



Student Code of Conduct

Purpose

The Student Code of Conduct outlines Alberta Classical Academy's commitment to providing a well ordered, safe, caring, and respectful learning environment that promotes the development of students' moral character, encourages intellectual excellence, and fosters the common good of the school community. It describes expectations for student conduct and the consequences of unacceptable behaviour, pursuant to Section 33(2) of the Education Act.

Principles

Alberta Classical Academy aims to provide a welcoming, well ordered, and secure environment that maintains the highest academic standards for a community of learning. Our expectations for students, and our approach to maintaining discipline, are informed by the following principles:

- The highest end of education is to foster wisdom and moral excellence. Our goal is to help young learners cultivate their characters and grow in virtues, both intellectual and moral. This includes the virtues of benevolence, honesty, humaneness, integrity, wisdom, justice, prudence, fortitude, temperance, and magnanimity.
- All persons are bearers of souls possessing a sacred worth and dignity, irrespective of race, sex, creed, or ability.
- Education is best pursued in a spirit of friendship and leisure. The formation of the human personality demands diligence and attention, but it also requires space for stillness and contemplation away from distraction, unnecessary anxiety, and material exigencies.
- Students thrive in an environment that provides stability, order, belonging, and love. We understand that structure and high expectations are not incompatible with the spirit of leisure or the pursuit of freedom, but are preconditions for them.
- Habits of outward conduct and behaviour play an important role in shaping habits of mind. Through participation in a disciplined and well-ordered environment, students learn to order their own souls well.
- Behavioural policies and expectations should be detailed, clearly communicated, and consistently applied. School faculty and staff enforce these expectations in a manner that is fair, kind-hearted, and firm, and oriented toward enhancing the common good of the community and the well-being of the individual pupil.
- Student discipline is carried out with reference to Aristotle's golden mean, which connects the practice of virtue with reason.¹
- While we expect students to seek moral and intellectual excellence, we recognize that this is a ceaseless process, and that mistakes are inevitable. Where correction is merited, it is carried out in a spirit of respect for the student and for the person they are to become, and should never be carried out with intent to cause humiliation or fear.

¹ Excellent action is "concerned with choice, lying in a mean relative to us, this being determined by reason and in the way in which the man of practical wisdom would determine it." (Aristotle, Nicomachean Ethics, 1107a)

- Learning is a collaborative activity among friends and colleagues, as idealized by Socratic conversation and dialectic. Learning takes place in the encounter of persons seeking wisdom, who converse with one another, and who give thanks to the teacher or fellow students who can help illuminate understanding. This Socratic place of learning—which depends on the maintenance of trust and good will—is a safe space for students to think and to seek truth freely in friendship with others.
- As they mature, children benefit from opportunities to take responsible risks, to solve problems independently without adult intervention, and to encounter and overcome trials with grace and fortitude.² We therefore aim to provide a stable and supportive community where students grow in resilience, take responsibility for their actions, and challenge themselves physically, emotionally, and intellectually.

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 their education;
- c) ensure that their conduct contributes to a welcoming, 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 behaviour 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 school board;
- g) co-operate with everyone authorized by the board to provide education programs and other services;
- h) be accountable to the teachers and other school staff for their conduct; and
- i) positively contribute to the school and community.

Phones and personal technology devices

Alberta Classical Academy is a smartphone-free and smart device-free environment. This policy is informed by a growing body of research on the negative impacts of screen time and social media on developing minds: excessive exposure to screen-based technologies has been shown to rewire the brain's rewards pathways, interfering with our capacity for sustained concentration, diminishing our ability to store and retain information, and leading to addiction. Social media and smartphone use is further correlated with a substantial rise in adolescent anxiety and depressive disorders.

Providing a screen-free environment allows students to escape these social pressures, and affords more freedom for deep reflection, concentration, and restful learning. We support our pupils in finding tranquility and stillness in their own souls, and to develop their intrinsic capacities, without need of external distraction.

