

Code of Conduct

Purpose

The purpose of this Administrative Procedure is:

1. To promote positive learning environments for each student;
2. To help students learn how to develop empathy and become good citizens both within and outside of the school community;
3. To meet LRSD's responsibility to provide students and staff with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging for all members of our school community;
4. To outline the roles and expectations related to student conduct;
5. To explain possible consequences when a student's disruptive behaviour negatively affects the learning environment.

Definitions

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". Bullying behavior also includes behavior that targets a student because of the actual or perceived sexual orientation, gender identity or gender expression of parents or other family members. It also includes, "the 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."

Bullying can take different forms including but not restricted to:

- Physical (pushing, hitting etc.);
- Verbal (name calling, threats etc.);
- Social (exclusion, rumours etc.);
- Cyber (using digital technology to harass, demean or threaten).

Discrimination: an action or a decision that denies an individual of their rights and freedoms in a manner that contravenes the *Canadian Charter of Rights and Freedoms* and/or the *Alberta Human Rights Act* (AHRA). Discrimination includes any behaviour or practice, whether intentional or not, that differentiates adversely, excludes or denies access to an individual on the basis of one or more of the following prohibited grounds: race, religious beliefs, colour, gender, gender identity, gender expression, sexual orientation, physical or mental disability, age, ancestry, place of origin, marital status, family status, or source of income.

Diversity: the full range of uniqueness within humanity. Dimensions of diversity include but are not limited to those identified in the discrimination definition as well as the following: culture and linguistic diversity, family composition, language, physical attributes and socio-economic status.

Expulsion: to remove a student from school, from one or more courses or education programs, or from riding in a school bus for a period of more than 10 school days in accordance with Section 37 of the *Education Act*.

Harassment: any behaviour or pattern of repeated behaviour that disparages, humiliates or harms another person, or denies an individual's dignity and respect and is demeaning or humiliating to another person. Sexual harassment is any unwelcome behaviour that is sexual in nature. Harassment is not a relationship of mutual consent.

Suspension: the removal of a student from school, from one or more class periods, courses or education programs or from riding the school bus, up to and including 10 school days or less in accordance with the *Education Act* (Section 36(3)).

VTRA: Violence Threat Risk Assessment is not a disciplinary measure. A suspension may be recommended by the VTRA team as an intervention strategy.

Guiding Principles

1. LRSD is committed to providing students and staff with a safe, welcoming and caring learning environment that respects diversity and fosters a sense of belonging.
2. A student shall conduct himself or herself so as to reasonably comply with Section 31 of the *Education Act*.
 - a. Be diligent in pursuing the student's studies;
 - b. Attend school regularly and punctually;
 - c. Co-operate fully with everyone authorized by the board to provide education programs and other services;
 - d. Comply with the rules of the school;
 - e. Account to the student's teachers for the student's conduct;
 - f. Respect the rights of others;
 - g. 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;
 - h. 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;
 - i. Positively contribute to the student's school and community.
3. Students have the responsibility under the *Education Act* to respect the rights and dignity of others and to proactively participate in promoting and fostering positive relationships with others while:
 - a. On and off LRSD property;
 - b. Participating in school activities;
 - c. Travelling to and from school
 - d. Engaging in any digital communication both on or off LRSD property, or;
 - e. In any other circumstances that may impact the school environment.

Discrimination

1. Discrimination, bullying and harassment in any form will not be tolerated, whether or not it occurs within the school building, during the school day or by electronic means.

Student Responsibilities for Promoting Positive Behaviours

1. Students are expected to behave in a manner that complies with the Code of Conduct and contributes to a safe, welcoming and caring learning environment.
2. Acceptable behaviours may include, but are not limited to:
 - a. Demonstrating respect for self, others and the school environment through respecting:
 - i. Differences in people, their ideas and their opinions, including when there is a disagreement;
 - ii. Diversity;
 - iii. The needs of others to work in an environment conducive to learning and teaching; and
 - iv. The rights of others.
 - b. Modeling positive social behaviours in all interpersonal interactions;
 - c. Being courteous and treating each other with dignity;
 - d. Using positive and inclusive language;
 - e. Demonstrating good digital citizenship by using technology ethically;
 - f. Taking responsibility for personal belongings and respecting the personal belongings of others;
 - g. Demonstrating caring and compassion for others.
3. Students may be held accountable for behaviours that impacts the school beyond the hours of school operation when their conduct detrimentally affects the personal safety and well-being of individuals, the learning environment, or the effective operation of the school.
4. The school bus is an extension of the school and as such, student conduct on the bus should reflect school expectations while following the rules of the school bus.

