



2024-2025

Junior and Senior High Student Code of Conduct

École J.H. Picard School Mission

École J.H. Picard School's mission is to provide a Catholic French Immersion education. We are committed to creating an inclusive learning community that promotes the development of students' linguistic competency, critical thinking skills, mental well-being, and social responsibility. Our goal is to nurture engaged citizens who humbly serve God in one another and in our world. We honor the land on which we reside, Treaty Six Territory, and recognize the importance of participating in the Truth and Reconciliation Calls to Action.

School Policy

Our school policies serve to create an inclusive, safe and caring school environment where student learning is the collective responsibility of students, parents and staff. We are committed to living as a people of God in the world. We nurture in learners the understanding that we are part of a larger community and that our actions impact others. Behaviour greatly affects the quality of our environment. We are responsible for our own behaviour that is modelled from the teachings of Jesus Christ.

Along with the teachings of the Catholic faith, the following will be embedded in this policy:

- a. Alberta Human Rights Act
- b. Education Act (previously School Act)
- c. Alberta Bill of Rights
- d. Canadian Charter of Rights and Freedoms
- e. The Alberta Act, 1905, pursuant to Catholic Denominational Rights

We 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 École J.H. Picard School.

Expectations of students and school policies are outlined at the beginning of the school year and are regularly reviewed with students. The Student Code of Conduct is available on the J.H. Picard school website.

Policy Development

The Student Code of Conduct Policy is based on:

- the input from students through JH/SH student council,
- the input from staff through discussions and review at general staff meetings,
- the input from parents at the School Council meetings,
- the policies that are reflective of the expectations for students as addressed in the Education Act legislations and division policies,
- policies are reviewed with students at the beginning of each school year and available on the school website.

According to the Education Act – Section 31, 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 the student's education,
- c. 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,

- d. respect the rights of others in the school,
- e. refrain from, report and not tolerate bullying or bullying behavior 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 board,
- g. cooperate with everyone authorized by the board to provide education programs and other services,
- h. be accountable to the student's teachers and other school staff for the student's conduct,
- i. positively contribute to the student's school and community.

According to the Education Act – Section 32, A parent has the prior right to choose the kind of education that shall be provided to the parent's child, and as a partner in education, has the responsibility to:

- a. act as the primary guide and decision-maker with respect to the child's education,
- b. take an active role in the child's educational success, including assisting the child in complying with section 31,
- c. ensure that the child attends school regularly,
- d. ensure that the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment,
- e. co-operate and collaborate with school staff to support the delivery of supports and services to the child,
- f. encourage, foster and advance collaborative, positive and respectful relationships with teachers, principals, other school staff and professionals providing supports and services in the school, and
- g. engage in the child's school community.

Suspension: According to the Education Act – Section 36:

(1) A teacher or a principal may suspend a student in accordance with subsection (2) or (3) if in the opinion of the teacher or principal:

- a. the student has failed to comply with section 31,
- b. the student has failed to comply with the code of conduct established under section 33(2),
- c. 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 2012 Section 37 Chapter E-0.3 EDUCATION ACT 42
- d. the student has distributed an intimate image of another person in the circumstances described in section 1(1.1).

(2) A teacher may suspend a student from one class period.

(3) A principal may suspend a student

- a. from school,
- b. from one or more class periods or courses,
- c. from transportation provided under section 59, or
- d. from any school-related activity.

(4) When a student is suspended under subsection (3), the principal shall:

- a. Immediately inform the student's parent of the suspension,
- b. report in writing to the student's parent all the circumstances respecting the suspension,
- c. provide an opportunity to meet with the student's parent, and the student if the student is 16 years of age or older, to discuss the suspension.

(5) A suspension may not exceed 5 school days, except in accordance with a recommendation for expulsion made by the principal under section 37. 2

We 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 of 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.

