

École Joe Clark Student Code of Conduct

Please review [Policy 14- A Place for All](#) and [Admin Procedure 350- Student Code of Conduct](#) as additional background and support for this Administrative Procedure

The ÉJCS aligns with the expectations of students laid out in the [Education Act](#).

Purpose

Ecole Joe Clark School is dedicated to creating a welcoming, caring, respectful, and safe environment that values diversity and promotes student wellbeing. We balance individual and collective rights, freedoms, and responsibilities for all.

Our motto, "BELIEVE in yourself" or "Découvrez le LEADER en vous!", reflects our goal to empower students to make positive choices and succeed. We provide tailored support to ensure each student's success, focusing on equitable and restorative discipline that emphasizes problem-solving and empowerment.

Continuum of Supports

A Continuum of Supports refers to a range of strategies, accommodations, and interventions designed to meet the diverse needs of students within an educational setting. This approach ensures that all students, including those with diverse learning needs, receive the appropriate level of support to succeed academically and socially. The goal is to provide the right level of support at the right time, ensuring that students can progress and thrive in their educational journey

At Joe Clark School there is a focus on encouraging and promoting positive student behaviour through the provision of strategies and programs to develop pro-social skills. We take a team approach to addressing student needs, and provide students with pro-active social, emotional and behaviour supports. To view our full EJCS Continuum of Supports, please go to our website www.foothillsschooldivision.ca/joeclark

The Education Act states an expectation of positive student behavior. These include (but are not limited to):

- Showing respect to oneself and others
- Acting in a way that contributes to a sense of belonging for all
- Refraining from all bullying, harassment or discrimination towards others
- Refraining from violence, retribution, threats, theft, vandalism and illegal activities
- Using appropriate language at all times
- Refraining from any type of drug or substance abuse
- Reporting acts of bullying, harassment or discrimination to a staff member or parent
- Engaging actively and positively in their learning
- Attend school regularly and punctually
- Knowing and complying with school rules
- Being responsible and accountable for individual choices and behaviours

Possible consequences, interventions and supports for conduct that does not align with positive student behaviours will follow a progressive discipline approach and include (but are not limited to):

- Parent/Guardian/Caregiver phone calls, meetings, request to pick student up as soon as possible
- Making amends with those who have been affected by their behavior

- Detentions (missing recess time)
- Additional learning tasks to support areas of growth or student need
- Restorative justice practices
- Referrals to specialized, school based, division based, or community-based supports (i.e. Principal, FSD Family School Liaison Counsellor, other divisional supports as needed)
- Violence Threat Risk Assessments (VTRA)
- Student attendance plan
- Behaviour Support Plans
- In School, or out of school suspensions
- Student expulsion (as per clause in the Education Act)

Important to note that:

- Parent will be notified of interventions and/or consequences related to major/severe behaviours for your child
- Parents cannot be notified of any details about any interventions and or/consequences for any student except for their own child
- The use of corporal punishment is strictly prohibited
- Physically restraining a student shall only be used if a student is in danger to themselves or others. Each school must assure there are members on staff have up to date Student Individuals through Valued Attachments (SIVA) training.
- Consequences must consider the student's age, maturity or individual circumstances (e.g. student need and complexities including physical, behavioural, communicational, cognitive, mental health, trauma, past interventions trialed, and accommodations/support)

Progressive Discipline Continuum:

The Ecole Joe Clark School Progression Discipline Continuum provides examples of student behaviour, who is responsible for managing those behaviours, and possible support or interventions that may be utilized to support student success. Depending on the context, the learning team may be activated to support a student regardless of the tier.

Depending on the severity or nature of the incident, consequences or supports may be assigned from any tier within the disciplinary framework. Progression through the tiers is not necessarily sequential.

