SCHOOL CODE OF CONDUCT

Student Code of Conduct - Safe and Caring Schools

At SAA our mission is to build a safe and caring culture through the example of Jesus Christ. It is based upon the belief that every member of our school community will foster dignity, respect and service through their actions, and that every individual is entitled to be treated with dignity and respect. Core values are responsibility and reconciliation. An attempt will always be made to implement logical consequences and restorative justice practices that encourage and maintain the God given dignity of every student. Teachers use effective teaching strategies and classroom management skills to minimize off task behaviour. Where required teachers and/or administration will notify parents and implement strategies to address concerns or inappropriate behaviors. A school-wide approach to positive behavior supports effectively promotes a safe, orderly and predictable environment for learning and teaching.

Any forms of physical aggression, harassment and/or bullying will be addressed immediately. Students and parents have a responsibility to contact school administration or advise a teacher if there have been issues that the school may not be aware of.

Sister Alphonse Academy STUDENTS are...
SAFE
RESPONSIBLE
RESPECTFUL
We are on time, prepared and contribute positively to our school culture

Bullying is deemed to have taken place within our school when:

Repeated and hostile or demeaning behaviour by a student is intended by the student to cause harm, fear or distress to another individual in the school community, including psychological harm or harm to the individual's reputation.

In order to assure that students will not be bullied in schools, The School and District supports Section 45.1 of the Alberta School Act, which states that our school has a responsibility to ensure that each student enrolled is provided with a welcoming, caring, respectful, and safe learning environment that respects diversity and fosters a sense of belonging. Greater St. Albert Catholic Schools has clarified its intention to provide such an environment in all schools through its Safe and Caring Learning Environments for Students Administrative Procedure.

The school will establish a culture of respect for the God given dignity of all who participate within it and pursue the common good of everyone, as we build a community of faith, hope, and love through the example of Jesus Christ.

However, in order to assure that this culture will prevail, our school maintains the following expectations with respect to bullying:

- No action toward another person, regardless of the intent of that action will cause harm, fear, or distress to that student or staff member.
- No action toward another person within the school community will diminish the student or staff member's reputation within the school community.
- 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.
- Any action that humiliates or contributes to diminishing the reputation of a person because of race, religious beliefs, colour, gender, physical disability, mental disability, ancestry, place of origin, marital status of parents, source of income of parents, family circumstances, or sexual orientation of a student is deemed to be an act of bullying.

- No report by a person that he / or she is being "bullied" will be ignored by a school official. The official will respond as if an incident has happened and report the incident to a teacher or principal.
- 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.
- 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 educating the person victimized about how to address the issue in the future.
- 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.
- Parents play a primary role in assisting with the resolution of matters pertaining to bullying. Apprising them of issues in this area as they have impacted their children should occur at the earliest opportunity.
- A principal may use a Restorative Discipline or Positive Behavioural Support model to address matters of discipline. 2.10.
- 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 Sections 24 or 25 of the School Act.

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

Students are expected to show respect for themselves and others. The students are accountable for their actions and shall conduct him/herself so as to reasonably comply with the following code of conduct: (2007 School Act - Part 1 Section 12)

A student shall conduct himself or herself so as to reasonably comply with the following code of conduct:

• be diligent in pursuing their studies,
• attend school regularly and punctually,
• cooperate fully with everyone authorized by the board to provide education
  programs and other services,
• comply with the rules of the school,
• account to the teachers for the student's conduct, and
• respect the rights of others.
• ensure that the student's conduct contributes to a welcoming, caring, respectful and
  safe learning environment that respects diversity and fosters a sense of belonging,
• refrain from, report and not tolerate bullying or bullying behaviour directed
  toward others in the school, whether or not it occurs within the school building,
  during the school day or by electronic means
• positively contribute to the student's school and community.

