Student Code of Conduct

Classical Academy
ALBERTA

Consequences for poor behaviour

Where correction is merited, it is carried out in a spirit of respect for the student and for the person they are to become, and should never be carried out with intent to cause humiliation or fear. Knowing that students are still learning to appropriately comport themselves, the ultimate goal is correction and human formation, rather than punishment.

Disciplinary actions draw on the professional judgement of teachers and administrators and on a range of disciplinary techniques. Disciplinary action correlates to the seriousness of the offence, the student's age and grade level, the frequency of misbehaviour, the student's attitude, and the effect of the misconduct on the school environment. The guidelines for discipline outlined in this policy are not intended to be exhaustive. The school reserves the right to exercise reasonable judgement as an individual circumstance might dictate and will endeavour to balance consistency and high expectations with flexibility in extenuating circumstances.

Level 1 Misbehaviour:

Minor misbehaviour or inattentiveness requiring corrective reminders, including but not limited to:

- Failure to arrive prepared for each lesson (e.g. items left in backpack, cubby or locker, missing supplies, etc.);
- Not concentrating, raising a hand to speak, or being attentive in a lesson ;
- Interrupting or speaking over teachers or peers, or speaking disruptively during silent work periods ;
- Minor uniform infractions (e.g. untucked shirts, wrong shoes, etc.) ;
- Minor misbehaviour in hallways (e.g. falling out of line, walking on the wrong side, talking loudly, touching, etc.) ;
- Sloppy written work in lessons ;
- Failure to complete homework ;
- Note-passing in class ;
- Chewing gum ;
- Messy cubby or locker area ;
- Not queuing properly or promptly ;
- Littering ;
- References to pop culture ;
- Failure to return promptly to class after visiting the office, washroom, etc. ;
- Loud or disruptive behaviour in hallways ;
- Not remaining seated on the bus ;
- Excessive noise or shouting on bus ;
- Unsafe use of playground equipment ;

Teachers or staff members shall issue verbal corrections ("notifications") to students for Level 1 misbehaviours. If the student's behaviour persists, they may be sent to a Recollection and Reflection zone to minimise disruptions to other students and provide an opportunity to reflect on their conduct. If a student receives three notifications in a single day, a letter will be sent home informing their parents of their misbehaviour. This letter must be signed and returned to school.

Level 2 misbehaviour:

Chronic, repeated, or escalated misbehaviour, which may include *inter alia*:

- Chronic or persistent Levels 1 misbehaviour that does not improve with minor corrections or reminders ;
- Persistent or repeated failure to complete homework ;
- Defiant or blatantly disrespectful conduct ;
- Late arrival to class ;
- Persistent failure to wear uniform properly ;
- Use of a prohibited electronic device on campus (first offence) ;
- Foul or profane language ;
- Repeatedly failing to follow directions ;
- Hand-holding, kissing, or other displays of romantic affection ;
- Academic dishonesty, including plagiarism, on a first offence ;
- Unsafe behaviour on school property or on the bus, such as pushing, tripping, kicking, or hitting ;
- Truancy from class (for an extended period of time deemed inappropriate by the supervising teacher) ;
- Inappropriate activity or references linked to pop culture and/or social media (e.g., drugs, sexual, mockery, abuse);
- Shouting, shoving in hallways ;
- Spurious rumours or accusations ;
- Deliberately revealing sensitive and/or confidential information about another person without his or her consent ;
- Creating surreptitious recordings of other persons or conversations on campus ;
- Accessing or attempting to access restricted parts of the school building ;
- Violating school safety protocols and procedures (e.g., refusing to exit school during fire drill, willfully disregarding lockdown protocols such as silence).

Level II misbehaviours immediately trigger a letter home to parents, which must be signed and returned. In some instances, parents may be called to a meeting with the teacher and/or administrator to discuss the matter and develop a plan to address it. Other disciplinary measures, such as detentions or suspensions, may be imposed as determined by the school administration.

Level 3 misbehaviour

Chronic or severe misbehaviour meriting serious disciplinary actions, including but not limited to:

- Harassing, hostile or bullying conduct;
- Physical aggression or assault;
- Theft, vandalism, or damage to property;
- Use of sexualized language or gestures

- Sexual harassment, or dissemination of pornographic images;
- Stalking, including cyberstalking with intent to harass;
- Repeated or serious cheating or repeated academic dishonesty;
- Demeaning or hostile conduct, whether it occurs during or outside of school hours, on or off school property, or by electronic means;
- Serious instances of disrespect or contempt for teachers or staff;
- Serious or persistent failure to abide by the Code of Conduct;
- Use of the Internet in a manner which targets any student, staff, or school community member in a derogatory, suggestive, explicit, inappropriate, or otherwise harmful manner
- Revealing highly sensitive and/or confidential information about another person without his or her consent and with the intention of causing humiliation or harm to the person's reputation
- Sexual contact
- Repeated or chronic Level II misbehaviour

Level III misbehaviour triggers a meeting with the student's parents, as well as detention, suspension, or a recommendation for expulsion, as determined by school administration.

