

- I. [Statute References](#)
- II. [Defining Statements](#)
- III. [Expected Behaviors](#)
- IV. [Unacceptable Behaviors](#)
- V. [Worrisome Behaviors](#)
- VI. [Consequences](#)

I. **Statute References:**

Section 33(2) of the *Education Act* describes the requirements of a Board relative to a code of conduct for students that addresses bullying behavior. This Administrative Procedure is aligned to these expectations.

Section 4 of the *Alberta Human Rights Act* defines the prohibited grounds of discrimination in the service of Education. The *Alberta Human Rights Act* states that:

No person shall

- (a) deny to any person or class of persons any goods, services, accommodation or facilities that are customarily available to the public, or
- (b) discriminate against any person or class of persons with respect to any goods, services, accommodation or facilities that are customarily available to the public,

because of the 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 of that person or class of persons or of any other person or class of persons.

II. **Defining Statements**

[Return to Top](#)

1. The **purpose** of the Student Code of Conduct is to establish and maintain a welcoming, caring, respectful, and safe learning environment for all students, school staff and other participants in the community of learners. The Student Code of Conduct clarifies expectations for behaviors, whether or not the behavior occurs within the school building, during the school day or by electronic means.
2. Discrimination or discriminatory behavior on any of the prohibited grounds of Section 4 of the AHRA is not open to adaptation or interpretation by the Board or others.
3. Discrimination or discriminatory behavior on any of the prohibited grounds of Section 4 of the AHRA by students, staff, or others in the service of Education is unacceptable.
4. The Division believes that order and acceptable behavior must be maintained in order to foster and promote a positive learning environment.
5. The Division supports the endeavors of staff, students, parents, and the community to ensure positive student behavior and conduct.
6. The Division expects parents and students to recognize their responsibility in developing student self-discipline.

7. The Division considers the following Rights to be foundational to this Student Code of Conduct:
 - (i) People shall be treated with dignity, respect, and fairness by students, staff and other members of the community of learners
 - (ii) Students shall be provided with a learning environment that is welcoming, caring, respectful and safe and free from discrimination and physical, emotional, and social abuse
 - (iii) Students shall be supported to establish a voluntary student organization, or to lead an activity intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging (see AP 60-15 Student Activities and Organizations)
 - (iv) In the event of student misbehavior, students and parents shall have the right to offer an explanation and to be informed about consequences of misbehavior

III. Expected Behaviors (Responsibilities)

[Return to Top](#)

1. The Division will make this Student Code of Conduct public on the Division website.
2. Division Student Services staff will collaborate with schools to support individual students and circumstances requiring specialized expertise or analysis.
3. Each school shall inform students and parents of the Division's and school's expectations for behavior within the school, the school grounds, in digital learning and communications, and during school activities on or off campus.
 - 3.1. Schools shall make the Student Code of Conduct publically available
 - 3.2. Elementary schools and junior and senior high schools will have different levels of expectations for behaviors (and consequences for misbehavior) according to the age and maturity of the students
4. School Principals shall report to police the names of all persons for whom they have reasonable and probable grounds to believe are trafficking in drugs (see also AP 50-12 Unauthorized/Illegal/Stolen Substances/Items), are in possession of a weapon, or any other criminal activity. In these situations, the School Principal shall:
 - 4.1. Inform the parents of students involved
 - 4.2. Collaborate directly with Division Student Services staff to assign consequences
5. Teachers will establish classroom routines and norms that align to the school's and Division's Student Code of Conduct.
6. Students, staff and other adults involved with student learning experiences shall exercise their responsibilities to:
 - 6.1. Respect self and the rights of others in all learning environments
 - 6.2. Contribute to a welcoming, caring, respectful and safe learning environment
 - 6.3. Respect the diversity of the community
 - 6.4. Foster a sense of belonging of others in the school
 - 6.5. Refrain from bullying, report and refuse to tolerate bullying or bullying behavior (defined below), even if it happens outside of the school or school hours or in the digital environment
 - 6.6. Refrain from participation in 'hazing', 'froshing', or other initiation activities.
 - 6.7. Act in a way that honours and appropriately represents self, the school and the community
 - 6.8. Contribute positively to the school and community
7. Students shall exercise their responsibilities to:
 - 7.1. Attend school regularly and punctually
 - 7.2. Be ready to learn and actively engage in and diligently pursue their education
 - 7.3. Know and comply with rules of the school and cooperate with all school staff

