

STUDENT DISCIPLINE, SUSPENSION & EXPULSION

BACKGROUND

Fort McMurray Montessori Foundation (FMMF) is committed to providing a welcoming, caring, respectful and safe inclusive learning environment that respects diversity and fosters a sense of belonging, wherein students feel physically, psychologically, socially and culturally secure at Hillcrest Montessori Elementary School (HMES). This commitment is actualized within a structure of Positive Behavioral Supports.

The Education Act, requires that students contribute to a welcoming, caring, respectful and safe learning environment, respect the rights of others and to comply with the code of conduct of the school. (Education Act, Section 31). HMES Student Code of Conduct sets consistent, firm and reasonable limits to behavior in line with student and group needs. A positive school climate creates an environment in which each student at HMES is free to learn to the best of his or her ability and contributes to the prevention and reduction of misbehaviors in the school.

Parents/guardians of students attending HMES have a responsibility to the success of the student in complying with section 31 and to contribute positively to a welcoming, caring, respectful and safe learning environment by supporting the school in providing support and services. (Education Act Section 31 (g) All Teachers at HMES are responsible for maintaining order and discipline among the students while they are in school, on school grounds or out on events. (Education Act Section 196 (f)

Positive Behavioral Support is a school-wide collaborative effort to design and implement strategies, practices and interventions for teaching, coaching and reinforcing skills required for academic and social success at HMES. A responsive approach is built on the premise that when universal support is provided consistently for all students, the majority of students will thrive. More targeted and individualized supports are planned for and implemented as necessary. (Supporting Positive Behaviors in Alberta Schools, Alberta Education, 2008).

The Fort McMurray Montessori Foundation Student Code of Conduct outlines expectations for student behavior including:



- Acceptable and unacceptable conduct
- Principles regarding discipline
- Consequences related to failing to meet expectations for behavior and conduct

DEFINITIONS

Acceptable Behavior: Acceptable behavior is behavior that is conducive to a safe and caring learning environment that fosters academic, social, and emotional development among individuals and groups.

This includes students of HMES abiding and committing to the following:

- attending school regularly and punctually,
- be ready to learn and actively engage in and diligently pursue the student's education,
- ensuring that the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, and respects the rights of others in the school,
- refrain from, report, and not tolerate bullying or bullying behavior directed towards 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 FMMF and the Montessori Blue print,
- co-operate with everyone authorized by the FMMF 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.

Unacceptable Behavior: Unacceptable behavior, whether or not the behavior occurs within the school building, during the school day or by electronic means, is that which detracts from a welcoming, caring, respectful and safe learning environment. Unacceptable behavior negatively impacts the academic, social, and emotional development among individuals and groups. A student exhibits unacceptable behavior when they have displayed an attitude of willful, blatant, and repeated refusal to comply with the expectations outlined in section above.



Discipline Principles: Fort McMurray Montessori Foundation adopts the following principals regarding discipline measures:

- Discipline measures should foster mutual respect, teach social responsibility and encourage the development of self-discipline on the part of the student.
- Appropriate student conduct will be established largely through the use of effective student management strategies and the development of a welcoming, caring, respectful and safe environment in HMES classrooms.
- Preventive discipline measures are the most effective. Early action to resolve discipline concerns is desirable.
- Implementing and maintaining the student code of conduct within the classroom is the responsibility of the teachers of HMES.
- Student behavior that does not comply with the school code of conduct should be dealt with promptly.

- Disciplinary measures should be implemented in a fair manner. To ensure that disciplinary measures are fair, decisions regarding the use of specific disciplinary measures should take into account the:
 - nature of the behavior,
 - effect of the behavior upon others,
 - previous conduct of the student,
 - the age,
 - maturity
 - individual circumstances of the student
 - other relevant factors.
- Support will be provided to students who are impacted by inappropriate behavior as well as for students who engage in inappropriate behavior.

Consequences for failing to adhere to HMES Code of Conduct

The Education Act provides for progressive consequences including suspension for a period of up to 5 days (Section 36) and suspension with a recommendation for Expulsion (Section 37).

Fort McMurray Montessori Foundation supports the following consequences related to discipline:

- Problem solving, monitoring or reviewing behavior expectation with student and reprimand;
- Parental involvement;

- Referral to attendance board;
- Temporary removal of privileges;
- Detention of student;
- Temporary exclusion of student from class;
- In-school suspension;
- Out-of-school suspension;
- Behavior contract with student;
- Restitution for property damage to an individual or board;
- Assessment of student to develop appropriate programming;
- Involvement of police; and,
- Expulsion from HMES.

