

Administrative Procedure 323

STUDENT CODE OF CONDUCT

Background

The Lakeland Catholic School Board (the “Board”) recognizes that we are created in the image and likeness of God. As such, all human beings are inherently sacred and must be treated with dignity and respect. All efforts to support the inclusive, safe and caring learning environment within our district must be in accordance with the teachings of the Catholic Church.

A nurturing, inclusive community is one in which each person is welcome accepted and supported as a Child of God; therefore, any discrimination is unacceptable. Whereas all students and staff have rights as provided for in the *Alberta Human Rights Act* and the *Charter of Rights and Freedoms*, all students and staff will be provided with an inclusive, welcoming, caring, respectful, safe and Catholic environment that promotes the well-being of all and will not be discriminated against as provided for in the *Alberta Human Rights Act* or the *Charter of Rights and Freedoms*.

The purpose of this code of conduct is to:

- a) ensure that each member of the school community is provided with a welcoming, caring, respectful, safe and Catholic environment that promotes the well-being of all individuals and fosters community support for achieving this goal; and
- b) establish and publish expectations for student behaviour while at school, at school-related activity or while engaging in an activity that may have an impact on others in the school;
- c) support the Division’s Mission, Value and Vision Statements.

Vision

“Christ our Model...Children our Focus”

Mission Statement

“A Catholic Community of Learners Opening Hearts, Minds and Doors”

Values and Beliefs

- ◆ Catholic/Christian values are fundamental in preparing our students’ minds, bodies and spirits, and Christ should be reflected in everything that we do.
- ◆ Each student is a unique gift from God to be valued and respected.
- ◆ All children can learn and experience success; they have the right to access high quality educational programming that takes into account different learning styles and ability levels.

- ◆ All students, parents and staff have gifts and talents that must be recognized, respected and developed.
- ◆ Learning is a visionary and proactive process that requires a collaborative effort by students, staff, families and the community.
- ◆ Learning occurs best in a safe, orderly and caring environment where expectations are clear and students believe they can and will succeed.
- ◆ The Catholic school is an extension of the Catholic Christian community and is a vital link between church and home.

Definition

A welcoming, caring, respectful and safe learning environment that respects diversity is defined as one which:

- ◆ respects each person's worth and dignity as a unique creation of God;
- ◆ is orderly and purposeful;
- ◆ fosters caring and peaceful relationships;
- ◆ shows understanding and sensitivity individual differences; and
- ◆ is free from the threat of physical and psychological harm.

Student Responsibilities

A student's actions may impact the safety and well-being of himself/herself, other students and staff, as well as, the student's own success in school. Accordingly, students are responsible for ensuring that their conduct contributes to a welcoming, caring, respectful and safe learning environment and shall conduct themselves in the following matter:

- a) provide a safe and healthy environment for others by maintaining order and self-discipline; and having consideration for the rights; property and safety of others;
- b) assume personal responsibility for personal cleanliness, neatness and attire acceptable to a Catholic school setting;
- c) respect other students, staff, visitors, volunteers and fellow citizens of the school community;
- d) respect the personal property of others and refrain from causing intentional damage or wear to books, facilities, materials, buildings, grounds and furnishings;

- e) refrain from fighting, creating disturbances, using or carrying any weapon or dangerous items during school related activities, intentionally injuring other persons, or acting in a manner that will expose others to risk of danger or injury;
- f) refrain from using threats, harassment, or intimidation against other persons;
- g) respect the health and safety of others and refrain from using, possessing, transmitting or being under the influence of tobacco, any alcoholic beverage, illegal or prohibited substance or by engaging in extortion, theft, assault, excessive noise, or any other unacceptable or unlawful activity;
- h) respect the educational process and learning environment of others by refraining from intentional or habitual tardiness, inexcusable absence, or any activities which diminish the rights of others;
- i) be aware of and respect the diversity of Canadian cultures and traditions; and
- j) accept the responsibility to make their school a faith community of peace by leaving out the Gospel Values on a daily basis.

Unacceptable Student Behaviour

Students are prohibited from engaging in conduct, comments, bullying or action that they know or ought reasonably to know would:

- a) cause offence or humiliation to a student or staff member;
- b) adversely effects a student's or staff member's health and safety; and
- c) adversely interfere with the learning of others and/or the school environment.

Bullying includes repeated and hostile or demeaning behaviour by a student 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.

Students will be held accountable for engaging in unacceptable behaviour that occurs within the school building, outside the school building, during the school day and electronically (e.g. social media and email). While school staff are not able to control what students do outside of school, where that behaviour spills into the school environment, the student may face consequences for engaging in the Unacceptable Behaviour.

