

Administrative Procedure 323

STUDENT CODE OF CONDUCT

Background

The Lakeland Catholic School Board (the “Board”) recognizes that we are created in the image and likeness of God. As such, all human beings are inherently sacred and must be treated with dignity and respect. All efforts to support the inclusive, safe and caring learning environment within our district must be in accordance with the teachings of the Catholic Church.

A nurturing, inclusive community is one in which each person is welcome accepted and supported as a Child of God; therefore, any discrimination is unacceptable. Whereas all students and staff have rights as provided for in the *Alberta Human Rights Act* and the *Charter of Rights and Freedoms*, all students and staff will be provided with an inclusive, welcoming, caring, respectful, safe and Catholic environment that promotes the well-being of all and will not be discriminated against as provided for in the *Alberta Human Rights Act* or the *Charter of Rights and Freedoms*.

The purpose of this code of conduct is to:

- a) ensure that each member of the school community is provided with a welcoming, caring, respectful, safe and Catholic environment that promotes the well-being of all individuals and fosters community support for achieving this goal; and
- b) establish and publish expectations for student behaviour while at school, at school-related activity or while engaging in an activity that may have an impact on others in the school.

Student Responsibilities

A student’s actions may impact the safety and well-being of himself/herself, other students and staff, as well as, the student’s own success in school. Accordingly, students are responsible for ensuring that their conduct contributes to a welcoming, caring, respectful and safe learning environment and shall conduct themselves in the following matter:

- a) Respect yourself and the rights of others in the school.
- b) Make sure your conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging of others in your school.
- c) Refrain from, report and refuse to tolerate bullying or bullying behaviour, even if it happens outside of the school or school hours or electronically.

- d) Inform an adult in a timely manner of incidents of bullying, harassment, intimidation or other safety concerns in the school.
- e) Act in ways that honors and appropriately represents you and your school.
- f) Attend school regularly and punctually.
- g) Be ready to learn and actively engage in and diligently pursue your education.
- h) Know and comply with the rules of your school.
- i) Cooperate with all school staff.
- j) Be accountable for your behaviour to your teachers and other school staff.
- k) Contribute positively to your school and your community.

Unacceptable Student Behaviour

Students are prohibited from engaging in conduct, comments, bullying or action that they know or ought reasonably to know would:

- a) cause offence or humiliation to a student or staff member;
- b) adversely effects a student's or staff member's health and safety; and
- c) adversely interfere with the learning of others and/or the school environment.

Bullying includes repeated and hostile or demeaning behaviour by a student 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.

Students will be held accountable for engaging in Unacceptable Behaviour that occurs within the school building, outside the school building, during the school day and electronically (e.g. social media and email). While school staff are not able to control what students do outside of school, where that behaviour spills into the school environment, the student may face consequences for engaging in the Unacceptable Behaviour.

Examples of Unacceptable Behaviour include:

- a) Behaviours that would interfere with the learning of others and/or the school environment or that create unsafe conditions.

- b) Acts of bullying, harassment or intimidation because of a school member's race, religious beliefs, colour, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, gender, gender identity, gender expression and sexual orientation.
- c) Slurs, insults, innuendo or negative stereotyping.
- d) Written or graphic materials that demean, ridicules or shows hostility towards an individual or group of individuals.
- e) Sexual solicitation or advances.
- f) Physical violence.
- g) Verbal abuse.
- h) Use of improper or profane language or gestures.
- i) Retribution against any person in the school who has intervened to prevent or report bullying or any other incident or safety concern.
- j) Class disruptions (including being late, not having needed books and supplies, repeated talking, incomplete homework, horseplay, failure to respect other's space and their property).
- k) Defiance of school authority.
- l) Illegal activity such as:
 - a. Possession, use or distribution of illegal or restricted substances,
 - b. Possession or use of weapons, and
 - c. Theft or damage to property.

Students who are impacted by Unacceptable Behaviour will be provided with support from the school in the form of mentoring, restorative process, counselling or regular check-ins with teachers or Family Outreach Workers.

