

STUDENT CODE OF CONDUCT

The College has an obligation to provide a welcoming, caring, respectful and safe learning environment that respects diversity, nurtures a sense of belonging and a positive sense of self and that recognizes the unique gifts and inherent value of each student and staff member who is part of the school community. In this environment the goodness, dignity, and worth of all are recognized and all are held accountable for their actions.

The College recognizes the need for a learning environment that is well ordered, safe, developmentally appropriate, and non-threatening. Students have the opportunity for growth and for choice with the understanding that there are logical consequences that follow their actions in order to ensure the welfare and security of the entire community.

The College recognizes that responsibility for student conduct is a shared responsibility between the College and Students.

1. Students have a legislated responsibility to:

- 1.1 Attend school regularly and punctually;
- 1.2 Be ready to learn and actively engage in and diligently pursue the student's education;
- 1.3 Ensure that their conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;
- 1.4 Respect the rights of others in the school;
- 1.5 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;
- 1.6 Comply with the rules of the school and the procedures of the College;
- 1.7 Cooperate with everyone authorized by the College to provide education programs and other services;
- 1.8 Be accountable to the student's instructors and other school staff for the student's conduct, and,
- 1.9 Positively contribute to the school.

2. The College, as a partner in education, has a legislated responsibility to:

- 2.1 Deliver appropriate education programming to meet the needs of all students and to enable their success;
- 2.2 Ensure that each student and each staff member is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging; and,
- 2.3 In respect of the above, establish, implement and maintain an Administrative

Procedure that includes the establishment of a code of conduct for students that addresses bullying behaviour.

3. The Director will ensure that each school will have in place a Student Code of Conduct procedure consistent with the values, beliefs and principles enunciated in the College Mission Statement.
4. The Director will ensure the school Student Codes of Conduct meet the required criteria.
5. All student code of conduct procedures shall contain the following:
 - 5.1 A statement of purpose that provides rationale for the code of conduct, with a focus on welcoming, caring, respectful and safe learning environments;
 - 5.2 One or more statements that address what are acceptable and unacceptable behaviours whether or not such behaviours occur within the school building, during the school day or by electronic means;
 - 5.3 One or more statements regarding the consequences of unacceptable behaviour. Based on individual needs, the procedure will contain a continuum of supports to correct the unacceptable behaviour and support those students impacted by inappropriate behaviour.
 - 5.4 One or more statements that affirm that the rights set out in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms are afforded to all students and staff members within the school setting.
 - 5.5 One or more statements that affirm that pursuant to the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms, students and staff members are protected from discrimination. More specifically, discrimination refers to any conduct that serves to deny or discriminate against any person or class or persons regarding any goods, services, accommodation or facilities that are customarily available to the public, and the denial or discrimination is based on race, religious beliefs, colour, gender, physical disability, mental disability, ancestry, place of origin, marital status, source of income, family status or sexual orientation.
6. The Student Code of Conduct procedure will be developed by the school community and will
 - 6.1 Be based on input from students and school staff;
 - 6.2 Be reflective of the expectations of students as addressed in legislation and College policies and procedures;
 - 6.3 Take into consideration unique student attributes such as age, maturity and individual circumstances;
 - 6.4 Ensure that a continuum of supports will be provided to students who are impacted by inappropriate behaviour as well as for students who engage in inappropriate behaviour; and
 - 6.5 Be reviewed and adapted as necessary on an annual basis by members of the school community.
7. The Student Code of Conduct procedure will recognize that making mistakes and learning from such are part of the growth process but that the welfare and security of the entire community must be ensured and as such will specify the establishment of a continuum of three equally important and interrelated components:
 - 7.1 Preventative procedures;

- 7.2 Supportive procedures for minor breaches of conduct; and
- 7.3 Fair, corrective interventions to address major breaches of conduct.

8. Supportive interventions focus on serving the student within the school area and include

- 8.1 Ongoing contact with students as key partners in the process;
- 8.2 Behavioural strategies appropriate to the needs and developmental level of the individual students which are to be implemented at the first signs of inappropriate conduct;
- 8.3 A specific range of logical consequences that are consistent, fair to the individual and that are reflective of the community standards;
- 8.4 Strategies for problem solving and growth in self-discipline which may involve College level and/or community agency support; and
- 8.5 Recognition of positive conduct.

