



POLICY TITLE:
Student Conduct & Discipline Cycle

Board Approval: April 17, 2019

Board Review: February 14, 2024

OBJECTIVE:

Summit West Independent School is committed to providing a safe, caring, and respectful environment in which all students can achieve academic excellence, personal growth, and responsible citizenship. Summit West Independent School strives to:

- Promote positive learning environments for each student.
- Help students learn how to develop empathy and become good citizens both within and outside of the school community.
- 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, and positive sense of self for all members of our school community.
- Outline the roles and expectations related to student conduct.
- Explain the consequences when a student's inappropriate choice negatively affects the learning environment.

Summit West Independent School has expectations regarding student behaviour which are outlined below and communicated to students and parents at the beginning of each school year. Students in violation of the Student Conduct are subject to the Discipline Cycle.

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.

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.

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:

- cultural 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 degrading 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.

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:
 - on Independent School Authority Ltd. property;
 - participating in school activities;
 - traveling to and from school; and
 - engaging in any electronic communication both on or off Independent School Authority Ltd. property; or
 - 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.

Examples of acceptable behaviour and expectations are stated in section 1.1 of this policy.

- 6) 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.
- 7) 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.

Examples of unacceptable behaviour are stated in section 1.3 of this policy.

- 8) 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.

- 9) 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.
- 10) Reports of bullying, harassment and unwanted behaviours or unacceptable conduct should be made in a timely manner.
- 11) The Principal must assess, and where warranted, investigate and respond to all reports of bullying.
- 12) Responses to student behaviour must reflect a consistent and school-wide approach that ensures a range of fair and predictable responses to unacceptable behaviour.
- 13) When responding to unacceptable student behaviour, the Principal or teacher must account for the student's age, and maturity.
- 14) 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. The discipline cycle can be found in section 2.0 of this policy.
- 15) School staff shall support all students impacted by unacceptable conduct, including bullying.
- 16) Consequences of unacceptable behaviour must reflect a progressive approach including both intervention and discipline at the classroom, school, and system levels.
- 17) 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.
- 18) Where classroom level responses have been unsuccessful or where the behaviour is sufficiently serious or repetitive in nature, the classroom teacher will involve the support of other school staff including administration and report the incident in detail in the Incident Reporting shared document. The principal will document the incident in a written report to the parent/guardian.
- 19) Where the student has received multiple (3-5) incident reports issued by the principal with subsequent communication with parents/guardians, the principal can recommend the student not be reinstated the following school year.

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

21) The Principal may recommend the school board expel a student where suspension is deemed futile in accordance with the applicable Administrative Regulation.

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

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

23) This student code of conduct will be:

- published annually,
- made available to students, staff and parents, and
- reviewed annually.

POLICY:

1. Student Conduct

1.1. Student Expectations

All students are expected to:

- a. Be a courteous and respectful member of the community;
- b. Treat each other and adults with respect;
- c. Follow the school rules and Student Code of Conduct policy;
- d. Be accountable for their actions, academically and behaviourally;
- e. Work to the best of their ability and put forth honest effort in all endeavours; f. Arrive to class on time and be prepared to work;
- g. Check with the teacher before using office equipment;
- h. Care for the school and personal property;
- i. Remain in school classrooms during breaks, unless dismissed by a teacher; j. Wear clothing that meets with Uniform Policy expectations;
- k. Cooperate with staff and other students;
- l. Maintain school spirit through a positive attitude; and
- m. Represent SWIS in a positive manner.

All students are expected to have respect for self, others and the school environment through:

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

1.2. Student Rights

All students have a right to:

- a. Work in an atmosphere that is physically and emotionally safe, in accordance with the Safe & Caring Policy;
- b. Work to achieve personal benchmarks;
- c. Develop their talents;
- d. Be treated with fairness and respect; and
- e. Have a voice in school affairs.

1.3. Prohibited Behaviours

Students will refrain from:

- a. Using portable electronic devices, such as cell phones, iPads, laptops, mp3 players, video games, cameras etc., unless approved by staff with a signed Acceptable Use Plan;
 - aa. Use of technology such as computers, cameras, cell phones, and other digital equipment for purposes that are illegal, unethical, immoral, or inappropriate;
- b. Lying, stealing, and willfully destroying property;
- c. Any form of fighting (wrestling, play fighting, etc), and any excessive display of physical affection (hugging, kissing, sitting on each others' laps, etc). Students will keep their hands to themselves at all times;
- d. The use of profanity or abusive language and gestures; and
- e. The use or possession of tobacco, matches, lighters, alcohol, drugs, weapons, pocket knives, or any illicit or illegal substance or material at school;
- f. Disruptive or dangerous behaviour and defiance of authority;
- g. Bullying, harassing or intimidating another student, either physically, or emotionally, in person, or through cyber bullying;
 - gg. Encouraging unacceptable conduct and engaging in conduct which endangers others;
- h. Engaging in any illicit or illegal activities, while at school or at school related events; and
- i. Committing Academic Dishonesty (ie. Cheating, Plagiarism, Work Created from AI Technology, etc.).
- j. Failure to comply with Independent School Authority Ltd. Student Code of Conduct;
- k. Failure to comply with section 31 of the Education Act.