As such, the following expectations for students apply:

² "The truly good and wise man will bear all kinds of fortune in a seemly way, and will always act in the noblest manner that the circumstances allow." (Aristotle, *Nicomachean Ethics*, 1100b)

- Students may not use smartphones or smart devices at Alberta Classical Academy schools or buses, unless express permission is given by a teacher or school administrator.
- If students require a phone to contact parents before or after school, “brick phones” (without internet connectivity) are encouraged as an alternative to smartphones.
- If a student must bring a phone or personal electronic device to school, the device must be put away in the student’s locker or backpack and turned off during school hours, or stored with a teacher or at the front office.
- If a phone or personal internet-connected device is seen or heard by a staff member on school property and during school hours, the response can include the following:
 - Confiscation for the durations below:
 - First offense: device is returned to student at the end of the school week;
 - Second offense: device returned to student in four (4) weeks;
 - Third offense: device is returned to student in two (2) months.
 - Other disciplinary measures as determined by school administration, up to and including removal of the device from the property through disciplinary tribunal.
- Where the period of confiscation exceeds the time remaining in the school year, the device will be returned on the final day of school.
- Reasonable exceptions to this policy may be made by school administration for students requiring accommodations (e.g. where technology is a necessary aid for audio or visual impairment).

Tardiness and attendance

- Students should strive to achieve 100% attendance in school, except as necessitated by illness, and should arrive on time and ready for class.
- Parents should notify the school office of pupil absences or late arrivals. In the case of illness, parents should phone or email the school office on the first day of absence and then each day thereafter, and explain the reason for the absence.
- The school will contact parents on a daily basis if they fail to inform the school of an absence.
- To the greatest extent possible, family holidays, as well as routine medical or dental appointments, should be scheduled during break times or during professional development or organizational days to avoid unnecessary absences.
- Unjustified absences or willful late arrivals to class will trigger disciplinary actions as determined by the school administration.
- The school administration shall determine whether the circumstances of a student’s absence are excused or unexcused.
- Where there is a persistent pattern of unexcused absences and late arrivals such that the child’s attendance falls below 90%, a meeting with families will be held to discuss strategies to raise the attendance of the child.
- Where prolonged or chronic unexplained absences cannot be addressed by the school administration, or where intervention strategies have not resulted in satisfactory improvements to the rate of attendance, the school’s attendance officer may report the student to the Attendance Board in accordance with section 9 of the Education Act.
- Pupils who are out of school for a long period due to severe illness or other authorized circumstances will be provided with optional readings and school work to carry out at home to avoid falling behind.

- In cases of excessive school absences, families are aware that accurate and complete assessment will very likely be impacted and may be reflected in their child's report card, either through an indicator relating to incompleteness or impacted mark attainment.
- Such cases of excessive absences may also impact consideration of grade promotion at year-end.

Preparedness

- Students are expected to arrive at class prepared with their necessary school supplies, textbooks, and other items as required by their teacher.
- Students must arrive at school wearing the approved uniform, and must remain in uniform at all times while on campus.
- To ensure that they arrive to class ready to learn, students are responsible to ensure a regular and adequate sleep schedule (i.e. 9-12 hours/night), and should minimize or avoid the nocturnal use of electronic devices.

Corridor conduct

- While transitioning between classrooms, or to and from recess or lunch hour, students are to walk:
 - On the right side of the hallway
 - In a straight line
 - Keeping hands to themselves
 - Mindful of posture and comportment
 - Quietly
- Out of respect for other students in the school, corridors are silent during class time.
- Students are encouraged to politely greet teachers, staff, or visitors in hallways (e.g. "good morning, Mister _____; "Good afternoon, Miss _____")
- Students are expected to keep their lockers / cubbies neat, with items properly put away
- As the school belongs to everyone, all pupils are encouraged to pick up litter or other items they find in the corridors and put these in their appropriate place.

