



École Notre Dame Elementary School

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Student Code of Conduct - Safe and Caring Schools

Sustaining a Safe and Caring Learning Environment in Greater St. Albert Catholic Schools

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 endeavours 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 District 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 (District 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 intends to diminish the student's reputation within the school community.
3. Any action that contributes to a perception of Bullying, whether it occurs during schooltime, 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/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 the application of applicable administrative procedures and practices, including Harassment, Administrative Procedures 358 (District 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 District.

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 (District Students) as appropriate.

11. The expectation for students in all their school-related interactions that pertain to the School District 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 from the school’s and district’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).5

Our School’s Expectations:

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 (i.e. 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 |
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| Schoolyard | <ul style="list-style-type: none"> •bring in equipment and belongings •come in quickly when the bell goes | <ul style="list-style-type: none"> • play fairly, take turns and include others •listen to the adults •use kind words | <ul style="list-style-type: none"> • hands, feet and objects to yourself •follow the rules • stay in a supervised area |
| Hallway/ Boot room | <ul style="list-style-type: none"> •hang up coats and backpacks •keep hallway and boot room clean | <ul style="list-style-type: none"> •use a quiet voice •use kind words | <ul style="list-style-type: none"> •walk single file under the green arrow • hands, feet and objects to yourself |
| Lunch Time | <ul style="list-style-type: none"> •clean up after yourself | <ul style="list-style-type: none"> •use a quiet voice •listen to the adults •use your manners | <ul style="list-style-type: none"> •stay seated in your space •eat your OWN lunch |
| Gym | <ul style="list-style-type: none"> •return equipment to the proper place •wear proper footwear | <ul style="list-style-type: none"> •take turns •help others and cooperate •show good sportsmanship | <ul style="list-style-type: none"> •listen and follow directions •use equipment properly •stay in a supervised area |
| Library | <ul style="list-style-type: none"> •return books on time •take care of books | <ul style="list-style-type: none"> •read to self •use a quiet voice •be an attentive listener •food and drink free zone | <ul style="list-style-type: none"> • hands, feet and objects to yourself |

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| Using Technology | <ul style="list-style-type: none"> •logout from programs when finished •only print with permission •take care of devices such as computers, iPads or Chromebooks | <ul style="list-style-type: none"> •work quietly •respect equipment •food and drink free around electronic devices | <ul style="list-style-type: none"> •only visit safe Websites •practice digital citizenship |
| Bathroom | <ul style="list-style-type: none"> •wash your hands using soap •keep the bathroom clean and tidy | <ul style="list-style-type: none"> •use a quiet voice •wait your turn •respect other's space and privacy | <ul style="list-style-type: none"> • hands, feet and objects to yourself |
| Buses | <ul style="list-style-type: none"> •dress appropriately for the weather •be on time | <ul style="list-style-type: none"> •listen to the adults •use a quiet voice | <ul style="list-style-type: none"> •stay seated facing the front •food and drink free zone • hands, feet and objects to yourself |

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.

Supports for a Safe and Caring School

In addition to our core curriculum programs, our core values, and school-wide expectations and procedures, École Notre Dame Elementary School offers the following programs in order to help build a safe and caring environment:

Counseling Services

Student counseling services are available to students. For more information please speak with your child's teacher, school administration, the Learning Support Facilitator, or the school counselor.

Extracurricular and Co-curricular Activities

At École Notre Dame, we are very blessed to have a number of staff members who share their time and talents. Throughout the years, we have been able to offer the following activities: Running Club, Cheer, Intramurals, ECS Bus Helpers, Choir, Library Helpers and Learning Commons (English & French). These change on a year-to-year basis.

Student Diversity Groups

Greater St. Albert Catholic Schools is committed to using its LIFE (Lived Inclusion for Everyone) Framework as a guideline for the creation and operation of student groups that are comprehensive in their approach to inclusion and open to the exploration, in a Catholic context, of a variety of issues including bullying, sexual harassment, sexual orientation, gender identity, justice, and respectful relationships and language. This Framework is a component of the District's Safe and Caring Learning Environment Administrative Procedure and is the result of a provincial collaboration of Catholic school jurisdictions. Each of our schools may be organizing LIFE Framework / Diversity Groups. The school will keep you informed as these groups are established by placing notices within our ongoing news notifications.

Parent Volunteers

École Notre Dame Elementary School welcomes parent volunteers. Parents may choose to serve on the School Council or Parent Fundraising Association (PFA). Parents may also choose to help out with special classroom activities, field trips, etc. All volunteers in the school are required to wear a volunteer badge which is available in the school office when signing in to volunteer. In accordance with School District procedures and policies, all volunteers who work with children directly must have criminal and vulnerable sector checks completed and copies submitted to the office. Please call the school office for more information or to obtain the paperwork so that the checks are not subject to fees.

