



Policy: Student Code of Conduct

Board Approval: December 19, 2019

Board Review: December 15, 2020

1 | Purpose

The purpose of this Policy is:

- * To promote positive learning environments for each student.
- * To help students learn how to develop empathy and become good citizens both within and outside of the school community.
- * To meet the Independent School Authority Ltd.'s responsibility to provide students and staff with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, respecting diversity and fostering a sense of belonging and positive sense of self for all members of our school community.
- * To outline the roles and expectations related to student conduct.
- * To explain the consequences when a student's inappropriate choice negatively affects the learning environment.

2 | Scope

This Regulation applies to:

- * All Independent School Authority Ltd. students.
- * All Independent School Authority Ltd. employees are responsible for being aware of and understanding the terms of the Student Code of Conduct.

3 | Principles

The following principles apply:

- * All members of the Independent School Authority Ltd. community, including students, parents, staff, and Board have a role and a shared responsibility to create and support a welcoming, caring, respectful and safe learning environment.
- * All members of the Independent School Authority Ltd. school community have a right to learn and work in an environment free from discrimination, harassment, bullying, and harm.
- * Independent School Authority Ltd. will adopt a whole school approach that supports student personal development, character and citizenship by managing discipline through a progression of proactive, preventative, and restorative strategies).
- * Responses to student behaviour include a consistently applied, school-wide approach that includes fair and predictable responses to negative behaviour.

4 | Definitions.

Bullying: means repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour 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 including:

- * Physical –pushing, hitting
- * Verbal – name calling, threats
- * Social – exclusion, rumours
- * Cyber – using digital technology to harass, demean or threaten

Discrimination: means an action or a decision that treats a person or a group negatively for reasons such as race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation.

Diversity: means the full range of uniqueness within humanity. Dimensions of diversity include but are not limited to those identified in the discrimination definition as well as the following:

- * culture and linguistic
- * physical attributes diversity
- * socio-economic status
- * family composition
- * language

Expulsion: means the removal of a student from school, one or more class periods, courses or education programs or from riding in a school bus, for a period of more than 10 instructional days.

Harassment: means any behaviour or pattern of repeated behaviour that disparages, humiliates or harms another person, or denies an individual's dignity and respect and is demeaning or humiliating to another person.

Suspension: means the removal of a student from school, from one or more class periods, courses or education programs or from riding in a school bus, up to and including 10 instructional days or less.

5 |Policy Statement

1) Summit West Independent School is committed to providing students and staff with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

2) Students have a responsibility under the Education Act to respect the rights and dignity of others and to proactively participate in promoting and fostering positive relationships with others while:

- a) on Independent School Authority Ltd. property;
- b) participating in school activities;
- c) traveling to and from school; and

- d) engaging in any electronic communication both on or off Independent School Authority Ltd. property; or
- e) in any other circumstances that may impact the school environment.

3) Independent School Authority Ltd. expects students to exhibit socially responsible and respectful behaviours so that teaching and learning are maximized.

4) Discrimination (set out in the Alberta Human Rights Act), bullying and harassment in any form will not be tolerated.

5) Students are expected to behave in a manner that complies with the Student Code of Conduct and contributes to a welcoming, caring, respectful and safe learning environment.

6) Examples of acceptable behaviour include, but are not limited to:

- a) demonstrating respect for self, others and the school environment through:
 - i. respecting differences in people, their ideas and their opinions, including when there is disagreement;
 - ii. embracing all diversities;
 - iii. respecting the needs of others to work in an environment that is conducive to learning and teaching; and
 - iv. respecting the rights of others.
- b) modelling positive social behaviours in all interpersonal interactions;
- c) being courteous and treating each other with dignity;
- d) using positive and inclusive language;
- e) demonstrating good digital citizenship by using technology in ethically and responsible ways;
- f) taking responsibility for personal belongings and respecting the belongings of others;
- g) demonstrating caring and compassion for others including:
 - i. showing empathy, being considerate of others and their situation; and
 - ii. creating an environment of kindness.

7) Students must comply with the Education Act including section 31:

- a) attend school regularly and punctually,
- b) be ready to learn and actively engage in and diligently pursue education,
- c) ensure all 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 behaviour directed toward others in the school, whether or not 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 teachers and other school staff for the student's conduct, and
- i) positively contribute to the student's school and community.

