

CATHOLIC CODE OF CONDUCT

*POLICY/ REGULATIONS
PROCEDURES*

August 2001(revised February 2005)

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD

ACKNOWLEDGEMENTS

This document replaces the current Dufferin-Peel Code of Student Behaviour and Discipline and is the result of an extensive review undertaken by representatives from many groups and associations within the board over a period of several years. A special thanks is extended to all who have been involved in this review and to the many individuals and groups who accepted the invitation to provide comments, suggestions, and feedback to the draft copy of this document.

Special gratitude is extended to the Learning Environment Group. Over the years, members have included:

Elizabeth McGuire	Supervisory Officer
Kevin O'Connor.....	Supervisory Officer
Art Sheppard.....	Supervisory Officer
Brendan Barnet.....	Supervisory Officer
Paul McMorrow	Supervisory Officer
Jeff Baechler	Principal, Cardinal Leger SS
Glenn Carley.....	Chief Social Worker
David Clifford	1st Vice President, OECTA Elementary
Teri Dallimore	President, ERW Association
David Jull	Senior Child and Youth Worker
Charles Laforet	Teacher, St. Augustine SS
Neville Mant.....	Vice Principal, St. Joseph SS
Krystyna Peever	President, OECTA Elementary Unit
Sharon Murray.....	ERW Association, Secondary
Kevin O'Dwyer.....	President, OECTA Secondary Unit
Ursula Pellecchia.....	Vice-Principal, St. Brigid Elementary
Cliff Read	Principal, St. Basil Elementary
Fae Samuels.....	Vice-Principal, Father Michael Goetz SS
Henry Tyndorf.....	Vice-Principal, St. Augustine SS

Thank you also to Pearl Amodeo for her work in formatting this document.

TABLE OF CONTENTS

BOARD POLICY.....	Pg. 6
BOARD REGULATIONS.....	Pg. 6
GENERAL ADMINISTRATIVE PROCEDURES	
Preamble.....	Pg. 11
Expectations for Students	Pg. 13
CATHOLIC CODE OF CONDUCT	
I. Respect for Staff.....	Pg. 15
II. Respect for the Rights & Safety of Others.....	Pg. 15
III. Respect for Self.....	Pg. 17
IV. Respect for the Property of Others.....	Pg. 18
V. Attendance and Punctuality.....	Pg. 19
VI. Use of Technology.....	Pg. 20
IMPLEMENTATION PROCESS.....	Pg. 21
TEMPORARY WITHDRAWAL, SUSPENSION, EXPULSION.....	Pg. 22
MITIGATING CIRCUMSTANCES.....	Pg. 24
APPENDIX.....	Pg. 28
GLOSSARY.....	Pg. 33

MISSION STATEMENT

The Mission of the Dufferin-Peel Catholic District School Board, in partnership with the family and Church, is to provide, in a responsible manner, a Catholic education which develops spiritual, intellectual, aesthetic, emotional, social, and physical capabilities of each individual to live fully today and to meet the challenges of the future, thus enriching the community.

INTRODUCTION

The Ministry of Education requires that all schools develop a code of conduct which communicates to all the members of the school community the standards of behaviour expected of them. Members of the school community include: students¹, staff, parents² and others such as visitors and volunteers.

The Board recognizes that all students, parents, teachers and staff have the right to be safe and feel safe in their school community.

This school code of conduct has been developed in accordance with the guiding principles of the [Education Act](#), in order to create a common philosophy and understanding upon which safe learning and working environments can be maintained for all school community members.

"The building of Catholic education communities has always been a creative endeavour which calls for the best which each one of us has to offer (parents, trustees, supervisory officers, school administrators, school staff members, parish priests). Together we must emphasize and in some cases discover the new responses and new solutions to the specific challenges which this moment offers us."

This Moment of Promise

¹"student(s)" – Throughout this document any reference made to parental involvement/notification is not applicable to students 18 years of age or older

² "parent(s)" – Throughout this document "parent(s)" is used to refer to both parent(s) and guardian(s).

GUIDING PRINCIPLES

All participants involved in the publicly funded school system - students, parents or guardians, volunteers, teachers and other staff members - are included in this Code of Conduct whether they are on school property, on school buses or at school-authorized events or activities.

All members of the school community are to be treated with respect and dignity, especially persons in positions of authority.

Responsible citizenship involves participation in the civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.

Members of the school community are expected to use non-violent means to resolve conflict. Physically aggressive behaviour is not a responsible way to interact with others.

The possession, use or threatened use of any object to injure another person endangers the safety of oneself and others.

Alcohol and illegal drugs are addictive and present a health hazard. Ontario schools will work cooperatively with police, drug and alcohol agencies to promote prevention strategies and, where necessary, respond to school members who are in possession of, or under the influence of, alcohol or illegal drugs.

Insults, disrespect, and other hurtful acts disrupt learning and teaching in a school community. Members of the school community have a responsibility to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.

Ontario Schools: Code of Conduct,
Ministry of Education,
June 2000

BOARD POLICY

6.53.1 CATHOLIC CODE OF CONDUCT

In light of its Mission Statement, the Board is committed to the implementation in every school of a Catholic Code of Conduct that clearly reflects the need to provide a safe and effective learning environment for all members of the school community.

BOARD REGULATION

6.53.1 CATHOLIC CODE OF CONDUCT

Overview

1. The Principal of each school, in conjunction with the school community, shall be responsible to distribute and implement this Catholic Code of Conduct which emphasizes a Catholic environment, the nurturing of a sense of self-worth, self-discipline, and respect for others.
2. This Catholic Code of Conduct may be enhanced to include additional expectations and consequences as appropriate to specific needs and/or circumstances within a particular school community.
3. All staff shall implement this Catholic Code of Conduct.
4. The Principal shall review a range of appropriate proactive strategies and/or programs. The Principal is encouraged, in consultation with staff, to select and utilize proactive strategies and/or programs based on school and/or student needs.

