

**Namao School
Code of Conduct
2019-2020**

Namao School promotes, reinforces and encourages the growth of self-discipline, respect and responsible behavior in order to foster a safe and caring learning environment.

Philosophy

The underlying philosophy of Namao School is that all students have the right to learn in a positive environment. A positive learning environment is one in which students are encouraged to make appropriate choices and are responsible for their own behavior. There are logical and natural consequences for the choices a student makes. Our goal is to work with parents and students in understanding how to make positive choices and encouraging students to make positive ones where the needs of each student are respected. We understand that students are learning the skills necessary for successful problem solving. We believe that taking responsibility for one's actions and making positive choices is an important component in student growth and learning.

The development of positive behavior (ethical citizens) is a shared responsibility between students, staff and parents.

Rights and Responsibilities of Students

Rights	Responsibilities	Rule
I have a right to learn.	It is my responsibility to listen to instructions, to work diligently and to follow general classroom guidelines set by my teachers.	Conduct yourself in an appropriate manner.
I have the right to be treated with respect.	I have the responsibility to treat others with respect.	Respect yourself and others.
I have the right to be safe on the playground and within the school.	I have the responsibility to do my best to ensure the safety of myself and others.	Keep your hands, feet and objects to yourself.
I have the right to expect that my property will be safe.	I have the responsibility to respect property that is not my own.	Respect property.

Responsibilities of Staff

Our staff establishes a positive school climate in which structure, support and encouragement are provided to assist in understanding the importance of education, and developing a sense of self-awareness and responsibility while making a positive contribution to society. Namao staff will ensure that:

- Students and staff have the right to learn and work in an environment that respects diversity and promotes equity, inclusion and human rights.
- Students feel safe, important and trusted and have the opportunity to develop, assume and maintain responsibility and self-awareness.

- Appropriate behavior is consistently modeled, encouraged and complimented, thus increasing student self-esteem and reinforcing positive behaviors.
- On-going communication exists between staff and parents to encourage and provide the opportunity for active and constructive parental involvement in the education of their children.

Responsibilities of Parents

Parents ensure their children are ready to learn, and help them to make positive and consistent progress towards their academic goals. The role of the parent with respect to education includes the following:

- Establish a positive learning atmosphere in the home
- Support the staff in assisting your child in understanding, respecting and following school expectations
- Support your child by being actively involved
- Maintaining communication with staff regarding your child's academic and social progress
- Encourage and support the regular and punctual attendance of your child
- Keep the staff apprised of necessary emergency information and ensure that the school has emergency contact phone numbers so that parents may be reached when needed

Avoidable Extended Absences During The School Year

Parents/guardians sometimes choose to take students out of the school for extended periods of time for the purpose of vacations, working at a place of employment, or other avoidable reasons. In these situations, the school may not excuse these absences but mark them "parent aware". Regular class attendance is essential for maximizing achievement. In addition to this, Namao School is not able to reschedule PAT exams for these avoidable extended absences. If an avoidable extended absence is scheduled during the school year, the administration and the various subject teachers should be informed well in advance of the event. It will be the responsibility of the student to obtain notes and complete assignments which occur during their absence. After discussing extended absences with his or her teachers, students may find this information via classmates, Google Classroom, electronic devices and other means. Homework packages may not be provided prior to or during the extended absence. Upon returning, it is the students' responsibility to complete and turn in any required assignments within a reasonable amount of time, determined by the teacher.

At Namao we follow a Healthy Interactions philosophy to problem solving. Healthy Interactions is an interest-based, problem-solving approach to conflict resolution that creates and maintains open lines of communication. It meets the needs of staff, parents, students and the community through building stronger relationships. Healthy Interactions is an ongoing process in which all parties commit to making relationships work—a winning approach for staff, parents, community and especially for students.

The program is intended to assist staff, parents and community members to more effectively and efficiently resolve potentially difficult issues while minimizing unproductive conflict. Therefore, it is important that all possible participants understand that in Sturgeon Public School Division there is one standard and consistent manner in which concerns, problems and issues will be handled.

- Consistency: All people in all schools follow consistent procedures and use consistent terminology—people know what to expect.
- Comprehensiveness: The interests of all parties involved (parent, staff, student, others) will be considered every time a concern arises—no one is ignored.

- **Credibility:** All individuals in a community must know that all concerns are handled in an interest-based manner that is fair to everyone.

When major infractions occur we will communicate clearly with the parent/guardian and follow the Schools Code of Conduct, Sturgeon Public School Divisions Policy 900, as well as the Education Act, which follow this document. In the event of a student receiving an out of school suspension, prior to returning to school, the student, family and administration will have a transition meeting to ensure the safe and smooth re-introduction to the school environment.



