

Manuel d'école
École Senator Riley Middle School
Student Handbook



338 – 1st Avenue S.E.

High River, Alberta

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www.foothillsschooldivision.ca/senatorriley

Principal/Directeur: Mr. Bill Holmes

Vice-Principal/Directrice-adjointe: Mme Chantal St-Jean

Welcome to/Bienvenue à l'École Senator Riley Middle School:

"A Community of Learners Working Together to Achieve Success"

"Une communauté d'apprenants qui travaille ensemble pour réussir."



Table of Contents	
Staff List	2
Bell Schedule	3
Cell Phone Policy	4
Chromebook / Technology Use	4
Lunch / Lunch Support Program	6
Student Expectations	7 - 9
Student Safety and Well-Being	9
Protection of Privacy Act - POPA	12
Parent Information (Absences, Sign Out, Leaving Messages, Bussing, Conferences, School Council)	10
Student Code of Conduct	11
Responsibilities of Students, Staff and Parents	12
Education Act	13
Glossary	15

2026-2027 Staff List

ADMINISTRATION

Mr. Bill Holmes - Principal/Directeur Mme Chantal St. Jean Vice-Principal/Directeur adjointe

<u>TEACHING STAFF</u>	<u>SUPPORT STAFF</u>
Mrs. Erica Bruce Ms. Andrea Blake - Mr. Derek Dedemus Mme. Breanne Granson Mr. Kevan Hayes Mr. Drew Hoover Ms. Jessie McCauley Mme. Isabelle Morales Mr. Josh Morales Mr. Randy Morrow Mrs. Jennifer Murphy Mrs. Cassie Nabozniak Mrs. Kathryn Rickert Mr. Paul Stelter Mr. Matt van Nostrand - Learning Coach	Ms. Heather Merricks - Secretary Ms. Pam Barlow – Family School Liaison Counsellor Ms. Tammy Beach - Youth Development Counsellor Mrs. Becky Kylo-Nichols - Learning Commons Facilitator Mrs. Courtney Vines – Wellness Coach Mrs. Brenda Gavin-Nagy - EA Mrs. Diane McMillian - EA Mrs. Amanda Poland – EA Mrs. Pam Milligan - EA

École Senator Riley School

Schedule of Bell Times 2026/2027

Monday-Thursday		Friday	
WARNING BELL	8:35	WARNING BELL	8:35
HOMEROOM (15 min)	8:37 – 8:52	HOMEROOM (10 min)	8:37 – 8:47
Period 1 (52 min)	8:52 – 9:44	WELLNESS (50 min)	8:47 – 9:37
Period 2 (52 min)	9:44 – 10:36	Period 1 (30 min)	9:37 – 10:07
Break	10:36 - 10:53	Period 2 (30 min)	10:07 - 10:37
Period 3 (52 min)	10:55 - 11:47	Break	10:37 – 10:52
Period 4 (52 min)	11:47 - 12:39	Period 3 (30 min)	10:54 - 11:24
LUNCH (20 min)	12:39 - 12:59	Period 4 (30 min)	11:24 - 11:54
ACTIVITY TIME (30 min)	12:59 – 1:29	LUNCH (20 min)	11:54 - 12:14
PERIOD 5 (52 min)	1:31 - 2:23	ACTIVITY TIME (30 min)	12:14 – 12:44
PERIOD 6 (52 min)	2:23 - 3:15	Period 5 (30 min)	12:46 – 1:16
		Period 6 (30 min)	1:16 - 1:46
		COLT Options (89 min)	1:46 - 3:15

Cell Phone & Personal Technology Devices at School

Cell phones must be kept in lockers or not brought to school at all. Students who do keep their cell phones in their lockers will be able to access them before and after school, at break, and outside during Activity Time. Students should not be visiting their lockers during class time to use their phones.

The use of personal technology devices (tablets, computers, Apple watches) are permitted for personal uses during non-instructional times. Devices not being used appropriately or for intended purposes may be taken by the teacher or the administration and will be returned to the student/parent at discretion of the teacher/administration. Students who have been using devices inappropriately may not be permitted to have the device at school and a parent conference may be required to retrieve the device and further disciplinary consequences be taken. Possession of personal technology devices by a student at school is a privilege and students are expected to follow personal technology device etiquette at all times.

