

# École Champs Vallée School

## SCHOOL EXPECTATIONS

*(Last updated August 2024)*



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# TABLE OF CONTENTS

<b><u>Section</u></b>	<b><u>Page Number</u></b>
Statement of Purpose & Sources	2
Definitions	2
Action Statement	3
ÉCVS Students Rights	3
Students Responsibilities as per the Education Act	3
Progressive Discipline Policy	4
Consequences	5
Suspensions, Expulsions & Probation	5-8
Appeals Procedure	8
School Attire	8
Adult Guidance	8
Situational Respect & Responsibility	9-10
Guest Teacher Expectations	10
Illegal Products and Substances	11
Student Searches	11
Lockers	12
Device Usage and Responsible Use of Technology	12-13
Off-Campus Education, Extra-Curricular Activities & Field Trips	13
School Sporting Events	13-14
Dances and Other After-School Activities	14
Student-Athlete Code of Conduct	14
Attendance and Punctuality	14-16
Before and After School	16
Recess/Lunchtime	16-17
Parental Responsibilities	17-20

## STATEMENT OF PURPOSE & SOURCES

At ÉCVS, the goal of our Student Expectations document is to maintain a positive, productive and safe learning environment for all members of our school community. More specifically, the term “conduct” refers to a person’s behaviour, attitudes, and effort while at school or while involved in school-related activities. We understand that learning to adhere to a code of conduct can be a process for students, and therefore a policy that clearly states expectations and outlines discipline procedures is essential to fostering a positive, safe and productive learning environment for all.

The ÉCVS School Code of Conduct establishes the parameters for student behaviour and academic effort and is based on the *Province of Alberta Education Act* and is also based on policies established by Black Gold School Division. It was created in conjunction with and refers to the following documents and policies either directly or indirectly:

- [Alberta’s Education Act](#)
- [Alberta Human Rights Act](#)
- [Black Gold School Board Policies](#)
- [Black Gold Administrative Policies](#)

## DEFINITIONS

For the sake of clarity, please refer to these definitions for some of the following terms:

**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 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.

**Respect:** To show regard or consideration for others.

## ACTION STATEMENT

A policy is only as effective as those people who support it. All stakeholders at ÉCVS will carry out this policy with the intent to achieve the overall goal of fostering and developing a self-disciplined and positive staff and student body.

## ÉCVS STUDENTS RIGHTS

Students have the right to:

- a) feel safe at school.
- b) a school environment free from bullying, harassment and discrimination on the basis of *“race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation of that person or class of persons or of any other person or class of persons.”* (Alberta Human Rights Act - Section 4)
- c) seek out a member of staff to report any incidents of bullying, harassment or discrimination.
- d) be treated with respect and dignity by all members of the school community, both staff and students.
- e) have adults take a genuine interest in their concerns or perspectives, and have those concerns and perspectives viewed as legitimate, important, and worth listening to and clarifying.
- f) an education which addresses individual needs and individual potential.

## STUDENTS RESPONSIBILITIES AS PER THE *EDUCATION ACT*

As with any set of rights, they come with responsibilities. We expect all students to adhere to these responsibilities. **Section 31 of the Government of Alberta’s Education Act** states that a student 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
- i) positively contribute to the student’s school and community.

*A student who fails to adhere to these responsibilities may be met with disciplinary action in accordance with our progressive discipline policy (outlined below). It is important to note that*

*students will be held accountable for conduct that occurs outside of the school building or school day and electronically (e.g. social media), if the conduct negatively affects a member of the school or interferes with the school environment. While school staff are not able to control what students do outside of school, where that behaviour spills into the school environment, there may be consequences for the behaviour.*

## SPECIAL MENTIONS

The following responsibilities deserve special mention:

- Students must **cooperate fully and respectfully with all staff**, in or out of class. This expectation extends to support staff, bus drivers, custodians, coaches or supervisors and substitute teachers. Students are expected to conduct themselves in an exemplary fashion according to all regular school and classroom rules.
- Copying of others' work and other forms of cheating/plagiarism are serious infractions. They may result in a student receiving a grade of zero (at the teacher's discretion) and/or being suspended.
- Students who chronically disrupt the learning environment in the classroom by being late, off-task, argumentative, or in any other manner interfering with others' learning may be subject to consequences should there be no change following attempts at intervention.
- **Harassing behaviour**, whether physical, verbal, non-verbal or electronic is considered bullying and will not be tolerated. Students engaging in this type of activity will be dealt with by the administration and possibly the RCMP, and risk being suspended or recommended for expulsion.
- Vandalism to BGRS property will not be tolerated and those responsible will be held accountable financially, as per section 257(1) of the **Education Act**.
- Theft will be dealt with by the school administration and the RCMP will be involved when appropriate.
- While the custodial staff is responsible for maintaining the school, students should help the custodians by keeping the building and grounds clean and free of garbage, graffiti or dangerous material.

## PROGRESSIVE DISCIPLINE POLICY

As incidents arise, it is recognized that each situation is unique. Incidents are managed in a consistent manner to ensure that fairness is integral to the process. Please note that fair does not mean equal. Within this process, consideration for consequences will be given for:

- student age
- frequency of incidents
- nature and severity of incidents
- student exceptionalities
- extenuating circumstances
- impact on the school climate

Progressive Discipline is a range of early and later interventions, supports, and developmentally appropriate consequences, and includes opportunities for students to learn from mistakes and

that focus on improving behaviour. These may include, but are not limited to:

- Student Success and Character Development strategies and programs;
- providing students with the opportunity to learn life skills such as conflict resolution, anger management, and communication skills;
- utilizing models based on the concepts of peer mediation and/or peer counselling;
- documenting incidents requiring disciplinary measures, and applying the mitigating factors;
- being sensitive to unique circumstances which may affect student behaviour;
- ensuring that contact with the parent(s)/guardian(s) of students, under the age of eighteen, is made early in the disciplinary process;
- maintaining contact with the parent(s)/guardian(s) and involving them in a plan to improve the behaviour until the behaviour is acceptable.

## CONSEQUENCES

The school will use a range of interventions, supports and consequences that include learning opportunities for reinforcing positive behaviour while helping students to make good choices. The application of consequences, supports and interventions are determined by the incident and the individual students involved. The following are some examples of potential consequences and supports/interventions, in no particular order.

### **Examples of Consequences:**

- verbal reminder
- warning
- review of expectations/rules
- written or verbal apology
- recess: walk with the teacher
- letter written to parent
- phone call home
- restitution in time, money, or community service
- in-school community service
- loss of recess
- loss of in-school privileges
- loss of field trip privileges
- loss of school team/club privileges
- suspension from the bus
- in-school suspension for one class
- in or out-of-school suspension
- expulsion

### **Examples of Supports/Interventions:**

- reflective paragraph/essay
- problem-solving
- conflict mediation
- social stories
- discussion with parents (next steps, solutions)
- conference with others involved
- restorative justice
- discussion with Principal/A.P.
- positive reward system
- Attendance support
- student/teacher/parent meeting
- case conference with school staff and/or Board consultants
- referral to outside agencies
- Suspension/Expulsion Program

## SUSPENSIONS, EXPULSIONS & PROBATION

School staff will work with students and parents to address behaviours and decisions that contravene our student/school code of conduct, however, suspensions can still be administered. Student suspensions can range from one period to five days and can be served in or out of school at the discretion of the Principal.

While serving a suspension, it should be noted that students are not allowed to participate in extracurricular activities, nor are they allowed on school property if their suspension is being served out of school. Additionally, students who receive a suspension may not be allowed to participate in school field trips for the remainder of the semester in which the suspension occurred, or for a longer period of time as determined by the Principal.

**Section 36 (Suspension) of the Education Act states:**

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.

