Code of Safe and Caring Learning Environments
Division Inserts for School Publications 2024-2025

Rationale:

Section 33 (1)(d) and 33 (2) stipulates the Board's responsibility to ensure that each student and staff member within a school are provided a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging. Section 33 (3)(b) indicates that a Code of Conduct is to be annually reviewed at each school to assure that safe and caring needs are addressed throughout the Division. With recent changes to the Alberta Human Rights Code, which determines that harassment could be interpreted to be a form of discrimination, changes to our Safe and Caring Learning environments was changed in February 2019. This means that the preamble to your locally developed codes of conduct, and the conduct expectations that you establish will need to change to reflect the expectations of the Alberta Human Rights Act, the *Education Act*, and other related division administrative procedures.

In school handbooks for 2024-2025, schools will be expected to articulate procedures for addressing bullying and harassment within a Code of Conduct that addresses definitions 2.1 – 7 and guidelines 1 – 2.1 of Administrative Procedure 359: Safe and Caring Learning Environments.

All of these important considerations are addressed when your school incorporates the following text within your student handbook, whether it is online or paper format. The following text indicates everything that should be stated within your local code of conduct. Note that most of the following text will be common to all schools although there is a portion of text (see yellow highlighted instructions) where you would insert your own unique code of conduct expectations. Please follow the instructions provided.

Begin your Code with the following:

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 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) Use of Technology Administrative Procedure 140
h) 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 they are 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. 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:

SAA 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.

Within our school, we work at building an inclusive community where respect for one another, our community and diversity are celebrated. We work on this throughout the year developing relationships, student leadership, & social justice projects and the promotion of our school wide **Positive Behavior Support System**.

Supporting Positive Behaviour at Sister Alphonse Academy

A school-wide approach to **p**ositive behavior 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.

Our Positive Behaviour Plan, which is reinforced throughout the school year, recognizes each child as a gift from God and outlines expected behaviour using our school motto of **SERVE, ACHIEVE, AND ASPIRE!**

Sister Alphonse Academy Knights:

SERVE - Live our faith in service to others. - Practice safety inside and outside of the classroom on a daily basis. - Respectful to themselves, peers, teachers, guests and the building. - Make an effort to include others.
ACHIEVE - Care about reaching their potential. - Responsible for their behaviour. - Arrive to class on time and are prepared to learn (binder, supplies, robust device) - Will work with teachers to achieve to the best of their ability.
ASPIRE - Aspire to make SAA a better place. - Positive and set school goals. - Contribute to the school community in a positive way. - Build a community of faith and hope.

A specific **Code of Conduct** for Students at SAA 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:

- 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.

GSACRD schools have adopted a pyramid of support framework for Supporting Positive Behavior and pursuing excellence in learning in all students. As stated in the Education Act, Section 11.(3), "In respect of a student referred to in subsection (2), if a student's behavioural, intellectual, learning, communication or physical characteristics, or a combination of any of them, impair the student's ability and opportunity to learn, a board may determine that the student is in need of specialized supports and services."

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 includes **INTENSIVE INDIVIDUALIZED SUPPORTS** for students who require very specialized support.

<u>Universal Supports</u>
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. Sister Alphonse Academy has established our positive framework to **SERVE, ACHIEVE AND ASPIRE.**

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 support 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, 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 support 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 support. 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 support 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.

Common Statement on Froshing and Protocol Respecting Drug Free Schools

Greater St. Albert Catholic Schools, St. Albert Protestant Schools and the local detachment of the RCMP are working together to ensure that St. Albert students feel safe in their schools. Together we have developed this common statement to remind parents and students of policies regarding froshing and drug use in schools.

Protocol Respecting Drug Free Schools

Be advised that all junior and senior high schools in St. Albert are committed to implementing the Protocol Respecting Drug Free Schools. It states: Possession of or trafficking in illegal drugs in any form is an act utterly incompatible with the School Act, which states that students are to comply with the rules of the school and respect the rights of others. In all cases, parents or legal guardians will be notified.

Prohibited Items

The following are not permitted on school property at any time: alcohol, cannabis, tobacco, illegal drugs, vapes, 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.

Cell phone/Air pods use
No cell phone devices, or airpods are permitted in the classroom without the consent of teachers. Student devices should be kept in lockers unless otherwise instructed by the teacher.

Froshing

All students have a right to feel and be safe in their schools. To ensure that this is true in St. Albert, both school jurisdictions and all schools are working together to send out an important message. Many other groups are supporting this message, including the City of St. Albert, the RCMP, Alberta Justice, the St. Albert SAIF Society, the St. Albert Association for People with Disabilities, and the St. Albert Youth Centre. The message is very clear. Froshing is not acceptable behaviour. It is, in fact, an assault. Any student involved in such an activity will face suspension and possible legal charges or expulsion. We will refer any froshing activities to the RCMP.

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
• demonstrating opposition to the student code of conduct as per the School Act **Lockers**

Please remember that the locker belongs to the school, not the student. Students are expected to keep their lockers clean and treat them with respect. Lockers are to be locked to secure belongings. Along with parents our aim is to help students be responsible for their personal belongings.

Food and Drink in Classroom

Foods are permitted in the classrooms during nutrition and lunch breaks. Any other times food is permitted is at the discretion of the teacher.

Student Dress Code:

We will be deferring to [352 Guidelines for Student Attire](#) for our Dress Code Standards.

Hats

Students can wear hats in school and in their classes except during school celebrations, morning prayer, O Canada and when special guest speakers come into the school to deliver presentations.

Hoodies

Students are permitted to wear hoodies, but hoods need to be down. For safety reasons we need to be able to identify all the people in our building.

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.