

ST. PATRICK CATHOLIC SCHOOL

3889 Wilton Road

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[http://www.alcddb.on.ca/school/stph/Pages/default.aspx#/=](http://www.alcddb.on.ca/school/stph/Pages/default.aspx#/)

STUDENT HANDBOOK

2023 – 2024



This agenda belongs to:

Name: _____

St. Patrick Catholic School
3889 Wilton Road, Harrowsmith, Ontario

K0H 1V0 (613) 372-2251

Grade: _____ Teacher: _____

ST. PATRICK CATHOLIC SCHOOL

Code of Conduct

RATIONALE

The St. Patrick Catholic School community benefits from a strength-based culture where school leadership, staff, families, community, and volunteers are supported and invited into open and honest communication. Expectations about all aspects of work, performance, attitudes, behaviours, rights and responsibilities are clear. There is a shared vision and responsibility for achieving that vision. Success is celebrated and good practice is acknowledged.

Our strength-based approach reflects our faith-based school community which celebrates and recognizes that all people are created in the image of God; unique, loved. It recognizes that we are called to inspire and nurture caring and safe Catholic school communities that promote and support positive behaviour.

A strength-based approach specifies foundational guiding principles and beliefs including: a focus on restorative justice, the importance of promoting a safe learning environment, the Catholic Graduate Expectations (CGEs), Catholic Virtues, and a collective responsibility for all members of the school community, and board mission

St. Patrick School Commitment

The community of St. Patrick Catholic School is committed to making our Catholic school a place where:

- Everyone is respected and valued for the safety, academic excellence, and well-being of all our students. Our faith-based school community celebrates and recognizes that all people are created in the image of God. We are called to inspire and nurture caring and safe catholic school communities.
- Students, parents, school staff, volunteers, and community groups have the right to feel welcomed, respected, and accepted.
- Healthy and respectful relationships, based on Christ's teachings, are promoted among all members of our school community.

- Students are encouraged to be leaders.
- Students, parents, school staff, and community members are expected to be positive role models and actively engaged.
- Positive behaviour is reinforced and celebrated.
- The Catholic Graduate Expectations and Restorative Practices are emphasized and support the improvement of learning outcomes for all students.
- Everyone is respected and valued.

Roles and Responsibilities

Staff Members:

Under the leadership of the principal, 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 self-worth.
- Empower students to be positive leaders in the 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 themselves, for others, and for those in authority.
- Refrains from bringing anything to school that may compromise the safety of others.
- Follows the established rules, policies, and local codes of conduct and takes responsibility for his/her own actions.

Students are also expected to live out the Gospel message by striving to fulfill the Catholic Graduate Expectations. Students are called to become:

- A discerning believer formed in the Catholic Faith Community
- An effective communicator
- A reflective, creative, holistic thinker
- A self-directed, responsible, life-long learner
- A collaborative contributor
- A caring family member
- A responsible citizen

Parents/Guardians:

Parents/guardians play an important role in the education of their children and have a responsibility to support the efforts of school staff in maintaining a safe, inclusive, accepting, and respectful learning environment for all students. Parents and guardians fulfill this responsibility when they:

- Show an active interest in their child's schoolwork and progress.
- Regularly engage in two-way communication with their child's teacher, support staff, and principal.
- Read and familiarize themselves with information provided by the school regarding Ministry, Board, and school policies.
- Encourage and assist their child in following the rules of behaviour.
- 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.
- Assist school staff in dealing with disciplinary issues involving their child.

Community Partners:

Community partners and community-based service providers are resources that the board can use to deliver prevention programs. Protocols are effective ways of establishing linkages between the board and community agencies and of formalizing the relationship between them.

The police play an essential role in making our schools and communities safer. The police investigate incidents in accordance with the protocol developed with our board.

Recognition for Appropriate Behaviour

The consequences for appropriate behaviour are many and varied, however, first and foremost is self-satisfaction and a sense of contribution. The school's pleasant, safe, and orderly atmosphere results from everyone accepting their responsibilities and acting accordingly. Young people have a need for positive reinforcement, for example:

- Private/public recognition
- Parental encouragement
- Leadership opportunities
- Positions of trust and responsibility
- Alternative activity
- Certificates and awards
- Classroom incentives
- School activities and field trips

Response to Inappropriate Behaviour

As students journey toward self-discipline and maturation, there may be occasions when they find themselves in violation of the standards contained in the Code of Conduct. Those responsible for the implementation and enforcement of our school Code must have a variety and range of options and strategies available to them. They must also be able to exercise sufficient latitude to deal with the individual needs of students and to exercise judgement within the context of specific situations. The principle of progressive discipline will be followed. The following is an array of possible consequences that could be implemented, depending on factors such as the age of the child and prior infractions.