**Section 37 (Expulsion) of the Education Act states:**

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) 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, 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

**In addition to the *Education Act* standards, Black Gold School Division's Administrative Procedure 350 on Student Conduct considers the following specific misbehaviours to be grounds for possible probation, suspension or expulsion:**

- Conduct injurious to the physical or mental well-being of others in the school;
- Willful damage to public property;
- Possession of prohibited items (weapons) and/or prohibited substances (alcoholic beverages, tobacco products, and/or other narcotics or drugs) on school property, or at school-sponsored functions;
- Being under the influence of alcohol and/or other narcotics or drugs while on school property, or at school-sponsored functions;
- Use of profane or improper language; and
- Bullying

**School and Division Probation**



Black Gold policy recommends that students who are in violation of the expectations for student conduct be placed on School Probation. This probation serves as a clear reminder to the student to make more responsible choices.

If a student does not change their behaviour, a recommendation for Division Probation may be made to the Board. A hearing will be set and will include the Superintendent of Schools, a board member, the principal, the student and their parent(s).

## APPEALS PROCEDURE

On receiving a complaint regarding a disciplinary action, the school shall first try to resolve the issue informally:

- The principal and/or other staff shall explain the school's policy and procedures to the complainant.
- The principal and/or other staff shall review the disciplinary action.
- If the issue cannot be resolved at the school level, the complainant may appeal to higher authorities in the following order: Superintendent of Black Gold School Division, Board of Trustees, and Minister of Education.

## SCHOOL ATTIRE

One's choice of dress reflects one's respect for oneself and the community. Students may choose modern styles, but we expect them to dress in a manner that promotes a safe and caring learning environment. We believe:

- Attire that portrays explicit or implicit messages of profanity, sexuality, discrimination or illegal activities is considered unacceptable at school or at school-sponsored events.
- Students are expected to be dressed and prepared for full and safe participation in all daily learning activities.
- Underwear should not be visible.
- We do allow students to wear hats, however, for safety and security, any hats, toques, hoods and/or head coverings (unless of a religious nature) that mask or obscure one's identity shall not be worn in the school.
- Students who wear inappropriate attire will be referred to the office to see the Administration.

## ADULT GUIDANCE

At our school, we value the guidance and support provided by all adults within our community. Students are expected to listen attentively and respectfully to instructions, advice, and guidance **from all staff members**, not just their assigned teachers. Whether it be administrators, counsellors, support staff, or substitute teachers, every adult plays a crucial role in fostering a safe and supportive learning environment. By actively engaging with and

respecting the guidance of all adults, students contribute to a culture of collaboration, respect, and mutual support, enhancing the overall educational experience for everyone.

## SITUATIONAL RESPECT & RESPONSIBILITIES

For the sake of clarity, we have developed the following chart to help explain students' responsibilities and expectations of respect at different common locations/during common activities throughout the school.

