CRUSADER STUDENT HANDBOOK

Education is for Life

"Love one another, contribute to the needs of others, live peaceably with all." Romans 12: 9-18

Mission

"A Catholic Community … of Learners Opening Hearts, Minds and Doors"

Assumption Jr/Sr High School is a faith-based school committed to academic excellence and citizenship within a mutually respectful environment and follows Lakeland Catholic School Division Administrative Procedure 323: Student Code of Conduct and Student Charter of Christ-Centered Excellence. Where there is any difference between this school code, Division procedure, or legislation govern.

The primary purpose of Assumption School is to:

1. Develop the whole child - spiritually, academically, emotionally, physically, and socially and ensure each individual identity is maintained.
2. Provide high quality teaching and learning opportunities within a safe and caring environment.
3. Develop responsible and contributing citizens who are moral, caring as well as spiritually and socially aware.
4. Develop the skills, knowledge, and values our students need to succeed. These attributes include, but are not limited to: self-discipline, teamwork, self-control, coping skills, respectfulness, responsibility and creative thinking.
5. Develop lifelong learners who are independent and critical thinkers who are prepared to face the future.
6. Develop a rich faith community within our school.
7. Create a learning community where "everyone loves to learn and learns to love".

Vision

"Christ our Model ... Children our Focus"

AJSH will follow the LRCSSD Code of Conduct. The Code of Conduct sets standards of behaviour which apply not only to students, but also to all individuals involved in the publicly funded school - parents, volunteers, teachers, and other staff members - whether they are on school property, on school buses, at school-related events or activities, or in circumstances that could have an impact on the school climate or reflect poorly upon the mission of Catholic education.

Guided by Christ our Model and Children our Focus, Assumption School is committed to a school community where every person is treated with dignity, compassion, respect and care.

The purpose of the Code of Conduct is to:

a. ensure that each member of the school community is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviors;

b. establish and publish expectations for student behaviour while at school, at school-related activity or while engaging in an activity that may have an impact on others in the school; and,

c. support the Division's Vision, Mission and Value Statements.

Roles and Responsibilities

Principal:

The principal builds trust and fosters positive working relationships, on the basis of appropriate values and ethical foundations, within the school community -- students, teachers and other staff, parents, school council and others who have an interest in the school. The principal assumes the lead role in the daily operations of a school which include:

● Holding everyone under their authority accountable for their behaviour and actions;
● Demonstrating care for the school community and a commitment to academic excellence in a safe, teaching and learning environment.
● Empowering staff and students to be positive leaders in their school and community;
● Communicating regularly and meaningfully with all members of their school community by:
- Promoting an inclusive school culture respecting and honouring diversity
- Adhering to professional standards of conduct.

Teachers & Other School Staff Members:

Under the leadership of the principal, teachers and other school staff members maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and school staff uphold these high standards when they:

- Help students achieve to their full potential and develop their sense of self- worth;
- Empower students to be positive leaders in their classroom, school, and community;
- Communicate regularly and meaningfully with parents about student achievement and school events;
- Maintain consistent standards of behaviour for all students;
- Demonstrate respect for all students, staff, parents, volunteers, and the members of the school community treating all with dignity;
- Establish and maintain positive, professional relationships with students characterized by mutual respect, trust and harmony as outlined by the ATA professional Code of Conduct;

- Prepare students for the full responsibilities of citizenship;
- Model Catholic Christian beliefs.

Parents:

Parents play an important role in the education of their children and can support the efforts of school staff in maintaining a safe and respectful learning environment for all students.

Parents fulfil their role when they:

- Show an active interest in their child's school work and progress;
- Communicate regularly with the school through appropriate channels;
- Encourage their child to be appropriately dressed and prepare them both physically and mentally for attending school;
- Ensure that their child attends school regularly and on time;
- Support the school in attendance policies for mandatory activities for their child;
- Promptly report to the school their child's absence or late arrival;
- Encourage and assist their child in following the rules of behaviour;
- Assist school staff in dealing with disciplinary issues involving their child;
- Model peaceful problem solving when there is conflict;
- Attend and support student extra-curricular activities;
- Are a positive role model for children;
- Show that they are familiar with the Provincial Education Act, the LCSD codes of conduct, and school rules.