Acceptable Behaviours	Unacceptable Behaviours
<p>Behaviours that contribute to a welcoming, caring, respectful, and safe learning environment that respects diversity and fosters a sense of belonging.</p> <ul style="list-style-type: none"> ➤ Respect yourself and the rights of others in the school. ➤ Actions that contribute to a safe and caring environment and act in ways that honour and positively represent you and your school on and off site. ➤ Refrain from, report and refuse to tolerate bullying or disrespectful behaviour at school or outside of school by words, action, physical or electronic means. <ul style="list-style-type: none"> ○ Calling Kids' Help Line at 1-800-668-6868 ➤ As a witness or bystander, inform a trusted adult in a timely manner of any bullying, harassment, intimidation or acts of disrespect causing hurt to others or damage to property at school or after hours. ➤ Attend school punctually and regularly. ➤ Learning as a priority requires diligence in one's studies, responsibility for completion of all assignments, efficient and effective use of time, organisation and honouring all assignment deadlines and exam dates. ➤ Know and comply with all school guidelines and expectations. ➤ Cooperate and respect school staff. ➤ Contribute positively to your school and your community. ➤ Be accountable and take responsibility for behaviours towards students, staff and community. 	<p>Behaviours that interfere with the learning of others and/or the school environment or that create unsafe conditions.</p> <ul style="list-style-type: none"> ➤ Behaviours or attitudes that are not in compliance with the Education Act. ➤ Behaviours that discriminate against an individual or group of individuals for race, colour, ancestry, place of origin, religious beliefs, gender and gender identity, physical or cognitive abilities, marital status of parents, family status, economic status, or sexual orientation. ➤ Acts of bullying, harassment, alienation, or intimidation : <i>refer to the following table</i>. ➤ Physical, verbal or mental abuse to self or others. ➤ Use or display of disrespectful language. ➤ Theft ➤ Gambling ➤ Assault or physical violence. ➤ Defiance with the authority given to all staff members. [ie. custodial, support staff, substitute teachers, teachers, and administration]. ➤ Possession or use of illegal substances on school property or during school time. ➤ Vaping or smoking on school property. ➤ Behaviours that violate safety and create unsafe conditions to others. ➤ Willful or irresponsible actions that cause damage to property of school or others. ➤ Possession or use of a weapon or object intended to threaten or intimidate others. ➤ Repeated violation of general expectations ➤ Repeated disregard of the classroom environment or guidelines that interfere or compromise the learning of others. ➤ Any physical damage to our school or technology. ➤ Spreading rumours ➤ Contravention of the Criminal Code of Canada or the code of conduct set out in the Education Act <p><i>Severe breach of conduct will result in suspension in accordance with the Education Act and could</i></p>

	<p><i>extend to possible recommendation for expulsion.</i></p> <p><i>The above are considered severe breaches of conduct and will be dealt with accordingly.</i></p>
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NOTE: According to Alberta's Education Act, while school staff are not able to control what students do outside of school, students will be held accountable for conduct that occurs outside of the school building, school day, or electronically if the conduct negatively affects a member of the school or interferes with the school environment.

PEER CONFLICT, MEAN BEHAVIOUR AND BULLYING WHAT'S THE DIFFERENCE?

