

STUDENT DISCIPLINE/CODE OF CONDUCT

At École Secondaire Highwood High School, we are committed to developing a positive sense of belonging for all individuals. As such, discrimination (as set out in Section 4 of the Alberta Rights Act (AHRA)) on the basis of an individual's race, colour, ancestry, place of origin, religious beliefs, gender (including pregnancy, sexual harassment, and gender identity), physical disability, mental disability, marital status, family status, source of income, or sexual orientation is prohibited.

École Secondaire Highwood High School has a responsibility to ensure that students and staff are provided with welcoming, caring, respectful and safe learning environments that respect diversity and foster a sense of belonging and promote student wellbeing. École Secondaire Highwood High School works with families and community partners to provide safe, caring, respectful, and welcoming, inclusive and equitable learning experiences that engage students to achieve their full potential in an increasingly interdependent world. École Secondaire Highwood High School is committed to providing a safe learning and working environment free from bullying, harassment, discrimination, and violence. All those involved with École Secondaire Highwood High School including trustees, employees, students, parents, volunteers, and community members must share in the responsibility for eliminating bullying, discrimination, harassment, and violence. Investigation of allegations of such behaviours will be conducted in a timely and respectful manner.

This ***Student Code of Conduct*** is intended to establish and maintain an appropriate balance between individual and collective rights, freedoms, and responsibilities in the school community. Our purpose is to promote student learning, growth and understanding as well as ensure that students possess a strong connection to their schools as welcoming, caring, respectful and safe places focused on their individual success. It will be reviewed annually and publicly available on the school's website.

The ***Student Code of Conduct*** establishes expectations, interventions and possible consequences for student behaviour. Students will be held accountable for unacceptable behaviour and conduct that occurs both inside and outside of the school building or school day, if the conduct negatively affects a member of the school or interferes with the school environment. Behavior may include use of electronic means (e.g. social media).

Responsibilities of Students, Staff and Parents: The development of positive student behaviour is a shared responsibility between students, staff and parents.

1. Students

Students have a responsibility to respect the rights and dignity of others and to become actively and productively involved in their own academic learning and social growth. Students are valued and contributing members of their school community and accept the responsibility for their 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. While school staff are not able to control what students do outside of school, when the behaviour has impact on the school environment, there may be consequences or interventions for inappropriate behaviour.

1.1 Acceptable Behaviour

In accordance with the *Alberta Education Act January 1 2020* students are expected to conduct themselves in accordance with the School Student Code of Conduct developed by school leadership, staff, students and community. Examples of (but not limited to) acceptable behaviour for students include;

Student responsibilities

- 31 A student, as a partner in education, has the responsibility to
- (a) attend school regularly and punctually,
 - (b) be ready to learn and actively engage in and diligently pursue the student's education,
 - (c) 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,
 - (d) respect the rights of others in the school,
 - (e) 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,
 - (f) comply with the rules of the school and the policies of the board,
 - (g) co-operate with everyone authorized by the board to provide education programs and other services,
 - (h) be accountable to the student's teachers and other school staff for the student's conduct, and
 - (i) positively contribute to the student's school and community.

1.2 Unacceptable Behaviour

Examples of **unacceptable behaviour** may include;

- 1.2.1 Behaviours that interfere with the learning of others and/or the school environment or that create unsafe conditions;
- 1.2.2 Acts of bullying, harassment, or intimidation/discrimination;
- 1.2.3 Acts of violence, physical aggression or threatening behavior;
- 1.2.4 Retribution against any person in the school who has intervened to prevent or report bullying, harassment, or stop an incident that might cause harm to others;
- 1.2.5 Illegal activity such as: possession or use of weapons; possession or use of alcohol, drugs or other forms of intoxicants on school property or at any other school related function (i.e. graduation, field trips);
- 1.2.6 Theft or damage of property.

2. Staff: Supports, Interventions and Consequences

A continuum of supports addresses how École Secondaire Highwood High School creates a safe and caring environment and positive school climate in which structure, support and encouragement is provided to assist the student in understanding the importance of education, and developing a sense of self-discipline and responsibility while making a positive contribution to society. In creating a continuum of supports staff consider:

- 2.1 Using proactive and preventative approaches to reduce the occurrence of unacceptable behaviour and maintain environments that are welcoming, caring, respectful, safe and are conducive to teaching and learning.
- 2.2 When responding to unacceptable behaviour, first consideration will be given to the safety and security of students, staff, and other members of the school community;
- 2.3 Students feel safe, important and trusted and have the opportunity to develop, assume and maintain responsibility and self-motivation;
- 2.4 There is a joint effort to learn and a feeling of mutual respect among staff, students and parents;
- 2.5 Appropriate behaviour is consistently encouraged and reinforced, thus increasing social emotional competencies including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making;
- 2.6 On-going and timely communication exists between staff and parents to encourage and provide the opportunity for active and constructive parental involvement in the education of their children.

