

CODE OF CONDUCT

DISCIPLINE



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VISION AND MISSION STATEMENT & DISCIPLINE

Vision:

The St. Dominic High School stands for the development of a holistic educational program for students to become global as well as local ambassadors.

Mission Statement:

Through the values of the Catholic Faith, the St. Dominic High School advocates for the holistic education of students who will become critical thinkers, open minded, reflective, doers, effective communicators, and global ambassadors.

Discipline in the Catholic School system is not a form of punishment, but is considered an aspect of moral guidance. Teachers and students alike are expected to exhibit certain norms of behavior, such as self-discipline, courtesy, and respect for others, among others.

St. Dominic High School is committed to developing a campus atmosphere which promotes optimal learning for all. This can only be accomplished in a structured environment fortified with order, respect, responsibility, and accountability throughout the entire school community. In order to facilitate this type of environment successfully, students must be taught and thus understand the importance of complying with all school rules.

Keeping the above in mind, it is best to use a proactive systematic approach to dealing with problematic behavior. The overall focus of a campus wide code of conduct is to support and promote positive behavior by redirecting unacceptable student behavior.

Students, teachers, support staff, school management, and parents share the responsibility for administering the code of conduct, working together on a daily basis, and understanding the goals for responsibility and behavior. In order for discipline to be fair and consistent, there must be an effort to establish student expectations, campus wide rules of conduct and a set of rules that must be enforced in each class room. This **Code of Conduct** provides specific goals, behavior expectations, teacher and staff responsibilities, strategies and procedures for handling behavior infractions, and specific routines to be followed.

DISCIPLINE PHILOSOPHY

The purpose of discipline is to promote genuine respect for authority, to develop self-discipline, and to provide a classroom situation conducive to learning. Students at SDHS will interact in a safe, secure, and nurturing environment based on RESPECT, HONESTY, RESPONSIBILITY, CARING, TRUST and CITIZENSHIP.

DISCIPLINARY GOALS: THE THREE R'S

Each SDHS student will...

1. Be Ready

- to learn
- to have an attitude of seriousness and purpose
- by being on time for class
- by having the necessary materials for class
- by having his/her homework completed

2. Be Respectful

- to others' personal space and property
- to the school property
- by being able to disagree agreeably
- to others' differences
- by showing empathy and compassion towards the needs and feelings of others
- by having a personal commitment to service, and act to make a positive difference in the lives of others
- by knowing that everyone has the opportunity for education and not interfere with the learning opportunities of another student

3. Be Responsible

- by being accountable for one's own actions
- by thinking before acting

- by understanding the benefits of education and take ownership for his/her own education
- by being an advocate for him/herself, his/her education, and environment
- by following projects through to completion

STUDENT EXPECTATIONS

The top five (5) focus points will be:

1. *Tardiness*
2. *Student dress code*
3. *Absenteeism*
4. *Skipping of classes/Leaving school grounds*
5. *Students who are repeatedly sent out of class.*

St. Dominic High School has a set of behavioral expectations for students. These expectations should be widely distributed and teachers, students and parents should be made well-aware of them.

1. Students are considered late if they arrive after the second bell has rung. Tardiness will be recorded in Sycamore and can be viewed by parents and students. When a student's tardiness is excessive (6th offense), the parents will be contacted. (See attachment B (page 19) for a system that can be used for tardiness.) A similar system can be used for the other four (4) focus points.
2. Students are expected to follow the dress code policy at all times. Parents will have to notify the homeroom teacher or coordinator (by phone, email, PAN) as soon as possible if/when his/her child is not able to do so. See document *Code of Conduct: Dress Code*.
3. When a student is absent (whether whole day or partially) from school, the parent/guardian must notify the school immediately in writing, explaining the reason for the child's absence. The parent/guardian should contact either the homeroom teacher or the coordinator. If the child has to see a doctor, the child will have to present the doctor's letter upon return. Students who do not have a parental or doctor's note for their absence, will be recorded as "unexcused absence." The school will not accept notes/letters that are signed by students, even if it is with the parents' permission. If a student is absent for an exam, a doctor's letter must be submitted to the coordinator upon the student's return.
4. Students are expected to attend all classes for the day. If there are doubts whether a student is skipping class, the staff member is allowed to ask the student for their schedule. Any student who skips class, will be called in by the coordinator immediately, as it is a level two offense. Similarly, a student who leaves the school grounds without permission from the School Manager or Assistant School Manager, will be called in by the coordinator. In both cases, the coordinator will deal with the student accordingly. It is of utmost importance for teachers to record student absenteeism, in order to keep track of students.
5. A student who has been sent out of the class has to report to the coordinator's office. This can only happen if it is a level two or three offense. All other matters will have to be dealt with by the subject teacher or the homeroom teacher. Parents will be notified and the appropriate actions will take place. (See Level Two Offenses)

