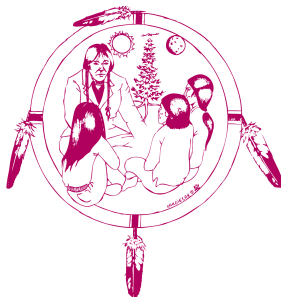


Ahkwesāhsne Mohawk Board of Education



POLICY 28 STUDENT CODE OF CONDUCT

Please Note:

AMBE policies are governance documents that state the Board's decision related to an area of operation by stating purpose, guiding principles, basic procedures, and key responsibilities.

AMBE senior management is accountable for implementing Board policies, and expected to exercise good judgment when implementing the policies in the context of day-to-day operations. Where appropriate, senior management may decide to develop specific guidelines and procedures, Administrative Frameworks, to ensure the appropriate implementation of Board policy.

This policy was adopted for the first time by the Ahkwesāhsne Mohawk Board of Education (AMBE) on:
May 18, 2022

Subsequent amendments:
_____, 20__

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1. Purpose

The purpose of *Policy 28, Student Code of Conduct*, is to guide students toward self-discipline and positive behaviour through ongoing communication among parents/guardians, students, and staff.

2. Definitions

3.1	Akwesasne Students	All students under the jurisdiction of the <i>Mohawk Council of Akwesasne</i> who have the right to access <i>AMBE</i> early childhood, elementary, secondary, and post-secondary programs and services.
3.2	Board Members	Includes both Trustees and Ex-officio Members.
3.3	Board of Trustees	A duly called meeting of Trustees to conduct the official business of the <i>Akwesāhsne Mohawk Board of Education</i> .
3.4	Culture	Culture is a way of being that defines and distinguishes a people or nation, as expressed through their customs, language, art (<i>stories, music, dance, visual</i>

arts, crafts), cuisine, social institutions, achievements, and interaction with other peoples and nations. Culture in this Policy refers to Ahkwesáhsró:non culture.

Culture is comprised of:

- *Non-material aspects*, including values, beliefs, customs, traditions, and language, which influence our social norms, rules, and laws that govern our society.
- *Material aspects are composed of items that we make and use as an expression of our identity, which includes a wide variety of things, from buildings, clothing, stories, music, dance, visual arts, crafts and many others.* (Paraphrased from Global Center For Pluralism, Canada & Thought Co.)

3.5	Director of Education	The executive officer and lead manager of the <i>Ahkwesáhsne Mohawk Board of Education</i> who is directly accountable to the Board for the administration of the Board’s schools, centers, programs and services, and the management of its human, financial, and material resources. The <i>Director of Education</i> is an Ex-officio member of the Board.
3.6	School Year	The school year is from August 1 st to June 30 th .
	The Board or AMBE	Refers to the <i>Ahkwesáhsne Mohawk Board of Education</i> , which includes both the governance and administrative structure.
3.7	The Council or MCA	<i>Mohawk Council of Akwesasne.</i>
3.8	Trustees	Elected member of the <i>Ahkwesáhsne Mohawk Board of Education</i> as established by the <i>Mohawk Council of Akwesasne</i> and defined in AMBE policy.

3. Principles

The Ahkwesáhsne Mohawk Board of Education believes that:

3.1. General Provisions:

- 3.1.1. Appropriate student conduct is one of the most important elements in providing a safe, accessible learning environment.
- 3.1.2. Students must play an active role in a healthy, respectable environment by adhering to the student code of conduct for student conduct in accordance with our *Ahkwesáhsró:non* culture and *Hotinoshon:ni* traditions, including our ethics, values, and principles.
- 3.1.3. A major responsibility of a school is to guide students towards self-discipline, and that positive behaviour is more attainable when there is ongoing communication and collaboration among parents/guardians, students, and school staff.

3.2. Students’ responsibilities:

- 3.2.1. Respecting the *Ahkwesáhsró:non* culture and *Hotinoshon:ni* traditions, ethics, values, and principles.
- 3.2.2. Demonstrating proper conduct while on school grounds, or during any extension of the school setting (*e.g. school outings, bus, etc.*).
- 3.2.3. Respecting their peers' right to an education without disruption.

3.3. Parents/Guardians’ responsibilities:

- 3.3.1. Reinforcing the expectations outlined in the *Student Code of Conduct*.
- 3.3.2. Supporting their child and the school staff in the implementation of the *Student Code of Conduct*

3.4. School's responsibilities:

- 3.4.1. Striving to create positive attitudes towards punctuality, regular attendance, completion of classroom assignments, and interest in learning.
- 3.4.2. Recognizing student accountability for their actions is based on their age and individual ability.
- 3.4.3. Implementing and developing an *Incentive Program* for students consisting of small attainable goals with simple proportionate incentives, which are clearly defined to students and parents.