Students who engage in Unacceptable Behaviour will be disciplined in accordance with the procedures set out below but will also be provided with support from the school to promote healing and teach appropriate behaviors. Support for students includes, but is not limited to: mentoring, restorative process, regular check-ins with teachers or Family Outreach Workers and counselling.

Discipline

It is the school's expectation that students will adhere to the Student Code of Conduct and respect the rights of others as outlined above. A student who fails to comply with this Student Code of Conduct shall be disciplined as outlined below. Discipline may occur at any step in the

below disciplinary procedure depending on the seriousness of the misconduct. It is also important to note that consequences for unacceptable behaviour will take into consideration each student's age, maturity and individual circumstances.

1. **Low Level Intervention** – this may include meeting with the teacher to resolve the issue, meeting with administration, contact of parents or guardians or completing a conflict resolution process between students involved.
2. **Loss of School Privileges** – this may include, but is not limited to, the loss of lunch and recess breaks, loss of computer and technology access, loss of locker usage or hallway privileges, loss of ability to participate on school teams. The length of the loss of school privileges will be determined by the school and may or may not include contact of the student's parents or guardians.
3. **In-School Suspension** – Students will remain at school and will work in isolation under the supervision of school staff. This suspension may be for one half day up to 2 days. An In-School Suspension will always include contact of the student's parent or guardian. Upon the student's return to class they will meet with the school administration, the school's Family Outreach Worker, or both, to discuss and plan for future success.
4. **Out-of-School Suspension** – Students will not be permitted to attend school and will be provided with work to complete at home during the suspension. This suspension may be for one half day up to 5 days. An Out-of-School Suspension will always include contact of the student's parent or guardian. Upon the student's return to classes, they will meet with the school administration, the school's Family Outreach Worker, or both, to discuss and plan for future success.
5. **Expulsion** – The principle may recommend expulsion of a student to the Board in accordance with section 25 of the *School Act*. Notification of the school board and parent or guardians is required.

Nothing in this Student Code of Conduct is to be interpreted so as to limit or be a waiver of the Lakeland Catholic School Board's rights and powers pursuant the Constitution Act, 1867 and the Canadian Charter of Rights and Freedoms to maintain the denominational character of Catholic schools. If any of the provisions in this Student Code of Conduct conflict with the Lakeland Catholic School Board's rights and powers pursuant to the Constitution Act, 1867 and the Canadian Charter of Rights and Freedoms to maintain the denominational character of Catholic schools, the Lakeland Catholic School Board's rights and powers pursuant the Constitution Act, 1867 and the Canadian Charter of Rights and Freedoms to maintain the denominational character of Catholic schools will govern.

Reference: Section 12, 14, 16, 20, 24, 25, 45, 60, 61, 113 School Act
Occupational Health and Safety Act
Prevention of Youth Tobacco Use Act
Smoke-free Places Act

Administrative Procedure 324

INCLUSIVE COMMUNITIES: ACCOMMODATING AND RESPECTING GENDER IDENTITY AND EXPRESSION

Background

Consistent with its mission and vision, the Board of Trustees of Lakeland Roman Catholic Separate School District No. 150 ("Board") is committed to a safe, caring, respectful, inclusive and welcoming learning and teaching environment for all staff and students in accordance with Board Policy 1 – District Mission, Mandate, Values, Beliefs and Operating Principles.

To ensure that all members of the District's school communities work together in an atmosphere of respect for the dignity of all persons, this Administrative Procedure is adopted to ensure that each student and staff member is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

The Board will not tolerate harassment, bullying, intimidation or discrimination of students or staff as provided for in the *Alberta Human Rights Act* or the *Canadian Charter of Rights and Freedoms* which includes discrimination on the basis of an individual's actual or perceived differences, including sexual orientation, gender identity and gender expression.

