

École James S. McCormick School

School Code of Conduct

2025-2026

Statement of Purpose

At École James S. McCormick School, we value a positive and responsive learning environment that optimizes student learning and success. École James S. McCormick School, is committed to providing an environment free from bullying, harassment, discrimination and violence. With the combined responsibility of all of the school's stakeholders - school trustees, school staff, students, parents, and community partners - a safe, caring, respectful and inclusive learning environment is possible to achieve.

The School Code of Conduct is intended to establish and maintain an appropriate balance between individual and collective rights, freedoms, and responsibilities in the school community. Our purpose is to promote student learning, growth and understanding as well as ensure that students possess a strong connection to their school as a welcoming, caring, respectful and safe place focused on their individual success. This School Code of Conduct will be reviewed annually and publicly available on the school's website.

Our mission statement

To promote an active partnership between Parents, School, and Community through input, collaboration, support and informed involvement. Our primary purpose is to enhance the learning of children and emphasise the importance of education throughout life. At École James S. McCormick School, we believe that all students should have developmentally appropriate educational opportunities in a safe and caring environment. Student programs will include flexible placement, positive peer interactions, and a strong support system that maximizes student growth.

Statement Regarding the Alberta Human Rights Act (AHRA)

In accordance with Wolf Creek Board Policy 19 all schools within Wolf Creek School Division No. 72, an attitude of respect for each other is fostered and nurtured amongst all members of the broadly based school community and members of the general public who may attend at schools, or school supported or sponsored functions. Acceptable behaviors must be consistent with the avoidance of discrimination, as discrimination is defined by the Alberta Human Rights Act. AHRA prohibits discrimination on the basis of an individual's 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. Discrimination or bullying of any form, including but not limited to the use of electronic media, at any school or school supported or sponsored functions is not acceptable.

Responsibilities of Students, Parents and Staff Student Conduct Expectations

The School Code of Conduct establishes expectations, interventions and possible consequences for student behaviour. Students will be held accountable for unacceptable behaviour and conduct that occurs both inside and outside of the school building or school day, if the conduct negatively affects a member of the school or interferes with the school environment. Behavior may include use of electronic means (e.g. social media).

Students have a responsibility to respect the rights and dignity of others and to become actively and productively involved in their own academic learning and social growth. Students are valued and contributing members of their school community and accept the responsibility for their behaviour while at school, at school sponsored activities, or while engaging in other non-school activities that have a direct influence on maintaining a welcoming, caring, respectful, and safe learning environment in the school. While school staff are not able to control what students do outside of school, when the behaviour has impact on the school environment, there may be consequences or interventions for inappropriate behaviour. Students shall comply with the School Code of Conduct and the requirements of Part 3, Division 1, Section 31 of the Education Act as outlined below:

Acceptable Behaviour:

In accordance with Part 3, Division 1, Section 31 of the *Education Act* and *the School Code of Conduct*, a student, as a partner in education, has the responsibility to:

- be ready to learn, and actively engage in, and diligently pursue your education;
- attend school regularly and punctually;
- cooperate fully with everyone authorized by the Board of Education;
- know and comply with the rules of your school;
- be accountable to your teachers and other staff for your behaviours;
- respect yourself and the rights of others in the school by demonstrating appreciation of diversity of all school members regardless of their race, culture, ethnicity, religion, creed, sexual orientation, gender, gender identity, gender expression, physical disability or mental disability, mental illness, age, socioeconomic status, or appearance;
- ensure your conduct contributes to a welcoming, caring, respectful, inclusive and safe learning environment that fosters a sense of belonging with others in your school;
- refrain from, report and discourage 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;
- inform an adult you trust in a timely manner of incidents of bullying, harassment, intimidation or other safety concerns in the school;
- always demonstrate behaviours that positively contribute to and honour your school and community.