8) Students may be held accountable for behaviour that impacts the school beyond the hours of school operation when their conduct detrimentally affects the personal safety and well-being of individuals, the learning environment, or the effective operation of the school.

9) Students engaging in conduct that does not contribute to a welcoming, caring, respectful and safe environment may be subject to discipline up to and including suspension or expulsion.

10) Examples of unacceptable behaviour include, but are not limited to:

- a) disruptive or dangerous behaviour and defiance of authority;
- b) encouraging unacceptable conduct and engaging in conduct which endangers others;
- c) any conduct which is injurious to the physical, social or mental well-being of others;
- d) use, display or distribution of improper, obscene or abusive language, messages, gestures or pictures;
- e) discriminatory behaviour;
- f) use of technology such as computers, cameras, cell phones, and other digital equipment for purposes that are illegal, unethical, immoral, or inappropriate;
- g) theft, including theft of identity and intellectual property;
- h) use, possession, distribution, or collection of money for illicit drugs, alcohol, or inhalants in school, on school board property or in the context of any school-related activity;
- i) willful damage to school property or the property of others;
- j) involvement in the formation of or affiliation with gangs or other groups which negatively impact the school environment;
- k) hazing and initiation activities;
- l) use, possession, sale, distribution of or active contact with a weapon on a student's person, on or in the vicinity of school board property;
- m) interfering with the orderly conduct of classes or the school;
- n) criminal activity;
- o) failure to comply with Independent School Authority Ltd. Student Code of Conduct; or
- p) failure to comply with section 31 of the Education Act.

11) Students have a responsibility to not participate in or tolerate bullying while on school property, participating in school events, traveling to and from school, or in any other circumstances that may impact the school environment.

12) Students who are subject to or a witness of bullying, harassment, unwanted behaviours, or conduct that interferes with maintaining a welcome, caring, respectful and safe environment, should report that conduct to a classroom teacher, an advisor, guidance counsellor, or any other staff member with whom they feel comfortable.

13) Reports of bullying, harassment and unwanted behaviours or unacceptable conduct should be made in a timely manner.

14) The principal must assess, and where warranted investigate and respond to all reports of bullying.

15) Responses to student behaviour must reflect a consistent and school-wide approach that ensures a range of fair and predictable responses to unacceptable behaviour.

16) When responding to unacceptable student behaviour, the principal or teacher must account for the student's age, maturity

17) School staff must utilize a range of interventions, supports and consequences that also include opportunities for students to learn, make amends and focus on improving behaviour.

Such examples of consequences may include:

- * Logical sequences
- * Targeted interventions focused on skill-building in areas such as managing emotions, focusing attention, resolving conflict or problem-solving
- * Restorative processes
- * Mentoring
- * Peer-support networks
- * Behaviour Plan
- * Regular check ins with teachers, administrators, or school counsellors
- * Suspension from an activity, school, one or more class periods, courses or education programs, or riding the school bus
- * Expulsion from school

18) School staff shall support all students impacted by unacceptable conduct, including bullying.

19) Consequences of unacceptable behaviour must reflect a progressive approach including both intervention and discipline at the classroom, school and system levels.

20) It is generally expected that initial responses to student behaviour occur within the context of the classroom and involve the classroom teacher and other classroom staff supporting the student.

21) Where classroom level responses have been unsuccessful or where the behaviour is sufficiently serious, the classroom teacher will involve the support of other school staff including administration.

22) A principal may suspend a student from the school environment for up to 5 days in accordance with the applicable Administrative Regulation.

23) The principal may recommend the removal of a student from the school environment and recommend to not re-instate the student in accordance with the applicable Administrative Regulation.

24) A parent of a student has the responsibility to:

- a) act as the primary guide and decision-maker with respect to the child's education,
- b) take an active role in the child's educational success, including assisting the child in complying with section 31 of the Education Act,
- c) ensure that the child attends school regularly,
- d) ensure that the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment,
- e) co-operate and collaborate with school staff to support the delivery of supports and services to the child,
- f) 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
- g) engage in the child's school community.

25) This student code of conduct will be:

- a) published annually;
- b) made available to students, staff and parents; and
- C) reviewed annually.

References

- Alberta Education Act (Current as of September 2019)
- Alberta Human Rights Act (Current as of June 2018)
- Canadian Charter of Rights and Freedoms
- Alberta Bill of Rights (Current as of March 2015)
- Alberta Education <https://education.alberta.ca/bullying-prevention/whatisbullying/>