



Student Code of Conduct  
Monsignor Fee Otterson Elem./J.H. School  
2017-2018

## Our Philosophy<sup>1</sup>

*Honouring Human Potential: academic, spiritual, creative, physical, emotional and social, is an educational goal of Monsignor Fee Otterson Elementary/ Junior High School*

- We believe if students develop in a culture where they are valued and appreciated, there will be greater potential for them to develop positive behaviour.
- Our goal is to have students strive to be responsible for their own behaviour, with the emphasis on respecting the dignity and self-worth of all other students and staff in the school.
- We are all called to recognize the divine in each person – We are all children of God. “Love one another as I have loved you.” (John 15:12)
- All teachers and their students will develop a “Classroom Creed” based on beliefs and values of their unique learning community – **We *Belong!***
- We affirm that the rights set out in the *Alberta Human Rights Act* and *Canadian Charter of Rights and Freedoms* are afforded to all students and staff members within Monsignor Fee Otterson.

## Beliefs and Values<sup>1</sup>

The staff and parents of Monsignor Fee Otterson Elementary/Junior High School place value on the rights and responsibilities of teachers and students. We agree each student needs to be in a classroom learning environment, that is safe, encouraging and productive, without disruptive behaviour by one student infringing upon the rights of others.

Each student at Monsignor Fee Otterson will be expected to:

- Show respect for the dignity and self worth of other students, staff, parents and guests and report any behaviours which do not respect the value we place on one another.
- Use appropriate language in our school and on the school grounds.
- Show respect for personal and school property.
- Contribute to creating a productive and supportive learning environment and learn not to be a bystander.
- Contribute to creating a welcoming, respectful, safe and caring school for all students where **we all belong**.

---

<sup>1</sup> Administrative Procedure 351 – Procedure 6.1 “Providing a rationale for the code of conduct, with a focus on welcoming, caring, respectful and safe learning environments.

- Demonstrate Digital Citizenship (appropriate use of digital tools) which respect and honour our diversity.

Through positive interaction, students will come to understand that they are responsible for their own behaviour. They will come to recognize that any behaviour, which disrupts or detracts from the educational culture of the school is not acceptable.

Home and school share the responsibility for teaching and modeling appropriate behaviour. Working together will encourage and affirm positive behaviour. We believe our expectations are essential in building accountability, responsibility, empathy and respect for the dignity of self and others.

Through positive interactions students will come to understand that they are responsible for their own behavior. They will come to recognize that any behaviour, which disrupts or detracts form the educational culture of the school, is not acceptable.

## **Positive Reinforcement of Expectations<sup>2</sup>**

If a student chooses to interfere with the safety and dignity of others or with the teaching/learning process, the student will attempt to resolve the problem, based on the classroom creed and the Learning Behaviour Expectations as outline in the Student Code of Conduct.

If the problem is not resolved at the classroom level, the student will be sent to the office and will remain there until contact is made with one of the administrators.

The problem-solving approach will be used by the administration to help each student:

- Identify and take ownership of the problem which lead to the acceptance and appreciation of others.
- Recognize that behaviours can contribute to discrimination or the marginalization of others.
- Inform the student how they can contact a teacher they trust if they are seeking additional guidance.
- Students are encouraged to report acts of bullying to a teacher at the school, parent or guardian or the Kids' help line (1-800-668-6868) to prevent further issues from occurring.
- Seek alternative solutions to the problem which lead to the acceptance and appreciation of others.
- Select the most appropriate solution to the problem.
- Write out their positive behaviour plan to be signed by the student, teacher administrator dealing with the issue.
- Commit to future support of all students impacted.

If the problem continues or escalates the student will return to the office and will be asked to phone his/her parents. This places the responsibility and ownership of the problem in the hands of the student. Parental contact by the teacher or administrator will follow.

---

<sup>2</sup> Administrative Procedure 351 - 6.2: "addressing what is acceptable and unacceptable behaviours whether or not such behaviours occur within the school building, during the school day or by electronic means." 6.3: "Consequences of unacceptable behaviour based on individual needs. The procedure will contain a continuum of supports to correct the unacceptable behaviour and support those students impacted by inappropriate behaviour." 6.5: Refer to Administrative Procedure 351

Parents may be invited to the school to assist in the development of a positive behaviour plan. The student will be invited to participate in the discussions and solution to the problem.

Our school counselor may become involved with a student during any step in the process. This may result in the counselor, teacher, administration, and parents collaborating in the best interest of the student. Possible referral for specialized assistance may be recommended at this time (Consultants from Learning Service-Innovation).

### **Major Offences**<sup>3</sup>

We affirm that pursuant of the *Alberta human Rights Act* and the *Canadian Charter of Rights and Freedoms*, students and staff members are protected from discrimination. More specifically, discrimination refers to an conduct that serves to deny or discriminate against any person or class of persons regarding any goods, services, accommodation or facilities that are customarily available to the public, and the denial or discrimination is based on race, religious beliefs, colour, gender, physical disability, mental disability, ancestry, place of origin, marital status, source of income, family status or sexual orientation.

