



École Lacombe Junior High School
School Code of Conduct

Statement of Purpose

At École Lacombe Junior High School we value a positive and responsive learning environment that optimizes student learning and success. École Lacombe Junior 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.

School Mission and Philosophy

“Learning Today for Living Tomorrow”

École Lacombe Junior High School is committed to a quality education in a caring, safe environment that provides choice and encourages lifelong learning, respect and responsibility.

The staff of École Lacombe Junior High School believe we have a responsibility to provide opportunities for students to move towards intellectual, social, emotional, and physical maturity and, in so doing, we will assist personal development by recognizing the different individual abilities and potentialities.

The staff of École Lacombe Junior High School recognize that the needs of society have changed and the approach to knowledge acquisition must also change. To this end, we offer a broad program of studies that instructs students in the strategies of learning, conducting inquiry, studying independently, making choices and decisions, using technology, developing moral maturity, and living with change.

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:



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:

Consequences of unacceptable behaviour will take into account the seriousness of the behaviour and damage to the victim or victim's property, as well as student's age, attitude, maturity and 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; develop tolerance, understanding, and empathy; and become positive citizens both within and outside of the school community.



Minor Offences will be mediated by either a staff member, the students themselves, or with the assistance of a Peer Support-Conflict Mediation Team.

Minor Offences may include:

- Rude behaviour
- Mean behaviour
- Light horseplay in the hallways or classroom
- Arriving late for a single class without a parental note
- Infrequent neglect of duty or tardiness
- Dress code violations

Major Offences can be reported to school staff, but will be mediated by the school administration, School social Worker, or School Inclusion Coach.

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 or tardiness
- 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, tobacco products or e-cigarettes
- 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.

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.]
- Onsite specific interventions and supports available at ELJHS:
 - Mediation
 - Consult with Inclusion Coach or SSFW
 - Access to School Resource Officer
 - Anti-bullying programs and presentations
 - Wellness, Relationship and Life Learning through the Health Classes
 - Mentoring programs to develop relationships with regular check in's
 - Creation of timely. Proactive, individual behaviour plans that are specifically tailored for the students behaviour needs
 - Collaboration from all professionals in the student's team to participate on a variety of intervention teams focused on developing the best program for the student.
 - Sensory room
 - Behaviour contracts, Functional Behaviour assessments, Behaviour consults from Inclusive Learning Services
 - Ongoing Professional development
 - Positive reinforcement programs

The [ELJHS Pyramid of Supports](#) addresses how École Lacombe Junior 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.



<p>Modified Program</p> <ul style="list-style-type: none"> - Assessment or delivery of curriculum that is not at grade level - Instruction focuses on key concepts - Direct instruction in use of strategies - Individualized support in numeracy/literacy - Development of self-advocacy skills - Monitoring of daily work - Assistive Technology available - Small group/flexible grouping - Strategically targeted EA support - Significant modification to the amount of time, complexity of task, or curricular objectives - Transitional support from LAC teacher 	<ul style="list-style-type: none"> ☐ Must have Individualized Program Plan ☐ Individualized EA support ☐ Behaviour Intervention Plan ☐ Coordinated Service Plan ☐ Modified Program ☐ Focus on essential outcomes ☐ Functional Behaviour Assessment ☐ Lunch Supervision ☐ Pass/Fail Mentor Program ☐ K and E programming ☐ Specialized Numeracy or Literacy Intervention ☐ Specialized Assistive Tech supports ☐ PD for Staff ☐ Referral to WC Academy, Parkland, Journeys ☐ Community resources (Mental Health, Police, Addictions, Probation, Counselling) ☐ Severe School Social Worker Programming (Daily Contact) 	<p>EA Action Plan</p> <ul style="list-style-type: none"> - Explicit instructions for EA - Development critical literacy or numeracy skills. - During class time - Based on area of development in IPP
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↑ TIER 4 - Specialized School Interventions for Specific Students ↑

↓ TIER 3 - Targeted School Interventions for Any Students ↓

<p>Study Skills Class</p> <ul style="list-style-type: none"> - Instruction focuses on key concepts - Direct instruction in use of strategies - Targeted support in numeracy/literacy - Development of self-advocacy skills - Monitoring of daily work - Assistive Technology available - Small group/flexible grouping 	<ul style="list-style-type: none"> ☐ Involvement of Learning and/or Inclusion Coaches ☐ Must have Individualized Program Plan or Adaptive Program Plan ☐ May have Behaviour Intervention Plan ☐ Study Skills Placement or Intervention ☐ Targeted EA support ☐ Invitational Interviews ☐ Literacy/Numeracy Intervention ☐ Specific Assistive Technology tools ☐ Regular home communication ☐ Adult or peer mentor ☐ Staff tolerance and understanding ☐ Accommodations for the PATs ☐ School Social Worker Programming (Weekly Contact) <ul style="list-style-type: none"> ☐ Social Stories, Role-playing, Zones of Regulation ☐ Monitoring and managing extreme emotional states ☐ Anxiety Reduction strategies ☐ Self-advocacy
<p>Reading Skills Class (Fluency)</p> <ul style="list-style-type: none"> - Small group support with a teacher - Development of reading accuracy and fluency - ReadLive program - Read180 Program 	
<p>Math Intervention</p> <ul style="list-style-type: none"> - Small group support with a teacher - Development of critical numeracy skills. 	

<p>Adapted Assessment or Program</p> <ul style="list-style-type: none"> - Adapts grade-level curriculum - Oral Assessment - Additional Time - Reader or Scribe for Assessments - Fewer questions - Different questions - Cue cards/data sheets/open notes - Different presentation audience - Focus on essential outcomes - Variety of levelled reading material - Other Adaptations from the ILS Manual 	<ul style="list-style-type: none"> ☐ May have Adaptive Program Plan (if adaptations are consistent) ☐ May have Involvement of Learning, Inclusion, and Tech Coaches ☐ Enrichment Block ☐ Study Skills Intervention ☐ Adapted Assessments or program ☐ Lunch Tutorials ☐ Homework Club ☐ Preferential Seating ☐ Additional time ☐ DPA help time ☐ Attendance Monitoring ☐ Enriched Program ☐ Access to Assistive Technology (oral/audio assignments/assessments, calculator) ☐ School Social Worker Open File and Monitoring (Sadness, Anxiety, and Self-harm) 	<p>Enrichment Block Intervention</p> <ul style="list-style-type: none"> - Instruction focuses on key concepts - Direct instruction in use of strategies - Targeted support in numeracy/literacy - Assistive Technology available - Small group/flexible grouping
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↑ TIER 2 - Differentiated Classroom Interventions for All Students ↑

<p>Enrichment Block</p> <ul style="list-style-type: none"> - Assessment for learning - Focus on essential outcomes - Extra Time 	<ul style="list-style-type: none"> ☐ Assessment for learning ☐ Scaffolding for successful task completion ☐ Consistent Structure, Flexible groupings ☐ Access to School Social Worker (Consult)
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↑ TIER 1 - Universal Classroom Instruction ↑

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



ÉCOLE LACOMBE JUNIOR HIGH SCHOOL



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. 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

Rude: Inadvertently saying or doing something that hurts someone else. Hurting someone without the intent to cause harm.

Mean: Purposefully saying or doing something to hurt someone. The main distinction between “rude” and “mean” behavior has to do with intention; while rudeness is often unintentional, mean behavior very much aims to hurt or depreciate someone.

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?*](#)