

Sir John Thompson School Code of Conduct Expectations

Overview

Sir John Thompson School, in accordance with Edmonton Catholic Schools, strives to foster a welcoming, caring, respectful and safe learning environment. We affirm that the rights set out in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms* are afforded to all students and staff members within Sir John Thompson School. We affirm that pursuant to 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 any 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. We believe that everyone is created in the image and likeness of God and that all are capable of caring and respectful actions. We challenge the behaviour but affirm the individual while considering the circumstances of each unique situation. As partners in this community of learners, parents/guardians have an important role in fostering and supporting learning, encouraging acceptable behavior and helping students accept the consequences of their actions. This statement of our expected school wide behaviour is a living document, which guides our efforts as a learning community. This development of this document involved input from staff, students and parents and is reviewed and revised with them annually. Members of the Catholic School are called to live their vocation in the light of faith to live responsibly in a community with others. The very pattern of the Christian life draws us to commit ourselves to serve God in others and to make the world a better place for God's people to live in (adapted from *The Catholic School*, Rome, 1977).

Teacher Code of Professional Conduct

Teachers and educators fulfil a specific Christian vocation and share an equally specific participation in the mission of the Church (The Catholic School, Rome, 1977).

Teachers are bound by the Alberta Teachers' Association Code of Professional Conduct. Furthermore, the Catholic Church documents *The Catholic School* and *The Declaration of Christian Education* impact teacher conduct. All these documents are readily available from the ATA or Vatican websites.

Code of Christian Conduct for Students and Parents/Guardians

The Council also reminds Catholic parents of the duty of entrusting their children to Catholic schools wherever and whenever it is possible and of supporting these schools to the best of their ability and of cooperating with them for the education of their children (Pius XII's allocution to the Catholic Association of Italian Teachers in Secondary Schools, Jan. 5, 1954, 1, p. 555).

Parents are the primary educators of their children. Parents who enroll their children at Sir John Thompson School are choosing its programs and curriculum over those available at other schools. For students to receive a quality, moral based education, students, parents, and school officials must work together. It is an expectation that students behave in a manner, both on and off campus, which is consistent with the Christian principles of the school as determined by the school.

These principles further include, but are not limited to the following:

Parents/guardians are expected to work courteously and cooperatively to assist their children in meeting academic, moral and behavioral expectations of the School and support school personnel (support staff, teachers and administration) in their efforts to educate their children.

Students and Parents/Guardians may respectfully express their concerns about the school's operation and its personnel. However, they may not do so in a manner that is discourteous, scandalous, rumor driven, disruptive, threatening, hostile or divisive. Parents/Guardians are to always use the School District Policy of "First Contact" (Admin Procedure 152) in accordance with Section 16 of the Alberta School Act, is to ensure the parents' conduct contributes to a welcoming, caring, respectful and safe learning environment. Any issue should arise, it should be taken up with the individual in question first before pursuing other avenues.

These expectations for students and parents/guardians include, but are not limited to, all school-sponsored programs and events (ex. athletics, field trips, etc.) as well.

The School reserves the right to determine which actions fall short of meeting the Christian principles of the School. Failure to follow these principles may result in disciplinary action. The School reserves the right to determine when conduct is of such a severe nature as to warrant immediate action without warning.

Student Specific Behavior and Expectations and Consequences (not inclusive)

The sacred synod earnestly entreats young people themselves to become aware of the importance of the work of education and to prepare themselves to take it up.

(Declaration on Christian Education Gravissimum Educatonis, Pope Paul VI, October 1965.)

Behaviors that support learning at Sir John Thompson School are school-wide expectations.

- Be responsible citizens and act accordingly when school rules and behaviour standards contrary to our Catholic Christian values are violated. This applies to actions outside of the regular school day as well. If students are unable to deal with the situation they are to inform a trusted adult (parent, guardian, staff member) for assistance in reporting such incidents.
- Be aware of the expectations of students according to the Alberta School Act (Section 12) which includes:
 - Cooperate with all school staff
 - Be accountable for your behaviour to all school staff
 - Attend school regularly and punctually.
 - Be diligent in your school studies
 - Know and comply with the rules of your school
- Students are to contribute time, energy, and talents to improve the quality of life in our school, community, and nation while striving for a world of peace and justice.
- Students will demonstrate positive social interactions with their peers, adults as well with their on-line relations and participate in effective collaboration and remediation if necessary.

- Furthermore, students will help create the environment of learning by respecting the rights of others to learn.
- Students will respect the right of teachers to facilitate and transfer learning.

Behaviors that detract from the learning environment (not inclusive) whether they occur at school, outside of school or electronically

- Complete homework and assignments. Work not completed may be required to be done during lunch time or after school.
- Behave appropriately in the lunch area. Non-compliance of lunch time expectations may result in students not being permitted to eat lunch with his/her peers and/or being allowed to participate in lunch time activities.
- Respect all school and personal property. Damaging or stealing school property will result in some form of restitution such as cleaning the area damaged, payment for damage, community service within the school, or a report to proper authorities.
- Students will act in a manner that upholds the dignity of the human person (both themselves and others). In particular they are to refrain from, report and refuse to tolerate bullying¹ or bullying behaviour, harassment, intimidation even if they occur outside of the school or school hours including those occurring electronically.
 - Any form of bullying will not be tolerated; each situation is unique and will be dealt with as such.
 - Students need to report bullying to any adult (parent or staff member) they trust whether it is happening to themselves or others.

Consequences

As each individual is a unique being, students acting contrary to the school's Code of Conduct will be dealt with on an individual basis considering such attributes as age, maturity and individual circumstances. Consequences are meant to be corrective and to assist in the remediation of the individual to once again participate fully in the school. The involvement of various staff personnel will be utilized as necessary to this end. Students who display inappropriate behaviour may face a variety of consequences such as: monitoring, reprimand, dialogue with administration, denial of privileges to participate in school activities or events, suspension or expulsion depending on the seriousness and frequency of the behaviour.

Suspension is the exceptional means of modifying behavior. The administration (or acting administration) of the school is solely responsible for determining and giving out suspensions. Any student guilty of: physical fighting, disrespect, insubordination, disobedience, intimidation or criminal activities is subject to immediate suspension whether the action(s) be direct and/or indirect, and inside and/or outside of the school. Suspension from school can be for a period of up to five days in accordance with the School Act (section 24). While at home or at an alternative suspension site, the

¹ 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 other individuals in the school community, including psychological harm or harm to an individual's reputation.

student will be responsible for the school work missed. After a suspension a student may be required to come in with their parents to discuss the student's commitment to improved behaviour. The status of a student suspended for more than five days is reviewed by district office. The school may recommend a student be expelled. This recommendation is reviewed by the district office as well.

Remediation

A continuum of supports will be provided to students who are impacted by inappropriate behavior as well as for students who engage in inappropriate behavior. The involvement of various staff personnel (teachers/administration, counselors, social worker, STAY officers) and outside agencies will be utilized as necessary to this end.