

Purpose/Background

The Division endorses a set of desirable personal and interpersonal character traits that incorporate universal values common to all religions and ethnic-cultural groups, including respect, integrity, empathy, compassion, independence, cooperation, responsibility and self-control. RVS affirms the rights of each student enrolled in a school operated by the Board as provided for in the Alberta Human Rights Act and the Charter of Rights and Freedoms.

Students are expected to learn, practice and develop such personal and interpersonal character traits and to contribute to the development of welcoming, caring, respectful and safe learning environments. Students are further expected to respect diversity and refrain from demonstrating any form of discrimination as set out in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Students are to foster a sense of belonging amongst all students.

Within the aforementioned context, students are expected to pursue academic and cultural studies to maximize their individual potential in becoming self-reliant, responsive and contributing members of society.

Procedures

1. In displaying acceptable behaviour, students are expected to:
 - 1.1 Use their abilities and talents to gain maximum learning benefits from their school experiences;
 - 1.2 Contribute to a climate of mutual trust and respect conducive to effective learning, personal development, and social living;
 - 1.3 Co-operate fully with everyone authorized by the Board to provide education programs and other services;
 - 1.4 Comply with all applicable federal, provincial and municipal laws, and the rules of RVS and the school;
 - 1.5 Account to their teachers for their conduct;
 - 1.6 Attend school regularly and punctually;
 - 1.7 Use non-violent means to resolve conflict;
 - 1.8 Treat all other students and staff with dignity, respect and fairness at all times;
 - 1.9 Contribute to a learning environment that is free from physical, emotional, and social abuse;
 - 1.10 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 the school day or by electronic means;
 - 1.11 Take appropriate measures to help those in need; and
 - 1.12 Demonstrate honesty and integrity.

2. Students are accountable for demonstrating respect for:
 - 2.1 Authority;
 - 2.2 Others and their property;
 - 2.3 School property, equipment and textbooks; and
 - 2.4 Differences in ethnicity, race, religion, gender and sexual orientation.
3. Students are prohibited from engaging in unacceptable behaviour, whether or not it occurs within the school building, on school grounds, off school grounds on an approved school related activity, on the school bus, during the school day or by electronic means.

Examples of such behaviours include, but are not limited to:

- 3.1 Use, possession of, sale, distribution of or active contact with, a weapon on a student's person, in a student's locker or desk, on RVS property, or in a vehicle on RVS property used by a student or occupied by a student as a passenger;
- 3.2 Threats;
- 3.3 Conduct which endangers others;
- 3.4 Encouraging conduct which endangers or may endanger others;
- 3.5 Encouraging unacceptable conduct;
- 3.6 Use or display of improper, obscene or abusive language;
- 3.7 Distribution or display of offensive messages or pictures;
- 3.8 Theft, including identity theft;
- 3.9 Assault;
- 3.10 Wilful damage to school or others' property;
- 3.11 Use, possession of, distribution of, or active contact with, or collection of money for illicit drugs, cannabis, alcohol, or inhalants in school, on RVS property or in the context of any school-related activity;
- 3.12 Attending school or any school-related activity under the influence of illicit drugs, cannabis, alcohol or inhalants;
- 3.13 Personal, gender identification related or sexual harassment;
- 3.14 Hazing, initiation activities, the formation or the operation of sororities, fraternities, gangs and secret organizations;
- 3.15 Extortion;
- 3.16 Disruptive behaviour, wilful disobedience or defiance of authority;
- 3.17 Interfering with the orderly conduct of classes or the school;
- 3.18 Tampering with fire alarms and safety equipment;
- 3.19 Criminal activity;
- 3.20 Contravention of the school's code of conduct;
- 3.21 Workplace violence;
- 3.22 Bullying, including cyber-bullying; and

- 3.23 Inappropriate information technology use.
4. Unacceptable student behaviour:
 - 4.1 May be grounds for disciplinary action; and
 - 4.2 Provides an opportunity for critical learning in the areas of:
 - 4.2.1 Personal accountability and responsibility;
 - 4.2.2 The development of empathy;
 - 4.2.3 Conflict resolution;
 - 4.2.4 Communication; and
 - 4.2.5 Social skills development.
5. When responding to unacceptable student behaviour, the following are to be considered:
 - 5.1 The effect of the student's behaviour upon other students, the staff, the school, and the community;
 - 5.2 The nature of the action or incident that calls for disciplinary or alternative measures;
 - 5.3 The student's previous conduct and previous interventions;
 - 5.4 The student's age, maturity and abilities;
 - 5.5 Supports, whether they be academic or social emotional, required for the student demonstrating inappropriate behaviour as well as supports for the students impacted by the inappropriate behaviour;
 - 5.6 The impact of proposed action on the student's future behaviour;
 - 5.7 The student's learning needs; and
 - 5.8 Any other information considered appropriate or relevant.
6. The consequences of unacceptable behaviour may be:
 - 6.1 Assignment of a student whose behaviour is unacceptable, disruptive or destructive to an alternate supervised location;
 - 6.2 Short term removal of privileges;
 - 6.3 Detention;
 - 6.4 Alternative interventions such as community conferencing or other forms of restorative justice;
 - 6.5 Suspension; and
 - 6.6 Recommendation for expulsion.
7. Students will contribute, to the greatest extent possible, to a learning environment that is well-ordered, peaceful, safe, non-threatening, and conducive to learning and optimal growth.

Reference:

- School Act Sections 8, 12, 13, 16.1, 16.2, 18, 20, 24, 25, 45, 45.1, 50.1, 60, 61, and 113
- Alberta Human Rights Act
- Canadian Charter of Rights and Freedoms
- Criminal Code of Canada
- Bill 24 An Act to Support Gay-Straight Alliances

Appendix A – STUDENT CONDUCT ON SCHOOL BUSES

Purpose/Background

Students are to conduct themselves in a safe, reasonable and orderly manner, while being transported on school buses.

Procedures

1. The Director of Transportation shall establish a code of conduct for passengers on school buses. Copies shall be provided to all students, parents, principals and bus operators.
2. A school bus operator shall maintain, under the direction of the Principal, order and discipline among the students while they are being transported to and from school.
3. A school bus operator shall keep a log of student misbehaviour incidents and action taken, including reporting of same.
4. Students who are school bus passengers shall adhere to the code of conduct.
5. Bus operators must report serious or repeated breaches of conduct in writing to the Principal of the school.
6. The Principal of the school at which the student is in attendance shall address breaches of discipline brought to him in writing by operators. The Principal has the authority and the responsibility to discipline a student who misbehaves while a passenger on a school bus. This may include suspension of the student from riding the bus.
7. Custodial parents shall be notified by the Principal when a misconduct report has been filed.

Reference:

- School Act Sections 12, 16, 16.2, 20, 24, 25, 45, 45.1, 51, 60, 61, and 113
- Traffic Safety Act
- Student Transportation Regulation 250/98 (Amended AR 125/2005)