



SISTER
ALPHONSE
— A C A D E M Y —

SCHOOL HANDBOOK

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WELCOME

Welcome to Sister Alphonse Academy! We are excited and honored with the privilege to welcome new children and their families to our beautiful school that opened in September of 2018. Our vibrant Academy culture will prepare students for the 21st Century by awakening the hearts and minds of students while educating and nurturing each to learn, live fully, and serve others.

The four quadrants of the Academy shield on our school logo represent the mental, physical, social and spiritual gifts to be encouraged and developed. They exemplify our goal to educate and develop the uniqueness of each student through abundant curricular and co-curricular programs in a safe and engaging learning environment. At the heart of the shield is our belief that we are guided by the light and spirit of Christ.

We look to models such as our namesake Sister Alphonse to provide us with the timeless qualities of outstanding educators. Their example will be used by our staff and students to be relationship builders, learners, collaborators, leaders and innovators.

Utilizing best practices and strategic use of tools and technology, our students will develop the foundational skills and qualities necessary for the future. Our elementary-Jr. High learning community will provide abundant leadership and mentoring opportunities. The learning process at our Academy will be as vital as the product. Student choice and voice will provide broader opportunities for increased student engagement all with the goal of acquiring the Super Skills of 21st Century Education: Creativity, Critical Thinking, Collaboration and Communication.

We hope this Academy Handbook will provide abundant information about our school. Visit our website often as more information will be provided about staff, programs, registration, bell times, School Council, etc. As always never hesitate to call if you have questions or require clarification.

Yours in education,

Mr. Greg Lamer

Mrs. Lisa Kleparchuk

Principal

Vice Principal

Mission/Vision Statement of Greater St Albert Roman Catholic Separate School District No. 734

Greater St. Albert Catholic Schools is a welcoming learning community that awakens the hearts and minds of students while educating and nurturing each to learn, live fully and serve others.

Excellence in learning through faith, relationships and engagement.

Our Core Commitments:

<i>Passion:</i>	We celebrate all students as gifts from God, so we further our dedication to their needs;
<i>Relationships:</i>	We seek to meaningfully see Christ in others through relationships with our students and other stakeholders;
<i>Commitment:</i>	Our pursuit of continuous life-long learning enables students to be their best in achieving their goals;
<i>Hope:</i>	We constantly communicate a belief of what is possible for the students;
<i>Innovation:</i>	We are committed to innovation, best practice and lifelong learning;
<i>Excellence:</i>	We establish standards for success for learning, devote our personal best to achieving them, and celebrate our results.

Faith in Our Students

Greater St. Albert Catholic Schools



School Procedures, Guidelines and General Information

School Hours

Please note that outside supervision begins at 8:10 a.m. Students should not arrive until after this time. PM supervision of buses ends at 3:08 pm. Instruction begins for all grades at 8:30 am and concludes at 2:58 pm. Morning kindergarten begins at 8:30 am and ends at 11:26 am.

Families can access the District Calendar online on our district website, or on our school website or by accessing this link: <https://www.gsacrd.ab.ca/download/12476>. In addition, we are encouraging all families to download the Sister Alphonse Academy App and the Greater St. Albert Schools App from the App Store which will provide direct access to School and District Information, including the calendar. Most events will be posted on the school calendar. See the Sister Alphonse Academy website: <https://www.saa.gsacrd.ab.ca/about/calendar> for the school calendar of events.

Elementary 1- 6 Schedule

MON-FRI	ELEMENTARY
First Bell - ENTRY	8:15 AM
1	8:25 - 8:55 AM
2	8:55 - 9:25 AM
3	9:25 - 9:55AM
4	9:55 - 10:25AM
1st Outside Recess	10:25 - 10:42
First Bell	10:42 - 10:48
5	10:48- 11:28 AM
6	11:28 - 12:08 PM
2nd Outdoor Recess	12:08 - 12:33
Entry and Lunch	12:33 - 12:52
First Bell	12:52 - 12:55 PM
7	12:55 - 1:25 PM
8	1:25 - 1:55 PM
9	1:55 - 2:25 PM
10	2:25 - 2:58 PM
Bus Departure	3:08

FRIDAY	JR. HIGH		MON - WED	JR. HIGH		TUES - THURS	JR. HIGH	
First Bell - ENTRY	8:15 AM		First Bell - ENTRY	8:15 AM		First Bell - ENTRY	8:15 AM	
1	8:25 - 8:55 AM	30	1	8:25 - 8:55 AM	30	1	8:25 - 8:55 AM	30
2	8:56 - 9:41 AM	45	2	8:56 - 9:41 AM	45	2	8:56 - 9:41 AM	45
3	9:42 - 10:27 AM	45	3	9:42 - 10:27 AM	45	3	9:42 - 10:27 AM	45
Break	10:27 - 10:42		Recess/Nut Break	10:27 - 10:42		Recess/Nut Break	10:27 - 10:42	
First Bell	10:42 - 10:47		First Bell	10:42 - 10:47		First Bell	10:42 - 10:47	
4	10:47 - 11:27 AM	40	4	10:47 - 11:27 AM	40	4	10:47 - 11:27 AM	40
5	11:28 - 12:08 PM	40	5	11:28 - 12:08 PM	40	5	11:28 - 12:08 PM	40
Lunch	12:08 - 12:53		Lunch	12:08 - 12:53		Lunch	12:08 - 12:53	
First Bell	12:52 - 12:53 PM		First Bell	12:52 - 12:53 PM		First Bell	12:52 - 12:53 PM	
6	12:53 - 1:34 PM	31	7	12:53 - 1:25 PM	32	6	12:53 - 1:55 PM	62
7	1:35 - 2:16 PM	31	8	1:26 - 1:56 PM	30	7	1:57 - 2:58 PM	61
8	2:17 - 2:58 PM	31	9	1:55 - 2:26 PM	30			323
Bus Departure	3:08 PM	323	10	2:27 - 2:58 PM	31	Bus Departure	3:08 PM	
			Bus Departure	3:08 PM	323			

Kindergarten AM

8:15 – 11:10 am

Kindergarten PM

12:03 – 2:58 pm

Grade 1 – 9

Instruction Begins - 8:25 am

Dismissal 2:58 pm

Lunch 12:08 – 12:53

** Some block lengths are modified internally for scheduling purposes and teachers at the elementary level will adjust lengths in order to meet subject recommendations in the Guide to Education**

Attendance

The Alberta School Act states that students should be punctual and have regular attendance at school. Arriving on time at school and attending on a regular basis contributes to success in school. Please contact the school administration if your child is having difficulty with attending school.

