



ECKVILLE JR. SR. HIGH SCHOOL

School Code of Conduct

Statement of Purpose

At Eckville Jr. Sr. High School we value a positive and responsive learning environment that optimizes student learning and success. Eckville Jr. Sr. High School is committed to providing an environment free from bullying, harassment, discrimination and violence. With the combined responsibility of all of the school's stakeholders; school trustees, school staff, students, parents, and community partners, a safe, caring, respectful and inclusive learning environment is possible to achieve.

The *School Code of Conduct* is intended to establish and maintain an appropriate balance between individual and collective rights, freedoms, and responsibilities in the school community. Our purpose is to promote student learning, growth and understanding as well as ensure that students possess a strong connection to their schools as welcoming, caring, respectful and safe places focused on their individual success. This *School Code of Conduct* will be reviewed annually and publicly available on the school's website.

Eckville Jr. Sr. High School's mission is **ACES**: to Academically Challenge Every Student in a safe and caring environment.

Statement Regarding the Alberta Human Rights Act (AHRA)

In accordance with Wolf Creek Board Policy 22 all schools within Wolf Creek School Division No. 72, an attitude of respect for each other is fostered and nurtured amongst all members of the broadly based school community and members of the general public who may attend at schools, or school supported or sponsored functions. Acceptable behaviors must be consistent with the avoidance of discrimination, as discrimination is defined by the Alberta Human Rights Act. AHRA prohibits discrimination on the basis of an individual's race, color, ancestry, place of origin, religious beliefs, gender, physical disability, mental disability, marital status, family status, source of income or sexual orientation. Discrimination or bullying of any form, including but not limited to the use of electronic media, at any school or school supported or sponsored functions is not acceptable.

Responsibilities of Students, Parents and Staff

Student Conduct Expectations:

The *School Code of Conduct* establishes expectations, interventions and possible consequences for student behaviour. Students will be held accountable for unacceptable behaviour and conduct



that occurs both inside and outside of the school building or school day, if the conduct negatively affects a member of the school or interferes with the school environment. Behavior may include use of electronic means (e.g. social media).

Students have a responsibility to respect the rights and dignity of others and to become actively and productively involved in their own academic learning and social growth. Students are valued and contributing members of their school community and accept the responsibility for their behaviour while at school, at school sponsored activities, or while engaging in other non-school activities that have a direct influence on maintaining a welcoming, caring, respectful, and safe learning environment in the school. While school staff are not able to control what students do outside of school, when the behaviour has impact on the school environment, there may be consequences or interventions for inappropriate behaviour. Students shall comply with the *School Code of Conduct* and the requirements of section 12 of the *School Act* as outlined below:

ACCORDING TO THE SCHOOL ACT:

“A student shall conduct himself/herself so as to reasonably comply with the following code of conduct:

- a. be diligent in pursuing his studies;
- b. attend school regularly and punctually
- c. cooperate fully with everyone authorized by the board to provide education programs and other services;
- d. comply with the rules of the school
- e. account to his/her teachers for his/her conduct
- f. respect the rights of others
- g. 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;
- h. refrain from, report and not tolerate bullying or bullying behavior directed toward others in the school, whether not it occurs within the school building, during the school day or by electronic means
- i. positively contribute to the student’s school and community.

AT ECKVILLE JUNIOR SENIOR HIGH SCHOOL WE BELIEVE THAT:

- learning is a lifelong process which is shared by students, parents, staff and the community.
- parents are the student's first teachers, and as role models, have the greatest impact on student performance and conduct.
- students can and do learn in their own ways and at their own rates.
- by treating all students with dignity and respect in a safe learning environment, students can develop the strength of character needed to successfully cope with future challenges.



→ personal excellence is available to all!

ACADEMIC GOALS

- The staff at the Eckville Junior Senior High School provide students with opportunities to develop effective communication skills and good work habits. These are exemplified by consistent performance, pride in one's work, and excellence in achievement.
- The staff at the Eckville Junior Senior High School encourage students to set personal objectives. The staff provide opportunities for students to accept responsibility for their learning, achievements, and behaviour.