9. Corrective interventions reflecting the College's that protect the dignity of both the individual person and the common good involve the administration of fair and consistent disciplinary procedures in response to the following severe breaches of conduct:

- 9.1 Disruptive behaviour,
- 9.2 Verbal, physical or sexual threats or assaults,
- 9.3 Harassment,
- 9.4 Bullying, including cyberbullying,
- 9.5 Use or possession of weapons,
- 9.6 Use, possession or sale of alcohol and illicit substances,
- 9.7 Vandalism or theft, or
- 9.8 Any activities with criminal intent.

10. Penalties

Students who are found to have committed an offence under the Academy's standards of student conduct may have one or more of the following disciplinary penalties imposed upon them. The severity of the penalty will be determined by the nature of the offence, the student's past record of conduct, and other relevant considerations, not limited to the following:

- 10.1 Warning - no record
- 10.2 Warning - noted in student's record
- 10.3 Conduct contract
- 10.4 Formal apology
- 10.5 Probationary period
- 10.6 Temporary suspension or eviction from one or more facilities or services of the Health Care Aide Academy
- 10.7 Restitution
- 10.8 Mandatory counseling
- 10.9 Permanent suspension or eviction from one or more facilities or services of the Academy
- 10.10 Temporary suspension or eviction from the Health Care Aide Academy
- 10.11 Expulsion from the Health Care Aide Academy
- 10.12 Such other penalties as deemed appropriate.

Students found guilty of successive acts of misconduct may receive increasingly severe penalties.

Transcript notations for student misconduct will include the following notations:

- a. Suspended for student misconduct [dates of suspension]; and
- b. Permanently dismissed for student misconduct.

Transcript notations for student misconduct will remain on a student's academic record permanently.

11. Appeals

The decisions of the Director may be appealed to the President. The student will be given ten working days to gather new evidence and to submit a letter of appeal which must contain:

- 11.1 The decision that is being appealed;
- 11.2 The form of redress requested;
- 11.3 The specific grounds on which the appeal is made; and
- 11.4 A summary of the evidence in support of these grounds.

Under normal circumstances, disciplinary penalties will not be imposed prior to the appeal being decided, nor will transcripts be issued.

The Appeals Committee shall be constituted of the following individuals:

- a. Two faculty members (with one being the President); and
- b. Two university students.

Appeals shall be heard by a panel of a minimum of two Committee members, as determined by the President, provided that at least one student member and at least two faculty members are present.

The Appeals Committee panel shall normally meet on the matter within 15 working days of the filing of the written appeal. The committee may interview the complainant and the student whose conduct is being questioned, as well as any witnesses to the incident. The committee shall make a decision and communicate it in writing normally within 20 working days of its initial meeting.

In any appeal proceeding, the appealing student is entitled to be represented by one spokesperson of his or her choosing. The spokesperson may be a lawyer if the appealing student desires. Attendance at the hearings is restricted to individuals who have a direct role or interest in the proceedings, including the parties to the appeal, the members of the panel, and any witnesses at the time of their interview. The student whose conduct is being questioned has the right to be present at an appeal whenever evidence or arguments are presented.

A copy of all such appeals and decisions shall be forwarded to the student, and the president of the Health Care Aide Academy. The decision of the Appeals Committee shall be binding and no further appeal will be accepted.

12. The Student Code of Conduct procedure will stipulate that any student committing a severe breach of conduct will be suspended in accordance with Administrative Procedure 311 – Student Suspension and Expulsion. Subsequent actions can include threat assessment strategies, counselling services, access to alternate educational settings, and expulsion. In some instances, the Director may require involvement of outside agencies and services.

13. In order to enhance the abilities of the staff to facilitate growth in student behaviour, the Director will provide opportunities for professional development.

14. There is a need for accurate and appropriate documentation and communication in accordance with existing policies and procedures.

Adopted: June 17, 2021

Reviewed/Revised: August 23, 2021 – Dan Cavanagh, B.Ed, M.Ed