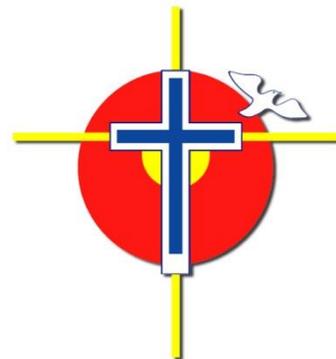


SAFE, CARING AND INCLUSIVE SCHOOLS

ST. JOSEPH CATHOLIC SCHOOL CODE OF CONDUCT 2014-2015 A Shared Responsibility



Mission: St. Joseph Catholic School is a place that promotes responsibility, respect, civility, and academic excellence in a safe learning and teaching environment. We recognize that all people are created in the image and likeness of God and as such, all people have the right to be treated with dignity, respect and fairness.

Our School Code of Conduct exists to ensure that:

- all members of the school community, especially people in positions of authority are treated with dignity and respect
- to promote responsible citizenship by encouraging appropriate participation in the civic life of the school community
- to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility
- to encourage the use of non-violent means to resolve conflict
- to promote the safety of people in the schools
- to prohibit the use of alcohol and illegal drugs

Standards of Behaviour

The Code of Conduct for St. Joseph Catholic School sets clear standards of behaviour that apply to our students as well as individuals involved in our school community (parents, volunteers, teachers and other staff members). These standards, apply whether they are on school property, on school buses, at school related events or activities, or in other circumstances that could have an impact on the school climate.

Respect, Civility and Responsible Citizenship

All members of the school community must:

- respect and comply with all applicable federal, provincial and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas, and their opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of, for example, racism, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability;
- respect the rights of others;
- show proper care and regard of school property and the property of others;
- take appropriate measures to help those in need;

- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully.
- respect all members of the school community, especially persons in positions of authority;
- respect the need of others to work in an environment that is conducive to learning and teaching;
- not swear at a teacher or at another person in a position of authority.

Safety

All members of the school community must not:

- engage in bullying behaviours;
- commit sexual assault;
- traffic weapons or illegal drugs;
- give alcohol to a minor;
- commit robbery;
- be in possession of any weapon, including firearms;
- use any object to threaten or intimidate another person;
- cause injury to any person with an object;
- be in possession of, or be under the influence of, or provide others with alcohol or illegal drugs;
- inflict or encourage others to inflict bodily harm on another person;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- commit an act of vandalism that causes extensive damage to the school property or to property located on the premises of the school.

New Board Theme 2013-2015

Our new board theme for September 2013 to September 2015 is
Witnesses to Hope - Remembering, Celebrating, Believing.

The theme has as its inspiration in a Scripture passage from the First Letter of Peter (1 Peter 3: 15), *“But in your hearts sanctify Christ as Lord. Always be ready to make your defence to anyone who demands from you an account of the hope that is in you; yet do it with gentleness and reverence.”*

The theme is also rooted in the Martyr Haugen song, *“We Remember”* which articulates our Christian Hope that lies in the life and grace of the Risen Christ.

The physical resurrection of Jesus Christ is fundamental to Catholic and Christian belief. Resurrection is what we celebrate at Easter. It is a symbol of renewal, and it brings us the hope-filled message that even though we are all sinners, we can be reborn in Christ, our Saviour.

The new theme will explore the distinction between hope and the Christian Hope we inherit in our faith Tradition. In our ongoing work with the Catholic Virtues, we will examine more fully Hope as a Theological Virtue. We will deepen our understanding of the Paschal Mystery, recalled and celebrated during every Eucharist, as one of the central concepts of our Christian faith. We will also look at traditional as well as contemporary people of hope in our Catholic faith story. Finally, the new theme will emphasize our call to bring Hope to others in need in our local and global communities.

As a Catholic school community, rooted in the Virtues of Faith, Hope and Love, we look forward to the many special events that will help us bring this new theme to life here at St. Joseph Catholic School over the next two years.

Building Community & Repairing Relationships through Restorative Practices

St. Josephs strives to create a truly authentic Catholic culture animated by Gospel values and rooted in a belief of the dignity of all persons created in God's image. In our school, we proclaim a view of community that is church centered wherein all community members belong and play a vital role as a member of the Body of Christ. The restorative practices benefit students during their time at St. Joseph and provide a solid grounding for conflict resolution outside the school and for their futures.

Thus, our Christian mission challenges us to address student wrongdoing or conflict in creative ways to correct, guide and support its affected members and at the same time, protect the safety and integrity of all. We believe restorative practices supports this mission.

