

## **502.1 Appendix A Student Code of Conduct**

### **Purpose**

In order to establish and maintain a welcoming, caring, respectful, and safe learning environment, this Code of Conduct establishes expectations and consequences for student behaviour while at school, at school sponsored activities, or while engaging in other non-school activities that have a direct influence on maintaining a welcoming, caring, respectful, and safe learning environment in the school.

The Code of Conduct is intended to establish and maintain an appropriate balance between individual and collective rights, freedoms, and responsibilities in the school community.

The Code of Conduct is also intended to help students learn how to address issues of dispute, develop empathy, and become good citizens within and outside the school community.

### **Definitions**

1. **Bullying:** The *School Act* defines bullying as “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 behavior also includes behaviour that targets a student because of the actual or perceived sexual orientation, gender identity or gender expression of parents or other family members.
2. **Discrimination:** The denial of individual rights and freedoms in a manner which contravenes the *Canadian Charter of Rights and Freedoms* and/or the *Alberta Human Rights Act* (AHRA). Discrimination on the basis of 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, creed, sexual orientation, and citizenship is prohibited.
3. **Harassment:** Any behavior that in effect or intent disparages, humiliates, or harms another person or class of persons. It is behaviour that denies dignity and respect, and is demeaning and/or humiliating to another person or class of persons. Harassment may include, but is not limited to, references related to race, religious beliefs, colour, gender,

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gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation. Sexual harassment is any unwelcome behavior that is sexual in nature. Such behavior may directly or indirectly affect or threaten to affect in an adverse manner a student's well-being and/or learning environment. The behavior does not need to be intended as harassing to be considered as personal harassment. It is sufficient that one knows, or ought reasonably to know, that his/her behaviour is offensive and unwelcome. Harassment is not a relationship of mutual consent. It is any action including, but not limited to, verbal, physical, written and cyber messaging that is unwelcome or intimidating and denies individual dignity and respect.

**Procedures**

1. The Division and schools' Student Codes of Conduct, and their enforcement through consequences, shall apply to students
  - 1.1. in school;
  - 1.2. on the school grounds;
  - 1.3. during any recess or lunch periods on or off school property;
  - 1.4. at school sponsored or authorized activities;
  - 1.5. on school busses or other forms of approved transportation; or
  - 1.6. when the student's conduct detrimentally affects the welfare of individual students or the governance, climate, or efficiency of the school(s) regardless of where that conduct occurs.
2. Any form of bullying, discrimination or harassment as defined above is unacceptable, whether or not it occurs within the school building, during the school day or by electronic means.
3. The Board encourages compliance with the following behavioural expectation examples, realizing this is not an exhaustive list:
  - 3.1. respect yourself and the rights of others in the school;
  - 3.2. make sure your conduct contributes to a welcoming, caring, respectful, and safe learning environment in the school that respects yourself, the rights of others, diversity, and fosters a sense of belonging for others in your school;
  - 3.3. refrain from, report, and refuse to tolerate bullying or bullying behaviour, even if it happens outside of the school or school hours, or digitally;

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- 3.4. Inform an adult you trust in a timely manner of incidents of bullying, harassment, intimidation, or other safety concerns in the school;
  - 3.5. act in ways that honour and appropriately represent you and your school;
  - 3.6. attend school regularly and punctually;
  - 3.7. be ready to learn and actively engage in, and diligently pursue, your education;
  - 3.8. know and comply with the rules of your school;
  - 3.9. cooperate fully with everyone authorized by the Board to provide education programs and services;
  - 3.10. be accountable for your behaviour to your teachers and other staff;
  - 3.11. contribute positively to your school and community; and
  - 3.12. be responsible digital citizens.
4. Examples of unacceptable behaviours include, but are not limited to:
- 4.1. behaviours that interfere with the learning of others and/or the school environment, or that create unsafe conditions;
  - 4.2. acts of bullying, harassment, discrimination, coercion, or intimidation;
  - 4.3. physical violence;
  - 4.4. retribution against any person in the school who has intervened to prevent or report bullying or any other incident of safety concern;
  - 4.5. illegal activity such as:
    - 4.5.1. possession and/or misuse of controlled substances;
    - 4.5.2. possession or use of weapons;
    - 4.5.3. theft or damage to property;
  - 4.6. contravention of Division policies and regulations;
  - 4.7. willful disobedience and/or open opposition to authority;
  - 4.8. use or display of improper or profane language;
  - 4.9. interfering with the orderly conduct of class(es) or the school;
  - 4.10. contravention of the Code of Conduct as set out in the *School Act*, Section 12;
  - 4.11. Contravention of the provisions of Section 27 of the *School Act* related to trespassing, loitering, and causing a disturbance;
  - 4.12. Use of technology such as computers, cameras, cell phones, and other digital equipment for purposes that are illegal, unethical, immoral, or inappropriate.