Procedures

1. It is the Principal of HMES responsibility to establish expectations around developing a welcoming, caring, respectful, and safe learning environment. School administration set discipline expectations within the school.
2. The Principal must ensure that a school-wide progressive discipline plan within a Positive Behavior Supports framework is collaboratively established, documented and reviewed regularly with the school community and is consistent with and follows [Administrative Procedure – Welcoming, caring Respectful and safe learning Environments](#).
3. Teachers of HMES are responsible for creating and maintaining environments wherein students feel physically, psychologically, and socially secure. Teachers will address behaviors using global or targeted interventions as required as well as following the Montessori Blue Print. They will also involve the administration when necessary.
4. The principal or designate will lead a case management team to support persistent behavioral or discipline issues.

STUDENT CODE OF CONDUCT

STUDENT NAME: _____ GRADE: _____ SCHOOL YEAR _____

Knowing our Core Values, we have respect for:	Persons	Learning	Community	Responsibility
All Settings	Keep hands and feet to self Use kind words and actions	Be prepared Use good listening skills Follow directions Stand for O Canada	Use garbage cans and recycle bins Respect school property and the property of others	Dress appropriately uniform Use good manners want to be dismissed by teacher
Classroom	Respect other people space and materials	Give your best effort Respect work and ideas of others	Keep desk and area neat and tidy	Be organized Respect rules of each classroom
Hallway	Walk Stay to the right Keep your hands to yourself	Walk Use an indoor voice Respect other classes	Walk Respect the displays Coats, shoes, and school	Walk Stay in single file, facing forward Stay with your class
Gym	Play fair Be aware of others around Take turn/ share equipment	Ask for a drink and washroom break participate	Return equipment to the proper place. Use equipment appropriately	Monitor voice level Cooperate with others Tie up shoes
Lunch Time	Eat your food only Keep conversations appropriate and respectful	Stay seated while eating Respect Lunch Leaders and Supervisors	Remain in the classroom until it is time to go outside. Use garbage	Use indoor voice Keep food and drink in classroom Clean your space

			can and recycle	
Technology	Return and plug in technology for others' use	Use your time wisely Work quietly Use only Apps / websites provided	Keep food and drinks away from technology	Keep desktops clean and appropriate for all
Library	Speak softly and sit quietly Respect others' space Line up to exit Library	Choose good fit books. Ask for help if needed, when choosing books	Push in chair Keep books in order on shelves	Food and drink free space Return books on time
Washroom	Please flush Respect privacy of others Use an indoor voice	Use washroom at recess/lunch Return promptly and quiet to class	Use appropriate amounts of washroom supplies Keep washroom tidy and clean	Wash hands with soap and water. Follow classroom routines washroom use.
Morning Routine	Eat breakfast before school Behave respectfully during O Canada and prayer	Use inside voice Proceed to class Bring an agenda and lunch bag into the classroom.	Line up at first bell to come in Hang coat and backpack Remain in class	Use washroom before Put on your shoes
Playground	Remain on playground area Seek help from supervisors if equipment needed	Take turns/ share Be aware of others around	Use the garbage can Line up immediately at bell Return promptly to class	Use equipment appropriate Put shoes and coats away in proper place
Assemblies /gatherings	Show appropriate appreciation Remain seated so others can see	Enter and exit in a line with your class Participate when expected	Remain seated on your bottom so others can see Stay quiet	Only bring required material Remain quiet



Bus / Field Trips	Respect the bus driver Remain seated properly Walk single file, following	Use indoor voice Allow younger students to board first	Wait to be boarded on the bus Follow bus driver rules Place all garbage in the garbage can	Do not eat on the bus Keep hands and feet to yourself. Keep personal items with you
Student Signature (OR PRINT Name): _____ Date: _____				
Parent Signature: _____ Date: _____				
School Principal: _____ Date: _____				

STUDENT DISCIPLINE, SUSPENSION & EXPULSION	
Date Last Reviewed	Sept. 2024, March 2025
Scheduled review date:	Every 3 years or sooner
Supersedes:	All previous policies and/or statements
Last Approved Date:	January 2020
LEGAL REFERENCE: Section 8, 11, 31, 32, 36, 37, 52, 53, 196, 197, 222, 257 Education Act Supporting Positive Behavior in Alberta Schools (3 volumes) Occupational Health and Safety Act Prevention of Youth Tobacco Use Act Smoke-free Places Act	