Students:

Students are to be treated with respect and dignity. They must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour.

Respect and responsibility are demonstrated when a student:

- Shows respect for themselves, for others, and for those in authority;
- Comes to school, on time, prepared, and actively engaged in diligently pursuing their education;
- Refrains from, reports and refuses to tolerate bullying or bullying behaviour, even if it happens outside of the school or school hours or electronically;
- Informs an adult in a timely manner of incidents of bullying, harassment, intimidation or other safety concerns in the school;
- Refrains from bringing anything to school that may compromise the safety of others;
- Follows the established rules of the school while at school or on any extracurricular activity and takes responsibility for his or her actions.

Conduct for AJSH Students

General Behaviour

The student will (not):

- Disrespect or defy the authority of administration, teachers, or staff
- Participate in bullying, hazing, etc.
- Possess, use or transmit any object that can reasonably be considered to constitute a weapon.
- Possess, use, sell, buy, transmit, or conceal any alcoholic beverage, narcotic or hallucinogenic drug, marijuana, barbiturate, amphetamine, or intoxicant.
- Gamble on school premises or during school events.
- Comply with the tobacco and vaping restrictions on school property
- Use any conduct threatening to counsel other persons to use violence, force, coercion, extortion, threats, intimidation, fear or disruptive means.
- Be involved in fighting or any other form of violence, nor support or encourage others to do so.
- Interfere in the learning environment of the classroom.
- Engage in sexual or lewd behavior.
- Willfully destroy, deface or damage to property.
- Habitually neglect responsibility.
- Inappropriately use cell phone or personal communication devices
- Engage in any other behavior which the principal of the school judges as being disruptive to the efficient, effective, and respectful functioning of a Catholic school environment.

1. **Attendance**

Absenteeism adversely affects individual and class progress. Parents/Guardians/adult students must notify attendance of a student's absence by calling the office. Students can also be excused through the School Messenger app. Alternatively, students returning from an absence may present a note signed by a parent/guardian, containing the following information: Date, reason for absenteeism, signature

Attendance Expected Behaviour

- All students are required to attend school regularly and to be present at all classes when at school (including mandatory extracurricular activities when at school)
- Students are responsible for any class work missed in their absence.
- Students may be asked to provide a doctor’s note to write a final exam that is missed due to illness or injury or when repeated or prolonged absence occurs and a note is requested by school administration.
- Students must make arrangements with classroom teachers to write missed unit exams as soon as possible following the originally scheduled date.

Reasons for Attendance Expected Behaviour

- Regular attendance is required by the Education Act. There is a minimum attendance requirement from Alberta Education and chronic absenteeism may affect credit eligibility in high school.
- Consistent and regular attendance is essential for continued academic success and for active participation in the school community.

Consequences for Attendance Misbehaviour

- Parents will be notified by text, phone and/or email of student absence;
- Student may be assigned a consequence by their classroom teacher or school administration
- Repeated skipped classes will result in progressive discipline measures which may include detention, supervised withdrawal, or suspension.
- Students with attendance problems will be referred to administration, the AJSH Student Services Team, or Provincial Office of Student Attendance and Re-engagement;

Students 16 years of age and over may be asked to sign an ***Attendance Agreement which includes specific attendance supports to ensure student success****.*

2. **Punctuality**
Students are expected to be on time for each class.

If a child is late, parents are expected to send a note, or phone the secretary, with the valid reason, signed and dated. Students can also be excused through the School Messenger app.

Reasons for Punctual Expected Behaviour

- Punctuality shows responsibility and consideration for others. Students late to class inconvenience the teacher, classmates and office staff.
- Punctuality is a good habit which will be expected both on the job and in personal relationships.
- Being present and on time is essential for continued academic success and for active participation in the school community.

Consequence for Punctual Misbehaviour

- The student will receive a warning from the teacher on the first late; successive lates to class will be tracked and progressive discipline measures may be taken. These include but are not limited to: detentions, referral to the vice-principal, principal, supervised withdrawals, suspension from school.

3. **Assignments**

Students are expected to complete all assignments to assist with their academic success. Completing assignments on time is part of the student's roles and responsibilities.