- Informal/formal interview with student
- Parent contact/interview
- An apology by the student
- Written assignment
- Restitution for damaged or lost property
- Removal of special events/privileges
- Withdrawal of student from classroom
- Referral to child and youth worker (e.g. social skills, anger management)
- Behavioural or performance contract
- Suspension from school (O.S.R. documentation)
- Loss of school bus privileges

Progressive Discipline

Progressive discipline is a whole-school approach that utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour and to build on strategies that promote positive behaviours as described above. When inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive. Schools should utilize a range of interventions, supports, and consequences that include learning opportunities for reinforcing positive student behaviour while helping students to make good choices. It is a process designed to create the expectation that the degree of discipline will be in proportion to the severity of the behaviour leading to the discipline and that the previous disciplinary history of the student and all other relevant factors will be taken into account.

Suspensions and Expulsions

A Principal shall consider whether to suspend a pupil, if the Principal 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. Activities leading to a Possible Suspension under the Education Act, s. 306 (1) include:

- a) Uttering a threat to inflict serious bodily harm on another person
- b) Possessing alcohol or illegal drugs
- c) Being under the influence of alcohol
- d) Swearing at a Teacher or at another person in a position of authority
- e) Committing an act of vandalism causing extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school
- f) Bullying
- g) Any other activity for which a Principal may suspend a pupil under the policy of the Board.

Activities leading to a Possible Suspension under Board Policy include:

- a) Persistent truancy
- b) Persistent opposition to authority
- c) Habitual neglect of duty
- d) Serious breaches of the Board Code of Conduct or the School Code of Conduct
- e) Conduct injurious to the moral tone of the school
- f) Conduct injurious to the physical or mental well-being of others in the school
- g) The use of tobacco
- h) The willful destruction of school property, vandalism causing damage to school or Board property, or to property located on school or Board premises
- i) The use of profane or improper language

j) Infraction(s) off school property where the pupil's conduct in the community negatively impacts on the school

k) Dress that contravenes the established dress code within a school

l) Being in possession of, or being under the influence of, or providing others with legal drugs without a prescription for the said drugs, or in a manner or an amount not contemplated by a prescription for the said drugs, or in a manner or an amount not contemplated in the general instructions for use of the said drugs

m) Being under the influence of alcohol or illegal drugs

n) Taking photographs and/or video and/or audio recordings during an instructional class and in other areas of the school, unless authorized by the Principal or classroom teacher

o) Harassing another person by the use of mechanical/electronic technology or communications

p) Invading another person's privacy by the use of mechanical/electronic technology or communications

q) Production, possession and/or distribution of hate material, including pornography

r) Possession or misuse of any harmful and/or explosive substances

s) Extortion

t) Theft

u) Aid/incite harmful behaviour

v) Physical assault

w) Lack of immunization as determined by the local Health Unit

Bullying Prevention and Intervention

Definition of Bullying

As set out in Section 1 of the Education Act, as amended, "bullying" is defined as: 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” above, behaviour includes the use of any physical, verbal, electronic, written, or other means.

Cyber-bullying

For the purposes of the definition of “bullying” above, 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 inappropriate material electronically to more than one individual or posting inappropriate material on a website that may be accessed by one or more individuals.

Attendance / Punctuality:

- We believe Every School Day Counts! School attendance is the responsibility of school, parents, and students. Students are more likely to succeed in school when they attend consistently. Successful schools work to engage students to ensure they come every day.
- If students are experiencing difficulty attending school, we want to work together with parents and students to support a plan for success.
- Students are expected to attend school regularly and to participate in all classes.
- To foster self-discipline and responsibility it is essential to have students arrive on time. The late arrival of students must be monitored and recorded on school records. Therefore, all students who arrive late must report to the office prior to going to their classrooms.
- After arriving, if a student needs to leave the school grounds for any reason, a note or phone call from the parents must be provided.
- Parents will be notified by the office if illness occurs.
- Parents should refrain from asking that students be allowed to remain inside at recess or noon hour. In most cases, students who are well enough to be in school are well enough to benefit from the fresh air and exercise of outdoor activities.
- If a student is to be absent, parents must contact the school prior to the commencement of classes. If no communication is received, parents will be contacted in accordance with school level "Safe Arrival" procedures.

