



202.7AP Student Code of Conduct

ADOPTED: 2012.02.15
APPROVED: 2020.05.13 (2018.10.17) (2018.05.16) (2016.03.16) (2015.05.04) (2012.02.15)
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LEGAL REFERENCE:

- *Education Act – Sections 16(1), 31, 33, 35(1), 197*
- *Alberta Human Rights Act*
- Canadian Charter of Rights and Freedoms

CROSS-REFERENCE:

- [202.8AP Student Suspension](#)
 - [202.9AP Student Expulsion](#)
 - [202.1AP School Attendance](#)
 - [202.6AP Searches: Locker/Student](#)
 - [202.2AP Students' Responsibilities](#)
 - BTPS V-TRA Protocol and Reinstatement Procedures
 - [203.1AP Administration of Medication/Medical Assistance to Students](#)
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RESPONSIBILITIES:

1. Students will ensure that their conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging. In addition to the *Education Act* Section 31, students adhere to acceptable behavior that recognizes standards of conduct found in the Student Code of Conduct whether or not the behavior occurs within the school building, during the school day or by electronic means. Students should conduct themselves in a manner that shows respect for:
 - 1.1 those in authority;
 - 1.2 others and their property;
 - 1.3 school property;
 - 1.4 all others 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 of that person.

- 1.5 school attendance and punctuality;
 - 1.6 work habits, assignments, and homework;
 - 1.7 textbooks and equipment;
 - 1.8 fire alarms and safety equipment; and
 - 1.9 Board policies relating to student conduct.
2. Student will refrain from, report, and not tolerate bullying or bullying behavior directed toward others in the school that impacts the learning environment of the school, whether or not it occurs within the school building, during the school day or by electronic means.
 3. Parents help students meet the Code of Conduct when they play a vital role in developing student behavior and conduct. It is the Board's expectation that parents:
 - 3.1 Are aware of the Administrative Procedures and the school's expectations for student behavior and conduct.
 - 3.2 Review the Administrative Procedures and the school's expectations for student behavior and conduct with their child(ren).
 - 3.3 Work with the school to resolve student behavioral issues when they affect their child(ren).
 - 3.4 Co-operate with the school's or Board's recommended course of action, including V-TRA investigations, prior to re-admission of the student following a student suspension or expulsion.
 - 3.5 Promote the attitude in their child(ren) that demonstrates respect for all others 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 of that person.
 4. Teachers help students meet the Code of Conduct when they:
 - 4.1 Create and maintain a safe, caring atmosphere within the classrooms, washrooms, locker rooms and the school that provides all students with appropriate privacy and solutions that meet their individual needs and privacy concerns;
 - 4.2 Create an environment which helps students become competent, fulfilled, and independent persons who respect themselves and others no matter their 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.
 - 4.3 Prepare diligently and search constantly for ways to set students up for success, to be winners not only by the quantity of knowledge they absorb but also by their desire to learn;
 - 4.4 Create and maintain cooperative relationships between the school and the family;
 - 4.5 Inform parents through conferences and report cards, about the academic and social progress of their children;
 - 4.6 Provide professional advice to parents with regard to the educational needs and recommended programs for their child(ren);
 - 4.7 Maintain their professionalism by keeping up with current educational thought, continuously searching for ideas, materials, and experiences to use in helping students;
 - 4.8 Treat students and parents with courtesy and respect; and,

- 4.9 Recognize that students will make mistakes and that discipline is a learning process. As most misbehavior is merely inappropriate for the time or place, teachers must take time to reflect and adapt their approach to promote appropriate behavior. Teachers must take into account the student's age, maturity, and individual circumstances, and ensure that support is provided for students who are impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour.
5. Principals help students meet the code of conduct when they:
 - 5.1 Set a standard for student conduct and behavior;
 - 5.2 Establish an atmosphere conducive to good teaching and learning throughout the school;
 - 5.3 Take into account the student's age, maturity, and individual circumstances, and ensure that support is provided for students who are impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour.
 - 5.4 Create and maintain a safe, caring atmosphere within the classrooms, washrooms, locker rooms and the school that provides all students with appropriate privacy and solutions that meet their individual needs and privacy concerns;
 - 5.5 Clearly communicate the expectations for student conduct and behavior with all members of the school community that recognizes diversity and promotes respect for all others 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 of that person;
 - 5.6 Acknowledge students who exemplify good behavior;
 - 5.7 Provide for the consistent application of the Student Code of Conduct and establishes fair practices when a student contravenes the Student Code of Conduct.
 - 5.8 Initiate a V-TRA investigation where the student behavior warrants.
6. Any employee, student, parent, or volunteer who subjects anyone within our school community to personal and/or sexual harassment/bullying, including cyber-bullying, will be subject to appropriate disciplinary action if it impacts the teaching and learning in the school.