All staff and students have been introduced to restorative practices with its focus on building, maintaining and repairing relationships. Wrongdoing and conflict result in harm to people. Restorative practices seek to heal and right the wrongs and focuses on the needs of the harmed, those responsible for the harm and the community. While still providing limits and consequences for the wrongdoer, restorative practices seek ways to repair damaged relationships.

Those who have been harmed have an opportunity to be heard and offer input into the resolution of the harm. Those who have caused harm are held accountable to those who have been harmed and they play an active role in deciding how to make amends to individuals and the school community. Community members help support those individuals involved in a harmful situation and reintegrate all as positive contributing members of the school community. By meeting face to face, the restorative process encourages healthy communication, accountability, healing and closure for all.

CDSBEO Schools: Supporting a Strengths Based Approach to Building Resiliency



“Resiliency is an ability to spring back and adapt to life’s challenges with an attitude of hope and optimism.”

All schools in CDSBEO are working to develop a strengths-based culture of practice where students are nurtured towards positive change. In order to accomplish this we are partnering with Resiliency Initiatives so students Grade 3-12 will participate in a survey designed around 31 Developmental Strengths, which research indicates are key factors in building resiliency and positive mental health in an individual.

Information from the resiliency survey is used to empower individuals and school teams to engage in, and better understand the strengths or skills that are essential for navigating life’s challenges and becoming healthy adults.



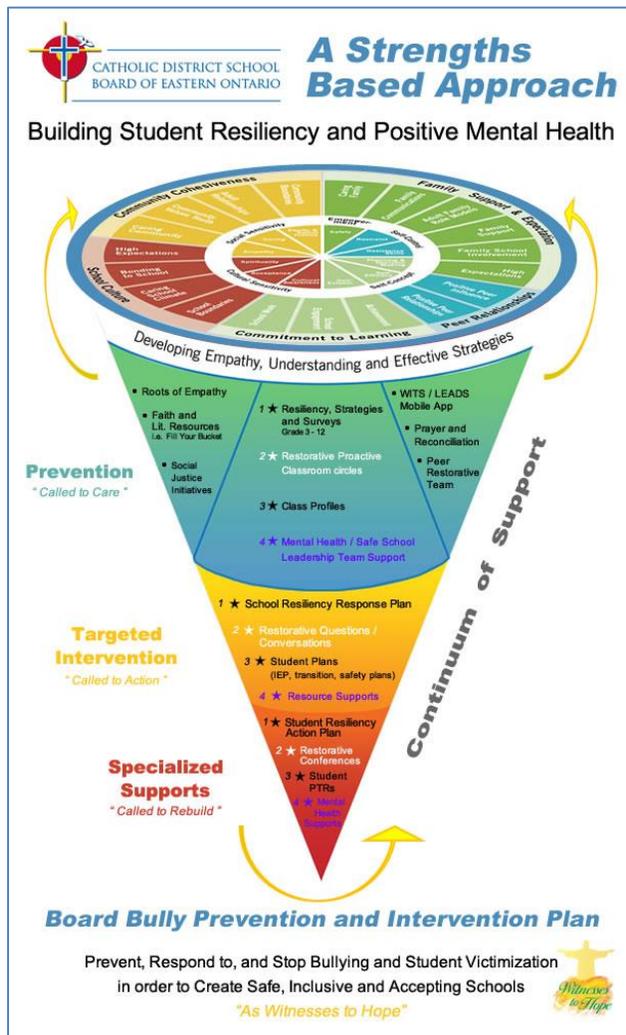
**Violent Threat Risk Assessment Protocol (VTRA)
Suicide Prevention Intervention and Risk Review Protocol (SPIRR)**



The CDSBEO and partnering community agencies have developed Collaborative Response Protocols to ensure student safety and to support students in need. These protocols identify risk indicators and appropriate steps to follow to ensure a timely response and that intervention plans are in place. Information on the protocols can be viewed online at www.cdsbeo.on.ca

CDSBEO Bully Prevention and Intervention Plan

The Bully Prevention and Intervention plan outlines the specific components and actions designed to eliminate Bullying and Student victimization.



The complete Bully Prevention and Intervention Plan can be viewed at http://www.cdsbeo.on.ca/wp-content/uploads/downloads/2013/11/Bully-Prevention-Intervention-Plan_Final-3-3.pdf

Roles and Responsibility

A positive school climate exists when all members of the school community feel safe, comfortable and accepted. The St. Joseph Catholic School Code of Conduct acknowledges that responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged students are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.