Social Responsibility & Diversity Team – Vancouver School District #39

PEER CONFLICT	MEAN BEHAVIOUR	BULLYING
<p>It's a natural part of growing up. Children disagree and can't solve their own problems. They become so frustrated that they say mean things or act out physically by hitting, kicking, or trying to hurt.</p> <p>If it's peer conflict you will be aware that these children:</p> <ul style="list-style-type: none"> ➡ usually choose to play or hang out together; ➡ have equal power (similar age, size, social status, etc.); ➡ are equally upset; ➡ are both interested in the outcome; and ➡ will be able to work things out with adult help (after calming down). <p>Adults can respond by helping the children talk it out and see each other's perspective. This is often referred to as "conflict resolution".</p>	<p>Children may try out behaviours to assert themselves – sometimes saying or doing mean things – such as making fun of others, using a hurtful name, taking something without permission, leaving a child out, or "budging" in line.</p> <p>If it is mean behavior, usually:</p> <ul style="list-style-type: none"> ➡ it is not planned and seems to happen spontaneously or by chance; ➡ it may be aimed at any child nearby; ➡ the child being mean may feel badly when an adult points out the harm they've caused. <p>When adults see mean behaviour, they should not ignore it. Adults should respond quickly, firmly, and respectfully to stop the behavior, to let kids know that their actions are hurtful and to re-direct children to more positive behaviour.</p>	<p>Bullying is serious behavior that has three key features – all three must be present for the situation to be considered bullying:</p> <ul style="list-style-type: none"> ➡ Power imbalance -- One child clearly has power over the other(s), which may be due to age, size, social status, and so on. ➡ Intention to harm -- The purpose of the behaviour is to harm or hurt other(s) – it's clearly not accidental. ➡ Repeated over time -- continues over time and gets worse with repetition. There is a real or implied threat that the behaviour will not stop, and in fact will become even more serious. <p>The effect on the child who is being bullied is increased fear, apprehension, and distress. Adults must address the bullying behaviour and ensure the safety of the student who has been targeted.</p>

Consequences and supports for unacceptable behaviour

A student not fulfilling the expectations of a student according to section 12 of the School Act, may be subjected to one or more of the following consequences which take into consideration age, frequency, remorse for one's actions, prior incidents and factors unique to the individual. Consequences will include preventative, supportive and corrective procedures.

- **Verbal warning** – a reminder that the behaviour is inappropriate, and an alternative strategy is agreed upon for future incidents.
- **Problem solving process** – upon identifying the problem, the student will be involved in problem solving with the teacher and/or administration to meet behaviour expectations and will be monitored and assessed for achieving these expectations.
- **Contact with home** – used in conjunction with most consequences to ensure parents are informed and involved. The communication with parents is documented.

- **Parent-student conference with school staff** – parents will be called to a meeting involving their student, parents, and school staff to discuss incidents and formulate a plan of action.
- **Detention: Additional time spent under a teacher/administrator's supervision outside of instructional time.**
- **Behaviour contracts** – if it is deemed necessary, students will be involved with a design of a behaviour contract, naming the goals of the contract, the plan of action, the supports needed, and the consequences for breach of the contract that will be signed by the student, parents, and administration.
- **Relocation** – student temporarily relocated to a supervised location to complete specific course assignments.
- **Removal of privileges** – ineligible for extra-curricular groups, field trips, etc. until behaviour shows consistent improvement.
- **Involvement of Edmonton Police Services – for any illegal actions, Edmonton Police Services will be involved.**
- **In-school suspensions** – students do all required work in a supervised isolated area away from other students.
- **Verbal or written apology by student** – students take responsibility for their actions by communicating their responsibility and remorse for their actions.
- **Replacement or repair damaged property** – any property damage caused by a student is the full responsibility of the student to repair or replace damaged property.
- **Bus suspension** – when students have multiple bus infraction reports from the bus drivers, they may be suspended for a short or long term from the bus services.
- **Referral to Attendance Board** – Students in violation of the Education Act Section 31 for regular attendance and punctuality will be referred to the legal body of the Attendance Board, if communication between the school and parents has not been effective.
- **Alternative suspension** – upon acceptance into the YMCA program and with the support of the parents, students will attend the YMCA Alternative Suspension program which gives them the support to complete school assignments and participate in programs with youth counsellors.
- **Suspension from school** – temporary removal from course, program, class, school bus, school or school property for a specified period.
- **Expulsion to alternative programs** – student is required to attend an alternative education program provided by the board, subject to terms of re-enrolment between the student, parent and board as per section 37 of the Education Act.