Responsibilities

In order to uphold the right of all school members to access a safe school community, there are a number of corresponding responsibilities for which all school members must be accountable to ensure a safe and positive learning environment.

1. Board Responsibilities

The school board provides direction that ensures opportunity, excellence and accountability in the education system by:

- Developing policies that set out how schools will implement and enforce the Provincial Code of Conduct and all other rules that are developed and relate to the provincial standards for respect, civility, responsible citizenship and physical safety;
- seeking input from school councils and reviewing these policies regularly with students, staff, parents, volunteers and the community;
- establishing a process that clearly communicates the Provincial Code of Conduct to all parents, students and staff in a manner that ensures their commitment and support;
- ensuring an effective intervention strategy and response to all infractions related to the standards for respect, civility, responsible citizenship and physical safety;
- providing opportunities for all staff to acquire the knowledge, skills and attitudes necessary to develop and maintain academic excellence and safe learning and teaching environments.

2. Common School Community Member Responsibilities

Everyone has the responsibility of:

- contributing to making the school environment safe and conducive to learning/working, free from discrimination, physical and/or psychological abuse;
- being a partner in the school community and working co-operatively with each other; and
- modeling appropriate behaviour and supporting the school code of conduct by upholding the standards of behaviour.

3. Principal Responsibilities

Principals, under the direction of the school board, take a leadership role in the daily operation of the school by:

- demonstrating care and commitment to academic excellence and a safe teaching and learning environment;
- holding everyone, under their authority, accountable for their behaviour and actions;
- communicating regularly and meaningfully with all members of their school community.

4. Staff Responsibilities

Teachers and staff, under the leadership of their principal, maintain order in the school and hold everyone to the highest standard of respectful and responsible behaviour by:

- helping students work to their full potential and develop their self-worth;
- communicating regularly and meaningfully with parents;
- maintaining consistent standards of behaviour for all students;
- demonstrating respect and maintaining confidentiality regarding all students, staff and parents;
- preparing students for the full responsibilities of citizenship.

5. 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. They demonstrate respect and responsibility by:

- coming to school prepared, appropriately dressed, on time and ready to learn;
- showing respect for themselves, for others and for those in authority;
- refraining from bringing anything to school that may compromise the safety of others;
- exercising self-discipline, following the established rules and accepting responsibility for their actions based on age and individual ability.

6. Parent Responsibilities

Parents 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 and respectful learning environment for all students by:

- attending to their child's physical, spiritual and emotional well-being;
- showing an active interest in their child's school work and progress;
- communicating regularly with the school;
- helping their child be neat, appropriately dressed and prepared for school;
- ensuring that their child attends school regularly and on time;
- promptly reporting to the school their child's absence or late arrival;
- becoming familiar with the school's Catholic Code of Conduct and school rules;
- encouraging and assisting their child in following the rules of behaviour;
- assisting and supporting school staff in dealing with disciplinary issues.

7. Police and Community Member Responsibilities

Police and community members are essential partners in making our schools and communities safer. Community members need to support and respect the rules of their local schools. Police investigate incidents in accordance with the Board "Police and School Response Protocol" which is based on a provincial model developed by the Ministry of the Solicitor General and the Ministry of Education.

PROCESS OF DISCIPLINE

The process of student discipline shall reflect Catholic values.

An essential element of this Catholic Code of Conduct is a clear outline of disciplinary procedures and consistent, effective, and appropriate consequences.

Those responsible for ensuring that the Catholic Code of Conduct is enforced must have sufficient latitude to meet the needs of all students within the Dufferin-Peel Catholic District School Board while at the same time assuring a consequence for each inappropriate behaviour. This would include consideration of any mitigating factors recognized in the student Individual Education Plan (I.E.P.).

Interventions

- Informal interview with the student
- Formal interview with the student
- Parental involvement: by telephone, correspondence, interview
- Utilization of behavioural, attendance or performance contracts
- Involvement of school support personnel
- Involvement of chaplain and/or parish resources
- Referral to school Special Services team
- Attendance conference
- Referral to outside agencies i.e. Children's Aid, police, treatment or medical agencies.
- Mentor and/or peer mediation

Consequences

The following are among the consequences that may be initiated in response to incidents of inappropriate behaviour:

- Detention of student (for transported students see Board Regulation 7.10 #6)
- Removal of privileges to attend school related functions and/or extracurricular/co-curricular programs
- Removal of student from the classroom to an alternate setting within the school with supervision
- Requiring the student to make restitution where appropriate
- Temporary withdrawal from school
- Suspension as set out in the Education Act and Board Policy, Regulation and Procedure
- Expulsion under the Education Act and Board Policy, Regulation and Procedure

Documentation

Records shall be kept by staff dealing with the student in conjunction with the administering of the consequences in the Catholic Code of Conduct.

GENERAL ADMINISTRATIVE PROCEDURES

Dufferin-Peel Catholic District School Board

Section: 500 School Organization and Management	Procedure No: 530.00 Reference: Policy & Reg. No. 6.53.1 Effective Date: October 1992 Revised: July 24, 2001 Replaces: 530.00
Subject: Catholic Code of Conduct	Page: 1 - 33

PREAMBLE

The purpose of the Board Policy and Regulation 6.53.1 is to mandate each school Principal to implement this Catholic Code of Conduct in conjunction with the various elements of the school community, i.e. parents, staff, students, parish team and others.

This General Administrative Procedure serves to expand on the Board Policy and Regulations. It sets out a Board wide expectation of what is included in the Catholic Code of Conduct. In the case of more serious breaches of the Board wide expectations, parameters for the range of disciplinary action which involve outside agencies, suspension, or the initiation of expulsion proceedings have been set out. In all cases a degree of latitude has been provided in order to allow school administrators to ascertain that an incident has occurred, to determine the nature of the incident, and to exercise a number of interventions and consequences.