School Council

All parents of children who attend École Notre Dame Elementary School are members of the school council. Active participation in the council is encouraged through attendance at monthly meetings and sponsored activities. All members have the right and the responsibility to participate in discussions and decision-making of the council. Any work done on behalf of the council shall be of a voluntary nature. The mission of our school council is to provide École Notre Dame Elementary School with the support needed to educate and nurture each student in a Catholic/Christian community.

Foundations for Constructive Parent/Teacher Interaction

Never hesitate to call if you are concerned about something or need clarification on any matter. It's best to always check with the child's teacher first, but do not hesitate to call administration or drop in; we are here to serve you, our staff and students.

GUIDING PRINCIPLES

- We are a community, and therefore, we place cooperation before confrontation, and we
- seek mutual benefit.
- We commit to maintaining the dignity of all stakeholders.
- Confidentiality must be respected.
- Communication should be proactive, personal, and ongoing and should directly involve
- all stakeholders.
- All parties have a responsibility to resolve the issue in the best interest of the child.

PROCEDURES FOR COMMUNICATION

- Parents and teachers will establish their availability for contact.
- Teachers will indicate their preferred modes of communication and availability for
- contact at the beginning of the school year.
- Major concerns require a scheduled appointment in order to adequately address the
- issue.

ISSUE RESOLUTION PROTOCOLS

- For concerns related to your child or to classroom issues, for example, academics,
- behavior, classroom expectations, pertinent family and health information, peer interactions, etc., follow the steps of the flowchart below.
- Step 1 **Contact Teacher** Not Resolved Go to step 2
- Step 2 **Contact School Administration** Not Resolved Go to step 3
- Step 3 **Contact Division Office**
- For general school-operational concerns/questions, contact the school **Board of Trustees** administration and/or the class representative.

ISSUE RESOLUTION PROCESS

- Set ground rules by reviewing the guiding principles
- Identify the issue - deal only with the problem at hand.
- Develop options to deal with the issue.
- Agree upon a course of action.
- Identify specific steps, including who is responsible for what steps and the time frames involved.
- Set a date for a follow-up meeting.

Public Civility on School/Division Sites

Background - The rights of employees, like all other rights, are based on the nature of the human person and his/her transcendent dignity. The Church's authority to teach social justice has determined that one's personality in the workplace should be safeguarded without suffering any affront to one's conscience or personal dignity. Furthermore, in its efforts to support the intent of Section 27 of the School Act, the school division is committed to maintaining orderly educational and administrative processes in keeping schools and administrative offices free from disruptions and preventing unauthorized persons from entering school/division grounds. This administrative procedure promotes mutual respect, civility and orderly conduct among division employees, parents and the public.

The expectations of this procedure are not intended to deprive any person of his/her right to resolve the issues of concern but only to maintain a safe, harassment-free workplace for the students and staff. In the interest of presenting divisional employees as positive role models to the children of our schools, as well as the greater community, Greater St. Albert Catholic Schools encourages positive communication and discourages volatile, hostile, or aggressive actions. The division expects public cooperation with this endeavor.

Procedures

1. All staff members have a duty to the public to be fully cooperative in the fulfillment of the school division's mission, vision, values, and goals. Furthermore, all staff and volunteers are called to be solution-focused in addressing parental complaints.
2. With regards to school operations, events including but not limited to athletic events, no person shall:
 - 2.1 Disrupt or threaten to disrupt school/office operations;
 - 2.2 Threaten the health and safety of students or staff;
 - 2.3 Willfully cause property damage;
 - 2.4 Use loud and/or offensive language;
 - 2.5 Harass staff with frequent and abusive communications;

- 2.6 Access instructional and administrative environments without prior approval of the
- principal.

3. Members of the public who demonstrate a continuous pattern of unauthorized entry on school division property will be directed to leave the school or school division property promptly by the principal or administrative designate or the superintendent or administrative designate.

4. If any member of the public uses obscenities or speaks in a loud, insulting, and/or demeaning manner, the employee to whom the remarks are directed will calmly and politely request that the individual communicate civilly and constructively.

5. Division staff are expected to respect and support corrective and cooperative actions taken by members of the public who have initially exercised inappropriate communication in resolving their concerns.

6. If the abusing party willfully fails to take corrective action, the division employee will verbally notify the abusing party that his/her participation in the meeting, conference, or telephone conversation is terminated. If the meeting or conference is on division premises, the offending person will be politely and clearly directed to leave promptly. Furthermore, if applicable, such individuals will be informed of their rights to appeal the decision of this nature to the employee's immediate supervisor.

7. When an individual is directed to leave under the above circumstances, the principal or designate shall inform the person that the basis of such direction is based upon divisional standards of civility and if necessary, Section 27 of the School Act.

8. If an individual refuses to leave the school and school division property upon request or returns before the applicable period of time, as further arranged by the superintendent or designate, the principal or superintendent may notify law enforcement officials.

9. Should the principal feel that supportive community law enforcement assistance is required to assist in civility in dealing with the public, the School Resource Officer or police may be contacted at any time.

Legal Reference: John Paul II, Encyclical Letter, Laborem Exercens (1981)
School Act Section 27 Occupational Health and Safety Regulation 391

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.