4. Procedures

4.1. Setting Expectations – The Student Code of Conduct (Annex A)

4.1.1. The School will support students in meeting these expectations by:

- Outlining clear, school-wide attainable goals and expectations at the beginning of each school year;
- Striving to create positive attitudes towards punctuality, regular attendance, completion of classroom assignments, and interest in learning;
- Ensuring that students know and understand the expectations of the *Student Code of Conduct*; and
- Empowering students to be positive leaders in their classroom, school, and community.

4.1.2. The Parents/Guardians of school age students will support them in meeting these expectations by:

- Reinforcing with their child(ren) the expectations of the *Student Code of Conduct*;
- Encouraging and assist their child(ren) in following the *Student Code of Conduct* with respect to our *Ahkwesáhsró:non* culture and *Hotinoshon:ni* traditions; and
- Supporting their child and the school staff when a concern arises.

4.1.3. Students are expected to behave in a manner that is respectful of our *Ahkwesáhsró:non* culture and *Hotinoshon:ni* traditions, including:

- Adhering to the student code of conduct;
- Exercising self-discipline and accepting the consequences for their actions;
- Respecting the school schedule ensuring that they are on time for classes and other activities;
- Dressing in an appropriate manner, demonstrating respect for others (*e.g. avoid wearing articles of clothing with language, symbols, or images that may be offensive to others*);
- Respecting their peers' right to an education without disruption;
- Refraining from bringing anything to school that may compromise the safety of others; and
- Respecting the school property and the property of others at all times.

4.2. Supporting Students in Meeting Expectations

4.2.1. The School will create a stimulating, safe, and healthy study and work context for all by:

- Using a progressive approach to discipline with school safety at the forefront; and
- Motivating students to make good choices in outlining clear expectations with natural consequences.

4.2.2. Consider how existing operations, activities, and projects can be adjusted or adapted to be more proactive in reinforcing positive behaviour by:

- Providing professional development activities for teachers regarding positive behaviour management and effective student discipline techniques;
- Ensuring procedures be provided for intervention, referral for treatment, and disciplinary action if appropriate; and
- Implement and develop an *Incentive Program* for students consisting of small attainable goals with simple proportionate incentives, which are clearly defined to the student body.

4.3. Addressing Students that Struggle with the Expectations

4.3.1. Students struggling to adhere to the *Student Code of Conduct* requires flexibility in usage of procedures and will be managed based on:

- The age and grade level of the student;
- The history/profile of the student;
- How the intervention would affect the student's ongoing education; and
- In accordance with the levels outlined in Annex B.

4.3.2. Most discipline problems should be resolved by teachers on a daily basis in their classroom through effective classroom management techniques.

4.3.3. Until alternative placements are available, unacceptable dangerous behaviour may result in suspension and/or expulsion.

4.3.4. Support and/or recognize positive behaviour through an annual review of the procedures to ensure staff understanding, training, initiatives, projects, and campaigns are serving the schools' needs.

4.3.5. Maintaining parents and guardians engagement throughout by informing and including them in all efforts to support their child in meeting expectations, including an incentive program, and where there is persistent concern about the resulting disciplinary process.

5. Roles and Responsibilities

5.1. The Board of Trustees

The Board of Trustees will:

- Encourage schools to support students in following the *Code of Conduct (Annex A)*, which is respectful of our *Ahkwesáhsró:non* culture and *Hotinoshon:ni* traditions;

- Exercise judiciously its responsibility related to suspensions and expulsions by: (Policy 1016)
 - Reviewing any suspension appeal brought to the Board; and
 - Consider the expulsion from school of any student who, upon investigation by the Board, is found guilty of conduct injurious to the welfare of the school.
- Ensure that AMBE continues to provide professional development activities for teachers regarding positive behavior management and effective student discipline techniques; (Policy 1015)
- Ensure assistance is provided to students that need additional supports and care; and
- Ensure that the AMBE has programs to address specific concerns (e.g. Bullying).

5.2. The Director of Education

The Director of Education will:

- Encourage schools to support students in following the *Code of Conduct (Annex A)*, which is respectful of our *Ahkwesáhsró:non* culture and *Hotinoshon:ni* traditions;
- Ensure the implementation of this policy,
- Annually review procedures provided for: intervention, referral for treatment, and disciplinary action if appropriate; (Policy 1022)
- Ensure flexibility in usage of procedures are being exercised for students based on the history/profile, age, and grade level of students in our school system; (Policy 1022)
- Support the staff in the implementation of the policy by:
 - Encouraging a safe and respectful environment;
 - Aiding staff in positively interacting with students, and
 - Encouraging a positive climate with clear expectations and natural consequences.
- Ensure support to students that need additional supports and care;
- Based on the recommendation of the Principal, determine if a student should be suspended for a period greater than one week, but not exceeding three weeks, taking into account the particular circumstances of the individual student;
- In serious or severe situations, recommend to the Board of Trustees specific action in response to a student's behaviour, such as expulsion; and (Policy 1016)
- Approve *Incentive Programs* and other programs proposed by the Principal.