SOCIAL GOALS

- The staff at the Eckville Junior Senior High School will guide students in a manner which will exemplify dignity and respect. Students will display respect for themselves, others, and for property.
- The staff at the Eckville Junior Senior High School will provide opportunities for students to develop an awareness of future choices and the relevance of education to help them achieve their personal goals.

DISCIPLINE PHILOSOPHY

- all students need an opportunity to learn in a safe environment
- all individuals need to treat each other with respect and dignity
- personal property of all individuals should be treated with respect
- young people will from time to time make decisions that are not in the best interests of student learning
- young people will from time to time make decisions that are not in the best interests of student safety
- disciplines goal is a reduction or elimination of counterproductive behaviours
- discipline is progressive in nature

IN SCHOOL SUSPENSIONS

- when utilized efficiently, in school suspensions have a lower impact on student achievement than out of school suspensions
- the least impactful “ in school” suspensions take place on collaborative days when no new instruction takes place
- depending on the severity, some first time offences are dealt with on a half day basis with the subsequent offences considered under the concept of progressive discipline
- in school suspension records lapse at the end of the year in which they occur
- it is the belief of staff that in school suspensions are an effective means of reinforcing expectations for violations that include
 - truancy/skipping
 - chronic academic underperformance
 - chronic attendance issues
 - disrespect of fellow students



- direct defiance of staff
- chronic non compliance of schools rules
- minor vandalism to student/school/staff property

OUT OF SCHOOL SUSPENSIONS

- under school act regulations section 24.6, a principal can suspend a student from school for a maximum of five days for any incident or occurrence
- out of school suspension records are maintained in the student's file
- some actions by students necessitate a removal from the school for a defined period of time
 - physical altercations between students
 - use/possession of controlled substances while attending any school function including extra/co- curricular activities
 - direct threats to students or staff
 - major vandalism to student/school/staff property
 - possession of weapons on school property or during school events

EXPULSION

- if the five days out of school is deemed insufficient the process proceeds as follows
 - (6) If the student is not to be reinstated within 5 school days after the date of the suspension, the principal shall
 - (a) forthwith inform the board of the suspension,
 - and (b) report in writing to the board all the circumstances respecting the suspension and the principal's recommendations,
 - and the student remains suspended until the board has made a decision under subsection (8).
 - (7) The principal may recommend that the board expel the student if RSA 2000 Section 25 Chapter S-3 SCHOOL ACT 30
 - (a) the student has displayed an attitude of wilful, blatant and repeated refusal to comply with section 12, or
 - (b) the student's conduct is injurious to the physical or mental well-being of others in the school.
 - (8) The board shall within 10 school days after the date of the suspension
 - (a) reinstate the student,
 - or (b) expel the student from school in accordance with section 25. (9)
 - Before the board makes a decision under subsection (8), the student and the student's parent may make representations to the board with respect to the principal's recommendation to expel the student. 1988 cS-3.1 s19;1990 c36 s8;1993 c24 s5;1994 c29 s9; 1997 c25 s3;1999 c28 s4

Consequences of unacceptable behaviour will take into account the student's age, maturity and/ or individual circumstances. Support will be provided for any students who are impacted by inappropriate behaviour as well as for students who engage in inappropriate behaviour. Although



the code of conduct will address issues such as consequences for unacceptable behaviour, the primary focus of the *School Code of Conduct* is to help students learn how to communicate effectively, resolve conflict, tolerance, understanding, develop empathy and become positive citizens both within and outside of the school community.

