Student Code of Conduct - Safe and Caring Schools

Sustaining a Safe and Caring Learning Environment

Definitions:

1. Harassment refers to derogatory (e.g., excessively critical, insulting, belittling) or vexatious (e.g., aggressive, angry, antagonistic) conduct or comments that are known or ought reasonably to be known to be offensive or unwelcome. Harassment includes, but is not limited to, the following:
   a) any objectionable comment, act, or display that demeans, belittles, or causes personal humiliation or embarrassment, and any act of intimidation or threat;
   b) conduct or comments involving any of the prohibited grounds of harassment and discrimination as defined in the *Alberta Human Rights Act*.
   Any form of harassment may be caused by a single incident or a series of events.

2. Sexual Harassment includes comments, gestures or physical conduct of a sexual nature where an individual knows or ought reasonably to know that the behaviour is unwelcome and personally offensive. Sexual harassment includes, but is not limited to:
   a) inappropriate or derogatory comments, humour, insults or behaviour based on gender and/or gender expression, gender identity;
   b) inappropriate, lewd, or sexually offensive written, graphic or behavioural displays on school board property;
   c) inappropriate, lewd, or sexually offensive slogans or graphics displayed on clothing worn on school board property or during school-related activities;
   d) inappropriate conversation, physical touching, or leering that could be construed to be a sexual advance;
   e) inappropriate conversation regarding an individual's sexual behaviour;
   f) unsolicited and/or unwanted requests to engage in sexual activity;
   g) reprisal or threat of reprisal against an individual for rejecting a sexual solicitation or advance.

3. Bullying refers to repeated and hostile or demeaning behaviour by an individual where the behaviour is intended to cause harm, fear or distress to another individual in the school community, including psychological harm or harm to the individual's reputation. Bullying often occurs in circumstances where one party endeavors to maintain power and control over another based upon systemic inequalities within a social setting.

Harassment and Bullying Codes of Conduct

The school does not support Harassment and Bullying in any of its schools and / or sites or at all. To this end, the Greater St. Albert Catholic School Division has implemented (and revised) the following Administrative Procedures which will serve as the basis for addressing matters pertaining to Harassment and Bullying:

a) Student Discipline Framework, Administrative Procedure 350
b) Harassment Administrative Procedure 460 (Employees)
c) Harassment Administrative Procedure 358 (Division Students)
d) Safe and Caring Learning Environments Administrative Procedure 359
e) Code of Conduct Review to Address Bullying Behaviour Administrative Procedure 360
f) Accommodating and Respecting Gender Identity and Expression Administrative Procedure 361
g) Revised Use of Technology Administrative Procedure 140
h) Revised Social Media Administrative Procedure 149

Expectations

1. No action toward another student, regardless of the intent of that action, will or is intended to cause harm, fear, or distress to that student.

2. No action toward another student within the school community will or intend to diminish the student's reputation within the school community.

3. Any action that contributes to a perception of Bullying, whether it occurs during school time, or after school hours, or whether by electronic or other means, will be addressed by the school if it is determined that the actions impact the well-being of the alleged victim within the school community.

4. Any action that humiliates or contributes to diminishing the reputation of a student because of race, religious beliefs, colour, gender identification, gender expression, physical disability, mental disability, ancestry, age, place of origin, marital status of parents, source of income of parents, family circumstances, or gender expression, or gender identity of a student.

5. No report by a student that he / or she is being "harassed" or "bullied" will be ignored by a school official. The official will report the incident to the school principal who shall investigate the matter and act in accordance with Harassment Administrative Procedure 358 (Students) as required.

6. In establishing consequences for bullying, teachers and principals will use corrective interventions that consider the context of the circumstance, the behavioural history of the students involved, and the age / stage of development of the student.

7. If in the opinion of the teacher or principal an act of Bullying has occurred, interventions will be applied dedicated to stopping the behaviour in the future, and supporting the victimized student. Those disciplined for their involvement in bullying will be communicated what to "stop" doing, and "start" doing in order to further a safe and caring culture within the school.

8. Incidences of Bullying that adversely impact the safety of individuals or are an affront to the common good of the school community may be addressed through application of applicable administrative procedures and practices, including Harassment Administrative Procedures 358 (Division Students) and 460 (Employees).

9. Students will not be discriminated against according to the application that the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms has to the School Board as a Catholic Separate School Division.

10. All actions by students that impact the safety and well-being of students or staff will be addressed through the Student Discipline Framework AP 350 and the Harassment AP 358 (Division Students) as appropriate.