DOCUMENTATION AND REFERRAL

St. Dominic High school will introduce a level offense system for handling infractions of behavioral expectations. The level system identifies which interventions are appropriate, how many must be attempted, and the parent notification/conference requirement for each classroom level offense. Bona fide attempts must be made to correct a student's behavior before the decision is made to refer the student to the coordinator/management. The level offense system provides the coordinator with consistency and progression in disciplinary responses and can provide minimum and maximum suggested consequences for offenses. Outlined below is the level system along with the instructions for handling such behaviors:

Although there are three formalized levels of disciplinary action in our school's discipline plan, staff should begin with informal classroom strategies and techniques that often will decrease the necessity to move on to formal intervention. Keeping PBS (positive behavior support) strategies and procedures in mind when dealing with students have proven to achieve positive behavioral success. Strategies can include, but are not limited to:

- *Clearly defining expectations for the classroom, and explicitly educating students regarding work habits and related skills that will contribute to secondary educational and career opportunities.**
- *Employing techniques, such as proximity to student, visual and verbal clues that will warn the student that he/she needs to change his/her behavior, etc.**
- * Giving discreet, yet clear, verbal warnings and reminders of expected behaviors.**
- * Providing opportunities for students to "work-off" consequences for initial minor misbehavior**
- * Utilizing other classroom management systems, positive reinforcements, etc.**

If, and only if, informal strategies fail to modify the negative behavior, teachers will then begin with a Level One Intervention as outlined below and document (via Sycamore) the types of intervention used. **Documentation is necessary to progress to higher levels of interventions.** Although, as a rule, staff should begin with informal strategies and then, if necessary, progressively move through each level of formal intervention, there are certain behaviors and activities that pose such a level of disruption

to learning, and/or danger to self and/or others that immediate action higher levels of intervention is required by school guidelines. Examples include: violence or threat of violence, harassment/bullying, drug or alcohol use, weapons, etc.

LEVEL ONE OFFENSES

Level 1 offenses are minor or first-time acts of misconduct that interfere with orderly school procedures, school functions, extracurricular programs, or a student's own learning process.

Teachers will use Sycamore to document unacceptable behaviors and consequences imposed, trying several strategies/interventions to stop the inappropriate behavior. A parent contact must be made before an office referral is made for repetitive behavior.

Level 1 Behaviors include:

*Mild Inappropriate Language/Mild Profanity
* Uniform / Dress Code violation – Inappropriate attire for school (See Handbook/Student Dress Code document)
* Rough or loud play
* Defiance, disrespect, insubordination, non-compliance
* Public displays of Affection
* Failing to do Class work / Not prepared for Class
* Cell phone/Electronic Device violation (e.g. taking phone out without permission, use of phone for taking notes without permission.) No phones allowed in forms 1 -3. BYOD policy will be incorporated
* No supplies (text books, note books, stationery etc.)
* Tardiness (at the start of the day / each class)
* Out of Assigned Area (e.g. during break time in the corridor or on the stairways)
* Graffiti (e.g. writing on desks)
* Verbal Altercation
* Teasing
* Class disruption