Classroom conduct

In class, students are expected to:

- Sit up straight;
- Listen to and follow the direction of the teacher without delay or complaint;
- Ask questions by raising their hand and waiting to be called on;
- Track the teacher when a lesson is being delivered;
- Refrain from interrupting or speaking over others;
- Conduct themselves with diligence and respect the learning of others.

Bus conduct

While riding the bus, students are expected to:

- Understand that bus drivers are part of the school community, and deserve respect and attention;
- Always stay seated and face forward;
- Take care of their bus tag, and request a new one if it becomes lost or damaged;
- Use indoor voices on the bus, and refrain from screaming or yelling;
- Not eat food or litter;
- Keep hands and feet to themselves;
- Always set a good example for others;
- Take care of and look out for one another;
- Observe the school's policies relating to phones and smart devices;
- Stay in their assigned seat.

Fighting, bullying, inappropriate language, or dangerous behaviour on the bus is subject to disciplinary action, up to and including suspension from riding the bus.

Uniforms and Grooming Policy

Rationale

Alberta Classical Academy schools are a distinctive community, bound together by a shared goal of seeking moral and intellectual excellence in a spirit of friendship.

Our school uniform is a visible expression of this ideal: our students are part of a united community of learners, whose purpose transcends differences in socio-economic status, ethnic, religious, or racial background. In wearing their uniforms, students experience a sense of pride and belonging, and are reminded of their obligation to represent their school community well.

School uniforms serve several other important functions. They foster an environment that is conducive to learning by removing potential sources of distraction, anxiety, and peer competition. A uniform, properly fitted, worn and cared for, demonstrates respect for others and for oneself. It also helps to develop the student's sense of propriety — that is, appropriateness in inward feeling and outward conduct, including through the observance of proper rituals and customs. By cultivating good outward habits in dress and decorum, students begin to internalize these habits. Finally, uniforms can encourage students in the development of an authentic personality, defined not through artificial expressions of individuality, but through the cultivation of inner virtues, talents, interests, habits, and traits that comprise genuine character.

K-4 Girls Uniform

Girls in grades K-4 must wear:

- A collared shirt, whether a polo or button-up shirt, with either short or long sleeves. Approved colours are light blue, white, and light yellow.

- Either a) a classic blue tartan jumper/pinafore, or b) navy blue trousers
- Plain black, close-toed shoes

This can be accompanied by a cardigan, sweater or sweater vest in grey, light yellow, or navy.

Skirts or dresses must be worn with either leggings or knit tights (grey, white, or navy), or knee socks or fold-over socks (grey, white, or navy) with modesty shorts worn underneath.

“Summer” Uniform

During the summer and summer-adjacent months of August, September, May, and June, girls in grades K-4 have the option of wearing a modified uniform consisting of a navy skirt/skort with a collared shirt in light blue, white, or light yellow. This must be worn with a choice of white, grey, or navy leggings or tights, or knee socks or fold-over socks with modesty shorts worn underneath.

Formal Uniform

During weekly assemblies, concerts, and special events including picture day, a formal uniform must be worn consisting of:

- White collared shirt
- Classic blue tartan jumper/pinafore
- Light yellow cardigan with school crest
- White, grey, or navy tights or knee-socks
- Plain black closed-toed shoes

5-8 Girls Uniform

Girls in grades 5 and above must wear:

- A collared shirt, whether a polo or button-up shirt, with either short or long sleeves. Approved colours are white, light blue, and light yellow.
- Either a) a classic navy tartan skirt/skort, hitting at the top of the knee, or b) dark grey trousers.
- A cross tie
- A navy blue blazer
- Plain black, closed-toed polishable shoes (leather or imitation leather), not exceeding 1.5 inches in height.
- White, grey, or navy tights or socks.

Skirts may be worn with tights, knee socks, or fold-over socks in grey, white, or navy. If wearing socks, modesty shorts must be worn underneath. Girls may also wear a sweater vest or sweater in navy, light yellow, or grey.

“Summer” Uniform

During the summer and summer-adjacent months of August, September, May, and June, a blazer is not required except on formal uniform days.

