

OUR LADY OF MOUNT CARMEL

CATHOLIC SCHOOL



STUDENT CODE OF CONDUCT

Students are expected to conduct themselves in a manner that safeguards and contributes to a safe and caring environment that fosters and maintains respectful and responsible behaviours. Every individual plays a vital role in creating a safe and caring environment that fosters and maintains respectful and responsible behaviour in our school community. Only then can students function effectively in the learning process. It follows that the efficient operation of our school and of the learning atmosphere in each classroom will be enhanced with students adhering to this Code of Conduct. The staff of Our Lady of Mount Carmel School believes that discipline should have as its goal, the development of a mature, Christ-like, self-disciplined individual who is a responsible, contributing member of their school and community. Therefore, our Code of Conduct philosophy recognizes that Parents/Guardians are the first educators in all areas and as such have the primary role in ensuring that their child's conduct contributes to a safe and caring environment which is respectful for all. Mount Carmel staff believe that effective discipline should teach students to take full responsibility for their own actions. This Code is consistent with the Catholicity of our school and encompasses the social, emotional, intellectual, physical, and spiritual needs of the child. It involves a set of clear expectations of behavior for students, staff, and parents in accordance with the Alberta Education Act.

ALBERTA EDUCATION ACT

Students have a right to be in school, but they also have related responsibilities. The **Education Act Part 3 Section 31** reads as follows:

Student Responsibilities

A student, as a partner in education, has the responsibility to

- a) attend school regularly and punctually,
- b) be ready to learn and actively engage in and diligently pursue the student's education,
- c) ensure that the student's conduct contributes to a caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,
- d) respect the rights of others in the school,
- e) refrain from, report and not tolerate bullying or bullying behavior directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means,
- f) comply with the rules of the school and the policies of the board,
- g) co-operate with everyone authorized by the board to provide education programs and other services,

- h) be accountable to the student's teachers and other school staff for the student's conduct, and
- i) positively contribute to the student's school and community.

BEHAVIORAL EXPECTATIONS

We expect our students to always behave reasonably well and to treat each other and our school staff with the respect that recognizes the inherent dignity we all have as children of God. These expectations cover the entire school day and extend beyond it when social media and other electronic communication is involved. Our goal is to create and promote a supportive and loving inclusive environment that fosters positive learning experiences by:

- Recognizing the uniqueness of each person.
- Nurturing growth in knowledge, social skills, Christian values, and encouragement.
- Creating an atmosphere of service, through caring and appreciation of others.
- Developing and encouraging positive self-esteem.
- Providing appropriate consequences for harmful, disrespectful, and dangerous behavior, which includes,
 - Promoting responsible digital citizenship.
 - Creating a culture where students feel safe and cared for through restorative practices that includes accountability, understanding, and reconciliation.
 - Not tolerating any forms of discrimination based on race, religious beliefs, color, gender, physical disability, mental disability, ancestry, place of origin, marital status, or sexual orientation.
 - **Not tolerating any forms of bullying.**
 - Providing logical consequences that are reasonable, respectful, and relevant as related to the offence.
- Following violence prevention expectations requiring that students will:
 - Refrain from engaging in violence of any kind at school and during school-related activities.
 - Assist in the prevention of violence, without placing themselves at risk, by cooperating with school staff and supporting intervention efforts.
 - Report incidents of concern to a trusted adult in a timely manner.

Student Attendance & Academic Commitment

Participation in the OLMC Hockey Academy is a privilege and is intended to support the development of the whole student. As student-athletes, students are expected to prioritize their responsibilities as students, with regular and consistent attendance in their academic classes being an essential part of their commitment to the Academy.

- Students are expected to attend their regular classes consistently and make a reasonable effort to remain in class for the full duration of scheduled instructional time.
- **Attendance will be monitored using the student's recorded AM attendance.** The attendance percentage will be calculated based on the total amount of scheduled instructional time the student has missed during the attendance review period.
- If a student's recorded AM attendance shows that they have missed **40% or more of their scheduled class time**, the student will receive a strike under the Three-Strike Policy.
- Following an attendance-related strike, the student will enter an **Attendance Review Period of 15 instructional school days**. During this period, the student's attendance will be monitored to provide an opportunity to demonstrate improved and consistent class attendance.
- If attendance does not improve during the Attendance Review Period, or remains at or above the 40% missed-time threshold, the student may be removed from the Hockey Academy at the discretion of the School Administration and Academy Director.
- Exceptions may be considered for legitimate circumstances, including illness, school-related activities, appointments, or other circumstances approved by School Administration.

The purpose of this expectation is not simply to address attendance, but to reinforce the principle that students must demonstrate responsibility and commitment to their academic responsibilities in order to participate in the privilege of the Hockey Academy

BULLYING – from Alberta Education’s ‘Bullying Prevention’

Alberta Education defines bullying as, “... a repeated and hostile or demeaning behavior by an individual in the school community where the behavior 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.”

What Bullying Is...

Bullying behaviors are a form of aggression and can take different forms:

- Physical – pushing, hitting, kicking.
- Verbal – name calling, threats, put-downs, racist, sexist, or homophobic comments.
- Emotional/Social – exclusion, rumors, extortion of money or possessions, intimidation, ganging up.
- Cyber – social or verbal bullying using email, direct messaging, text messages or social media.

What Bullying is Not...

Bullying behavior is not the same as hurting someone's feelings if there is no misuse of power or a deliberate intent to cause harm. It is important to support individuals to understand the difference between these behaviors as part of learning how to build healthy relationships.