Teachers and/or administration will communicate with parents when concerns arise and document the contact. Meetings with parents, the student, teachers, and administration may be scheduled and serve the purpose of developing a plan of action for future success. In any incident, depending on the situation and the unique needs of the individual involved, the goals are to provide support to the students to assist in the process of understanding the reasons contributing to the behaviours or actions in efforts to assist students to correct behaviours and make better choices.

In collaboration with parents, the school may be able to provide in-school support or refer the impacted student and their family to external agencies.

In-school supports may include:

- **Learning Coaches:** to assist teachers in accommodating their student's learning needs
- **Youth Psychologist / Counsellor:** to assist students with their well-being
- **Family School Liaison Worker:** to support families and bridges school to home services
- **Teachers:** to support mental health and well-being through classroom lessons
- **Administration:** to work collaboratively with stakeholders to improve student well-being and safety

SPECIFIC POLICIES:

Attendance

According to Section 31(a), a student, as a partner in education, has the responsibility “to attend school regularly and punctually.”

Achievement in school is dependent on regular and punctual attendance. If expectations are not met, the following consequences may result such as losing privileges, suspension from extra-curricular activities, working lunches, withdrawal from the class, or withdrawal from the school. Non-urgent medical and dental appointments should be made outside of regular school hours.

The following is a list of acceptable reasons for student absences:

- Student illness
- Emergency [accident, extreme weather, etc.]
- Medical emergency or specialist appointment
- Death or serious illness in the family

Procedure to report an absence:

- a. When a student is absent from school, his/her parents or guardian can update their absence on PowerSchool or must call the school at 780-433-4251 or email Christine.Yarmuch@ecsd.net.
- b. Extended absences involve students missing many instructional hours, which does have an impact on their learning and are not recommended for student success. Any extended absence requires students to complete the “Planned Absences form” available at the office. It is the student’s responsibility to take the form and meet with every teacher to go over expectations and deadlines recorded on the form. The form must be signed by the teachers, student, and parent/guardian, and administration 1 – 2 weeks before the absence. This form must be handed in to the General Office for PowerSchool absence updates and for filling purposes.
- c. Students who are absent without an acceptable reason will have their attendance marked as an unexcused absence “AU” and parents will be contacted by telephone.
- d. Students failing to comply with ‘regular attendance’ guidelines will be assigned a final mark in that course which along with the accumulated absences, will be reported to Alberta Education on their permanent academic record.

At École J.H. Picard, we understand that for a student to be successful they must attend all classes. If a student is ill, the office must be contacted by a parent or guardian. When absences become a concern, the Grade Coordinator, will be in contact with parents and teachers to develop a schedule of interventions.

Any student who is taking a vacation during the school year, must complete a vacation form and hand it into their Grade Coordinator. The form is provided in the office.

Instructional delivery at J.H. Picard requires students to be present and participate in class for successful achievement of curricular outcomes. Students who are not in class regularly for any reason (excused or unexcused) are considered “at risk” as they are missing the required learning.

A student is considered at risk if:

- They are late for class on a weekly basis (3 lates = one absence)
- Their attendance impacts their progress in the course
- There is a lack of completion of assessments that spans two weeks

If there is a medical diagnosis that prevents a student from displaying regular attendance, the school will arrange for the student to be served by an alternative educational experience.

3 LATES IN A WEEK / 3 ABSENCES / 3 MISSED ASSESSMENTS: ACADEMIC WATCH

Teacher will speak with the student, contact home, log it, and will notify the Grade Coordinator.

After **one more** late/absence/missed assessment (4), the Grade Coordinator will:

- Meet with student to identify any barriers that are preventing attendance or success at school
- Create a plan with the student and communicate the plan to the parents of how the student will take ownership over their learning and attendance by catching up on missed work
- Contact any member of the Student Services Team who might be identified as a required support to the student
- Set a date for review

Student will:

- Be punctual and attend every class on time.
- Review assessments on PowerSchool to ensure a clear understanding of missed work

6 LATES IN TWO WEEKS / 6 ABSENCES / 6 MISSED ASSESSMENTS: ACADEMIC PROBATION

Teacher will contact home again, log it, and notify the Grade Coordinator.