Break/Recess	Learning Commons	Hallways	Restrooms
<p style="text-align: center;"><b>Respect</b></p> <ul style="list-style-type: none"> <li>- Go out for recess immediately when the bell rings</li> <li>- Follow adult directions</li> <li>- Include others in games. Be a good sport</li> <li>- Head inside quietly &amp; quickly when the bell rings at the end of recess</li> <li>- Responsible &amp; respectful interactions with everyone</li> </ul>	<p style="text-align: center;"><b>Respect</b></p> <ul style="list-style-type: none"> <li>- Use a quiet voice</li> <li>- Walk in quietly with staff permission</li> <li>- Use computers respectfully</li> <li>- Follow check-out rules</li> <li>- No eating or drinking in the Learning Commons</li> </ul>	<p style="text-align: center;"><b>Respect</b></p> <ul style="list-style-type: none"> <li>- Use a quiet voice</li> <li>- Follow staff directions</li> <li>- Keep hands to yourself</li> <li>- Walk at all times</li> <li>- Walk quietly in a line when requested</li> <li>- Only visit lockers at designated times</li> <li>- Do not disturb other classrooms or students</li> </ul>	<p style="text-align: center;"><b>Respect</b></p> <ul style="list-style-type: none"> <li>- Use a quiet voice</li> <li>- Respect the privacy of others</li> <li>- Use at designated times</li> <li>- Keep clean</li> <li>- Only one person in a stall at a time</li> <li>- No drawing on the walls</li> </ul>
<p style="text-align: center;"><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>- No use of any form of physical restraint against other students, even in "fun" or as a "practical joke."</li> <li>- No rough-housing and play-fighting.</li> <li>- Be respectful of our school neighbourhood</li> <li>- Use equipment properly and bring all equipment in after</li> <li>- Respect the grounds and plants</li> <li>- Play in designated areas</li> <li>- Dress appropriately for the weather</li> </ul>	<p style="text-align: center;"><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>- Return books on time</li> <li>- Treat books appropriately and be accountable for books checked out</li> <li>- Push in chairs and keep your area clean</li> </ul>	<p style="text-align: center;"><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>- Label and keep track of your own belongings</li> <li>- Accept responsibility for your own behaviour</li> <li>- Don't push others</li> <li>- Help to keep the school clean</li> </ul>	<p style="text-align: center;"><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>- Use before and after recess or during breaks</li> <li>- Wash your hands and exit promptly.</li> <li>- Use the washroom only for its intended purpose</li> </ul>

Technology	Classroom	Gym	Before/After School
<p><b>Respect</b></p> <ul style="list-style-type: none"> <li>- Carry the closed device with two hands</li> <li>- Place a computer in its designated space in the cart and plug it in</li> <li>- Follow grade level and teacher expectations</li> </ul>	<p><b>Respect</b></p> <ul style="list-style-type: none"> <li>- Follow any classroom teacher's rules</li> <li>- Use a quiet voice</li> <li>- Keep hands to self</li> <li>- Follow adult directions</li> <li>- Listen to others</li> </ul>	<p><b>Respect</b></p> <ul style="list-style-type: none"> <li>- Wait for the teacher before getting the equipment</li> <li>- Play fair</li> <li>- Listen to all the teacher's expectations and instructions</li> </ul>	<p><b>Respect</b></p> <ul style="list-style-type: none"> <li>- Respectfully wait for your transportation method</li> <li>- Keep hands to self</li> <li>- Follow adult directions</li> </ul>
<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>- Log on and off promptly</li> <li>- Use the appropriate programs for learning purposes</li> <li>- Follow the rules agreed to on the Acceptable Use Policy</li> <li>- Let an adult know immediately if there is any misuse or damaged technology.</li> </ul>	<p><b>Responsibility</b></p> <p>Strive for excellence:</p> <ul style="list-style-type: none"> <li>-be prepared</li> <li>-be engaged</li> <li>-try your best</li> <li>- Help keep your classroom tidy</li> <li>- Push in chairs and keep your area clean</li> <li>- Accept responsibility for your own behaviour</li> </ul>	<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>- Label and keep track of your own belongings</li> <li>- Accept responsibility for your own behaviour</li> <li>- Help to keep the school clean</li> <li>- Take anything with you that you brought into the gym (Clothes, etc.)</li> </ul>	<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>- Before School - Enter via designated doors and go to your assigned class</li> <li>- After School - Leave through the appropriate doors.</li> <li>- Arrive at school on time and leave promptly once the day is finished.</li> </ul>

## GUEST TEACHER EXPECTATIONS

There may be occasions when a student's regular teacher is unavailable, and a replacement teacher will step in to continue the lessons. To ensure a smooth transition and productive learning experience, we have outlined the following expectations:

1. **Respect:** Show the same level of respect to the replacement teacher as you would to your regular teacher. Treat them with courtesy and kindness.
2. **Cooperation:** Cooperate with the replacement teacher by following instructions, participating in class activities, and completing assigned tasks to the best of your ability.
3. **Attentiveness:** Pay attention during class and refrain from disruptive behaviour. This helps create a conducive learning environment for everyone.
4. **Helping Hand:** Assist the replacement teacher by helping classmates who may need guidance or support. Collaboration fosters a positive learning atmosphere.
5. **Communication:** If you have any questions or concerns, feel free to communicate with the replacement teacher respectfully. They are here to support you and address any academic challenges you may encounter.