Learning Responsibilities, Deadlines, and Evidence of Learning

- Students are expected to
    - engage actively in their learning
    - use instructional time responsibly
    - complete essential learning tasks
    - provide authentic evidence of their understanding
- Teachers are expected to
    - Clearly communicate learning expectations, assessment criteria, and deadlines

Students who are experiencing difficulty are expected to speak with their teacher as early as possibly so that appropriate supports, timelines, and next steps can be discussed.

When Work is Incomplete

- Task completion is an essential part of the learning process at school. Students benefit from completing all of their course work.
- Concepts at school are reinforced through study. Homework is time for completion of work not finished at school as well as additional practice or study time.

Consequences of Incomplete Assignments

Incomplete work is addressed to ensure that students have the opportunity to learn and that teachers can obtain valid evidence of achievement. The goal is not simply to collect missing work; it is to help students demonstrate what they know, understand, and can do in relation to curricular outcomes.

Depending on the circumstances, supports and responses may include:

- Clarifying learning expectations and success criteria
- Providing feedback, reteaching, practice, or additional time where appropriate
- Scheduling supervised completion time, Learning Strategies, teacher support, or an alternate opportunity to demonstrate learning.
- Communicating with parents/guardians and developing a student support or completion plan
- Requiring a student to complete work at school or demonstrate learning through another appropriate method when authenticity or validity of the evidence is in question
- Establishing a reasonable final deadline where necessary for reporting, course completion, or fair and manageable assessment processes.

Students remain responsible for participating in these supports, communicating with staff, and making a genuine effort to complete essential learning and assessment tasks.

Assessment and Achievement

Student achievement is based on evidence of learning in relation to Alberta Programs of Study outcomes. Assessment may include observations, conversations, products, assignments, performance tasks, projects, quizzes, tests, and other valid demonstrations of learning.

Marks will not be reduced as a penalty for late work, attendance, behavior, or effort unrelated to learning outcomes. When a student has not provided sufficient evidence of learning, the school will work with the student and family to create opportunities and supports for the student to demonstrate the essential outcomes.

Where evidence remains insufficient after reasonable supports, communication, and opportunities to demonstrate learning have been provided, the teacher will use professional judgement in accordance with Administrative Procedure 360 and Division assessment and reporting expectations.

Academic Integrity

Students are expected to submit work that is authentic and demonstrates their own learning. Plagiarism, unauthorized artificial intelligence use, exam misconduct, or other inauthentic work will be addressed through instructional and restorative approaches. Students may be required to redo work, complete an alternate assessment, participate in a conference, or demonstrate their learning under appropriate conditions.

4. **Safety and Belonging**

In keeping with the Lakeland Catholic Charter of Christ-Centred Excellence and our Catholic approach to safety and belonging, every student in our school has the right to feel safe, seen, and treated with dignity as a child of God. Any racist language, 'jokes,' comments, or actions are completely incompatible with who we are as a Catholic community and will not be accepted in any form. Racism is never harmless and will always be taken seriously; all incidents will result in significant consequences, including suspension or more serious measures, depending on severity and repetition. In every case, our response will be both firm and formative: students will participate in mandatory learning and restorative follow-up that includes prayer, reflection, and guided opportunities to seek forgiveness, repair harm, and grow in love, respect, and solidarity with others.

In our Catholic school, every person is created by God and deserves to be treated with respect and kindness. Racist words, 'jokes,' messages, or actions are never okay here and will always have serious consequences, including suspension or more, depending on what happened and if it is repeated. When racism occurs, we respond firmly and also help students learn: there will be follow-up that includes prayer, reflection, and learning so that harm can be named, hearts can begin to heal, and we can move forward in greater love and respect for one another.

At Lakeland Catholic, every member of our school community has a role in preventing violence. Students are expected to refrain from behaviours that cause or threaten harm and to respond to safety concerns in safe and appropriate ways: by telling a trusted adult, seeking help, following school safety procedures, and caring for one another. Students are never expected to put themselves at risk by physically intervening in a violent situation.

