

ST. HILDA STUDENT CODE OF CONDUCT POLICY

Statement of Purpose

The implementation of the St. Hilda Catholic Junior High School Student Code of Conduct Policy is done within the context of provincial legislation for Alberta's education system; referencing the Education Act and Division expectations. Students are expected to conduct themselves in a manner that safeguards and contributes to a safe and caring Catholic environment that fosters and maintains respectful and responsible behaviours. Every individual plays a vital role in respecting diversity and fosters a sense of welcoming and belonging for all members of the school community.

The school Student Code of Conduct Policy was developed by the school community and will:

- be based on input from students, parents and school staff;
- be reflective of the expectations of students as addressed in legislation and division procedure;
- be communicated in writing to all members of the school community on an annual basis;
- be reviewed and adapted as necessary on an annual basis by members of the school community.

The primary focus of our Student Code of Conduct Policy is to help students learn how to address issues, manage disputes, develop empathy and become good citizens both within and outside of the school community.

Our Student Code of Conduct Policy seeks to address the following key areas:

- Acceptable and unacceptable behaviours, regardless of whether or not they occur within the school building, during the school day, during school-related events or by electronic means.
- Possible consequences of unacceptable behaviour and the supports to correct the unacceptable behaviour based on individual needs. When working with students, St. Hilda School Administration work in conjunction with various individuals and services within our school and community (such as parents, guardians, staff, Instructional Coach, FSLW (Family School Liaison worker), TABT (Therapeutic Assistant, Behaviour Therapy), EBS (Emotional Behavioural Specialist), YMCA Back On Track Program, etc.)
- When a student performs actions that are contrary to our Student Code of Conduct, Administration of the school use a progressive disciplinary action plan in addressing offenses committed by the student. The main focus and objective of the plan is to ensure that the student learn from their mistakes, develop social skills and gain resources that foster responsible Catholic citizenship.
- While working with students who need to learn from their various conflicting actions, the Administration use the Education Act and Division Administrative Procedures as guides to

help design a variety of proactive strategies, interventions, and consequences as a means to provide ongoing support. Furthermore, suspensions and expulsions may be employed to stop negative behaviours and to keep students safe and welcome in their school environment. Therefore, it is important that consistent and regular communication and documentation is made by all staff and parties involved.

- Communication with the student and their family is very important when assisting students in developing positive behaviours. The important role that parents and guardians have is to ensure that their child's conduct contributes to a caring, respectful and safe learning environment. Ultimately, all staff want students to make positive contributions during their classes and while involved in school activities on or off school property.
- Bullying behaviours within the school building, during the school day, school-related events or by electronic means and are strictly prohibited, and this Code of Conduct will seek to address the school's response to bullying behaviours. As outlined in Section 1(1) of the Education Act bullying is defined 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 of more other individuals in the school community, including psychological harm or harm to an individual's reputation."
- 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 the school setting. Also that pursuant to the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms* students and staff members of St. Hilda 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, skin colour, gender, physical disability, mental disability, ancestry, place of origin, marital status, source of income, family status or sexual orientation.

At St. Hilda Junior High School, our goals are to provide students with:

- A welcoming, caring, respectful and safe learning environment for all.
- Engaging learning experiences that establish an appropriate balance between individual and collective rights, freedoms and responsibilities in the school.
- Clear and reasonable expectations for student conduct while at school, at any school-related activity or while engaging in an activity that may have an impact on others in the school.

Ultimately, our goal in any situation that requires disciplining children is to teach our students to make better behavioral choices. In doing this, we seek to teach children to accept responsibility for their actions, to right their wrongs, to reconcile with one another and to forgive. We know from educational research that schools that have effective discipline demonstrate the following

characteristics:

- The total school environment is conducive to consistent and fair discipline, that is respectful and responsive to context and individual circumstances.
- The school is focused on the needs of all students.
- Behavioral expectations are clearly communicated and consistently applied by staff.
- The school focuses on the causes of discipline problems rather than symptoms.
- Emphasis is on positive student behavior and preventative measures rather than punitive actions.
- Teachers handle all or most of the routine discipline.
- The school has a close working relationship with the parents or guardians.