Student Safety:

- There is a sign in/out book in the office. When a parent is picking up a child during the school day, the parent must report to the office and sign out their child. The student will be called to the office to meet the parent. When students return during the school day, they must be signed in at the office.
- Parents or visitors must report to the office prior to proceeding into the school. At the office, they will sign the visitor's log and pick up an identification tag to be worn while on school property.
- There is also a buzzer at the main entrance doors at the front of the school for parents and visitors to use when looking to gain access to the school or pick-up/drop-off their child.

Personal Appearance

- Students require clothing that allows for physical exertion for Physical Education classes. Jewellery must not be worn in Physical Education classes or for school sporting events for safety reasons.
- Hats and hoodies are to be removed when students enter the school. Coats and outside footwear are also to be removed and neatly arranged. Inside footwear must be worn in the school and portables. Shoes with non-marking soles must be worn for Physical Education classes.

Transportation

- Ensuring a safe journey to and from school is always our main priority when considering school bus transportation. We know that this journey works best when students arrive at their bus stop on time in the morning and are met at their bus stop at the end of the school day on time. Likewise, any changes to bus routines need to be relayed to the main office of the school so that we are able to ensure students are safe in their travels to and from school.

Inappropriate Possessions:

- Students are discouraged from bringing personal articles to school that are not required for instructional purposes or are not approved by the classroom teacher or the office. This is to promote safety and also to lessen the potential loss of valuable items. The school is not responsible for the loss of personal items.

- Unsuitable items will be confiscated and parents will be informed. A sample list of inappropriate articles follows:
 - Laser pointers
 - Inappropriate books and magazines
 - Expensive toys and games
 - Sports equipment disallowed by the office (e.g. hockey sticks, baseball bats)

Medications: When prescribed medications are brought to school, they must be reported to the classroom teacher and/or office and stored to ensure safety.

- School personnel will confidentially dispense medication. Consent forms must be signed by the parent and family doctor outlining the amount and need of the medication as per Board Policy. All such medication must be clearly labelled and dated.

POLICY FOR ELECTRONIC DEVICES

1. Purpose

1.1. The widespread ownership of handheld technologies such as smartphones, Tablets, etc. among young people means that schools need to take steps to ensure that they are used responsibly. This Acceptable Use Policy is designed to ensure that potential issues involving handheld technology can be clearly identified and addressed, ensuring the benefits that handheld technology provides can continue to be enjoyed by our students.

1.2. St. Patrick Catholic School has established the following Acceptable Use Policy for cell phones that provides teachers, students, parents, and guardians guidelines and instructions for the appropriate use of handheld technology during school hours.

1.3. The Acceptable Use Policy for handheld technology also applies to students during school excursions, camps, and extra-curricular activities.

2. Rationale

2.1. Personal safety and security

St. Patrick Catholic School accepts that parents/guardians give their children handheld technology to help protect them from everyday risks involving personal security and safety. There is also increasing concern about children travelling alone or commuting long distances to and from school. It is acknowledged that providing a child with a handheld technology gives parents reassurance that they can contact their child if they need to speak to them urgently. St. Patrick Catholic School also recognizes the potential positive use that such devices can have to aid learning.

3. Responsibility

3.1. It is the responsibility of students who bring handheld technology to school to abide by the guidelines outlined in this document.

3.2. Permission to have handheld technology at school while under the school's supervision is based on the initial school agreement provided by the classroom teacher as well as the board's Digital Citizenship Policy. The school or the parents/guardians may revoke approval at any time.

4. Acceptable Uses

4.1. Handheld technology should be switched off and kept out of sight during classroom lessons, while on the yard, and while in the school building. Exceptions may be permitted only in circumstances if a member of staff requests this or gives permission for students to take such action. Such requests will be handled on a case-by-case basis. Individual classroom teachers may allow for this technology to be used during instructional time as well.

Parents/Guardians are reminded that in cases of emergency, the school office remains a vital and first point of contact in ensuring that your child is reached quickly and assisted in an appropriate way. Students are not permitted to send or receive messages during the school day. Parents should direct emergency calls through the office.

4.2. While on school premises, students should use soundless features such as vibrate if their device is switched on.

4.3. Handheld technology should not be used in any manner or place that is disruptive to the normal routine of the school. For example, being heard or used during a lesson.

4.4. Students should protect their phone numbers. This can help protect the student's number from falling into the wrong hands and guards against the receipt of insulting, threatening, or unpleasant voice, text, and picture messages.

