

Toronto Catholic District School Board

St. Louis Catholic School

SAFE SCHOOLS POLICY

2009 -2010

PREFACE

***St. Louis Catholic School** promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment. This **Safe Schools Policy** is our continued commitment to review school policies and to raise the consciousness of everyone in our school to ensure a safe and healthy learning environment regarding:*

- *School Code of Conduct within the framework of Catholic Graduate Expectations*
- *Early Intervention / Prevention Strategies on Bullying*
- *Programming for Students on Suspensions/Expulsion*
- *Professional Supports/Resources*

*This **Safe Schools Policy** also reflects Bill 212: Progressive Discipline and Safety in School, 2007' that amends the Education Act with respect to behaviour, discipline and safety.*

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St. Louis Catholic School CODE OF CONDUCT

St. Louis Catholic School, including staff, students, parents, parish priest and trustees, is committed to the Toronto Catholic District School Board's mission of providing a safe and welcoming learning environment that supports academic excellence and is an example of Christian Community. This mission is affirmed in TCDSB policies, including the Violence Prevention Policy.

Every member of this community is governed by the policies of the TCDSB and shares in the responsibility for creating a positive environment that is safe, harmonious, comfortable, inclusive and respectful.

MISSION STATEMENT

St. Louis is a community formed by Catholic beliefs and traditions.

St. Louis School's Mission is to educate students to their full potential by providing:

- leadership in the shared responsibility for education that exists among schools, students, families, parishes and the community;
- a safe and welcoming learning environment that is an example of Christian community
- role models of Gospel values and Catholic doctrines, teachings and beliefs
- guidance in what students need to learn
- religious, academic and technological instruction
- integration of Catholic, Christian beliefs into the total learning experience; and
- feedback on students' proficiency and performance

Mission Statement

St. Louis Catholic School is a partnership of teachers, students, parents and parish dedicated and committed to fostering the development of the whole child

**—spiritual, intellectual, physical, emotional and social—
in a positive learning environment. Our goal is to teach through
Catholic beliefs, the skills required to be life long learners
and contributing members of society.**

VISION

The Ontario Catholic Graduate Expectations represent an integral component of our students' character formation. We envision students who are:

- discerning believers formed in the Catholic faith community who celebrate the signs and sacred mysteries of God's presence through word, sacrament, prayer, forgiveness, reflection and moral living;
- effective communicators who speak, write, and listen honestly and sensitively responding critically in light of gospel values;
- reflective, creative and holistic thinkers who solve problems and make responsible decisions with an informed moral conscience for the common good;
- self-directed, responsible, life-long learners who develop and demonstrate their God-given potential;
- collaborative contributors who find meaning, dignity and vocation in work which respects the rights of all and contributes to the common good;
- caring family members who attend to family, school, parish, and the wider community;
- responsible citizens who give witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.

RESPONSIBILITIES

St. Louis Catholic School Leadership Team for Safe Schools 2008 - 2009

Principal	Rosanne Morris
Pastor	Father Frank Carpinelli
CSAC Chair	Mrs. V. Devine
Head Caretaker	Mr. Albert Leo
Primary Division Representative	Mary Teresa Nocera
Junior Division Representative	Nancy McIntyre
Intermediate Division Rep	Giulia DiCarlo
Literacy Representative	Mary Anne Cousineau
Special Education Rep	Patricia Johnson
Student Representative	Katie Zutautas

Responsibilities of the Principal

It is the duty of a principal of a school, in addition to the principal's duties as a teacher:

- to maintain and promote proper order and discipline in the school
- to develop co-operation and co-ordination of effort among the members of the staff of the school
- subject to an appeal to the board, to refuse to admit to the school or classroom, a person whose presence in the school or classroom would in the principal's judgement be detrimental

to the physical or mental well-being of the pupils.
Education Act, July 1992, Sect. 265 (a), (b), (m)

Responsibilities of the Teachers

It is the duty of a teacher:

- to teach diligently and faithfully the classes or subjects assigned to the teacher by the principal
- to encourage the pupils in the pursuit of learning
- to teach children respect for their faith and to develop the highest regard for truth, justice, loyalty, love of country, humanity, benevolence, sobriety, industry, frugality, purity, temperance and all other virtues
- to assist in developing co-operation and co-ordination of effort among the members of the staff and school
- to maintain, under the direction of the principal, proper order and discipline in the teacher's classroom and while on duty in the school and on the school grounds.