We believe that in order to provide our students with a learning environment that is optimal and that enhances the self-worth of the student, we must work with them and foster the development of self-discipline. Each student, therefore, has the responsibility (Education Act, Sec. 31) to ensure that their behavior contributes to a productive and non-disruptive atmosphere. This will in turn, prepare our students for becoming productive members of the larger community.

In partnership with the school, the parent or legal guardian (Education Act, Sec. 32) must share in the responsibility of developing acceptable conduct and must support one another in that pursuit. By working together, we can ensure a learning environment that is orderly and safe for all.

Our discipline approach seeks to teach, encourage and promote the three “A’s”:

APPROPRIATE behavior

AWARENESS of one’s actions

ACCEPTANCE of responsibility for one’s actions

We believe that all children require:

- A positive, proactive, consistent behaviour plan
- Established school behaviour expectations and consequences for non-compliance
- A positive reinforcement system
- The teaching of social skills
- Active supervision and monitoring
- Firm, fair interventions

Statement of Acceptable & Unacceptable Behaviours

Under Section 31 of the Education Act, students have the responsibility to ensure that their conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging. Parents and guardians have a corresponding responsibility under Section 32 to help their child meet their responsibilities, as well as parents are expected to conduct themselves in a manner that supports a safe and caring learning

environment through respectful behaviour within the school community.

****It is important to note that, according to Alberta's Education Act, while school staff are not able to control what students do outside of school, students will be held accountable for conduct that occurs outside of the school building, or school day, or electronically if the conduct negatively affects a member of the school or interferes with the school environment.**

At St. Hilda Junior High School, expectations for student behaviour fall into two categories:

School-Wide Expectations and Classroom Based Expectations.

Category 1: School-Wide Expectations - refers to those general school-wide expectations which are deemed to be basic and necessary expectations, which have been standardized to ensure the smooth operations of the school thereby creating a safe learning environment. Generally, students are expected to refrain from unacceptable behaviours, which can be defined as any behaviour which has a negative impact on the school or individuals within the school. Each teacher reviews these expectations annually, at the beginning of each school year. They are:

Respect

Students are expected to show respect and consideration for others, including fellow students, parents, staff, visitors and community members. This respect includes others' feelings, personal space, belongings and work. Physical and/or verbal abuse is unacceptable. Behaviours such as fighting, bullying, pushing, spitting, disrespectful language, swearing or insults, teasing, stealing, vandalism and rough horseplay are not acceptable behaviors.

Non-Discrimination

Discrimination, as set out in the Alberta Human Rights Act, specifically 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. Any form of denial or discrimination 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 is strictly forbidden. Any instances of discrimination should be reported to school Administration, or can be done through the ECSD online form <https://www.ecsd.net/reporting-discrimination-and-racism>

Anti-Bullying

Students are to ensure that they do not in any way partake in bullying behaviours at school, during school-related events or by electronic means at any time of the day. As outlined in Section 1(1) of the Education Act bullying is defined 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 of more other individuals in the school community, including psychological harm or harm to an individual's reputation." Students who have experienced or witnessed bullying, or are aware of such behaviours as defined above, are to report it privately to their teacher, and/or school administration. Students can report to staff in person, in messaging via Teams or email, or have a parent or guardian call or email.

Safety

Behaviors which may inflict injury on another is unacceptable. Behaviors such as throwing snowballs, sand, rocks or the like, may cause injury and are unacceptable. Any weapon or item that is used with the intent of acting as a weapon, or an item which represents a real weapon, is strictly prohibited. Students will refrain from engaging in violence of any kind at school and during school-related activities. Students are also expected to assist in the prevention of violence without putting the student's own safety or well-being at risk, by cooperating with school staff and supporting intervention efforts. Students are encouraged to report incidents of concern to school staff.

