

Turner Valley School Code of Conduct: A Place for All

Background

As members of the Turner Valley School (TVS) community, each of us is expected to consistently foster a welcoming, caring, respectful, and safe environment that prioritizes respect and acceptance for diversity. This environment provides each learner with relevant and engaging learning opportunities and appropriate and timely support for each person to feel valued and be successful at TVS.

Each student holds a responsibility and role to play in contributing to, enhancing, and promoting a place for all in FSD schools and facilities, and when representing the school or school division on field trips or other school related activities. This also includes student conduct on Foothills School Division Transportation Services.

Purpose

This Student Code of Conduct helps and guides students to:

- Maintain appropriate behaviours and provide a balance between individual and collective rights, freedoms, and responsibilities in TVS.
- Possess a strong connection to TVS.
- Learn how to address issues of dispute and conflict, develop empathy, and become a positive citizen.
- Contribute actively to welcoming, caring, respectful, and safe learning environments focused on each learner's success.

The Student Code of Conduct establishes:

- Positive student behavioural expectations
- Possible consequences and interventions for student behaviour and conduct not aligned with these positive expectations.

The Student Code of Conduct applies:

- Whether inside and outside of the school building or school day if the conduct negatively affects a member of the school community or interferes with the culture of learning in the school environment.

The Student Code of Conduct includes:

- Supports to be provided for any students who are impacted by inappropriate behaviour.
- Supports for students who engage in inappropriate behaviour.

TVS Student Code of Conduct:

In accordance with the *Education Act* students are expected to conduct themselves in accordance with the Foothills School Division and TVS *Student Code of Conduct*.

The *Education Act* states an expectation of positive student behaviours. Education Act | Alberta.ca

At TVS, these behaviours include (but are not limited to):

- Being respectful to oneself and to all members of the school community.
- Assuring that individual conduct contributes to a sense of belonging for all.
- Refraining from all bullying, harassment, or discrimination towards others including violence, retribution, threats, theft, vandalism, and illegal activities.
- Refraining from bringing all weapons, replicas of weapons, or items that can be used as weapons to the school.
- Using language and words that do not include profanity, cursing or abusive language.
- Reporting acts of bullying, harassment, or discrimination in a safe and timely manner to an adult in the school or parent who will then contact the school.
- Engaging actively and positively and not interfering with learning and school activities.
- Attending school regularly and punctually.
- Cooperating in a reciprocal respectful way with staff and other students.
- 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):

Universal	Targeted		Individual
Social/Emotional Learning (self-awareness, self-management, social awareness, responsible decision making, relationship skills)	<u>Classroom based</u> Referrals to specialized, school based, division based, or community-based supports.	<u>School Based</u> Referrals to specialized, school based, division based, or community-based supports.	Parent/Guardian/Caregiver phone calls, meetings, requests to pick student up as soon as possible.
Differentiated Instruction	Additional learning assignments (e.g., research on long terms effects of bullying on the brain).	Conversations with Administration identifying inappropriate behaviours and education around appropriate behaviours	Detentions, in school and out of school suspensions.
Collaborative Problem Solving	Restorative justice practices.	Parent/Guardian/Caregiver phone calls, meetings	Violence Threat Risk Assessments (VTRA)
Regulation Practices	Parent/Guardian/Caregiver phone calls, meetings	Review of Expectations	Student attendance plans

Building and maintaining positive relationships	Review of Expectations	Increased supervision (playground)/support (classroom)	Behavioural Support Plans
Parent/Guardian/Care giver phone calls, meetings	Seek support from FSLC, Admin, Learning Coach	Seek support from FSLC, Learning Coach, Division personnel	Non-Violent Crisis Intervention (NVCI) training
Clear Expectations	Positive Behaviour Supports		
Kelso's Choices for conflict management	Social skills instruction and/or goal setting with a small group of students		

- Parents will be notified of interventions and/or consequences related to your child's major/severe behaviors.
- Parents cannot be notified of any details about any interventions and/or consequences for any student except for their own child.
- Physically restraining a student shall only be used if a student is a danger to themselves or others (TVS school commits that some members on staff have up to date Non-Violent Crisis Intervention (NVCI) training)
- Consequences will consider the student's age, maturity and/or individual circumstances (e.g., student needs and complexities including physical, behavioural, communicational, cognitive, mental health, trauma, past interventions trialed, and accommodations/supports).

Staff

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

- A positive school climate in which structure, support, and encouragement is provided to assist the student in understanding and aligning behaviour with the School *Student Code of Conduct*.
- A school environment that encourages and reinforces positive student behaviours, thus increasing social-emotional competencies including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
- Teaching of lagging skills as part of the Positive Behavior Supports framework to address personal growth and well-being competencies as outlined by Alberta Education. [Positive behaviour supports | Alberta.ca](#)
- Responses to unacceptable behaviour that give first consideration to the safety and security of students, staff, and other members of the school community.
- Proactive and preventative approaches to reduce the occurrence of unacceptable behaviour and maintain environments that are conducive to teaching and learning.
- A joint effort to learn and a feeling of mutual respect among staff, students, and parents.
- On-going and timely communication between staff and parents to encourage and provide the opportunity for active and constructive parental involvement in the education of their children.

Parents/Guardians/Caregivers

Parents are partners in their child's education. They have a responsibility to take an active role in their child(ren)'s educational success and will support their child(ren) in complying with their responsibilities as students. Parent conduct should contribute to a welcoming, caring, respectful, and safe learning environment.