Actions towards level 1 behaviors

Level 1 behaviors are to be handled by the teacher or staff member witnessing such behaviors in (one of) the following manner(s):

1. Review classroom and school rules and give warning to student
2. Record the incident in the Discipline Log on Sycamore
3. Discipline talk with student
4. Student Journal – Student writes about his/her behavior and identifies possible alternatives
5. Notify parents by phone, pass-a-note, or e-mail. (Note: not all parents have e-mail and/or internet access)
6. Time-out (3-5-minutes)
7. Assign student to a different seat

LEVEL TWO OFFENSES

Level 2 offenses are intermediate acts of misconduct that may require intervention of the homeroom teacher and/or coordinator. These acts include, but are not limited to, repeated acts of minor misconduct and misbehavior directed against persons or property.

Level 2 Behaviors include:

* Repeated Level 1 Behaviors
* Cheating, Plagiarism
* Using cell phone in class / Refusing to relinquish cell phones
* Open Defiance
* Vandalism (minor and removable)/ Property Damage less than \$50
* Walking out of class without permission
* Non-attendance of class
* Repeated Class Disruption
* Inciting a fight
* Aggressive Profanity
* Profanity to an adult
* Aggressive Behavior
* Gambling (not for money)
* Bullying
* Vaping
* Pushing/Shoving
* Theft
* Technology Violations
* Inappropriate contact
* Skipping class
* Leaving school grounds

Actions towards level 2 behaviors

Level 2 behaviors are to be handled by the teacher or staff member witnessing such behaviors in (one of) the following manner(s):

1. Coaching of the student
2. Notify parents and discuss behavior -May be formal or informal (depending on the offense, a formal approach may be preferred). -May be in person, or via telephone, e-mail or pass-a-note. Note that not all parents may have internet access. -Contact with parents includes any of the following combinations: Teacher/Parent, Teacher/Parent/Student, Teacher/Homeroom/Parent/Student, Teacher/Coordinator/Parent/(Student), Teacher/Counselor/Parent/ Student, or any combination thereof.
3. Referral to Homeroom teacher, or Coordinator, when deemed appropriate
4. Parent conference - in school with coordinator or teacher
5. Student behavior contract
6. Confiscation of phone (to be picked up after 2 weeks by school secretary)

Referral to Coordinator

Level 2 behaviors should be referred to the coordinator's office at the teacher's discretion after previous interventions by subject teacher and homeroom teacher. The following procedure will be followed when referring a student to the coordinator:

STEP 1. The teacher will inform the coordinator verbally (by phone) upon referral and send the student to the office.



STEP 2. The teacher will document the incident in the Discipline Log of Sycamore. The teacher will also complete a disciplinary referral form and keep said form until teacher and coordinator conference (see step 6). For Level 2 referrals for repeated, habitual and chronic behavior, the teacher should explain the behavior in detail with explanation of prior interventions.



STEP 3. The student will have a disciplinary talk with the coordinator. The student will be supervised by the coordinator until the end of the class.



STEP 4. At the end of the class, the student will return to the teacher for a re-entry appointment.

The re-entry talk must take place before the next scheduled class with the teacher. It is recommended to have this talk as soon as possible.



(Note that step 5 and 6 can take place interchangeably)

STEP 5. During the re-entry talk the student and teacher will discuss the issue that led to the referral.



STEP 6. The teacher and coordinator will discuss the issue that led to the student being referred.

The teacher will submit the Disciplinary referral form to the coordinator.



STEP 7. On the same day the student is sent to the office, the teacher should communicate the details to the parents.



STEP 8. The teacher will receive a copy of the disciplinary referral form with action taken by Coordinator/Management.