Education Act, July 1992, Sect. 264 (a), (b), (d), (e)

Teachers and support staff at St. Louis Catholic School have a responsibility to create and maintain a warm, welcoming environment that is conducive to Christian growth and learning. The dignity and rights of all students are to be preserved and respected as participating members of a Catholic community.

Responsibilities of All Students

- to show respect for self and other members of the school community
- to contribute positively to the Christian climate of the school
- to respect the school property, the neighbourhood and the environment
- to use respectful language at all times
- to comply with all school expectations, procedures and codes of behaviour
- to give respect and cooperation to all persons in positions of authority in the school.

Duties of a Pupil as per Ministry of Education and Training Regulation 262. A pupil shall:

- be diligent in attempting to master such studies as are part of the program in which the pupil is enrolled
- exercise self-discipline
- accept such discipline as would be exercised by a kind, firm and judicious parent
- attend classes punctually and regularly
- be courteous to fellow pupils and obedient and courteous to teachers
- be clean in person and habits
- show respect for school property

Responsibilities of Parents/Guardians

- to demonstrate a commitment to Catholic beliefs, traditions and sacramental preparation
- to demonstrate the value of education and to provide positive support for the policies and efforts of school personnel involved in the education of the children
- to ensure regular and punctual attendance of children at school
- to ensure that children are well rested, well nourished and appropriately dressed for the weather
- to inform the school office or classroom teacher of absences, illnesses, family or health concerns that may impact on the child's education
- to ensure that children respect the property of others, assume responsibility and provide compensation, in case of loss or damage, to school property or the property of others.

Responsibilities of Visitors

The Toronto Catholic District School Board encourages visits to the schools operated by the Board from those with a statutory right to visit, and from those whose presence will be of benefit to the pupils. The Education Act includes parents, guardians, clergy and school board members in its definition of visitors.

Upon arrival at the school, all visitors are required to report to the office, sign in, wear a visitor's badge and sign out, thus giving staff the opportunity to monitor who is in the school. Visitors must:

- Report to the main office of the school anytime they enter the school or schoolyard
- Clearly state the purpose of their visit.
- Sign the visitor's logbook if requested and to pick up a visitor's badge.
- Abide by the principal's decision regarding the interference of classroom routines.

RESPECT

Respect for Faith

As a Catholic school, the essence of our being revolves around an adherence to the teachings of Jesus Christ. Members of our school community are encouraged to learn, live and share the Christian vision of life.

Students must give their full attention at Mass, during prayers and participate in all religious celebrations and ceremonies.

Students are to show respect for self and others

As children of God, we must be proud and understanding of our appearance, strengths and limitations and racial heritage.

Treat others as you would like to be treated. Safe, well-mannered and responsible behaviour is expected at all times. Verbal or physical violence including intimidation, bullying, threats or aggression will not be tolerated.

Students are to respect the authority of adults

- Students shall address each other and adults respectfully, be polite and courteous, and show cooperative behaviour. Rudeness is not acceptable.
- Teachers, including supply and student teachers, administrators, custodians, parent volunteers, and visitors are expected to deal with students in a kind, firm and fair manner.

Students are to show respect for personal and school property, the neighbourhood and the environment

- The property of staff members or fellow students is not to be touched or taken without the owner's permission. Theft will not be tolerated.
- The school building, furniture, equipment, texts and writing materials are provided by the School Board and are not to be intentionally damaged or destroyed. Students shall keep the building grounds clean and litter free.
- Vandalizing neighbouring property is not acceptable. Uphold a good neighbour policy.
- Our Earth's resources are limited and materials should not be wasted. Reuse or recycle whenever possible.

PROGRESSIVE DISCIPLINE

The Code of Conduct ensures progressive discipline in our school using a continuum of interventions, supports and consequences that include opportunities for reinforcing positive behaviour while helping students make good choices. When inappropriate behaviour occurs, disciplinary measures are applied with a framework that shifts the focus from solely punitive to both corrective and supportive.