Personal technology device etiquette means displaying courtesy, consideration and respect for others when using these devices. Recording of events in class is not permitted unless consent is provided by the teacher. These devices may not be used for purposes which are found to be disruptive to the school environment. Students should not use these devices to record private, embarrassing or inappropriate conversations, behaviours or incidents such as violence, vandalism, fighting, bullying, pranks (real or staged). Students should not distribute these images among students through phones or posting on the internet. Sending of text messages that contain obscene language and/or threats is bullying and will be taken very seriously. Students receiving such text messages should ensure they keep the message and bring the matter to the attention of administration. Inappropriate personal technology device activities, include but are not limited to communication that contains inappropriate content, profanity, intimidation or threat to others, cheating and other forms of academic dishonesty, taking or showing inappropriate photos/video, communicating with groups or individuals in a manner that causes a disruption of the school environment and/or refusal to relinquish a device to persons of authority upon request will be taken very seriously and disciplinary action taken.

Foothills School Division provides technology resources that support learning for students and staff or supports administrative operations. Network resources refer to all resources on the network of Foothills School Division. This includes, but is not limited to, internet access, email accounts, installed software, personal file storage and all hardware attached to the network. Networked technology is infused in the daily lives of students and its use as responsible citizens is reinforced.

On-Line Privacy Tips for Students and Parents

The Office of the Privacy Commissioner of Canada stresses the importance of students and parents understanding their online footprints. Following are safety tips and for more information go to <http://youthprivacy.ca>.

1. Think before you click
2. Remember that everything you post can be permanent
3. Remember that things you post may not be private
4. Know who your friends are
5. Set your privacy settings
6. Don't tell people where you are when you're online
7. Don't share your passwords
8. Tell an adult if someone is being mean to you online
9. Tell an adult if you are worried about something you see online
10. Protect your privacy, and the privacy of others

Chromebook Responsible User Agreement

Each and every time you log into a computer at École Senator Riley School, you are agreeing to certain responsibilities for using school technology. This is right on the screen as you login. Below is a list of these responsibilities that we are requiring you to uphold when using school devices. If you are not able to meet these responsibilities or break a rule listed, you will lose the ability to be on a device for a determined amount of time and may be required to pay for damages.

Expectations of Chromebook use:

You will check your computer as you "sign" it out to make sure it is in working condition, including checking for any damages and if found report them to the teacher right away.

Your Chromebook MUST always be closed as you are walking with it in the hall / classrooms.

If you need to leave the class and your computer is damaged while you are away, it is your responsibility. To minimize this risk, we are asking you to leave your Chromebook on the teacher's desk if you are out of the class.

Before it is returned, do one more check to ensure there is no damage/issues with the device you have taken out.

If you see someone misusing a device, your own or someone else's, you need to report it to your teacher.

General School Information and Procedures

COMMUNICATION

[Edsembli](#) is the basis of ALL communication at our school. From here, families will be able to access marks, print off Learner Profile reports as well as approve and pay for field trips for their student. **KNOW YOUR EDEMBLI!**

We also believe that Communication at ÉSRMS is a two-way street with information being sought or shared between home & school and school & home. The [Parent Guide to Assessment & Reporting](#) helps families through the system of reporting in the FSD. Students and parents can get regular updates of their work using Google Classroom where course projects and assignments are available to see.

Other options for communication include the bi-weekly COLT Connection Newsletter, a link to the morning announcement slides, School Council's Facebook page, ÉSRMS's Instagram page, the school's website page, emails from your classroom teachers and finally, families reaching out to the school. All of these options provide information on dates and times for activities and other important information.

SECURITY / DAILY SCHEDULE

All doors gaining access into our building are locked. The main doors at the front of the school are monitored by a high-resolution camera and access is granted by the office.

Bell times are listed on page 3. Office hours are 8:00 to 3:30 Monday to Friday.

EMERGENCY CLOSURES

Announcements regarding school closures or buses that have been cancelled can be found on the [Foothills School Division's](#) webpage and will be made on these local radio stations: **AM 1140-CHRB, FM 99.7 SUN COUNTRY, EAGLE 100.9 FM**

Should a circumstance arise whereby students must be dismissed early or remain late, due to inclement weather or any unforeseen occurrence, parents will be contacted through School Messenger, our automated call out/email system. If a parent cannot be contacted, the school will then contact the "emergency contact person" as stated on the student registration form.

PLEASE KEEP THIS INFORMATION UP TO DATE

FEES

[All Fees](#) are invoiced through [Edsembli](#) at the start of the school year. **Outstanding balances are due by the end of each month.** You are encouraged to log into your Edsembli each month to check on your balance as additional payments may be added throughout the year for things such as upcoming field trips or other activities that your child may be part of.