## ILLEGAL PRODUCTS & SUBSTANCES

As per Alberta law; All BGSD buildings, facilities, vehicles, and grounds are designated tobacco and cannabis-free zones. Smoking, vaping or consuming tobacco or cannabis is prohibited in any form. This includes but is not limited to: oils, edibles, vaporizers, snuff, electronic cigarettes, water pipes/pipes, hookahs and other paraphernalia.

Let us be clear; it is not permissible to smoke anything, anywhere on school property. By smoking on school property, students are infringing upon other students' rights to have a safe, clean and welcoming school environment.

When students are found to be in possession of, or have used, an illegal substance(s) during school hours, the following disciplinary actions may take place at the discretion of the Principal:

### **Possession of illegal products and substances:**

May result in an in-school or out-of-school suspension, increasing in length with repeated offences

### **Use of illegal products and substances:**

May result in an out-of-school suspension, increasing in length with repeated offences

May result in referral to the RCMP/School Resource Officer (SRO)

Searches of property are permitted with reasonable grounds and must follow the [BGSD Administrative Procedure 354](#).

[Illegal Substances Fair Notice Document](#)

## STUDENT SEARCHES

A student's person, student articles and objects and school property used by a student are subject to search. Searches must be conducted in accordance with [BGSD Administrative Procedure 354](#).

In accordance with [BGRS Administrative Procedure 354](#), searches may be conducted for any of the following reasons:

- When there are reasonable grounds to believe that there has been a breach of school rules or discipline and that the search will reveal evidence of the violation; or
- In an investigation of a violation of school discipline; or
- As a matter of school welfare or safety.

## LOCKERS

Students are responsible for the maintenance and cleanliness of their locker.

All lockers:

- are chosen at the beginning of the school year & may be shared with the approval of the office
- are to be locked - combination numbers must be supplied to the office
- will be accessed (unauthorized locks cut off and contents removed) in order to accommodate the student to whom the locker was assigned
- remain the property of Black Gold School Division and as such, may be opened and searched, without notice, at any time by an administrator or agent of the Board
- should not contain large sums of money or other valuable articles - Money or valuables should be taken to the general office for safe-keeping
- students should never leave valuables unlocked in the gymnasium change rooms.

## DEVICE USAGE & RESPONSIBLE USE OF TECHNOLOGY

To support students' academic, social and emotional well-being, ECVS follows a policy to restrict student access to cell phones during all teaching and learning time. **Cell phones and personal listening devices, such as AirPods, are not permitted on school property, including the gym, at any time during the school day.** All students are aware that their devices may be confiscated until the end of the day or until a parent/guardian picks them up.

*Students who bring cell phones or other personal electronic devices to school are expected to keep them turned off and stored out of sight. School staff are not responsible for lost or stolen devices.*

**Students in Kindergarten to Grade 6** are **not permitted to use cell phones, personal listening devices, or gaming devices at any time during the school day**, including at lunch or recess. Elementary students who bring cell phones to school must ensure they are on silent and secured in a closed backpack or locker during the school day. If students are found to be using a device during the day, the device will be confiscated and kept until the end of the day. Parents will be contacted by the teacher. If it continues to be a persistent problem (three or more times), students may be asked to no longer bring the device to school or check it in with their teacher.

**Students in Grades 7 to 9** may choose to use cell phones/personal listening devices during the **first part** of lunch (11:23-11:55) **when outside**. However, we strongly encourage students to participate in activities that do not include phones (e.g. intramurals, outdoor activities, visiting with friends). Cell phones must be turned off and secured in a locker during instructional time and breaks between classes.

1. First/Second offense: Teacher takes device away; device is taken to office; student picks up from office at end of the day. Parents will be notified by the teacher.