Principals

Under the direction of their school boards, principals take a leadership role in the daily operation of a school. They provide this leadership by:

- demonstrating care for the school community and a commitment to academic excellence in a safe teaching and learning environment;
- holding everyone under their authority accountable for his or her behaviour and actions;
- empowering students to be positive leaders in their school and community;
- communicating regularly and meaningfully with all members of their school community.

Teachers and Other School Staff Members

Under the leadership of their principals, teachers and other school staff members maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and school staff uphold these high standards when they:

- help students work to their full potential and develop their sense of self-worth;
- empower students to be positive leaders in their classroom, school and community;
- communicate regularly and meaningfully with parents;
- maintain consistent standards of behaviour for all students;
- demonstrate respect for all students, staff, parents, volunteers and the members of the school community;
- prepare students for the full responsibilities of citizenship.

Students

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:

- comes to school prepared, on time and ready to learn;
- shows respect for himself or herself, for others, and for those in authority;
- refrains from bringing anything to school that may compromise the safety of others;
- follows the established rules and takes responsibility for his or her own actions.

Parents

Parents play an important role in the education of their children and can support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfill their role when they:

- show an active interest in their child's school work and progress;
- communicate regularly with classroom teachers (SSW, resource teacher and administration)
- help their child be neat, appropriately dressed, and prepared for school;
- ensure that their child attends school regularly and on time;
- promptly report to the school their child's absence or late arrival;

- show that they are familiar with the provincial Code of Conduct, the board's Code of Conduct and school rules;
- encourage and assist their child in following the rules of behaviour;
- assist school staff in dealing with disciplinary issues involving their child.

Community Partners and the Police

Through outreach, partnerships already in place may be enhanced and new partnerships with community agencies and members of the community (e.g. Aboriginal Elders) may also be created. Community agencies are resources that boards can use to deliver prevention or intervention programs. Protocols are effective ways of establishing linkages between boards and community agencies and of formalizing the relationship between them. These partnerships must respect all applicable collective agreements.

The police play an essential role in making our schools and communities safer. The police investigate incidents in accordance with the protocol developed with the local school board. These protocols are based on a provincial model that was developed by the Ministry of the Solicitor General and the Ministry of Education.

Consequences of not following the Code of Behaviour

Consequences will result when students do not follow the code of behaviour. This action takes various forms depending on the seriousness of the incident, the age and needs of the students. Consequences of the incidents usually increase as the frequency of the behaviour increases (progressive discipline).

Dress Code

Students and staff will dress appropriately for the world of work, which is school. Dress is expected to be conducive to learning for all in our Catholic school. Our dress code is based on respect, dignity, fair treatment, inclusion and safety.

Student dress should be neat, clean and reflect modesty, of good taste, out of respect for themselves and others.

- short shorts and short skirts/dresses are not considered appropriate. Length of shorts, skirts and dresses must have a 4 inch inseam. A good rule of thumb is that the clothing should be longer than fingertip length when standing.
- belts will be necessary if clothing cannot stay in place appropriately.
- tank tops, muscle shirts, sleeveless t-shirts and halter tops are not considered appropriate. All tops must have a minimum 2 inch width of shoulder strap. They should be modestly fitting over all areas of the body. A good rule of thumb is if you can't tuck it in, don't wear it.
- appropriate footwear must be worn at all times. For safety reasons, please do not wear open-toe footwear.
- clothing bearing indecent, risqué, satanic, violent or inappropriate sayings are not acceptable.
- hats, hoods, bandanas and other head gear are not acceptable.
- students are not permitted to wear any accessories deemed unacceptable by the school's administration.
- the dress code applies to all school activities.

Inappropriate Articles

- Objects that are considered injurious, that may be used as a weapon, or may be offensive to others must not be brought to school.
- **Personal Property:** Many students have personal property such as cell phones, MP3 players, iPods, gaming consoles, name brand clothing and cameras to name a few. While these items are important and fun for the children they are very expensive and can be coveted by others. The school cannot be responsible for lost or stolen items. We do have a clothing lost and found and we encourage children to return personal property to the office. We recommend that these items remain at home if your child can not assume full responsibility for the object. If these articles are used inappropriately at school outside the permission and supervision of their teacher then they will be kept in the office and returned at the end of the day or returned to parents. The school does not allow the use of personal electronic equipment for the purpose of listening to music, playing games or surfing the Internet during recess or lunch breaks. Children are encouraged to be engaged in classroom activities that are promoted by the classroom teacher and that have a literacy, numeracy or social component to them.
- St. Joseph is a smoke-free, drug-free and alcohol-free environment. Smoking is not permitted by any person on School Board property. Over-the-counter medication or prescriptions must not be brought to school unless the necessary signed "Administration of Medication" is on file in the school office.
- Students who bike to school must wear helmets and lock their bicycles against the William Street fence when they arrive at school.

