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502.1 Appendix A Student Code of Conduct

Purpose

The Code of Conduct establishes expectations and consequences for student behaviour to maintain a welcoming, caring, respectful, and safe learning environment that respects diversity and fosters a sense of belonging.

The Code of Conduct is intended to establish and maintain a 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 *Education 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.”
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 demeans, humiliates, harms, or denies dignity and respect. 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 to another person or class of persons.

Harassment may include, but is not limited to, references related to race, religious beliefs, colour, gender, gender identity, gender

expression, physical disability, mental disability, physical appearance, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation. The behavior does not need to be intended as harassing, nor does the behaviour have to be ongoing or repetitive in nature, to be considered as personal harassment. It is sufficient that one knows, or ought reasonably to know, that their behaviour is offensive and unwelcome.

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.

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. Student behavioral expectations include, but are not limited to:
 - 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 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;
 - 3.4. inform a staff member 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, 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 to your teachers and other staff;
 - 3.11. contribute positively to your school and community; and
 - 3.12. be responsible digital citizens.
4. 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;
 - 4.3. physical violence, coercion, or intimidation;
 - 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 *Education Act*;
 - 4.11. contravention of the provisions of the *Education 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.
5. The following responses and/or consequences of unacceptable behaviour may apply, taking into account the severity and magnitude of the incident(s) and the student's age, maturity, and individual circumstances:
- 5.1 school-based intervention
 - 5.2 consequences as outlined in the school's Code of Conduct;
 - 5.3 Assessment of Risk to Others;
 - 5.4 Violence Threat Risk Assessment (VTRA);
 - 5.5 suspension;
 - 5.6 expulsion;
 - 5.7 involvement of police authorities.
6. 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.
7. Parents and guardians play a vital role in developing student behavior and conduct, as listed in Policy 608.6 and Policy 1002.5.

8. Complaint Procedures.
 - 8.1. 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 wellness team member, or any other staff member with whom they feel comfortable. A parent or guardian may make contact regarding a complaint or concern.
 - 8.2. 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.
9. Schools shall have a Student Code of Conduct that aligns with the Division Student Code of Conduct and includes the requirements of the Education Act, possible supports and fair notice for VTRA protocol.
10. The Board shall ensure the following:
 - 10.1. 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;
 - 10.2. 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;
 - 10.3. On request, provide a copy of the policy or Code of Conduct to an individual;
 - 10.4. 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
 - 10.5. Comply with any further requirements respecting a policy or Code of Conduct established by the Minister by order.