As an ÉJSMS Student:

- I will be responsible for my own personal choices.
- I will respect others' uniqueness as well as their ideas and opinions.
- I will treat everyone in a manner consistent with encouraging a safe, caring, and respect filled learning and work environment.
- I will not tolerate bullying of any kind or in any format, online or offline, and will report bullying behavior when I have knowledge of it.
- I will respect my school and the Division's rules and expectations and work cooperatively with others to abide by these rules and expectations.
- I will not share my assigned passwords for technology resources with another student.
- I recognize district provided email and district provided digital storage areas may be accessed as required by my school principal, the Superintendent (or designate) and are not private and are subject to investigation by local law enforcement when applicable.
- I will be an active participant in my own learning.
- I will cooperate with my teachers, school and Division staff, and other members of my school community in order ensure that my actions in all activities or interactions promote "Success for All Learners" within a safe, caring, and respect filled environment.
- I understand that I am responsible for and accountable for my behavior and choices whether these occur on school property, on buses, at school sponsored events, or through technologies such as social media, text messages, blog posts, websites, or other emerging means of communication and expression.
 - I understand that I am responsible for and accountable for my behaviour and choices outside of school property or school hours if or when those behaviours and choices have a negative impact on other staff or students from Wolf Creek Public Schools.
 - Should I choose to bring my own personal digital device into the learning environment, I acknowledge an element of risk to personal property that may occur. I further recognize that Wolf Creek Public Schools will not accept responsibility for loss of any personal digital device due to theft or damage. As a learner and a developing citizen, I am responsible to keep my device safe and secure.
 - I will follow any school-based policy or guideline listed in the school handbook that outlines expectations regarding my role as a student.

Unacceptable Behaviour:

1) **Minor Offences** will be "mediated" by either a staff member or the students themselves. Minor offences may result in school-based consequences.

Example of a Minor Offense and Consequences at ÉJSMS: When playing soccer, someone who swears at others, or pushes, trips, or hits another player will be suspended from playing soccer the rest of the recess or recesses that day. Further incidents will result in suspension from soccer for a period of recesses or days, and potentially even the year. Typically, when students encounter difficulty with meeting social expectations, the staff members work toward teaching

the lagging social skill set. Parents are informed when Minor Offences escalate or become a pattern of behaviour.

2) **Major Offences** may include:

- when a pupil is guilty of open opposition to authority
- when a pupil is guilty of willful disobedience
- for habitual neglect of duty
- for the use of improper or profane language
- for illegal use of alcohol or drugs
- other conduct injurious to the moral tone or well-being of the school

Major Offences may result in the suspension and/or expulsion of students as per section 36 of the Education Act which states:

- 36 (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.

Consequences of unacceptable behaviour will take into account the student's age, maturity and/or individual circumstances. Support will be provided for any students who are impacted by inappropriate behaviour as well as for students who engage in inappropriate behaviour. Although the code of conduct will address issues such as consequences for unacceptable behaviour, the primary focus of the School Code of Conduct is to help students learn how to communicate effectively, resolve conflict, tolerance, understanding, develop empathy and become positive citizens both within and outside of the school community.

School Supports and Interventions

- Using proactive and preventative approaches to reduce the occurrence of unacceptable behaviour and maintain environments that are welcoming, caring, respectful, safe and are conducive to teaching and learning.
- When responding to unacceptable behaviour, first consideration will be given to the safety and security of students, staff, and other members of the school community;
- Students feel safe, important and trusted and have the opportunity to develop, assume and maintain responsibility and self-motivation;
- There is a joint effort to learn and a feeling of mutual respect among staff, students and parents;
- Appropriate behaviour is consistently encouraged and reinforced, thus increasing social emotional competencies including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making;
- On-going and timely communication exists between staff and parents to encourage and provide the opportunity for active and constructive parental involvement in the education of their children.

Specifically, ÉJSMS supports the use of positive inclusive practices such as:

- program modifications or accommodations;
- class placement;
- positive encouragement and reinforcement;
- individual, peer, and group counselling;
- conflict resolution;
- mentorship programs;
- anti-bullying and violence prevention programs;
- school, school division, and community support programs.

A pyramid of supports addresses how École James S. McCormick School creates a safe and caring environment and positive school climate in which structure, support and encouragement is provided to assist the student in understanding the importance of education, and developing a sense of self-discipline and responsibility while making a positive contribution to society.