Catholic Approach to Safety and Belonging

At Lakeland Catholic, we believe every person is created in the image and likeness of God, deserving of honour, compassion, and safety.

Students are prohibited from engaging in conduct, comments, bullying or action that they know or ought reasonably to know would:

a) cause offence or humiliation to a student or staff member;

b) adversely effects a student's or staff member's health and safety; and

c) adversely interfere with the learning of others and/or the school environment.

Bullying includes repeated and hostile or demeaning behaviour by a student 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.

Students will be held accountable for engaging in unacceptable behaviour that occurs within the school building, outside the school building, during the school day and electronically (e.g. social media and email). While school staff cannot control what students do outside of school, where that behaviour spills into the school environment, the student may face consequences for engaging in the Unacceptable Behaviour.

As such, the following behaviours are expected:

- behaviours that contribute to a welcoming, caring, respectful, and safe learning environment that respects diversity and fosters a sense of belonging;
- behaviours that support the Division's Mission, Value, and Vision Statements.

Acceptable and unacceptable behaviours are outlined in Sections 31, 36, 37, 256 and 257 of the Education Act.

Conduct that does not reasonably comply with the code of conduct under section 31 of the Education Act, which requires a student to:

- be diligent in pursuing the student's studies;
- attend school regularly and punctually;
- cooperate fully with everyone authorized by the Division to provide education programs and other services;
- comply with the rules of the school;
- account to the student's teachers for the student's conduct;
- respect the rights of others;
- ensure that the student's conduct contributes to a welcoming, caring, respectful, and safe learning environment that respects diversity and fosters a sense of belonging;

- 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 be electronic means; and
- positively contribute to the student's school and community.

As such, the following behaviors are expected. Students will:

- Refrain from, report and refuse to tolerate bullying or bullying behaviour, even if it happens outside of the school or school hours or electronically.
- Informs an adult in a timely manner of incidents of bullying, harassment, intimidation or other safety concerns in the school.

Consequences for Not Adhering to the Catholic Approach to Safety and Belonging

- If, in the opinion of the teacher or the principal, an act of bullying has occurred, interventions will be applied dedicated to stopping the behaviour in the future and education the student victimized about how to address the issue in the future.

- Those disciplined for their involvement in the behavior will be communicated what to "stop" doing and "start" doing in order to further a safe and caring culture within the school. Both students who have been harmed and students who have caused harm will be supported.

  This may include
  - Check-ins with staff, administration, counsellors, FOWs, Indigenous Liaisons, or other appropriate personnel
  - Counselling
  - Mentoring
  - Safety planning
  - Restorative processes
  - Conflict resolution
  - Re-entry planning
  - Behavior support planning
  - Relationship repair when safe and appropriate
  - Academic, behavior, social-emotional, and mental-health supports
  - Communication with parents or guardians

- In establishing consequences for unwanted behaviors, teachers and the principal will use corrective interventions that consider the context of the circumstance, the behavioural history of the students involved, maturity, individual circumstances, the nature and seriousness of the behavior, and the safety and well-being of those affected.

Cell phones/ Personal Communication Devices

Cell Phones Expected Behavior

A ministerial order prohibits the use of personal communication devices during instructional time at school. This is also outlined in Lakeland Catholic AP 145.

- Students are not permitted to have their cell phones on their person or use them during instructional time. Phones are to be kept in a locker or the designated spot in each classroom.
- Students are permitted to use their phones on a spare (Grade 11 or 12 only), before school, at lunch or after school. Cell phone use is only permitted in the foyer or other common areas previously identified by the school administration.

Reasons for Cell Phone Expected Behaviour

The use of personal communication devices such as cellular phones, smart watches, camera phones, MP3 players, and portable video game devices detracts from the learning environment due to a number of reasons.

Examples include, but are not limited to:

- students sending and receiving text messages during class time and assemblies, including school masses
- students listening to music during class time and assemblies, including school masses
- students being in possession of pornographic material in electronic format on their cell phones and personal listening devices
- students recording and photo images of inappropriate student behaviour and subsequently posting these images on the internet, with or without permission
- students recording and photo images of students and behaviour and subsequently posting these image on the internet, with or without permission
- students' phones making noise during class time and during examinations
- students playing games on electronic devices during class time
- concerns about exam security due to cell phone text messaging and electronic device capabilities
- electronic devices being damaged or stolen
- recent research pointing to increased and excessive screen time for youth

Consequences for Cell Phone Misbehavior

Student using a PCD (Personal Communication Device) during instructional time:

● 1st offence – teacher takes the phone/device away and the student will get it back at the end of the class period.