Grade Coordinator will:

- Meet with student to identify any barriers that are preventing continuous attendance at school
- Create a plan with the student and communicate the plan to the parents of how the student will take ownership over their learning and attendance by catching up on missed work. This may include a parent meeting or creation of an attendance or academic contract.
- Contact any member of the Student Services Team who might be identified as a required support to the student
- Set a date for review in two weeks, including close monitoring over that two-week period.

Student will:

- Be punctual and attend every class on time.
- Review assessments on PowerSchool to ensure a clear understanding of missed work

9 ABSENCES / 9 MISSED ASSESSMENTS: ACADEMIC FINAL PROBATION

Teacher will notify the Grade Coordinator.

Grade Coordinator will:

- Will meet with student and parents to determine next steps, which might involve a change in school programming.

EXIT interview: When the interventions as laid out above are not met, the student is unlikely to be successful. The Graduation Coach and Grade Coordinator will conduct an exit interview and determine an alternate placement for student success.

Academic Honesty: Cheating / Plagiarism

We provide a Catholic education, where the Core Values of dignity, respect, fairness, personal and communal growth, loyalty, and honesty are the framework for all that we do. Within this Catholic education that J.H. Picard School provides, one of our main focuses is to encourage and facilitate the pursuit of knowledge and excellence in academics. To ensure that we attain this focus, all students at our school community are expected:

1. to meet the standards of individual integrity outlined in the policy;
2. to practise intellectual honesty in acquiring and extending knowledge by improving their own academic competence, critical thinking, and self-evaluation.

Each course outline will have the policies clearly stated of expectations and consequences for academic dishonesty.

École J.H. Picard considers the following to be examples of academic dishonesty:

Plagiarism

Copying of or representation of another's work as one's own

- copy/paste information from the internet
- submitting AI generated texts as one's own work or without attribution constitutes plagiarism
- let another student copy your work
- copy another student's work
- falsify data, information, or citations

Duplication of Assessment Materials

- with or without the intent of sharing it
- unauthorized use of technology to record, digitize, or photograph any authorized assessment

Theft of Assessment Materials

- being in possession of any secured assessment materials

Cheating

- accessing or retrieving answers, data, or other information by any means other than those permitted by the teacher

Consequences: Conditions surrounding the investigation will be considered and each situation dealt with individually. A review of the incident will first be conducted by the teacher and will then potentially involve additional staff (department head), administration, parents and the student(s) involved.

Students who submit work not their own, take or copy answers from another student or source (cheating), provide answers to any assessment to another student (collusion), cheat during examinations, or use unauthorised means to obtain answers or complete work, after investigation by the teacher supervisor, are at risk of the following:

- First offense – May have the opportunity for a second opportunity agreed upon by the teacher
- Second offense – May receive a zero for the assessment with a suspension.
- Third offense – May be removed from the class, further suspensions.

Cell Phone Policy

“Away for the Day” as per Alberta Education’s Ministerial Update June 2024 with specific updates coming soon.

JR High Students cell phones are kept in lockers from 8h25 to 15h11 (MTWF) and 8h25 – 12h11 (Thurs) on silent or powered off

- Not to be used in the hallways, classrooms, library, common areas, locker rooms, or restrooms
- Not to be used during the lunch hour
 - Café Puma purchases – cash, debit cards, or pre-order online

SR High Students cell phones are kept in lockers from 8h25 to 15h11 (MTWF) and 8h25 – 12h11 (Thurs) on silent or powered off

- Not to be used in the hallways, classrooms, library, common areas, locker rooms, or restrooms
 - Not visible in the hallway at any time
- May be used ONLY during your spare and/or during lunch time in Café Puma

Parents can contact the school, or students can use the office phone to contact their parents. Please do not call your child on their cell phone during school hours.

