

# Calgary Changemakers in Education Society

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## Code of Conduct

In keeping with Alberta legislation and our mission, Calgary Changemaker School has the responsibility to ensure and provide a safe and positive teaching and learning environment for all members of our community. Our Code of Conduct outlines a general framework for behavioural expectations for everyone who enters our community. It is expected that everyone within our community will interact in a manner that supports and maintains the values and principles outlined in this document.

### Purpose:

- Providing all students with a welcoming, caring, respectful, and safe learning environment that respects diversity and fosters a sense of self, sense of purpose and sense of belonging;
- Establishing a reasonable and caring balance between individual and collective rights, freedoms and responsibilities within the school community;
- Publishing written expectations for behaviour while at school, at school-related activities, or while engaging in activities that may have an impact on others in the school.

The Code of Conduct shall apply to all school community members when any school activity is being conducted. Calgary Changemaker School recognizes that expectations for community members increase with the age, experience, learning capacity, and maturity of the individual. Any behaviours, or patterns of behaviour, that adversely affect the school climate, operation, or learning of others will be considered a breach of the Code of Conduct. Appropriate interventions will be used to remedy negative conduct.

Receipt of this document implies understanding and agreement to adhere to its principles and expectations.

### I. Guiding Principles:

At Calgary Changemaker School we believe that:

- All people have the right to be treated with respect and dignity irrespective of age, gender, ethnicity, status, ability or sexual orientation.

- All school community members have the right to feel safe at school.
- All school community members have the right to express their opinions in a respectful manner and be heard.
- All school community members have the right to move throughout the day, to take breaks as needed and to spend time learning and playing outdoors and in a natural environment.

## II. Conduct Expectations:

In keeping with the mission and vision of Calgary Changemaker School, each member of our community is responsible for acting positively in support of a welcoming, caring, respectful and safe teaching and learning environment that respects diversity and fosters a sense of self, sense of purpose and sense of belonging by:

- Acting at all times in keeping with the vision and mission of the school;
- Respecting oneself and the rights of others in the school;
- Conducting oneself in a manner that contributes to a welcoming, caring, respectful, empathetic and safe teaching and learning environment that respects diversity and fosters a sense of self, sense of purpose and sense of belonging.

### Students

Students must demonstrate an ability to know and follow the values and expectations of Calgary Changemaker School and behave accordingly. Acceptable behaviour is demonstrated when a student:

- Arrives at school on time, ready to learn to the best of their ability;
- Is respectful of themselves, others, and those in authority;
- Is respectful of the school's and others' property;
- Dresses properly in a clean and tidy Calgary Changemaker School uniform;
- Refrains from bringing anything to school that detracts from theirs or others' learning, the privacy of others, or the safety of others;
- Actively contributes to a safe, polite, caring, and orderly school learning environment;
- Follows established ethical and legal principles and rules established by society;
- Reports conduct concerns such as bullying, abuse, harassment, intimidation, threats, or violence immediately to a responsible adult;
- Communicates honestly, attentively, and in a forthright manner;
- Solves problems peacefully using strategies encouraged by the school;
- Takes responsibility for his or her own actions and the interventions developed for inappropriate behaviours;
- Does not leave school grounds at any time without being accompanied by a parent/guardian (or having written permission from parents/guardians) and without notifying both the office and teacher if leaving early.

**Student responsibilities as per Section 31 of the Education Act:**

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) co-operate 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.

**Bus Code of Conduct**

Student behaviour on the school bus is expected to be the same courteous and respectful behaviour that is accepted at school. Students are expected to comply with the following:

- The driver is completely in charge of the bus and his/her directions must be obeyed at all times.
- Students should conduct themselves in a quiet, courteous manner with no fighting, scuffling, and/or use of loud or obscene language, etc. that might distract the driver from the safe operation of the vehicle.
- Students must remain seated at all times. Do not extend arms, legs or head out windows or into the aisles
- The driver may assign or change specific seating as necessary throughout the school year.

The driver will report any student who is not following proper student conduct to Administration for further action.

**Parents/Guardians**

Parents/Guardians play a very important role in the education of their children and have the responsibility to support school staff in maintaining a safe and positive learning environment for all members of the school community. Parents/guardians accomplish this role by:

- Monitoring and showing active interest in their child's work, progress, and conduct;
- Communicating regularly with the school, and respecting the confidentiality of matters of discipline;

- Providing necessities for quality learning such as healthy meals, appropriate levels of sleep, hygiene, medical needs, appropriate dress, and classroom materials;
- Ensuring student punctuality and promptly reporting valid reasons for tardiness or absences;
- Reviewing the Calgary Changemaker School Code of Conduct with their children;
- Assisting school staff in dealing with issues of behaviour requiring intervention and discipline;
- Demonstrating respect for all members in the school community;
- Modeling expectations of conduct held for students.