Tier 1- Classroom Teacher Managed
<ul style="list-style-type: none"> • Refusal to complete learning tasks, opposition • Disruptions to student learning • Off –task behaviour • Not following directions or classroom agreements • Lying, cheating, classroom theft • Peer conflict: name calling, insults, disagreements, teasing, hurtful behaviour • Minor physical contact • Screaming or verbal outbursts • Throwing and kicking objects, without harm • Profanity/abusive language

<ul style="list-style-type: none"> • Inappropriate use of technology
<p style="text-align: center;">Tier 2- Learning Team Managed (classroom teacher, learning coach, administration)</p>
<ul style="list-style-type: none"> • Targeted individual, or small group Social Emotional Learning Support • Suspected evidence of abuse • Crisis or trauma • Intent to harm self or others • Regular Peer conflict: name calling, insults, disagreements, teasing, hurtful behaviour • Chronic behaviours that require continuum of supports and individualized plans
<p style="text-align: center;">Tier 3- Administrator Managed</p>
<ul style="list-style-type: none"> • Physical fighting/violence/aggression, attempt to harm • Threats or weapons • Repeated or major theft of school or peer property • Destruction of property • Repeated and targeted peer conflict/bullying • Repeated profanity/abusive language • Drug or substance abuse • Repeated disruptions to student learning

Staff Responsibilities

Under the leadership of the principal, staff are responsible for:

- Establishing a positive school climate in which structure, support and encouragement is provided to all learners
- Encouraging and reinforcing appropriate behaviour thus increasing social emotional competencies including self-awareness, self-management, social awareness, relationship skills and responsible decision-making
- Using proactive and preventative approaches to reduce the occurrence of unacceptable behaviour and maintain environments that are welcoming, caring respectful and safe and conducive to teaching and learning
- Responding to unacceptable behaviour, giving first consideration to the safety and security of students, staff and other members of the school community when addressing a concern
- Ensuring students are provided with a safe environment with trusted adults who foster positive relationships

Dress Code

Students must adhere to Foothills School Division Dress Code found in the [Foothills School Division Code of Conduct](#). Students will not be permitted to attend class if, in the professional judgement of a staff member, they choose a style of dress that detracts from the learning environment. Students not meeting the Dress Code will have a choice of changing to more appropriate attire, or having an adult bring them a change of clothes. School administration is responsible for ensuring students follow the Dress Code, which includes:

School Dress Code Policy

At our school, we believe that a respectful and inclusive environment is essential for learning. Our dress code aims to promote comfort and equality for all students. We ask that students adhere to the following guidelines:

- Clothing should be suitable for school and free of offensive content (e.g., language, images, logos).
- Students need appropriate indoor and outdoor footwear for activities and weather.
- Dress appropriately for the weather, including coats, hats, and gloves during colder months.

We appreciate your cooperation in helping us maintain a positive and respectful learning environment. If you have any questions or need further clarification, please contact the school administration.

Mobile Device Policy & Responsible Use of Technology

In compliance with Ministerial Order #014/2024, all Alberta Schools must implement policies for mobile devices such as cellphones, technology and wearable devices (e.g. smart watches) as well as accessories such as ear buds and mics. Student personal mobile and smart devices are not permitted during instructional or non-instructional time. These devices must remain powered off and stored in your child's backpack. Social media sites are blocked on FSD routers.

We understand the perception of disconnection can be unnerving. As always, families can contact the school office to relay a message to a student. Families will be notified of emergent situations via personal phone call or school messenger.

In accordance with the progressive discipline process within Administrative Procedure 350 including:

- Request to power off
- Apprehension of device until the end of instructional time
- Notice to parents and school administration
- Loss of mobile device privileges

Please ensure you have a conversation with your child prior to school. Thank you for your understanding of this as the impact on learning and distractions will be greatly influenced.

Each year, Admin Procedure 144- [Responsible Use of Technology](#) will be reviewed with students and families.

Parental/Guardian Responsibilities

Ecole Joe Clark School believes that the role of the parent with respect to education aligns with the Alberta Education Act, Section 32, Parent Responsibilities. Under the act, Parents are expected to actively support their child's education by guiding decision-making, ensuring regular attendance, promoting a respectful and safe school environment, collaborating with school staff, and engaging in the school community.

Parents share the responsibility of maintaining a safe environment for students, staff, and families. Student conduct is a collaborative effort based on mutual respect. Ongoing and timely communication between staff and parents encourages active and constructive parental involvement in education. If you have concerns about any aspect of your child's learning, please contact their homeroom teacher first and schedule an appointment to discuss them.