

Student Conduct Policy

Living Waters Christian Academy believes that all students are created in the image of God and are entitled to welcoming, caring, respectful and safe learning environments that develop godliness, strength of character, compassion for others, a heart of service, commitment to excellence, and reverence for God. Accordingly, we acknowledge;

IFC 1: Student rights and responsibilities

1. Students shall be treated with dignity, respect, and fairness by other students and staff.
2. Students shall be provided with a learning environment that is free from physical, emotional, and social abuse.
3. Students and parents shall be informed of the board's and school's expectations for student behaviour within the school, the school grounds, and during school activities.
4. Students shall be provided with appropriate support and guidance related to social, academic, spiritual, and emotional needs, as determined by school personnel in consultation with parents.
5. In the event of student misbehaviour, students and parents shall have the right to offer an explanation, and to be informed about consequences of misbehaviour.
6. Students shall exercise their responsibilities to:
 - a. use their abilities and talents to gain maximum learning benefits from their school experiences;
 - b. contribute to a climate of mutual trust and respect conducive to effective learning, personal development, and social living; and
 - c. attend school regularly and punctually.
7. Appropriate opportunities for student consultation and involvement in student related matters will be provided.
8. The school will provide appropriate supports for both the victims and perpetrators of inappropriate behaviour.

The board supports the endeavours of staff, students, parents, and the community to ensure positive student behaviour and conduct, in a manner consistent with scripture. In addition, the board expects parents and students to recognize their responsibility in developing student self-discipline. Accordingly, the board has established the **Student Conduct Policy**.

IFC 2: Student behaviour and consequences for misbehaviour

IFC 2a: Students shall be responsible and accountable for their behaviour and conduct, whether or not the behaviour occurs within the school building, during the school day or by electronic means, if the behaviour or conduct detrimentally affects the welfare of individual students or the governance, climate, or efficiency of the school.

IFC 2b: Parents play a vital role in developing student behaviour and conduct. It is LWCA's expectation that parents:

- a. be aware of the board policy and regulations and the school's expectations for student behaviour and conduct;
- b. review the board policy and regulations and the school's expectations for student behaviour and conduct with their child(ren);
- c. work with the school to resolve student behavioural issues when they affect their child(ren); and
- d. co-operate with the school's recommended course of action prior to re-admission of the student following a student suspension.

IFC 2c: Students shall show respect for:

- a. all individuals, without discriminating on the basis of any of the protected grounds in the *Alberta Human Rights Act*, section 4;
- b. school and school property;
- c. the property of others;
- d. school attendance and punctuality;
- e. work habits, assignments and homework;
- f. textbooks and equipment;
- g. fire alarms and safety equipment; and
- h. school policies relating to smoking, alcohol, drugs and inhalants.

IFC 2d: Failure to meet the expectations for behaviour and conduct shall result in some or all of the following consequences, as appropriate to the age, maturity, and circumstances of the individual:

- a. problem solving, monitoring or reviewing behaviour expectations with student and reprimand;
- b. parental involvement;
- c. referral to attendance board;
- d. temporary removal of privileges;
- e. detention of student;
- f. temporary exclusion of student from class;
- g. in-school suspension;
- h. out-of-school suspension (maximum 5 days);
- i. behaviour contract with student;
- j. restitution for property damage to an individual or board;
- k. assessment of student to develop appropriate programming;
- l. involvement of police; and
- m. expulsion from school.

IFC 2e: Grounds for disciplinary action that could lead to suspension or expulsion exist where a student has demonstrated unacceptable behaviour such as:

- a. conduct which threatens the safety of students and/or staff;
- b. possession of a weapon on a student's person, or in a student's locker or desk, that is dangerous to students and staff; A weapon is anything used, designed to be used or intended for use in causing death or injury to any person, or for the purpose of threatening or intimidating any person.
- c. displaying or brandishing a weapon in a threatening or intimidating manner;
- d. assaulting another person;
- e. "bullying" which means repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour 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; bullying behaviours may include name calling, exclusion, inappropriate language, threats, gestures, innuendos, or intimidation, in person, electronically, or by other means;
- f. possession or use of illegal drugs, alcohol, or inhalants in school and on school property;
- g. contravention of school policies and regulations related to student harassment, smoking, student attendance, and student rights and responsibilities;
- h. theft;
- i. willful disobedience and/or open opposition to authority;
- j. use or display of improper or profane language;
- k. willful damage to school or others' property;
- l. interfering with the orderly conduct of class(es) or the school; and/or
- m. trespassing, loitering, and causing a disturbance on or in school property; and/or
- n. use of technology such as computers, cameras, cell phones, and other digital equipment for purposes that are illegal, unethical, immoral, or inappropriate.