**Parent responsibilities as per Section 32 of the Education Act:**

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.

**Visitors**

Visitors and volunteers in the school community play an essential part in the enrichment of our programming and can make our school a more positive and safe environment for students. Visitors are expected to respect the rules of the school, and in return, they can expect to share a safe and meaningful experience. Students are to be treated with respect and dignity. We recognize the Human Rights Code and will not tolerate discrimination (i.e. when someone is treated differently and poorly because of their race, colour, ancestry, place of origin, religion, physical or mental disability, sex, sexual orientation or gender identification, etc.)

**Administration**

Administration will take a leadership role consistent with the Education Act, and within the bounds of their legal, professional, and ethical responsibilities, are expected to hold those within the school community to the highest standard of socially and personally responsible behaviour, by:

- Acting professionally;

- Acting with care and commitment to facilitate quality learning and working experiences in a safe environment;
- Holding everyone under their authority accountable for their behaviours and actions;
- Communicating regularly, meaningfully, and helpfully with all members of the school community.

### Teachers and School Staff

Teachers and School Staff, under the leadership of administration, consistent with the Education Act, and within the bounds of their legal, professional, and ethical responsibilities, are expected to hold those within the school community to the highest standard of socially and personally responsible behaviour. They accomplish this role by:

- Acting professionally;
- Helping students learn to their full potential;
- Communicating regularly and meaningfully with parents and administration;
- Demonstrating respect for everyone within the school community;
- Maintaining consistent standards of behaviour;
- Modeling and providing guidance and skills for socially responsible conduct.

### III. Unacceptable Conduct:

Calgary Changemaker School has a Zero Tolerance Policy on Abuse, Harassment or Violence. Unacceptable behaviours that may negatively affect a member of the Calgary Changemaker School community or the school's learning environment, whether electronically, in or outside of the school or school hours, include, but are not limited to:

- **Discrimination.** No student, staff member or person may discriminate against another person on the basis of an individual's race, colour, ancestry, place of origin, religious beliefs, gender (including pregnancy, sexual harassment, and gender identity) physical disability, mental disability, marital status, family status, source of income or sexual orientation.
- **Illegal activities** including, those involving illegal or restricted substances, possession or use or threat of use of weapons, and theft or damage to property.
- **Acts of bullying:** *repeated and hostile or demeaning behaviour toward an individual in the school community where the behaviour is intended to cause harm, fear or distress to another individual or group.*
- **Harassment:** *deliberate improper conduct comprising of objectionable act(s), comment(s) or display(s) that demean, belittle, or cause personal humiliation or embarrassment, and any act of intimidation or threat. It also includes harassment within the meaning of the Canadian Human Rights Act (i.e. based on race, national or ethnic origin, colour, religion, age, sex, sexual orientation, marital status, family status, disability and pardoned conviction).*
- **Physical abuse, violence or intentional force** that results in physical harm or injury to an individual including pushing, shoving, slapping, kicking, punching, hitting, spitting,

pinching, pulling hair, choking, throwing things, hitting victims with an object, and using or threatening to use a weapon.

- **Sexual abuse** or any unwanted or non-consensual sexual contact, touching or behaviour that violates the sexual integrity of the victim and includes forced unwanted sex or sexual touching in any form, and denial of a person's sexuality.
- **Verbal abuse** or any form of abusive behaviour involving the use of language or words to cause harm to the person being spoken to (criticizing, name-calling, blaming, shouting, insulting, intimidating, threatening, shaming, demeaning or derogatory language). It can occur without the use of expletives or profanity. Verbal abuse is a pattern of behaviour that can seriously interfere with one's positive emotional development and over time, can lead to significant detriment to one's self-esteem, emotional well-being and physical state.
- **Acts of retribution** against an individual who has intervened to prevent bullying or informed about bullying or other unacceptable behavior.

Acceptable conduct is everyone's responsibility, including staff, students, Board Members, volunteers and outside contractors. The school reserves the right to determine the acceptability of behaviours in relation to the school as guided by the Calgary Changemaker School Code of Conduct and Calgary Changemaker School policies and procedures.

#### IV. Student Discipline and Consequences:

Students are expected to conduct themselves in keeping with their responsibilities as students. Student discipline is not judgmental, arbitrary, confusing or coercive: rather, it shows individuals what they have done; it gives them ownership for the problem; it provides a process for solving the issue they have created; and it leaves their dignity intact.