Absence Reporting

It is the parent's responsibility to notify the school when a child is absent or will be late. GSACRD has an automated student absence reporting system and parents are encouraged to set up a School Messenger Parent Portal Login using the link below. If a student will be absent or late, please go online and use the Parent Portal to record the absence prior to 8:15 a.m. If the school has not been notified of a child's absence, you will receive an automated Synrevoice message which will prompt you to call the school. You can also download the School Messenger App.

[School Messenger Account Login](#)

Arriving Late and/or Leaving Early

If your child arrives late, they must report to the office prior to proceeding to the classroom so your child's arrival is recorded. This will help us should an emergency happen during the day and we need to account for all of our students.

Students will not be released from the school unless the office has been notified, this includes picking your child up from school or at a field trip. Please ensure that if you are arranging for someone else other than mom, dad or legal guardian to pick up your child we must have parent authorization to do this. Arrangements must be made with the teacher/office prior to the child being released. The main door is reserved for parents, teachers, staff and visitors.

Bicycles, Skateboards, Roller Blades, Scooters

Students are expected to walk their bicycles on school property. Bicycles must be locked and stored in the racks provided. The school does NOT assume responsibility for lost or stolen bicycles. Skateboards, scooters and roller blades should only be used to go to and from school and can be stored in the classroom with teacher permission. Students are expected to wear CSA approved helmets.

Bussing

Please visit GSACRD's Bus Portal for all transportation inquiries: <https://transportation.gsacrd.ab.ca/>. Should the bus not arrive on time in the morning, students are advised to wait no longer than 10 minutes. Students must dress for the weather conditions even when riding the bus. Bus drivers may refuse to transport a child should it be deemed that he/she is not dressed appropriately and their safety is compromised by the weather conditions. The Superintendent or Secretary Treasurer may suspend school bus services or implement an early dismissal when weather conditions create a hazard to the safety of students. Bus safety is a concern to all of us. We ask your support in helping us to reinforce safe and proper bus behavior:

- Students must conduct themselves in a manner that will be helpful to the driver in observing traffic safety. Shouting, whistling, yelling, loud singing, and boisterous conduct that may distract the driver will not be tolerated.
- Students must remain seated on the bus at all times when the bus is moving.
- Students must line up a reasonable distance (three meters) from the designated bus stop.
- Students must, after getting off the bus, move a reasonable distance from the curb before the bus leaves.
- Students must cross at a crosswalk only after the bus is one-half block away from the bus stop. They should cross together, always looking out for the smaller children.
- Students must respect the property of homeowners by walking and standing on the sidewalk and not on people's lawns or driveways.
- Students must follow safe & caring rules while waiting at the bus stop.

Children who have bus passes are expected to board the bus unless written parental permission has been given. Students are only permitted to ride the bus for which they have been issued a bus pass. If there are special circumstances, which require that your child ride another bus, permission to do so may be obtained by contacting our school division office (459-7711 and ask for transportation). **Please impress on your child the importance of going straight home or reporting to you after school. If they miss the bus, please instruct your child to report to the office immediately. No bussed child should start walking home without his/her parent's permission and the school's knowledge.**

Catholic Faith Dimension

Our Catholic faith permeates our daily life at Sister Alphonse Academy. Students are taught Religious Studies in K-9. We plan and provide regular religious celebrations/liturgies, daily prayer and reflections, guest speakers, staff and student retreats and community service projects to compliment our school program. We work closely with St. Albert Parish to provide meaningful experiences for our students at the church.

Communication – Home and School

The staff at Sister Alphonse Academy feel that regular communication between home and school is important to student progress and supportive relationships. We encourage communication whenever concerns, questions or bouquets should be shared. Conferences with the teachers and administrators are welcomed at all times. We ask that you contact the teacher involved prior to visiting the school so that they can prepare a complete report. Please keep the school informed of anything that may affect your child's education!

Every effort will be made to keep students and parents informed about school events. Bulletins, twitter, facebook, email, push notifications via our school App and our school website all provide avenues for parents to stay informed. Parents are asked to pay close attention to the information contained in all of the communications. Our website can be reached at www.saa.gsacrd.ab.ca

Contacting your Child or Staff Members

You may contact your child's teacher through email or by phoning the school. To avoid interruptions to instruction, non-emergency messages will be passed on to students or staff during break times. While we understand that there may be times when it is necessary to change afterschool arrangements for your child, we would like to make you aware that it is not always possible to pass the message to a child during the day. Please determine after school arrangements for students prior to the children coming to school in the morning.

Emergency Procedures

Schools in our District including Sister Alphonse Academy regularly practice emergency procedures based upon the ***Incident Command System***. This system has a number of protocols for different emergency situations that could be encountered at a school level. Prior to any practice/drill staff and students will be notified and review procedures.

In the case of an actual emergency situation the school may enter into **an organized release procedure**. Please note that students will only be released to people who have authority to pick them up. Please respect the procedures we have put in place for the safe release of children and follow the instructions that school staff has been asked to give. Please do not hesitate to contact the school if you have any questions or concerns. **Parents must make adequate provisions for their children in advance in the event of extreme weather or mechanical difficulties that may force suspension of regular bus service, cause early dismissal of students, or a bus being more than 10 minutes late for a scheduled stop. Please have a plan in place should there be a school closure.**

Entry to the Building

All students are to enter and exit through assigned entrances.

Main Entrance – K, 1, 7, 8, 9

East Entrance – 2, 3, 4, 5, 6

With the exception of the main entrance, all outside doors leading into the building will be locked during instructional hours to ensure maximum amount of security for your children. **All visitors and parents must enter via the main entrance to the school.** We try not to interrupt our classrooms during teaching time but if necessary, students can be called down to pick up lunches or homework.

Extracurricular and Co-curricular Activities

Our staff is committed to offering students opportunities to participate in co-curricular and extra-curricular activities throughout the school year in athletics, fine-arts and leadership/service. We are open to having parent volunteers to assist with and/or lead these activities.