- 7.4. Inform a trusted adult in a timely manner of incidents of bullying, harassment, intimidation or other safety concerns
- 7.5. Comply with the rules of the school and the policies of the Division
- 7.6. Cooperate with everyone authorized by the Division to provide education programs and other services
- 7.7. Use school property and equipment carefully
- 7.8. Refrain from tampering or disabling fire alarms and safety equipment
- 7.9. Adhere to Division administrative rules relating to smoking, alcohol, and drugs (see AP 50-12 Unauthorized/Illegal/Stolen Substances/Items)
- 8. Students shall be responsible and accountable for their behavior and conduct:
 - 8.1. While involved in school-sponsored or related activities
 - 8.2. While on school property
 - 8.3. During any recess or lunch periods on or off school property
 - 8.4. While using personal or school owned digital devices for learning, entertainment or communication
 - 8.5. While travelling to and from school; and
 - 8.6. Beyond the hours of school operation if the behavior or conduct detrimentally affects the welfare of individual students or the governance, climate, or efficiency of the school(s) (*Education Act* Sections 36(1)(c) and 37(1)(c))
- 9. The Division has expectations for parents in developing and supporting students' acquisition of appropriate behavior and conduct. Parents are expected to:
 - 9.1. Review the Division's administrative procedures and the school's expectations for student behavior and conduct for themselves and with their children
 - 9.2. Collaborate with the school staff to resolve and correct student behavioral issues when they affect their child(ren)
 - 9.3. Cooperate with the school or Division's recommended course of action prior to re-admission of the student following a student suspension (or expulsion)

IV. Unacceptable Behaviors

[Return to Top](#)

- 1. Students will be held accountable for conduct that occurs during the school day and also for conduct that occurs outside of the school building or school day and/or digitally, if the conduct negatively affects a member of the school community or interferes with the school environment. While the staff (and parents) may not be able to control what students choose to do outside of the school environment, there may be consequences for the behavior.
- 2. Unacceptable behaviors include, but are not limited to the following:
 - 2.1. Behaviors that are contrary to, or ignore the responsibilities of the student defined above in Section III, items 6, 7 and 8
 - 2.2. Unethical behaviors associated with academics including but not limited to plagiarism and cheating. See also AP 60-10 Student Assessment, Evaluation and Reporting, Section 1.5 under "Procedures" for further information and guidelines.
 - 2.3. Behaviors that interfere with the learning of others and/or the school environment or that create unsafe conditions
 - 2.4. Physical violence
 - 2.5. Illegal activity such as:
 - 2.5.1. Possession, use or distribution of illegal or restricted substances
 - 2.5.2. Possession or use of weapons
 - 2.5.2.1. When a student is in possession of a weapon, a replica, or a look-a-like weapon, including knives, the first phase of the Violence Threat Risk Assessment (VTRA) protocol will be activated.