11. The expectation for students in all their school-related interactions that pertain to the School Division is that they:
    a) conduct themselves in a manner which upholds the dignity and worth of all members of the school community;
    b) be aware of and adhere to their school's code of conduct; and
    c) be aware that these expectations form the school's and division's standards for creating a safe and caring school.

12. No report by a student that s/he is being "bullied" is to be ignored by a school official, who will report the matter to the school principal as required by Harassment AP 358 (Division Students).

13. In establishing consequences for Bullying, teachers and principals may use corrective interventions that consider the context of the circumstance, the behavioural history of the students involved, and the age / stage of development of the student.

14. If in the opinion of the teacher or principal an act of Bullying has occurred, interventions may be applied dedicated to stopping the behaviour in the future, and to providing reasonable supports to the victimized student.

15. Appropriate interventions and supports will be provided to the student who has engaged in wrongdoing to ensure that the student establishes productive, positive behaviors in the future.

A specific Code of Conduct for Students to support these expectations is as follows:

A specific Code of Conduct for Students to support these expectations is as follows:

1. Students are expected to respect and respond to the request of another student in terms of how that student requests to be treated.

2. Students have a responsibility to treat others in our school community so that they will be fully accepted and valued by all other students.

3. Justification by the instigator of harmful behaviour to others (ie. I was just joking) does not justify harmful behaviour to others.

4. Behaviours that are harmful to others, or result in marginalizing others because of who they are, where they have come from, who they like and associate with, and where they live, are considered to be acts of bullying.

5. Students have a responsibility to report to an adult within the school any act that is known to be planned, is about to take place, or has happened by a student or students that would create harm to others.

Our school wide expectations and values are consistent with our Catholic/Christian beliefs. All children are expected to treat one another in a kind, considerate manner. A student shall conduct himself/herself so as to reasonably comply with the following code of conduct:

- be diligent in pursuing his/her studies
- attend school regularly and punctually
- cooperate fully with everyone authorized by the Board to provide education programs and other services
- comply with the expectations of the school
- account to his/her teacher for his/her conduct
- respect the rights of others

School Wide Expectations include:

	Be Responsible	Be Respectful	Be Safe
Schoolyard	•bring in equipment and belongings •come in quickly when the bell goes	• play fairly, take turns and include others •listen to the adults •use kind words	• hands, feet and objects to yourself •follow the rules • stay in supervised area

Hallway/ Boot room	•hang up coats and backpacks •keep hallway and boot room clean	•use a quiet voice •use kind words	•walk single file under the green arrow • hands feet and objects to yourself
Lunch Time	•clean up after yourself	•use a quiet voice •listen to the adults •use your manners	•stay seated in your space •eat your OWN lunch
Gym	•return equipment to proper place •wear proper footwear	•take turns •help others and cooperate •show good sportsmanship	•listen and follow directions •use equipment properly •stay in supervised area •water only
Library	•return books on time •take care of books	•read to self •use a quiet voice •be an attentive listener •food and drink free zone	• hands, feet and objects to yourself
Using Technology	•logout from programs when finished •only print with permission •take care of devices such as computers, Ipads or Chromebooks	•work quietly •respect equipment •food and drink free around electronic devices	•only visit safe Web sites •practice digital citizenship
Bathroom	•wash your hands using soap •keep bathroom clean and tidy	•use a quiet voice •wait your turn •respect other's space and privacy	• hands, feet and objects to yourself
Buses	•dress appropriately for the weather •be on time	•listen to the adults •use a quiet voice	•stay seated facing the front •food and drink free zone • hands, feet and objects to yourself

This code will be reviewed for its effectiveness in meeting Division expectations annually.

Please note that Section 32 of the *Education Act,* specifies the following reminder for parents:

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.

The School values your participation within our school community to support the safety, well-being, and success of all our students.

General Discipline Guidelines

It is expected that all students at École Notre Dame School demonstrate their best conduct, character and achievement. Students must accept responsibility for their learning, decisions and actions. Students must conduct themselves in a way, which contributes to a safe and caring atmosphere respecting the rights of others. Failure to comply will result in the loss of student privileges such as dances, guest speakers, and out of school activities such as field trips and/or other consequences as deemed appropriate by administration. Students are recognized as individuals and therefore the individual and unique circumstances of each case will be assessed when necessary. Students are always encouraged to do their best.