Field Trips

Field Trips support our strong educational programs and provide great opportunities to extend learning into the community. They also support our goal of providing authentic learning activities. Homeroom teachers make decisions about recommendations for field trips that support and enhance learning. At each level teachers must stay within the Approved Fee structure and at the grade one to nine level are User Pay. Our school division requires signed field trip permission slips if your child is to participate in field trips. **Permission over the telephone cannot be accepted.** If we do not receive a signed permission slip, we will find another classroom for your child to stay in until his/her class returns from the trip. If you are planning to volunteer on one of your child's field trips, you must have a **Criminal Record Check** and a **Child Welfare Check** updated annually on file at the office. [Please see our Volunteer Handbook on our website.](#) Please note that the Board of Trustees or the Superintendent reserves the right to cancel any field trip up to the departure date in the event that there are severe issues or concerns with student and staff travel. Furthermore, the School Principal may refuse the right of a student participating in a field trip.

Guide/Service Dog

Please be advised that a Guide/Service Dog may accompany a student(s) at SAA. A Guide/Service Dog team consists of a dog and a person. The dog has been specially trained to assist the mobility of a person who is blind. The dog is trained to lead, obey commands, avoid distractions, and disobey a command if it would put the team in danger.

In our school all students and staff will facilitate the successful mobility of student and dog by:

By being respectful and responsible. The dog is responsible for leading someone who cannot see. A person's safety may depend on their dog's alertness and concentration. If the dog has on a harness it means the dog is working. It must not be distracted.

-Never petting or touching the dog while it is working and only doing so when the owner gives permission.

-Never feeding the dog.

-Ensuring that backpacks or equipment are not left in hallways or classroom floors.

Please contact school administration if there are any concerns.

Holidays During Non-Scheduled Breaks

It is very difficult for teachers to plan in advance for students who will have extended absences due to personal/family vacations during instructional days. The context of teaching and learning is now done in the classroom through direct teacher instruction, hands on learning, discussion and group work. Through ongoing formative assessment the teacher then makes decisions about daily homework and/or assignments as well as the pace of the learning. Some teachers do provide daily or weekly homework updates through classroom email, website, push notifications or through Google Classroom but in many cases prior discussion, direct teacher instruction and context are required for the student to complete assignments. Also, teaching entirely from textbooks is no longer the norm so a teacher cannot simply assign chapters to be read or assignments to be completed. It is important to check with the teacher to determine if any long-term assignments like essays or presentations are scheduled that could be completed prior to an extended holiday or during. In some cases, teachers may be able to list some objectives that will be covered and some teachers do provide information on classroom websites. Parents can support their children by encouraging them to read during vacation, journal their experiences or review basic concepts in math or science. Ultimately if the student is being pulled from school for a holiday then make it a holiday! If your family makes a decision to be away from school during instructional time then the onus would be on the student to catch up on key elements when they return.

Homework

Homework is the reinforcement, extension, practice and application of skills taught in school. It is expected that what is learned at school is supported at home. A good indicator of length of daily homework is 10 minutes times the grade. For example, grade 4 students could be doing up to 40 minutes of homework a night. Nightly reading is highly recommended. Students develop a sense of responsibility and achieve greater success when homework is completed regularly, conscientiously and on time. A note from parents should accompany unfinished homework. Parents play a part in the process by checking the agenda, providing help as required, and praising efforts and providing positive feedback. If you have concerns about the amount of homework your child is receiving please call your child's teacher.

Honors - Academic Achievement for 2019/20(Junior High)

Honors Certificate (awarded to any student in grade 7 – 12 that meets the criteria that is outlined in District Administrative Procedure 368 to recognize students for academic achievement. This certificate is modeled after the professionally recognized criteria of the Alberta Rutherford High School Achievement Scholarship.) Presented annually to Grade 7, 8 and 9 students in GSACRD meeting the following criteria:

- a combined final course mark average of at least 80% in core courses (English language arts/French language arts, social studies, science, math)
- a final course mark of 70% or better in each of health, religion and physical education.
- must have passed all other courses.
- must write all final year end exams unless a student is excused by documentation listed in an Individual Program Plan or documentation provided by a doctor.

Inclement Weather and Outdoor Activities

Student safety is always our top priority. On occasion, this will entail making decisions regarding outdoor activities. All students are required to go outside during recess unless there is inclement weather. The GSACRD Administrative Procedure 133 <http://www.gsacrd.ab.ca/download/102614> outlines the complete guidelines for inclement weather. Children should be prepared for weather conditions and outdoor activity up to a temperature of minus 20 degrees Celsius. Please contact the school office if you have difficulty purchasing winter gear for your child.

Inclement Weather – School Closure and/or Cancellation of Bussing

Inclement weather may force cancellation of bussing. During such times, every effort will be made to have announcements broadcasted the preceding evening or before 6:30 a.m. on the same day. The GSACRD Administrative Procedure 132 <http://www.gsacrd.ab.ca/download/9123> outlines the complete guidelines for inclement weather. Any cancellations will be broadcast on the GSACRD Website and on AM Radio Channels: 630, 740, 790, 880, 1260 FM Radio Channels: 91.7, 92.5, 96.3, 97.3, 100.3, 103.9, 104.9 Television Stations: Global, CityTV, CTV. Every effort will be made to have local school personnel report to school in the event of inclement weather to ensure that students who show up for school are safe.

Generally, schools do not close due to weather, however in extreme circumstances inclement weather may necessitate school closure, early dismissals and/or adjustments in regular schedules. PLEASE NOTE: The policy does not specify a specific temperature for the cancellation of bussing or school closures. The decision to send a student on the bus or to school during inclement weather always rests with the parent. **In order to provide for the safety of our children it is a parent responsibility to ensure that their children are dressed appropriately to be outside no matter what the weather. Emergency evacuations can occur at any time.**

Lanyards

A lanyard is a cord or strap that is used to hold identification, information, keys, or personal possessions. Lanyards that are designed to be worn around the neck are deemed to be potentially dangerous to the safety of students. Monitoring for the effectiveness of lanyards worn around student's necks cannot be appropriately controlled in the school environment. For this reason, **use of a lanyard of any kind that involves placing a cord or strap around the neck area of a student is prohibited**. Students are expected to use other approaches to manage their personal possessions while at school.

Library - Learning Commons

All students have regular weekly library - learning commons block. Students exchange books and engage in maker-space activities during this time. We ask that you ensure your child return his/her books promptly. Students who lose or damage library books will be asked to pay the replacement costs.

