

Policy Section	CODE OF CONDUCT	Policy statement approved by the Board	September 2015
Policy Title	THE WELCOMING, CARING, RESPECTFUL AND SAFE TEACHING AND LEARNING POLICY	Procedure creation date	June 2018
Policy Number	CC1501	Last revision date	June 2018
Program Reference	Wondergarten Nursery Program Parent-Tot Program WISE Out-of-School Program WISE School Program		

I. POLICY REQUIREMENTS

Board Responsibility

1. The **Waldorf Education Society of Edmonton** (“Board”) has the responsibility to ensure that each student enrolled in the **Waldorf Independent School of Edmonton** (“School”) and each staff member employed by the Board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

Principal Responsibility in accordance with section 16.1(1) of the School Act

2. If one or more students attending a school operated by the Board request a staff member employed by the Board for support to establish a voluntary student organization, or to lead an activity (collectively the “Requested Activity”) intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, the principal of the School shall, in addition to the other duties set out in this Policy, ensure that the Requested Activity promotes at the School a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging

Board Responsibility in relation to Student Organizations at the School under s. 16.1 of the School Act

3. In accordance with section 45.1(4)(b) of the *School Act* which legislatively mandates the Board to include the text of section 16.1(1), (3) (3.1) (4) and (6)” of the *School Act* in this Policy, if one or more students attending the School request a staff member employed by the Board for support to establish a voluntary student organization, or to lead an activity intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, the School principal shall:
 - 3.(a) immediately permit permission for the establishment of the student organization or the holding of the activity at the School, and
 - 3.(b) subject to section 5 (below), within a reasonable time from the date that the principal receives the request, designate a staff member to serve as the staff liaison to facilitate the establishment, and the ongoing operation, of the student organization or to assist in organizing the activity.
4. The students may select a respectful and inclusive name for the organization or activity, including the name “gay-straight alliance” or “queer-straight alliance”, after consulting with the principal.
5. For greater certainty, the principal shall not prohibit or discourage students from choosing a name that includes “gay-straight alliance” or “queer-straight alliance”.
6. The principal shall immediately inform the Board and the Minister of Education (“Minister”) if no staff member is available to serve as a staff liaison referred to above at subsection 3(b) and if so informed, the Minister shall appoint a responsible adult to work with the requesting students in organizing the activity or to facilitate the establishment, and the ongoing operation, of the student organization at the School.

7. The principal is responsible for ensuring that notification, if any, respecting a voluntary student organization or an activity referred to in section 16.1 (1) is limited to the fact of the establishment of the organization or the holding of the activity.

Additional Legislatively Mandated Principal Responsibilities

8. As legislatively mandated by section 45.1(4)(c) of the *School Act*, the principal is responsible for ensuring that notification, if any, respecting a voluntary student organization or an activity referred to in section 16.1(1) of the *School Act*,
 - 8(a) is limited to the fact of the establishment of the organization or the holding of the activity, and
 - 8(b) is otherwise consistent with the usual practices relating to notifications of other students.

Section 45.1(3) School Act Statutory Requirements

9. As legislatively mandated in section 45.1(3) of the *School Act*, this Policy and the Student Code of Conduct set out in this Policy (“Code of Conduct”):
 - 9a) herein affirms the rights, as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*, of each staff member employed by the Board and each student enrolled in the School;
 - 9b) herein states that staff members employed by the Board and students enrolled in the School will not be discriminated against as provided for in the *Alberta Human Rights Act* or the *Canadian Charter of Rights and Freedoms* to the degree the same applies in law to the School.

WISE Student Code of Conduct

As a student at The Waldorf Independent School of Edmonton, I will:

- Attend consistently, be punctual and arrive prepared for class.
- Give my best to my academic, artistic and extracurricular pursuits.
- Maintain an environment that respects everyone regardless of gender, culture, religion, ethnicity, ability, mental health, sexual orientation and socioeconomic status and honours the educational, emotional, physical and spiritual well being of myself, all other students and staff.
- Demonstrate environmental stewardship by reducing waste, recycling, conserving plants and non-renewable resources I encounter at the school and in the wider community and participating in school activities that restore the environment.
- Behave in a manner that ensures the rights of all individuals within the school are maintained and is conducive to my learning and the learning of others.
- Keep personal belongings orderly, and hallways clear and quiet during class time.
- Take ownership for my attitude and behavior maintaining an atmosphere of mutual respect and integrity.
- Be considerate and respectful of others.
- Stand up for the well-being of others and myself regardless of the actions of others.
- Demonstrate care and concern for school property and the property of others.
- Respect the authority of all staff within the school community.
- Respond appropriately to the direction of staff at school and during school activities.
- Ensure that correspondence from the school is communicated home.
- Dress in a manner that is respectful of our grades K-9 school and in alignment with our school culture (see WISE Parent Handbook) and allows full participation in class and school activities
- 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

Technology Agreement (Gr 7-9)

- I agree to use technology and information resources in a responsible, efficient, ethical and legal manner. I also understand that acceptable uses of technology and information resources are activities which are curriculum-based and support teaching and learning.
- I may not use personal digital devices during school hours on school grounds.
- I can only use the software installed on school computers and will not install additional programs.
- I will only access, and author, appropriate content while on school property.
- While at WISE my use of technology may be monitored and the administration has the right to review and or remove anything that may jeopardize the safety and wellbeing of another.
- The same conduct codes and responsibilities apply to the use of any personal devices including laptops, cell phones and cameras which I bring to school. The administration has the right to review and or remove anything that may jeopardize the safety and wellbeing of another student.

