

CONNECT CHARTER SCHOOL SOCIETY

Policy Title: **Student Conduct**

Policy No. **6.08**

RATIONALE: Matters pertaining to student conduct should be approached through a lens of learning and teaching. This perspective provides opportunities for students to learn about themselves, about others, and about how to be a respectful, supportive and contributing member of our school community and greater society.

POLICY: The teachers and administration of Connect Charter School will work with students and parents in setting appropriate standards for conduct and in maintaining high standards in this regard.

DEFINITIONS:

Bullying – A conscious, willful, deliberate, repeated, hostile or demeaning activity marked by an imbalance of power, intent to harm and/or threat of aggression. It can be verbal, social, physical or cyber-bullying, resulting in emotional, psychological, social or physical harm. It can occur within a peer group or between groups. It can occur at school or out of school. (Alberta Education)

Restorative Justice – Restorative practices focus on the quality of relationships between all members of the school community. As a result, a more supportive learning environment enables healthy relationships and promotes positive mental health and responsible behaviour. (Alberta Education)

PRINCIPLES:

1. The Board recognizes that students and staff deserve a welcoming, caring, respectful, and safe environment that respects diversity and fosters a sense of belonging, regardless 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.
2. Teachers and school administration will work in an ongoing and collaborative manner with students and parents in order to be proactive in having students take responsibility to conduct themselves appropriately.
3. The school will annually inform students and parents of the Student Code of Conduct, which will be included in the Student Handbook. The Student Handbook will also include examples of behaviour that is expected and

contributes to a safe, caring and inclusive school as well as behaviours that undermine our culture of mutual respect.

4. The code of student conduct will be reviewed annually by school administration.
5. Reinforcing positive student conduct contributes to the continual evolution of a culture of mutual respect amongst all stakeholders, including the elimination of bullying and discrimination on prohibited grounds.
6. Student conduct must respect the rights, maturity, dignity, and emotional and social health of all individuals involved.
7. Whenever practical, student conduct matters will be approached as learning opportunities. As such, students are meaningfully involved in resolving discipline issues. A Restorative Justice model will be used whenever possible.
8. When student conduct issues do emerge, teachers and administration will work collaboratively with students and parents to develop a fair and equitable resolution that supports students' growth and development as extraordinary citizens.
9. Students are expected to attend school regularly and punctually in accordance with the School Act and established school schedule.

First Reading	<u>April 22, 2008</u>
Adopted	<u>May 20, 2008</u>
Amended	<u>December 13, 2011</u>
Amended	<u>May 21, 2013</u>
Amended	<u>March 8, 2016</u>
Amended	<u>May 8, 2018</u>

PROCEDURES:

- A. Students have a responsibility under the School Act to respect the rights and dignity of others and to proactively participate in promoting and fostering positive relationships with others while:
- i. on Connect Charter School property;
 - ii. participating in school activities;
 - iii. traveling to and from school; and
 - iv. engaging in any electronic communication both on or off Connect Charter School property; or
 - v. in any other circumstances that may impact the school environment.
- B. Students are expected to behave in a manner that complies with the Student Code of Conduct and contributes to a welcoming, caring, respectful and safe learning environment. Examples of acceptable behaviour include, but are not limited to demonstrating respect for self, respect for others, and respect for place through:
- i. respecting differences in people, their ideas and their opinions, including when there is disagreement;
 - ii. embracing all diversities;
 - iii. respecting the needs of others to work in an environment that is conducive to learning and teaching; and
 - iv. respecting the rights of others.
- C. The school will address matters of student conduct, whether or not the conduct occurs within the school building or during the school day, if the conduct is deemed by school administration to be injurious to the physical or mental well-being of others in the school. This includes all instances of bullying. Other examples of unacceptable behaviour include, but are not limited to:
- i. failure to comply with Connect Charter School Student Code of Conduct; and
 - ii. failure to comply with section 12 of the School Act.
- D. The classroom teacher is responsible for the primary intervention in disciplinary situations occurring in the classroom, on the playground or during off campus trips. If necessary, teachers may suspend a student from one class period in accordance with the School Act.
- E. Teachers should refer students to the administration for misconduct that is recurring regularly, or for conduct that is deemed by the teacher to have a significant negative effect on the learning environment. In dealing with the

student, administration has a range of consequences to draw upon, which take into account the age, maturity and individual circumstances, and must ensure that support is provided for students who are impacted by inappropriate behavior, as well as for students who engage in inappropriate behavior. Parents will be informed and involved in addressing conduct issues related to their child.

- F. For offenses of a more serious or repeated nature (i.e. fighting, threats, vandalism, bullying), the Principal may suspend the student for up to five days. Parents will be notified in writing of the suspension. As provided for in the School Act, for a school suspension of up to 5 days, the student's parent may request a meeting with the Principal to discuss the reasonableness of the suspension. The student's parent will be notified of their right to appeal the suspension. A reinstatement meeting may be convened prior to a student returning to school from a suspension in order to develop a collaborative action plan for future success.
- G. If a student is suspended in accordance with Section 24 of the School Act, the Principal shall immediately inform the student's parent of the suspension, report in writing to the student's parent all the circumstances respecting the suspension, and provide an opportunity to meet with the student's parent and the student (if deemed appropriate) to discuss the suspension.
- H. The Principal may recommend to the board that a suspended student be expelled. Upon the Principal's recommendation of expulsion, the board shall, within 10 school days of the date of suspension, reinstate the student or expel the student. The board shall afford the student and the student's parent an opportunity to make representations to the board prior to the board making a decision. The board shall use Sections 24 and 25 of the School Act to guide its decision making process. A reinstatement meeting will be convened prior to a student returning to school from an expulsion in order to develop a collaborative action plan for future success.
- I. If a board makes a decision, on an appeal to it or otherwise, with respect to the expulsion of a student, a parent of a student affected by the decision, and the student if the student is 16 years of age or older, may request in writing that the Minister review the decision.
- J. Issues of attendance will be addressed by school administration and will be referred to the Attendance Officer if they become chronic, pervasive, or are unresolved.
- K. The Restorative Justice model will be used when deemed appropriate by teachers and administration. Restorative practices are rooted in

restorative justice. They emphasize repairing the harm done to people and relationships, rather than punishing people. By building more supportive learning environments and focusing on social-emotional learning, restorative practices can reduce social barriers to learning, engage more students, create a context for understanding and valuing diversity, nurture a sense of belonging, and promote positive mental health.