2. Third offense: Device is kept in the office (locked in the safe) until a parent/guardian is able to pick it up. Student will be asked to no longer bring their device to school.

**If you need to reach your child during the school day, please call the school office and our administrative staff will direct them to the school phone.**

Note - The use of any electronic device in the classroom is **at the discretion of the classroom teacher** and students will be required to comply with all teacher instructions in this regard.

### **Ethical Use of Technology**

Students who wish to access technology in the school or bring their own technology/electronics to school must sign and abide by Black Gold's Responsible Use Agreement for their respective grade. Infractions related to this agreement will result in restrictions or suspensions of the use of school technology or other disciplinary action.

[BGRS Responsible Digital Citizenship Through Admirable Use \(Grades 1 - 4\)](#)

[BGRS Responsible Digital Citizenship Through Admirable Use \(Grades 5 - 12\)](#)

## **OFF-CAMPUS EDUCATION, EXTRA-CURRICULAR ACTIVITIES & FIELD TRIPS**

**Participation in extra-curricular and off-campus events is a privilege, not a right.**

Students must attend class or classes on the day of an event in order to take part in that event (practice, game, field trip, performance, etc.).

Students involved in off-campus education, field trips or extra-curricular activities are representing ÉCVS and Black Gold School Division to the wider community and are expected to adhere to all school rules, whether on school grounds or not.

Students who behave unacceptably may be excluded from participation in future field trips or extra-curricular events. In certain circumstances, students displaying a lack of acceptable behaviour will have their parents or guardians called to pick them up from the event with immediate effect.

Students who do not meet their responsibility to be diligent in pursuing their studies, who have posed serious discipline problems, who have any failing grade, or who have had frequent unverified absences may have the privilege of participating in extra-curricular activities either suspended for a specific time or for the entire year.

Students must meet the criteria for participation set out by the staff member(s) who are organizing the field trip or extra-curricular activity.

Misbehaviour during any extracurricular activity may result in further disciplinary action upon return to school.

## SCHOOL SPORTING EVENTS

Students and parents are encouraged to come and cheer on their fellow Voyageurs during our many sporting events. However, we do expect that anyone who joins us will adhere to the following expectations

- As participants or as fans/observers, students will observe all school rules. The teacher(s) in charge has the same authority that they have in the classroom.
- Participants and observers are expected to show good sportsmanship at all times, including:
  - respecting opponents and the rules of fair play;
  - respecting officials;
  - refraining from negative behaviours like “razzing” the opposition.

## DANCES & OTHER AFTER SCHOOL ACTIVITIES

All school rules regarding smoking, alcohol, inappropriate behaviour, language and attire apply. Once inside a dance, students will not be readmitted after they leave.

## STUDENT-ATHLETE CODE OF CONDUCT

Any students selected to participate on any of the school sports teams are held to a high standard of behaviour. Student-athletes are expected to sign and adhere to the [ÉCVS Athlete Code of Conduct](#) in addition to the school code of conduct.

## ATTENDANCE AND PUNCTUALITY

Section 31 of the **Education Act** states that the “*student shall attend school regularly and punctually*”. To that end, ÉCVS has developed the following guidelines to deal with attendance issues:

### **Expectations Regarding Attendance and Punctuality**

Achievement, attendance and punctuality are very closely linked: students who have irregular attendance and punctuality patterns dramatically increase their risk of failure. Students are expected to be on time and attend all classes.

### **Parental Responsibility**

Parents/guardians have the primary responsibility to monitor attendance and impose consequences. Parents are encouraged to resist allowing absences for anything other than those reasons outlined in the **Education Act** (i.e. student’s health, religious holidays, extra-curricular activities). The school recognizes that students may be absent for other

legitimate reasons; however, all absences contribute to missed instructional time which can impact student achievement. Parents are asked to call the school to verify all absences. Unverified absences will be considered truancies.

Parents are asked to please refrain from scheduling family vacations during school time.

