



CODE OF CONDUCT

OUR LADY OF THE ASSUMPTION SCHOOL

BACKGROUND:

The environment at Our Lady of the Assumption School should be safe and caring for all.

We live in a world that is governed by rules and regulations. No society, organization or group can operate without well-defined goals and expectations. To be safe, inviting places where all students have an optimum opportunity for success, our schools need well-defined expectations of behavior.

Our Code of Conduct is based on a set of school-wide expectations and consequences. These expectations and consequences take into consideration the policies and statements of the Alberta School Act, Holy Spirit Roman Catholic Separate Regional District #4, the school staff and the values of the gospels.

HOLYSPIRIT ROMAN CATHOLIC SEPARATE REGIONAL DIVISION #4

BACKGROUND:

A Catholic school, like all schools, seeks student control and discipline as a product of the inner growth of the student. As students grow in respect for self, love of neighbor and knowledge of God, they grow in mastery of self. The prayer of St. Francis of Assisi is a guide for such inner growth and development.

Lord: make me an instrument of thy peace,
Where there is hatred, let me sow love;
Where there is injury, pardon;
Where there is doubt, faith;
Where there is despair, hope;
Where there is darkness, light;
And where there is sadness, joy.

O Divine Master grant that I may not so much
Seek to be consoled as to console;
Be understood as to understand;
To be loved as to love;
For it is in giving that we receive;
In pardoning that we are pardoned;
And in dying that we are born to eternal life.

Part 1

BELIEFS ABOUT STUDENTS AND A POSITIVE LEARNING ENVIRONMENT

Students need to learn in an environment that is structured, inviting, safe, controlled and disciplined. This statement is supported by the following beliefs:

We believe that each child at Our Lady of the Assumption School should be given the opportunity to grow and develop a positive sense of self-worth. The responsibility for developing and enhancing a child's self-worth and self-image lies with the child, parents, teachers and other members of the community.

We believe that all students have the right to learn. This right should be exercised in a school climate that is satisfying, productive and without disruptive behaviour.

We believe all students must understand and accept responsibility for their behaviour. They must recognize that any behaviour that disrupts or detracts from the educational climate of the school interferes with the rights of

others and is unacceptable. Students are expected to follow reasonable rules established for the benefit of self, classmates, the school staff and the greater school community. Conduct should be governed accordingly.

We believe that parents, as the prime educators of their children must accept and share with the school the responsibility for teaching children appropriate, acceptable behaviour. By working together in a cooperative manner, we can ensure positive student conduct. Discipline is essential in building accountability, responsibility and respect for others as our Lord Jesus Christ showed by his example.

We believe all students must learn what behaviour is acceptable, and when and where it is expected.. Students must be taught what is appropriate and valued in the school community of Our Lady of the Assumption. The following list of student rights, responsibilities and school-wide expectations should be carefully studied by students, parents and staff:

Part 2

STUDENT RIGHTS AND RESPONSIBILITIES

Rights:

1. I have the right to an education.
2. I have the right to be treated with dignity and respect.
3. I have the right to be heard.
4. I have the right to be safe and secure.
5. I have the right to be respected for who I am.
6. I have the right to privacy and to my own personal space.
7. I have the right to request assistance and support in learning self-control.

STUDENT RESPONSIBILITIES

1. It is my responsibility to listen, to learn, to practice and to complete school assignments, and to graciously accept remedial assistance when necessary. I will not disturb, disrupt or interfere with the instruction given by my teachers and/or with the learning of fellow classmates.
2. It is my responsibility to treat others with honour and polite consideration. I will not laugh at, tease or put down other students..
3. It is my responsibility to help maintain a calm, peaceful and quiet school. I will not interrupt, shout or otherwise disturb classes when others are speaking.
4. It is my responsibility to treat others with kindness, understanding, dignity and respect. I will not threaten, push, kick, hit, pinch, spit at others or use profane language.
5. It is my responsibility to respect others as individuals and to treat them fairly and equally and to celebrate their differences. I will not treat others who are different than me in a hurtful manner.
6. It is my responsibility to respect the personal property of others and to accept others' right to privacy. I will not take things from others and will only use their property with permission.
7. It is my responsibility to practice self-control in the school. I expect to be corrected when I abuse the rights of others, as they shall be corrected if my rights are abused.

Part 3

SCHOOL WIDE EXPECTATIONS AND STAGES OF INTERVENTION

SCHOOL WIDE BEHAVIOURAL EXPECTATIONS

1. Students are expected to be diligent in pursuing their studies, to attend school regularly and punctually and to cooperate fully with everyone authorized by the school to provide educational programs or other services.
2. In the classroom, students are expected to follow classroom expectations as established at the beginning of each school year.
3. In the mornings students will be expected to play outside until the bell rings or if a green dot is displayed wait in the boot room until the doors are opened by a supervisor.
4. Students are expected to remove headgear upon entering the classroom. No apparel depicting put-downs, racial prejudice, offensive words or actions, drugs, alcohol or religious degradation is allowed in the school.
5. Students are expected to be in the classroom during class time. Students must have the teacher's permission to leave the classroom.
6. During recess and lunch breaks students are expected to use school recreational equipment appropriately, to play safe games, to respect the rights of participants in organized games and to play in designated recreational areas.
7. Students will be expected to walk quietly and safely to and from all activities.
8. Students are expected to wear clean, dry footwear in the school. Wet boots or shoes must be removed in the boot room and placed on the shelves, or carried into the classroom where suitable footwear must be put on for use in the school. Fire regulations state that students must always be wearing appropriate footwear.
9. Students who remain for lunch are expected to go directly to the gym and eat in the gym area only. While eating lunch, students are expected to behave appropriately showing respect for others and displaying proper table manners.
10. Students are expected to provide a note or a phone call if they are leaving the school at any time during the day. Anyone arriving late must go to the office for a late slip before entering the classroom.
11. Students are expected to treat all school property with care and respect and are expected to report any vandalism or damage to the classroom teacher or office.
12. Students are expected to leave the school promptly at dismissal time unless involved in a supervised activity, and proceed home or to a location determined by the parents/guardians.
13. Students are expected to treat each other with respect. Bullying will not be tolerated and an intervention process will be implemented when it occurs.