Payment plans may be arranged by contacting our Secretary, Ms. Merricks.

Families who are facing financial challenges may apply for a "waiving of fees". For more information, please contact Ms. Merricks.

LEARNING COMMONS

Our Learning Commons is a place for students to spend time reading, doing research or studying. Books are on loan for a period of 10 school days. There are no fines for overdue books, but students may lose this privilege for abuse of the overdue deadlines. Students are expected to pay for any damaged or lost items. Proper student conduct is expected in our learning commons.

LOCKS / LOCKERS / BACKPACKS

All students are provided with hall lockers. It is their responsibility to keep combinations confidential, keep lockers neat and organized and ensure they remain locked. Only school-issued locks are to be used. A rental fee of \$5.00 per year is applied in Edsebli for student locks.

Locks that are broken or not working efficiently, may be exchanged at the office for no additional cost. The cost to replace a lost lock is \$11.00. At the end of a student's schooling at ÉSRMS, a student may keep their lock or hand it back to be recycled. There is not a refund on locks. Students who find combination locks challenging to open, can be provided with an alternate "school approved" lock.

Students may use magnets as fasteners on lockers. Decorations must be appropriate. Students are expected to keep the hallway area near their lockers tidy. Lockers damaged by more than regular "wear and tear" will be repaired at the cost to the student / family.

All BACKPACKS are to be stored in student lockers during the day. Students have time built into their daily schedule to collect the books and other classroom supplies that they will need for two periods at a time (e.g. Period 1 & 2). Gr 8 students, when they have received their off campus passes, may wear their backpacks off campus but must return them to their lockers upon arrival back at the school for their period 5 class. Some students may receive "special permission" to wear a back pack during the school day, as deemed appropriate by Administration. Students who have been given special permission will have a special tag attached to their backpack to help staff and guest teachers in the building, know that they are permitted to wear their backpacks throughout the day.

LOST AND FOUND

It is important for students to label all belongings. All found items will be placed in the Lost & Found. Unclaimed items will be donated or disposed of periodically and at year end.

LUNCH BREAK

Students eat lunch with their homeroom class. Students who reside close to the school may have their parents sign a lunch permission form allowing them to go to their own home. The privilege of leaving for lunch may be revoked if abused. The Grade 8 Off Campus pass does not double as a "lunch permission form" and therefore Gr 8's who wish to go home at lunch, MUST fill out the appropriate paperwork to have on file.

LUNCH SUPPORT PROGRAM

Our school is committed to ensuring that every student has access to nutritious meals throughout the school day. Families who may benefit from additional food support are encouraged to access our lunch program. Participation is handled with care, respect, and confidentiality to support the well-being and success of all students. For more information, please contact Ms. Merricks.

SCHOOL SUPPLIES

Students are responsible for bringing their own consumable supplies. A list of necessary items is available on the school website.

Students are expected to have all necessary supplies and equipment including pencils, pens, notebooks and texts at the beginning of each class, including complimentary classes.

FOOTWEAR

In poor weather, students are asked to change outdoor footwear to indoor shoes. PE classes require students to wear running shoes, unless outdoor activities or other activities require a change in footwear. Your PE teacher will inform you of alternatives to regular running shoes in PE.

Academic and Course Requirements

CURRICULUM

Programming at ÉSRMS consists of the following course requirements:

1. Language Arts (English and Français)
2. Mathematics/Mathématiques
3. Social Studies/Études sociales
4. Science/Sciences
5. Physical Education & Health/Éducation physiques & la santé
6. French (at Grade 6)
7. Complementary Courses, i.e.: Art, Band, Drama, Foods, Fashion, Woods

HOMEWORK: RECOMMENDED GUIDELINES

Students should expect varying amounts of homework throughout the school year. Some work is assigned while other work might be reading nightly, reviewing math facts or other skills used at school. Students who will be away and wish to get schoolwork to take with them should talk to their teachers in advance and make arrangements to receive their assignments. Parents are encouraged to examine notes and assignments on a regular basis and to ensure that homework is completed. Assignments missed because of absence are due upon return or at time specified by the teacher. Each student is responsible for finding out what assignments are due and for meeting deadlines provided by the teacher. Most classrooms use Google Class for their assignments. Parents should become familiar with work in their child's Google Class!