### **Automated Messaging System**

Students who are absent without verification by their parent(s)/guardian(s) will receive an automated email message. The automated messaging system (School Messenger) will email and contact parents via email addresses and phone numbers they have provided to advise of an unverified absence. **Please note** that the most common reason for a mistaken call is that a student arrived late for class and did not ensure that the teacher changed his/her unverified absence to a tardy. The student has a responsibility to ensure they sign in at the office before going to class if they are arriving late, as this will help ensure that the record is as accurate as possible. If your child will be absent from school, please notify the office by using the online absence reporting form, or by phone. Please do not exclusively email teachers.

### **Catching Up on Missed Work**

Teachers will endeavour to assist students with the work they missed, however, teachers may not be able to provide additional assistance to students with unverified absences or who demonstrate chronic absenteeism. At the teacher's discretion, students may be assigned a mark of 0% for work or exams missed or due on the day of an unverified absence or for work not submitted within a reasonable time following a verified absence.

### **Chronic Absenteeism**

Students who are routinely absent from school for unexcused reasons may be subject to interventions. These interventions may include:

A letter informing their parents or caregivers/guardians of the high number of absences.

A meeting with the student and their family to consult and facilitate interventions that may assist the student in addressing their school attendance issues.

The Principal, in consultation with the Attendance Officer, will send a letter of direction to the parents/guardians.

The Principal will meet with students and their families to consult and facilitate interventions that may assist the student in addressing their school attendance issues.

Plans, agreed to by all parties, will be closely monitored by the Principal and the Associate Superintendent, Learning Services.

### **Exemptions**



To be considered for an exemption from a particular course or activity (e.g. physical education) a student must bring a signed note from his/her parent or guardian. A medical certificate will be required if the exemption is for three or more days.

### **Punctuality**

Ensuring that students are on time is essential to not only their own learning but also the learning of the students around them. Students who routinely arrive late interrupt the learning of others as well as their own learning.

Students are expected to be on time and prepared for every class and to be present in the classroom prior to announcements and the playing of the national anthem each morning. Students arriving late are to sign in to the office before going to class.

Students are also expected to be in class on time after transitions. If students are not present in class after transitions, they may be marked late on the attendance and if it becomes an ongoing issue, students may be subject to consequences.

## **BEFORE & AFTER SCHOOL**

Students are expected to adhere to all school rules anytime that they are on school property including outside of school hours.

Bicycles and scooters are to be locked in the bike racks behind the school. This area is off-limits except when parking or retrieving your bike. The school does not assume responsibility for damaged or stolen bikes.

## **RECESS/LUNCHTIME**

Recess and lunch are two unstructured times of the day in which expectations need to be clear and followed in order to keep everyone safe. We encourage parents to remind their children of the importance of playing safely and respecting everyone's personal space. In addition to the prior expectations, it's important that we specifically highlight the following expectations.

### **Recess Expectations:**

- No student is to touch another student in a manner judged inappropriate by staff.
- No student uses any form of physical restraint against other students, even in "fun" or as a "practical joke."
- Roughhousing and play-fighting will not be tolerated.
- Students will be respectful of nature.
- Students will be respectful of our school neighbourhood and its neighbours
- Verbal and written violence is considered in the same manner as physical violence.
- Students will listen to the supervisor and adhere to their instructions.

### **Lunch Expectations:**

- Students will eat lunch in their homeroom
- Students will remain in their homeroom for the duration of lunchtime unless excused by a staff member

### **Off-Campus Lunch**

Certain students are permitted to leave campus during the lunch period, however, even when off campus, there are expectations to be upheld.

Students who are permitted to leave campus at lunchtime are:

- Students who live within a reasonable distance that go home for lunch (please notify the office)
- Grade 9 students who have filled out the “Noon Hour Permission Form”

Expectations when having lunch off campus:

- The school code of conduct still applies
- Meet the expectations outlined in the Noon Hour Permission Form
- Be a positive representative of the school within the community
- Ensure that you return on time for class. Failure to do so 3 times will result in a loss of these privileges.