10. As legislatively mandated by section 45.1(5) of the *School Act*, the Code of Conduct herein set out has the following purpose:

At the Waldorf Independent School of Edmonton, we strive to foster a community that upholds the rights, safety, and wellbeing of all staff and students. We recognize individual, institutional and systemic biases against gender, culture, religion, ethnicity, sexual orientation, ability, mental health, and socioeconomic status exist and believe every student and staff member has the right to a welcoming, caring, respectful and safe work and learning environment. All staff and students are expected to conduct themselves in a manner that reflects these common values and will not engage in or tolerate bullying or threatening behaviour whether it occurs within the school building, during the school day, or by electronic means.

11. In order to ensure that students conduct themselves in an appropriate manner at all times, the students attending the School shall be subject to this Code of Conduct.

12. Students shall conduct themselves so as to reasonably comply with the Code of Conduct and Technology Agreement:

12a) Activities that may constitute a violation of this Code of Conduct and Technology Agreement include, but are not limited to the following whether or not it occur within the school building, during the school day, or by electronic means:

- The use of profanity, racial comments, insulting statements, uttering threats and/or any physical altercation.
- Bullying, harassing, threatening or intimidating other students, including initiation rituals in person or online.
- Being in possession of a weapon, replica weapon or dangerous goods to harm, intimidate or threaten others.
- Being involved in the use of, possession of, or sale of drugs, alcohol, or any illegal substance.
- Smoking or vaping on school property.
- Any offense which threatens the safety or well-being of students or staff.
- Stealing/ shoplifting during school hours.
- Improper conduct on busses or field trips.
- Remaining at the scene or being complicit while others participate in any of the above actions.

12b) Unacceptable behaviour may be grounds for disciplinary action, suspension or expulsion. Students are engaged to develop critical learning and reflection in the areas of personal accountability, responsibility, empathy, communication, conflict resolution, collaborative problem solving, restorative actions and social skills.

In the assessment of the potential consequences of unacceptable behaviour, the School shall also consider a student's age, maturity, individual circumstances, and frequency of the misconduct. In addition, the specific circumstances of the situation and of the student must be taken into account when determining appropriate responses to unacceptable behaviour.

When a student engages in unacceptable behaviour, consequences may include, but are not limited to:

- i. temporary assignment of a student to an alternate supervised area within the school; temporary assignment of a student to an alternate learning location;
- ii. short term removal of privileges including removal from school-related extracurricular activities and/or groups;
- iii. interventions such as positive behaviour supports, contracts, counselling, restorative practices; replacement or retribution for loss of or damage to property in-school or out-of-school suspension; and/or g. recommendation for expulsion.]

12c) The School must ensure that support is provided for students who are impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour. (see WISE Discipline Policy & Tiered Behaviour Strategies)

12d) This Code of Conduct shall be made publically available on the School website and shall be provided to all staff, students, and parents.

12e) This Code of Conduct shall be reviewed each school year.

13. Section 45.1(4)(d) of the *School Act* requires this Policy to indicate that the *Personal Information Protection Act* governs the disclosure of personal information by the Board.

Legal References:

- a. *Alberta School Act*, RSA 2000, c S-3: preamble, sections 2, 3, 16, 28
 - b. *Alberta Bill of Rights*, RSA 2000, c A-14: preamble, sections 1 and 2
 - c. *Alberta Human Rights Act*, RSA 2000, c A-25.5: sections 7, 8 and 11
 - d. 2017 Bill 24, Third Session, 29th Legislature, 66 Elizabeth II ("Bill 24")
 - e. *United Nations Convention on the Rights of the Child* (1990), article 5
 - f. *International Covenant on Civil and Political Rights*, 999 U.N.T.S. 171, article 18(4) (which protects the rights of parents to guide their children's religious upbringing)
 - g. *Alberta's Personal Information Protection Act*
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Policy Section	CODE OF CONDUCT	Policy statement approved by the Board	September 2015
Policy Title	STUDENT CODE OF CONDUCT	Procedure creation date	June 2015
Policy Number	CC1502	Last revision date	June 2018
Program Reference	Wondergarten Nursery Program Parent-Tot Program WISE Out-of-School Program WISE School Program		

WISE Student Code of Conduct

Purpose

In keeping with its mission, Alberta legislation, and its Safe and Caring Schools Policy, WESE / WISE strives to foster a community that upholds the rights, safety, and wellbeing of all staff and students. We recognize that individual, institutional and systemic biases against gender, culture, religion, ethnicity, sexual orientation, ability, mental health, and socioeconomic status exist and believe every student and staff member has the right to a welcoming, caring, respectful and safe work and learning environment. All staff and students are expected to conduct themselves in a manner that reflects these common values and will not engage in or tolerate bullying or threatening behaviour whether it occurs within the school building, during the school day, or by electronic means.