Parent(s)/Guardian(s) Conduct Expectations:

Parent(s) and guardian(s) are partners with respect to their child(ren)'s education. Part 3, Division 1, Section 31 of the Education Act states 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.

Staff Conduct Expectations:

Staff members are partners in the education of the students. WCPS staff have various codes of conduct that they must comply with that stipulate standards of professional practice expected to be demonstrated by teachers and support staff.

Communication Guidelines – The 7 to 7 Rule

To support healthy work-life balance, our school follows the Wolf Creek School Division's "7 to 7 Rule," as outlined in Administrative Procedure 152 (AP 152: Response Time Frames – The 7 to 7 Rule). This means staff are not expected to respond to emails, texts, or other electronic messages between 7:00 p.m. and 7:00 a.m. or on weekends (except in emergencies).

Parents are welcome to send messages at any time; however, staff will reply during regular school hours. Staff may also use "schedule send" so that communication arrives between 7:00 a.m. and 7:00 p.m.

This practice, guided by AP 152, helps establish clear and respectful communication patterns for students, parents, and staff.

BULLYING

In accordance with [Wolf Creek's Safe and Caring Schools Administrative Procedure](#) all students are expected to model and reinforce socially responsible and respectful behaviors so teaching and learning can take place in a safe and healthy environment. In order to achieve this, **bullying behaviour will not be acceptable at École James S. McCormick School**. Those who exhibit bullying behavior will be subjected to disciplinary action. This policy applies when student behaviour, 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.

Definition of Bullying

According to Alberta Education (2015) bullying is a repeated and hostile or demeaning behaviour intended to cause harm, fear or distress, including psychological harm or harm to a person's reputation. It often involves an imbalance of social or physical power.

Bullying behaviours are a form of aggression and can be:

- A. Physical – For example: poking, elbowing, hitting
- B. Verbal – For example: name calling, insults, racist, sexist or homophobic comments, put-downs or threats
- C. Social – For example: gossiping, spreading rumours, excluding someone from the group, isolating, ganging up
- D. Cyber – For example: social or verbal bullying through the use of email, text messages or social media.

Bullying is not the same as being:

Rude = Inadvertently saying or doing something that hurts someone else. Hurting someone without the intent to cause harm.

Mean = Purposefully saying or doing something to hurt someone. The main distinction between “rude” and “mean” behavior has to do with intention; while rudeness is often unintentional, mean behavior very much aims to hurt or depreciate someone.

Reporting Procedures

- Teachers will contact the school principal to report all bullying behaviours.
- Students who believe they have been the target of bullying behaviour should inform their teacher or the school principal.
- Parents who believe their child has been the target of bullying type behaviour should contact the child's classroom teacher or the school principal.
- To the extent possible, reports of bullying type behaviour will be treated in a confidential manner. Limited disclosure may be necessary in order to complete a thorough investigation.
- Students or adults must not fabricate allegations or falsely accuse other students of bullying type behaviour, nor withhold information or otherwise hinder an investigation.

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) (2023). 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 is prohibited.

Harassment: Harassment occurs when someone is subjected to unwelcome verbal or physical conduct. Harassment is a form of discrimination that is prohibited in Alberta under the Alberta Human Rights Act when it is based on one or more of the following grounds: race, religious beliefs, colour, gender, physical or mental disability, age, ancestry, place of origin, marital status, source of income, family status, sexual orientation.

Respect: To show regard or consideration for others.

Responsibilities of Wolf Creek Public Schools

Wolf Creek Public Schools has the responsibility to ensure the safety and well-being of all school stakeholders by adhering to the **Wolf Creek Public Schools Administrative Procedures:**

- AP 140: [Responsible Use of Technology](#)
- AP 167: [Protocols for Schools Dealing with Threat and Risk Assessment](#)
- AP 170: [Discrimination and Harassment](#)
- AP 175: [Safe & Caring Schools](#)
- AP 176: [Supporting and Guiding Students in Inclusive Communities](#)
[Gender Identity and Expression](#)

References:

[Education Act](#)

[Alberta Human Rights Act](#) (2023)

[What is Bullying?](#)