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Code of Conduct

Supplemental Handbook

**St. Francis – St. Stephen School**

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Geneva, NY 14456**

**315-789-1828**

2022-2023

**9.00** **Code of Conduct**

**9.01 Communication**

We strive to ensure that all disciplinary matters are communicated with parents in a timely manner so that we continue to work as a unit on teaching students about behavior, choices, and consequences, in a Catholic and Christ-centered manner.

Teachers and principals will document all infractions with a description of the infraction, the disciplinary response, and the communication made to parents, whether written or verbal.

**9.02** **Home to School Chain**

The Catholic Schools Office encourages parents to discuss their interests regarding their children’s education as early and as directly as possible. The following steps should be followed:

1. Discussion with the Teacher
2. Discussion with the Principal
3. Submission of the concern in writing to the Superintendent of Schools.

Most concerns can be dealt with at the source and this is the best place to seek solutions.

**9.03 Matrix of Behavioral Expectations**

Behaviors listed in this Code of Conduct are examples and are not an all-inclusive list.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| All Settings | Classroom | Hallway  Stairway | Lunch | Playground | Bus | Bathrooms |
| Be Safe   * Follow the safety procedures of the school * Move safely at all times | -Walk/move safely  -Use materials and supplies safely  -Follow classroom expectations | -Walk safely | -Follow instructions of monitor  -Follow schedule  -Walk in appropriate areas | -Stay on school grounds  -Play safely | -Be on time  -Allow others their space  -Follow bus rules | -Flush after use  -Report problems to the office |
| Be Responsible   * Care for school & personal property * Be truthful and honest * Recognize and appreciate individual qualities | -Be ready & on time  -Be on task and attentive  -Work for success  -Listen to, and follow, instructions | -Carry your own supplies  -Keep the area clean | -Clean up after you eat  -Follow the schedule  -Use appropriate voice and language | -Follow instructions of monitors  -Take care of your things  -Be responsible with equipment | -Listen to and follow driver’s instructions | -Respect people’s privacy  -Clean up after yourself |
| Be Respectful & Kind   * Use appropriate voice & language * Follow adult directions * Assist others in need of help | -Respect other’s property and space  -Respect other’s right to learn  -Use polite and quiet voice  -Work cooperatively with others | -Use quiet voice  -Listen carefully to instructions  -Walk single file in hall  -Do not disturb other classes | -Use good manners  -Be and act kind to all  -Respect other’s space  -Be sensitive to other people’s feelings | -Keep playground clean  -Share equipment  -Keep hands and feet to self  -Include others.  -Show good sportsmanship | -Stay in assigned seat  -Wait in designated area | -Wash hands  -Respect people’s privacy |

**9.04 Progressive Discipline**

The school’s Code of Conduct has been communicated to students and parents. Discipline actions arising as a result of students not adhering to the Code of Conduct will be based on the notion of progressive discipline with the last possible erosion of instructional time depending on the severity of the infraction. When investigating behavior issues, we must adhere to the facts as they are presented to us.

**9.05 Progressive Step System**

This system is a whole-school approach that utilizes interventions, supports, and consequences to address inappropriate student behavior and to build upon strategies that promote positive behaviors. When inappropriate behavior occurs, disciplinary measures will be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive. These interventions, supports, and consequences include learning opportunities for reinforcing positive behavior while helping students to change their behavior and make good choices.

Step 1

After a minimum of 3 minor infractions in a short period of time a student completes a Reflection Sheet. Teacher sends the form home to be signed and returned.

Step 2

If behavior continues, teacher calls parent to discuss behavior and ways to support student at home and at school.

Step 3

If behavior continues, parent/teacher/student conference requested. Parent, teacher, and student develop a plan. School Services may become involved to support change in student behavior.

Step 4

If behavior continues, teacher, student, parent, and principal meet to discuss behavior and review plan.

Step 5

If behavior continues, principal may consider serious consequences such as suspension and/or expulsion.

\*A student can progress quickly through the steps for more serious infractions such as fighting, defiance, bullying, consistent use of disrespectful language, etc.

**9.06 Minor and Severe Infractions**

**All infractions and interventions result in communication with parents/families.**

|  |  |  |
| --- | --- | --- |
| **Tier 1 Infractions**  Teacher Intervention | **Tier 2 (Serious) Infractions**  Teacher + Principal Intervention  May result in suspension or expulsion | **Tier 3 (Severe)** Infractions  Teacher + Principal +Pastor Intervention  May result in expulsion |
| Disrespect to Adults (defiance) | Disrespect to Adults (repeated defiance, intentional refusal) | Bullying |
| Dress Code Violation | Verbal Aggression | Physical Aggression |
| Inappropriate language | Fighting | Inappropriate physical contact |
| Property damage/misuse | Technology violation | Weapons |
| Cell phone use | Inappropriate physical contact depending on severity | Tobacco/Alcohol |
| Lying/Cheating | Tier 1 Infractions that are repeated after Intervention become Tier 2 Infractions |  |

In some circumstances, short-term suspension may be needed. In the case of a serious incident, expulsion may be the response that is required. If two students are disciplined for the same infraction but one of the students has had a previous Reflection Sheet(s), the consequence(s) may look different for that student.