Lockers

Please remember that the locker belongs to the school, not the student. This means that the locker is subject to search at any time without notification by personnel associated with the school or by persons representing other authorities, including the police. Lockers with combination locks are supplied to each student in Grade 4 – 9 at the beginning of the school year. Only locks supplied by the school are allowed on lockers. Students are expected to keep the combination of their lock confidential. Students are responsible for returning their original lock at the end of the year. Replacement locks cost \$8.00. Lockers are available for use during Physical Education to lock up belongings while participating in Phys. Ed. class. We strongly recommend their use. Students must provide a lock for this purpose and remove the lock and all belongings at the end of the PE class. Along with parents our aim is to help students be responsible for their personal belongings.

Lost and Found

Students should ensure that all their personal belongings are clearly marked and locked up. A large box is provided in the front entrance for lost articles. Students should not wait too long to search for a missing article as this box is emptied periodically. Lost textbooks and notebooks are placed in the office and in the library. Watches, glasses, keys or jewellery items may be claimed at the front office. **We will make every effort to assist students in recovering lost articles, however we recommend students exercise caution if bringing valuables to school. We would also encourage students not to share their locker combination with other students.**

Lunch Hour Expectations

Wherever possible, we encourage children to go home for lunch. Students staying for lunch are expected to follow the school wide expectations. We expect all students to remain seated while eating, wash up before eating, clean up after themselves and to promptly head out side or to alternative indoor activities for recess when the recess bell is activated. Staying at school for lunch is a privilege and not a right. If a student has difficulty respecting and meeting lunch hour expectations, this privilege may be withdrawn for a specified period of time. At the Junior High-level administration reserves the right to remove the privilege of leaving the school during the lunch hour.

K- 6

Students are not permitted to leave the school property during the lunch hour. If a parent lives close to the school and wants the child to go home for lunch notification to the office must be made well in advance.

Junior High

Students in Junior High are permitted to leave the school during the noon hour only. This privilege can and will be removed if a student is tardy in returning to the school for afternoon classes or there are any other issues that come to the attention of school administration.

Parking and Unloading of Students

It is paramount for student and staff safety that all visitors to the school drop off and pick up students in the correct areas of our site. The site plan for loading and unloading of passengers has been carefully designed to route traffic safely. All we need is the cooperation of visitors to the school to adhere to the plan.

STAFF PARKING

The Staff at Sister Alphonse Academy will park directly in front of the school along the North Side of the school. Staff should enter the staff parking lot via the northeast entrance. **Visitors and/or parents dropping off children at the school MUST NOT ENTER the staff parking area.**

BUS LANE - LOADING AND UNLOADING OF STUDENTS

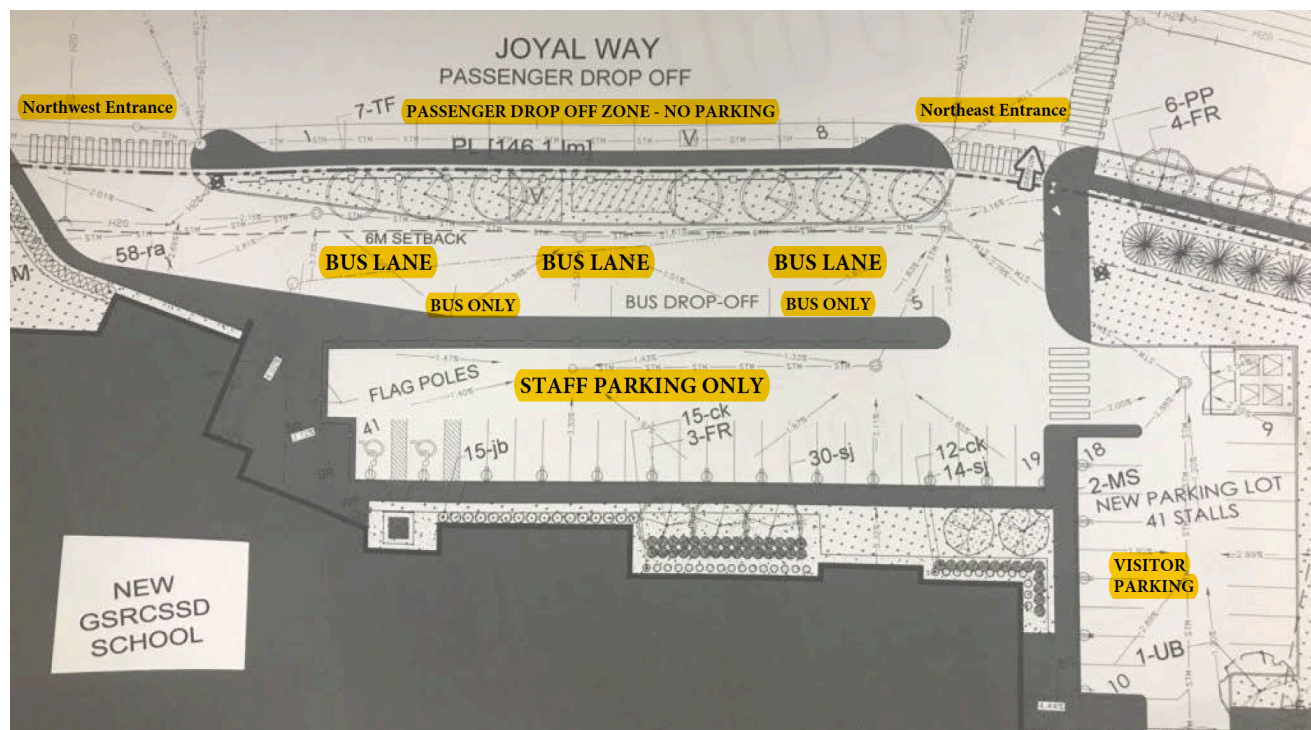
Busses will enter the parking lot via the northwest bus lane. The BUS LANE is reserved for busses between the hours of 8:00 am and 9:00 am and 2:30 pm and 3:30 pm. The bus lane is one way only. Students will board and disembark busses along the sidewalk adjacent to the bus lane.

STUDENT DROP OFF

A passenger drop-off lane has been created along the north sidewalk in front of the school. This lane is only for dropping off of students. PARKING IS NOT PERMITTED in the drop off zone.

VISITOR PARKING

A visitor parking lot is found immediately east of the school. Visitors should enter and exit the visitor parking lot via the northeast entrance.