5.3. The Principal

The Principal will:

- Encourage and assist their students in following the *Code of Conduct (Annex A)*, which is respectful of our *Ahkwesáhsró:non* culture and *Hotinoshon:ni* traditions;
- Empower students to be positive leaders in their school and community;
- Demonstrate care for the school community and a commitment to academic excellence in a safe teaching and learning environment;
- Maintain clear, attainable school-wide expectations for student conduct, which will be reinforced by everyone;
- Hold everyone, under their authority, accountable for their behaviour and actions;

- Develop and review on a continuing basis, their procedures with respect to guiding students' growth toward self-discipline, and their procedures for dealing with inappropriate behavior; (Policy 1015)
- Ensure that they are flexible in usage of procedures based on a student's history/profile, age, and grade level; (Policy 1022)
- Ensure that students who persistently struggle to meet expectations are provided with support, referring them if necessary, to available programs and guiding them throughout the process;
- Determine if a student who persists in conduct that the Principal deems injurious to the welfare of the school should be suspended (up to one week); (Policy 1016)
- Recommend that the Ahkwesahsne Mohawk Board of Education expel a student from attendance at school when the situation requires such intervention; and
- With the approval of the Director of Education, develop and implement an *Incentive Program* for students consisting of small attainable goals with simple proportionate incentives, which are clearly defined to the student body.

5.4. The Student

The Student will:

- Adhere to the student code of conduct, following the *Code of Conduct (Annex A)*, which is respectful of our *Ahkwesáhsró:non* culture and *Hotinoshon:ni* traditions, including our ethics, values, and principles;
- Respect the school schedule, property and the property of others at all times;
- Dress in an appropriate manner demonstrating respect for others (*e.g. avoid wearing articles of clothing with language, symbols, or images that may be offensive to others*);
- Refrain from bringing anything to school that may compromise the safety of others;
- Participate in any programs implemented by the Principal;
- Exercise self-discipline and accept the consequences for their actions;
- Respect their peers' right to an education without disruption; and
- Exercise their right to appeal a suspension or a recommendation for expulsion should they desire to do so. (Policy 1016)

5.5. The School Staff

The School Staff will:

- Encourage and assist their students in following the *Code of Conduct (Annex A)*, which is respectful of our *Ahkwesáhsró:non* culture and *Hotinoshon:ni* traditions;
- Empower students to be positive leaders in their classroom, school, and community;
- Be familiar with and implement, the current policy;
- Develop and review, on a continuing basis, their classroom expectations and procedures, guiding students' growth toward self-discipline and adjusting their procedures for dealing with inappropriate behaviour as required;
- Participate in any programs and professional development activities offered by the Board of Education;
- Notify the principal or any student needing additional support and aid in order to achieve in their academic career (*e.g. substance abuse programs*); and
- Facilitate the implementation of any *Incentive Program* offered by the school.

5.6. The Parent(s)/Guardian(s)

The Parent(s)/Guardian(s) will:

- Encourage and assist their child in following the *Code of Conduct (Annex A)*, which is respectful of our *Ahkwesáhsró:non* culture and *Hotinoshon:ni* traditions;
- Be aware of the Student Code of Conduct and support any rules outlined in the document;
- Show an active interest in the child's school work and progress, attendance, and punctuality;
- Aid in representing their child during an appeal process; (Policy 1016)
- Support their child through any allocated program offered by the Director of Education; and
- Assist school staff in dealing with disciplinary issues involving their child.

6. Policy Review and Revision

6.1. Principles and Directives:

6.1.1. It is important for the policies of the Akwesasne Mohawk Board of Education to remain current and serve the best interest of Akwesasne students and the Akwesasne community.

6.1.2. The Board of Trustees recognizes that this policy should be reviewed at a minimum of every 5 years and/or when the legal or regulatory requirements of the Mohawk Council of Akwesasne change or the Board must meet new government obligations.

6.2. Procedures:

6.2.1. The Board of Trustees will establish a timeline for the regular review of this policy that requires the policy be reviewed at the minimum 5 years from the date of approval by the Board or as required by new circumstances or obligations.

6.3. Roles and Responsibilities:

6.3.1. Board of Trustees will:

- Establish a timeline for the regular review of this policy and ensure that it is respected; and
- Ensure that this policy is reviewed at a minimum every 5 years from the date of approval, or when the legal or regulatory requirements of the Mohawk Council of Akwesasne change or the Board must meet new government obligations.