● 2nd offence – teacher takes phone/device away and gives it to the administration (office). The student will have to get it back from the administrator at the end of the day after reviewing the AJSH Code of Conduct.

● 3rd and subsequent offence – student's phone/device is taken away and given to administration (office). The student's parents will be notified, parents will be required to meet with administration to pick up the phone. At this point, disciplinary action may take place.

6. **Dress code**

Dress code expected behavior

Students will come to school dressed in a manner that coincides with the following dress code.

- No indecent, unsanitary or graphic material that staff members deem as offensive may be worn at school.
- Student clothing must model respect and modesty at all times.
- Staff members will determine what is appropriate clothing for school and will discreetly and respectfully discuss dress code violations with students when needed.

Appropriate footwear must be worn for reasons of safety and sanitation.

Assumption Jr/Sr High has a "no hat" policy.

- It is expected that upon entering the school, students will remove all headgear.
- At the end of day bell, **when exiting the building,** students may wear headgear.
- Students must still comply with no hat policy during extracurricular activities when indoors.

Dress Code Expected Behavior

- AJSH encourages the virtues of virtues of modesty (behavior, manner, or appearance intended to avoid impropriety or indecency) and temperance (moderation or self-restraint) in manner of clothing. Students are developing the skill of making appropriate choices for the audiences and venues of their independent lives after graduation.
- The no hat policy demonstrates respect for the institution of Catholic education, the authority of the school administration, teachers, and their peers, and reinforces an expectation of ethical behavior students will experience in society.
- The school is meant to model a business environment where the focus is on school business.

Consequences for not following the Dress Code:

- Students will be asked to change their clothes.
- The student's parents will be called to bring them a change of clothing.
- Should a staff member need to ask the student to remove their headgear more than once, the headgear may be taken to administration, to be returned at the end of the day.

Repeated infractions will result in the loss of the headgear until a parent can pick it up from school.

- Repeated dress code infractions will result in a phone call to parents, as it will be deemed an act of disrespect and defiance to authority.

7. **Extracurricular Activities**

We expect that all students participating in extracurricular activities will:

- maintain an acceptable academic standing (AJSH has an athletic policy specific to its student-athletes that is shared with all student-athletes);
- prioritize their success as a student above extra-curricular activities
- minimize class time missed;
- conduct themselves with appropriate behaviour as ambassadors for AJSH and as outlined in the AJSH Code of Conduct.
- be in regular attendance for the school day on which the activity occurs; and
- arrange to have assignments submitted or tests written prior to an absence for an extracurricular activity.

***Students must be in good standing in order to participate in any extracurricular activities*.**

Consequences for not following the Code of Conduct:

The principal will use a variety of tools to address discipline at AJSH including the Restorative Discipline or Positive Support Model to address matters of discipline depending on the student and on the situation.

Consequences for misbehaviour may include:

- Verbal warning and/or reprimand.
- Removal of privileges.
- Interview and/or contract with student.
- Parent/guardian communication and/or meeting.
- Temporary or formal removal from class and/or restitution.
- Community service and /or volunteerism
- Counselling and/or referral for services.
- Suspension and/or expulsion to alternative education program.

LINKS TO IMPORTANT DOCUMENTS:

LRCSSD AP 323 – Student Code of Conduct

LRCSSD AP 360 – Student Evaluation

LRCSSD Charter of Christ-Centered Excellence

References:
LRCSSD. AP 160- Positive School Climate
LRCSSD. AP 145 – Personal Communication Devices
LRCSSD. AP. 323-Student Code of Conduct
LRCSSD. AP 324- Inclusive Communities: Accommodating and Respecting Gender Identity and Expression
Alberta Human Rights Act , Alberta School Act
ASBA-, Society of Safe and caring schools- Series on the Amended School Act 2015)