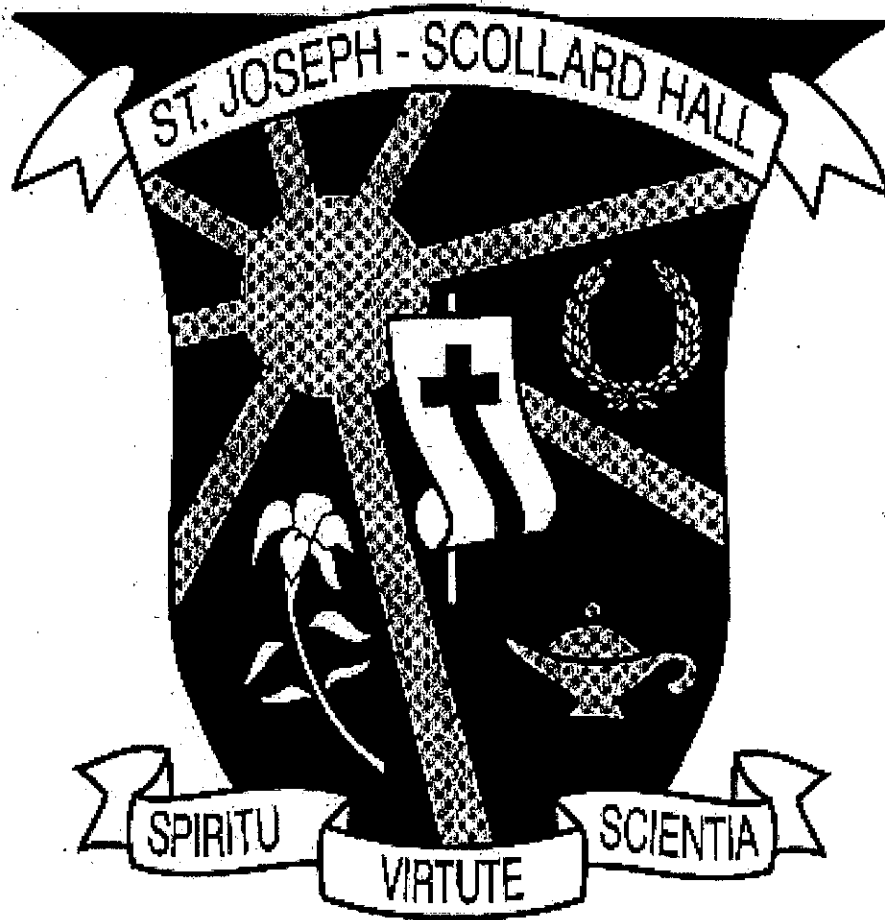


St. Joseph-Scollard Hall CSS



Code of Conduct
2017-2018

CODE OF CONDUCT

“For the Good of All”

**“This is what Yahweh asks of you;
only this, to act justly, to love tenderly,
and to walk humbly with your God.”
Micah 6 Verse 8**

Our *code of behaviour* exists to ensure that all members of our school community can participate in a positive and meaningful way in the mission of the school, and to foster a safe school environment that recognizes the self worth and dignity of each individual by ensuring accountability for actions and behaviour.

AN EDUCATION SYSTEM THAT MAKES A DIFFERENCE

St. Joseph-Scollard Hall Catholic Secondary School is founded on the Catholic faith and the teachings of the Catholic Church. Distinctive expectations for our graduates are shaped by these teachings and through our desire to build a personal relationship with God, with Jesus and with the Holy Spirit. We are guided by the Ontario Catholic Graduate Expectations which are described in terms of knowledge and skills, but also values, attitudes and actions. Our school community, students, staff and parents, journey to attain “life in Christ” - a life filled with peace and joy and to journey together in action and prayer, as Christ taught us. Our Catholic learning community is holy, respectful, fair, inter-connected, creative, energized and hopeful for a future filled with possibilities and blessings. Together we work to be inclusive and to welcome everyone into our “universal church” where we seek to honour each person and to ensure that their God given gifts and attributes are celebrated.