The approach includes:

- early and ongoing intervention strategies
 - prevent unsafe or inappropriate behaviours
 - provide students with appropriate supports to address inappropriate behaviour
 - sustain and promote positive student behaviour and/or address underlying causes for inappropriate student behaviour
- addressing inappropriate behaviour
 - consider a range of interventions, supports and consequences as well as opportunities for students to focus on improving behaviour
 - consider students' history, age, level of remorse and any other mitigating factors that apply including special education needs (disciplinary interventions, supports and

consequences must be consistent with the student's strengths, needs, goals and expectations in the IEP)

- classifying each discipline concern as: minor, major or suspendable (see Progressive Discipline School Model)
- giving students the opportunities to learn from the choices he/she made
- involving parents

PROGRESSIVE DISCIPLINE SCHOOL MODEL

Suspendable Incidents

Physical injury, swearing at authority, possession of weapons/drugs, etc.

A number of measures already in place include:

- Assemblies with Catholic Development Themes
- Drama presentations
- Guest speakers
- Classroom discussions
- Questionnaires
- Books, videos, CDs, DVDS, etc
- Reading buddies
- Intramurals
- Bully Prevention Programs
- Agenda Inserts "Stand Up -Speak Out"
- Peace Bracelets for peace keepers

CONSEQUENCES AND INTERVENTIONS

Minor Violations

- Verbal reminders
- an appropriate detention or loss of privileges
- Reflection papers
- Verbal and/or written communication with parents
- consultation with staff/administrations
- rebuilding relationships/community service
- conflict mediation
- restoration or reparation
- consequences based at home

Major Violations

- Verbal and/or written communication with parents followed by meeting with parents, students and school
- Incident Report
- Supervision may be requested for excursions
- office determination
- withdrawal from class
- Seizure of prohibited materials
- Making restitution for damage to property
- Involvement or referral to Social Work or an outside agency
- Formal suspension in keeping with M.O.E.T. and TCDSB policy
- Expulsion under the Education Act and TCDSB policy / Bill 212

Learning component

- peer mediation
- conflict resolution
- restorative practices
- alternative school programs
- fresh start program

BULLYING PREVENTION and INTERVENTION

Schools need to be a safe place where students can be relaxed enough to learn. Schools need to be a place that is bully-free and where bullying can be reported safely without reprisals.

Definition of Bullying:

Bullying is typically a form of repeated, persistent, aggressive behaviour that is directed at an individual/s that is intended to cause (or should be known to cause) fear, distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is real or perceived power imbalance.

There are lots of ways to bully, but in all cases students who bully other students want to hurt or upset them - it's not an accident!

Types and Examples of Bullying:

- Physical bullying
 - pushing, hitting, shoving, slapping, kicking, spitting at, or beating others up
 - defacing/destroying property or stealing another person's belongings
 - threatening with a weapon
- Verbal bullying
 - name-calling, taunting, teasing, verbal threats, intimidating phone calls, extortion
- Social bullying
 - malicious rumours, setting up to take blame, ostracization from group, the silent treatment, threatening to withdraw friendship
- Electronic bullying (commonly known as cyber-bullying)
 - spreading rumours, hurtful comments or pictures through the use of e-mail, cell phones, and text messaging
- Racial/ethno-cultural bullying
 - treating others differently or badly because of their race, culture, or the colour of their skin
 - saying bad things about someone's race, culture, or skin colour
 - telling racist jokes
- Sexual bullying
 - touching, pinching, or grabbing part of someone's body in a way that makes them feel uncomfortable
- Religion-based bullying
 - treating others differently or badly because of their religion
 - saying bad things about someone's religion
- Gender-based bullying
 - leaving others out or treating them badly because they are a boy or a girl
 - saying things or joking in a way that makes someone feel bad about being a girl or a boy.

These behaviours can further take on racist and sexual dimensions e.g. racial taunts, graffiti, ethnic slurs and gestures; unwanted physical contact or abusive/dirty comments.