Unacceptable Student Behaviours

1. Unacceptable behaviour(s), whether or not the behaviour occurs within the school, during the school day or by electronic means, may include, but are not limited to:
 - a. Disruptive or dangerous behavior;
 - b. Defiance of authority;
 - c. Encouraging unacceptable conduct and engaging in conduct which endangers others;
 - d. Any conduct which is injurious to the physical, social or mental well-being of others;
 - e. Creation, use, display or distribution of improper, obscene or abusive language, messages, gestures or pictures;
 - f. Discriminatory behavior;
 - g. Use of technology such as computers, cameras, cell phones, and other digital equipment for purposes that are illegal, unethical, immoral, or inappropriate ([LRSD Responsible Use Agreement](#));
 - h. Theft, including theft of identity and intellectual property;
 - i. Use, possession, distribution, or collection of money for illicit drugs, alcohol, or inhalants in school, on school board property or in the context of any school-related activity;
 - j. Willful damage to school property or the property of others;
 - k. Involvement in the formation of or affiliation with gangs or other groups which negatively impact the school environment;
 - l. Hazing and initiation activities;

- m. Use, possession, sale, distribution of or active contact with a weapon on a student's person, on or in the vicinity of school board property or while at any school sponsored activity;
- n. Behaviours that interfere with the learning of others and/or the school environment, or that create unsafe conditions;
- o. Retribution against any person in the school who has intervened to prevent or report bullying or any other incident of safety concern;
- p. Use or display of improper or profane language;
- q. Criminal activity;
- r. Failure to comply with Administrative Procedure 543 Operational Procedures for School Buses;
- s. Failure to comply with LRSD Code of Conduct or;
- t. Failure to comply with Section 31 of the *Education Act*.

Complaint Procedure

1. It is the responsibility of students to not participate in, tolerate or encourage bullying while on LRSD property, travelling on the bus or in any other circumstances that may impact the school environment.
2. Students who are subject to or a witness of bullying or conduct that interferes with maintaining a safe, welcoming and caring environment, should immediately report that conduct to a teacher, counsellor, administrator or any other staff member with whom they feel comfortable.
3. The principal or designate must assess, and where warranted, investigate and respond to all reports of bullying.

Responding to Unacceptable Student Conduct

1. Responses to student conduct must reflect a consistent school-wide approach that ensures a range of fair and predictable responses to unacceptable behaviour.
2. When responding to unacceptable student conduct, the principal or teacher must account for the student's age, maturity and individual circumstances in accordance with Administrative Procedure 348, Progressive Student Discipline.

Student Support

1. School staff shall support all students who engage in inappropriate behaviour as well as students who are impacted by inappropriate behaviour.

Consequences of Unacceptable Student Conduct

Consequences of unacceptable behaviour must reflect a progressive approach (see Administrative Procedure 348) including both intervention and discipline at the classroom, school and system levels (refer to Administrative Procedure 349 – Use of Physical Restraint).

1. Classroom Level
 - a. Initial responses to student behaviour occur within the context of the classroom and will involve the classroom teacher to support the student.
2. School Level
 - a. Where classroom level responses have been unsuccessful or where the student conduct is sufficiently serious, the classroom teacher will involve the learning support team, which may include administration, learning

- support teacher, child and youth care workers and/or the family school liaison counsellor.
 - b. A principal may suspend a student from the school environment for up to 5 days in accordance with Section 36 of the Education Act.
3. System Level
- a. The principal may recommend expulsion in accordance with Section 37 of the Education Act.

Parent Responsibility

Parents and guardians play a vital role in developing student behaviour and conduct. It is LRSD's expectation that a parent or guardian of a student has the responsibility to:

- a. take an active role in the student's educational success including assisting the student in complying with Section 31 of the Education Act;
- b. ensure that the parent's conduct contributes to a welcoming caring, respectful and safe learning environment;
- c. co-operate and collaborate with school staff to support the delivery of specialized supports and services to the student;
- d. encourage, foster and advance collaborative, positive and respectful relationships with teachers, principals, other school staff and professionals providing supports and services in the school;
- e. engage in the student's school community;
- f. cooperate with VTRA Protocol;
- g. review the school's Code of Conduct with their child(ren);
- h. assist the student in complying with the Code of Conduct;
- i. promote the prevention of bullying;
- j. assist the school in addressing disciplinary issues involving their child;
- k. comply with Administrative Procedure 132 – Public Civility in Schools.

Annual Review

This administrative procedure will be:

- a. Posted annually on LRSD's publicly accessible website after board review;
- b. Made available to students, staff and parents.

December, 2003

Updates: September, 2010; July, 2011; July, 2012, June, 2018 (includes name change from Student Expectations & Discipline); January 2020

References

Section 8, 11, 31, 32, 33, 35.1, 36, 37, 52, 53, 196, 197, 22, 257 Education Act
Alberta Human Rights Act
BP 21 Welcoming, Caring, Respectful, and Safe Learning Environment
AP 132 Public Civility in Schools
AP 348 Progressive Student Discipline
AP 543 Operational Procedures for School Buses
Adapted from CBE Administrative Regulation 6005