The Student Code of Conduct will be reviewed annually by all students in Grades 1-9 and will be imbedded in the WISE Parent Handbook.

Expected Conduct

As a student at The Waldorf Independent School of Edmonton, I will:

- Attend consistently, be punctual and arrive prepared for class.
- Give my best to my academic, artistic and extracurricular pursuits.
- Maintain an environment that respects everyone regardless of gender, culture, religion, ethnicity, ability, mental health, sexual orientation and socioeconomic status and honours the educational, emotional, physical and spiritual well being of myself, all other students and staff.
- Demonstrate environmental stewardship by reducing waste, recycling, conserving plants and non-renewable resources I encounter at the school and in the wider community and participating in school activities that restore the environment.
- Behave in a manner that ensures the rights of all individuals within the school are maintained and is conducive to my learning and the learning of others.
- Keep personal belongings orderly, and hallways clear and quiet during class time.
- Take ownership for my attitude and behavior maintaining an atmosphere of mutual respect and integrity.
- Be considerate and respectful of others.
- Stand up for the well-being of others and myself regardless of the actions of others.
- Demonstrate care and concern for school property and the property of others.

- Respect the authority of all staff within the school community.
- Respond appropriately to the direction of staff at school and during school activities.
- Ensure that correspondence from the school is communicated home.
- Dress in a manner that is respectful of our grades K-9 school and in alignment with our school culture (see WISE Parent Handbook) and allows full participation in class and school activities
- 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

Technology Agreement (Gr 7-9)

- I agree to use technology and information resources in a responsible, efficient, ethical and legal manner. I also understand that acceptable uses of technology and information resources are activities which are curriculum-based and support teaching and learning.
- I may not use personal digital devices during school hours on school grounds.
- I can only use the software installed on school computers and will not install additional programs.
- I will only access, and author, appropriate content while on school property.
- While at WISE my use of technology may be monitored and the administration has the right to review and or remove anything that may jeopardize the safety and wellbeing of another.
- The same conduct codes and responsibilities apply to the use of any personal devices including laptops, cell phones and cameras which I bring to school. The administration has the right to review and or remove anything that may jeopardize the safety and wellbeing of another student.

Unacceptable Conduct

Unacceptable behaviours that may negatively affect a member of the Waldorf Education Society of Edmonton in conjunction with the Waldorf Independent School of Edmonton community or the school's learning environment, whether in or outside of the school or school hours or electronically, include, but are not limited to:

- Violation of the Student Code of Conduct or the Technology Agreement.
- The use of directed profanity, racial comments, insulting statements, uttering threats and/or any physical altercation.
- Bullying, harassing, threatening or intimidating other students, including initiation rituals in person or online.
- Being in possession of a weapon, replica weapon or dangerous goods to harm, intimidate or threaten others.
- Intentional damage or vandalism of school property.
- Being involved in the use of, possession of, or sale of drugs, alcohol, or any illegal substance.
- Smoking or vaping on school property.
- Any offense which threatens the safety or well-being of students or staff.
- Remaining at the scene or being complicit while others participate in any of the above actions.
- Stealing/ shoplifting during school hours.
- ***Suspension or expulsion from the school may occur for the above, either through intentional or negligent conduct:***

Consequences

Unacceptable behaviour may be grounds for disciplinary action, suspension or expulsion and provides the student with an opportunity for critical learning and reflection in the areas of personal accountability and responsibility, the

development of empathy, as well as communication, conflict resolution, collaborative problem solving, restorative actions and social skills development.

In the assessment of the potential consequences of unacceptable behaviour, the School shall consider a student's age, maturity, individual circumstances, and frequency of the misconduct. In addition, the specific circumstances of the situation and of the student must be taken into account when determining appropriate responses to unacceptable behaviour.

Remediation and Support

In order to foster a positive learning environment, the Waldorf Education Society of Edmonton in conjunction with the Waldorf Independent School of Edmonton 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.

When a student engages in unacceptable behaviour, consequences may include, but are not limited to:

- i. temporary assignment of a student to an alternate supervised area within the school; temporary assignment of a student to an alternate learning location;
- ii. short term removal of privileges including removal from school-related extra-curricular activities and/or groups;
- iii. interventions such as positive behaviour supports, contracts, counselling, restorative practices; replacement or retribution for loss of or damage to property in-school or out-of-school suspension; and/or g. recommendation for expulsion.

Supportive actions the Waldorf Education Society of Edmonton in conjunction with the Waldorf Independent School of Edmonton 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;
- Student Peer Support Groups, including GSA(Gay Straight Alliance) as appropriate;
- Counselling; and Restorative justice processes.

REFERENCE & FORMS

WISE Parent Handbook

WISE Discipline Guidelines and Tiered Behaviour Support Strategies