Personal Property

Parents are requested to label children's clothes, boots, gloves, scarves, running shoes, lunch kits, etc. Lost or misplaced articles of clothing can be found in the lost and found bins. If not claimed after each reporting period, these items are collected and sent to charitable organizations. Electronic devices for educational purposes are encouraged to be brought to school. Please help your child establish guidelines for the proper storage of these devices when not used for educational purposes.

Please contact your child's homeroom teacher to get the specific details on electronic devices at school.

Physical Education

All students K-9 are required to have non-marking running shoes for physical education. In order to promote good hygiene and school spirit SAA **requires all students in Junior High to change for Physical Education for nearly all activities. Phys. Ed staff may change requirements around changing before classes for certain activities.** Students in 4-6 have the option to change for Physical Education classes. Information about the purchase of school clothing and/or replacement in the event of loss can be found in the registration package or you may call the office. All clothing worn in Physical Education class must meet Dress Code regulations.

Pictures – School Photos

Individual photos will be taken on Tuesday October 1 and available for purchase via an online proof system. All students must be photographed regardless of whether or not they are purchasing a package. Retakes are scheduled for Friday October 18. Class Picture Day will occur in the Spring of 2020.

Reporting Procedures & Parent Teacher Interviews

We have three reporting periods for grades one to four students; early November, late February and June. The final report is sent on the last day of the school year. Kindergarten students receive reports in February and June. Parent Teacher Interviews occur twice a year, in the months of October & February, October 22-23 and February 26-27. **You are welcome to request a conference at any time with any teaching staff, however, we request that you contact the school office to make an appointment to be held during non-instructional time.** At the Junior High level, we utilize **PowerSchool** for data management as a partial means to report student achievement. Parents can access their child's marks in real time online beginning about mid-October. Please check the website for details on how to log in and access marks.

School Security

All doors to the school are locked after entry into the school in the morning. The only exit that is open is the front door of the school. All visitors must report to the office when arriving at the school during normal school hours.

SIGIS Child Care Services

SIGIS Child Care Society will operate before and after school childcare service for Kindergarten to Grade 6 students. The program runs from 7:00 a.m. – 6:00 p.m. including school holidays and Government subsidies are available. For further information, call Tricia Cunningham - Executive Director (780) 720-8440 Email: sigischildcare@shaw.ca

Snack Shack/Hot Lunch Days

Student Diversity Groups

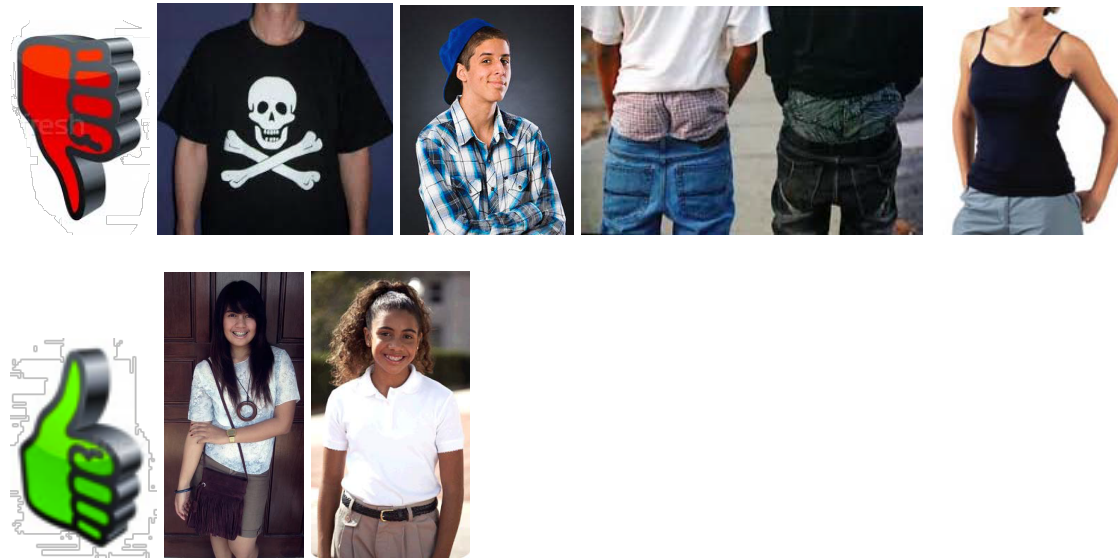
Greater St. Albert Catholic Schools is committed to using its LIFE (Lived Inclusion for Everyone) Framework as a guideline for the creation and operation of student groups that are comprehensive in their approach to inclusion and open to the exploration, in a Catholic context, of a variety of issues 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.

Student Dress Code

Sister Alphonse Academy has a culture that emphasizes our faith values with good taste and modesty as the rule of thumb. The dress policy requires the appearance of students to be such that it does not offend those with whom they associate and respects the range and development of all students within a K-9 environment. Our school Dress Policy will be reviewed periodically and endorsed by our School Council.

- 1) Clothing should not expose any of the chest, belly, back and backside in all classes including Physical Education. Clothing is expected to be clean and in good repair with no undergarments visible.
- 2) **Skirts** should be no shorter than half way between the knee and the inseam. A good rule is that they should extend past the fingertips when arms are held at the side. **Shorts** must completely cover the buttocks both standing and sitting and will extend past the fingertips when arms are held at the side.
- 3) Halter tops or spaghetti strap tank tops are not appropriate for school. Shoulder straps must be a minimum of 10 cm. in width so that much of the shoulder is covered. Sleeveless shirts are acceptable as long as the seam is finished, (not cut off) and undergarments or the chest are not exposed. Muscle shirts, tank tops or cut off shirts are not acceptable.
- 4) Clothes carrying messages, whether written or in picture form, that are profane, demeaning, or in poor taste (by our standards) are not appropriate. Language or pictures involving drugs, alcohol, sexuality, weapons or violence are prohibited.



As fashion trends change regularly, school staff reserve the right to decide about the appropriateness of any student attire at school. Students in violation of our dress regulations will be asked to change or arrange to have other clothing brought to school. We recognize and respect the wide variance in taste and acceptability that is part of our society outside of the school, but within the school we feel that it is our responsibility to balance individual freedom with our goal to maintain a culture that respects our Catholic/Christian values and morals. Please take into consideration that our school will have students between the ages of 4 and 15. Upon entering the school, students must remove all headwear. Hats and jackets are to be left in lockers during instructional times. A good rule of thumb regarding clothing is if you are not sure whether it would meet dress regulations please do not wear it.