Gym Uniform

Girls in grades 5 and above must purchase a P.E. uniform consisting of crested sweat pants, zip-up sweater, shorts, and t-shirt. These items should be purchased through an approved vendor.

Formal Uniform

During weekly assemblies, concerts, and special events including picture day, a formal uniform must be worn consisting of:

- White collared button-up shirt
- Classic navy tartan skirt/skort, hitting at the top of the knee
- A cross tie
- A navy blue blazer
- Plain black, closed-toed polishable shoes (leather or imitation leather), not exceeding 1.5 inches in height.
- White, grey, or navy tights or knee-socks

Additional notes — girls' uniforms

Uniform items must be purchased through an approved vendor, with the exception of socks, hosiery, shoes, belts, and plain white button-up shirts, which may be purchased through an alternative vendor if preferred. All uniform items should be in good repair (no holes, obvious stains, etc.), appropriately fitted, and neatly pressed. Shirts and blouses should be worn tucked in. No midriffs or undergarments may be shown.

Skirts & Jumpers: skirts and skorts should be worn at the waist. The hem of skirts and jumpers should fall just above the knee. When wearing skirts or dresses, tights, leggings, or modesty shorts should be worn underneath.

Pants: Girls' dress slacks should be worn at the waist, and must reach to the ankle, but should not drag on the ground. Leggings may not be worn as pants, but may be worn with skirts, and should likewise reach to the ankle. Undergarments must not be visible.

Grooming: Hair should be neatly brushed or styled. Girls may wear small bows, barrettes, headbands, or hair ties. Students may wear headscarves as required by a religious practice. Hair must be natural-looking and conservative in its colour and cut (e.g. no unnatural streaking, colours, or extreme styles). K-8 students may not wear make-up or nail polish. Girls may wear one necklace, bracelet, and pair of earrings at a time, provided the jewelry is conservative and minimalist (e.g. stud earrings rather than dangling or hoop earrings, discrete pendant necklaces, friendship bracelets, or similar). Simple digital or analog watches may be worn, but internet-connected devices are prohibited. No other piercings, body art, or temporary tattoos should be worn to school.

K-4 Boys Uniform

The K-4 Boys uniform consists of:

- A collared shirt, whether as a polo or button-up shirt, either short or long-sleeved. Approved colours are light blue and white
- Navy blue trousers
- A sweater, cardigan or sweater vest in either grey, light yellow, or navy
- Plain black closed-toed shoes

- Grey/black socks

“Summer” Uniform

During the summer and summer-adjacent months of August, September, May, and June, boys may wear navy shorts in lieu of trousers. A sweater, cardigan or sweater vest is not required in summer months.

Formal Uniform

During weekly assemblies, concerts, and special events including picture day, a formal uniform must be worn consisting of:

- White collared shirt
- Navy cardigan or sweater vest with school crest
- Navy trousers
- Grey or black socks
- Plain black closed-toed shoes

5-8 Boys Uniform

Boys in Grades 5 and above must wear:

- A button-up collared shirt, which may be either short- or long-sleeved. Approved colours are white and light blue
- A navy blazer
- Tie in classic navy tartan
- Grey trousers
- Polishable black shoes (leather or leather-like)
- grey/black socks

Boys may also wear a sweater vest or sweater in navy or dark grey.

Gym Uniform

Boys in grades 5 and above must purchase a P.E. uniform consisting of sweat pants, zip-up sweater, shorts, and t-shirt, from an approved vendor.

“Summer” Uniform

During the months of August, September, May, and June, boys may wear grey shorts in lieu of trousers, and may wear collared polo shirts without tie in white or light blue.

Formal Uniform

During weekly assemblies, concerts, and special events including picture day, a formal uniform must be worn consisting of:

- A white button-up collared shirt
- A navy blazer
- Tie in classic navy tartan

- Grey trousers
- Polishable black shoes (leather or leather-like)
- grey/black socks

Additional notes – boys uniforms

Uniform items must be purchased through an approved vendor, with the exception of socks, shoes, belts, and white button-up shirts, which may be purchased through an alternative vendor if preferred.

