



Date: September 23, 2024 **Agenda Item:** 7.5
To: Board of Trustees
From: Shawna Warren, Superintendent
Originator(s): Shawna Warren, Superintendent
Jonathan Konrad, Deputy Superintendent, Education Services
Subject: **Policy 900: Student Conduct and Discipline**

Recommended Motion:

THAT the Board of Trustees approve revised Board *Policy 900: Student Conduct and Discipline* with recommended changes as presented at the September 23, 2024, Public Board meeting.

Background:

In response to Ministerial Order #014/2024 – Standards for the Use of Personal Mobile Devices and Social Media in Schools – Administration spent the summer updating all applicable Administrative Procedures in advance of the start of the school year to set our schools up for success.

It was in the best interest of our students, our staff and our school community at large to adopt and implement these new legislated requirements at the beginning of the school year instead of trying to shift part way through.

As per Ministerial Order #014/2024, school authorities must have policies and/or procedures relating to the use of personal mobile devices and social media in schools that comply with the Standards outlined no later than January 1, 2025.

Policy 900: Student Conduct and Discipline was reviewed at the September 9, 2024, Policy Committee meeting and forwarded to the September Public Board meeting for approval.

Status & Relationship to Superintendent Leadership Quality Standard (SLQS):

This report aligns with the [SLQS](#) in the following way:

- COMPETENCY:** (1) Building Effective Relationships
INDICATORS: a. collaborating with community and provincial agencies to address the needs of students and their families; and
e. establishing constructive relationships with students, staff, school councils, parents/guardians, employee organizations, the education ministry and other stakeholder organizations.

COMPETENCY: (3) Visionary Leadership
INDICATORS: a. ensuring that the vision is informed by research on effective learning, teaching and leadership; and
d. ensuring that the vision expressed in the school authority's education plan is responsive to the ongoing review of the school authority's achievements, meets all requirements identified in provincial legislation and incorporates the school community's perspectives.

COMPETENCY: (6) School Authority Operations and Resources
INDICATORS: a. providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements; and
e. establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts.

COMPETENCY: (7) Supporting Effective Governance
INDICATORS: d. ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities;
g. implementing board policies and supporting the regular review and evaluation of their impact; and
j. building the capacity of the board and staff to predict, communicate and respond to emergent circumstances, including emergency readiness and crisis management, and to political, social, economic, legal and cultural contexts and trends.

Governance Implications:

[Education Act](#)

Board responsibilities

33(1) A board, as a partner in education, has the responsibility to

(d) ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,

(2) A board shall establish, implement and maintain a policy respecting the board's obligation under subsection (1)(d) to provide a welcoming, caring, respectful and safe learning environment that includes the establishment of a code of conduct for students that addresses bullying behaviour.

(3) A code of conduct established under subsection (2) must

- (a) be made publicly available,
- (b) be reviewed every year,
- (c) be provided to all staff of the board, students of the board and parents of students of the board,
- (d) contain the following elements:
 - (i) a statement of purpose that provides a rationale for the code of conduct, with a focus on welcoming, caring, respectful and safe learning environments;
 - (ii) one or more statements that address the prohibited grounds of discrimination set out in the Alberta Human Rights Act;
 - (iii) one or more statements about what is acceptable behaviour and what is unacceptable behaviour, whether or not it occurs within the school building, during the school day or by electronic means;
 - (iv) one or more statements about the consequences of unacceptable behaviour, which must take account of the student's age, maturity and individual circumstances, and which must ensure that support is provided for students who are impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour, and
- (e) be in accordance with any further requirements established by the Minister by order.

[Ministerial Order #014/2024](#)

4. A school authority is required to have policies and/or procedures relating to the use of personal mobile devices and social media in schools that comply with these Standards no later than January 1, 2025. A school authority may achieve this by developing new policies or procedures, or by incorporating these Standards into existing policies and/or procedures.

[Policy 225: Role of the Board](#)

55. The Board shall establish a Division Code of Conduct, by policy, to apply to all students (Policy 900).

Administration is prepared to respond to questions at the September 23, 2024, Public Board meeting.

Attachment(s):

1. Policy 900: Student Conduct and Discipline - Clean Copy
2. Policy 900: Student Conduct and Discipline - Tracked Changes

Administrative Procedure 900

Student Conduct and Discipline

1.0 POLICY

Policy 900 shall be reviewed by the Board of Trustees on an annual basis and shall be publicly available on Sturgeon Public Schools website.

The Board believes that each student and staff member has the right to learn and work in an environment that promotes: equity, diversity, inclusion and human rights.

The Board believes that to maintain a welcoming, caring, respectful and safe learning and working environment, students must attend school regularly, be punctual, diligent in their studies, and be respectful and considerate to everyone in the school community.

The Board believes that parents and guardians are partners in education and expects that they will support the schools in ensuring a welcoming, caring, respectful and safe working and learning environment.

2.0 DEFINITIONS

2.1 Bullying: 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 individuals in the school community, including psychological harm or harm to an individual's reputation.

2.2 Diversity: The presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sexual orientation, and socio-economic status.

