



Ponoka Secondary Campus



School Code of Conduct

Statement of Purpose

At Ponoka Secondary Campus we value a positive and responsive learning environment that optimizes student learning and success. Ponoka Secondary 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.

Putting ALL Learners on Winning Streaks!

Statement Regarding the Alberta Human Rights Act (AHRA)

In accordance with Wolf Creek Board Policy 19, 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 31 of the *Education Act* as outlined below:

Acceptable Behaviour:

In accordance with Part 3, Division 1, Section 31 of the Education Act and *the School Code of Conduct*, a student, as a partner in education, has the responsibility to:

- attend school regularly and punctually;
- be ready to learn, and actively engage in, and diligently pursue your education;
- 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,
- respect the rights of others in the school,
- refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means,
- comply with the rules of the school and the policies of the board,
- cooperate with everyone authorized by the board to provide education programs and other services,
- be accountable to your teachers and other school staff for the student's conduct, and
- positively contribute to the student's school and community.

Unacceptable Behaviour:

Minor Offences will be “mediated” by either a staff member, the students themselves, or with the assistance of the School Social Worker and members of the Intervention Team.

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 Sections 36 & 37 of the Education Act which states:

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 (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, and (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.

37(1) If a student is suspended in accordance with section 36, the principal may recommend, prior to the end of the student’s suspension, that the board expel the

student if (a) the student has displayed an attitude of wilful, blatant and repeated refusal to comply with section 31, (b) the student has displayed an attitude of wilful, blatant and repeated refusal 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 (d) the student has distributed an intimate image of another person in the circumstances described in section 1(1.1).

(2) If the principal recommends expulsion under subsection (1), the principal shall (a) immediately inform the board of the recommendation for expulsion, and (b) report in writing to the board all the circumstances respecting the suspension and the principal's recommendation for expulsion, and the student remains suspended until the board has made a decision under subsection (4).

(3) The student and the student's parent may make representations to the board with respect to the principal's recommendation to expel the student.

(4) The board shall, within 10 school days after the initial date of the suspension, make a decision (a) to return the student to school, class, a course or courses, transportation provided under section 59 or a school-related activity, or (b) to expel the student.

(5) The board may expel a student under subsection (4) only if the principal has recommended that the board expel the student.

(6) If a student is expelled under this section, the expulsion takes effect immediately following the board's decision under subsection (4)(b).

(7) The board may establish rules or conditions for an expelled student respecting the circumstances in which the student may be enrolled in the same or a different education program.

(8) An expulsion or any rule or condition under subsection (7) may apply to a student beyond the school year in which the student was expelled.

(9) When a student is expelled under this section, the board shall immediately notify, in writing, the student's parent, and the student if the student is 16 years of age or older, (a) of the expulsion and any rules or conditions that apply to the student, and (b) of the right to request a review under section 43.

(10) When a student is expelled under this section, the board shall (a) ensure that the student is provided with a supervised education program consistent with the requirements of this Act and the regulations, (b) ensure that the student is provided with supports and services in accordance with section 33(1)(e), and (c) make all reasonable efforts to ensure the attendance of the student in accordance with section 7.

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 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 to encourage and provide the opportunity for active and constructive parental involvement in the education of their children.

A pyramid of supports addresses how Ponoka Secondary Campus 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.

Ponoka Secondary Campus Pyramid of Interventions

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

Parent(s) and guardian(s) are partners with respect to their child(ren)'s education. Section 32 of the School Act states a parent of a student has the responsibility:

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.

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 Education Act](#)
- [Alberta Human Rights Act](#)
- Wolf Creek Public Schools Administrative Procedures
 - [Administrative Procedure 175: Safe and Caring Schools](#)
 - [Administrative Procedure 167: Threat and Risk Assessment \(TRA\) Protocols](#)
 - [Administrative Procedure 176: Sexual Orientation and Gender Identity](#)
- [Teacher Professional Code of Conduct](#)

References

[*Education Act, Alberta Education \(January 2020\)*](#)

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

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

[*What is Bullying?*](#)