Consequences of not putting cell phones “Away for the Day”

- First Offense: Staff will address the student, take the phone, and give it to an administrator in the office. Students can pick up their device at the end of the day after meeting an administrator. An administrator will phone home to inform parents, and a ONE Day Cell Phone drop off in the office during the next school day.
- Second Offense: Staff will address the student, take the phone, and give it to an administrator in the office. Students can pick up their device at the end of the day after meeting an administrator. An administrator will phone home to inform parents that a ONE-week Cell Phone Drop Off in the office will take place during the next 5 school days.
- Third Offense: Parent meeting required.
 - Further consequences may be applied including potential suspension.

Why is this necessary?

- Cell phones have become a distraction
- Photos/Videos have become an issue
- Social media is a distraction and stops students from paying attention in class and to people they are with
 - No longer being used for what they were intended
 - Brain Drain – studies show just having your phone out is distracting and consumes your attention
 - Test scores improve by over 6% when we put our phones away!

Lates

According to the Alberta School Act Section 31 students shall attend school regularly and punctually. Students have time between classes and are responsible for being in their classes on time. Teachers are expected to discuss and determine a plan with students who are late. If punctuality continues to be a problem, this will be referred to the administration.

Locker Use

All students will have access to a locker and a lock to store their personal belongings. It is understood that students will care for what is deemed as school property. No changes in lockers and locks shall occur without the consent of the administration. Lockers must always be locked with the locker combination kept confidential. Lockers are not shared with another student. Students may not write or put stickers on any lockers. Any damage caused by removing writing or stickers will be at the student's cost. **Lockers are the school's property and should not be damaged. School administration reserves the right to search inside lockers.**

Missing assignments and exams

For timely feedback and student progress, it's crucial that all work is submitted by the due date posted on Google Classroom or in PowerSchool. Late submissions will have consequences determined by the professional judgment of classroom teachers, considering:

- - Academic history
- - Personal circumstances

Students have two chances to complete an assessment after the initial missed deadline. These can be during Flex time for High School or Exam Hall for grades 7-12. Junior High parents will be notified of Exam Hall dates and times to arrange transportation. After two missed opportunities—up to two consecutive Wednesdays in Exam Hall—the assessment will be marked as NHI (Not Handled In) in PowerSchool, and parents will receive a phone call to discuss the situation.

Vandalism

Students are expected to respect school property and the property of others. We encourage students to report any vandalism to the administration. Students who wilfully or carelessly cause damage to school property will, as a minimum, be responsible for the cost of repairing the damage. Further consequences and criminal charges may be deemed necessary and appropriate.

The following additional items also apply:

- a. Lockers are the school's property and should not be damaged. The School Administration reserves the right to search in lockers.
- b. All posters, notices, and advertisements require one member of the Administration Team for approval.
- c. Students should keep all school property free from graffiti (i.e. books, furniture, etc.).
- d. Students are expected to use the garbage/recycle containers provided.
- e. When property belonging to the school division is destroyed or damaged by the intentional or negligent act of a student, the student and the parents or guardian are jointly liable and may be required to compensate for any damages or losses incurred.
- f. Any student who may be required to make restitution or pay compensation for destruction of property and who fails to do so may be suspended from school and/or subject to legal action by the School Board for the purpose of obtaining compensation.

Hallways & Exterior Doors

- NO EXIT with the door west of the office on to 99th street. This is a major safety concern.
- Entrances Gr. 7 – 12 from 8h10:
 - Yellow bus use entrance Music Room Door (East Doors)
 - ETS bus use entrance near bus stop (West Doors from 99 Street, **not** on 99 Street)
 - Drop Off zone in Parking Lot use Main Doors or Gym Doors
- Jr High Lunch Recess Exit & Entrances use Music Room & Gym Doors
- Enter through the main front door when returning to the school during the school day.
 - Do not bang on doors to try and get access.