STAGES OF INTERVENTION OR REFERRAL

At the beginning of each school year, as a community, the classroom teacher and students establish classroom expectations, rules and considerations. In addition, students are expected to observe the school-wide expectations.

When an infraction (school-wide expectations) occurs:

1. The student will be given a warning or reminder.

2. The student will be sent to the planning room by the supervisor. In the planning room the students will discuss the problem with the planning room supervisor to ensure understanding of both the expectation and the consequence. The student will complete a Behaviour Plan to identify the changes he/she intends to make in behaviour. This plan is to be shared with the parents who sign the plan and return the form to the school with the student.
3. The student will be referred to the school counselor if the problem becomes chronic.

If the student is unable to change his/her behaviour the principal or associate principal will become involved. The principal or associate then contacts the parents to notify them that alternate measures need to be taken to change the behaviour of their son/daughter. Alternatives may include an in-school suspension, out-of-school suspension or behaviour referral to the school district psychologist.

Following is a description of the alternatives:

1. The first in-school suspension:
An in-school suspension will consist of a minimum of one hour and a maximum of one-half day in a time-out area.
2. A second in-school suspension consisting of one or more days depending on severity of the action.
3. A out-of-school suspension:
An out-of-school suspension consists of up to five full days at home. In order to be reinstated, the parents/guardians and the student must meet with the principal.

Part 4

SEVERE INAPPROPRIATE BEHAVIOURS

The following behaviours are considered to be of such a nature that they require extraordinary consequences and immediate action:

1. Open opposition to authority or willful disobedience (defiance)
2. Excessive bullying
3. Habitual neglect of duty
4. Use of improper or profane language or gestures
5. Fighting or physical abuse
6. Willful destruction of property or stealing
7. Conduct deemed injurious to the moral tone or well being of the school community or
8. Bringing contraband items onto school property. Contraband items include cigarettes, matches, drugs, alcohol, pornographic materials and/or weapons of any kind.

CONSEQUENCES FOR SEVERE INAPPROPRIATE BEHAVIOUR

The following describes the usual order of consequences for dealing with inappropriate behaviour. When the behaviour is considered severe, highly dangerous and/or occurs too frequently intervention may follow this order:

First Occurrence:

After the first severe inappropriate behaviour is identified to the principal, the parents will be contacted. Recess and lunch break privileges will be suspended for a period of time or the child will be given an in-school suspension. Parents will be informed that the next occurrence will result in the child being sent home. Parents may need to make arrangements should a second occurrence take place.

Second Occurrence:

The parents will be contacted and the student will be sent home for the remainder of the day. Upon returning to school with parents/guardians, the student may be placed in an in-school suspension for a day.

Third Occurrence:

The parents will be contacted and the child will be sent home for the remainder of the day. Upon returning to the school with parents/guardians, the students will be placed in an in-school suspension for up to two days.

Fourth Occurrence:

Parents will be contacted and the child will be sent home for an out-of-school suspension consisting of up to five full days at home. In order to be reinstated the parents/guardians and the student must meet with the principal.

Fifth Occurrence:

In the event that an out-of-school suspension is not effective, the student will be placed on indefinite suspension. At this time, the matter will be referred to the Board of Trustees with recommendation for expulsion.

Indefinite Suspension

In the event that an out-of school suspension is not effective, the students will be placed on indefinite suspension. This step may be enacted when, in the opinion of the principal, despite repeated and varied attempts to assist the student to improve his/her behaviour; he/she is unable to change. At this time the matter will be referred to the Board of Trustees with recommendation for expulsion.

DEFINITIONS OF DISCIPLINARY INTERVENTION

Time out

A time out may be served in the classroom, the hallway or some other appropriate teacher-defined area. The teacher will, at his/her earliest convenience, discuss the behavioural infraction with the student. They will mutually agree upon expected future behaviour.

In-School Suspension

The student remains at the school, but all privileges are suspended. The student brings lunch and eats in isolation; classes are not attended. While this suspension is being served, the student will be provided with materials and assignments that are relevant, realistic and appropriate, and the student will be responsible for the completion of these assignments.

If the student is disruptive during this time, he/she will be given one warning. Should the disruptive behaviour continue, the parent or guardian is contacted to discuss having the child picked up at school. If the parent/guardian is unable to pick up their son/daughter, they need to arrange for an emergency person to do so. An out of school suspension may be initiated at this point. A record of the incident and the student plan of action will be maintained at the school.

Out of School Suspension

Out of school suspension is a formal disciplinary action for dealing with extremely disruptive and/or dangerous student behaviour. It involves short term exclusion of a student from class, from riding on a school bus and from attending up to a maximum of five school days.

Expulsion

Expulsion is an action that can be taken only by the Board of Trustees and is based on the recommendation of the school. A student may be expelled from one or more specific or all schools in the District, and for a specified period of time or indefinitely.