STUDENT PLACEMENT AND PROMOTION

Our purpose is to place each student in the grade and classroom where they may experience educational success. The responsibility for proper placement of each student rests with the teachers and school administration in consultation with parents. If parents have concerns regarding placement, they should contact the principal.

EVALUATION & REPORTING

The school year is divided into 4 quarters with 2 Semesters / reporting periods. (end of January / end of June) At the end of each Semester, a learner profile is issued to parents and students with parent/teacher interviews to follow (see website for the dates and times).

A student who is absent for any reason when evaluations are given is responsible for seeing the teacher prior to the absence if possible, or upon return to school. The teacher will arrange for the student to complete the evaluation, provide an alternate evaluation, or calculate the student's mark on the basis of the other earned grades.

FIELD TRIPS & VOLUNTEERING

Students will be allowed to attend field trips after parents have given "Informed Consent" in [Edsemlj](#).

Behaviour on Field Trips

On all trips, students are expected to behave safely and respectfully while exhibiting school pride. Students misbehaving during a field trip may be removed from the trip, asked to be picked up by parents, serve detentions, lose privileges and/or be excluded from further field trips. All school and bussing rules apply to field trips.

We encourage family and community members to become involved with our school and its activities. Please note that Foothills School Division policy requires all volunteers to complete a confidentiality form and a criminal records check prior to assisting in schools. See the office for a volunteer package. Additionally, all visitors are asked to check in at the office to receive a visitor tag.

Field Trips require and 8:1 Ratio in grades 6 / 7 and 10:1 in grade 8. Without volunteers, we cannot run our field trips. Parents who wish to volunteer for field trips should SIGN UP EARLY IN THE SCHOOL YEAR. Click [HERE](#) to review AP 490 and sign up as a volunteer at ÉSRMS! Parents that sign up as Field Trip Chaperones are there to supervise the students that they are assigned to. Due to this fact, other siblings cannot be permitted to join the field trip.

PHYSICAL EDUCATION - Gym Strip

All students are required to change from street clothes to PE clothing for Physical Education.

Colt T-shirts are mandatory for all students to wear in PE. (A short / reasonable time is allowed for Colt T-shirts to be washed however extended periods of time without a Colt T-shirt is not permitted).

Students may wear their own shorts, sweatpants or leggings to change into for PE. These can be brought from home OR can be purchased at the online "Colt Clubhouse" store. Proper running shoes are key to the safety of students during physical activities. STUDENTS MAY NOT WEAR: SLIDES, FLIP FLOPS, CROCS, FLATS, TOMS, HEY DUDES, ETC. Your PE teacher will make the decision as to whether footwear is appropriate for PE or not.

ACTIVITIES/SPORTS/CLUBS

Our students are encouraged to participate in school clubs, sporting events and social activities. These provide opportunities to make new friends with similar interests, develop school spirit and socialize in a safe environment.

Extra-curricular activities will be based on student interest and availability of adequate supervisors. Additional fees may also apply to some activities. Students can be provided with financial support to allow them to participate in these activities.

Student Expectations

ATTENDANCE MATTERS!

Parents are asked to please notify the school of any absences by leaving a message on the:

- **Student absence line @ 403-652-2346 Option 1 OR**
- **By emailing srmattendance@fsd38.ab.ca.**

If a student is absent and a call has not been received, our automated system will begin calling at 9:15 a.m. and/or emailing parent contacts requesting that you confirm the absence.

Please assist us in ensuring the SAFETY of your child by reporting ALL absences.

LATES

Students are expected to be at school and in class on time. Students must sign in at the office if they are arriving late.

Signing Out

If your student is leaving early, they **MUST** sign out at the office. This “sign out” must be initialed by a parent or school personnel prior to the student’s departure. Unless the school is notified by a family member that the student has permission to leave, that student will be marked absent and a call will go home.

TRUANCY (Skipping School)

If a student is inexcusably absent from one or more classes (or days) due to truancy, the following procedures will be followed:

- On a **first offense**, the parents will be notified and appropriate consequences will be determined.
- A **second offense** will result in a student/parent/administrator conference being held to determine appropriate consequences.
- Students who are continually late or who miss several days will be reported to the Attendance Officer.



Pay Attention to Attendance: Keep Your Child On Track in Middle and High School

Showing up for school has a huge impact on a student's academic success starting in kindergarten and continuing through high school. Even as children grow older and more independent, families play a key role in making sure students get to school safely every day and understand why attendance is so important for success in school and on the job.

