



ST. KATERI
Catholic Elementary School

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St. Kateri School Student Code of Conduct **2024 – 2025**

Statement of Purpose

The primary focus of the St. Kateri Student Code of Conduct is to help students learn how to address issues of dispute, develop empathy, and become good citizens both within and outside of the school community. Our goal is to establish and maintain a welcoming, caring, respectful, and safe learning environment for all. Our conduct policy frames how a safe, nurturing learning environment is provided to recognize the unique gifts and inherent value of each student, staff, and caregiver who is a member of our school community.

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.

The Student Code of Conduct Policy is developed and based on input from students, teachers, and caregivers. It is reflective of the expectations of students as addressed in legislation and Division procedures and will be communicated in writing to all members of the school community, on an annual basis, available on the school website, and in student agenda books. The policy is to be reviewed annually by all stakeholders as adapted as necessary.

Roles and Responsibilities for Success

Staff Responsibilities:

- Maintain a warm and positive learning environment of friendliness, mutual respect, and understanding.
- Be consistent and fair.
- Communicate classroom and school expectations.
- Encourage an attitude of service and create a Christian community by modeling core values of dignity and respect, honesty, loyalty, fairness, and personal and communal growth.
- Communicate directly with the caregiver to problem solve collaboratively in dealing with student conduct. Administration and other professionals may be involved as needed.

- Deliver appropriate educational programming to meet the needs of students to enable success.
- Ensure that each student and staff is provided a welcoming, caring, respectful, and safe learning environment that respects diversity and fosters a sense of belonging.

Parent Responsibilities (Education Act (2012) Part 3, Division 1 Section 32) *A parent has the prior right to choose the kind of education that shall be provided to the parent's child, and as a partner in education, has the responsibility to:*

- Act as the primary guide and decision maker with respect to the child's education
- Take an active role in the child's educational success, including assisting the child in complying with section 31
- Ensure the child attends school regularly
- Ensure that the parent's conduct contributes to a welcoming, caring, respectful, and safe learning environment
- Co-operate and collaborate with school staff to support the delivery of supports and services to the child
- Encourage, foster, and advance collaborative, positive, and respectful relationships with teachers, principals, other school staff, and professionals providing supports and services in the school
- Engage in the child's school community

Student Responsibilities: (Education Act (2012) Part 3, Division 1 Section 31) *A student, as a partner in education, has the responsibility to:*

- Attend school regularly and punctually
- Be ready to learn and actively engage in and diligently pursue the student's education
- Ensure the student's conduct contributes to a welcoming, caring, respectful, and safe learning environment that respects diversity and fosters a sense of belonging
- Respect the rights of others in the school
- Refrain from, report, and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during school, or by electronic means
- Comply with the rules of the school and the policies of the board
- Co-operate with everyone authorized by the board to provide education programs and other services
- Be accountable to the student's teachers and other school staff for the student's conduct
- positively contribute to the student's school community

Examples of Acceptable Behaviours

- Respect yourself and the rights of others in the school.
- Refrain from, report, and refuse to tolerate bullying or bullying behaviour
- Use technology responsibly
- Show respect and care for school and school property

Examples of Unacceptable Behaviours

- Behaviours that interfere with the learning of others and/or the school environment or that create unsafe conditions
- Verbal assaults: name calling, insults, threats
- Physical assaults: poking, hitting, tripping,
- Theft or damage to property

Consequences for Unacceptable Behaviour

While there are varying degrees of student conduct infractions and levels of responses, we believe that student conduct can be managed with ongoing positive reinforcement, encouragement, and proactive strategies. At St. Kateri School we seek every opportunity to treat each incident as a teachable moment, providing necessary supports required based on the needs of the individual.

- Consequences for unacceptable behaviour take into account the student's age, maturity, and individual circumstances
- First responses to most student conduct infractions begin at the classroom level
- Depending on the severity of the infraction and/or at the request of the teacher, the administration team may become involved
- If the behaviour is severe, the school administration may consult with School Operations Services to determine and provide necessary consequences (suspension or expulsion in accordance with Part 3 Division 3 sections 36 and 37 of the Education Act)

Continuum of Supports

A continuum of supports will be provided to students who engage in and are impacted by inappropriate behaviour. Where possible, preventative procedures are in place to redirect inappropriate behaviours. Supports include but are not limited to:

- Intentional classroom instruction in self-regulation and social emotional skills
- Intervention with specialized supports and professionals with specific training available within the school (e.g. Emotional Behavioural Specialist, Therapeutic Assistant in Behaviour Therapy, Instructional Coach, Therapeutic Assistant in Speech and Language, Family School Liaison Worker)
- Outside services and programs can be requested if the situation is beyond our scope