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5. Rules governing student conduct while being transported on school busses or other approved transport, shall be developed by the Division in consultation with the school administration and/or transit provider.
6. The following consequences of unacceptable behaviour shall apply taking into account the severity and magnitude of the incident(s) and the student's age, maturity, and individual circumstances:
  - 6.1 school-based intervention
  - 6.2 consequences as outlined in the school's Code of Conduct;
  - 6.3 Violence Threat Risk Assessment;
  - 6.4 suspension;
  - 6.5 expulsion;
  - 6.6 involvement of police authorities
7. Parents and guardians play a vital role in developing student behavior and conduct. It is the Division's expectation that a parent or guardian has the responsibility to:
  - 7.1. take an active role in the student's educational success, including assisting the student in complying with Regulation 3 of this policy;
  - 7.2. ensure that the parent or guardian's conduct contributes to a welcoming, caring, respectful and safe learning environment;
  - 7.3. co-operate and collaborate with school staff to support the delivery of specialized supports and services to the student;
  - 7.4. encourage, foster and advance collaborative, positive and respectful relationships with students, teachers, principals, other school staff and professionals providing supports and services in the school; and
  - 7.5. engage in the student's school community
  - 7.6. collaborate with the VTRA Protocol.
8. The school shall provide support for students who are impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour. Schools may consult with the Division of Instructional Services for determining support mechanisms.
9. Complaint Procedures.
  - 9.1. Should a student be subject to or witness of: bullying, harassment, discrimination, unwanted behaviors as described in procedure 4, or conduct that interferes with maintaining a welcoming, caring, respectful, and safe learning environment in the school, that student should contact a classroom teacher, their advisor, school counsellor, or any other staff member with whom they feel comfortable. A parent or guardian may make contact regarding a complaint or concern.
  - 9.2. All complaints of discriminatory, harassing, and bullying language and behaviours are taken seriously, documented, and dealt with in a timely manner.

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- 9.3. Confidentiality regarding the complaint shall be maintained by all parties as agreed relative to further action.
- 9.4. A complaint or concern may be communicated informally through oral communication or formally in writing with a professional staff member or principal. Where possible, the complaint should clearly outline the cause for complaint or issue, as well as a description of the specific incident or incidents, the dates, and names of any witnesses.
- 9.5. Complaints shall follow the channels of communication as outlined in Policy 1003.1 *Channels of Communication and Dispute Resolution*, Regulation #11 (start with closest source such as teacher or counsellor, to school administrator with principal the highest school level, to Associate Superintendent, to Superintendent, to Board). Policy 505.9 *Appeals* can be followed if a student or parent/guardian is dissatisfied with the decision at the level of the school principal.
- 9.6. The professional staff member or principal will investigate the complaint and apply the appropriate consequences as delineated in number (6) including the School's Student Code of Conduct.
- 9.7. The principal will determine whether the level of seriousness requires an investigation and/or police involvement. If the principal determines that the incident(s) requires police involvement, Policy 504.8 *Involvement with Authorized Agencies* will be followed.
- 9.8. The professional staff member and/or school administrator and/or Division administrator will document the investigation and outcome, including any disciplinary action and supports as described in number (8). Policy 609.5 *Student Records* applies for record retention and disposition.
- 9.9. Retaliation. No member of Lethbridge School Division school community, including students, staff, parents/guardians, and/or volunteers, shall take retaliatory action with the intent of dissuading or punishing an individual for participating in the complaint resolution process. Individuals who retaliate may be subject to discipline and/or legal action.
10. Schools shall have a Student Code of Conduct that aligns with the District Student Code of Conduct. The Student Code of Conduct will include the following elements:
  - 10.1. a statement of purpose that provides a rationale for the Code of Conduct, with a focus on welcoming, caring, respectful and safe learning environments;

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- 10.2. definitions of bullying, discrimination (including one or more statements that address the prohibited grounds of discrimination set out in the *Alberta Human Rights Act*), and harassment;
  - 10.3. one or more statements about what is acceptable behaviour and what is unacceptable behaviour, whether or not it occurs within the school building, during the school day, or by electronic means (see Procedures #3 and #4);
  - 10.4. consequences of unacceptable behaviour which take into account the student's age, maturity, and individual circumstances. On the continuum of consequences, it shall be noted that a student may be suspended or expelled.
  - 10.5. Possible supports that may be provided to students who are impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour.
  - 10.6. Fair Notice for VTRA Protocol.
11. The Board shall ensure the following:
    - 11.1. Make the policy and Code of Conduct available throughout the year in a prominent location on a publicly accessible website maintained by or on behalf of the Board;
    - 11.2. Display in a place clearly visible to students in each school the Uniform Resource Locator (URL) of the policy and Code of Conduct on the publicly accessible website;
    - 11.3. On request, provide a copy of the policy or Code of Conduct to an individual;
    - 11.4. By June 30 of each year, review the policy and Code of Conduct, confirm the review by a Board resolution, and post or repost the policy and Code of Conduct on the publicly accessible website after review; and
    - 11.5. Comply with any further requirements respecting a policy or Code of Conduct established by the Minister by order.