Hats can be worn into the building but must be removed when students enter the classroom for instruction. It is recommended that students leave their hats in their locker.

Textbooks

Textbooks are checked out to students through the library at some grade levels. Students are responsible for returning the same book in the same condition as it was assigned. **Lost or misused texts must be paid for at the end of the school year.**

Visitors

Visitors are welcome to Sister Alphonse Academy, but all visitors are required to report to the office to the office and sign in. **All parents and visitors are required to sign in and wear a Visitor/Volunteer name tag.** Such procedures minimize disruptions and help us to operate more safely for our children and staff. Parents picking up their children from school are asked to report to the office, and their child will be called to the office at this time. Persons who are unlawfully on the premises may be charged with trespassing under the Alberta School Act.

Programs

Alberta Education establishes the Elementary and Junior High Program of Studies. The program is divided into two areas:

- a) Core or compulsory
- b) Complementary courses or options

In addition to the compulsory curriculum of the Program of Studies Sister Alphonse also offers the following programs:

Early Childhood Programming

Our kindergarten program provides a learning environment that focuses on play and inquiry to support your child's development as a confident learner going into grade 1.

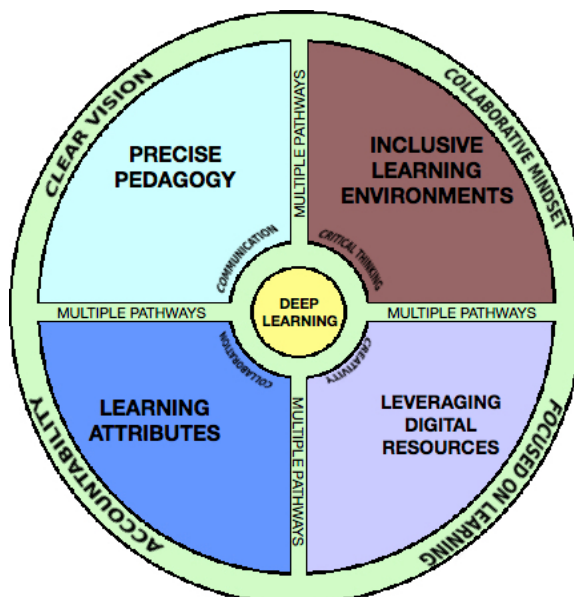
Pending sufficient enrollment, we can provide parents with a number of options

*indicates fee

- *Full-day Kindergarten - children attend school Monday through Friday, full days.
- Half-day Programs - morning class
- *Progressive Program - children attend half days until the spring and transition to full days later in the school year.

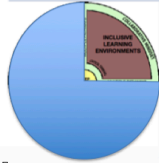
Advanced Academic Programming

Our focus at Sister Alphonse Academy is to provide a more competency based, student as inquirer and creator model of education. Our SAA Learning Framework encourages cross curricular and multimodal opportunities (print, visual, digital) that we are confident will engage students in higher-level thinking and more rigorous learning opportunities. Our Advanced Academic Programming will provide students with engaging opportunities in dynamic and complimentary option choices.



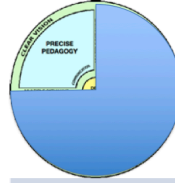
INCLUSIVE LEARNING ENVIRONMENTS

BIG IDEA	What the Teacher Does	How Students are Supported in their Learning
INCLUSIVE LEARNING ENVIRONMENTS	Fosters Authentic Connections with Students	<ul style="list-style-type: none"> - Students feel cared for and valued. - Strong teacher-student, student-student, teacher-colleague, teacher-parent relationships are evident. - Mutual respect is a defining characteristic of the teacher-student and student-student relationships. - Welcoming, safe and caring environment encourages students to take risks and explore and extend their learning. - Children's strengths are honored, the classroom environment is adjusted to capitalize on individual student strengths. - A culture of faith and service is nurtured and developed.



PRECISE PEDAGOGY

BIG IDEA	What the Teacher Does	How Students are Supported in their Learning
PRECISE PEDAGOGY	Differentiates Instructional Practices	<ul style="list-style-type: none"> - Relentless, intentional, evidence based strategies within the classroom as part of a whole school literacy and numeracy framework that is characterized by: - Effective assessment practices for and of learning that guide planning of learning activities - Targeted and timely interventions - Open ended learning tasks with more than one possible answer or strategy to solve a problem. - Inquiry Based activities that begin with big questions. - Project or Problem Based learning activities - Cross-Curricular and multi-grade learning activities that are intentionally planned. - The learning process, discovery and inquiry are valued and emphasized as much as the end product.



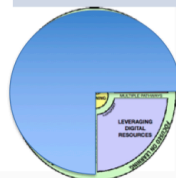
LEARNING ATTRIBUTES

BIG IDEA	What the Teacher Does	How Students are Supported in their Learning
LEARNING ATTRIBUTES	Plans Activities that have the Following Characteristics	<ul style="list-style-type: none"> - High expectations for all students. - Teachers as partners with students in the learning journey. - Purposeful student collaboration - Students have choice in their learning. - Authentic learning activities and real world connections with the goal of learning beyond the classroom walls. - Cuing systems, anchor activities, exemplars, learning goals and co-construction of criteria are evident. - Students use each other as resources to support their learning in order to construct and apply new knowledge.



LEVERAGING DIGITAL RESOURCES

BIG IDEA	What the Teacher Does	How Students are Supported in their Learning
LEVERAGING TECHNOLOGY	Thoughtfully Selects Digital Resources that Complement the Pedagogy and Enhance or Accelerate the Learning	<ul style="list-style-type: none"> - Develop skills in students that will help them discern and critically assess and evaluate information and tools to support student learning. - Constantly help students reflect upon their responsibility of being responsible Digital Citizens. - Guide students to select and use the best digital tools to enhance or accelerate their learning. - Explore ways to use digital resources to make the learning more authentic and engaging.



Grade 4-6

At the grade 4-6 level teaching staff will implement Inquiry/Project Based Learning as one of the primary methods to engage students in the Alberta Program of Studies. This will provide multiple opportunities for differentiation so that students have opportunities to enrich and extend their learning through real world projects and cross-curricular activities. Our programming will challenge students to engage in higher level learning and provide them with more choice and voice in their learning.