The goal is to instruct, teach, guide, and help children develop self-discipline so that learning can be maximized for all students. The school will investigate each instance of unacceptable conduct and pursue disciplinary action in a matter consistent with the principles of fundamental justice and the Calgary Changemaker School's student discipline policy and as outlined in this Guide.

Minor breaches of this code of conduct are handled effectively through a restorative justice approach and in an informal manner on a daily basis and may not warrant documentation or communication. Interventions are handled at different levels depending on the seriousness of the breach of conduct, the age and maturity level of the individuals involved and as guided by this document.

Disciplinary action for unacceptable behaviour as outlined in this code of conduct may include:

- a) Written warning to both students and parents/guardians indicating that future misconduct will result in more serious discipline.

- b) Restitution to the school or affected individuals and repair of any damage.
- c) Community service work.
- d) Implementing a Behaviour Support Plan with graduated consequences .

In grave circumstances, an individual found to have engaged in unacceptable conduct may be subject to possible suspension or expulsion.

**Suspension as per Section 36 in the Education Act:**

(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 as per Section 37 in the Education Act:**

(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 wilful, blatant and repeated refusal to comply with section 31,
- (b) the student has displayed an attitude of wilful, 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) 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, and the student if the student is 16 years of age or older,
- (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.

## V. Remediation and Support

In order to foster a positive learning environment, Calgary Changemaker School will engage in reasonable and caring efforts to support both the individual(s) who may have been the subject or victim(s) of unacceptable behaviour(s) and to support perpetrators of unacceptable conduct to improve their conduct.

Supportive actions used by Calgary Changemaker School may include, but are not limited to:

- Mentoring of individual students by older students;
- More focused attention to individual students;
- Regular follow-up meetings of specific teachers with individual students;
- Counseling; and
- Restorative justice processes.

Learning how to solve problems and handle social situations is an important part of a child's development. We encourage students to communicate with each other to resolve unwanted behaviours. We have a common approach to social-emotional learning.

Under adult supervision and guidance, we give our students every opportunity to engage in solving their own problems.

When problems do occur, we suggest:

**FIRST:** Tell the person that you do not like what is happening and ask him/her to stop.

**SECOND:** If the person continues to bother you, then go to an adult you trust.

**THIRD:** The adult will have the students discuss their problem and come to an agreeable solution. The adult will advise the homeroom teacher and/or administration of any ongoing concerns/problems that arise.

Supervisors/teachers will voluntarily step in to assist students when necessary and stop inappropriate behavior. Students are encouraged to ask for help and are taught 'It's not tattling – it's problem solving.' Parents are encouraged to communicate with teachers and administration any ongoing concerns or problems that students might be expressing at home. Calgary Changemaker School takes great care to arrive at thoughtful, fair, and consistent consequences. Consequences are designed to prevent reoccurrence, teach socially appropriate behaviour to the student who offends and to the school community, and to ultimately provide for a safe and positive learning environment.

Actions may be progressive, or they may require an appropriate immediate higher level of response. They may be utilized in combination or in isolation, increasing or decreasing in seriousness as needed.

## VI. Rising Expectations

Age, experience, learning capacity, and maturity all play roles in determining the progression of expectations for members of the school community. As people grow and mature, they are more able to make appropriate decisions and take a greater responsibility for their conduct. Children progressing through their school years are expected to:

- Acquire greater knowledge and understanding of their behaviour and its impact on others;
- Learn appropriate decision-making strategies;
- Increase their ability to demonstrate self-discipline;
- Increase their ability to take personal responsibility for their actions and learning; and
- Be subject to increased consequences for inappropriate behaviour.

## VII. Notification

For all serious breaches of the Code of Conduct and/or the Calgary Changemaker School Parent and Student Policies and Procedures:

- Students will be notified in every instance.
- Parents of student offenders and parents of student victims will be notified.
- Board members will be notified as required by policy.
- Police and/or outside agencies will be notified as required by law or for professional advice beyond the scope of school personnel.
- All Parents will be notified when a need is determined by school administration to reassure the school community that action(s) addressing serious concerns were implemented when necessary.

Aggressive, harassing and abusive behaviour towards staff, parents and students will NOT be tolerated in classrooms, at school events, at bus stops or on school grounds including parking lots or outdoor spaces at any time of the day. Failure to adhere to this policy may result in the child and/or family being expelled from Calgary Changemaker School.

*This Code of Conduct will be reviewed annually and is posted on the publicly accessible policy section of our website. This policy will be sent to all Calgary Changemaker School families and will be provided upon request to any individual.*

**Board Approval:** January 2 2020  
**Effective Date:** January 2 2020

REVIEWED, UPDATED & APPROVED: March 2021  
**Next Review Date:** January 2022