1.0 POLICY

Policy 900 shall be reviewed by the Board of Trustees on an annual basis and shall be publicly available on Sturgeon Public School Division's web site.

The Board believes that each student and staff member has the right to learn and work in an environment that promotes: equity, diversity, inclusion and human rights.

The Board believes that to maintain a welcoming, caring, respectful and safe learning and working environment, students must attend school regularly, be punctual, diligent in their studies, and be respectful and considerate to everyone in the school community.

The Board believes that parents and guardians are partners in education and expects that they will support the schools in ensuring a welcoming, caring, respectful and safe working and learning environment.

2.0 DEFINITIONS

2.1 Bullying: Repeated and hostile or demeaning behavior by an individual in the school community where the behavior is intended to cause harm, fear or distress to one or more individuals in the school community, including psychological harm or harm to an individual's reputation.

2.2 Diversity: The presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sexual orientation, and socio-economic status.

References: Policy 115 Sexual Orientation, Gender Identity, and Gender Expression
Policy 120 Harassment Policy
Policy 230 Board Committees and Appointed Representation
School Act: Sections 12, 18, 20, 24, 25
Bill 24: An Act to Support Gay Straight Alliances
Alberta Human Rights Act
Vision, Mission and Values Statement

- 2.3 Discrimination is an action or a decision that treats a person or a group badly for reasons such as their race, age or disability. The Human Rights Act lists as grounds for which discrimination is prohibited: national or ethnic origin, colour, religion, age, sex, sexual orientation, gender identity or expression, marital status, family status, genetic characteristics, disability and conviction for an offence for which a pardon has been granted or in respect of which a record suspension has been ordered.
- 2.4 Harassment: Harassment is a form of discrimination. It includes any unwanted physical or verbal behavior that offends or humiliates you. Generally, harassment is a behavior that persists over time. Serious one-time incidents can also sometimes be considered harassment.
- 2.5 Illicit: all prohibited substances, which include but are not limited to, illegal drugs as defined in the Controlled Drugs and Substances Act. Examples include: Methamphetamines, Cocaine, Ecstasy and Heroin.
- 2.6 Restricted/Prohibited: controlled legal substances which have parameters for legal use under the Controlled Drugs and Substances Act. Examples include, but are not limited to, Tylenol 3, Benzodiazepines, Barbiturates and Cannabis.

3.0 GUIDELINES

- 3.1 Each school shall develop a code of student conduct to be reviewed annually by the Superintendent or designate.
- 3.1.1 Principals will review the Code of Student Conduct with School Council annually.
- 3.1.2 Principals will review the Code of Student Conduct with students annually.

References: Policy 115 Sexual Orientation, Gender Identity, and Gender Expression
Policy 120 Harassment Policy
Policy 230 Board Committees and Appointed Representation
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- 3.2 The Board believes that students must comply with school rules set out in the school's code of student conduct.
- 3.3 The Board prohibits bullying, harassing, discriminatory, and violent behaviors and expects allegations of such behavior to be investigated in a timely and respectful manner.
- 3.4 Attendance
 - 3.4.1 The Board believes that regular attendance is a significant contributing factor to student learning and therefore that students enrolled in school should attend on a regular basis.
 - 3.4.2 The Board believes that, although student attendance is primarily the responsibility of the student and the parent/guardian, the school has a responsibility to encourage student attendance.
- 3.5 Illicit, Prohibited and Restricted Substances
 - 3.5.1 The possession, distribution and/or use of illicit, prohibited and restricted substances are forbidden.
 - 3.5.2 The Board believes that the Division, in co-operation with families, community and law enforcement agencies, has a responsibility to:
 - 3.5.2.1 Educate students regarding illicit, prohibited and restricted substance abuse.
 - 3.5.2.2 Ensure that students who are under the influence of illicit, prohibited or restricted substances or possess drug paraphernalia while under school supervision receive appropriate consequences, which may include recommendation for expulsion.