Consequences for the Victim:

- Anxiety, fear, sadness and possible depression
- Lowered self-esteem
- Disrupted academic achievement
- Avoidance of school and absenteeism
- Psychosomatic symptoms (e.g. fatigue, stomach aches, migraines)
- Irrational reactions (e.g. panic, irrational retaliation, suicide)

Out of shame and/or fear, a lot of times children do not tell adults that they are being bullied. Adults working with children should be vigilant about the possible signs that they are being bullied. Below are some tell-tale signs that a child may be victimized by bullying*:

- be frightened to walk to or from school or be unwilling to go to school at all
- ask adults to drive them to or from school or change their route to school
- begin to do poorly in their school work
- arrive home regularly with clothes torn and/or books or belongs missing
- continually lose pocket money
- become withdrawn start stammering, stop eating, attempt suicide
- cry themselves to sleep and/or have nightmares and call out, "leave me alone"
- have unexplained bruises, scratches, cuts
- have unexplained psychosomatic complaints (e.g. feels ill in the morning frequent stomach pains, headaches, chronic fatigue)
- refuse to say what is wrong
- give improbable excuses to explain any of the above
- not have a single good friend to share free time with, never bring classmates, home, never get invited to parties.

* adapted from Kidscape: Stop Bullying

Intervention

Prevention

- bullying prevention
- citizenship development
- character development

Surveys, for students, staff and parents, are great tools to determine prevention and intervention strategies to foster a positive school climate that supports academic achievement for all students.

PROGRAMMING FOR STUDENTS ON SUSPENSIONS OR EXPULSIONS

The Ontario Curriculum provides programming for all students to grow and develop spiritually, academically and socially.

Students that are suspended and expelled must have programming that will give them the opportunity to continue their education.

Students who are:

- Suspended for more than five school days will be assigned to a Board program for students on long-term suspension
- Expelled from all schools of the Board will also be assigned to a Board program for expelled students
- Expelled only from his/her own school will be assigned to another school of the Board.

When students are suspended for 6-10 school days, the Student Action Plan (SAP) will include:

- an academic component (maintain regular academic course work unless the student has an Individual Education Plan (IEP); and
- outline objectives, identify needs and any type of supports the student might need to continue their learning

When students are suspended for 11-20 school days, the SAP must include:

- an academic component; and
- non-academic component (anger management, substance abuse counseling, career counseling, etc.)

When students are expelled from all schools of the Board, the SAP must include:

- an academic component; and
- non-academic component (anger management, substance abuse counseling, career counseling, etc.)

Students returning:

- From 1 to 20 days, students return to school once the duration of their suspension has been served
- From long-term suspension,
 - o a re-entry meeting is held to facilitate the student's transition back and identify additional academic or non-academic supports that may be required
- From expulsions,
 - o Successful completion of a program for expelled students; or satisfy the objectives required for successful completion of a program
 - o A re-entry plan must be developed
 - o A meeting with parents, student and teacher

PROFESSIONAL SUPPORTS / RESOURCES

Professional resources and supports are available to all community members. Services include Professional Learning Networks, Special Services at the CEC, Assessment & Programming Teachers, Psychoeducational Consultants, Social Workers, Child Youth Workers, Speech Pathologists, & Resource Teachers for Autism, Behaviour and other supports.

St. Louis Catholic School is serviced through the School Based Student Support Services - West c/o St. Dorothy at 416-393-5402.

This Code of Conduct includes all community members whether they are on school property, on school buses, at school-authorized events/activities or in any other circumstance (e.g. online) where there is a negative impact on the school climate.

In addition to the Code of Conduct, several other safety measures have been taken to ensure the well-being of our students:

- new security devices (cameras in the school yard & entrances)
- locked doors and swipe cards for staff members
- late slips for admission to class
- new cell phone policy

Celebration of the 'Faith & Character Development' Virtues promotes a safe and healthy school.

September - Hospitality
October - Gratitude
November - Peacemaking
December - Charity
January - Courage
February - Love
March - Forgiveness
April - Justice
May - Compassion
June - Faithfulness

The co-operation of home, school and church will ensure progressive achievement towards these goals.