DID YOU KNOW?

- Students should miss no more than 9 days of school each year to stay engaged, successful and on track to graduation.
- Absences can be a sign that a student is losing interest in school, struggling with school work, dealing with a bully or facing some other potentially serious difficulty.
- By 6th grade, absenteeism is one of three signs that a student may drop out of high school.
- By 9th grade, regular and high attendance is a better predictor of graduation rates than 8th grade test scores.
- Missing 10 percent, or about 18 days, of the school year can drastically affect a student's academic success.
- Students can be chronically absent even if they only miss a day or two every few weeks.
- Attendance is an important life skill that will help your child graduate from college and keep a job.

WHAT YOU CAN DO

Make school attendance a priority

- Talk about the importance of showing up to school everyday, make that the expectation.
- Help your child maintain daily routines, such as finishing homework and getting a good night's sleep.
- Try not to schedule dental and medical appointments during the school day.
- Don't let your child stay home unless truly sick. Complaints of headaches or stomach aches may be signs of anxiety.

Help your teen stay engaged

- Find out if your child feels engaged by his classes and feels safe from bullies and other threats. Make sure he/she is not missing class because of behavioral issues and school discipline policies. If any of these are problems, work with your school.
- Stay on top of academic progress and seek help from teachers or tutors if necessary. Make sure teachers know how to contact you.
- Stay on top of your child's social contacts. Peer pressure can lead to skipping school, while students without many friends can feel isolated.
- Encourage meaningful afterschool activities, including sports and clubs.

Communicate with the school

- Know the school's attendance policy - incentives and penalties
- Talk to teachers if you notice sudden changes in behavior. These could be tied to something going on at school.
- Check on your child's attendance to be sure absences are not piling up.
- Ask for help from school officials, afterschool programs, other parents or community agencies if you're having trouble getting your child to school.



BICYCLES, SKATEBOARDS, SCOOTERS, and e-SCOOTERS ETC

All students arriving at school on their bikes or scooters must park and **lock their unit in the appropriate outdoor rack**. It is understood that E-Scooters are an expensive mode for travel so areas to lock the scooters up are available outside where a security camera is available. The school does not accept responsibility for lost or stolen items. Bikes, skateboards, scooters, etc. are not to be ridden on campus during the day; they are for transportation to and from home and school. Students **MUST** always wear helmets when riding. This is especially true when Gr 8's are off campus during Activity Time. ([See Grade 8 Lunch Pass Agreement](#))

PERSONAL PROPERTY

The care of personal property is each student's responsibility. The school does not assume responsibility for missing items. All valuables should be left at home. If they must come to school, they should be left in a locked locker when unattended. Money, cell phones or other valuables should not be left in pockets in locker rooms or classrooms, but rather in a LOCKED locker.

SCHOOL PROPERTY

Students are to respect the school, the equipment and the grounds. Those who intentionally damage school property will be expected to cover costs of repair or replacement. If through carelessness or an accident, damage should occur, students are asked to report the incident to a staff member. Those responsible may be charged for repair or replacement.

SMOKING, VAPING, DRUGS AND ALCOHOL

Students are not to use, be in possession of, or under the influence of drugs or alcohol on school property or in the immediate vicinity of the school during the school day, during any school event or on field trips. Senator Riley is a smoke-free school; smoking, vaping and tobacco products are not allowed in the building or on the property. Violations by students may result in immediate suspension. All visitors and adults in the building are requested to honour this as well.

DRESS FOR RESPECT

Everyone is expected to dress in a manner that is appropriate to a school setting, learning environment and the weather conditions outside. Everyone should dress in a manner that shows respect and pride in oneself and the school, suits the weather conditions, and learning activities planned. Appropriate attire improves the learning environment, promotes positive behaviours, reduces discipline concerns, enhances school safety, promotes school spirit and develops confidence. Individuals who wear something considered not appropriate for a school setting, a certain activity or the weather conditions, will be asked to change, or a change of clothing will be provided.

Student Safety and Well-being

COUNSELING

The Family School Liaison Counselor may counsel students and/or act as a liaison to outside agencies who can help students and their families deal with personal difficulties.