Standard of Student Dress

Rapidly changing styles and fashions make it impossible to suggest a definite standard of dress; however, students should dress in a manner consistent with Christian values, educational goals, school activities, and the weather. For a student, school is their 'place of business' so we ask that they are dressed accordingly. For example, during warm weather skirts and shorts may be worn if they are of an appropriate length and fit, and necklines must be appropriate. Any tops or pants which expose undergarments would not be considered acceptable. Clothing with inappropriate messages or decals that are not in keeping with our Catholic Faith is not acceptable. Students dressed inappropriately will be asked to call home and have a replacement clothes brought to school, or they can be loaned a school T-shirt to wear for the duration of the school day. Students require physical education runners that are well fitted and clean (no black soled runners please). Hats, beanies, religious headwear, or other appropriate headwear can be worn indoors, however hoods must be kept down off the head while in school. Once in the classroom students should not wear outdoor clothes (such as ski jackets or ski pants).

Honesty

Students are expected to be honest in relations with other students, staff and adults, and to take ownership for their actions. Lying, stealing, cheating, or copying another person's academic work and passing it off as one's own work and/or idea is not acceptable behaviour. Using Artificial Intelligence (AI) tools to complete assignments or assessments is not aligned with academic integrity or honesty. AI tools are digital applications that generate text, images, code, or other content based on user prompts. Examples include, but are not limited to: ChatGPT, Microsoft Copilot, Google Gemini, AI writing or paraphrasing tools and Image or video generators. When these tools are used as a replacement for thinking or effort, student's ability to think critically and grow from a learning opportunity is compromised.

Appropriate Language

Student language must show respect for staff, students and other community members. Name calling, swearing, racist, crude, rude and obscene language in spoken, written, implied or gestured format is unacceptable.

Care of Property

Students are expected to respect all school property, property of others, and personal property. Students will keep their personal space clean and safe, and through stewardship will help maintain the cleanliness and safety of internal and external areas of the school. Students are responsible for the care of textbooks and any school materials, and any lost and/or damaged items must be paid for. Vandalism is unacceptable and damages as a result of vandalism will be billed to the parent.

Extra/Co-curricular & Fieldtrip Activities

All extra/co-curricular activities and field trips are considered to be an extension of daily school operations. As such, student expectations as outlined within this conduct policy apply and are to be followed. Student participation in such extra/co-curricular activities and field trips is subject to the child's daily behavior during the course of regular school hours. Both student academic and behavioral efforts are all considerations for participation in such activities.

Appropriate behaviours in hallways, outside areas

All hallway movement must be quiet, orderly and respectful of other classes. This helps us to ensure that there is minimal disruption of instructional time. At lunch break times, upon dismissal, students are expected to go outside as quickly and as orderly as possible. Students are to be in designated and supervised areas only. This is limited to the area behind the school, from the building to the tree line and the east side of the building from the basketball court to the fences. Students are not to be in front of the building or around the bus cage during recess. Students are expected to always remain in the schoolyard, as St. Hilda is a closed campus.

Students are to seek the assistance of a supervising staff member in the event that an issue arises from outdoor lunch break activities. During outdoor lunch break the supervising teacher must retrieve any sports balls going on the street. The custodian will retrieve sports balls landing on the roof.

When the bell rings, students are expected to stop their games immediately, collect all belongings and materials and proceed to the designated entrance and line up quietly. Upon entering the school, students are expected to proceed directly to their locker in a quiet and orderly manner.

Positive/Proactive Academic Attitude

To ensure success in the school year, students should be prepared to learn, challenge themselves to do their best, remain focused on the tasks assigned to them, and complete all class and homework assignments on time, and to the best of their ability. Key tools such as Office 365, Google Classrooms & other applications are available to assist students in establishing positive life skills. It is expected that these tools be used regularly and a focused, proactive and positive attitude toward learning be demonstrated consistently.

Transportation

Students taking the yellow bus are expected to follow general school-wide expectations as set

out within this conduct policy. Requests made by a bus driver, which are more specific, are to be followed and respected. Should there be behavioral concerns, the bus driver will complete a bus infraction outlining the specific concerns. In those circumstances where the child has received multiple bus infraction notices, the child will face suspension of bus transportation for a period of time that is appropriate to the infraction(s). Students must show their bus pass prior to boarding the bus. Students are expected to board the bus within 5 minutes of dismissal and may be left behind if tardy, at which point a parent or guardian will be called to pick them up.

Category 2: Classroom Based Expectations – refers to those specific classroom-based expectations which come directly from the teacher, as part of the teacher’s behavioral and routine expectations for the smooth operation of that teacher’s particular classroom.