Attendance

In accordance with the Safe Arrival policy, parents are requested to phone the school in advance to relay student name, class and reason for absence. Every effort will be made to contact parents if the school has not been notified.

Students in grades 7 and 8 are discouraged from going out for lunch, but if they do, they are required to have a signed and date noted from the parent for each day. Intermediate students who are repeatedly late may require an attendance remediation plan which could include after school detentions. Students in JK to grade 6 may only leave the school in the company of a parent/guardian or an adult designate. (We realize that a few students go home at lunch but this is a different situation as they are then supervised by their parents at home). St. Joseph School staff discourages students to leave unattended at any time. Once students have left the school property unattended, they are not supervised. Police and parental assistance will be immediately considered should the whereabouts of a student not be determined

Yard Expectations

St. Joseph School encourages your children to play safely and peacefully.

- students are expected to keep their hands and feet to themselves. (no body contact or play fighting)
- sand, snow, sticks, stones, etc. are to remain on the ground. Stay in the designated play areas (pavement, field – not wooded areas)
- respect property of others and play safely with balls, skipping ropes, etc.
- listen and speak respectfully to others
- ask a supervisor for permission to enter the school

- please remember that supervision begins 15 minutes before the bell rings in the morning. Children cannot be on the yard until that time.

School Bus Behaviour

School Bus Transportation is a privilege. Safety must be a priority on a school bus. These privileges may be suspended if students do not cooperate. All school rules extend to include the bus. Students who regularly ride the bus must ride the bus home everyday unless the school has been notified in writing by the parents. Students are not able to take another bus.

CATHOLIC DISTRICT SCHOOL BOARD OF EASTERN ONTARIO: THREAT/RISK ASSESSMENT PARENT/GUARDIAN NOTIFICATION AND FAIR NOTICE

The Catholic District School Board of Eastern Ontario and community partners are committed to making our schools safe for students and staff. As a result schools will respond to all student behaviours that pose a potential risk to other students, staff, and members of the community.

The risk and threat assessment process is designed to be proactive in developing intervention plans that address the emotional and physical safety of those involved.

- A Risk or Threat Assessment will be initiated by the school administration when behaviours have been identified by staff or students that pose a potential risk to self and/or others.
- Behaviours include but are not limited to:
- Possession of weapon/replica, bomb threat/plan, verbal or written threat to kill or injure, internet website threats to kill or injure self/others, setting fires, and threats of violence.

Each school has a Risk/Threat Assessment Team which is multi-disciplinary and includes the school administration, designated board regional leads, and school based support staff. The Community Threat Assessment team may also include police, the Children's Aid Society, youth justice, and children's mental health practitioners. See Community Violence Risk/ Threat Assessment Protocol at www.cdsbeo.on.ca.

An assessment will be completed to:

- ensure a full understanding of the context and the level of the risk/threat,
- better understand the factors that contribute to the threat maker's behaviours
- plan for a supportive response for all those involved.

It is important for all parties to engage in the Risk/Threat Assessment process. However, if for some reason there is a reluctance to participate in the process, by the threat maker or parent/guardian, the threat assessment process will continue in order to ensure a safe and caring environment for all.

Information shared throughout the risk/threat assessment process will respect the individual's rights to privacy and the safety of all. Intervention Plans will be developed and shared with parents, staff and students as required.

The model presented reflects the thinking and work of J. Kevin Cameron, Director of the Canadian Centre for Threat Assessment and Trauma Response.

Information Technology

Information technology has become a huge part of everyday life for people. The compactness and portability of personal electronic equipment along with developing wireless networks opens up many possibilities. At St. Joseph we encourage students to use technology to assist with their learning and show what they know. The Catholic District School Board of Eastern Ontario has supported students and staff by developing wireless networks in their schools. We encourage students to access information and show what they know within the scope of their teacher's expectations and supervision using school or personal computer equipment. As always the following rules must be followed.

Students may not:

- take photos with any device at school without the permission of the school administration.
- image recording devices are not permitted into washrooms or change rooms.
- damage or disrupt equipment or the computer systems
- interfere with another's use of the equipment
- use the equipment and internet without staff permission and supervision
- read someone else's mail or work without permission
- use someone else's account, address, folders, work or files
- use foul or inappropriate language
- send offensive messages
- allow offensive material to enter the school network
- go into areas which are "off limits"
- violate copyright laws

If at any time a student is unsure about his/her use of the network system, he/she should ask a staff member for help.

I have read the St. Joseph Catholic School Code of Conduct for 2014-2015

Signature of Parent or Guardian: _____

Date: _____