The implementation of the Policy, Regulations and Procedure will be under the general direction of each Superintendent of a Family of Schools.

In light of our Mission Statement, the Dufferin-Peel Catholic District School Board is committed to the implementation **in each school** of this Catholic Code of Conduct.

Creating a Positive Catholic Climate

Many factors contribute to the creation and maintenance of safe and caring environments in schools. Everything from school design and organization to the degree of openness reflected by schools to their communities will impact on the atmosphere created. Expectations and practices related to staff, student, and parent communication, collaboration, responses to conflict, and tolerance of diversity have a powerful effect on the climate for living and learning which is developed. This climate evolves from informal activity and relationship within a school as well as from the purposeful implementation of proactive programs with students which help build their positive sense of self and strengthen interpersonal skills necessary to foster productive social relationships. Every school is a unique community which utilizes its inherent strengths to build a positive Catholic climate. Proactive social skills programs provide tools to supplement and enhance this process.

(Examples of proactive programs are given in Appendix "A". Information related to programs is available through the Program Department Special Services staff.)

School Special Services Teams

Every school has a variety of support services available to assist in assessing student need and in problem-solving approaches to address those needs. Classroom teachers collaborate with parents and special education resource teachers to better understand and respond to the learning needs of individual students. When issues related to life crisis, physical, developmental, or social / emotional / behavioural conditions interfere with student success, a multi-disciplinary approach to assessment and problem-solving can be brought into play through the involvement of additional members of the school team. Speech / language / hearing staff, psychology staff, social work, child and youth work, educational resource work staff and chaplains can all contribute to the assessment and understanding of student need and to the provision of support when necessary. Often, the members of this team will collaborate with parents in planning student involvement in special education programs or other in-school support services. They may also initiate referral of students or families to appropriate agencies and services in the community.

Community Referrals

Members of the school Special Services team regularly refer families to specialized treatment services in the community (i.e. Peel Children's Centre, day treatment, hospitals, etc.). Team members help children and families access these services and, with consent, the team maintains ongoing communication with community services personnel for the purpose of optimizing students' educational programs.

Where waiting lists and other barriers to service exist, members of the Special Services team advocate for more timely access to service. They help keep children and families "service-ready" and able to become engaged in the treatment actions which will positively impact the educational progress of students.

Referrals that enable access to "less specialized" services in the community can have great importance for families. These can include connections to summer camp programs for children and links to sources of material resources such as food, shelter, or clothing for families in need. Links to local parishes are frequently established for access to this and other types of assistance.

EXPECTATIONS FOR STUDENTS:

The Dufferin-Peel Catholic District School Board will do everything in its power to create a Catholic learning community in which students will be able to develop their spiritual, intellectual, physical and social potential. It is the expectation of the Board that students will respond positively and avail themselves of their opportunities.

The Catholic Community finds its expression in sacraments, practices, rituals, prayer gatherings, community outreach, and a deep respect for the Catholic faith. All students must respect our Catholic expression as this is the reason for our Catholic schools. Students who attend a Catholic school in Dufferin-Peel must, by routine, acknowledge and support the Catholic nature of the school and do nothing that would take away from this purpose.

Within this context, the Board, therefore, acknowledges the following rights and responsibilities for its students:

Rights

- to be respected in both person and conscience as a son or daughter of God;
- to learn in a safe, orderly and stimulating Catholic environment;
- to have reasonable access to the facilities and equipment of the school;
- to participate in appropriate programs offered by the school;
- to be conscientiously instructed by staff.

Responsibilities

- to respect the person, property and rights of all members of the school community;
- to give respect, obedience and cooperation to all adults in positions of responsibility in the school;
- to comply with all particular school expectations and regulations respecting student behaviour;
- to contribute positively to the Catholic climate of the school;
- to use language that is appropriate to their dignity as Catholics;
- to adhere to the school dress code;
- to respect the property of the school and others at all times: building, grounds, equipment, materials;

- to be in attendance at all classes and scheduled activities on time and with the materials required for full participation;
- to take part in services offered by the school to its community;
- to participate fully in the religious life of the school, including the celebration of liturgy, Religious Education courses, retreats and related activities;
- to welcome the opportunity to participate, as appropriate to their status and conscience, in the sacramental life of the Church, and, in particular, as it is celebrated in the school context;
- to develop personal skills and talents to serve God, and thereby his/her neighbour.

The vast majority of students in Dufferin-Peel are well disciplined, responsible and self-directed. However, as with any large group of people, there are a few students who, from time to time do not abide by the guidelines established for the benefit of all.

The Catholic Code of Conduct implemented in each school clearly reflects the need to provide a safe, effective learning environment for all students and staff based on a set of behavioural expectations, disciplinary procedures, and consequences which are both fair and consistent.

In addition to the Board Mission Statement and the Board Policy, a set of Regulations has been adopted by the Board to ensure that certain elements are present in the Catholic Code of Conduct.

"As God's chosen ones, holy and beloved clothe yourselves with compassion, kindness, humility, meekness and patience. Bear with one another and if anyone has a complaint against another, forgive each other just as the Lord has forgiven you"

1 Thessalonians 5:14

THE CATHOLIC CODE OF CONDUCT

The Catholic Code of Conduct applies to all persons involved in any aspect of school life. The following topics have been included:

I. RESPECT FOR STAFF

Students and others are expected to comply with the rules of the school as implemented by all school staff and to respond with respect, obedience and cooperation. Failure to comply affects the moral tone of the school and will result in disciplinary action.

Abuse/Assault of Staff Members

Abuse/assault is any expression of verbal, physical and/or sexual contact/conduct that impinges upon the rights of another person including because of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status or disability.