IFC 2f: Principals shall report to police the names of all persons for whom they have reasonable and probable grounds to believe are trafficking in drugs. The principal shall:

- a. inform the parents of students involved; and/or
- b. proceed with disciplinary measures which may lead to suspensions or expulsions.

IFC 2g: Based on the board policy and regulations for student behaviour and conduct, school administration shall develop and communicate to parents and students expectations for student behaviour and conduct.

IFC 2h: The principal shall ensure that the Safe and Caring policy and the Code of Conduct is publicly available on the school's website.

IFC 2i: LWCA shall participate in the Parkland and Area Violent Threat Risk Assessment (VTRA) protocol.

Commitment to Safe and Caring schools

LWCA operates to provide faith-filled education that reflects in its programs, policies, and procedures, the biblical beliefs of the Evangelical, Protestant Christian community, adhering to the organization's statement of faith.

All policies and procedures of the school are developed and administered with gentleness, respect for all people as image bearers of God the creator, care for the wholeness and well-being of the people involved, and in pursuit of unity within the Christian community as the body of Christ. Genesis 1:26-27, Col 3:13-14, Psalms 133:1, Eph 4:11 – 13. We are all created in the image and likeness of God. As such, all human beings are inherently sacred and must be treated with dignity and respect. All efforts to support the inclusive, safe, and caring learning and working environment of the school must be in accordance with our Evangelical Protestant beliefs.

A nurturing inclusive community is one in which each person is welcomed, accepted, and supported as a child of God, therefore any discrimination is unacceptable and will be addressed.

All students, staff, and families of Living Waters Christian Academy will be provided with an inclusive, welcoming, caring, respectful, safe and Evangelical Christian environment that promotes the well-being of all and fosters community support for achieving this goal.¹

Administrative Procedures

We believe that every person must be afforded compassion, love, kindness, respect, and dignity. Mark 12:28-31; Luke 6:31. Hateful or harassing behaviour or attitudes directed toward any individual are to be repudiated and are not in accord with Scripture. As part of that commitment, the employees and students of Living Waters Christian Academy will conduct themselves in a manner which is consistent with the following:

Building A Culture of Respect:

The Principal, and other staff as designated from time to time shall:

- Communicate, monitor, and address all aspects of this procedure with the staff, students, and parents/guardians on an annual basis;

- In keeping with our goal of treating one another with love and respect the staff shall articulate the expectations regarding the worth and dignity of all as part of discrimination prevention;

- Ensure that school conduct procedures, if applicable, are reviewed annually with staff and students and that they explicitly address expectations for inclusive behaviours and language;

¹ LWCA affirms the rights of students and staff members to not be discriminated against as provided for in the *Alberta Human Rights Act* to the extent applicable and subject to the *Canadian Charter of Rights and Freedoms* and the nature and character of LWCA as a private, voluntary religious association. See e.g. *H.S. v. The Private Academy*, 2017 HRTO 791; *Caldwell et al. v. Stuart et al.*, [1984] 2 S.C.R. 603; *Loyola High School v. Quebec (Attorney General)*, 2015 SCC 12.

Take ongoing action to create and maintain an inclusive, safe, caring, and nurturing learning/working environment;

Support the establishment of school clubs/groups/committees (School Act, s.16.1(1)(a)), supervised by a teacher or administrator (School Act, s.16.1(1)(b)), that focus on equality and non-discrimination, social justice, peer support and human rights concerns from an Evangelical Protestant approach as outlined in the school's Guidelines for Student groups, clubs, and activities.

Staff are expected to:

Explore and model the biblical understanding of inclusivity, that everyone is to be respected and treated with compassion as image bearers of God, and of trending issues in a comprehensive and appropriate way, calling upon our Evangelical Protestant resources to inform themselves;

Support students to help them develop an understanding of themselves as children of God, therefore fostering a sense of self-worth, and respect for self and others;

Model respectful inclusive language and behaviours at all times; and,

Hold each other accountable for their language and behaviours, and report instances of language and behaviour that result in exclusion or discrimination to their immediate supervisor.

Report language and behaviour in contravention of this administrative procedure

The Principal, and other staff as designated from time to time shall:

Thoroughly investigate in a timely manner all reports of language and behaviours that result in exclusion or discrimination;

Address all substantiated reports of language and behaviours that result in exclusion or discrimination in a timely manner; and,

Gather and respond to data on language and behaviours that result in exclusion or discrimination on an ongoing basis.

Student Programming:

School Based staff shall:

Share information about students and/or parents only with staff members involved with providing service to that student, always respecting the privacy and confidentiality of the student and/or parents;

Ensure written informed consent of the guardian or independent student is obtained for a specialized assessment, referral, or direct service by non-school personnel.