All uniform items should be in good repair (no holes, obvious stains, etc.), appropriately fitted, and neatly pressed. Shirts should be worn tucked in.

Pants: All dress slacks must reach to the shoe but should not drag on the ground. No undergarments should be visible. Pants may be worn with a black leather belt.

Shorts: Shorts should go to just above the knee but not below and should not be excessively tight or loose fitting. Shorts should be worn at the waist. Undergarments should not be visible.

Grooming for Boys: Hair should be neatly combed or styled and conservative in its colour and cut (no unnatural colours or extreme styles). No jewellery may be worn except a simple analog or digital watch (no internet-connected devices).

Accommodations are permitted as required by a religious practice.

Enforcement

Students are expected to comply with uniform requirements at all times while on school property. Exceptions will be provided for concerts and performances, co-curricular or extra-curricular activities where a change in dress is required, semi-formal events, casual days, and other explicitly approved occasions.

Should a student fail to adhere to the uniform policy, as determined by the Principal or Associate Principal, their parent/guardian will be notified, and a change in clothing may be required. As this can interfere with learning and create discomfort for the student, parents are expected to familiarize themselves with the uniform and grooming policies, and ensure that their children arrive at school in the proper attire each day.

Parents are expected to provide their children with the appropriate uniform attire.

Families that require financial assistance in purchasing appropriate uniform items should advise the school administration at least two months prior to the start of the school year.

School administration shall have ultimate authority in determining whether a uniform is being worn appropriately and the dress code adhered to, and decisions will be final.

Students may be subject to a warning, demerit, detention, and possible removal from the classroom if not in compliance with the school dress code.

Popular culture

Alberta Classical Academy is committed to providing an educational culture that is focused on learning, friendship, and the pursuit of wisdom, and is grounded in the study of great works that have endured over time. We want to ensure that our students are not confined to the parochial frame of the present — a state that G.K. Chesterton referred to as the “degrading servitude of being a child of [one’s] own time.” Students should be free to step back from the pressures of contemporary consumerist trends, so that they can link with past generations and engage deeply with perennial questions and ideas.

We also believe that an education should raise up students’ imaginations, and educate their aesthetic judgement and emotions. Students should develop the ability to differentiate between the superficial and the profound; the beautiful from the base; the serious from the frivolous; and the permanent and universal from the fleeting and time-bound.

To further these goals, we have adopted a “no popular culture” policy. Specifically, we expect that students:

- Refrain from bringing personal items to school that include images or references to popular culture (e.g. popular culture-branded backpacks, Pokemon cards, toys)
- Refrain from using popular culture references in conversation and in class
- Refrain from referring to or imitating internet or social media trends on campus (e.g, TikTok)

Academic integrity

All students commit to the following:

- To approach their academic work with diligence, justice, integrity, and with the goal of seeking wisdom
- To never lie, cheat, or engage in plagiarism, or present others’ work as their own;
- To refrain from providing illicit aid in tests or in graded assignments;
- To refrain from copying the work of others, or allowing their own work to be copied;
- To complete all required readings, without use of “study aids” or summaries;
- To avoid obstructing or interfering with the achievement of others;
- To approach intellectual disagreements with a spirit of good will, magnanimity, and humility;
- To ask questions and seek clarification or help when needed

Prohibited conduct

- All forms of invidious discrimination—which includes discrimination on the basis of religion, creed, ethnicity, race, sex, national origin, ability, or other protected grounds as set out in the Alberta Human Rights Act—is prohibited at Alberta Classical Academy schools.
- The Alberta Classical Academy prohibits bullying and harassment, which is defined as intentional, repeated or severe conduct that is hostile or demeaning, and is intended to cause fear, harm, or distress, including psychological distress or harm to an individual’s reputation, such that it:
 - Negatively affects a student’s ability to participate in or benefit from an educational program or activity;
 - Exposes the student to contempt or ostracism;