Students must comply with the Education Act including section 31:

- attend school regularly and punctually;
- be ready to learn and actively engage in and diligently pursue education;
- Ensure all conduct contributes to a welcoming, caring, respectful, and safe learning environment that respects diversity and fosters a sense of

- belonging;
- Respect the rights of others in the school,
- 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;
- Comply with the rules of the school and the policies of the Board,
- Cooperate with everyone authorized by the board to provide education programs and other services;
- Be accountable to the teachers and other school staff for the student's conduct, and positively contribute to the student's school and community.

2. Discipline Cycle

2.1. Severity of Offence

2.1.1. Minor Offences

Minor offences generally include behaviours that disrupt the learning process, either for the child or for other students in the community. Some examples

Include:

- a. Disrespect or lack of cooperation;
- b. Infractions of the school rules and policies;
- c. Lying, cheating, or other forms of willfully harmful behaviour; and
- d. First offense committing Academic Dishonesty.

2.1.2. Major Offences

These are behaviours which are clearly and strongly damaging to the educational environment. Possible examples include:

- a. Three minor offenses within a one-month period;
- b. Fighting or physical abuse/assault;
- c. Malicious disrespect for property;
- d. Verbal abuse;
- e. Bullying or discrimination (Education Act 2019);
- f. Malicious intent to emotionally, mentally or physically harm another student or staff member;
- g. Any criminal offense under the Young Offenders Act; and
- h. Academic Dishonesty (More than one offense).

2.2. Consequences

2.2.1. Minor Offenses

- a. Staff members will handle the incident directly and will report the incident to the principal using the Incident Reporting shared document log.
- b. Repeated minor offenses (3 minor offenses within a 4 week span) will result in an Action Plan (see Major Offenses 2.2.2.a)

2.2.2. Major Offenses

- a. **Action Plan:** Students write an Action Plan with administration to address the major offense. Administration will ensure the completion of the document and the parent(s) will sign a copy of the Action Plan.

The Action Plan will include a detailed account of the offense(s) and the disciplinary action to be taken.

Student, teacher, parent and administration signatures are required on the Action Plan. A copy of the Action Plan is kept in the student's personal file and digitally linked to the Incident Reporting shared document.

- b. **Student Probation:** As per the Student Probation Policy, two Action Plans in the course of a single school year leads to a student being placed on student warning. Two student warnings in the course of a single school year leads to a student being placed on student probation.

- i. Probation will include a remedial plan, developed with the student/family by the Chief Operating Officer, Executive Director, Principal and/or Director of Student Success and Wellness to address issues identified in the probation letter. The remedial plan may be included in the probation letter or may be a separate document.

- c. **In-School Suspension:** When Action Plans are deemed ineffective or a single incident is of high enough severity (see Student Code of Conduct subsection 10), the administration team will meet to discuss an in-school suspension. If it is decided a student will be given an in-school suspension the details of the suspension will be provided to staff members and parents.

- d. **Out of School Suspension:** For repeated offenses, failure to adhere to a remedial plan while under probationary status (see 2.2.2.b.i) or major offenses involving any criminal offense, bullying, or harassment, an out of school suspension will be assigned to the student.

- i. Out of school suspensions of 1-5 days may be assigned, depending on the severity of the offense.

- ii. Out of school suspensions will start on the next regular school day following the offense or determination of disciplinary action for the offense, even if the student is sent home before the end of the school day on the day of offense.

- iii. Out of school suspensions of 5 days will require the student parents to have a meeting with the Principal and/or Executive Director to discuss re-entry into regular school programming at the end of the suspension. A Behaviour Contract will be created between the parents and the student

and must be approved by the Board of Directors for readmission.

iv. A student serving an out of school suspension is not permitted onto school campus, at school related events or on field trips for any reason without express permission from the Principal or Executive Director.

v. All board members will be notified of all student out of school suspensions.

e. Expulsion:

(1) If a student is suspended in accordance with section 36 of the Education Act, the Principal may recommend, prior to the end of the student's suspension, that the board expel the student if:

i. the student has displayed an attitude of willful, blatant, and repeated refusal to comply with section 31 of the Education Act.

ii. the student has displayed an attitude of willful, blatant, and repeated refusal to comply with the code of conduct established under section 33(2),

iii. 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,

iv. the student has distributed an intimate image of another person in the circumstances described in section 1(1.1) of the Education Act, or

v. the student has distributed information with the malicious intent to emotionally, mentally, or physically harm another student or staff member.