Provide the agreed upon special considerations for students in a caring, pastoral and inclusive manner;

Provide for the needs and physical privacy of students in a pastoral manner, with a view at all times to maintaining their dignity and safety;

Consult with students and families with respect to accommodating individual needs, protecting the privacy and confidentiality of students;

Determine best practice and rationale for all individuals involved with respect to student participation in curricular and extra-curricular activities including intramurals and athletics. Based on specific student circumstances, educators address additional needs in consultation with the Principal.

Provide age appropriate Christian education to students on inclusive language and behaviours permeated through all aspects of the school day/life.

Student organizations and activities:

Living Waters Christian Academy is committed to supporting the establishment of student organizations and activities that intend to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging for students.

Sections 16.1(1), (3), (3.1), (4) and (6) of the *School Act* currently state:

16.1(1) If one or more students attending a school operated by a board request a staff member employed by the board for support to establish a voluntary student organization, or to lead an activity intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, the principal of the school shall:

(a) immediately grant permission for the establishment of the student organization or the holding of the activity at the school, and

(b) subject to subsection (4), within a reasonable time from the date that the principal receives the request, designate a staff member to serve as the staff liaison to facilitate the establishment, and the ongoing operation, of the student organization or to assist in organizing the activity.

-(3) The students may select a respectful and inclusive name for the organization or activity, including the name "gay-straight alliance" or "queer-straight alliance", after consulting with the principal.

(3.1) For greater certainty, the principal shall not prohibit or discourage students from choosing a name that includes "gay-straight alliance" or "queer-straight alliance".

(4) The principal shall immediately inform the board and the Minister if no staff member is available to serve as a staff liaison referred to in subsection (1), and if so informed, the Minister shall appoint a responsible adult to work with the requesting students in organizing the activity or to facilitate the establishment, and the ongoing operation, of the student organization at the school.

(6) The principal is responsible for ensuring that notification, if any, respecting a voluntary student organization or an activity referred to in subsection (1) is limited to the fact of the establishment of the organization or the holding of the activity.

Parent notification of student participation in student organizations or activities:

Parent notification shall be consistent with the usual practices relating to notification of other voluntary student organizations or activities.

In this regard, the Principal may provide a general notice to the school community that students may be organizing groups or clubs at the school in the future based on interest or need, for example by including a notice in the Parent/Student Handbook.

In the event that a new student organization or activity is undertaken in a school, notification of the establishment of the student organization or activity may be sent to all parents. This notice should not include the names of students participating in the student organization or activity. This notification may include a statement regarding the responsibility of parents to discuss with their child the purpose and nature of the club, whether their child wishes to become a member and their child's obligation to contribute to a welcoming, caring, respectful, and safe learning environment that respects diversity and fosters a sense of belonging. At all times, parents are invited to converse with the school regarding the intention of student organizations, clubs, and activities.

Section 45(4)(d) of the *School Act* requires this policy to indicate that the *Personal Information Protection Act (PIPA)*² governs the disclosure of personal information by the Board.

In circumstances where the disclosure of personal information, including that of a student involved in a student organization or activity, is contemplated, the Principal shall be guided by law and the school's policies for supporting vulnerable students and the child abuse policy.

Further guidance for school staff in fulfilling the objectives of the above sections without violating LWCA's legal responsibilities and the nature and character of LWCA as an Evangelical School is provided in the following policies and procedures:

Statement of faith

Guidelines for student clubs, groups, and activities

Parent/Student Handbook

² The interpretation and application of *PIPA* is subject to the paramount provisions of the *Alberta Bill of Rights*, including sections 1(c) and (g), and the *Canadian Charter of Rights and Freedoms*, sections 2(a) and 7.

The Role of Students and Families:

As part of the Living Waters Christian Academy community, the expectations for students and their families in all interactions that pertain to the school are that they:

Are aware of the expectations, policies, and procedures regulating conduct and work cooperatively with the school to create and maintain a positive and respectful learning environment for all;

Conduct themselves in a manner which upholds the dignity and worth of all members of the school community;

Report instances of language or behaviour that is in contravention of this Administrative Procedure to the Principal immediately.

Nothing in this Administrative Procedure is to be interpreted so as to limit or be a waiver of the Board's or school's rights, powers, and responsibilities pursuant to the *Alberta Bill of Rights* and the *Canadian Charter of Rights and Freedoms*. To the extent, provisions restated in this Administrative Procedure conflict with the Board's or school's rights, powers, and responsibilities pursuant to the *Alberta Bill of Rights*, *Family Law Act* and the *Canadian Charter of Rights and Freedoms*, the Board's and school's rights, powers, beliefs and policies pursuant to the *Alberta Bill of Rights* and the *Canadian Charter of Rights and Freedoms* will govern.

References:

- The Holy Bible
- The School Act
- Alberta Bill of Rights
- Family Law Act
- Alberta Human Rights Act
- Personal Information Protection Act
- Canadian Charter of Rights and Freedoms
- Criminal Code