Major offences may involve time away from the classroom. This could be an in-school time out, suspension, or removal from the school community for a specific duration.

At Monsignor Fee Otterson we have identified the following behaviours as major offences:

- Discrimination: recognizing behaviours that do not celebrate and honour diversity including race, religion, belief, sexual orientation, color, gender, physical discrimination, mental discrimination.
- Fighting or any form of physical abuse (pushing, hitting)
- Emotional abuse<sup>4</sup>: teasing, taunting, gossiping, harassing, intimidating, excluding.
- Abusive language or gestures (name calling, threats)
- Possession of a weapon
- Possession or distribution of drugs
- Vandalism
- Defiance (continuous disruptive behaviour)
- Inappropriate use of digital tools (harassing, threatening)

*Major Offences may involve an in school or out of school suspension*

### **Procedures for In-School Suspension**<sup>3</sup>

- Parents will be notified by the student, followed by communication with the teacher or administrator.

---

<sup>3</sup> Administrative Procedure 351 - 6.2: "addressing what is acceptable and unacceptable behaviours whether or not such behaviours occur within the school building, during the school day or by electronic means." 6.3: "Consequences of unacceptable behaviour based on individual needs. The procedure will contain a continuum of supports to correct the unacceptable behaviour and support those students impacted by inappropriate behaviour." 6.5: Refer to Administrative Procedure 351.

<sup>4</sup> Bullying: repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more individuals in the school community, including psychological harm, or harm to an individual's reputation.

- The student will be placed in an appropriate space where he/she will work in isolation.
- A problem-solving approach by one of the administrators will be initiated, assisting the student in making better choices.
- The student will meet with the teacher to discuss a positive entry back into the classroom on the following day.
- A Phone-call or letter will be sent home to the parents, outlining the circumstances which led to the in-school or out-of-school suspension.

### **Procedures for Out-of-School Suspension**<sup>345</sup>

The following procedures will be put into place if it becomes necessary to remove a student from the school community, based on the severity of the situation and in accordance with *section 12 of the School Act*.

- Parents will be contacted immediately.
- The student will stay home for one day and return with his/her parents.
- If a suspension requires two or more days away from the school, a written report outlining the circumstances will be forwarded to the parents.
- If a student is not reinstated within five school days from the day of suspension, a letter will be forwarded to School Operational Services outlining the circumstances which led to the out-of-school suspension.

The procedures written in this policy are not ‘carved in stone’. Each student and each situation are different. We will attempt to always act in the best interest of the student, the class, and the teacher in every situation.

A continuum of supports may be provided to students who are impacted by inappropriate behaviour as well as for student who engage in inappropriate behaviour.

These may include:

- Multidisciplinary Team (behavioural therapists, school counselor, etc.)
- Inclusive Support Team (Family School Liaison Work, etc.)
- Regional Collaborative Service Delivery (Mental Health Therapists, etc.)

As educators, we will focus on the strengths of all students, affirming their good and honouring their human potential.

---

<sup>3</sup> Administrative Procedure 351 - 6.2: “addressing what is acceptable and unacceptable behaviours whether or not such behaviours occur within the school building, during the school day or by electronic means.” 6.3: “Consequences of unacceptable behaviour based on individual needs. The procedure will contain a continuum of supports to correct the unacceptable behaviour and support those students impacted by inappropriate behaviour.” 6.5: Refer to Administrative Procedure 351.

<sup>4</sup> Bullying: repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more individuals in the school community, including psychological harm, or harm to an individual’s reputation.

<sup>5</sup> Refer to Section 12 of the School Act

## **Parental Involvement**

Parents play an important role in the education of their children and can support the efforts of school staff in maintaining a safe and respectful learning environment for all students.

Parents fulfill these responsibilities when they:

- Model behaviour that is appropriate for productive dialogue with Administration, teachers, and parents of the community.
- Having their child attend school regularly and punctually.
- Take an active role in the child's educational success, including assisting their child in complying with the child's legislated responsibilities.
- Cooperate and collaborate with school staff to support the delivery of specialized supports and services to their child.
- Engage in the child's school community.



## We Believe in Honouring Human Potential

The Administration team at Monsignor Fee Otterson Elementary/Junior High School believe that through the lived actions of faith, hope, love and forgiveness, we invite students to grow.

We believe we have an outstanding student community who truly care about one another and we pride ourselves on our level of confidentiality when issues need to be addressed and students need to be held accountable for their actions.

As teachers and parents, we believe that children should be treated with the ‘unconditional’ love of God! They are a work in progress and we need to watch them grow with a trained eye, a committed heart and a loving will.

“Christ’s teachings inspire our staff and parents to see each child as a precious gift and a sacred responsibility.”

### **Values Model**

“How can a child grow from a negative experience and still feel worthwhile?”

- We acknowledge error in everyone, not only a few (we all make mistakes).
- We challenge the error and not the student.
- We instruct for appropriate behaviour through a problem-solving approach.
- We affirm the good in the student.
- We are able to forgive and forget.
- We believe in the freedom to grow.
- We believe we all belong!

“Truly I tell you, just as you did it to one of the least of these who are members of my family, you did it to me.”

Matthew 25:40