

Guthrie School Conduct Policy

Philosophy

Guthrie School operates on the premise that all students have the right to learn and the school environment guides students towards responsible behavior. Guthrie school adheres to the equity, diversity, inclusion and human rights of all people within our building. It is expected that students, while in school or participating in school sponsored activities, behave in an appropriate manner that does not interfere with the rights and privileges of other students. Both home and school must share the responsibility for acceptable student behavior. The school is a location where there is a joint effort to learn, relate and grow. Our quality of success in educating all the children is determined by parent support and student acceptance of his/her own responsibility. The school conduct policy and expectations will be shared with students at the beginning of the year and revisited each term during the year. Parents/Guardians will be directed to the school website.

Responsibilities and Dispute Resolution

Guthrie students are expected to:

- attend school regularly and punctually,
- be ready to learn and actively engage in and diligently pursue the student's education,
- 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,
- respect the rights of others in the school,
- 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,
- comply with the rules of the school and the policies of the board,
- cooperate with everyone authorized by the board to provide education programs and other services,
- be accountable to the student's teachers and other school staff for the student's conduct, and
- positively contribute to the student's school and community.

Parent / Guardians

A parent/guardian 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:

- act as the primary guide and decision-maker with respect to the child's education,
- take an active role in the child's educational success, including assisting the child in complying with section 31 of the Education Act,
- ensure that the child attends school regularly,
- ensure that the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment,
- co-operate and collaborate with school staff to support the delivery of supports and services to the child,
- 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
- engage in the child's school community.

Staff

- teachers reinforce good conduct
- assist students who seek help to solve problems (eg: conflict resolution)
- when problems occur, a warning is issued, the problem stated and suggestions given on how to improve if needed. Consequences may be assigned.
- Staff deals with minor misconduct and report to the homeroom teacher who records incident.
- The homeroom teacher contacts the parents for support in correcting misconduct.
- Repeated misconduct by individual students is referred to administration/counseling for support.

Administration

- deal with repeated minor offenses or major offenses
- repeated offenses will require a parent meeting with Administration (Vice-Principal or Principal) and if helpful, with the classroom teacher or other appropriate staff member
- consequences will be assigned which may be detention / study time, reflection time, removal from the classroom, or community service at the school (eg: weeding, snow removal, cleaning)
- severe consequences may involve suspension (in school or out of school) with parents involved or request for expulsion to the school board.
- Parents / Guardians will be required to discuss or meet with Administration when a suspension / expulsion occurs.
- if a student persists with behavior problems the administration may ask the parents to seek outside help or refer the student for special services.

Minor Offenses

The following are examples of minor and major offenses but is not a definitive list.

- breaking school rules (ex: inappropriate use of technology)
- disrespectful language (ex: Put downs, swearing, disrespectful use of social media)
- inappropriate toys at school (ex: toy weapons)
- disrespectful behavior (ex: spitting, teasing, disturbing others work)
- inappropriate dress (ex: T-shirts in poor taste, sheer or provocative clothing)
- poor / dangerous playground behavior (ex: snowballs, tackling)

Consequences are to be grade level appropriate.

Major offenses

- repeated minor offenses and referral by staff
- disrespect or defiance towards staff (ex: swearing or refusing to comply)
- use of alcohol, drugs, e-cigarettes (vapes) or tobacco on school property or at school events
- willful damage of property, stealing, bringing weapons to school (or materials which could be used as such)
- intentional physical injury harassment – physical, verbal or sexual including through social media
- bullying or cyberbullying which is intentional and repeated
- consequences will be determined by the child's history, age, and nature of the offense.

Consequences

Failure of a student to meet the expectations for conduct may result in one or more of the following consequences:

- Held account to parents/guardians
- Losing privileges for a time
- Participating in deciding on an appropriate consequence
- Making apologies or restitution where possible
- Serving a detention
- Temporarily excluded from class
- Serving an in-school suspension
- Serving an out-of-school suspension
- Agreeing to a contract to improve personal conduct
- Being expelled

VTRA

Sturgeon Public School Division is committed to providing safe and caring learning environments for all students, staff, school visitors and community members. To this end, Sturgeon Public School Division has been invested for many years in the continued professional certification of administrative staff in Level 1 & Level 2 Violence and Threat Risk Assessment (VTRA) training across the Division.

VTRA helps schools respond quickly to incidents where students' behaviors pose a potential threat to safety or serious harm.

In the communities we are privileged to serve, we have formalized community-based VTRA protocols with regional partners such as neighboring school jurisdictions, the RCMP, Alberta Health Services and other community agencies.

We encourage families to take the time to read through our [VTRA Brochure](#) and [VTRA Letter of Fair Notice](#) so you have a better understanding of the protocols we are trained in to ensure the safety of your children.

Volunteers

Parents serve as a valuable resource in a child's life. We at Guthrie School strongly encourage parents and community members to become involved with the education of our students. Please let us know if you can provide assistance or offer yourself as a resource to the school. Call 780-973-3111. All volunteers are required to have a criminal record check on file with school. Please contact the school for more information.