4.5. The school recognizes the importance of emerging technologies present in modern handheld technology. For example, camera and video recording, internet access, blogging etc. In the future, teachers may wish to utilize these functions to aid teaching and learning and pupils may have the opportunity to use their handheld technology in the classroom. On these occasions, pupils may use their handheld technology

in the classroom when permission has been given by the teacher.

5. Unacceptable Uses

5.1. Unless permission is granted, handheld technology should not be used to make calls, send messages, surf the internet, take photos, or use any other application during school lessons and other educational activities. Handheld technology is only to be used with permission from a member of staff.

5.2. Students are not allowed to take photos of others and post them online.

5.3. Handheld technology must not disrupt classroom lessons with ringtones, music, or beeping.

5.4. Using handheld technology to bully and threaten other students is unacceptable. In some cases, it can constitute criminal behaviour.

5.5. Handheld technology is not permitted in changerooms or washrooms.

5.6. Should there be repeated disruptions to lessons caused by a handheld technology, the responsible student may face disciplinary actions as sanctioned by the classroom teacher and principal.

6. Theft or damage

6.1. Students should mark their handheld technology clearly with their names.

6.2. Students who bring a handheld technology to school should store these items in a safe place or an area provided by their teacher.

6.3. Handheld technology that is found in the school and whose owner cannot be located should be handed in to the school office.

6.4. The school accepts no responsibility for replacing lost, stolen, or damaged mobile phones or other personal devices. The school accepts no responsibility for students who lose or have their handheld technology, such as mobile phones/laptops/iDevices/tablets etc., stolen.

6.5. It is strongly advised that students use passwords/pin numbers to ensure that unauthorized use will not occur on their devices (e.g. by other students, or if stolen). Students must keep their password/pin numbers confidential. Handheld technology and/or passwords should not be shared.

7. Inappropriate conduct

7.1. Any students caught using a handheld technology to cheat on tests or assessments will face disciplinary action.

7.2. Any student who uses vulgar, derogatory, or obscene language while using a mobile phone will face disciplinary action.

7.3. Students with handheld technology may not engage in personal attacks, harass another person, post private information about another person, take/send photos or objectionable images, and make inappropriate phone calls. Students using mobile phones to bully other students/staff will face disciplinary action as sanctioned by the principal and/or the police. (It should be noted that it is a criminal offence to use a handheld technology to menace, harass, or offend another person.)

ACCEPTABLE USE OF THE COMPUTER / INTERNET

1. Acceptable Use

Use of the Internet must be in support of education and research and consistent with the educational objectives of St. Patrick Catholic School. It is never to be accessed without the knowledge and consent of your teacher. Transmission of any materials in violation of any federal or provincial regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material, or materials protected by trade secret. Use for commercial activities, product advertisements, or political lobbying is generally unacceptable. Students will not create, distribute, download, or save any text, sounds, graphics or other material which is obscene, harassing, racist, malicious, fraudulent, or libelous or which may affect the integrity of the computer or computer network. Students may not attempt to read, copy, or change files or passwords belonging to other people, either local or on the Internet.

2. Privileges

The use of the Internet is a privilege, not a right, and inappropriate use may result in a cancellation of those privileges. Remember that access to the Internet is not private. The board's technical support department has access to all files and emails and can track sites visited while using the internet.

3. Etiquette

You are expected to abide by the generally accepted rules of network etiquette. These include,

but are not limited to, the following: a) be polite and respectful. b) Use appropriate language.

4. *Vandalism*

Acts of vandalism will result in cancellation of your privileges. Vandalism includes deliberate attempts to harm, alter, or destroy data, hardware, or network access of another user, including the creation or willful transmission of computer viruses.

5. *Personal Safety*

Most people who use online services have exciting and positive experiences. However, communication with such a vast audience (Internet) can present a potential threat to your safety. To ensure a safe and rewarding Internet experience, refuse to divulge personal data, such as your address or telephone number, and never agree to arrange a meeting with a stranger!

6. *Tampering*

Any student tampering with hardware, altering software, introducing objectionable material to the network, or purposefully adding material which will harm the system, will be subject to the following discipline: forfeiture of use, the cost of repair or replacement, and possible suspension.

I have received the Code of Conduct for St. Patrick Catholic School and have discussed it with my child. I will support the Code of Conduct at home.

Student Name (s): _____

Parent/Guardian: _____

Date: _____