- A student who verbally abuses/assaults any staff member shall be suspended and further disciplinary action may be taken. This may include transfer to another school.
- A student who physically and/or sexually abuses/assaults any staff member shall be suspended and further disciplinary action shall be taken. This may include transfer to another school. Expulsion proceedings shall be initiated and police shall be contacted.

II. RESPECT FOR THE RIGHTS & SAFETY OF STUDENTS & OTHERS

Many aspects of the Catholic Code of Conduct are based on the rights of students to learn in a safe, orderly and stimulating Catholic environment.

Students and others must respect the person and rights of all members of the school community without discrimination because of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status or disability.

Every effort will be made to maintain confidentiality of students reporting violations of the Code of Conduct.

Fighting, Physical/Sexual Assault, Bullying or Threats

Students are expected to resolve disagreements in an appropriate manner, which ensures the dignity and safety of others.

- Students engaged in fighting, physical assault, or bullying shall be suspended from school. Police may be contacted and expulsion proceedings may be initiated.
- Uttering a threat to inflict serious bodily harm will result in suspension and further disciplinary action may be taken.

- A student who sexually assaults another person shall be suspended and further disciplinary action shall be taken. This may include transfer to another school. Expulsion proceedings shall be initiated and police shall be contacted.
- Students who promote or encourage others to fight are also subject to disciplinary action, which may include suspension.

Any violent behaviour either at school or associated with the school will result in disciplinary action.

Harassment

Harassment is a form of discrimination. Harassment is defined as any unwelcome comment or conduct that intimidates, demeans or offends an individual. It includes behaviour or comments that puts down, insults or offends another person because of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status or disability.

- Any form of harassment is not acceptable whether it is physical, verbal, by telephone, electronic, in writing or in person. The Board has made explicit statements on particular types of harassment, namely: sexual harassment, race and ethnic relations, and assault.
- Failure to comply with this expectation may result in the involvement of police, other community agencies, suspension and/or expulsion.

Sexual Harassment

Sexual harassment is defined as any unwelcome sexual comment or conduct that intimidates, demeans or offends an individual. Sexual harassment is an expression of power in a sexual manner. Sexual harassment may include: unwelcome sexual innuendo, unwelcome sexual advances, inappropriate body contact, request for sexual favours, or display of exploitive material.

Access to Schools/Trespassing

Situations arise in which the mental and physical well-being of students and/or staff is put in jeopardy by trespassers or unwelcome visitors. In such situations, the Principal or any member of staff will be supported by the Board in pursuing the courses of action available under the Education Act, and Trespass to Property Act.

Problems arise when unauthorized persons enter the building/property without the express permission of the Principal.

- Students of one school must follow the guidelines for visitors when entering any other school and report to the office as stated on posted signs.
- Students are not permitted to invite or associate with unauthorized persons on school property.

- Suspended or expelled students are not permitted on school/Board property without written authorization from the Principal.
- Failure to comply shall result in disciplinary action.

Students who cause difficulties at another school shall be disciplined by administrators in their home school. If an incident involves students from another system with which arrangements cannot be made, the police shall be called.

Dangerous Articles and Weapons

- A student found in possession of a weapon or replica of a weapon on school property or at a school event or activity may be suspended and may be expelled, the parents may be notified and the dangerous article may be confiscated and dealt with in an appropriate manner.
- When a student uses or threatens to use a weapon, or replica to harm another person, the police shall be contacted, the student may be suspended and expulsion proceedings may be initiated.

III. RESPECT FOR SELF

Dress Code /School Uniform

In keeping with the Board's Mission and Catholic School teachings, each school is committed to standards of neatness, cleanliness, modesty and good taste as specified in the Appropriate Dress Code Policy of the Board.

- Students are required to dress in a manner and attire suitable for the occasion and appropriate to the school environment. Failure to comply with this expectation shall result in disciplinary action.
- In secondary schools the dress code shall comply with the General Administrative Procedures on Secondary School Uniforms (GAP 504)

Drugs and Alcohol

- The unauthorized possession, sale or use of alcohol and/or illegal/illicit drugs on school property or at school events such as school-sponsored trips, celebrations and/or graduation is not permitted. Failure to comply with this expectation shall result in disciplinary action.
- Students who are deemed to be under the influence of alcohol and/or illegal/illicit drugs shall face disciplinary action.

Proper Language

Coarse, profane or vulgar language (verbal, written or gestures) or taking God's name in vain are unacceptable in the Catholic school community.

- Failure to comply with this expectation shall result in disciplinary action.

Smoking

The Board recognizes the benefits to all persons of a smoke-free environment.

- Smoking is banned within school buildings, in school vehicles and on all Board property.
- Failure to comply with this expectation shall result in disciplinary action.
- The policy of our schools is to prohibit smoking and holding lit tobacco anywhere in the school or on school property, by anyone, at any time.
- This policy applies to students, staff and anyone using school facilities. This policy also applies to school events and field trips.

IV. RESPECT FOR THE PROPERTY OF OTHERS

All persons are to treat school grounds, buildings, and contents, and the personal property of others with respect.

Academic Honesty

Plagiarizing, cheating, copying, or knowingly and deliberately presenting the language, ideas, or thoughts of another individual as one's own work is not permitted. Consequences may include academic penalty on the assignment, test or exam, and/or further disciplinary action.

Cafeteria/Lunch Room

Food and beverages are to be consumed in the cafeteria or designated area. Facilities must be left clean and tidy.

School Equipment and Materials

Restitution will be required for lost, non-returned, or damaged school equipment. (i.e. library books, textbooks, musical instruments, athletic equipment)

Littering

All persons are expected to help keep the buildings, grounds and surrounding neighbourhoods clean.