References: Policy 115 Sexual Orientation, Gender Identity, and Gender Expression
Policy 120 Harassment Policy
Policy 230 Board Committees and Appointed Representation
School Act: Sections 12, 18, 20, 24, 25
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- 3.5.2.3 Ensure that students who possess illicit, prohibited or restricted substances and/or distribute illicit, prohibited or restricted substances while under school supervision are recommended for an expulsion.
- 3.5.3 Principals shall take disciplinary action with a student found at school or at a school sanctioned activity, who has consumed, is under the influence of, is in possession of, or is distributing illicit, prohibited or restricted substances.
- 3.6 Students will be held responsible and accountable to Sturgeon Public School Division and its agents for their behavior and conduct beyond the hours of school operation, if that behavior or conduct has a connection back to the school and demonstrated detrimental impact on the welfare of individual students.
- 3.7 Suspension/Expulsion
- 3.7.1 The Board believes the suspension or expulsion of a student is to be invoked when other measures have proven to be ineffective or when the seriousness of the offense warrants such action.
- 3.7.2 The Board believes an impartial Student Discipline Committee of the Board should be delegated the responsibility for conducting meetings and either expelling or reinstating students as provided for in the School Act.
- 3.7.3 In the event that expulsion becomes necessary, the Board reserves the right to make rules respecting the conditions under which an expelled student may be reenrolled.
- 3.7.4 Discipline Hearing Process - See Policy 230 – Board Committees and Appointed Representation, Appendix C - Student Discipline Committee.

References: Policy 115 Sexual Orientation, Gender Identity, and Gender Expression
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Part 3 Responsibilities and Dispute Resolution

Division 1 Responsibilities

Student responsibilities

- 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 behaviour 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) co-operate 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, and
 - (i) positively contribute to the student's school and community.

Parent responsibilities

- 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.

2012 cE-0.3 s32;2019 c7 s9

Board responsibilities**33(1)** A board, as a partner in education, has the responsibility to

- (a) deliver appropriate education programming to meet the needs of all students enrolled in a school operated by the board and to enable their success,
- (b) be accountable and provide assurances to students, parents, the community and the Minister for student achievement of learning outcomes,
- (c) provide, where appropriate, for the engagement of parents, students, staff and the community, including municipalities and the local business community, in board matters, including the board's plans and the achievement of goals and targets within those plans,
- (d) ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,
- (e) provide a continuum of supports and services to students that is consistent with the principles of inclusive education,
- (f) collaborate with municipalities, other boards and community-based service agencies in order to effectively address the needs of all students and manage the use of public resources,
- (g) collaborate with post-secondary institutions and the community to enable smooth transitions for students from secondary to post-secondary education;
- (h) establish and maintain governance and organizational structures that promote student well-being and success, and

monitor and evaluate their effectiveness,

- (i) ensure effective stewardship of the board's resources,
- (j) recruit the superintendent and entrust the day-to-day management of the school division to the staff through the superintendent,
- (k) develop and implement a code of conduct that applies to trustees of the board, including definitions of breaches and sanctions, in accordance with principles set out by the Minister by order,
- (l) comply with all applicable Acts and regulations,
- (m) establish appropriate dispute resolution processes, and
- (n) carry out any other matters that the Minister prescribes.

(2) A board shall establish, implement and maintain a policy respecting the board's obligation under subsection (1)(d) to provide a welcoming, caring, respectful and safe learning environment that includes the establishment of a code of conduct for students that addresses bullying behaviour.

(3) A code of conduct established under subsection (2) must

- (a) be made publicly available,
- (b) be reviewed every year,
- (c) be provided to all staff of the board, students of the board and parents of students of the board,
- (d) contain the following elements:
 - (i) a statement of purpose that provides a rationale for the code of conduct, with a focus on welcoming, caring, respectful and safe learning environments;
 - (ii) one or more statements that address the prohibited grounds of discrimination set out in the *Alberta Human Rights Act*;
 - (iii) one or more statements about what is acceptable behaviour and what is unacceptable behaviour, whether or not it occurs within the school building, during the school day or by electronic means;
 - (iv) one or more statements about the consequences of unacceptable behaviour, which must take account of the student's age, maturity and individual circumstances,

and which must ensure that support is provided for students who are impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour,

and

- (e) be in accordance with any further requirements established by the Minister by order.

(4) An order of the Minister under subsection (1)(k) or (3)(e) must be made publicly available.

2012 cE-0.3 s33;2019 c7 s10

Exemption from section 33

33.1 The Lieutenant Governor in Council may, by order, exempt an accredited private school or a class of accredited private schools from the operation of all or part of section 33.

2019 c7 s11

Trustee responsibilities

34 A trustee of a board, as a partner in education, has the responsibility to

- (a) fulfil the responsibilities of the board as set out in section 33,
- (b) be present and participate in meetings of the board and committees of the board,
- (c) comply with the board's code of conduct, and
- (d) engage parents, students and the community in matters related to education.

Division 3 Student Discipline

2015 c1 s2

Suspension

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.

2012 cE-0.3 s36;2017 cP-26.9 s11

Expulsion

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 willful, blatant and repeated refusal to comply with section 31,
- (b) the student has displayed an attitude of willful, 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.

2012 cE-0.3 s37;2017 cP-26.9 s11;2019 c7 s