forgiveness and mercy in resolving conflicts
- show reverence during prayer times and religious celebrations
- speak respectfully about our school out in the community

Being Safe on the Playground (Humanness, Justice)

- play safe games (bullying, play-fighting, throwing snowballs or mud not allowed)
- use equipment properly
- stay on school property
- report any injuries, problems, conflicts, or dangerous behavior to adult supervisors right away
- stay in designated areas

Being Safe on out-of-school activities (Community, Hospitality)

- respect the place you are at and the people who are there
- respect the rules that are set out
- actively participate

A parent of a student has the responsibility...

- (a) to take an active role in the student's educational success
- (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

STATEMENTS REGARDING UNACCEPTABLE BEHAVIOUR

Both students engaged in inappropriate behavior and students impacted by the inappropriate behavior will receive adult assistance in the restorative process.

When it is necessary to intervene due to failure to comply with the student code of conduct, the following steps may be used. Please note that all consequences will be taken into consideration for the student, including their age, maturity, and each individual circumstance. Each individual child will be considered, and each situation will be resolved based on the specific circumstances of the situation and what is known about those involved. As stated in the School Act, unacceptable behaviors may include:

- Behaviors that interfere with the learning of others and or the school environment or that create unsafe condition.
- Acts of bullying, harassment, or intimidation.
- Physical violence.
- Retribution against any person in the school who has intervened to prevent or report bullying or any other incident or safety concern.
- Illegal activity such as:
 - Possession, use or distribution of illegal or restricted substances
 - Possession of or use of weapons
 - Theft or damage to property

The consequences and events will take into consideration unique student attributes such as age, maturity, and individual circumstances. We will strive to work together, ensuring that we are looking at supporting the student using any of the following approaches:

- **Preventative procedures:**
A pro-active approach to helping the student change the behavior.
- **Supportive procedures for minor breaches of conduct:**
Working with the student to come up with a plan of action for them to help change the behavior. Some of the supports may include working with our Emotional Behavioural Specialist (EBS), Therapeutic Assistant-Behavioural Therapist (TA-BT) classroom teacher, LC, administration, and parents.
- **Fair, corrective interventions to address major breaches of conduct:**
Some of the corrective supports may include meeting with the learning team and the parents initially to discuss the situation and possible supports that are available, based on the major breaches. The student is included in the meeting after the initial discussions. The age of the student is considered in these situations.

CONTINUUM OF SUPPORTS OFFERED AT ST VLADIMIR CATHOLIC SCHOOL

A continuum of supports will be provided to students who engage in inappropriate behavior as well as for students who are impacted by such behaviors. This may include:

- Services provided by the school ***Inclusive Support team*** (emotional-behavioral specialist, emotional behavioral -therapeutic assistant, family-school liaison worker, Learning Coach)
- Services provided by the Early Learning Multi-disciplinary team- **MDT** (occupational therapist, speech- language pathologist)
- Services provided by Alberta Health Services (occupational therapist, mental health therapist, speech-language pathologist)

When unacceptable behavior occurs, whether they occur in the school building, during the school day or by electronic means, the following will occur based on individual needs of the student.

- The parents will be contacted either by phone or a note in the student agenda or an email to explain what happened.
 - Parents will be asked to speak to their child with regards to the behavior.
 - If the behavior continues the parents will be asked to meet with the learning team to come up with a plan to help the student change the behaviour. The school learning team will or may include some or all the following individuals: classroom teacher, administration, Learning Coach, Emotional Behavioural Specialist (EBS), Family School Liaison Worker (FSLW).
- Parents may be asked to come to the school.
 - Parents, student, and administration (or Learning Team) meet to discuss situation.
 - Parent and student are both informed that if the inappropriate behavior continues:
 - either an in-school or an out of school suspension may occur, depending on the infraction(s) according to Section 12 of the School Act.

A continuum of supports will be provided to the student who continues to engage in the inappropriate behaviors. These supports may include:

- Behavior program developed in consultation with the student, parent, teacher, Emotional Behaviour Specialist (EBS), administration, Learning Coach
- Positive reward supports and consequences (as agreed upon with the parents, teacher, student) to positively support the student
- Regular communication and meetings with the parents
- If home supports are required to support appropriate behaviors, the F.S.L.W. and E.B.S., in consultation with the school will provide support

A continuum of supports for those students impacted by the inappropriate behavior will be provided by in school members in consultation with parents and the student.

EXPECTATIONS AROUND BULLYING

Bullying is defined in the School Act as: “Repeated and hostile or demeaning behavior by an individual in the school community where the behavior is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual’s reputation.”

Bullying can take different forms: physical (pushing, hitting); verbal (name calling, threats); social (exclusion, rumors); cyber (using the computer or other technology to harass or threaten).

Bullying is different from conflict. Conflict is defined as a disagreement or struggle over opposing beliefs, needs, feelings or actions and is a normal part of life. The School Act requires students to refrain from, not tolerate and report bullying behaviors. When bullying behaviors are observed and reported, they are to be addressed and resolved as soon as is reasonably possible. Students may:

- Tell an adult in the school that you trust
- If there isn't someone at school you can talk to, tell a parent, relative, coach, mentor, friend and have them help you report to the school

From the initial disclosure of bullying (whether the bullying occurs within the school, during the school day or by electronic means), the student and all involved parties may be part of the following school behavior consultation process:

- Documentation by student or staff outlining the incident, consequences, student plan, and follow-up. This information will be shared with parents and consultation will take place with the parent, student and school staff if deemed necessary.
- Parents will be asked to come to the school.
 - Parents, student, and administration meet to discuss situation.
 - Parent and student are both informed that if the inappropriate behavior continues:
 - either an in-school or an out of school suspension may occur, depending on the infraction(s) according to Section 12 of the School Act.

STATEMENTS REGARDING DISCRIMINATION

Specifically, this 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 is forbidden if 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.

We also 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

COLLABORATIVE TEAM APPROACH TO RECONCILING BREACH OF STUDENT CODE OF CONDUCT

We believe in a collaborative team approach to decision making and conflict resolution, which involves the student, the parent, the teacher as well as the administration. All cases are treated individually, and confidentiality is stressed to protect students' privacy, their dignity, and their need for growth.

- Situations that require conversation and resolution may be dealt with by administrators in a cooperative dialogue, with all stakeholders present. Each person involved is given an opportunity to speak about the situation and their role in it in a safe and positive environment. Depending on the situation the following may occur:
 - Discussion of preventative measures will be discussed with all involved parties and shared with all possible stakeholders.
 - If infraction is of a minor nature, student behavior will be discussed in a private setting wherein the dignity and respect of the student is maintained, but the infraction and its consequences will be discussed.
 - If infraction is deemed a major violation of the St. Vladimir Student Code of Conduct Policy, there will be:
 - Parents will be asked to come to the school to meet with their child, teacher, and administration to discuss the situation.
 - Parent and student are both informed that if the inappropriate behavior continues:
 - either an in-school or an out of school suspension may occur, depending on the infraction(s) according to Section 12 of the School Act.

STUDENTS AS A PARTNER IN EDUCATION

Students, as a partner in education, have a responsibility to “ensure that the code of conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging”. Examples of this may include:

- Smiling at other students and adults in the school
- Calling your friends on their behavior (in a nice way) when they are not contributing to a welcoming, caring, respectful and safe environment
- Greeting visitors to your classroom and school
- Being friendly and helpful towards students that are new to the school and others
- Sitting with someone who is alone at lunch, inviting someone to play with you at recess or working together to complete a process