Lockers

Lockers are school property with students having temporary use only. It is expected that lockers will be kept neat and clean and that materials displayed will respect the value of persons and the moral tone of the Catholic School. Lockers will be accessed only during specified times. The administration reserves the right to open lockers at any time with or without permission.

Theft/Extortion/Robbery

Theft/extortion/robbery will be treated as a serious offence. Police may be called if deemed appropriate. Further disciplinary action may be taken, including suspension and a recommendation for expulsion.

Vandalism/Willful Damage

Anyone who destroys, defaces, or otherwise damages property will be required to make restitution where appropriate. Further consequences will be dictated by the severity of the offence and may include suspension and expulsion.

V. ATTENDANCE AND PUNCTUALITY

According to the Education Act, students of compulsory school age must attend school and parents have the obligation to ensure that they do attend.

Each student has the responsibility to be in attendance at all classes and scheduled activities on time and with proper materials required for full participation.

Regular attendance at school is critical for the student's learning and achievement of course expectations. Students who habitually miss class may suffer in the evaluation process. As well, additional consequences may be applied by staff.

Students are responsible for bringing to class the proper materials required for full participation. Each school will address this responsibility and the associated consequences.

VI. USE OF TECHNOLOGY

Computer hardware and networking equipment has an increasingly important role in our schools. Computers assist staff and students in making the delivery of education more effective and efficient and help students develop the necessary life skills for the world of work.

All computer usage is to be directed towards sanctioned activities. Use of computers for other purposes, any deliberate misuse, vandalism, damage, tampering or unauthorized access or configuration shall result in disciplinary action.

Plagiarism through electronic means will not be tolerated and shall result in disciplinary action and/or academic penalty.

All inappropriate references to board or school personnel and/or students in computer related mediums such as web pages or e-mail are violations of the Catholic Code of Conduct.

Using computer technology to communicate inappropriate, demeaning, harassing or threatening messages shall be subject to disciplinary action. Police may be contacted.

Any unauthorized use of photographic, video or audio communication devices is strictly prohibited on all school board property and during any school-related activities. Failure to comply with this policy may result in disciplinary action.

"Do nothing from selfish ambition or conceit but in humility regard others as better than yourselves. Let each of you look not to your own interests, but to the interests of others.

Philippians 2:3-4

IMPLEMENTATION PROCESS

The following are the basic interventions and consequences that may be initiated by teachers and/or administrators.

The Catholic Code of Conduct which emphasizes the nurturing of a sense of self-worth and self-discipline for all students contains a clear outline of realistic and effective consequences for failure to meet the expectations set out in it. To encourage this nurturing of a sense of self-worth and self-discipline the following interventions and strategies should be considered:

- Informal interview with the student
- Formal interview with the student
- Parental involvement: by telephone, correspondence, interview
- Utilization of behavioural, attendance or performance contracts
- Involvement of school support personnel
- Referral to school Special Services team
- Attendance conference
- Referral to outside agencies i.e. Children's Aid, police, treatment or medical agencies.

Behaviour modification strategies may not always be successful or applicable, and may require the immediate application of one or more consequences. The following list is not all-inclusive nor does it imply that each consequence must be exercised before moving to subsequent consequences. Any specific behaviour may lead the school authorities to offer any alternatives or to invoke any consequence or combination of consequences.

- Detention of student (for transported students see Board Regulation 7.10 #6)
- Removal of privileges to attend school related functions and/or extracurricular/co-curricular programs
- Removal of student from the classroom to an alternate setting within the school with supervision
- Requiring the student to make restitution where appropriate
- Temporary withdrawal from school

- Suspension as set out in the Education Act and Board Policy, Regulation and Procedure
- Expulsion under the Education Act and Board Policy, Regulation and Procedure

The Catholic Code of Conduct which is adopted by each school will reflect the principles of natural justice and defined process.

TEMPORARY WITHDRAWAL, SUSPENSION, EXPULSION

In those areas involving serious misconduct which is a breach of Board Policy or Regulation, and/or against the law, and for which the Board has seen fit to recommend a suspension for a minimum number of days, the Principal must regard this as mandatory.

The following consequences are not taken lightly and are recognized as appropriate to serious offences since denying a student access to school is a very serious matter. However, school Principals must balance this concern with their responsibility to provide a safe and effective learning environment for all. Exclusion will be considered when other options to modify behaviour have been unsuccessful, or where the seriousness of the situation warrants it. The school reserves the right to send students home immediately, either while at school or on a school-sponsored activity or trip at no cost to the school. Parents will be notified before any student is sent home.

Temporary Withdrawal

Under some circumstances it may be appropriate for the Principal and parent (or adult student) to agree to a time out of school for the student. Such a temporary withdrawal will point out the seriousness of the situation while providing a cooling off time and avoiding a suspension. During this period further professional support may be sought.

This temporary withdrawal may be for a period of up to four days on the condition that the parent (or adult student) agrees in writing to such action and wishes to become directly involved in resolving the problem. Failure of the parent to agree to a temporary withdrawal will result in suspension of the student.

Continuing Education Programs

The Catholic Code of Conduct serves as the foundation for establishing and maintaining a safe environment for all programs in the Dufferin-Peel Catholic District School Board, including those offered through the Continuing Education Department.

Suspension

Suspension is the removal of a student from the school for a specified period of time. Suspensions are governed by the Education Act, in accordance with Board Policy and Regulation 6.82 and General Administrative Procedure 102.00.

Suspensions under Board Policy and Regulations and the authority of the Education Act will carry with them the following understandings:

- Students may not be provided with work to carry on during time missed while under suspension.
- Students will be fully responsible for material presented while they were under suspension.
- The period of suspension may include examination days and the school staff will not be responsible if the timing of the suspension jeopardizes the awarding of a credit.
- Any student under 18 years of age becomes the direct responsibility of his/her parent(s) during the period of suspension.
- Students under suspension will not be permitted on school property and shall not attend any school-sponsored events without written authorization from the Principal.
- Students suspended from one jurisdiction (e.g. day-school) may be prohibited from participating in another jurisdiction (e.g. Con Ed Programs). Determination and direction in this regard will be provided by the appropriate administrator.
- Students under suspension from one jurisdiction will not be permitted on school property and shall not attend any school-sponsored events within that jurisdiction without written authorization from the Principal.