FIRE DRILLS

Periodic fire drills will be conducted throughout the school year and will be signaled by a loud continuous ring, upon which students immediately, quietly and in an organized manner follow these drill procedures:

1. Evacuate the building through designated exits.
2. If a blocked exit occurs, evacuate to the next nearest exit.
3. Once outside of the building, go directly to the homeroom muster area on the field.
4. Stand quietly and listen for the roll call given by the teacher.
5. Remain outside until the "all clear" signal is given and attendance has been completed.
6. Should **evacuation** be necessary, we will organize our students at the Full Gospel Church or the Masonic Hall.

PROTECTION OF PRIVACY ACT (POPA)

As a public organization, the Division will manage information in a manner that supports a commitment to providing individuals a general right to access records, subject to limited and specific exceptions, as well as the right to request access to their own personal information.

The Division is also committed to protecting the personal privacy of the individual. This [administrative procedure](#) is in alignment with the legislated responsibilities outlined in the following Acts and their regulations:

- Access to Information Act, SA 2024, c A-1.4 (ATIA)
- Protection of Privacy Act, SA 2024, c P-28.5(POPA) • Education Act, SA 2012, c E-0.3 and the Student Record Regulation,

(Foothills Administrative Procedure 180)

GUIDELINES FOR RESPONSES TO THREATS OR BULLYING

- Students should be advised to tell the perpetrator of the conduct that their conduct is unacceptable and not welcomed. Tell the perpetrator to stop.
- Students should inform a school staff member if the offending behaviour does not stop or if they take serious offense to behaviour(s) they consider harassing.
- School staff are committed to helping students deal with problems of harassment including using sanctions under the School's Code of conduct, where necessary.

School staff may advise parents to seek counseling services to assist students who are either frequent recipients or perpetrators of harassment.

"Threat" and "bullying": are defined in [AP 170](#), which is available on the School Division site at www.fsd38.ab.ca or by contacting Division Office at 652-3001.

LOCK DOWN

Periodic lockdown drills will be conducted throughout the school year. In an interior lockdown situation, all students are kept in classrooms or other designated locations that are away from the danger. Staff members are responsible for accounting for students and ensuring that no one leaves the classroom areas. School personnel will also secure building entrances, ensuring that no unauthorized individuals leave or enter the building. Exterior lockdown procedures may also be used to ensure the safety of students when and if an incident occurs in the community.

HEALTH PROBLEMS AND MEDICATION

Parents must notify the office and homeroom teachers regarding any medical problems or concerns. Foothills School Division Administration Policy 316 requires written parental approval for administration of any medication by its staff members. All medications must be kept locked in the designated storage area. We do not keep Tylenol/Advil, etc. for students and are not able to dispense it from the office.

[Communicable conditions](#) (lice, scabies, infectious skin conditions, etc.) must be treated according to public health guidelines. A student who contracts such a condition will be excused until such treatment is complete. **Students must be certified safe to return to school by a public health professional or family physician.** For more information please call 811 or contact the High River Public Health office at 403-652-5450.

Parent Information

ABSENCES - 403 652- 2346 & Press "1"

Parents should notify the school of any student absences. Our answering system is available 24 hours a day. If a student is absent without parent notification the parent will be contacted by the school to confirm the absence.

STUDENT SIGN OUT

Students are not allowed to leave the school or grounds during class time without parental permission first being given to the office. Students must **check out at the office** if it is necessary to leave the building for any reason, including at lunch break. Please check in at the office when picking up a student.

STUDENT MESSAGES AND VISITORS

All doors except the front are locked during school hours, and all visitors to the school are required to check in at the office regarding their business in the school. Messages may be left for students on our student message line or at the office in person.

BUSING

Transportation Department - 403-652-6547

You can check to see if your child is eligible to ride the bus by [CLICKING HERE](#).

If a student is required to go home other than by the regular bus, a note or phone call by the parent is required and the driver is to be notified (24 hours in advance if possible) directly by parents.

Students requesting to take an additional passenger with them on the bus require a note from their parent. The bus driver is to be notified 24 hours in advance if possible, to assure space availability.

Students missing the bus at the end of the day are to report to the office immediately. The transportation department will be

notified immediately and if possible, the bus will return to pick up missed students. If the bus is unable to return, parents will be responsible for transporting their student.

Discipline on the bus and cooperation with the bus driver are essential at all times for safety. Each bus driver handles discipline problems individually, and parent contact should be made; further issues will be referred to the school.

It is important that parents and students know their bus driver's name and phone number as well as the bus route number. Behaviour while waiting for and after disembarking the bus is also expected to follow school rules.