Possible actions towards level 2 behaviors

If a student commits a Level 2 offense, the school coordinator shall take such action as deemed appropriate in the exercise of its judgment and discretion including, but not limited to:

- * **Behavior contract (oral or written)**
- * **(In-school) Suspension by (assistant) school manager with warning letter + CC to the Schoolboard**
- * **Work assignment (school work)**
- * **Detention with assignment (parental contact required)**
- * **Referral to student counselor (with parental contact)**
- * **Involvement of the Truancy Officer**
- * **Confiscation of unauthorized materials/objects**
- * **Return of property, payment for same or restitution for damages**
- * **Call in parents**

LEVEL THREE OFFENSES

Level 3 offenses are serious acts of misconduct that require intervention by the coordinator/management team and student counselor. These behaviors include, but are not limited to, repeated misbehaviors of a similar nature, serious disruptions of the school environment that may threaten health, safety, or property, and other acts of serious misconduct.

Level 3 Behaviors include:

* Repeated Level 1 and 2 Behaviors
* Fighting
* Gang Activity
* Sexual Harassment
* Sexual Activity/Misconduct, Vulgar/Obscene Gestures
* Threatening Students and Staff members
* Theft (and/or Breaking & Entering)
* Physical Assault or Battery to student or staff
* Alcohol, Drug Paraphernalia
* Gambling (for money)
* Repeated Uniform/Dress Code violation
* Arson (setting items on fire)
* Being under the Influence of drugs or alcohol
* Use, possession of alcohol & drug paraphernalia
* Use, possession of tobacco
* Use, possession of weapons
* Major Disruption of school
* Trespassing

* Repeated Bullying or Harassment of a student/staff
* Gang Fighting or Group Fighting
* Use, possession of Fireworks

Actions towards level 3 behaviors

Level 3 behaviors should be referred to the coordinator’s office immediately.

- | |
|---|
| 1. The teacher will inform the coordinator verbally (by phone) upon referral and send the student to the office. |
| 2. The teachers will complete a disciplinary referral form. This should be in the possession of the coordinator as soon as possible (before the end of the day). For level 3 referrals for repeated, habitual and chronic behavior the teacher should submit a written referral that explains the behavior in detail with documentation of prior interventions. The teacher will receive a copy of the referral form in their mailbox indicating the actions taken. |

For incidents at this level, parental contact is required. Depending on the offense, the student counselor will be involved in the actions that will be taken in regards to the offense. If a student commits a Level 3 offense, the coordinator/management team, along with the student counselor, shall take such action as deemed appropriate in the exercise of its judgment and discretion including, but not limited to:

* Written behavior contract
* Return of property/payment for same or restitution for damages
* (In-school) Suspension by (assistant) School Manager with warning letter + CC to the schoolboard.
* Temporary or permanent removal from participation in extracurricular activities
* Referral to appropriate prevention or treatment program
* Referral to law enforcement
* Involvement/Referral Truancy Officer
* Other school-based consequences as deemed appropriate by the coordinator/management/student counselor.

Certain level 3 offenses may be so serious that they may require use of outside agencies and/or law enforcement. Such acts may also result in criminal penalties being imposed.

ATTACHMENT A

Roles & Responsibilities

Student's Responsibilities

1. Attend school regularly and punctually. Remain on school grounds during school hours.
2. Follow all school and classroom rules and encourage others to do likewise.
3. Complete all class work and homework assignments in a timely manner, and maintain satisfactory marks.
4. Maintain a positive attitude toward teachers, administrators and other staff members as well as other students.
5. Comply with all reasonable requests from adult staff members.
6. Resolve conflicts or personal problems in a socially acceptable manner. Utilize the help of counselors, teachers and other school staff.
7. Bring necessary supplies and materials to classes daily, such as notebooks, paper, pencils, pens, assigned textbooks and physical education clothing.
8. Conduct oneself in a way that reflects positively on the school, home and family.

Teacher's Responsibilities

1. Model expected behavior.
2. Establish clear rules and procedures and instruct students in how to follow them. Make clear to students the progressive steps which will be taken.
3. Enforce classroom rules promptly, consistently, and equitably from the very first day and throughout the school year. Consequences should be the same for all students in all periods.
4. Ensure all classroom rules and procedures do not conflict with established school and district rules and procedures.
5. Implement school interventions for students whose behavior detracts from a safe and positive learning environment.
6. Maintain a brisk instructional pace and make smooth transitions between activities.
7. Monitor classroom activities and give students feedback and reinforcement regarding their

behavior.