- Creates an intimidating, threatening, hostile, or offensive environment;
- Unreasonably interferes with the student's academic performance, or otherwise adversely affects the student's educational opportunities; or
- Endangers the person's physical security and safety.
- Other examples of Prohibited Conduct include, but are not limited to: hostile or deliberately derogatory acts directed at another person's religious beliefs or practices, accent, skin colour, sex, or disability; threatening or intimidating conduct; repeated name calling, slurs, or taunting; spurious rumours or accusations that severely diminish a person's dignity and reputation; crude or profane language; physical aggression or assault; theft or damage to property; sexualized language or gestures; dissemination or promotion of pornographic images; stalking, including cyberstalking with intent to harass; persistent and unwanted contact; attempts to isolate the person socially or encouraging others to do the same; and other kinds of demeaning or hostile conduct, whether it occurring during or outside of school hours, on or off school property, or by electronic means.

Reporting Prohibited Conduct

- A student who believes that he or she has experienced Prohibited Conduct, or believes that another student has experienced Prohibited Conduct, may in a timely way report the alleged acts to a teacher, administrator, or other school employee.
- If the alleged act constitutes Prohibited Conduct, an investigation will be initiated by either the teacher receiving the report, or by a school administrator.
- The person initiating the report may request the recusal of a specific staff member from an investigation.
- If Prohibited Conduct is deemed to have occurred by the investigating staff member, the responsible person will face sanctions or discipline according to the severity of the offense, as determined by a school administrator.
- The school Principal shall have final authority in determining the appropriate sanction or disciplinary measure, or to recommend the suspension or expulsion of the student.
- No person shall face retaliation for making a good faith report of Prohibited Conduct. Retaliation — including threats, theft or destruction of property, assault, ostracism, or unjustified punishments — shall be treated as a form of bullying or harassment.
- A person who knowingly makes a false report of Prohibited Conduct, or who refused to comply with an investigation, may be disciplined pursuant to this policy.

Consequences for poor behaviour

Where correction is merited, it is carried out in a spirit of respect for the student and for the person they are to become, and should never be carried out with intent to cause humiliation or fear. Knowing that students are still learning to appropriately comport themselves, the ultimate goal is correction and human formation, rather than punishment.

Disciplinary actions draw on the professional judgement of teachers and administrators and on a range of disciplinary techniques. Disciplinary action correlates to the seriousness of the offence, the student's age and grade level, the frequency of misbehaviour, the student's attitude, and the effect of the misconduct on the school environment. The guidelines for discipline outlined in this policy are not intended to be exhaustive. The school reserves the right to exercise reasonable judgement as an

individual circumstance might dictate and will endeavour to balance consistency and high expectations with flexibility in extenuating circumstances.

Level 1 Misbehaviour:

Minor misbehaviour or inattentiveness requiring corrective reminders, including but not limited to:

- Failure to arrive prepared for each lesson (e.g. items left in backpack, cubby or locker, missing supplies, etc.);
- Not concentrating, raising a hand to speak, or being attentive in a lesson ;
- Interrupting or speaking over teachers or peers, or speaking disruptively during silent work periods ;
- Minor uniform infractions (e.g. untucked shirts, wrong shoes, etc.) ;
- Minor misbehaviour in hallways (e.g. falling out of line, walking on the wrong side, talking loudly, touching, etc.) ;
- Sloppy written work in lessons ;
- Failure to complete homework ;
- Note-passing in class ;
- Chewing gum ;
- Messy cubby or locker area ;
- Not queuing properly or promptly ;
- Littering ;
- References to pop culture ;
- Failure to return promptly to class after visiting the office, washroom, etc. ;
- Loud or disruptive behaviour in hallways ;
- Not remaining seated on the bus ;
- Excessive noise or shouting on bus ;
- Unsafe use of playground equipment ;

Teachers or staff members shall issue verbal corrections (“notifications”) to students for Level 1 misbehaviours. If the student’s behaviour persists, they may be sent to a Reflection and Reflection zone to minimise disruptions to other students and provide an opportunity to reflect on their conduct. If a student receives three notifications in a single day, a letter will be sent home informing their parents of their misbehaviour. This letter must be signed and returned to school.