In considering the most appropriate response to address inappropriate behavior, the following will be taken into consideration:

* The particular student and circumstances (e.g., mitigating or other factors) such as; student’s age, maturity and special needs (if any-such as intellectual, physical, sensory, emotional and behavior disability)
* The nature, severity and frequency of actions of the behavior
* The impact on the school and classroom climate
* In all matters the principal will make the final determination regarding consequences up to and including continued enrollment.

**9.07 Consequences**

When inappropriate behavior occurs, the school will utilize a range of interventions, supports, and consequences that are developmentally appropriate and should include opportunities for students to focus on improving behavior. Consequences may include, but are not limited to, meeting with the parent(s), student, teacher, and principal; focus on repairing relationships (restorative justice), loss of recess time, detentions, in-school suspension time, or loss of privileges including school and class trips or special celebrations.

The range of consequences increases with each visit to the office and may result in out of school suspension time or expulsion.

**9.08 Bullying**

Bullying can be physical, verbal, or emotional. Bullying happens everywhere in all different forms. There are six primary types of bullying:

* Physical bullying – using strength and size to overtake a victim
* Verbal bullying – using harmful words, cursing or name calling to intimidate a victim
* Sexual bullying
* Relational bullying – working to destroy someone’s reputation and make their friends turn against them
* Reactive bullying – convincing others to take part in bullying, completely overpowering and outnumbering the victim
* Cyberbullying

In considering the most appropriate response to address bullying, the following will be taken into consideration:

* The particular student and circumstances
* The nature and severity of the bullying incident, as well as how long the bullying has been going on
* The impact on the school and classroom climate
* The school will take all reasonable steps to prevent retaliation

against a student who has made a complaint about behavior that is a breach of the code of conduct.

**9.09 What Bullying Is Not**

The incidents on this list are NOT considered bullying:

* Not liking someone – It is natural that people do not like everyone around them and, as unpleasant as it may be to know someone does not like you, verbal and non-verbal messages of “I don’t like you” are not acts of bullying. However, in a Christian environment, our teachers will do everything they can to build relationships between students, teaching tolerance, patience, and understanding for those different from ourselves.
* Accidentally bumping into someone – When people bump into others, the reaction sometimes depends on the bumped person’s mood. If they are having a bad day, they may think it is an act of aggressive behavior. If they are having a good day, they smile back and attract an apology. This is also relevant for playing sports on the playground. It is important to understand that some accidents happen without bad intention and should not turn into a big conflict.
* Making other kids play a certain way – This is natural behavior in terms of development and is not an act of bullying. Teaching students to use their voice, make some compromises, and learn to set boundaries for themselves during play and sharing is part of the educational process.
* Arguments – These disagreements between two (or more) people are also a natural part of development, especially when students are together all day, every day. It is appropriate for people to have different interests and disagree occasionally.

All of the above behaviors are unpleasant and need to be addressed, but they are not to be treated as bullying. Sometimes students will fight, name call or argue, but will talk the next day after they’ve made their apologies or have moved on from the incident.

Teachers will use various strategies to teach students life skills needed to work cooperatively with others, develop self-advocacy, and, most importantly, keep Christ at the center of their dealings with each other. All classrooms are currently using Caring School Community, along with their religious curriculum and strong Catholic Identity, to continue to teach, model and practice values that support the development of a responsible, self-sufficient, and productive graduate who has empathy and compassion for others, with Christ as the guiding force in his/her life.

**9.10 Cyberbullying and Internet Safety**

The Acceptable Student Use of the Computer Network and Internet Policy was outlined for parent approval and signature in the Technology (7.0) section of the Student Handbook. This section pertains to bullying and threats using social media and the internet.

Many incidents involving inappropriate student behavior while online occur outside of school. However, these problems often spill into the school in the form of bad feelings, arguments, and disruption. What we see most frequently includes cyberbullying or cyber threats via instant messaging or in chat rooms, the posting of hurtful messages, the sharing of hurtful text messages, embarrassing comments, and inappropriate photos and videos being uploaded to social networking sites such as Facebook, YouTube, Instagram, Snapchat, and more.

Most of these incidents occur without the knowledge or consent of parents, who aren’t aware of their children are doing when they go online either in their own home or at a friend’s house.

Cyberbullying will be treated in a serious manner and students who partake in hurtful images or messages will be dealt with accordingly.

We encourage parents and families to support, learn and monitor what your child is doing online.

* Communicate with your child about what they are doing online.
* View your child’s instant messaging and social media sites
* Check your child’s files and photos to see what images are being sent
* Learn how to adjust/increase privacy settings