Junior High

Building upon programming and pedagogy at the 4 - 6 level programming at the grade 7 - 9 level will prepare students for Advanced Academic Programming (AP) or International Baccalaureate (IB) diploma programs in high school. AP or IB students typically know how they learn best, have excellent self-discipline, can work effectively with others, and are motivated by the challenge of academic rigor. Our school will offer EAP(Enhanced Academic Programming) modules and extension activities to some students to compliment some areas of the Alberta Program of Studies in language arts (7,8,9) and mathematics (8,9). Students who apply for the EAP program must provide documentation from previous grades that would support high academic achievement.

Dynamic and Complimentary Options (Gr. 4 - Jr. High)

Students in grade 4 - 6 will have the opportunity to choose from a variety of courses that will take advantage of a woods construction lab, foods and fashion lab, design lab, art room, music room and vibrant learning commons with state of the art technologies. Students will select one Dynamic option that will be offered twice a week for a term lasting about 1/3 of the school year. (3 Dynamic Options throughout the year)

Students in grade 7 -9 will have a larger menu of offerings that will take advantage of our facilities and provide options at an advanced level from the courses taken at the grade 4 - 6 level. Students will select two Complimentary options that will be offered twice a week for a term lasting about 1/3 of the school year. (6 options throughout the year)

Recreation Academy

The Recreation Academy is an alternative program providing students with the opportunity to enhance their activity experiences during the school day. Using numerous adventurous indoor and outdoor activities students will be able to experience activity in a variety of settings that will enhance physical literacy and promote lifelong healthy living. Parents pay a monthly fee for enrollment in Recreation Academy. **** Changes to the Academy schedule and programming may occur due to class enrolment. ****

Grade 4 - 6 - Two days a week (Monday & Wednesday), leaving the school at approximately 10:25 am and returning at approximately 12:30 pm.

Grade 7 - 9 - Two days a week (Monday & Wednesday), leaving the school at approximately 12:53 pm and returning to school at approximately 2:58 pm.

Possible activities include:

Archery, Athletics, Bowling, Billiards, Paddling, Cross Fit, Cross Country Skiing, Curling, Golf, Hiking, Kick Boxing, Lacrosse, Pilates, Rugby, Rock Climbing, Skating, Soccer, Softball, Swimming, Scuba Diving, Table Tennis, Tennis, Water Polo, Water-ski and Wakeboard, Yoga and Snowboarding.

Responsible Use – Electronic Devices

Our school policy is based on the foundations of GSACRD's Responsible Use Agreement and FOIP policy that must be signed by all students and parent/guardians in Greater St. Albert Catholic Schools. Our goal is to support and inform students and parents/guardians about the expectations and responsibilities that come with digital citizenship at Sister Alphonse Academy.

Definitions

Bring your own Device (BYOD) refers to technology models where students bring a personally owned device to school for the purpose of learning. A personally owned device is any technology device brought into the school and owned by a student (or the student's family), staff member or guest.

Cloud Computing is Internet-based computing whereby shared resources, software and information are provided to computers and other devices on demand.

Wi-Fi stands for Wireless Fidelity. Most laptops and personal communication devices are equipped with Wi-Fi. VJM provides full Wifi coverage for its own devices as well as student-owned tools.

Digital Citizenship - In order to be a digital citizen, students must know how to use technology appropriately. Digital Citizenship is more than just a teaching tool; it is the foundation upon which students learn to use technology in an ethical and responsible way within society.

Digital literacy or the ability to understand and fully participate in the digital world is fundamental to digital citizenship. It is the combination of technical and social skills that enable a person to be productive, successful and safe in the information age. Like literacy and numeracy initiatives which provide people with the skills to participate in the work force, digital literacy has become an essential skill to be a confident, connected and actively involved lifelong learner. VJM's new "My Learning, My Device" initiative will be one element of many that will help our students develop and refine skill traits of 21st Century learners.

Students who demonstrate ethical and responsible use of technology:

- keep their GSACRD login ID's and passwords confidential;
- password-protect their personal devices;
- ensure the security and safety of their own electronic devices;
- ensure the security and safety of school - owned electronic devices;
- use & manage devices in a lawful manner;
- manage the content contained on their own personal electronic devices;
- ensure that they access acceptable materials for educational purposes;
- respect and abide by copyright laws (text, photos, music, video, etc.);
- ensure that their personal device does not disrupt the learning of others;
- maintain one's own device such as having it fully charged & functional.

Misuses that disrupt learning and/or contravenes SAA/District policy include but are not limited to the following:

- using audio and/or video devices to record others without permission;
- using audio and/or video devices in inappropriate settings such as locker rooms and washrooms;
- using an electronic device to intimidate, threaten and/or slander others (cyber-bullying);
- sharing district ID's and passwords
- using devices during instructional time for non-instructional purposes such as making personal phone calls, text messaging or social networking;
- using devices to cheat on assignments and/or tests;

- downloading, viewing and/or sharing inappropriate and/or offensive content;
- trying to bypass district security filtering system;
- **posting/sending of pictures, videos or audio recordings taken at school on any social media or personal sites.**

Students will work from the cloud and follow the same Internet safety precautions and sites as if they were wired in a lab.

Devices must be fully powered prior to using them at school to avoid loss of time, management issues and overloading of electrical outlets.

No technical support will be given to resolve a technical issue with a personally owned device.

Sister Alphonse Academy is not responsible for the loss, theft or damage of student-owned devices.

Students who do not meet expectations or responsibly use the technology can be subject to loss of privilege, confiscation, suspension/expulsion. Where necessary, the RCMP can and will be contacted.

Cell Phones

Students have access to the office phone to contact parents throughout the day in the event of sickness or emergency. Cellular phones and wireless devices are an ever-increasing part of our society. However, they can be disruptive and distracting during instructional time. **Cell phones are not permitted in the class room.** Phone devices may be used before school, during morning break, at lunchtime and after school. As well, for privacy reasons, cell phones with cameras must never be taken into washrooms or change/locker rooms. If brought to school cell phones should be left in a student locker. Violation of the policy will result in the device being confiscated and turned in to the Administration.

Robust Devices Gr. 4-9

Students at the grade 4-9 level are expected to bring a robust learning device such as a laptop, chromebook or ipad to school with them. For recommendations regarding the purchase of electronic devices please see our school supply list found on the School Website.