Café Puma

Please clean up after yourselves when using the cafeteria – both during lunch and during your high school spare time. We recommend you pre-order your lunch with the App provided at the front entrance or on the website.

Visitors/Trespassing

All visitors must report to the main office for approval of visitation and to sign in and obtain a visitor tag. School visitors who do not obey school rules will be asked to leave and may be subject to the Trespass to Premise and/or Education Act.

Religious and Special Celebrations

Students are expected to attend all religious and special celebrations on or off campus. Students will maintain respectful and appropriate attitudes and behaviours during celebrations. Offsite celebrations or events are to be attended by using school provided transportation only. Hats are to be removed during celebrations.

Offsite School Activities

Students participating in any offsite school activity as representatives of École J.H. Picard must act according to all the same expectations outlined in this student code of conduct policy. Students should show the same respect for the place and people they are visiting and their supervisors as they would anyone from École J.H. Picard.

Social Media Etiquette and Onsite Computer Usage

École J.H. Picard students are expected to comply with the *ECSD Responsible Use Agreement* as signed and agreed upon during registration. Any violations could result in loss of access.

Any damage to technology equipment will be the responsibility of the student to pay for the expenses.

Standards of Dress

Students must wear appropriate clothing reflecting a place of learning. Attire needs to be:

- **Inclusive**
Offensive language, logos or symbols, words that hurt are not permitted.
- **Professional**
Undergarments, or clothing that resembles undergarments, are not to be visible.
- **Comfortable**
Students are required to wear clothing (sweatpants, shorts, t-shirt, sweatshirt, athletic shoes only) which allows for a range of movement and safety during physical education.

Please refer to the [J.H. Picard Standards of Student Dress document](#) for further details.

Discrimination

The Alberta Human Rights Act prohibits discrimination based on an individual's race, colour, ancestry, place of origin, religious beliefs, gender (including pregnancy, sexual harassment, and gender identity), physical disability, mental disability, marital status, family status, source of income, or sexual orientation. École J.H. Picard follows the *Commitment to Inclusive Communities in Edmonton Catholic Schools*.

Lunch Hour

Kindergarten to Grade 9 students are to remain on school property in the designated areas during the lunch hour. Grades 10 to 12 students may leave the premises at the lunch break but are expected to be punctual for their afternoon classes.

Bus Safety

Bus behaviour of students plays a significant factor in the safety and efficiency of school transportation systems. To provide for the personal safety and security of students and personal property of the students and the division, the division supports the use of video surveillance practices on student transportation vehicles. Such practices shall, through deterrence, encourage good behaviour and promote safe practices. The division also recognizes that pursuant to the Education Act, students are to comply with the rules of the school and cooperate fully with everyone authorised by the district to provide bus services.

Riding on the school bus is a privilege and not a right. Students who ride the bus must remember that they are responsible for their conduct to the bus driver and to the school administration. For the safety of all, children are expected to observe the following rules on the school bus. Children who fail to observe these rules may be suspended from riding the bus.

1. The bus driver oversees the bus and must be obeyed.
2. The bus driver will report misconduct to the school administration who will take appropriate action.
3. Students may be assigned specific seats.
4. Stand back from the curb while waiting for the bus.
5. Use the handrail when entering and exiting the bus.
6. Remain seated when the bus is in motion.
7. Sit facing the front with your feet in front of you.
8. Keep your voice quiet.
9. Do not eat or drink on the bus.
10. Keep your arms and head inside the bus.
11. Never throw any object on the bus.
12. Treat everyone on the bus politely.
13. Show respect for public property.

Children must dress for the weather in case of mechanical failure or accidents. If a bus is late after school, the children are to wait in a line in front of the school or inside the school if the weather is inclement. Students who miss their bus are to come directly to the office. Division policy does not permit students to ride the yellow bus to a friends' house for after-school activities.