A continuum of supports addresses how École Secondaire Highwood High School will support students impacted by inappropriate behavior and to those students who engage in inappropriate behavior. Support, not just punishment, will be provided to those

students that engage in inappropriate behaviour as denoted by a Progressive Discipline Continuum including such evidence-based practices such as mentoring, restorative processes, student advisories, peer support networks, regular check-ins with teachers or schools counsellors, counselling, time-out, suspension and/or expulsion.

Consequences of unacceptable behaviour will take into account the student's age, maturity and/ or individual circumstances. Support will be provided for any students who are impacted by inappropriate behaviour as well as for students who engage in inappropriate behaviour. Although the code of conduct will address issues such as consequences for unacceptable behaviour, the primary focus of the **Student Code of Conduct** is to help students learn how to address issues of dispute, develop empathy and become positive citizens both within and outside of the school community. École Secondaire Highwood High School has a continuum of supports to ensure this.

3. Parents

Parents are partners in respect to their child(ren)'s education. They have a responsibility to take an active role in their child(ren)'s educational success and will support their child(ren) in complying with their responsibilities as students. Parent conduct should contribute to a welcoming, caring, respectful and safe learning environment. École Secondaire Highwood High School believes that the role of the parent with respect to education, will:

- 3.1 Encourage, foster and advance collaborative, positive and respectful relationships with teachers, principals, other school staff and professionals providing supports and services in the school;
- 3.2 Ensure that the child attends regularly and is punctual;
- 3.3 Be aware of, and support, the expectations from the **School Code of Conduct**;
- 3.4 Communicate and collaborate with school staff about any concerns regarding **Student Code of Conduct**.

The Alberta Education Act specifies:

Parent responsibilities

32 A parent has the prior right to choose the kind of education that shall be provided to the parent's child, and as a partner in education, has the responsibility to

- (a) act as the primary guide and decision-maker with respect to the child's education,
- (b) take an active role in the child's educational success, including assisting the child in complying with section 31,
- (c) ensure that the child attends school regularly,
- (d) ensure that the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment,

- (e) co-operate and collaborate with school staff to support the delivery of supports and services to the child,
- (f) encourage, foster and advance collaborative, positive and respectful relationships with teachers, principals, other school staff and professionals providing supports and services in the school, and
- (g) engage in the child's school community.

Student Suspension

Suspension

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- (1) A teacher or a principal may suspend a student in accordance with subsection (2) or
- (3) if in the opinion of the teacher or principal
 - (a) the student has failed to comply with section 31,
 - (b) the student has failed to comply with the code of conduct established under section 33(2),
 - (c) the student's conduct, whether or not the conduct occurs within the school building or during the school day, is injurious to the physical or mental well-being of others in the school, or
 - (d) the student has distributed an intimate image of another person in the circumstances described in section 1(1.1).
- (2) A teacher may suspend a student from one class period.
- (3) A principal may suspend a student
 - (a) from school,
 - (b) from one or more class periods or courses,
 - (c) from transportation provided under section 59, or
 - (d) from any school-related activity.
- (4) When a student is suspended under subsection (3), the principal shall
 - (a) immediately inform the student's parent of the suspension,
 - (b) report in writing to the student's parent all the circumstances respecting the suspension, and
 - (c) provide an opportunity to meet with the student's parent, and the student if the student is 16 years of age or older, to discuss the suspension.
- (5) A suspension may not exceed 5 school days, except in accordance with a recommendation for expulsion made by the principal under section 37.

Definitions

Bullying: According to Alberta Education (2016) bullying is a repeated and hostile or demeaning behaviour intended to cause harm, fear or distress, including psychological harm or harm to a person'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 or social media.

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, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, creed, sexual orientation, and citizenship is prohibited.

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 or family status. 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.

Positive Behavior Supports (PBS)/School-wide Positive Behavior Support (SWPBS): Alberta Education

There are ten key positive behavior support elements including:

- Positive Relationships
- Modification of the School/Classroom Environment
- Differentiated Instruction
- School-wide/Classroom/Individual Behavioral Expectations
- Social Skills Instruction
- Positive Reinforcement
- Fair and Predictable Consequences
- Collaborative Leadership/Teamwork & a Wrap-Around Process
- Data-Driven/Informed Decision Making
- Action Plan for School Change/Targeted Supports for Students at Risk

Progressive Discipline: Progressive Discipline is a whole-school approach that utilizes a continuum of prevention programs, interventions, supports, and consequences to address inappropriate student behaviour and builds upon strategies that promote both positive student behaviours and positive school climate.

Respect: To show regard or consideration for others.

Restorative Practice: Restorative Practices focus on relationships and repairing harm. The principles of Restorative Practice are: Respect, Inclusiveness, Accountability, Reparation and Restoration.

Social-Emotional Learning (SEL):

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (CASEL Definition).