Purposes of this code of conduct:

- To promote the development of faithful Catholics who seek to model their behaviour with consideration for the common good and models of faith.
- To ensure that all members of the school community are treated with respect and dignity.
- To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community.
- To maintain an environment where conflict and differences 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 school.
- To discourage the use of alcohol and illegal drugs.
- To ensure alignment with the teachings, traditions and principles of the Roman Catholic Church.

Nipissing-Parry Sound Catholic District School Board under the authority of the Education Act, (R.S.O. 1990 c. E.2) ss. 58.5, 265 and 266 as amended, will collect personal information about each student. The information collected may be written, oral or visual.

This personal information will be used to register and place the student in a school or for a consistent purpose such as the allocation of staff and resources and to give information to employees to carry out their job duties. In addition, the information may be used to deal with matters of health and safety or discipline and that may be required to be disclosed in compelling circumstances or for law enforcement matters or in accordance with any other Act. The information will be used in accordance with the Education Act, the regulations, and guidelines issued by the Minister of Education governing the establishment, maintenance, use, retention, transfer and disposal of pupil records. For questions about this collection, please contact your school Principal.

CODE OF CONDUCT

St. Joseph-Scollard Hall Catholic Secondary School

2017 - 2018

Completed: *June 2017*

Review: *September 2018*

Rationale

The Ministry of Education in the Provincial Code of Conduct for Ontario Schools requires that each school develop a code of conduct that promotes responsibility, respect, civility, and academic excellence in a safe, inclusive and accepting learning and teaching environment.

These standards of behaviour apply to students whether they are on school property, on school buses, at school related events or activities or in other circumstances that can have an impact on the school climate. They also apply to all individuals involved in our Catholic schools: principals, teachers, other school staff, parents, volunteers and community groups.

At *St. Joseph-Scollard Hall* we are committed to making our Catholic school a place where:

- Students, parents, teachers, other school staff, volunteers and community groups have the right to be safe, and to feel safe, welcomed and accepted;
- Healthy and respectful relationships based on Christ's teachings are promoted among all members of the school community;
- Students are encouraged to be leaders;
- Students, staff, parents and community members are expected to be positive role models and actively engaged;
- Positive behaviour is reinforced and celebrated;
- The Catholic Graduate Expectations are emphasized and support the improvement of learning outcomes for all students;
- Everyone is respected and valued.

Purpose of the Code

- To ensure that all members of the Catholic school community are treated with respect and dignity;
- 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 discourage the use of alcohol and illegal drugs;
- To prevent bullying in schools;
- To respect the teachings, traditions and principles of the Roman Catholic Church.

Standards of Behaviour - Respect, Civility, and Responsible Citizenship

All members of the Catholic 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, race, 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 for 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;
- Use appropriate and respectful language with teachers and all members of the school community.

Safety Standards

All members of the school community must not:

- Engage in bullying behaviours;
- Commit sexual assault;
- Traffic in 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 school property or to property located on the premises of the school.

Offences that May Lead to Suspension

Under subsection 306(1) of the Education Act, a principal shall consider whether to suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

- Uttering a threat to inflict serious bodily harm on another person.
- Possessing alcohol or illegal drugs.
- Being under the influence of alcohol.
- Swearing at a teacher or at another person in a position of authority.
- Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school.
- Bullying
- Any other activity that is an activity for which a principal may suspend a pupil under the policy of the board such as persistent truancy; persistent opposition to authority; habitual neglect of duty; willful destruction of school property; vandalism causing damage to school or Board property or property located on school or Board premises; use of profane or improper language; use of tobacco; theft; aid/incite harmful behaviour; physical assault; being under the influence of illegal drugs; sexual harassment; fighting; possession or misuse of any harmful substances; hate-motivated violence; extortion; distribution of hate material; inappropriate use of electronic communications/media; and/or other – defined as any conduct injurious to the moral tone of the school or to the physical or mental well-being of others.

Suspension Pending Possible Expulsion – Procedures

Activities Leading to Suspension

Under subsection 310(1) of the Education Act, a principal ***shall*** suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

- Possessing a weapon, including possessing a firearm.
- Using a weapon to cause or to threaten bodily harm to another person.
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner.
- Committing a sexual assault.

