

IREC School Code of Conduct

Statement of Purpose

At Iron Ridge Elementary Campus (IREC) we value a positive and responsive learning environment that optimizes student learning and success. Iron Ridge Elementary Campus 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.

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, Guardians 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:

Acceptable Behaviour:

In accordance with Section 12 of the *School Act* and *the School Code of Conduct*, students have the responsibility to:

- be ready to learn, and actively engage in, and diligently pursue your education;
- attend school regularly and punctually;
- cooperate fully with everyone authorized by the Board of Education;
- know and comply with the rules of your school;
- be accountable to your teachers and other staff for your behaviours;

- respect yourself and the rights of others in the school by demonstrating appreciation of diversity of all school members regardless of their race, culture, ethnicity, religion, creed, sexual orientation, gender, gender identity, gender expression, physical disability or mental disability, mental illness, age, socioeconomic status, or appearance;
- ensure your conduct contributes to a welcoming, caring, respectful, inclusive and safe learning environment that fosters a sense of belonging with others in your school;
- refrain from, report and discourage 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;
- inform an adult you trust in a timely manner of incidents of bullying, harassment, intimidation or other safety concerns in the school;
- always demonstrate behaviours that positively contribute to and honour your school and community.

Unacceptable Behaviour:

Minor offences may include:

- Conflict
- Rough-housing

Minor Offences will be “mediated” by a staff member or the students themselves through the 7Habits conflict resolution process.

Major Offences may include:

- when a pupil is guilty of open opposition to authority
- when a pupil is guilty of willful disobedience
- for habitual neglect of duty
- for the use of improper or profane language
- other conduct injurious to the moral tone or well-being of the school.
- ongoing behaviours that interfere with the learning of others and/or the school environment or that create unsafe conditions;
- acts of bullying, harassment, or intimidation/discrimination;
- acts of violence, physical aggression or threatening behavior;
- retribution against any person in the school who has intervened to prevent or report bullying, harassment, or stop an incident that might cause harm to others;
- illegal activity such as: possession or use of weapons; possession or use of alcohol, drugs or other forms of intoxicants; possession or use of tobacco or tobacco products
- theft or damage of property.

Major Offences may result in the suspension and/or expulsion of students as per section 24 of the Alberta School Act which states:

(1) In this section, “suspend” has the meaning given to it in the rules made by the applicable board.

A student may be suspended or expelled:

- a. If in the opinion of the teacher, the principal, or the board, as the case may be, the conduct of the student does not comply with section 12 of the Alberta School Act,
- b. Or for any other reason the teacher, the principal or the board, as the case may be, considers appropriate.
- 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.

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.

School Supports and Interventions

- Using 7Habits proactive and preventative approaches to reduce the occurrence of unacceptable behaviour and maintain environments that are welcoming, caring, respectful, safe and are conducive to teaching and learning.
- When responding to unacceptable behaviour, first consideration will be given to the safety and security of students, staff, and other members of the school community;
- Students feel safe, important and trusted and have the opportunity to develop, assume and maintain responsibility and self-motivation;
- There is a joint effort to learn and a feeling of mutual respect among staff, students and parents;
- Appropriate behaviour is consistently encouraged and reinforced, thus increasing social emotional competencies including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making;
- On-going and timely communication exists between staff and parents/guardians to encourage and provide the opportunity for active and constructive parental involvement in the education of their children.

A pyramid of supports addresses how IREC 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.

Positive intervention supports for academic and behaviour are listed in [IREC Pyramid of Interventions](#). Some examples include: 7Habits, leadership awards, mentoring, restorative processes, conflict resolution, regular check-ins, counselling.

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/guardian 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. WCPS 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?](#)

See Student Code of Conduct and Pyramid of Interventions under QUICKLINKS on our school's website: <http://irec.wolfcreek.ab.ca/>



Wolf Creek Public Schools

Dear Parents,

RE: Fair Notice

The safety of our children is a top priority for us all. We, as a school system, have been involved in intensive safety training and collaboration with our community partners – the police, Alberta Health Services (Mental Health) and Child and Family Services. Together we have created and signed a community protocol for responding to all situations in which students may be posing a threat to themselves or others.

This letter is to inform you that we, as a school system, adopted policy in January 2003 that mandates schools to have a “zero tolerance” stance for not investigating all threats and threatening behaviours (Admin Procedure 106). The purpose of the investigation/assessment is to determine how best to support high-risk students so that their behaviour does not become hurtful or destructive. Please be assured that if your principal is aware of threatening behaviour, he/she will be taking measures to deal with the situation in a positive and proactive manner. If your principal invites you to a meeting to discuss safety concerns about your own child, please be assured that protocol is being followed and that the goal is safety, not punishment.

This letter is intended to serve our community with fair notice that we, as a school community, will not accept “no response” to a threat making behaviour. Our goal is to respond to all threats in a professional manner that provides for a healthy and caring learning environment.

We are proud to be able to provide this level of support to our school communities and are most fortunate to have our community partners at our side.

Sincerely,

Jayson Lovell
Acting Superintendent

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