



École Lacombe Upper Elementary School
School Code of Conduct and Program Overview

Statement of Purpose

At École Lacombe Upper Elementary School we value a positive and responsive learning environment that optimizes student learning and success. École Lacombe Upper Elementary 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, staff, students, parents, and community partners, a safe, caring, respectful and inclusive learning environment is possible to achieve.

This *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 school. We want students to view their school as welcoming, caring, respectful and safe places focused on their individual success. This *School Code of Conduct* will be reviewed annually and be publicly available on the school's website.

École Lacombe Upper Elementary School's Mission Statement is:

École Lacombe Upper Elementary is committed to working together to provide a quality education in a caring environment.

Notre mission est de travailler d'un commun accord afin de pourvoir à une éducation de qualité dans un milieu ambiant.

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 and Expectations 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.

École Lacombe Upper Elementary General Student Rules and Expectations:

There are two overriding school rules that basically sum up the behavior expectations in our school:

- 1. No one has the right to hurt the skin, bones or feelings of others.**
- 2. Keep your hands and feet to yourself and if it doesn't belong to you don't touch it unless you have the permission of the owner.**

Other General Rules

- * Students will be directed to designated entry ways. Doors will be unlocked at 8:30 and supervision begins.
- * Students will remove hats/toques inside the school.
- * Students are expected to dress appropriately for the school environment.
- * Students will treat others respectfully. Teasing and bullying activities will not be tolerated.
- * Students are welcome to ride to school. Skateboards, rollerblades, scooters, roller shoes and bicycles will not be ridden on school property.
- * Students are expected to use appropriate language.
- * Students are expected to follow the rules set out by their classroom teacher.
- * Students are to be respectful of the school property and the individuals in the school.
- * Students are expected to use electronic devices at appropriate times, for appropriate used and in appropriate places. Individuals' rights to privacy and safety are to be respected.
- * Students are to use appropriate conflict resolution skills to settle their conflicts or disagreements.

Unacceptable Behaviour Consequences:

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

Major Offences will be investigated by the school staff and administration and may include:

- when a pupil is guilty of open opposition to authority
- when a pupil is guilty of willful disobedience
- habitual neglect of duty
- use of improper or profane language

- 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 School 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.

Consequences of Positive Behavior and School Recognition Programs

The goal of the École Lacombe Upper Elementary School Positive Recognition Program is to enhance learning, student motivation, self-confidence, and self-esteem. This is accomplished by fostering the realization within our students that “intrinsic forms of recognition are of superior significance, but the utilization of appropriate forms of extrinsic recognition are also beneficial.

Intrinsic Recognition:

..... “I am doing this for myself. It’s important for my own growth and development.”

Extrinsic Recognition:

Student Recognition Programs at École Lacombe Upper Elementary School include:

1. Perfect Panda Certificates
2. Announcement of birthdays
3. Announcement of students’ achievements outside of school
4. Quality Citizenship Recognition
5. Ryan Lee Rice Memorial Citizenship Award (Year-end)
6. Principal’s Positive Phone Calls to parents/guardians
8. Teacher comments on student work
9. Verbal praise
10. Greeting students in the morning
12. Thank You’s from the administration
13. Recognizing students in the Panda Press
14. Bulletin board displays
15. Student of the Month and Quality Citizenship Awards

Subway Student of the Month Student Recognition Program

1. Commencing the fourth week of September and ending the last week of May, each homeroom teacher will select two students every month for the **Student of the Month Program**.
2. Students will demonstrate Academic Excellence, improvement in quality of work and/or excellent effort.
3. Students will be called down to the office by the administration and will bring the work for which they have been selected. The student will share/discuss the work with the administration. Students will receive a certificate provided by Subway for a tasty treat.
4. The student’s parent(s)/guardian(s) will be notified by telephone of their child’s award.
5. The student’s work and picture will be displayed on the Student of the Month bulletin board outside the general office for the following two weeks. The student’s name will also be announced.

Boston Pizza Quality Citizenship Award

École Lacombe Upper Elementary School recognizes the value, necessity and significance of positive, contributing citizens within our school, community and society. It is our goal as a school, in conjunction with the home, to develop and enhance citizenship qualities and

characteristics within individuals. Students who demonstrate the following behaviors shall be eligible for the Quality Citizenship Recognition.

Criteria

École Lacombe Upper Elementary School Quality Citizens:

- Exhibit positive interpersonal relationships with peers and adults.
- Demonstrate a consistently high level of responsibility, dependability and cooperation.
- Demonstrate a high level of consideration for the personal feelings and property of others.

Action Statements

The foregoing criteria shall be posted in a prominent location in each classroom.

- Quality Citizenship Recognition will be presented on a monthly basis.
- One student/classroom/month may be selected to be the recipient of this recognition.

Runners-up shall be presented with a Perfect Panda. Both recipients and runners-up will receive special mention on morning announcements.

- Boston Pizza will provide a celebration luncheon at the school to honor the award winners.