- Trafficking in weapons or in illegal drugs.
- Committing robbery.
- Giving alcohol to a minor.
- Bullying, if,
 - i) the pupil has previously been suspended for engaging in bullying, and
 - ii) the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person.
- Any activity listed in subsection 306(1) that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor.
- Any other activity that, under a policy of a board, is an activity for which a principal must suspend a pupil and, therefore, in accordance with this part, conduct an investigation to determine whether to recommend to the Board that the pupil be expelled.

A pupil who is suspended under this section is suspended from his or her school and from engaging in all school-related activities.

Search and Seizure

Desks and lockers are school property and as such there is no expectation of privacy on the part of students; therefore, a search of such property is permissible by the school administrator. In this case, the principal or the vice-principal is acting under the authority of the Education Act to maintain proper order and discipline in the school, and not as an agent of the police.

Lockers

- Treat your property and other's with respect. (e.g. school bags, lockers)
- Only magnets can be used to secure pictures/items to lockers. Tape is not to be used at any time.
- Lockers remain the property of the school. Key type locks are not allowed. Only locks purchased at the school will be permitted.
- Lockers can and will be inspected at regular intervals.
- Lockers must be free of debris and old food items at all times.
- No stickers are to be used to decorate your locker.

The students at *St. Joseph-Scollard Hall* will not engage in bullying behaviour and are committed to reporting bullying behaviour to a staff member.

Definition of Bullying (Bill 13)

“bullying” means aggressive and typically repeated behaviour by a pupil where,

- (a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,
 - (i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual’s reputation or harm to the individual’s property, or
 - (ii) creating a negative environment at a school for another individual, and
- (b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education; (“intimidation”).

For the purposes of the definition of “bullying” behaviour includes the use of any physical, verbal, electronic, written or other means. Bullying includes bullying by electronic means (commonly known as cyber-bullying), including,

- (a) creating a web page or a blog in which the creator assumes the identity of another person;
- (b) impersonating another person as the author of content or messages posted on the internet; and
- (c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

Principal Roles and Responsibilities

Under the direction of the Nipissing-Parry Sound Catholic District School Board, 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, inclusive, and accepting 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 Roles and Responsibilities

Under the leadership of their principals, teachers and other school staff 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 other 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 other members of the school community;
- Prepare students for the full responsibilities of citizenship.

Student Responsibilities

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.

Parent Responsibilities

Parents play an important role in the education of their children, and can support the efforts of school staff in maintaining a safe, inclusive, accepting, 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 the school;
- 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.

Electronic Devices and Social Media

Use of electronic devices and social media will adhere to the expectations of this code of conduct:

- The use of cell phones and electronic devices will not, in any way, interfere with teaching conducted by the staff, and/or the learning of any student(s) during the school instructional day;
- The use of cell phones or other devices, for any purpose, including telephone calls, text messaging, games, taking pictures and other functions, are not permitted at any time, other than the designated times, on school grounds, without permission and supervision from the classroom teacher and/or school administration (include designated times and places);
- Cell phones or other devices need to be stored in a secure location, pocket, purse, backpack, etc. They are not to be visible unless permitted by the teacher.
- The use of cell phones or other devices is not allowed, especially in private areas such as, washrooms, dressing room areas, buses or classrooms. Camera phone violations may be considered a criminal offence.

- Any phone communication during the instructional day will take place only through the use of school telephones, and, only with permission from administration, staff, or, office staff (with the exception of emergency situations as deemed by the principal). Parents should continue to contact their child/children through the normal school channels for any emergency situation.
- ***Possession of a cell phone and/or other electronic devices by a student is a privilege which may be denied to any student not abiding by the terms of this code. Students shall be personally and solely responsible for the security of their cell phones and/or other electronic devices.***

Dress Code

Students are expected to dress in a tidy and modest manner. All students are required to wear a uniform to school each day. Uniforms are to be worn coming to and from school during the day and while representing St. Joseph-Scollard Hall in an official capacity. Students will not be allowed in class at any time when in improper attire.

Hats are not permitted to be worn inside the school.

Clothing offensive to race or Christian teachings is not permitted. Clothing should not be a distraction to others. Clothing that promotes alcohol, drugs, vulgar language, tobacco products or violence is inappropriate in the school. If the school dress code is not adhered to, students will be asked to change the clothing and parents will be notified.