PROCEDURES:

1. Each school's expectations for student behavior, conduct and dress shall:
 - 1.1 respect diversity;
 - 1.2 be developed with opportunity for input from staff, students, parents, and the community;
 - 1.2 be available electronically, communicated to students, parents, and community annually by the principal; and reviewed and revised as required.
2. Each school will develop a "school" discipline policy which:
 - 2.1 is available to all stakeholders;
 - 2.2 utilizes a model for effective discipline;
 - 2.3 outlines standards of acceptable conduct and behavior for students;
 - 2.4 provides parents and students with the opportunity for input and informs both groups of the procedures and rationale;
3. Each school will develop a set of procedures based on the school's discipline policy that will form a "discipline plan"; one that is agreed to and understood by students, parents, and staff.
4. Effective and sensible discipline plans use principles and techniques that:
 - 4.1 encourage and reinforce acceptable/responsible student behavior;
 - 4.2 develop and promote the growth of student self-discipline;
 - 4.3 treat students in a positive and dignified manner;
 - 4.4 are consistently applied with logical consequences.

5. The principals shall communicate annually, to students, parents and staff, the Board policy and procedures and the school's expectations for student behavior and conduct.
6. The consequences of unacceptable behaviour, which must take account of the student's age, maturity, and individual circumstances, and must ensure that support is provided for students who are impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour.
7. Failure to meet the expectations for acceptable behavior and conduct shall result in some or all of the following consequences:
 - 7.1 problem solving, monitoring, or reviewing behavior expectation with student and reprimand;
 - 7.2 parental involvement;
 - 7.3 referral to attendance board;
 - 7.4 temporary removal of privileges;
 - 7.5 detention of student;
 - 7.6 temporary exclusion of student from class;
 - 7.7 in-school suspension;
 - 7.8 out-of-school suspension;
 - 7.9 behavioral contract with student;
 - 7.10 restitution for property damage to an individual or board;
 - 7.11 assessment of student to develop appropriate programming;
 - 7.12 involvement of police; OR
 - 7.13 expulsion from a school or all Board schools.
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 possession of a weapon on a student's person, or in a student's locker or desk, that is dangerous to students and staff; 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;
 - 8.3 displaying or brandishing a weapon in a threatening or intimidating manner;
 - 8.4 assaulting another person;
 - 8.5 possession or use of illegal substances, alcohol, tobacco or tobacco products (including but not limited to cigarettes, cigars, bidis, kreteks, chewing tobacco, loose tobacco, snuff, dip, snus), inhalants (including but not limited to e-cigarettes, vapes, pipe/hookah and shisha) or cannabis products (in any form) in school, on school property, on school buses or during any school sanctioned activity whether on school property or not.
 - 8.6 contravention of Administrative Procedures related to student bullying/harassment, student attendance, and student rights and responsibilities;
 - 8.7 theft;
 - 8.8 willful disobedience and/or open opposition to authority;
 - 8.9 inappropriate use of division technology or personal electronic devices
 - 8.10 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;
 - 8.11 use or display of improper or profane language;
 - 8.12 willful damage to school or others' property;
 - 8.13 interfering with the orderly conduct of class(es) or the school;
 - 8.14 contravention of the code of conduct as set out in the *Educational Act*.

9. Principals shall report to police the names of all persons for whom they have reasonable and probable grounds to believe are trafficking in drugs. The principals shall:
 - 9.1 inform the parents of students involved; and/or
 - 9.2 proceed with disciplinary measures which may lead to suspensions or expulsions.
10. The principal shall maintain records of disciplinary action taken by school staff as a result of unacceptable student behavior.
11. Staff members shall inform the principal of suspected instances of possession of weapons, use of or trafficking in illegal drugs and/or substance abuse in the school.