Link to Eckville Jr. Sr. High Code of Conduct

<https://docs.google.com/document/d/1F8-mempsWEi1CaOaigE8ncnTVafvedHLp73K3rThV8M/edit>

Eckville Jr. Sr. High School Supports and Interventions

- **The Group**, an intensive reading intervention for Jr. High students who are 24 months of behind reading benchmarks
- **Student Success Block**, a weekly referral for Jr. high students who may need time for exam re-writes, homework or project completion, one on one tutoring
- **Project Based Learning**, embedded time to allow students to work on individual or small group projects without challenges related to distance between groups of technology
- **Renaissance**, a program which recognizes students for academic standing, citizenship within the school and improvement in academic performance. Students and staff advisors operate the program.
- **School Social Worker Program**, our school social worker works with students having interpersonal, social-emotional or academic challenges
- **Daily reading**, a year long program for grades 7-12 which emphasizes exposure and use of various reading and study techniques to improve academic success. Exposure and three practices is the standard format for each strategy.

A pyramid of supports addresses how Eckville J.r Sr. High School creates a safe and caring environment and positive school climate in which structure, support and encouragement is provided to assist the student in understanding the importance of education, and developing a sense of self-discipline and responsibility while making a positive contribution to society.

Link to Eckville Jr. Sr. High Pyramid of

Intervention https://docs.google.com/drawings/d/1cQ-QptKc8erPjg4nsoehcn_f8GIASRvQOdpsm0hdQIE/edit

Parent(s)/Guardian(s) Conduct Expectations:



Parent(s) and guardian(s) are partners with respect to their child(ren)'s education. Section 16.2 of the School Act states a parent of a student has the responsibility:

- a. to take an active role in the student's educational success, including assisting the student in complying with Section 12,
- b. to ensure the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment,
- c. to cooperate and collaborate with school staff to support the delivery of specialized supports and services to the student,
- d. to encourage, foster, and advance collaborate, positive and respectful relationships with teachers, principals, other school staff and professionals providing supports and services in the schools, and
- e. to engage in the student's school community.

Staff Conduct Expectations:

Staff members are partners in the education of the students. WCPSS staff have various codes of conduct that they must comply with that stipulate standards of professional practise expected to be demonstrated by teachers and support staff.

Definitions that Pertain to the School Code of Conduct

Bullying: According to Alberta Education (2015) bullying is a repeated and hostile or demeaning behaviour intended to cause harm, fear or distress, including psychological harm or harm to a person's reputation. It often involves an imbalance of social or physical power.

Bullying behaviours are a form of aggression and can be:

- Physical – For example: poking, elbowing, hitting
- Verbal – For example: name calling, insults, racist, sexist or homophobic comments, put-downs or threats
- Social – For example: gossiping, spreading rumours, excluding someone from the group, isolating, ganging up
- Cyber – For example: social or verbal bullying through the use of email, text messages or social media.

Discrimination: The denial of individual rights and freedoms in a manner which contravenes the *Canadian Charter of Rights and Freedoms* and/or the *Alberta Human Rights Act (AHRA)* (2015). Discrimination on the basis of race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital



status, source of income, family status or sexual orientation of that person or class of persons is prohibited.

Harassment: Harassment occurs when someone is subjected to unwelcome verbal or physical conduct. Harassment is a form of discrimination that is prohibited in Alberta under the Alberta Human Rights Act when it is based on one or more of the following grounds: race, religious beliefs, colour, gender, physical or mental disability, age, ancestry, place of origin, marital status, source of income, family status, sexual orientation.

Respect: To show regard or consideration for others.

Responsibilities of Wolf Creek Public Schools

Wolf Creek Public Schools has the responsibility to ensure the safety and well-being of all school stakeholders by adhering to the:

- [Alberta School Act](#)
- [Alberta Human Rights Act](#)
- Wolf Creek Public Schools Administrative Procedures
 - [Administrative Procedure 105: Safe and Caring Schools](#)
 - [Administrative Procedure 106: Protocols for Schools Dealing With Threat and Risk Assessment](#)
 - [Administrative Procedure 308: Sexual Orientation and Gender Identity](#)
- [Teacher Professional Code of Conduct](#)

References

[*School Act, Alberta Education \(June 2015\)*](#)

[*Alberta Human Rights Act \(2015\)*](#)

[*Alberta Human Rights Commission \(2017\)*](#)

[*What is Bullying?*](#)