- Photographs of recipient students will be displayed on the bulletin board near the office.

Ryan Lee Rice Memorial Citizenship Award

The Ryan Lee Rice Memorial Citizen Award was established in 1985 by Harvey and Margaret Rice in memory of their son Ryan, who passed away in September 1985. Ryan was a grade 6 student who held the distinction of being the first recipient of the Nelson School's (now École Lacombe Upper Elementary School) Super Kid Award. This award later became known as the Perfect Panda Award.

Each year, a Ryan Lee Rice Memorial Citizenship Award is presented to one individual in each classroom who has consistently demonstrated the following characteristics:

- Positive interpersonal relationships with peers and adults.
- A high level of responsibility, dependability and cooperation.
- Genuine consideration for the feelings and property of others.
- A positive role model in terms of leadership and participation in both school and classroom activities.

Each recipient's name is engraved on a centrally located plaque. Recipients also receive a personalized certificate and an engraved trophy, both of which are sponsored by the École Lacombe Upper Elementary School Council.

Runners-up to the recipient will be presented with an "Honorable Mention" certificate.

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. 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

School Supports and Interventions

A pyramid of supports addresses how École Lacombe Upper Elementary 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. The pyramid outlines the supports provided to assist students academically, socially, and emotionally.

ECOLE LACOMBE LACOMBE UPPER ELEMENTARY SCHOOL

PYRAMID OF INTERVENTION

Modified Program

- 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
- Living Skills/Social Skills/Work Exposure Supports

- ☐ Must have Individualized Program
- ☐ Individualized EA support
- ☐ Behaviour Intervention Plan
- ☐ Coordinated Service Plan and ILS Supports
- ☐ Modified Program
- ☐ Focus on essential outcomes
- ☐ Functional Behaviour Assessment
- ☐ K and E programming
- ☐ Specialized Numeracy or Literacy Intervention (LLI, Imagine Learning, LiPs)
- ☐ Specialized Assistive Tech supports
- ☐ PD for Staff
- ☐ Referral to WC Academy, Parkland, Journeys
- ☐ Community resources (Mental Health, Police, Addictions, Probation, Counselling)
- ☐ School Social Worker Programming (Regular Contact)
- ☐ InSchool Mentoring Program Supports
- ☐ Inclusion Coach and Intervention Team Supports

Specialized Numeracy or Literacy Intervention

- 1 on 1 or small group support with a teacher or EA
- Development critical literacy or numeracy skills.
- LLI, LiPs and Reading Intervention Groups

↑ **TIER 4 - Specialized School Interventions for Specific Students** ↑

↓ **TIER 3 - Targeted School Interventions for Any Students** ↓

PASS (Promoting Achievement for Student Success)

- Small group instruction 2 times per week focusing on literacy and/or numeracy interventions
- Direct instruction in use of strategies
- Assistive Technology

- ☐ Involvement of Inclusion Coach and Intervention Team
- ☐ Must have Individualized Program Plan or Adaptive Program Plan
- ☐ May have Behaviour Intervention Plan
- ☐ Literacy/Numeracy Intervention
- ☐ Specific Assistive Technology tools
- ☐ Regular home communication
- ☐ Adult or peer mentor
- ☐ Level B Diagnostic Testing
- ☐ F & P Assessment and Leveled Literacy Support
- ☐ Collaborative Response Team
- ☐ Accommodations for the PATs
- ☐ School Social Worker Programming (Weekly Contact)
 - ☐ Social Stories, Role-playing, Zones of Regulation
 - ☐ Monitoring and managing extreme emotional states
 - ☐ Anxiety Reduction strategies
 - ☐ Self-advocacy

Adapted Program

- 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](#)

- ☐ May have Adaptive Program Plan (if adaptations are consistent)
- ☐ May have Involvement of Inclusion Coach
- ☐ PASS Supports
- ☐ Collaborative Response Team
- ☐ Imagine Learning
- ☐ Homework Club
- ☐ Preferential Seating
- ☐ Additional 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)

PASS (Promoting Achievement for Student Success)

- Small group instruction 2 times per week focusing on literacy and/or numeracy interventions
- Direct instruction in use of strategies
- Assistive Technology

↑ **TIER 2 - Differentiated Classroom Interventions for All Students** ↑

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|--|----------------------------|------------------------|----------------------|
| STAR Assessments 2x per year | Differentiated Instruction | Chromebook 1 to 1 | F & P Assessments |
| Scaffolding for successful task completion | ELE Rubric | CRM/RTI Supports | Flexible Groupings |
| Family Literacy Program | Homework Hotspot | Extracurricular Clubs | PASS Supports |
| Access to School Social Worker (Consult) | Writing Assessments | Regular Parent Contact | Peer Support Program |
| | | | Anti Bullying |

↑ **TIER 1 - Universal Classroom Instruction** ↑

References

School Act, Alberta Education (June 2015)

Alberta Human Rights Act (2015)

Alberta Human Rights Commission (2017)