GSACRD schools have adopted a pyramid of support framework for Supporting Positive Behavior and pursuing excellence in learning in all students. The pyramid has three levels of support. The first level is **UNIVERSAL SUPPORTS** for all students in the school and in a classroom. The second level is **TARGETED SUPPORTS** where some students who require extra support to build the skills they need. The third level of **INTENSIVE INDIVIDUALIZED SUPPORTS** for students who require very specialized supports.
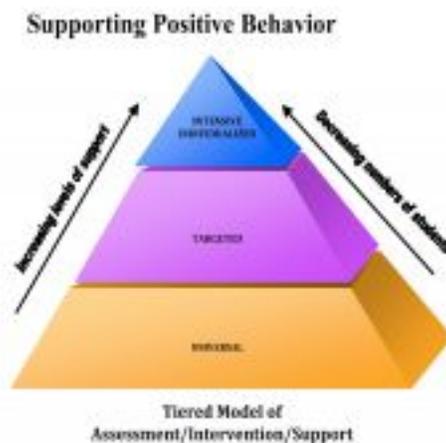
École Notre Dame School is committed to creating a safe and caring school environment for all children. We believe that it is the school's role to teach the values and social emotional skills that will create an inclusive and accepting community and allow our students to be successful within the greater community and later on in life. Safe and caring behaviours are taught, modeled and reinforced for all children. The majority of students will only require universal supports, however there will be students who require targeted supports and some who will need intensive individualized supports. This outlines the general procedures taken when a student requires a higher level of support.

Universal Supports:
May include differentiated instruction, positive reinforcement, fair and predictable consequences, celebration of student achievement, on-going praise, open door counseling, teams, clubs, Zones of Regulation, etc. École Notre Dame School has established three positively stated expectations for all students: Be Safe… Be Responsible…Be Respectful…

Staff Roles at the Universal Level:
The school will teach, model and reinforce safe and caring behaviour. School staff members will praise students for their contributions to creating a safe and caring environment. Teachers will have on-going assessment and positive communication with parents.

Parent Roles at the Universal Level:
The parent is the primary teacher of the student. Success of the student will increase when the parent is actively teaching, modeling and reinforcing safe and caring behaviour. Parents are encouraged to stay informed with the classroom teacher and praise the student for his/her contributions to creating a safe and caring environment at home or school. On-going positive

communication or regular monitoring of student achievement by the parent will support the child and lead to higher academic success.

Desired Outcome:

With universal supports in place, most students understand and comply with school rules and expectations most of the time. Minor incidents may occur and the student learns from the experience. No further support is required.

Targeted Supports:

Targeted supports are added when the student is having difficulty with understanding and complying with school rules and expectations. There is a noted decrease in ability to follow expectations. As with Universal Supports, the focus is on teaching the student positive behaviours and problem solving strategies. Targeted supports include universal supports and targeted supports such as: small group instruction of positive social skills, check in check out, staff mentor, Rotary Mentorship Program, counseling, accommodation checklist, self monitoring of behaviour, individual reinforcement systems, tracking, reward system, consultation with division supports for positive behaviour.

Staff Roles at the Targeted Level:

School staff members document incidents and communicate the increase in non-compliance to parents. Staff members work together with the family to support the child to demonstrate safe and caring behaviour. Staff members continue on-going communication and reinforcement of desired behaviour.

Parent Roles at the Targeted Level:

Parents work together with the school to support the child to demonstrate safe and caring behaviour. Parents are encouraged to have on-going communication with the school staff members so the desired behaviour is reinforced both at school and at home with consistency. ***Desired Outcome:***

When the child can demonstrate safe and caring behaviour, the supports may decrease. However, some children will always require this level of support. The school and parents continue to teach, model and reinforce safe and caring behaviour. School staff and parents praise the student for his/her contributions to creating a safe and caring environment.

Intensive Individualized Supports:

The student continues to have difficulty with understanding and complying with the school rules and expectations even with the targeted and universal supports. The student contributes to an environment that is not safe and caring. Intensive supports include universal supports, targeted supports and intensive individualized supports such as: referral to outside agencies, individual counseling, Wrap Around, alternate programming, positive behaviour plans/ individual program plan, Safety Plan, Educational Assistant support, assessments, one on one support. ***Staff Roles at the Intensive Level:***

School staff members will meet with parents to discuss the present situation. Together, staff members and parents discuss possible solutions for the student. Staff members will continue on-going communication and reinforcement of desired behaviour.

Parent Roles at the Intensive Level:

Parents are encouraged to meet with school staff members to discuss the present situation. Together, staff members and parents discuss possible solutions for the student. Parents continue on-going communication with the school and reinforce desired behaviour. ***Desired Outcome:***

When the child can demonstrate safe and caring behaviour, the supports may decrease. However, some children will always require this level of support. The school and parents continue to teach, model and reinforce safe and caring behaviour. School staff and parents praise the student for

his/her contributions to creating a safe and caring environment.