Disciplinary measures

The following disciplinary measures may be used alone or in combination to address misbehaviour violating the Student Code of conduct:

- Verbal correction
- Seating changes within the classrooms
- Temporary confiscation of items that disrupt the educational process
- Sending student to the Recollection and Reflection area either in or out of the classroom
- Sending the student to the office or other assigned area
- Withdrawal of privileges, such as participation in recess or extracurricular activities
- Grade reductions or make-up work for academic dishonesty
- Reflection letter and apology
- Creation of a personalized behaviour plan
- Counselling by teachers, counsellors, or administrative personnel
- Notification letter sent to parents
- Parent-Teacher-Administrator conferences/meeting
- Detention
- In-school suspension
- Suspension from bussing
- Academic probation
- Out of School Suspension for a period not exceeding five days
- Expulsion
- Denial of re-enrollment
- Referral to an outside agency and/or legal authority for criminal prosecution in addition to disciplinary measures imposed by the school

- Other disciplinary actions as determined by the school principal

Suspensions

Teachers have authority to remove a child from a single class period to provide space for reflection and to prevent further disruptions to other students.

Removal for more than one class period must be authorized by the Principal or his or her delegate.

A Principal may suspend a student:

- From school;
- From one or more class periods or courses;
- From busing or transportation;
- From any other school-related activity

When a student is suspended, the principal shall immediately report the suspension to the child's parents or guardians, provide a written report detailing the circumstances leading to the suspension, and invite the parent or guardian to attend a meeting to discuss the suspension.

Expulsions

If a student is suspended, the principal may recommend, prior to the end of the student's suspension, that the board expel the student if:

- The student has displayed an attitude of willful, blatant and repeated refusal to comply with the Student Code of Conduct; or
- 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 seriously or persistently impedes the educational opportunities of others.

Further to the above, a principal may recommend that the board expel a student if the event of a parental breach of contract, or if a custodial parent causes serious, persistent disruptions on school property or threatens or acts aggressively toward staff members (including on social media).

If the principal recommends expulsion, he or she must:

- Immediately inform the board of the recommendation for expulsion, and
- Report in writing to the board all the circumstances respecting the suspension and the principal's recommendation for expulsion.

Where the principal has made a recommendation to the Board for expulsion, the student remains suspended until the Board renders a decision to either expel the student, or to end the period of suspension and return the student to school, transportation, course, or school-related activity.

If a student is expelled under this section, the expulsion takes effect immediately following the board's decision.

An expelled student may reapply to join the school in the academic year following their expulsion, provided the expulsion takes effect at least five months before the start of the following school year. The decision to readmit the student shall be subject to the discretion of the principal.

When a student is expelled under this section, the board shall immediately notify the student's parent in writing, and the student if the student is 16 years of age or older:

- Of the expulsion and any rules or conditions that apply to the student, and
- Of the right to request a review as described in Section 43 of the Education Act
- Of the right to an alternative supervised educational program and learning supports as required under Section 37 of the Education Act.

Support given to pupils

Recognizing that discipline is intended not as a punishment, but as a means of helping the student improve his or her character, a variety of supports are offered to students who misbehave or have serious academic difficulties. These include:

- Scaffolded plan involving notifications, and opportunities for Recollection & Reflection to reflect on and improve their conduct;
- Opportunity to write letters reflecting on their conduct through the lens of virtue;
- Restorative conversations with the teachers or administrators who issued the disciplinary measure, and with peers who may have been impacted;
- Mentoring and supports to assist with self-control, emotional regulation, and in making virtuous decisions;
- Creation of Student Behaviour Plans with specific goals and ongoing monitoring for students who persistently misbehave, with weekly meetings to reflect on progress;
- Remedial or personalized academic support
- Homework Club / Study Hall for students who persistently fail to complete homework assignments at home.

Parent expectations

Parent partnerships are a cornerstone of the culture at the Alberta Classical Academy schools. We believe parents are the primary educators of their children and that the Academy should work closely with parents to support student learning and moral growth. We expect them to be effective partners in their child's education and to fully support the goals, philosophy, programming, and staff of the Academy, and support their students in adhering to the Student Code of conduct. This means supporting the school's discipline decisions, or following the prescribed communications and appeal process. Parent roles and responsibilities are outlined further in the Parent Code of Conduct and School Parent handbook.

Discretion

No behaviour policy can account for all eventualities. The school reserves the right to exercise reasonable judgement as an individual circumstance might dictate and will endeavour to balance consistency and high expectations with flexibility in extenuating circumstances. The school Principal shall have discretion to create additional school-level policies, and to take necessary steps to ensure a safe and respectful learning environment is maintained.