Level 2 misbehaviour:

Chronic, repeated, or escalated misbehaviour, which may include *inter alia*:

- Chronic or persistent Levels 1 misbehaviour that does not improve with minor corrections or reminders ;
- Persistent or repeated failure to complete homework ;
- Defiant or blatantly disrespectful conduct ;
- Late arrival to class ;
- Persistent failure to wear uniform properly ;
- Use of a prohibited electronic device on campus (first offence) ;

- Foul or profane language ;
- Repeatedly failing to follow directions ;
- Hand-holding, kissing, or other displays of romantic affection ;
- Academic dishonesty, including plagiarism, on a first offence ;
- Unsafe behaviour on school property or on the bus, such as pushing, tripping, kicking, or hitting ;
- Truancy from class (for an extended period of time deemed inappropriate by the supervising teacher) ;
- Inappropriate activity or references linked to pop culture and/or social media (e.g, drugs, sexual, mockery, abuse);
- Shouting, shoving in hallways ;
- Spurious rumours or accusations ;
- Deliberately revealing sensitive and/or confidential information about another person without his or her consent ;
- Creating surreptitious recordings of other persons or conversations on campus ;
- Accessing or attempting to access restricted parts of the school building ;
- Violating school safety protocols and procedures (e.g, refusing to exit school during fire drill, willfully disregarding lockdown protocols such as silence).

Level II misbehaviours immediately trigger a letter home to parents, which must be signed and returned. In some instances, parents may be called to a meeting with the teacher and/or administrator to discuss the matter and develop a plan to address it. Other disciplinary measures, such as detentions or suspensions, may be imposed as determined by the school administration.

Level 3 misbehaviour

Chronic or severe misbehaviour meriting serious disciplinary actions, including but not limited to:

- Harassing, hostile or bullying conduct;
- Physical aggression or assault;
- Theft, vandalism, or damage to property;
- Use of sexualized language or gestures
- Sexual harassment, or dissemination of pornographic images;
- Stalking, including cyberstalking with intent to harass;
- Repeated or serious cheating or repeated academic dishonesty;
- Demeaning or hostile conduct, whether it occurs during or outside of school hours, on or off school property, or by electronic means;
- Serious instances of disrespect or contempt for teachers or staff;
- Serious or persistent failure to abide by the Code of Conduct;
- Use of the Internet in a manner which targets any student, staff, or school community member in a derogatory, suggestive, explicit, inappropriate, or otherwise harmful manner
- Revealing highly sensitive and/or confidential information about another person without his or her consent and with the intention of causing humiliation or harm to the person's reputation
- Sexual contact
- Repeated or chronic Level II misbehaviour

Level III misbehaviour triggers a meeting with the student's parents, as well as detention, suspension, or a recommendation for expulsion, as determined by school administration.

Disciplinary measures

The following disciplinary measures may be used alone or in combination to address misbehaviour violating the Student Code of conduct:

- Verbal correction
- Seating changes within the classrooms
- Temporary confiscation of items that disrupt the educational process
- Sending student to the Recollection and Reflection area either in or out of the classroom
- Sending the student to the office or other assigned area
- Withdrawal of privileges, such as participation in recess or extracurricular activities
- Grade reductions or make-up work for academic dishonesty
- Reflection letter and apology
- Creation of a personalized behaviour plan
- Counselling by teachers, counsellors, or administrative personnel
- Notification letter sent to parents
- Parent-Teacher-Administrator conferences/meeting
- Detention
- In-school suspension
- Suspension from bussing
- Academic probation
- Out of School Suspension for a period not exceeding five days
- Expulsion
- Denial of re-enrollment
- Referral to an outside agency and/or legal authority for criminal prosecution in addition to disciplinary measures imposed by the school
- Other disciplinary actions as determined by the school principal

Suspensions

Teachers have authority to remove a child from a single class period to provide space for reflection and to prevent further disruptions to other students.