- 2.5.3. Theft or willful damage to property
(see also AP 50-12 Unauthorized/Illegal/Stolen Substances/Items)
- 2.6. Retribution against any person in the school who has intervened to prevent or report bullying or any other incident or safety concern
- 2.7. Acts of bullying, harassment or intimidation [Return to Item III, 6.5](#)
 - 2.7.1. Bullying: means repeated and hostile or demeaning behavior by an individual in the school community where the behavior 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. (Education Act, Section 1(1)(d))
 - 2.7.2. The following types of behavior are considered to be acts of bullying and are not acceptable:
 - 2.7.2.1. Physical bullying includes, but is not limited to, punching, kicking, slapping, shoving, and pushing
 - 2.7.2.2. Verbal bullying includes, but is not limited to, teasing, name-calling, threatening, or making humiliating remarks
 - 2.7.2.3. Social bullying includes, but is not limited to, gossiping, spreading rumors, or intentionally excluding someone from a group or activity, and 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.
 - 2.7.2.4. Racial/cultural bullying includes, but is not limited to, using derogatory terms based on race or ethnicity and/or making disparaging remarks about a person's culture or religious beliefs
 - 2.7.2.5. Sexual bullying includes, but is not limited to, touching or grabbing in a sexual manner, making sexual or homophobic, biphobic or transphobic comments or gestures, and spreading rumors, mocking or making disparaging comments about another person's gender, gender identity, gender expression or sexual orientation.
 - 2.7.2.6. Cyber-bullying is an extension of antisocial behavior that consists of, but is not limited to, covert, psychological bullying, conveyed through electronic mediums such as cell phones, web logs and websites, online chat rooms, 'MUD' rooms (multi-user domains where individuals take on different characters) and Xangas (online personal profiles where some adolescents create lists of people they do not like).
 - 2.7.2.6.1. It is verbal (over the telephone or cell phone), or written (flaming*, threats, racial, sexual or homophobic harassment) using the various mediums available
 - 2.7.2.6.2. *Flaming is the often deliberate act of posting or writing messages on Internet bulletin boards and message groups that have the intent of insulting or creating dissent within a group. An Internet flame is often filled with coarse language and personal insults

V. Worrisome Behaviors

[Return to Top](#)

- 1. Worrisome behaviors are those that cause concern for members of the school or community system that may indicate that a student is moving toward a risk of serious violent behavior. This would include instances where a student may be engaging in

behaviors such as drawing pictures, writing stories in class, or making vague statements that do not, of themselves, constitute “uttering threats” as defined by law but are causing concern for some members of the school community because of their violent content. Identifying and following up on worrisome behaviors results in earlier interventions which produce better outcomes.

2. School Principals must remind staff annually to observe for worrisome behaviors.

VI. Student Management and Consequences

[Return to Top](#)

1. The Division aligns student management processes to the Response to Intervention model.
 - 1.1. Tier 1: Most student management can be accomplished through positive classroom instruction and a learning environment created and managed by the teacher to be welcoming, caring, respectful, and safe. This is the foundation of an effective and impactful student management system.
 - 1.2. Tier 2: Some students will require slightly more direct intervention on occasion or to resolve specified needs.
 - 1.3. Tier 3: Fewer students will require more refined and specialized interventions often involving additional supports from the school, Division or external agencies.
2. Effective discipline and student management procedures should emphasize the development of learning experiences that will influence an individual student's behavior and growth along acceptable guidelines, rather than emphasizing methods of punishing the student.
 - 2.1. Determining the reason(s) for unacceptable student conduct must be a part of the discipline process.
 - 2.2. The specific circumstances of the situation and the individual involved need to be taken into account. For instance, the student's age, maturity, individual circumstances and any special needs the student has – whether they are physical, behavioral, communicational, mental health, trauma, etc. – must be considered.
 - 2.3. Support will be provided for students who are impacted by inappropriate behavior as well as for students who engage in inappropriate behavior.
3. There should be a strong teaching/counselling component in the student management procedures. However, provision for alternatives must be included in the event that educational and counselling efforts are unsuccessful.
 - 3.1. The Division's Student Services staff can help school administration determine if an assessment of a student would be useful or necessary to develop appropriate programming (including threat assessment - AP 50-17 Student Health and Safety)
4. Parental involvement in consequences varies by age and grade and degree of misbehavior.
 - 4.1. Minor and occasional behaviors will be managed at the school level and communicated in a means fitting to the child's growth and learning.
 - 4.2. As behaviors increase in frequency and severity, parent involvement, and the potential for involvement of other agencies will increase accordingly.
5. School Principals shall protect the privacy of all individuals involved in situations related to student management and consequences for behavior. The School Principal has the authority to determine which information, if any, needs to be communicated to other staff, other students or other parents.
6. Failure to meet the expectations for behavior and conduct shall result in some or all of the following interventions or consequences:
 - 6.1. Direct instruction/intervention with the student which might involve:
 - 6.1.1. Identification of unacceptable behavior or reviewing behavior expectations