Bullying behavior is sometimes confused with **conflict**. Conflict is a disagreement about different beliefs, ideas, feelings, or actions. It is a normal part of healthy relationships. For example, friends may disagree over which movie to see or what game to play. Learning skills to resolve conflicts appropriately is very important for building and maintaining positive relationships.

Ways Students can Contribute to a Positive School Culture...

- Model the behaviors you would like to see.
- Support the person who is the target of inappropriate behavior.
- Don't watch or encourage the behavior - this sends a message that you think the behavior is acceptable.
- If it is safe, say to the person "hey, let's go" and walk away with them.
- Check in with the person to see if they are OK and if they have someone to talk to.
- Encourage the person to tell an adult in the school and/or tell an adult that you trust.

Children are developing conflict resolution abilities and need guidance and facilitation from an adult. In cooperation with parents, the school community can work towards building the confidence and skills in children positively.

Reporting Bullying

Students may report bullying by speaking to a teacher, administrator, or trusted staff member; informing a parent/guardian who can contact the school; reporting concerns to the school office; or using any school-established reporting process.

All reports will be taken seriously and addressed in a timely and supportive manner.

Parent Responsibilities

Under **Part 3, Section 32** of the Education Act it states that parents have a corresponding responsibility to assist their child meet his or her responsibilities.

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

- a) act as the primary guide and decision-maker with respect to the child’s education,
- b) take an active role in the child’s educational success, including assisting the child in complying with section 31,
- c) conduct themselves in a manner that supports a safe and caring learning environment through respectful

- within the school community,
- d) ensure that the child attends school regularly,
- e) ensure that the parent's conduct contributes to a safe, caring, respectful and safe learning environment,
- f) co-operate and collaborate with school staff to support the delivery of supports and services to the child,
- g) encourage, foster, and advance collaborative, positive and respectful relationships with teachers, principals, other school staff and professionals providing supports and services in the school, and
- h) engage in the child's school community.

BEHAVIOUR INTERVENTIONS & SUPPORTS

At Our Lady of Mount Carmel School, we concentrate on positive behavior and attitudes. A continuum of support will be provided to students, based on individual needs, who are impacted by inappropriate behavior *as well as* for students who engage in inappropriate behavior.

We define unacceptable behavior as any conduct that negatively impacts an individual in school or the school generally. We believe that treating everyone the same is not necessarily "fair" and thus our Code of Conduct contains the flexibility to deal with our students on an individual basis.

The consequences of unacceptable behavior will be handled on a case-by-case basis and with consideration of student attributes such as age, maturity, and individual circumstances.

Tier 1 Interventions

- Responses to most student behaviors (i.e., minor infractions) begin at the classroom level.
 - Verbal reminders
 - Loss of privileges
 - Parental contact
 - Restorative practices
 - Review of classroom expectations
 - Conflict resolution practices

Tier 2 Interventions

- The office is involved depending on the severity of the behavior AND/OR at the request of the teacher.
 - Loss of privileges
 - Parental contact/meeting
 - Restorative practices
 - Involvement of outside agencies
 - Repair or replacement of damaged property
 - Temporary removal of student from the situation

Tier 3 Interventions

- Severe breaches of conduct will result in suspension in accordance with section 31 of the Education Act.
 - In-School suspension
 - Out of school suspension
 - Attendance Board referral
 - Recommendation for expulsion

Restorative Practices

Restorative Practices is a means of building a strong community through relationship building, repairing harm caused, and problem-solving. Restorative practice replaces a punishment-oriented disciplinary system and focuses on inclusiveness and strong relationships among students, staff, and the community.

A Restorative Mindset

- Relationships and trust are at the **center of all healthy school communities**. Students who feel connected to school are more likely to succeed, have better **school attendance**, show **more engagement** in learning, and **achieve high academic levels**.

- All members of the school community are **responsible** for one another.
- **All students need a chance to learn from their mistakes** and make them right. Conflict resolution is an important social-emotional skill that students will need throughout their lives.
- Conflict is best resolved through **honest dialogue** and **community problem-solving** that addresses the root causes and needs of all those involved.
- Wrongdoers should both be held **accountable** and **supported** to take an active role in repairing the harm caused. This collaborative process is essential to maintaining a healthy school community.

[Government of Alberta – Restorative Practices](#)

CONCLUDING STATEMENT

This Code of Conduct is reflective of the expectations of students as addressed in legislation and division policies. It will be communicated annually and reviewed regularly to all members of the school community and will also be reviewed and adapted as needed. This Student Code of Conduct has been developed in consultation with students, parents, and school staff. It is our responsibility to teach your children to the best of our ability and to provide a Christian classroom environment that is conducive to learning. Our Code of Conduct will assist us in providing the best possible environment for all students. 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 Our Lady of Mount Carmel School. We further 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.

Parent/Guardian Acknowledgement

Your partnership and dedication to your child's education are greatly valued. In our endeavor to foster a secure and conducive learning atmosphere, we respectfully ask that you thoroughly review our policies and expectations with your child(ren). Kindly acknowledge your comprehension and consent by signing below, indicating that you have read the document.

Parent Signature: _____ Date: _____

Student Acknowledgement

I have read and understood the contents/information/expectations outlined in the Our Lady of Mount Carmel Conduct Policy.

Student Name: _____ Student Signature: _____

Teacher Name: _____ Homeroom: _____

Thank you for your cooperation and commitment to cultivating a safe and nurturing learning environment for all students.