TRAFFIC SAFETY

The area in front of the school is a bus lane between 8:00 AM and 4:00 PM. Busses pick up and drop off students before and after school and are also available for field trips during the day. Parents are requested to pick up children at the **east** end of the school in front of the gym in our angle parking area.

Please be advised that **RCMP patrol periodically at peak drop-off and pick-up times to ensure safe procedures are followed.**

PARENT/STUDENT/TEACHER CONFERENCES

Parents are strongly encouraged to take every opportunity to communicate with the staff about their student's progress, including attending conferences and interviews with their child. Dates and times for parent/teacher conferences will be published in the newsletter and on our school website. If you have a concern/question for one of your student's teachers, please call the school and arrange a mutually acceptable time to talk. École Senator Riley Middle School has a responsibility to ensure that students and staff are provided with welcoming, caring, respectful and safe learning environments that respect diversity and foster a sense of belonging and promote student wellbeing.

SCHOOL COUNCIL

In keeping with [Alberta legislation](#), [École Senator Riley Middle School Council](#) meets regularly to advise the Principal and School Board on matters relating to the school. Their overarching purpose is to support and enhance student learning. They also provide a connection to the parents and community for information and communication. This group meets once a month.

Student Code of Conduct Student

Guide to Success:

- ✓ Be on time,
- ✓ Be here every day,
- ✓ Be prepared for your classes – books, texts, materials, gym strip, etc,
- ✓ Be engaged in the work you do – do all the work asked of you,
- ✓ Be prepared to do more work and learning if necessary,
- ✓ Be a positive advocate for your own learning,
- ✓ Be a positive influence in your class, your school and your community.

ÉSRMS has a responsibility to ensure that students and staff are provided with welcoming, caring, respectful and safe learning environments that respect diversity and foster a sense of belonging and promote student wellbeing. ÉSRMS works with families and community partners to provide safe, caring, respectful, and welcoming, inclusive and equitable learning experiences that engage students to achieve their full potential in an increasingly interdependent world. ÉSRMS is committed to providing a safe learning and working environment free from bullying, harassment, discrimination, and violence. All those involved with ÉSRMS including trustees, employees, students, parents, volunteers, and community members must share in the combined responsibility of promoting a safe and caring learning environment, and eliminating bullying, discrimination, harassment, and violence. Investigation of allegations of such behaviours will be conducted in a timely and respectful manner.

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 schools as welcoming, caring, respectful and safe places focused on their individual success. It will be reviewed annually and publicly available on the school's website. 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. Behaviour may include use of electronic means (e.g. social media). Below are a list of statements that define the general expectations for conduct of all individuals that enter ÉSRMS. There are unique roles, responsibilities, and expectations for Students, Staff, Parents, and Guests that will be discussed more

specifically later in this document, but the following statements encapsulate the fundamental expectations for all individuals entering our learning community.

We focus on encouraging and promoting positive student behaviour through a variety of programs and strategies. Although the code of conduct will address issues such as consequences for unacceptable behaviour, the primary focus of the student code of conduct is to help students learn how to address issues of dispute, develop empathy and become good citizens both within and outside of the school community. Prevention programs, interventions, supports and consequences to address inappropriate behaviour are outlined in our progressive discipline continuum and the development of positive student behaviour is a shared responsibility between students, staff and parents.

Responsibilities of Students, Staff and Parents:

While the above is a general code of conduct for all individuals that enter ÉSRMS, the development of positive student behaviour is a shared responsibility between students, staff and parents. This section will better outline more specific roles of our various stakeholders.

1. Students

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 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 an impact on the school environment, there may be consequences or interventions for inappropriate behaviour. In accordance with the Education Act students are expected to conduct themselves in accordance with the School Student Code of Conduct developed by school leadership, staff, students and community.

Students are expected to conduct themselves in accordance with the School Code of Conduct which includes (but not limited to):

1. Be ready to learn and actively engage in and diligently pursue your education
2. Attend school regularly and punctually
3. Cooperate with all school staff
4. Know and comply with the rules of the school
5. Be accountable to your teachers and other staff for your behaviours
6. Respect yourself and the rights of others in the school by demonstrating appreciation of diversity of all school members
7. Ensure your conduct contributes to a welcoming, caring, respectful, inclusive and safe learning environment that fosters a sense of belonging
8. Refrain from, report and discourage bullying or bullying behaviour
9. Inform an adult you trust in a timely manner of incidents of bullying, harassment, intimidation or other safety concerns in the school
10. Always demonstrate behaviours that positively contribute to and honour your school and community

Education Act:

Student responsibilities

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) cooperate 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.

