ÉCOLE EDWARDS STUDENT EXPECTATIONS POLICY

OUR SCHOOL MISSION AND VISION

At École Edwards we develop and empower leaders and learners.
École Edwards, nous formons les apprenants pour qu'ils deviennent des chefs qui ont un impact positif.

Together we…Belong Learn Succeed
Ensemble nous... Appartenons Apprenons Réussissons

PROACTIVE POSITIVE APPROACHES

First and foremost, **we believe every student can learn and grow, being the best they can be, as unique learners and leaders.** With support, reminders, and purposeful conversations, we will help students learn to problem solve and improve their behaviour and choices when they struggle or make mistakes. As students learn from mistakes and learn how to be responsible for their actions and words, they will become leaders!

➔ Our school incorporates Positive Behaviour Interventions & Supports (PBIS), which means we have 4 main school-wide expectations for all students, staff, and parents.
- o **We Belong / Nous Appartenons**
- o **We Care / Nous Sommes Attentionnés**
- o **We Are Independent / Nous Sommes Indépendants**
- o **We Do Our Best / Nous Faisons De Notre Mieux**

These strategies are explicitly taught and common language is used across the school. Classrooms share conversations daily about safety and creating a place of belonging for all. Students are reminded about these expectations in schoolwork, setting learning goals, during recess, and throughout the school day.

RESPONSIBILITIES OF STUDENTS

The development of positive student behaviour is a **shared responsibility** between students, staff, and parents and is framed within our four school-wide PBIS expectations.

Teachers or administration will contact parents in the event of student conflict, inappropriate behaviour, or other issues involving student expectations.

Expected Behaviour:

We Care Nous Sommes Attentionnés	We Belong Nous Appartenons	We Do Our Best Nous Faisons De Notre Mieux	We Are Independent Nous Sommes Indépendants
I am generous • I appropriately share classroom/ school items **I take care of others** • I tell the coaches (supervisors) or my teacher if I see people being unsafe or unhelpful to others **I take care of our school community** • I take care of the furniture, books, supplies, school spaces, and equipment in the school **I take care of the environment** • I take care of the land by showing respect to all spaces in and around the school	**Everyone is welcome** • I work/play/interact with everyone by showing kindness no matter if they are a different race, religion, gender, or ability level than me **I include others** • I treat others as I would like to be treated **This is a safe place for everyone** • I follow the school and classroom rules	**I can learn new skills** • I listen to all staff and guests (teachers, assistants, guest teachers, volunteers, etc.) **I am skilled in many areas** • I do my best on anything that I am asked to do, and I approach tasks with an open mindset **I am always growing** • I can communicate my needs appropriately and with respect	**I make good choices** • I do the right thing even when no one is watching **I own my actions and words** • I ensure that I create safe conditions for everyone in the school through my actions and my words **I set and meet goals** • I set learning, leadership, and behaviour goals

UNEXPECTED BEHAVIOUR BY STUDENTS

Examples of **unexpected behaviour** may include but are not limited to (refer to the RVS AP 350):

- behaviours that interfere with the learning of others and/or the school environment or that create unsafe conditions for students or staff in the school;
- acts of harassment, or intimidation/discrimination;
- acts of violence, physical aggression or threatening behavior;
- theft or damage of property
- unacceptable technology use
- inappropriate language including homophobic, racist, and other non-inclusive language
- verbal refusals and disrespect/aggression

EXPECTED USE OF TECHNOLOGY BY STUDENTS

Technology for learning is provided by the school throughout the day, this includes during recess time, technology use must always be supervised. <u>All personal devices should remain at home, and if they are brought, they must stay in backpacks all day and not be seen or used.</u>

→ **All Personal Devices** (smart devices such as smart watches, air pods, tablets, cell phones, laptops, etc.) are not permitted throughout the school day, with the exception of assistive technology for medical purposes.
→ If a student requires a personal laptop for learning purposes, an agreement must be made and signed by the classroom teacher and principal.

[RVS Administrative Procedure for Cell Phones, Smart Watches, and Social Media in Schools](#)

CONTINUUM OF CONSEQUENCES

Every child, situation, and circumstance are unique and dependent on the child's abilities, level of understanding, and level of emotional control. In all decision-making processes, Edwards staff desires what is in the child's best interests and will seek to understand multiple perspectives and strive to identify the root cause or next steps for restoration, for optimal learning from the issue or problem. Consequences are also dependent on the severity of the situation.

- *Phone calls home, parent meetings*
- *Re-teaching expectations for students – social, emotional supports*
- *Restorative practices and conversations*
- *Loss of privileges at school, on a field trip, at recess, in classroom*
- *Time out from class, the bus, or school*
- *Suspension in or out of school*

REFERENCES

ALBERTA EDUCATION ACT
The *[Education Act](#)* sets out the legal parameters that govern the education of students in Alberta.

RVS STUDENT CODE OF CONDUCT
Public education is a shared responsibility. With students, families, employees and our communities, we are working together to build positive learning environments for student success. [Administrative Procedure 350 Student Code of Conduct](#) outlines both acceptable and unacceptable student behaviour. ***Students are expected to adhere to the Code of Conduct in order to contribute to a welcoming, caring and respectful learning environment.***
The ***Student Code of Conduct*** establishes:
- expectations
- interventions
- possible consequences for student behaviour