To achieve this goal, the Board requires that its schools and staff and students promote a welcoming, caring, respectful, safe learning environment that respects diversity and fosters a sense of belonging in accordance with the rights of staff and students under the following legislation and as reflected in District procedures:

- Canadian Charter of Rights and Freedoms.
- Alberta Human Rights Act.
- Alberta Bill of Rights.
- School Act.
- An Act to Support Gay-Straight Alliances
- Administrative Procedure 160 – Positive School Climate
- Administrative Procedure 170 – Harassment
- Administrative Procedure 323 – Student Code of Conduct
- Administrative Procedure 151 – Channels of Communication
- Administrative Procedure 390 – Student Appeal.

Rationale

1. This Administrative Procedure has been developed to:
 - (a) support and affirm the dignity of all students in every aspect of school life;

- (b) prove the understanding of the lives of all students and find ways to increase respect for the dignity of each other in ways appropriate to the Catholic school setting;
 - (c) provide training consistent with the Catholic faith for all teachers and other staff that promotes a welcoming, caring, respectful and safe learning environment that respect diversity and fosters a sense of belonging including with respect to gender identity and gender expression;
 - (d) provide resources consistent with Catholic teaching on social relationships and to support students who require assistance as a result of their gender identity or gender expression. As St. Paul reminds us, “For in Christ Jesus, you are all children of God, through faith. There is neither Jew nor Greek, neither slave nor free, there is neither male nor female; for you are all one in Christ.” (Galatians 3:27-28); and
 - (e) outline the Board’s responsibilities under Section 16.1 of the *School Act*.
2. Given that all students are created in the divine image and likeness of God, and are therefore endowed with an inalienable worth that cannot be violated, circumstances involving gender identity or gender expression, as they affect a student, are to be addressed with a high degree of sensitivity, respect, and inclusion, and where required, expertise and support (in the context of the school’s resources).
 3. The goal of any reasonable accommodation made by a school in this area is to afford dignity and success in learning for a student who has advised the school of their gender identity or gender expression needs.
 4. With this context and based on available school resources, staff are committed to creating a student learning environment that is inclusive, flexible and responsive to the student’s needs. To this end, staff may:
 - (a) take into consideration a continuum of supports and services in the context of a reasonable accommodation; and
 - (b) collaborate with families and, if permissible, community support services for accommodation purposes.

Principles

1. Students at all grade levels may need support and guidance with respect to their gender identity or gender expression.
2. A teacher or administrator who is approached with a request for assistance, support or an accommodation must respond in a timely manner with sensitivity, respect, and understanding mercy and compassion.

3. Since all students have been created in the divine image and likeness of God, and are therefore endowed with an inalienable worth that cannot be violated, circumstances involving issues with gender identity or gender expression as it affects a student shall:
 - (a) be addressed with fairness, sensitivity, respect and inclusion;
 - (b) be addressed in a positive manner by all school personnel;
 - (c) be addressed in a manner where students have reasonable resources available to them without fear of reprisal, when they are victims of harassment, prejudice, discrimination, intimidation, bullying and/or violence;
 - (d) protect student confidentiality (subject to circumstances which require disclosure of personal information in accordance with the *Freedom of Information and Protection of Privacy Act*).
4. The goal of a reasonable accommodation in this area is to afford dignity and success in learning for a student who has gender identity or gender expression needs. To this end, based on available resources, staff may collaborate with families and, with the student and/or family's permission, community support services to reasonably address student needs and take into consideration a continuum of available reasonable supports and services.

Procedures

1. These accommodation guidelines explain the District's best practices related to support and accommodation based on gender identity and gender expression.
2. Schools will provide opportunities for staff to increase their knowledge, awareness, skills and attitudes in promoting respect for human rights, respecting diversity and understanding issues related to gender identity and gender expression in relation to the Catholic faith as well as the greater society.
3. The District shall provide support for student organizations in accordance with Section 16.1 of the School Act. Specifically:
 - (a) If one or more students attending a school operated by a board request a staff member employed by the board for support 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, the principal of the school shall:

- i. immediately grant permission for the establishment of the student organization or the holding of the activity at the school, and
 - ii. subject to subsection (d), within a reasonable time from the date the principal receives the request designate a staff member to serve as the staff liaison to facilitate the establishment, and the ongoing operation, of the student organization or to assist in organizing the activity.
 - (b) For the purposes of this procedure, an organization or activity includes an organization or activity that promotes equality and non-discrimination with respect to, without limitation, race, religious belief, colour, gender, gender identity, gender expression, physical disability, mental disability, family status or sexual orientation, including but not limited to organizations such as gay-straight alliances, diversity clubs, anti-racism clubs and anti-bullying clubs.
 - (c) The students may select a respectful and inclusive name for the organization or activity, including the name “gay-straight alliance” or “queer-straight alliance”, after consulting with the principal.
 - i. For greater certainty, the principal shall not prohibit or discourage students from choosing a name that includes “gay-straight alliance” or “queer-straight alliance”.
 - (d) The principal shall immediately inform the board and the Minister if no staff member is available to serve as a staff liaison referred to in 3(a), and if so informed, the Minister shall appoint a responsible adult to work with the requesting students in organizing the activity or to facilitate the establishment, and the ongoing operation, of the student organization at the school.
4. The principal is responsible for ensuring that notification, if any, respecting a voluntary student organization or an activity referred to in section 3 is limited to the fact of the establishment of the organization or the holding of the activity. As with all extra-curricular offering, parents are invited to converse with the school regarding the intention of the student organization or activity.
5. Student privacy and confidentiality of personal information will be protected and only disclosed when required in accordance with the *Alberta Freedom of Information and Protection of Privacy Act*.
6. Athletic eligibility for all students participating in school sports is determined by the Alberta Schools’ Athletic Association (ASAA) and local division athletic associations. Eligibility at secondary level reflects criteria of these associations to ensure consistency and alignment. For intramurals, the Principal will determine best practice and rationale for all individuals involved. Based on specific student circumstances, educators address additional needs in consultation with the Principal and district leadership.

7. Schools may choose to offer gender specific courses (i.e. physical education). The Principal will determine the best practice and rationale for all individuals involved.
8. Schools maintain dress codes that provide students with positive guidelines for appropriate dress in an educational setting and the context of a Catholic school environment. These dress codes should be flexible enough, and worded such, that all people feel comfortable in school environments.
9. The District shall allow for Student Records to reflect the preferred name of the student including on report cards, class lists and IPPs without the need for documented proof of change in sex or gender or a medical diagnosis. However, a legal name change, as registered under the *Vital Statistics Act* is required if the student desires their official Alberta Education documents to reflect their preferred name.
10. Overnight field trips are planned to accommodate individual needs, protecting the privacy and confidentiality of students, and allowing students to participate without the requirement to disclose personal information. The Principal, in consultation with the student and family, determines the best practice and rationale for all individuals involved.
11. Each school is encouraged to designate gender neutral single stall washrooms available for all students as a washroom and change room. This supports students with their gender identity and expression, body image concerns, or request for additional privacy for any reason.
12. The District will establish a code of conduct for students that addresses bullying behavior.

Nothing in this Administrative Procedure is to be interpreted so as to limit or be a waiver of the Lakeland Catholic School Board's rights and powers pursuant the Constitution Act, 1867 and the Canadian Charter of Rights and Freedoms to maintain the denominational character of Catholic schools. If any of the provisions in this Administrative Procedure conflict with the Lakeland Catholic School Board's rights and powers pursuant to the Constitution Act, 1867 and the Canadian Charter of Rights and Freedoms to maintain the denominational character of Catholic schools, the Lakeland Catholic School Board's rights and powers pursuant the Constitution Act, 1867 and the Canadian Charter of Rights and Freedoms to maintain the denominational character of Catholic schools will govern.

Reference:

Canadian Charter of Rights and Freedoms
 Alberta Human Rights Act
 Alberta Bill of Rights
 School Act
 Administrative Procedure 160 – Positive School Climate
 Administrative Procedure 170 – Harassment
 Administrative Procedure 323 – Student Code of Conduct
 Administrative Procedure 151 – Channels of Communication
 Administrative Procedure 390 – Student Appeal
 Greater St. Albert R.C.S.S.D. No. 734 – Administrative Procedure 360 LIFE Framework (CCSSA)
 Inclusive Communities (CCSSA)