Expulsion

Expulsions are governed by the Education Act, in accordance with Board Policy and Regulation 6.83 and General Administrative Procedure 102.00

Expulsion of a student is an extremely serious matter. A student may be expelled on the grounds that his/her conduct is such that his/her continued presence in the school creates an unacceptable risk to the physical or mental well-being of other persons in the school or Board.

Procedures for the expulsion of a student are initiated on the recommendation of the Principal. Where an expulsion is considered, the Principal will suspend the student for 20 days. There are two categories of expulsion – “limited” and “full”. On a limited Principal or limited Board expulsion, the student is expelled from his/her school and may not attend any other school in the Dufferin-Peel Catholic District School Board for a period of from 21 school days up to 1 calendar year without written authorization from the appropriate administrator.

When a full expulsion is imposed by the Board, the student may not attend any other school in the Province of Ontario for an indefinite period of time.

Students under expulsion are required to remain off all school/Board property and may not attend school/Board-sponsored events without written authorization.

Debriefing

Issues of behaviour, discipline and consequences often involve intense reactions. Administrators and relevant staff are encouraged to debrief these situations as needed. The appropriate staff member(s) should also be advised/informed of the relevant details and outcome associated with the incident.

Where possible, efforts shall be made to debrief students who may be victimized by violations of the Catholic Code of Conduct. Where appropriate, parents may be included in this process.

Students returning from a suspension/expulsion shall meet with a school administrator as part of a re-entry plan.

MITIGATING CIRCUMSTANCES

The Principal of the school, who is responsible for ensuring that the Catholic Code of Conduct is implemented, must have sufficient latitude to meet the individual needs of students and to exercise judgment within the context of specific circumstances. In order to determine the appropriate consequence, including the duration of a suspension, or in the case of an expulsion, the type and duration that may be appropriate in particular circumstances, the Principal shall consider the pupil's history and such other factors as he or she considers appropriate.

Although a pupil may be suspended or expelled, the suspension or expulsion of a pupil is not mandatory if:

- the pupil does not have the ability to control his/her behaviour;
- the pupil does not have the ability to understand the foreseeable consequences of his or her behaviour; or
- the continuing presence of the pupil in the school does not create an unacceptable risk to the safety or well-being of any person in the school.

Note that all mitigating circumstances should be considered when making a decision with regard to appropriate consequences

"Put away from you all bitterness and wrath and anger...and be kind to one another, tenderhearted, forgiving one another as God in Christ has forgiven you"
Ephesians 4:31-32

SUSPENSIONS AND EXPULSIONS

Incident	Reason for Suspension	First Occurrence	Second Occurrence	Subsequent Occurrence
Uttering a threat to inflict serious bodily harm on another person	In accordance with section 306/307 of the Education Act.	Mandatory suspension – up to 20 school days Police shall be contacted Expulsion proceedings may be initiated	Mandatory suspension – 10-20 school days Police shall be contacted Expulsion proceedings may be initiated (s.310)	Mandatory suspension – 20 school days Police shall be contacted Expulsion proceedings shall be initiated (s.310)
Possession of alcohol	In accordance with s. 306/307.	Mandatory suspension – up to 20 school days	Mandatory suspension – 10-20 school days	Mandatory suspension – 20 school days Expulsion proceedings shall be initiated (s.310)
Possession of illegal drugs	In accordance with s. 306/307.	Mandatory suspension – 10-20 school days Police shall be contacted	Mandatory suspension – 20 school days Police shall be contacted	Mandatory suspension – 20 school days Police shall be contacted Expulsion proceedings shall be initiated (s.310)
Possession of illicit drugs (see glossary for definition)	In accordance with s. 306/307.	Mandatory suspension – up to 20 school days Police shall be contacted	Mandatory suspension – 10-20 school days Police shall be contacted	Mandatory suspension – 20 school days Police shall be contacted Expulsion proceedings shall be initiated (s.310)
Being under the influence of alcohol, illicit/illegal drugs and/or hazardous substances	In accordance with s. 306/307.	Mandatory suspension – up to 20 school days	Mandatory suspension – 10-20 school days	Mandatory suspension – 20 school days Expulsion proceedings shall be initiated (s.310)
Swearing at a teacher or another person in a position of authority	In accordance with s. 306.	Mandatory suspension – up to 20 school days	Mandatory suspension – up to 20 school days	Mandatory suspension – up to 20 school days
Committing an act of vandalism that causes extensive damage to school/Board property at the pupil's school or to property located on the premises of the school/Board	In accordance with s. 306/307.	Mandatory suspension – up to 20 school days Police shall be contacted Expulsion proceedings may be initiated	Mandatory suspension – up to 20 school days Police shall be contacted Expulsion proceedings may be initiated	Mandatory suspension – up to 20 school days Police shall be contacted Expulsion proceedings may be initiated
Persistent truancy	In accordance with s. 307.	Up to 5 school day suspension	Up to 5 school day suspension	Up to 5 school day suspension
Habitual neglect of duty	In accordance with s.307.	Up to 5 school day suspension	Up to 5 school day suspension,.	Up to 5 school day suspension
Inappropriate use of the computer/technology	In accordance with s. 307.	Up to 20 school day suspension. Police may be contacted.	Up to 20 school day suspension. Police may be contacted.	Up to 20 school day suspension. Police may be contacted.
Smoking or holding lit tobacco	In accordance with s. 307.	Up to 5 school day suspension, Health Dept. may be contacted	Up to 5 school day suspension, Health Dept. may be contacted	Up to 5 school day suspension, Health Dept. shall be contacted
Using Profane/improper language	In accordance with s. 307.	Up to 5 school day suspension	Up to 5 school day suspension	Up to 5 school day suspension
Persistent opposition to authority	In accordance with s. 307.	Up to 20 school day suspension	Up to 20 school day suspension Expulsion proceedings may be initiated (s.310)	Up to 20 school day suspension Expulsion proceedings may be initiated (s.310)