## **PARENTAL RESPONSIBILITIES**

Parents and guardians are some of the most important stakeholders in any child’s education. A respectful, open line of communication between home and school is essential to ensure that students can be as successful as possible. As per Section 32 of the Education Act, a parent or guardian has the following 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.

Black Gold School Division has also established a "Parents as Partners" document regarding communication between home and school. The entire document can be accessed on our school website [here](#) but some excerpts of importance can be found below.

**As per Black Gold's Parents as Partners document:**

*Black Gold School Division acknowledges that parents/guardians have a legitimate right to participate in educational decision-making for their children, and to express their concerns within appropriate channels. At the same time, we do have a responsibility to provide our staff with a safe and respectful workplace environment free from harassment, abuse, or threats.*

*According to the Alberta Teachers Association, harassment in the school context is defined as persistent parental or community criticism of or interference with school programs, staff performance, or interaction with students that is unwarranted and/or unsubstantiated. In some instances, harassment may constitute a contravention of the Alberta Education Act (Section 256). Threats to, or assaults upon school staff are criminal offences and are governed by the Criminal Code of Canada.*

*In order to maintain a high level of cooperative and collaborative parent-school interaction, we expect parents/guardians to foster positive and respectful relationships with teachers, principals, and with other school staff and professionals who provide supports and services to students in the school (as per the Alberta Education Act Part 3 Section 32 d, e, f - Parent Responsibilities).*

*We understand that all members of our school community contribute to the success of our schools, and that we each share responsibility to ensure that our individual conduct contributes to a welcoming, caring, respectful, and safe learning environment.*

*As a Black Gold parent/guardian, you can expect to be treated as a valued partner in your child's education by your school. In return, you are expected to:*

- *Treat all staff with dignity and respect*
- *Interact with other parents and children in a polite manner*
- *Work to resolve differences in a positive, proactive manner*
- *Encourage your child(ren) to be respectful*

*Interactions with staff should always be:*

- *Private*

- Professional and respectful
- Focused on your child's best interest

### **Visiting school property**

*School grounds and buildings are private property. There are procedures in place to ensure the safety of students, staff, and visitors. Parents/guardians are required to sign in to all buildings, and are confined to the office area unless permission is specifically given otherwise. Additionally, no person shall:*

- Disrupt the proceedings of the school
- Loiter or trespass in the building or grounds
- Conduct themselves in a manner that is disrespectful to students, staff, or other parents

### **Communicating with staff**

*Parents/guardians can communicate directly with the teacher if they have any questions about their child(ren)'s programming, behaviour, or other classroom-related concerns. As situations are best resolved at the school level, parents/guardians will use the following channels to address their concerns:*

*First: Communicate concern(s) to the teacher.\**

*Second: If the concern is not resolved after speaking with the teacher, communicate concerns to the school-level administration.*

*\*The Division respects our employees' wellness. If you plan on communicating with teachers or school administration by telephone or email, please do so between the hours of 8:00 a.m. and 4:00 p.m., Monday to Friday. Staff will reply at their earliest practical opportunity.*

Please check [here](#) for the list of steps and responsibilities when reaching out to school staff regarding any concerns.

### **Social media considerations**

*Parents/guardians are encouraged to help the Division, schools, and staff to minimize social media harm*

*and support a safer, more welcoming, caring environment online. Before parents/guardians post to social media, they are encouraged to ask themselves:*

- Is it true?
- Is it necessary?

- *Is it kind?*
- *Have I spoken to the people that can address this before posting online?*

*Action may be taken against members of the public whose conduct has resulted in any form of harassment of employees, students, parents, volunteers, visitors or representatives of the Division.*

*These may include, but are not limited to:*

- *Restricted access to property and persons*
- *Charges of slander, libel or defamation*
- *Trespass notice*
- *Charges being laid under the Criminal Code*

We thank you for your involvement in your child's education and your commitment to keeping ÉCVS a safe, positive and healthy learning community for all involved.