- 6.1.2. Problem analysis and solution development
- 6.1.3. A behavior contract or plan
- 6.2. Reprimand
- 6.3. Varying degrees of isolation and or temporary removal of privileges
 - 6.3.1. Temporary exclusion of student from class
 - 6.3.2. Detention of student at noon, recesses, or after school
 - 6.3.3. Assigned seating on the bus or temporary loss of privilege to ride the bus
 - 6.3.4. In-school suspension
 - 6.3.5. Out-of-school suspension (up to 5 days)
 - 6.3.6. Expulsion from a school or all Division schools (refer also to AP 50-10 Student Suspension and Expulsion)
- 6.4. Restitution for property damage to an individual or the Division
- 6.5. Varying levels of involvement of external agencies
 - 6.5.1. Referral to Attendance Board
 - 6.5.2. Involvement of police or safety services
- 7. Principals are empowered to use their judgement and discretion to determine consequences to encourage students to behave appropriately. Parents are encouraged to talk directly to principals if they have any concerns. The formal appeal process (AP 20-03 School Dispute Resolution (External Communication Protocol)) would only apply when the consequences 'significantly affects the education of a student.'
- 8. Grounds for disciplinary action that could lead to suspension or expulsion exist where a student has demonstrated unacceptable behavior such as:
 - 8.1. Conduct which threatens the safety of students and/or staff
 - 8.2. Weapons: A weapon is anything used, designed to be used or intended for use in causing death or injury to any person, or for the purpose of threatening or intimidating any person. We include knives, and guns, as well as replica weapons, even if they look like toys.
 - 8.2.1. In all weapons cases, the VTRA Protocol will be enacted. A risk assessment is not in and of itself, a consequence for the behavior.
 - 8.2.2. Possession of a weapon on a student's person, or in a student's locker or desk, or if visible in the student's vehicle.
 - 8.2.3. Displaying or brandishing a weapon in a threatening or intimidating manner
 - 8.3. Any criminal activity including but not limited to:
 - 8.3.1. Assault (all forms) of another person
 - 8.3.2. Possession or use of illicit drugs, alcohol, or inhalants in school and on school property
 - 8.3.3. Theft
 - 8.4. Contravention of the provisions of Section 256 of the *Education Act* related to trespassing, loitering, and causing a disturbance
 - 8.5. Contravention of Division administrative procedures
 - 8.6. Poor attendance and frequent tardiness
 - 8.7. Willful disobedience, open opposition to, and/or defiance of authority
 - 8.8. Frequent use or display of improper, abusive, discriminatory or profane language
 - 8.9. Willful damage to property of the school, Division, or others
 - 8.10. Intentional disruption or tampering with safety equipment including the fire alarms and the 911 emergency systems.
 - 8.11. Interfering with the orderly conduct of class(es) or the school
 - 8.12. Use of technology such as computers, cameras, cell phones, and other digital equipment for purposes that are illegal, unethical, immoral, or inappropriate

Reference

[Education Act](#)

[Alberta Human Rights Act \(AHRA\) – Section 4](#)

[Policy 13 Appeals to the Board Regarding Student Matters](#)

[Policy 19 Welcoming, Caring, Respectful, and Safe Environments](#)

[AP 20-03 School Dispute Resolution \(External Communication Protocol\)](#)

[AP 20-20 Discrimination and Harassment](#)

[AP 50-10 Student Suspension and Expulsion](#)

[AP 50-12 Unauthorized/Illegal/Stolen Substances/Items](#)

[AP 50-17 Student Health and Safety](#)

[AP 60-10 Student Assessment, Evaluation and Reporting](#)

[Ecclesiastical Insurance Office plc White Paper 2013, Protect Your Students, Safeguard Your School: Bullying Affects Everyone in a School Community](#)

[Violence Risk Threat Assessment \(VTRA\) Protocol](#)