Turner Valley School believes that the role of the parent with respect to education and as outlined in the *Education Act*, will:

- Encourage, foster, and advance collaborative, positive and respectful relationships with teachers, principals, other staff and professionals providing supports and services in the school.
- Assure that the child attends regularly and is punctual.
- Be aware of, and support, the expectations from the *School Code of Conduct*.
- Communicate and collaborate with school staff about any concerns regarding Student Code of Conduct.

Definitions

Respect: To show regard or consideration for others.

Bullying: Alberta's *Education Act* defines bullying as repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual's reputation. Bullying can take different forms and includes but is not limited to:

- Physical – pushing, hitting, other
- Verbal/written – name calling, threats, other
- Social/psychological – social exclusion, rumors, other
- Cyber/social media – using the computer, cell phone or other technology to harass, threaten, intimidate, demean, share images, other

Conflict: Alberta's *Education Act* defines bullying as different from conflict. Conflict is defined as a disagreement or struggle over opposing beliefs, needs, feelings, or actions and is a normal part of life. Students and adults can benefit from learning how to resolve conflict peacefully and recognizing the difference between a conflict and bullying.

Harassment: Any conduct, comment, gesture, or physical contact that a reasonable person should know would be unwelcome, inappropriate, or otherwise offensive to an individual or group of individuals. It is not a relationship of mutual consent; it is any action that is unwelcome or intimidating and denies any individual dignity and respect. Excluded from the definition of harassment is any reasonable conduct of an employee in respect of the management and supervision of employees or students. Alberta law explicitly protects Albertans from discrimination for many reasons under the Alberta Human Rights Act.

Sexual Harassment: **Harassment** also encompasses any unwanted sexual advances, requests for sexual favours, or other verbal or physical conduct of a sexual nature which:

- Implicitly or explicitly makes submission of such conduct a term and condition of an individual's learning environment;
- Affects access to learning;
- Affects access to school services or events;
- Creates a hostile or offensive environment which interferes with an individual's learning environment;
- Intimidates, embarrasses, coerces, or humiliates an individual at school; or
- Arises out of a relationship which is not based on mutual consent.

Discrimination: A distinction made based upon characteristics protected under the Alberta *Human Rights Act*, whether or not intentional, based on a characteristic or perceived characteristic referenced in the protected grounds that has the effect of imposing on an individual or group of individuals burdens, obligations or disadvantages that are not imposed on others, or of withholding or limiting access to opportunities, benefits and advantages available to other individuals in society.

Inclusion: Inclusion is a way of thinking and acting that demonstrates universal acceptance and promotes a sense of belonging for all learners. This is defined in Alberta's Policy Document on Inclusive Education.

Equity: Alberta's *Human Rights Act* states that it is recognized in Alberta as a fundamental principle and as a matter of public policy that all persons are equal in dignity, rights, and responsibilities.

Diversity: Alberta's *Human Rights Act* states that in Alberta, as a fundamental principle and as a matter of public policy that all Albertans should share in an awareness and appreciation of the diverse racial and cultural composition of society and that the richness of life in Alberta is enhanced by sharing that diversity. The diverse racial and cultural composition of Alberta's society and its importance is a fundamental principle and matter of public policy.

Physical Restraint: Any method of using physical contact for restricting or immobilizing another person's freedom of movement, physical activity, or normal access to their body. Physical restraint is not physical escort which may involve temporarily touching or holding of the hand, wrist arm, shoulder or back for the purpose of accompanying and inducing a student who is beginning to act out to walk to a safe location or temporary physical contact for purposes such as moving a student away from danger. Physical restraint does not include temporary physical contact for purposes such as moving a child away from danger, breaking up a fight or the prompting of a child/student when teaching a skill.

Dress Code: It is recognized that there is a diversity of opinion in society as to what constitutes suitable dress for school activities. Appropriate attire and grooming improve the learning environment, promotes positive behaviour, reduces discipline concerns, enhances school safety, promotes school spirit, and develops self-confidence. Dress and deportment affect how we relate to others and how others relate to us. Students are expected to be diligent and thoughtful in their efforts at being a learner and part of this is how students dress and behave. Students are required to follow the standards of dress outlined in the *Dress Code*. Students will not be allowed to attend class if, in the professional judgment of an adult, they choose a style of dress which detracts from the learning environment. Students not meeting the *Dress Code* will have a choice in changing into more appropriate attire or contacting parents/guardians for their assistance in obtaining appropriate attire from home. School administration is responsible for ensuring standards of dress and grooming in the *Dress Code* which will include:

- Appropriateness of attire for school
 - Shirt/Top
 - Bottoms: pants/sweatpants, shorts, skirts, dresses, leggings
 - Footwear
 - No underwear as outerwear or excess exposed skin
- Contributes to a safe, caring, respectful, and inclusive learning environment for oneself and others
- No clothing portraying violent images or language
- No images or languages depicting drugs or alcohol
- No hate speech, profanity, or pornography
- No images or language that creates a hostile or intimidating environment

- Does not portray discriminatory images, messaging, slogans in a manner which contravenes the Canadian Charter of Rights and Freedoms and/or the Alberta Human Rights Act
- Suitability for the learning activity
- Physical education requirements
- Safety requirements
- CTS programs
- Protective clothing/footwear
- Weather conditions
- Outdoor activities
- Travel to and from school