Code of Sportsmanship for Participants and Coaches

The purpose of competition is to make us better people. Winning is a bonus. (Fr. Mike Cundari).

- Doing one's best is more important than winning or losing
- Respect the rules and spirit of the game
- Treat officials, opponents, teammates and spectators with respect
- Commit to your activity and your team
- Play hard, play fair, play under control.

Parents/Spectators/Volunteers Code of Sportsmanship

- Cheer in a positive manner.
- Respect officials'/coaches' decisions.
- Do not interfere with the competition.
- Keep clear of the playing area.
- Be courteous and respectful

Failure to comply with this *Code of Conduct* may lead to ejection.

Attendance/Truancy

Regular attendance and punctuality on the part of the student is vital to learning and for academic success. In case of absence, a student's parent or guardian is expected to call the school at 705-494-8600 ext. 3294 or e-mail to sjsh.attendance@npsc.ca to inform the office. If the office has not been notified, when returning from an absence, a note or a telephone call authorizing the absence must be received. A note may explain an absence but will not necessarily excuse or approve an absence. Please note that repeated concerns about punctuality or absence will be addressed by the school administration.

Immunization

The Immunization of School Pupil's Act, 1982, states that parents/guardians are required to complete the prescribed program of immunization for each pupil. Failure to do so will result in suspension and/or exclusion from school by the Public Health Unit. We, therefore, urge all parents/guardians to make sure that all children have the required up-to-date immunization.

http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90i01_e.htm

Intervention and Supports

Infractions of the Code of Conduct will be investigated and addressed through the teacher and/or principal/vice-principal. In addressing infractions the following mitigating factors will be kept in mind such as age, circumstances, history, IEP, and a progressive discipline approach which could include the following:

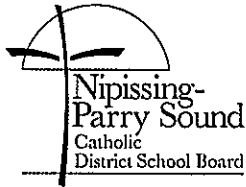
- contact with the pupil's parent(s)/guardian(s);
- verbal reminders;
- review of expectations;
- written work assignment with a learning component relevant to the behaviour;
- peer mentoring;
- detention;
- peer mediation;
- restorative justice;
- referrals for consultation; and
- transfer

In some circumstances suspensions and expulsions may result.

Supports and Follow-up

Students who contravene the code of conduct will receive support which may include but is not limited to the following:

- One on one and/or group meetings;
- Learning opportunities;
- Restorative justice;
- Contracts or behaviour plans;
- Referrals to board-based supports and services;
- Referrals to community partners.



<p>BULLYING PREVENTION AND INTERVENTION PLAN September 2017</p>
<p>Name of School: St. Joseph-Scollard Hall Catholic Secondary School</p>
<p>Date completed (to be reviewed annually): September 2017</p>
<p>Members of the Safe and Accepting Schools Committee:</p> <p>Derek Belanger, Bruce Marietti, Micheline Pride Other Members To Be Determined Staff Member To Be Determined Student(s) To Be Determined</p>
<p>Policy Statement: It shall be the policy of the Nipissing-Parry Sound Catholic District School Board that all members of the school community are expected to demonstrate a commitment to promoting and supporting positive student behaviour and a healthy school climate.</p> <p><i>Please refer to section B of the Board Safe Schools Strategy</i> http://www.npsc.ca/media/70001/a - _promoting and supporting positive student behaviour.pdf</p>
<p>At St. Joseph-Scollard Hall Catholic Secondary School, we are committed to making our Catholic school a place where:</p> <ul style="list-style-type: none"> • Students, parents, teachers and other school staff have the right to be safe, and to feel safe, welcomed and accepted; • Healthy and respectful relationships based on Christ's teachings are promoted among all members of the school community; • Students are encouraged to be leaders; • Students, staff, parents and community members are expected to be positive role models and actively engaged; • Positive behaviour is reinforced and celebrated; • The Catholic Graduate Expectations are emphasized and support the improvement of learning outcomes for all students; • Everyone is respected and valued.
<p>Definition of Bullying (Bill 13) "bullying" means aggressive and typically repeated behaviour by a pupil where, (a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,</p>