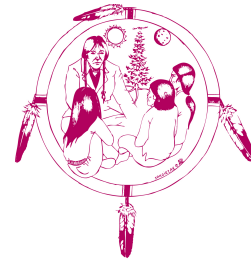
6.3.2. The Director of Education will:

- Initiate a review of this policy at a minimum every 5 years from the date of approval, or when the legal or regulatory requirements of the Mohawk Council of Akwesasne change or the Board must meet new government obligations.

● Appendix A: Student Code of Conduct

AHKWESĀHSNE MOHAWK BOARD OF EDUCATION

Student Code of Conduct



The AMBE Policy 28 – Student Code of Conduct states:

- Appropriate student conduct is one of the most important elements in providing a safe, accessible learning environment,
- Student conduct must respect our *Ahkwesáhsró:non* culture and *Hotinoshon:ni* traditions, including our ethics, values, and principles;
- A major responsibility of a school is to guide students towards self-discipline; and
- Positive student behaviour is more attainable when there is ongoing communication and collaboration between parents/guardians, students, and staff.

Students are expected to behave in a manner that is respectful of our *Ahkwesáhsró:non* culture and *Hotinoshon:ni* traditions, ethics, values, and principles, including:

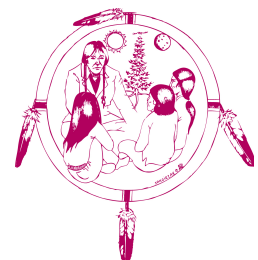
- Adhering to the student code of conduct;
- Exercising self-discipline and accountability for their actions based on age and individual ability;
- Respecting the school schedule ensuring that they are on time for classes and other activities;
- Dressing in an appropriate manner, demonstrating respect for others (e.g. avoid wearing articles of clothing with language, symbols, or images that may be offensive to others);
- Refraining from bringing anything to school that may compromise the safety of others; and
- Respecting the school property and the property of others at all times.

Parents/Guardians will support their children in meeting these expectations by:

- Supporting their child(ren) and the school staff in the implementation of the Student Code of Conduct;
- Encouraging and assisting their child(ren) in following the *Student Code of Conduct*, which respects our *Ahkwesáhsró:non* culture and *Hotinoshon:ni* traditions, ethics, values, and principles; and
- Aiding in representing their child during an appeal process. (Policy 1016)

The School will support students in meeting these expectations by:

- Outlining clear, school-wide attainable goals and expectations at the beginning of each school year;
- Ensuring that students know and understand the expectations of *Student Code of Conduct*;
- Empowering students to be positive leaders in their classroom, school, and community; and
- Striving to create positive attitudes towards punctuality, regular attendance, completion of classroom assignments, and interest in learning.



Annex B: Managing the Student Code of Conduct

Ahkwesāhsne Mohawk Board of Education

Managing the Student Code of Conduct

Level 1:

For minor issues or incidents the following consequences may be used to encourage more positive behaviour:

- Reminder/informal discussion,
- Use of problem solving techniques,
- Verbal or written warning,
- Contact with parents/guardians by the classroom teacher,
- Separation from peers,
- Written or verbal apology,
- Restitution for damage; and
- Any other appropriate action relative to the student's: history/profile, age, and grade level.

Level 2:

For repeated behaviours or more serious offences the following consequences may be used to encourage more positive behaviour:

- Any consequences from **Level 1**,
- Directly supervised recess/lunchtime activity,
- Contact with parents/guardian by the teacher and/or administration,
- Creation of behaviour contract or plan; and
- Temporary removal from the classroom/situation.

Level 3:

For incidents of a more serious nature, students will be referred to an administrator. The nature and severity of the infraction, the intent behind the infraction, and the frequency of the infraction will be considered when determining the level of consequence. The following consequences may be used to encourage more positive behaviour:

- Any consequences from **Level 1** and/or **Level 2**,
- Referral to counsellor,
- Administration involved in discussion/planning consequences,
- Official written documentation of the incident; and
- In-school suspensions.

Level 4:

Students may be suspended because their behaviour is harmful to themselves or other students and staff, or because of vandalism to the school, student, or staff property. The Parent/Guardian will be asked to return with their child to meet with the principal and make a commitment to improve their behaviour. It should be noted that all disciplinary decisions are made in consideration of individual circumstances.

Please note that if there is a violation of a very serious nature, suspension will be immediate. Parents will be contacted by phone and letter. Some of the consequences from **Level 3** may apply.

- Out of school suspension,
- Enrolment in a rehabilitation program; and
- Expulsion (*This can only be done through a decision of the Board of Trustees.*) (Policy 1016).