8. Create opportunities for students to experience success in their learning and social behavior.
9. Hold and communicate high behavioral expectations including respect for self and others.

Coordinator's Responsibilities

1. Allocate sufficient time at staff development / meetings to allow staff to develop a shared vision for discipline.
2. Monitor implementation of the discipline policy, and take immediate steps to remedy inconsistencies in implementation among staff.
3. Provide support/training for teachers who do not feel comfortable implementing vision and policies.
4. Identify and implement strategies to support the discipline plan centrally, for example, assemblies, school announcements, posters, and other media to promote student awareness of discipline policies.
5. Assist with supervision of reflection sessions during emergencies and periods of extremely high need.

ATTACHMENT B

TARDINESS TO SCHOOL (per term)

1st Offense	Verbal Warning by teacher
2nd Offense	Verbal Warning by teacher
3rd – 5th Offense	Verbal Warning by homeroom teacher (register in Sycamore) The Coordinator will notify the (assistant) homeroom teacher when the student is habitually late
6th Offense	Parent Contact by homeroom teacher via phone, e-mail or pass-a-note (register in Sycamore)
7th & 8th Offense	Discipline talk with student by Coordinator
9th Offense	Parent Contact by Coordinator via phone, and school letter (1st warning letter) (Early to) school Detention student
10th Offense	(Early to school) Detention student Parent Contact by coordinator in school, Attendance contract.
10th+ Offense	Report to Truancy office: requesting intervention, Parent Contact, 2nd warning letter

ATTACHMENT C

PROPOSED BOUNDARIES FOR REPEATED LEVEL 1 & 2 OFFENSES

When dealing with students who repeatedly display unwanted behavior, the following boundaries can be used as a guideline to determine whether the number of level 1 offenses could add up to being a level 2 offense. The same applies to repeated level 2 offenses that can eventually be seen as a level 3 offense.

The discipline log in Sycamore will be used as a tool to determine the number of offenses of similar nature. It is therefore imperative that all teachers record these irregularities in the system.

Level 1 Offenses, like Uniform/Dress code violations, Class disruptions, Not working in/prepared for class:

1-6 times	Level 1
> 6 times	Level 2

Level 2 Offenses, like Cheating/Plagiarism, Aggressive behavior, Using Cell phones in class:

1-3 times	Level 2
> 3 times	Level 3

ATTACHMENT D

Disciplinary Referral Form

Student Information

Student Name _____ Form _____ Date _____

Time _____

Referred by _____

Homeroom Teacher _____

Previous Teacher Interventions

- Student Warning
- Use of Time-Out
- Loss of Privilege
- Parent Contact by Teacher
- Parent Conference with Teacher
- Detention/Canteen Duty
- Individual Behavior Plan
- Guidance Referral
- Previous Referral to Office

Major Problem Behavior

- Abusive Language Swearing or use of inappropriate words.
- Bullying/Harassment Threats, intimidation, gestures, verbal attacks.
- Disrespect/Defiance Refusal to follow directions and/or socially rude interactions.
- Disruption Yelling, noise with materials, or rough play.
- Fighting Resulting in Injury Hitting, punching, hitting with an object, kicking, scratching.
- Theft Removing someone's property.
- Vandalism/Property Damage Substantial destruction of property.
- Weapons Knives, guns (real or look alike), or objects capable of causing bodily harm.

Specific Information Regarding Incident:

Re-entry Discussion/Agreements between Teacher and Student

Action Taken by Coordinator/Management

- Conference with Student Loss of Privilege Time in Office
- In-School Suspension Parent Contact Detention
- Referral to counselor Out-of-School Suspension

Signatures

Referred By _____	Date _____
Coordinator _____	Date _____
Student _____	Date _____
Parent / guardian _____	Date _____