Each classroom teacher will discuss and develop with their students a list of expectations and consequences regarding behavior within a given classroom at the beginning of each school year. These expectations are communicated to parents and guardians during the first few months, and can be reviewed at the first Student-Led Conference. Although individual teachers may have different expectations regarding the management of their individual learning spaces relative to their specific subject matter, students are expected to meet each teacher’s classroom expectations. Teachers are responsible for clear communication and explicit instruction of expectations, modeling, consistent monitoring and enforcement of these expectations to maximize the effectiveness of their learning environment for all.

Regardless of which category an expectation falls under, it is necessary that all students follow and abide by the expectations as they are set out. **Respect** is the foundation for all interactions and the key to both School-Wide and Classroom Based Expectations. Non-compliance of either School-Wide Expectations and/or Classroom Based Expectations will result in the student receiving consequences as outlined below.

Consequences for Unacceptable Behaviours

The implementation of the procedures as written in this School Conduct Policy will always be carried out with an appreciation that each student and each situation is unique. We will always attempt to act in the best interest of the student, the class, and the staff member in every situation. Outlined below are possible consequences for behaviours that students might expect coming from staff members at St. Hilda (administrator, teacher, educational assistant, office staff, and/or custodial staff) in order to carry out appropriate action. This may include preventative procedures, supportive procedures for minor breaches of conduct and fair, corrective interventions to address major breaches of conduct.

1) Minor Misbehaviours

These can be such things as inappropriate comments, intentional bumping or pushing on the playground, not following classroom or school expectations, and other minor incidents. The staff member will use their discretion in determining whether or not it is minor or major.

Administration may be consulted, especially if the determination is a major misbehaviour.

When a minor misbehaviour occurs, staff may use some of the following incremental consequences:

- A warning to the student followed by discussion of classroom/school expectations.
- Ask for demonstration of appropriate behaviour
- Administer an appropriate time out - to allow for removal from the environment and from any spectators to the behaviour (5 to 15 minutes under adult supervision)
- Suggest an apology which includes reason for apology and future actions, if appropriate
- Use natural consequences, such as if a student chooses to socialize rather than do class work then he or she may need to stay at lunch or after school to complete his or her work.

A teacher may, when necessary, suspend the student from one class period at which point the teacher will provide students with the work that would be covered in class and ask the student to proceed to the main office to be supervised by administration.

2) Major Misbehaviours

Major misbehaviours can include examples such as open opposition to authority, willful disobedience, willful harming of other students, continuing misbehaviours, use of improper language towards students or staff, vandalism, stealing, or bullying as defined in the Education Act.

In the circumstance of a major misbehavior, a teacher will:

- Gather information to determine what happened and who was involved
- Log incident and they, or administration, will call the parent to inform them of the incident that occurred and provide resources if necessary.
- Inform and involve an administrator, who shall assist with:
 - o Discussing misbehaviour with student.
 - o A continuum of supports will be provided to students who are impacted by the inappropriate behavior as well as for the students who engage in the inappropriate behavior. Referrals to in-school supports or other community organizations as appropriate or necessary.
 - o Determining consequences based on severity and frequency of behaviour, including possible suspension of the student.
 - o A suspension, if warranted, and the creation of a suspension letter to the parent(s)/guardian(s).
 - o Tracking frequency and severity of individual student's behavior.

Suspensions

Severe breach of conduct will result in a suspension in accordance with Section 31 of the Education Act. Only an administrator/designate has the authority to suspend students from school. Out-of-School Suspensions can vary from 1 to 5 days. The student and parent/guardian must meet with an administrator before returning to class after an Out-of-School Suspension. Although not the usual course of action, an In-School suspension may occur in situations where the parent cannot be reached. In extreme cases the Principal has the authority to recommend a

student for expulsion, if deemed necessary.

During In-School Suspensions, a student will:

- Work quietly in a supervised area
- Will eat lunch in similar supervised area
- Will not participate in outside/inside lunch break
- Will not be permitted to participate in extracurricular activities on that day.

During Out-of-School Suspensions, a student will:

- Have a letter regarding suspension placed on file, which will remain on file until the end of the following year or until they transfer schools, whichever is sooner.