



STUDENT CODE OF CONDUCT

Administrative Procedure

Background

Calgary Arts Academy is committed to establish and maintain a welcoming, caring, respectful, and safe learning environment for its students and a balance between individual and collective rights, freedoms and responsibilities in the school community.

Calgary Arts Academy is committed to establish and publish expectations for student behaviour while at school, at a school-related activity or while engaging in an activity that may have an impact on others in the school.

The Principal will provide students, staff and parents with a copy of or electronic access to, the posted Student Code of Conduct.

Calgary Arts Academy believes that parents, as partners, are encouraged to play a vital role in instilling and reinforcing the skills necessary for appropriate conduct.

Students are expected to be responsible and to conduct themselves in a manner which respects the rights and property of others.

Two CAA pillars, the 'Circle of Courage' and 'Democratic Discipline' form the basis of appropriate student behaviour.

Procedures

1. Student Code of Conduct is to be consistent with the School Act and Charter Board policy and reflect community values.
2. Students shall conduct themselves so as to reasonably comply with the following Student Code of Conduct established pursuant to section 12 of the School Act:
 - 2.1 respect yourself and the rights of others in the school;
 - 2.2 ensure your conduct contributes to a welcoming, caring, respectful and safe learning environment in the school that respects diversity and fosters a sense of belonging in others in the school;
 - 2.3 refrain from, report and refuse to tolerate bullying, discrimination, harassment, intimidation, discrimination or violence, even if it happens outside of the school or school hours or happens electronically;

- 2.4 inform an adult you trust in a timely manner of incidents of bullying, discrimination, harassment, intimidation, violence or other safety concerns in the school;
 - 2.5 act in ways that honours and appropriately represents you and your school;
 - 2.6 attend school regularly and punctually;
 - 2.7 be ready to learn and actively engage in and diligently pursue your education;
 - 2.8 know and comply with the expectations of your school;
 - 2.9 cooperate with all staff;
 - 2.10 be accountable for your behaviour to fellow students, teachers, and other school staff; and
 - 2.11 contribute positively to your school and community.
3. Students are expected to be respectful, responsible, trustworthy, fair, caring and good citizens.
 4. The following behaviours or offenses towards self, peers, staff, volunteers, visitors or property will not be tolerated whether or not the behaviour occurs in the school building during the school day or by electronic means.
 - 4.1 behaviours that interfere with the learning of others or the school environment or that create unsafe conditions;
 - 4.2 acts of bullying, discrimination, intimidation, harassment, or violence;
 - 4.3 retribution against any person in the school who has intervened to prevent or report bullying or any other incident or safety concern;
 - 4.4 illegal activity such as: possession, use or distribution of illegal or restricted substances; possession or use of weapons; theft or damage to property;
 - 4.5 creating a disturbance;
 - 4.6 being disobedient or defiant;
 - 4.7 using profane, vulgar or inappropriate language; or
 - 4.8 engaging in any criminal activity.
 5. The school will ensure that reasonable learning opportunities are provided for students in order to foster the development of responsible and respectful conduct.
 6. The *School Act (section 12)* and this Student Code of Conduct shall apply:
 - 6.1 to any school or school-sponsored activity whether on or off-campus;
 - 6.2 to any bus transportation of students, including designated drop-off or pick-up areas; and
 - 6.3 during transportation by volunteer drivers to school-sponsored off-campus activities.

Consequences for Unacceptable Behaviour

Calgary Arts Academy believes that:

- a democratic community provides choices that are clear
 - consequences for misbehaviour must be fair, logical and encourage self-discipline
 - a supportive, caring environment fosters positive outcomes such as risk-taking, self-responsibility, personal development, a feeling of school community and a sense of accomplishment
 - learning is a continuous process, which is personal and collaborative
 - children are able to assume ownership for their learning when given voice, choice and support
 - learning is enhanced through clear curriculum delivery and active involvement, which is meaningful and relevant
 - learning is the shared responsibility of all contributors: the child, the family, the school and the community.
7. Consequences for unacceptable behaviour will take into account:
- 7.1 that a “zero” tolerance approach to behaviour with a “one size fits all” approach is inconsistent with the School Act and is not in the best interest of students.
 - 7.2 the specific circumstances of the situation;
 - 7.3 the age, maturity and individual circumstances of the student; and
 - 7.4 any special needs that the student has such as physical, behaviour, communication, mental health, or trauma-related conditions.
8. Supports for those students who engage in unacceptable behaviour and for those impacted by inappropriate behavior may include:
- 8.1 mentoring;
 - 8.2 restorative discipline;
 - 8.3 supportive positive behaviours;
 - 8.4 regular check-ins with teachers or school counsellors;
 - 8.5 external counselling; and
 - 8.6 parental support for remediation.

Any violations of this Student Code of Conduct will be addressed promptly and in accordance with Calgary Arts Academy Board policy and administrative procedures.

Legal Reference: School Act, section 12

Cross Reference: Charter Board Policy F-5 Welcoming, Safe, Caring and Respectful Learning Environment

F-4 Harassment and bullying of students

F-12 Student drug and alcohol use

F-2 Student Code of conduct

F-3 Student suspension and expulsion

Approved: May 15, 2018