(2) If the Principal recommends expulsion under subsection (1), the Principal shall:

vi. immediately inform the board of the recommendation for expulsion, and report in writing to all board members all the circumstances respecting the suspension and the Principal's recommendation for expulsion, and

vii. the student remains suspended until the board has made a decision under subsection (4).

(3) The student and the student's parent may make representations to the board or designate with respect to the Principal's recommendation to expel the student.

(4) The board or designate shall, within 10 school days after the initial date of the suspension, make a decision:

- viii. to return the student to school, class, a course or courses, transportation provided under section 59 of the Education Act or a school-related activity, or
- dix. to expel the student.

(5) The board or designate may expel a student under subsection only if the Principal has recommended that the board expel the student.

(6) If a student is expelled under this section, the expulsion takes effect immediately following the board or designate's decision under subsection (4)(viii).

(7) The board or designate may establish rules or conditions for an expelled student respecting the circumstances in which the student may be enrolled in the same or a different education program.

An expulsion or any rule or condition under subsection:

(8) may apply to a student beyond the school year in which the student was expelled.

(9) When a student is expelled under this section, the board or designate shall immediately notify, in writing, the student's parent, and the student if the student is 16 years of age or older:

- i. of the expulsion and any rules or conditions that apply to the student, and
- ii. of the right to request a review under section 43 of the Education Act.

(10) When a student is expelled under this section, the board or designate shall:

- i. ensure that the student is provided with a supervised education program consistent with the requirements of the Education Act and the regulations,
- ii. ensure that the student is provided with supports and services in accordance with section 33(1)(e) of the Education Act, and
- iii. make all reasonable efforts to ensure the attendance of the student in accordance with section 7 of the Education Act.

3. Process:

A conclusion will be made within 10 days..

- a. All Board members will sign a confidentiality agreement at the beginning of each school year, committing to full confidentiality regarding all information discussed and

dealt with in all Board matters. Any member who has not signed a confidentiality agreement will be excluded from all disciplinary action involving a student. A review of confidentiality will be discussed when information is presented to Board members.

b. Any Member of the Board directly involved or with a perceived conflict of interest will exclude themselves from the process.

c. Administration will refer the disciplinary case to the Board Chair or designate, complete with all documentation and a description of the events and actions leading to this stage.

d. The parents/caregivers and students involved will be asked to supply documentation to the Board Chair or designate and a description of the events and actions leading to this stage.

e. The Board Chair or designate will present documentation to the Board Members including the information from the Administration, any documents from the student and/or their parents/caregivers and all school policies that have been broken or relate to the incident(s) and student(s) involved.

f. The Board will determine if there is enough information to proceed with a decision or if a meeting between Administration and the student and parents/caregivers are necessary.

g. If a meeting is to be arranged, it will be determined if the entire Board will be present or if a selected contingency from the Board would be more efficient.

h. The Board will discuss the situation and refer to specific school policies to come to a determination and recommendation for the case at hand.

i. If it is expulsion, the decision from the school will be final.

ii. If it is not expulsion, the decision will then be given back to the Administration, along with the recommended plan for Administration to finalize and accept.

iii. The Board will choose at least two representatives to meet with Administration and the student and parents/caregivers to present the Board decision.

iv. If it is expulsion, this will be delivered by the Board representatives presenting the specific school policies in violation and other rationale for

the decision. The Board and Administration will adhere to all Alberta Education Guidelines regarding the legal obligations to the student.

v. If it is not expulsion, the Administration will determine a specific plan to move forward. Board Representatives will be chosen as mediators. A meeting with the Administration student, and parents/caregivers will be set to discuss the plan moving forward, to hear from all parties, and come to an agreement on terms for the student to continue with SWIS. This plan will include adherence to specific school policies and other requirements necessary to move forward for the safety of all individuals and the school. This document will be drawn up, agreed upon, signed by all parties present and put on file at the school and given to the student and parents/caregivers.

i. If a final decision cannot be reached, the student and parents/ caregivers will be given information required to take the matter to the final level, the Secretary of Alberta Education.

j. The Board representatives will report back to the Board Chair and members at the next Board meeting.

4. Appeals

See Concerns & Complaints Policy

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)