

Student Code of Conduct

St. Timothy Code of Conduct is based on the following:

- *Edmonton Catholic School Division's:*
 - *Student Code of Conduct, Administrative Policy and Regulation 351*
 - *Commitment to Inclusive Communities in Edmonton Catholic Schools, Policy and Regulation 160*
 - *Student Responsibility, Administrative Policy and Regulation 350*
- *The Province of Alberta Education Act (Sections 31-37)*
- *Alberta Human Rights Act, Section 4*

Statement of Purpose

It is the responsibility of all school community members (staff, students and parents) to ensure a welcoming, caring, respectful, inclusive and safe learning environment that respects diversity and fosters a sense of belonging for all. The goodness, dignity, and worth of all are recognized and all are held accountable for their actions.

The purpose of our Student Code of Conduct Policy is to assist students in learning how to address issues of dispute, develop empathy and become good citizens both within and outside of the school community. We aim to have students know their responsibilities and understand student conduct expectations and consequences.

The statements of what is acceptable and unacceptable behaviour by students applies whether the behaviours occur outside of the school building or during school hours or where the unacceptable behaviour takes place electronically, provided the behaviour has an impact on the school or individuals in the school.

Student Code of Conduct Development

This Student Code of Conduct Policy has been developed by the school community and was based on input from the students, parents and school staff. It is included in the student agenda as communication to all members of the school community each year. It will be reviewed and adapted as necessary on an annual basis by members of the school community.

Expected Student Behaviour

- Make sure your conduct contributes to a welcoming, caring, respectful, tolerant and safe learning environment and respects diversity and fosters a sense of belonging of others
- Contribute positively, to the best of your ability, to the realization of a Catholic Christian school community
- Act in ways that honour and appropriately represent you and your school
- Be ready to learn and actively engage in and diligently pursue your education
- Attend school regularly and punctually
- Be responsible and accountable for your own learning, behaviour and conduct at all times
- Become good citizens both within and outside of the school community
- Know and comply with the rules of the classroom and school
- Respect yourself, others, school property and the rights of all in the school
- Inform an adult you trust in a timely manner of incidents of discrimination, racism, bullying, harassment, intimidation or other safety concerns in the school
- Refrain from, report, and not tolerate bullying, or bullying behaviour directed toward others in the school, even if it happens outside of the school or school hours or electronically
- Refrain from discrimination of any kind on any of the below prohibited grounds.

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. Timothy Elementary.

We 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.

Roles and Responsibilities

In accordance with the Education Act, Section 31, students shall:

- Attend school regularly and punctually
- Be ready to learn and actively engage in and diligently pursue their studies
- Ensure his/her 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
- Refrain from, report and not tolerate bullying or bullying behavior directed toward others within 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 fully with everyone authorized by the Board to provide education programs and other services
- Be accountable to the student's teachers and other school staff for the student's conduct
- Positively contribute to the student's school and community

In accordance with the Education Act, Section 32, parents shall:

- Act as a primary guide and decision-maker with respect to the child's education
- Take an active role in the student's educational success, including assisting the student in complying with Section 31
- Ensure the child attends school regularly
- Ensure his/her 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 student
- Encourage, foster and advance collaborative, positive and respectful relationships with teachers, principals, other school staff and professionals providing supports and services in the school
- Engage in the child's school community

Preventative, Supportive and Corrective Interventions

Teachers will create classroom behaviour plans with their students and review the School Code of Conduct Policy each year. The consequences will be clearly laid out and shared with the students. In every instance, the child will be asked to take responsibility for his/her behaviour and be accountable for it. Interventions may include:

- Reflection time (either verbal or written)
- Meditation/ Breathing strategies
- Loss of privileges
- Clean, repair or replacement of damaged property
- Consultation with parents

Continuum of Supports

Where possible, preventative procedures are in place to redirect inappropriate behaviours. Intentional instruction in self-regulation and social and emotional skills may be taught. Intervention with specialized supports may be accessed, e.g., Emotional Behaviour Specialist, Family School Liaison Worker, Instructional Coach, TA-BT. Outside services are requested if a situation is beyond our scope.

In circumstances where students are impacted by the behaviour of others the administration is committed to listening to students' concerns and strategizing methods for personal empowerment.

Unacceptable Behaviour

The consequence of unacceptable behaviour considers the student's age, maturity, and specific circumstances of the situation and ensures that support is provided for the student's engaged in inappropriate behaviour as well as those who are impacted by inappropriate behaviour. As members of a Christ-centered learning community, the actions of all focus on

service to one another with emphasis on growth and transformation rather than restitution and expediency. Students have the opportunity for growth and for choice with the understanding that there are logical consequences that follow their actions to ensure the welfare and security of the entire community.

Unacceptable behaviour includes, but is not limited to, the following and whether they occur within the school building, during the school day or by electronic means:

- Behaviours that interfere with the learning of others and, or the school environment or that create unsafe conditions
- Defiance or disobedience
- Swearing or offensive body language
- Acts of bullying*, harassment, or intimidation
- Physical violence or verbal abuse
- 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:
 - Theft or damage to property,
 - Possession of, use or distribution of illegal or restricted substances
 - Possession or use of weapons

*Bullying: 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 individuals in the school community, including psychological harm or harm to an individual's reputation.

Bullying

Students are to refrain from, report and not tolerate bullying or bullying behavior directed towards others in the school, whether it occurs within the school building, during the school day, or by electronic means. Students have an obligation to report bullying to a teacher or the administrative team at the school level.

Levels of Intervention

Step 1:

The classroom teacher, employing a variety of classroom management strategies, will initially address inappropriate student behaviour in the classroom. All misconduct will be documented, and parents will be notified by telephone, email or written note when required. The supervising staff member will address incidents occurring outside of class hours and report to the classroom teacher or administration, as warranted. At this stage the student and teacher will review the Student Conduct Policy and put in supportive or corrective interventions. Students may be asked to fill in a Think Sheet as part of the discussion, to be signed by parents and returned.

Step 2:

Behaviors that move to this level of intervention involve the School Administration and include but is not exclusive of:

- a repeated violation of general expectations and classroom rules
- disruptive behaviour including foul, offensive or abusive language
- disrespect of school property
- fighting
- inappropriate use of technology

At level 2, the students will complete an "Action Plan" and Administration will discuss the issue with the parents. If necessary, the student moves to Level 3.

Step 3:

This level of intervention is considered major. A severe breach of conduct will be dealt with in accordance with section 31 of the Education Act and may result in a suspension (section 36) of one to five days and/or recommendation for expulsion (section 37) from the school or District. An official letter is sent to the parents and remains in the student's file. The Administration, student, teacher and parents will conference before the student is readmitted to the school.

These behaviors include but are not limited to:

- Behaviour continues as repeated interventions have not been successful
- Intentional physical violence

Conclusion

We are hopeful that these steps will result in the following:

- Students will be helped to understand why inappropriate behaviour is unacceptable
- They will be guided in solving the problems they have created
- They will be encouraged toward self-discipline and responsibility for their actions
- Home and school will work together to help students grow and develop into socially responsible persons

Establishing appropriate expectations and a safe and caring learning environment will enable students to act in positive and caring ways, in accordance with the Gospel values that we embrace as Catholics.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

Please go over our Student Code of Conduct with your child. Once it is understood, please sign above. Refer to it with your child as often as needed.