Parents

Parent Role

Parents / Guardians have an important role in their child's school success. We encourage and expect regular communication between teachers and parents through phone calls, notes, meetings, and the use of this agenda. Success at school is largely determined by the support of parents at home. Here are a few suggestions to help guarantee your child's success:

- Be in regular contact with your child's teacher
- Be involved in your child's learning / education
- Get involved in school life (visit the school and the teachers whenever possible)
- Give your child the support he/she needs: monitor homework, ask how they are doing, ask what he/she learned (and don't accept 'nothing' as an answer), reward accomplishments with loving praise, etc...
- Encourage your child to talk to the adults at school when problems occur
- Attend Parent – Teacher Interviews
- Limit and supervise TV watching, computer game time and on-line access
- Encourage at least 15 minutes of daily free reading time
- Provide a healthy diet and adequate rest
- Ensure regular attendance
- Insist your child does his/her best
- Provide a functional study area
- Attend School Council Meetings
- Become familiar with school and school board policy, review these with your child, and cooperate with us to make these work

Parent Volunteers

We encourage and appreciate the help of parent volunteers either regularly or occasionally. Parents who are able to help only on occasion may be called on for special events. Our [Volunteer Handbook](#) is available on our school website. When you are in the school as a volunteer we ask you to ensure that you check into the office, get a nametag, sign-out when complete. This is for safety and security of everyone in our school. Parents may also choose to serve on School Council. **In accordance with School District procedures and policies, all volunteers who work with children directly must have criminal and child welfare checks completed with 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 Sister Alphonse Academy 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 Sister Alphonse Academy 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 pro-active, 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 | | |

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.

In addition to the following our School District has the following AP regarding Public Civility:

Public Civility on School/Division Sites - <http://www.gsacrd.ab.ca/download/9132>

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 on 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 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 to communicate civilly and in a constructive manner.

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

6. If corrective action is willfully not taken by the abusing party, the division employee will verbally notify the abusing party that his/her participation in the meeting, conference, telephone conversation is terminated and, 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 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

Student Health

Student Illness and Health Services

We do not have facilities at school to accommodate children who are ill. Students who are ill may temporarily remain at the office until such time that parents are contacted and arrangements can be made. Students requiring immediate attention will be transported to the appropriate medical facility.

Cost of this transportation is the responsibility of the parents/guardians according to board policy.

Capital Health works together with schools and community agencies to provide a range of coordinated health and support services for school children and their families. Our common goal is to build on the health and education potential of all students. Services include: transition support, case management and follow-up for students with complex and chronic health conditions, vision, hearing, dental screening and immunizations. If you have any concerns or questions about your child's health, please talk to the St. Albert Public Health Centre at 459-6671.

Medication

It is very important that parents contact the school principal if there are medical concerns for students. In the event that a student must have a prescribed medical treatment during the school day to maintain physical and mental wellbeing, a parental request must be made to and approved by the principal. Following authorization by the administration of such treatment, the parent must complete specified forms in accordance with Greater St. Albert Roman Catholic School District #734 Policy. [These Forms are available on our website.](#)

Most medication can be administered outside the school hours. Therefore, we ask that you check with your physician to determine the best way to do this and administer at home if possible. If staff must administer a prescribed medication at school, the school staff must have written consent from the parent/guardian as outlined in our medical alert forms. Please let us know of any side effects or special instructions.

Prescribed medicine may only be administered when it is contained in a prescription vial or container clearly providing the following information: (Ask your pharmacist for a duplicate vial):

- A. Issuing medical doctor
- B. The student for whom the medication is prescribed
- C. Dosage and frequency
- D. Date Issued

Medication that is kept at the school will be stored in a secure area and a logbook will be maintained to record medication administration.

School Immunization

Sister Alphonse Academy works closely with Alberta Health Services in order to implement the Immunization Program of Alberta Health Services. The main cohort of immunizations occurs mainly at the grade 6 and 9 level.

Asthmatic Students

Students who need to have an inhaler at all times, must be trained in proper use of the device and may keep it in a personal pack for immediate use.

Life Threatening Allergies / Medical Conditions

Sister Alphonse Academy is an allergy-aware environment and the management of students at risk of life-threatening allergies is a priority. It is a shared responsibility among the students, parents, school staff and health care providers. **We appreciate your cooperation in regards to this matter. Please remember that allergies can affect a person at any time. There may come a time where you or a family member will require the same assistance and cooperation.** Students who are anaphylactic are identified to all staff and the particulars of each case are kept in the School

Emergency Protocol binder. Our staff are trained on how to respond to a student displaying signs of anaphylaxis. To allow us to render immediate aid, it is our school policy that Epi-pens must be carried on the child's person. We also have students with severe allergies (anaphylaxis) to animal fur and dander. Please do not bring any animals with fur/dander into the school.

Student Code of Conduct - Safe and Caring Schools

At Sister Alphonse Academy 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.

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.

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:

Our School's Expectations

Sister Alphonse Academy STUDENTS are...

SAFE

RESPONSIBLE

RESPECTFUL

We are on time, prepared and contribute positively to our school culture

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

Prohibited Items

The following are not permitted on school property at any time: alcohol, cannabis, tobacco, illegal drugs, sunflower seeds, energy drinks, vapour/e-cigarettes, lighters, matches, laser pointers, air horns. Consequences for having or being under the influence of any of these items on school property can involve severe consequences including suspension and/or expulsion and can include the involvement of the RCMP.

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.

Supporting Positive Behaviour at Sister Alphonse Academy

A school-wide approach to **positive 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 **Positive Behavior Supports** 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 and 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

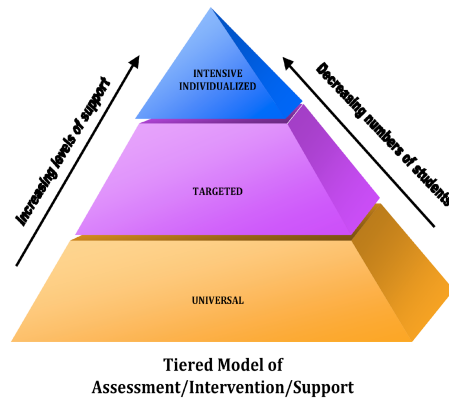
Collaborative leadership: committing to building and maintaining a positive school culture, and providing the resources necessary for developing positive behavior supports for all students

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

Supporting Positive Behavior



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.