Removal for more than one class period must be authorized by the Principal or his or her delegate.

A Principal may suspend a student:

- From school;
- From one or more class periods or courses;
- From bussing or transportation;
- From any other school-related activity

When a student is suspended, the principal shall immediately report the suspension to the child's parents or guardians, provide a written report detailing the circumstances leading to the suspension, and invite the parent or guardian to attend a meeting to discuss the suspension.

Expulsions

If a student is suspended, the principal may recommend, prior to the end of the student's suspension, that the board expel the student if:

- The student has displayed an attitude of willful, blatant and repeated refusal to comply with the Student Code of Conduct; or
- The student's conduct, whether or not the conduct occurs within the school building or during the school day, is injurious to the physical or mental well-being of others in the school, or seriously or persistently impedes the educational opportunities of others.

Further to the above, a principal may recommend that the board expel a student if the event of a parental breach of contract, or if a custodial parent causes serious, persistent disruptions on school property or threatens or acts aggressively toward staff members (including on social media).

If the principal recommends expulsion, he or she must:

- Immediately inform the board of the recommendation for expulsion, and
- Report in writing to the board all the circumstances respecting the suspension and the principal's recommendation for expulsion.

Where the principal has made a recommendation to the Board for expulsion, the student remains suspended until the Board renders a decision to either expel the student, or to end the period of suspension and return the student to school, transportation, course, or school-related activity.

If a student is expelled under this section, the expulsion takes effect immediately following the board's decision.

An expelled student may reapply to join the school in the academic year following their expulsion, provided the expulsion takes effect at least five months before the start of the following school year. The decision to readmit the student shall be subject to the discretion of the principal.

When a student is expelled under this section, the board shall immediately notify the student's parent in writing, and the student if the student is 16 years of age or older:

- Of the expulsion and any rules or conditions that apply to the student, and
- Of the right to request a review as described in Section 43 of the Education Act
- Of the right to an alternative supervised educational program and learning supports as required under Section 37 of the Education Act.

Support given to pupils

Recognizing that discipline is intended not as a punishment, but as a means of helping the student improve his or her character, a variety of supports are offered to students who misbehave or have serious academic difficulties. These include:

- Scaffolded plan involving notifications, and opportunities for Recollection & Reflection to reflect on and improve their conduct;
- Opportunity to write letters reflecting on their conduct through the lens of virtue;
- Restorative conversations with the teachers or administrators who issued the disciplinary measure, and with peers who may have been impacted;
- Mentoring and supports to assist with self-control, emotional regulation, and in making virtuous decisions;
- Creation of Student Behaviour Plans with specific goals and ongoing monitoring for students who persistently misbehave, with weekly meetings to reflect on progress;
- Remedial or personalized academic support
- Homework Club / Study Hall for students who persistently fail to complete homework assignments at home.

Parent expectations

Parent partnerships are a cornerstone of the culture at the Alberta Classical Academy schools. We believe parents are the primary educators of their children and that the Academy should work closely with parents to support student learning and moral growth. We expect them to be effective partners in their child's education and to fully support the goals, philosophy, programming, and staff of the Academy, and support their students in adhering to the Student Code of conduct. This means supporting the school's discipline decisions, or following the prescribed communications and appeal process. Parent roles and responsibilities are outlined further in the Parent Code of Conduct and School Parent handbook.

Discretion

No behaviour policy can account for all eventualities. The school reserves the right to exercise reasonable judgement as an individual circumstance might dictate and will endeavour to balance consistency and high expectations with flexibility in extenuating circumstances. The school Principal shall have discretion to create additional school-level policies, and to take necessary steps to ensure a safe and respectful learning environment is maintained.

Review

This policy shall be reviewed by the Board annually.

References: Education Act (S. 31, 32, 33, 36, 37).

Adopted: January 23 2024