SUSPENSIONS AND EXPULSIONS

Incident	Reason for Suspension	First Occurrence	Second Occurrence	Subsequent Occurrence
Willful destruction of school property	In accordance with s. 307.	Up to 20 school day suspension Expulsion proceedings may be initiated (s.310)	Up to 20 school day suspension Expulsion proceedings may be initiated (s.310)	Up to 20 school day suspension Expulsion proceedings may be initiated (s.310)
Any act considered by the Principal to be injurious to the moral tone, or the physical or mental well being of others	In accordance with s. 307.	Up to 20 school day suspension	Up to 20 school day suspension. Expulsion proceedings may be initiated (s.310)	Up to 20 school day suspension. Expulsion proceedings may be initiated (s.310)
Incidents which have occurred off school property but have a connection to the school and which would otherwise merit a suspension or expulsion	In accordance with s. 307/310.	Up to 20 school day suspension. Police may be contacted. Expulsion proceedings may be initiated	Up to 20 school day suspension. Police may be contacted. Expulsion proceedings may be initiated	Up to 20 school day suspension. Police may be contacted Expulsion proceedings may be initiated
Theft/Extortion	In accordance with s. 307/310.	Up to 20 school day suspension Police may be contacted Expulsion proceedings may be initiated	Up to 20 school day suspension Police may be contacted Expulsion proceedings may be initiated	Up to 20 school day suspension Police may be contacted Expulsion proceedings may be initiated
Harassment	In accordance with s. 307/310.	Up to 20 school day suspension Police may be contacted Expulsion proceedings may be initiated	Up to 20 school day suspension Police may be contacted Expulsion proceedings may be initiated	Up to 20 school day suspension Police may be contacted Expulsion proceedings may be initiated
Sexual or racial harassment	In accordance with s. 307/310.	Mandatory suspension – up to 20 school days Police shall be contacted Expulsion proceedings may be initiated	Mandatory suspension 10-20 school days Police shall be contacted Expulsion proceedings may be initiated	Mandatory suspension 20 school days Police shall be contacted Expulsion proceedings shall be initiated
Physical Assault	In accordance with s. 307/310.	Mandatory suspension – up to 20 school days Police shall be contacted Expulsion proceedings may be initiated	Mandatory suspension 10-20 school days Police shall be contacted Expulsion proceedings may be initiated	Mandatory suspension 20 school days Police shall be contacted Expulsion proceedings shall be initiated
Bullying	In accordance with s. 307.	Mandatory suspension – up to 20 school days Police may be contacted	Mandatory suspension 5 to 20 school days Police shall be contacted	Mandatory suspension 10-20 school days Police shall be contacted Expulsion proceedings may be initiated (s.310)
Fighting	In accordance with s. 307.	Mandatory suspension – up to 20 school days. Police may be contacted	Mandatory suspension 5-20 school days Police shall be contacted	Mandatory suspension 10 -20 school days Police shall be contacted. Expulsion proceedings may be initiated (s.310)
Verbal Abuse	In accordance with s. 307.	Mandatory suspension – up to 20 school days	Mandatory suspension 10 – 20 school days. Expulsion proceedings may be initiated (s.310)	Mandatory suspension 20 school days. Expulsion proceedings shall be initiated (s.310)
Possession of a replica of a weapon	In accordance with s. 310.	Mandatory suspension 5 to 20 school days Police shall be contacted Expulsion proceedings may be initiated	Mandatory suspension 10-20 school days Police shall be contacted Expulsion proceedings may be initiated	Mandatory suspension 20 school days Police shall be contacted Expulsion proceedings shall be initiated

SUSPENSIONS AND EXPULSIONS

Incident	Reason for Suspension	Any Occurrence
Threatening with a replica of a weapon	In accordance with section 310 of the Education Act.	Mandatory suspension – 20 school days Police shall be contacted Expulsion proceedings shall be initiated
Possession of a weapon, including a firearm	In accordance with s. 309/310.	Mandatory suspension – 20 school days Police shall be contacted Expulsion proceedings shall be initiated
Using a weapon to cause or threaten bodily harm to another person	In accordance with s. 309/310.	Mandatory suspension – 20 school days Police shall be contacted Expulsion proceedings shall be initiated
Committing a physical assault on another person that causes bodily harm requiring treatment by a medical practitioner	In accordance with s. 309/310.	Mandatory suspension – 20 school days Police shall be contacted Expulsion proceedings shall be initiated
Committing a sexual assault	In accordance with s. 309/310.	Mandatory suspension – 20 school days Police shall be contacted Expulsion proceedings shall be initiated
Trafficking in weapons or in illegal drugs	In accordance with s. 309/310.	Mandatory suspension – 20 school days Police shall be contacted Expulsion proceedings shall be initiated
Committing a robbery	In accordance with s. 309/310.	Mandatory suspension – 20 school days Police shall be contacted Expulsion proceedings shall be initiated
Giving alcohol to a minor	In accordance with s. 309/310.	Mandatory suspension – 20 school days Police shall be contacted Expulsion proceedings shall be initiated
Physical or sexual assault of staff member	In accordance with s.310.	Mandatory suspension – 20 school days Police shall be contacted Expulsion proceedings shall be initiated

Carry-Over of Consequences From One Jurisdiction to Another Jurisdiction

Communication among the various jurisdictions e.g. regular day-school, night school, summer school, international languages, etc., to ensure safety of members of the community is paramount.