Examples of possible interventions or consequences as outlined in our Progressive Discipline Continuum that take into account student's age, maturity and individual circumstances include: social & emotional programming, behaviour & self-regulation strategies, restorative practices, collaborative problem solving, lagging skills assessments and strategic action plans, referrals for other supports and services, character education, coaching & counselling, student support groups/meetings, student/school/parent conferences, risk assessments and safety plans, mentorships, alternative learning spaces and modified lunches/breaks, loss of privileges, breaks & re-sets, detentions, suspensions or expulsions.

2. Staff: Supports, Interventions and Consequences

A continuum of supports addresses how ÉSRMS 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. In creating a continuum of supports staff consider:

- 2.1 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.
- 2.2 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;
- 2.3 Students feel safe, important and trusted and have the opportunity to develop, assume and maintain responsibility and self-motivation;
- 2.4 There is a joint effort to learn and a feeling of mutual respect among staff, students and parents;
- 2.5 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;
- 2.6 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.

A continuum of supports addresses how ÉSRMS will support students impacted by inappropriate behaviour and to those students who engage in inappropriate behaviour. Support, not just consequences, will be provided to those students that engage in inappropriate behaviour as denoted by a Progressive Discipline Continuum including evidence-based practices such as mentoring, restorative processes, student advisories, peer support networks, regular check-ins with teachers or school's counsellors, counselling, re-sets, suspension and/or expulsion.

3. Parents

Parents are partners with respect to their child(ren)'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. ÉSRMS believes that the role of the parent with respect to education, will:

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

Education Act:

Parent responsibilities

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

Progressive Discipline Continuum

MINOR Infractions: Behaviours that are not a safety risk to self or others but demonstrate non-compliance to school code of conduct or classroom agreements. These behaviours may have some impact on student learning and should be dealt with

initially by the staff member who observes the behaviour. On the school yard/premises this would be the supervisor, in the hallways this would be any staff that sees the behaviour, and in the classroom, this would be the teacher (may be supported by EA/YDC).

MODERATE Infractions: Behaviours that could lead to a safety risk to self or others, including physical, emotional, and psychological. These behaviours may have significant impact on the social-emotional well-being of others and/or student learning, and should be dealt with by the Support Team including as appropriate the teacher, EA, LC, FSLC, Counsellor, YDC, parents, admin. Consequences of unacceptable behaviour will take into account the student's age, maturity, and/or individual circumstances. All worrisome behaviour must be reported to the administration.

MAJOR Infractions: Behaviours that are deemed by staff to be harmful to self or others.

NOTE: All threatening and high-risk behaviour must be documented and reported to administration. Administration will follow protocols to engage in threat assessments when necessary.

Education Act: Student Discipline

Suspension

- (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.

Expulsion

- (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.

(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.

Glossary

Respect: To show regard for or consideration for others.

Harassment: Any behaviour that in effect or intent disparages, humiliates, or harms another person or class of persons. It is behaviour that denies dignity and respect and is demeaning and/or humiliating to another person or class of persons.

Harassment may include, but is not limited to, references related to age, national or ethnic origin, religion, gender, sexual orientation, disability, race and/or sources of income or family status. Sexual harassment is any unwelcome behaviour that is sexual in nature. Such behaviour may directly or indirectly affect or threaten to affect in an adverse manner a student's well-being and/or learning environment. The behaviour does not need to be intended as harassing to be considered as personal harassment. It is sufficient that one knows, or ought reasonably to know, that his/her behaviour is offensive and unwelcome. Harassment is not a relationship of mutual consent. It is any action including, but not limited to verbal, physical, written and cyber messaging that is unwelcome or intimidating and denies individual dignity and respect.

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). Discrimination on the basis of race, religious beliefs, colour, gender, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, creed, sexual orientation, and citizenship is prohibited. **Bullying:** According to Alberta Education (2016) 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.

References

School Act, Alberta Education (June 2015).

Welcoming, caring, respectful and safe learning environments. Developing an Effective Code of Conduct (2015); The Society for Safe and Caring Schools and Communities (ASBA)

Nova Scotia Provincial School Code of Conduct (2015)

Ontario Ministry of Education, 2009 staff about any concerns regarding Student Code of Conduct

Highwood High School Student Handbook