2.3 Discrimination is an action or a decision that treats a person or a group badly for reasons such as their race, age or disability. The Human Rights Act lists as grounds for which discrimination is prohibited: national or ethnic origin, colour, religion, age, sex, sexual orientation, gender identity or expression, marital status, family status, genetic characteristics, disability and conviction for an offence for which a pardon has been granted or in respect of which a record suspension has been ordered.

2.4 Harassment: Harassment is a form of discrimination. It includes any unwanted physical or verbal behavior that offends or humiliates you. Generally, harassment is a behavior that persists over time. Serious one-time incidents can also sometimes be considered harassment.

2.5 Illicit: all prohibited substances, which include but are not limited to, illegal drugs as

defined in the Controlled Drugs and Substances Act. Examples include: Methamphetamines, Cocaine, Ecstasy and Heroin.

2.6 Restricted/Prohibited: controlled legal substances which have parameters for legal use. Examples include, but are not limited to, Tylenol 3, Benzodiazepines, Barbiturates, Cannabis, tobacco, tobacco-like products and alcohol.

2.7 Personal Communication Device (PCD): means any personal electronic device that can be used to communicate with or access the internet, such as a cellphone, tablet, laptop, or smartwatch.

3.0 GUIDELINES

3.1 Each school shall develop a Code of Student Conduct to be reviewed annually by the Superintendent or designate.

3.1.1 Principals will review the Code of Student Conduct with School Council annually.

3.1.2 Principals will review the Code of Student Conduct with students annually.

3.2 The Board believes that students must comply with school rules set out in the school's code of student conduct.

3.3 The Board prohibits bullying, harassing, discriminatory, and violent behaviors and expects allegations of such behavior to be investigated in a timely and respectful manner.

3.4 Attendance

3.4.1 The Board believes that regular attendance is a significant contributing factor to student learning and therefore that students enrolled in school should attend on a regular basis.

3.4.2 The Board believes that, although student attendance is primarily the responsibility of the student and the parent/guardian, the school has a responsibility to encourage student attendance.

3.5 Personal Communication Devices

3.5.1 The Board recognizes that there is an appropriate educational purpose for the use of technology in the classroom provided that it is used to achieve the learner outcomes in the Alberta Programs of Study and allows students to participate in learner activities chosen by the teacher.

3.5.2 Each school shall develop a plan for the safe and effective use of a Personal Communication Device (PCD) while in class or at school and articulate this plan in the Code of Student Conduct.

3.6 Social Media

3.6.1 The Board recognizes that a distraction-free learning environment promotes empowered learning and wellbeing. Limiting access to social media maintains focus on learning outcomes and limits opportunities for bullying.

3.6 Illicit, Prohibited and Restricted Substances

- 3.6.1 The possession, distribution and/or use of illicit, prohibited and restricted substances are forbidden.
- 3.6.2 The Board believes that the Division, in cooperation with families, community and law enforcement agencies, has a responsibility to:
- 3.6.2.1 Ensure all division schools, grounds and school sponsored events are designated smoke, vape and tobacco free environments.
 - 3.6.2.2 Educate students regarding illicit, prohibited and restricted substance abuse.
 - 3.6.2.3 Ensure that students who are under the influence of illicit, prohibited or restricted substances or possess drug paraphernalia while under school supervision receive appropriate consequences, which may include recommendation for expulsion.
 - 3.6.2.4 Ensure that students who possess and/or distribute prohibited or restricted substances while under school supervision receive appropriate consequences, which may include recommendation for expulsion.
 - 3.6.2.5 Ensure that students who possess and/or distribute illicit substances while under school supervision are recommended for expulsion.
- 3.6.3 Principals shall take disciplinary action with a student found at school or at a school sanctioned activity, who has consumed, is under the influence of, is in possession of, or is distributing illicit, prohibited or restricted substances.

3.7 Students will be held responsible and accountable to Sturgeon Public Schools and its agents for their behavior and conduct beyond the hours of school operation, if that behavior or conduct has a connection back to the school and demonstrated detrimental impact on the welfare of individual students.

3.8 Suspension/Expulsion

- 3.8.1 The Board believes the suspension or expulsion of a student is to be invoked when other measures have proven to be ineffective or when the seriousness of the offense warrants such action.
- 3.8.2 The Board believes an impartial Student Discipline Committee of the Board should be delegated the responsibility for conducting meetings and either expelling or reinstating students as provided for in the Education Act.
- 3.8.3 In the event that expulsion becomes necessary, the Board reserves the right to make rules respecting the conditions under which an expelled student may be re-enrolled.
- 3.8.4 Discipline Hearing Process - See Policy 230 – Board Committees, Appendix B - Student Discipline Committee.

References:

[Policy 115: Sexual Orientation and Gender Identities](#)

[Policy 230: Board Committees](#)

Administrative Procedures:

[AP717: Workplace Violence and Harassment](#)

[AP901: Student Conduct](#)

Education Act: Sections 31, 32, 33, 34, 35, 36, 37, 197

Alberta Human Rights Act

Freedom of Information and Protection of Privacy Act
Tobacco Reduction Act
[*Vision, Mission and Values Statement*](#)

History

2019 Mar 27 Initial Approval

2020 Jan 29 Reviewed

2020 Mar 25 Amended

2021 Mar 24 Amended

2021 Jun 23 Amended

2021 Oct 27 Reviewed

2022 Jun 22 Amended

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[AP9010: Student Conduct](#)

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