- (i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or
- (ii) creating a negative environment at a school for another individual, and
- (b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education; ("intimidation")

For the purposes of the definition of "bullying" behaviour includes the use of any physical, verbal, electronic, written or other means. Bullying includes bullying by electronic means (commonly known as cyber-bullying), including,

- (a) creating a web page or a blog in which the creator assumes the identity of another person;
- (b) impersonating another person as the author of content or messages posted on the internet; and
- (c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

Awareness Strategies

- Complete school climate survey a minimum of every two years;
- Celebrate Bullying Prevention week beginning the third Sunday in November;
- Quarterly review of the code of conduct (Sept., Nov., Feb. April), expected behaviours and definition of bullying with students and stakeholders through classroom visits, assemblies, newsletters, announcements, school council meetings, websites etc.
- Posters with information for online reporting.

Programs and Prevention

Individual Level:

- Foster respectful relationships and understanding with those around you.
- Hold meetings with students and their parents when inappropriate behaviour occurs.
- Support positive change and positive behaviour.
- Develop individual intervention plans for students involved in serious incidents.

Classroom Level:

- Communicate positive behavioural expectations and consistently enforce school-wide rules on behaviour.
- Hold regular class meetings/discussions and communicate regularly with parents.
- Give opportunities for social emotional learning to build and practice healthy relationships skills through classroom activities and programs.
- Embed the principles of respect, equity and inclusive education through curriculum resources and classroom practices.

School Level:

- Establish a Safe and Accepting School Committee.
- Provide training for staff (on going).

- Conduct pre- and post-school climate survey results to inform practices and determine next steps.
- Establish and communicate school rules regarding behaviour.
- Develop bullying prevention and intervention plans.
- Review and refine the school's supervision plan, which should identify 'hotspots' or those areas difficult to supervise.

Community Level:

- Foster school-community partnerships to support the school's programs.
- Communicate the schools' Code of Conduct and expectations on appropriate behaviour to the school community.

Intervention and Supports

Reporting incidents of bullying is the responsibility of all staff.

Reported incidents of bullying will be investigated and addressed through the teacher and/or principal/vice-principal. In addressing incidents of bullying keep in mind mitigating factors such as age, circumstances, history, IEP, a progressive discipline approach which could include the following:

- contact with the pupil's parent(s)/guardian(s);
- verbal reminders;
- review of expectations;
- written work assignment with a learning component relevant to the behaviour;
- peer mentoring;
- detention;
- peer mediation;
- restorative justice;
- referrals for consultation; and
- transfer.

As outlined in the progressive discipline approach, suspensions and expulsions may result.

Supports and Follow-up

- a) Incidents of bullying will be followed up with the students involved, the parents, the teachers and other school staff and community partners where appropriate.
- b) Students who engage in bullying, who have been bullied or may have witnessed or been affected by bullying will receive support which may include but is not limited to the following:
 - One on one and/or group meetings;
 - Learning opportunities;
 - Restorative justice;
 - Contracts or behaviour plans;
 - Referrals to board-based supports and services;
 - Referrals to community partners.

Suggested References:

The Promoting Relationships and Eliminating Violence Network (PREVNet)
www.prevnet.ca/

Policy/Program Memorandum No.144: Bullying Prevention and Intervention
www.edu.gov.on.ca/extra/eng/ppm/144.pdf

Policy/Program Memorandum No.145: Progressive Discipline and Promoting Positive Student Behaviour

www.edu.gov.on.ca/extra/eng/ppm/145.pdf

Toolkit for Safe, Inclusive and Accepting Schools on the Ontario's Institute for Education Leadership website

<http://live.iel.immix.ca/safeandacceptingschools/>

Ontario's Equity and Inclusive Education Strategy

www.edu.gov.on.ca/eng/policyfunding/equity.pdf

Equity and Inclusive Education in Ontario: Guidelines for Policy Development and Implementation www.edu.gov.on.ca/eng/policyfunding/inclusiveguide.pdf

Policy/Program Memorandum No.119: Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools

www.edu.gov.on.ca/extra/eng/ppm/119.html

Ontario's Parent Engagement Policy

www.edu.gov.on.ca/eng/parents/policy.html