

ADMINISTRATIVE PROCEDURE NO. 362

STUDENT CONDUCT

Nothing in this administrative procedure is to be interpreted so as to limit or be a waiver of the Red Deer Catholic Regional Division 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.

If any of the provisions in this administrative procedure conflict with the Red Deer Catholic Regional Division 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 Red Deer Catholic Regional Division 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 will govern.

Background

As stated in Section 33.2 of the Education Act, Red Deer Catholic Regional Division is committed to providing a welcoming, caring, respectful and safe learning environments that respect diversity and foster a sense of belonging. Each member shares responsibility for the well-being of every other member of the Division. As such, a code of conduct must be established and reviewed yearly and shared publicly with staff, parents/legal guardians, and students.

Students are expected to follow reasonable rules and procedures which are established for the benefit of themselves, other students in the school as well as the community as a whole. The students in our Division are expected to behave in a manner that is courteous, respectful of others, supportive of the school philosophy, and the goals of Catholic education.

The Division supports the endeavours of staff, students, parents and the community to ensure positive behaviour and conduct. The Division upholds the responsibility to ensure all students have the opportunity to meet the standards of education set in place by the Minister.

Students must understand that they should be actively engaged in their education and that they are responsible for their behavior. They must recognize that any behavior that disrupts or detracts from the welcoming, caring, respectful and safe learning environment of the school, whether or not the behaviour occurs within the school building, during the school day or by electronic means, is unacceptable.

Staff, parents and the greater community support the school's code of conduct to ensure all students and staff have welcoming, caring, respectful and safe learning environments that respects diversity and fosters a sense of belonging. The Division recognizes that schools are diverse and multicultural societies where all staff, students and families are considered equal and have a richness of life that grows by the sharing of that diversity.

Schools will be comprehensive and holistic in their approach to inclusion and open to supporting students and staff on a variety of issues including bullying, justice, respectful relationships, and language. The *Alberta Human Rights Act* states that all people are equal in regards to dignity, rights and responsibilities without regard to 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. Any behaviour that supports discrimination is prohibited.

Definitions

Respect: To show regard or consideration for others.

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 age, national or ethnic origin, religion, gender, sexual orientation, disability, race and/or sources of income, family status or citizenship. 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.

Bullying: 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. It often involves an imbalance of social or physical power.

Bullying behaviours are a form of aggression and can be:

- Physical – For example: poking, elbowing, hitting
- Verbal – For example: name calling, insults, racist, sexist or homophobic comments, put-downs or threats
- Social – For example: gossiping, spreading rumours, excluding someone from the group, isolating, ganging up
- Cyber – For example: social or verbal bullying through the use of email, text messages, social media including the sharing of intimate images without consent.

Progressive Discipline: Is a whole school approach that utilizes a continuum of prevention programs, interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote and foster positive behaviour. When inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive.

Procedures

Responsibilities: The development of positive student behaviour is a shared responsibility between students, staff and parents. Students and staff will review school and Division behaviour expectations yearly as well as the information being provided via student handbook and school website.

1. Schools shall foster and maintain a safe, secure and caring learning environment that are free from physical, emotional and social abuse and model our Catholic philosophy.
 - 1.1 All schools and classrooms enact procedures that support the safety and well being of staff and students with respect to bullying or harassment. Students will respect themselves and the rights of others.
 - 1.2 All students and staff are created in the image and likeness of God, and any action that humiliates or contributes to diminishing the reputation of a student or staff 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 or sexual orientation is unacceptable and will be addressed by teachers and/or the principal.
 - 1.3 In maintaining a safe and caring learning environment for all students and staff, each incident will be considered on its individual circumstances using a comprehensive and holistic approach to inclusion and meeting all students' needs.
2. Students shall be treated with dignity, respect and fairness by other students and staff as consistent with the Gospel values.
3. Students and parents shall be informed of the Division's and school's expectations for student behaviour within the school, the school bus, the school grounds and during school activities. Discipline practices within the school will be communicated to all students and parents.
4. Students are responsible for what they choose to do. Therefore, students must be willing to accept the consequences of their actions. Students who misbehave face various disciplinary actions such as the withdrawal of privileges; detention at lunch or after school; suspension, both in school and at home; and expulsion.
5. Students of the Division are expected to use language that is caring, kind and courteous. Students are expected to observe proper and respectful conduct in classrooms, hallways, buses and school grounds. These standards of behavior are expected during all school-related activities.
6. When presenters are invited into the school community, student behaviour expectations must be outlined prior to the presentation. This includes being respectful to the presenter and, at no time, must a student be allowed to video or record a presentation without permission from the teacher and the presenter.
7. Bullying or physical violence is not acceptable in Division schools. Schools are public and vocal about anti-bullying actions and initiatives. Students who are bystanders to an act of

bullying, harassment, intimidation, or other safety concerns have a responsibility to report observed incidents to school staff. Students are expected to either exercise communication dedicated to prevent bullying behaviour, or failing this, immediately report such incidents to school staff.