1. The following behaviours are acceptable:

- 1.1 behaviours that contribute to a welcoming, caring, respectful, and safe learning environment that respects diversity and fosters a sense of belonging;
- 1.2 behaviours that support the Division's Mission, Value, and Vision Statements.

2. Acceptable and unacceptable behaviours are outlined in Sections 31, 36, 37, 256 and 257 of the *Education Act*.
 - 2.1 Conduct that does not reasonably comply with the code of conduct under section 31 of the *Education Act*, which requires a student to:
 - 2.1.1. be diligent in pursuing the student's studies;
 - 2.1.2 attend school regularly and punctually;
 - 2.1.3 cooperate fully with everyone authorized by the Division to provide education programs and other services;
 - 2.1.4 comply with the rules of the school;
 - 2.1.5 account to the student's teachers for the student's conduct;
 - 2.1.6 respect the rights of others;
 - 2.1.7 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;
 - 2.1.8 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; and
 - 2.1.9 positively contribute to the student's school and community.
 - 3.2 Conduct, whether or not the conduct occurred within the school building or during the school day, that was injurious to the physical or mental well being of others in the school in contravention of sections 36(1)(c) or 37(1)(d) of the *Education Act*.
 - 3.3 Distribution of an intimate image of another person knowing that the person depicted in the image did not consent to the distribution or being reckless as to whether or not that person consented to the distribution in contravention of section 36(1)(d) or 37(1)(d) of the *Education Act*.
 - 3.4 Disturbing or interrupting the proceedings of a school or a school, Division or Board of Trustees meeting in contravention of section 256(a) of the *Education Act*.
 - 3.5 Loitering or trespassing in a school building or on property owned by the Division in contravention of section 256(c) of the *Education Act*.
 - 3.6 Canvassing, selling or offering to sell good, services, or merchandise to a teacher or a student in a school without the prior approval of the Division.

Procedures

1. The Principal shall establish and maintain appropriate programs and procedures focused on nurturing a positive, welcoming, caring, respectful and safe learning environment that respects diversity.
2. Students who are impacted by unacceptable behaviour will be provided with support which may include such supports as (but limited to): mentoring, restorative process, counselling or regular check-ins with teachers or Family Outreach Workers.
3. It is the school's expectation that students will adhere to the Student Code of Conduct and respect the rights of others as outlined above. A student who fails to comply with this Student Code of Conduct shall be disciplined as outlined below. Discipline may occur at any step in the below disciplinary procedure depending on the seriousness of the misconduct. It is also important to note that consequences for unacceptable behaviour will take into consideration each student's age, maturity and individual circumstances.
 - 3.1 **Low Level Intervention** – this may include meeting with the teacher to resolve the issue, meeting with administration, contact of parents or guardians or completing a conflict resolution process between students involved.
 - 3.2 **Loss of School Privileges** – this may include, but is not limited to, the loss of lunch and recess breaks, loss of computer and technology access, loss of locker usage or hallway privileges, loss of ability to participate on school teams. The length of the loss of school privileges will be determined by the school and may or may not include contact of the student's parents or guardians.
 - 3.3 **In-School Suspension** – Students will remain at school and will work in isolation under the supervision of school staff. This suspension may be for one half day up to 2 days. An In-School Suspension will always include contact of the student's parent or guardian. Upon the student's return to class they will meet with the school administration, the school's Family Outreach Worker, or both, to discuss and plan for future success.
 - 3.4 **Out-of-School Suspension** – Students will not be permitted to attend school and will be provided with work to complete at home during the suspension. This suspension may be for one half day up to 5 days. An Out-of-School Suspension will always include contact of the student's parent or guardian. Upon the student's return to classes, they will meet with the school administration, the school's Family Outreach Worker, or both, to discuss and plan for future success.
 - 3.5 **Expulsion** – The principal may recommend expulsion of a student to the Board in accordance with section 37 of the *Education Act*. Notification of the school board and parent or guardians is required.

Nothing in this Student Code of Conduct is to be interpreted so as to limit or be a waiver of the Lakeland Catholic School Board's rights and powers pursuant the Constitution Act, 1867 and the Canadian Charter of Rights and Freedoms to maintain the denominational character of Catholic

schools. If any of the provisions in this Student Code of Conduct conflict with the Lakeland Catholic School Board's rights and powers pursuant to the Constitution Act, 1867 and the Canadian Charter of Rights and Freedoms to maintain the denominational character of Catholic schools, the Lakeland Catholic School Board's rights and powers pursuant the Constitution Act, 1867 and the Canadian Charter of Rights and Freedoms to maintain the denominational character of Catholic schools will govern.

Reference: Section 31, 32, 33, 36, 37, 197, 222, 256, 257 Education Act