Students, in other words, your responsibility is:

• to try your best in all your courses
• to attend school and always be on time for classes
• to do as you are asked by any employee of the school board (principal, teacher,
  E.A., secretary, custodian, bus driver, etc…)
• to follow the school rules
• to be respectful to everyone (even the people you don't know or like)
• to do the right thing, and report bullying if you see it
• to be a positive force in your school

Grounds for suspension/expulsion include behaviors such as:

• actions which threaten the safety of yourself or others
• possession/selling of illegal drugs, alcohol, or inhalants
• going against district-wide policies about harassment, smoking, attendance, and

student responsibilities
• open defiance of authority
• interference with the orderly conduct of the school
• going against the student code of conduct as per the School Act

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

The school will establish a culture of respect for the God given dignity of all who participate within it and pursue the common good of everyone, as we build a community of faith, hope, and love through the example of Jesus Christ.

The school values parent collaboration in supporting the safety, well-being, and success of all students. " A parent of a student has the responsibility

a.   to take an active role in the student's educational success, including assisting the student in complying with the legislated expectations for students (Section 12),

b.   to ensure that the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment,

c.   to co-operate and collaborate with school staff to support the delivery of specialized supports and services to the student,

d.   to encourage, foster and advance collaborative, positive and respectful relationships with all staff and students and to engage positively in building a vibrant, Christ like school culture.

Prohibited Items
The following are not permitted on school property at any time: alcohol, tobacco, illegal drugs, sunflower seeds, energy drinks, vapour/e-cigarettes, lighters, matches, laser pointers, air horns.

Supporting Positive Behaviour at Sister Alphonse Academy
A school-wide approach to **p**ositive behavior supports effectively promotes a **safe**, **orderly** and **predictable** environment for learning and teaching. This approach has significant effects within the school community: it creates a positive school culture that students, parents and staff perceive as safe and caring.
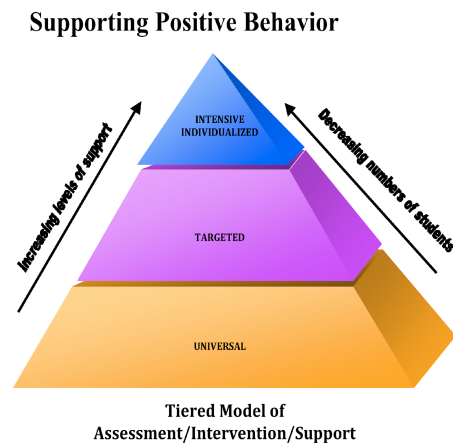
SAA **P**ositive **B**ehavior **S**upports focus on a **school-wide** set of behavior expectations that is corrective, not punitive in which positive dialogue is key. Our students will be encouraged to be safe, respectful and responsible at all times.

Research identifies ten key elements of universal school-wide behavior support systems. These elements are interrelated and overlapping, and may have differing degrees of importance, depending on the needs, strengths and priorities of a particular school community.
.Positive relationships: valuing each individual's contribution to the school community, promoting a sense of belonging for all students arid staff, and promoting positive relationships among home and school and community
.Modification of the school environment: ensuring that the physical environment and school routines are organized proactively to support positive behavior and reduce problem behavior
.Differentiated instruction: responding to student diversity and creating opportunities for all students to learn in a way that responds to their varying abilities, strengths, learning preferences, interests and needs
.School-wide behavioral expectations: clearly articulating expectations and having all staff consistently reinforce expectations in all areas of the school throughout the school day
.Social skills instruction that demonstrates and supports the school-wide behavioral expectations
.Positive reinforcement of individual students and groups who consistently demonstrate positive behavior
.Fair and predictable consequences for negative behavior that adversely affects others and the school community
.Collaborative leadership: committing to building and maintaining a positive school culture, and

providing the resources necessary for developing positive behavior supports for all students

.Data-driven decision making: clearly identifying the strengths and needs of the school community, identifying areas where improvement is needed and measuring behavior change over time

.Action plan for school change: developing, implementing and monitoring a school-wide approach to positive behavior supports

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 if **INTENSIVE INDIVIDUALIZED SUPPORTS** for students who require very specialized supports.

Supporting Positive Behavior

INTENSIVE INDIVIDUALIZED

TARGETED

UNIVERSAL

Increasing levels of support

Decreasing numbers of students

Tiered Model of Assessment/Intervention/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.