8. Students shall not engage in any illegal activity during school time, on school property or related to any school activity.

- 8.1 The drinking or possession of intoxicating beverages or illegal possession or use of drugs by students in the school building or on school grounds is prohibited. Nor shall a student be under the influence of the same in school or on school property. This applies to all students involved in extracurricular activities for the duration of that activity, whether on school property or not. Transportation to and from that activity is deemed part of that activity.

- 8.2 Students are not to bring any weapons or dangerous objects to school or on any school activity.

9. Discipline practices within the Division schools are to be designed by the principal, in consultation with the staff and the School Council, and are to have the following purposes:

- 9.1 They are to be instructional and communicate clear standards of behavior;

- 9.2 They are to have elements which recognize positive student behaviour and consequences for misbehaviour;

- 9.3 They are to reflect the partnership and trust between the home, the school and the parish;

- 9.4 They are to enhance the instructional climate of the classroom and school;

- 9.5 They are to affirm the necessity of respect for authority and courtesy in the community; Each individual and each situation will be resolved based on the specific circumstances of the situation and taking into account the student's age, maturity, and individual circumstances rather than a "zero tolerance" approach to behaviour with a "one size fits all" approach to consequences, which is not consistent with the *Education Act*. Each incident will be considered on its specific circumstances using a comprehensive and holistic approach to inclusion and meeting all students' needs. The specific circumstances of the situation and of the student must be taken into account when determining appropriate consequences; for example, consideration of needs including physical, behavioural, communicational, cognitive, mental health, trauma, as well as student's age, history, past interventions trialed, and accommodations/supports must be considered.

- 9.6 Support will be provided for students who engage in inappropriate behaviours as well as those students who were impacted by inappropriate behaviours to develop and maintain student self-esteem: and,

- 9.7 Retribution against any person who has intervened to prevent or report bullying or any other safety concern is unacceptable and will result in an intervention.
10. Conduct and behavior on school buses must comply with expectations provided in *Administrative Procedure No. 313 Suspension of a Student From Riding a School Bus*. Student misbehaviour on a bus may result in the loss of bus riding privileges for that student for a specified period of time. Under such circumstances, the student is still expected to attend school.
11. Corporal punishment shall not be used in Division schools.
12. All members of a school staff have a teaching responsibility with respect to student conduct and discipline. Students need to understand that they must cooperate with school staff and that they are accountable to teacher direction and supervision.
13. When dealing with students requiring disciplinary procedures, staff should consider the following guidelines:
- 13.1 The Division recognizes the value of temporary exclusion from class of students whose continued presence may be detrimental to the learning environment;
- 13.2 Professional referrals may be made to appropriate school and community agencies;
- 13.3 Staff shall invoke the use of the Hour Zero School Emergency Program when dealing with a situation that may question the safety of the school community;
- 13.4 Parent(s)/guardian(s) need to be communicated with on a regular basis to be kept informed of their child's behaviour.
14. Emergency physical restraint is a last resort and is only utilized when the student is at risk to himself or others (staff or students). Staff members should try to avoid forcing a student through physical means to take a student to a seclusion timeout. If a student is posing physical danger to self or others, a plan of action shall be in place and staff will be properly trained on its implementation. All physical contact with a student must be documented in the student's record. Following each use of restraint, the parents(s)/guardian(s) of the student must be contacted and debriefed on the incident.
- 14.1 Where the use of physical restraint may become recurring, a behaviour support plan must be created and signed by the parent(s)/guardian(s) of the student.
- 14.2 Authorization for physical restraint will be granted by the Associate Superintendent of Inclusive Services on the advice of the Division's MS2 Team (Model of Student Support). Authorization must be time-limited and undertaken for an appropriate assessment period as part of the support plan for that student.
- 14.3 If physical restraint may be or is utilized, Administrators have provided parents with information regarding the use of restraints. The Associate Superintendent of Inclusive Learning will be notified by email, of the restraint.

15. The principal shall ensure appropriate in-service training is made available to appropriate school personnel for working with students and for threat and high risk incidents.
16. Staff members are to inform parents of discipline problems with a student.
17. Parents who wish to discuss a matter of student conduct or discipline are to first contact the child's teacher.
18. Further inquiries or complaints are then to be addressed to the principal.
19. Student Records and records of interactions with students and families shall be maintained in a way that respects privacy and confidentiality.
20. If the matter cannot be resolved by the principal, the parent may contact the Superintendent.

References:

Sections 8, 31, 33, 35, 35.1, 36, 37, 41, 51, 52, 53, 222 of the Education Act
Alberta Human Rights Act