All incidents beginning with “*Possession of a replica of a weapon*” (Charts page 26) through to “*Physical or sexual assault of staff member*” (Charts page 27) and the resulting suspension/expulsion will automatically apply to all jurisdictions in Dufferin-Peel.

Other incidents and suspensions/expulsions listed in the Code would be communicated with, and applied to other jurisdictions in Dufferin-Peel if the appropriate administrator determines that safety of members of the community is of concern.

All suspension and expulsion letters issued by any jurisdiction of the Dufferin-Peel Catholic District School Board will be forwarded for storage in the student’s OSR.

“May the God of steadfastness and encouragement grant you to live in harmony with one another.”
Romans 15:5

APPENDIX "A"

Contributing to a Positive Catholic Climate through Pro-Active Programs

Class-wide Social Skills Training

From the first day of school, in the earliest grade, and every school year thereafter, educators endeavour to build and shape social competence in students through their own expectations, example, encouragement, and discipline. This is a process which never ends. One tool in developing pro-social skills with students is class-wide social skills programs intended to promote and strengthen specific social skills. In the earliest grades these may be such skills as "listening to others" or "following instructions", "expressing anger appropriately" or "responding to teasing". Many skills have a direct bearing on students' ability to work collaboratively and contribute positively to the learning process in the classroom. These would include "completing assignments", contributing to discussions", and negotiating / compromising". The process and pace of acquiring such skills is unique for each student. Mastery of skills is more elusive for some students than for others. Educators can be pro-active in fostering the acquisition of such skills by utilizing programs for the instruction of specific skills. When class-wide programs are used, skill acquisition is perceived by students as a common goal for everyone and the benefit of positive modeling of skills by more socially competent students as well as by their teachers can be derived by all students in the class.

Conflict Resolution

Conflict is a state of opposition or hostility. Its emergence is normal in interactions between people. It arises from misunderstandings and differing values, needs, wants, and opinions. The resolution of conflict in productive ways can strengthen and enrich relationships but conflict expressed through anger and violence is destructive to individuals and to relationships.

Conflict resolution can take a variety of forms. Those with adequate skills can recognize and define the roots of their conflict, empathize with opposing points of view and seek resolution through accommodation and compromise. No intervener is required. In some instances, conflict resolution is facilitated by the involvement of a conciliator, mediator, or arbitrator. When conflict has arisen from victimization of one person by another, models of resolution such as healing circles and restorative justice processes can lead to resolution.

Too often, young people are exposed to images, messages, and models which promote violence as a means of addressing conflict. The print media, television, film, music, and family strife frequently influence young people to rely on power and control, aggression and violence to deal with conflict.

For young people to respond to conflict productively, important skills must be effectively taught and consistently modeled for them by people who influence and guide them: parents, teachers, coaches, older peers, and respected figures in the media and in public life. Understanding oneself, understanding others, respecting diversity, communicating openly and directly, managing anger effectively, and developing a variety of problem-solving skills are all ways in which young people can assure that their approach to conflict resolution will be productive rather than destructive.

There are many programs which lend assistance to the process of teaching young people the social skills necessary to interact cooperatively and collaboratively and to deal positively with issues of conflict. A few examples are provided below. These programs provide direction around the introduction and development of pro-social and cooperative skills, including conflict resolution skills, required to gain social competence and build successful relationships with others. Some comprehensive programs provide guidance in how to assist young people to build their social skills through the kindergarten years and on up to grade 12.

If children are to become responsible adult citizens of a peaceful democratic society, able to pursue their own goals while respecting the needs, rights, and aspirations of others, they require well-developed social skills. To acquire these, they need clear direction, effective modeling, and strong encouragement throughout their developmental years.

Peer Mediation

Peer mediation is a conflict resolution process which usually involves a pair of trained and neutral student mediators working with students experiencing conflict in order to find solutions to their contentious issues with one another. At the secondary school level, peer mediation can offer one tool for addressing student conflicts when both parties to the conflict are amenable to seeking a solution.

At the elementary school level, a peer mediation program may complement a student peacemaker program in the schoolyard. The peacemaker component involves the training and organization of older students to monitor the activity of younger students in the schoolyard during recesses and breaks in the school day. Younger students who are experiencing conflict can call upon patrolling peacemakers to assist them in resolving conflicts with peers which arise during non-class times in the schoolyard.

School Conferencing / Restorative Justice

Group conferencing is both a philosophy and a process practiced by Aboriginal peoples. It reflects underlying values of Catholic teaching and draws upon the theoretical underpinnings of the human service disciplines.

School conferencing, intended to achieve restorative justice, is utilized internationally in elementary and secondary schools, police departments, probation services, victim services, and a variety of other settings.

Conferencing addresses incidents of wrong-doing as "primarily an offense against human relationships and, secondarily, as a violation of a law". Within this model, the offender, the person victimized, and their respective support groups are brought together in a *Justice Circle*. Through this process, people are brought face to face, in a meaningful way, in order to address and/or reconcile the impact of an occurrence that has created harm.

Conferencing is a total approach to restoring justice. It promotes wellness and healing. The process has been shown to be effective when addressing incidents of violence, vandalism, disrespect, bullying, and truancy. It has been shown to significantly reduce the incidence of repeat offences. It enhances positive school climate by providing effective discipline, improving communication among students, fostering empathy, and involving parents in a positive manner.

The issues which led to conflict are addressed and measures to prevent recurrence of issues are generated.

School conferencing recognizes that schools are communities of students, educators, and parents. When harm is done to an individual within the community, the entire community is affected. In order to comprehensively address harm done to an individual or the community at large, the community needs to play a role in the restorative process.

Bullying Prevention

A widely accepted definition of bullying is offered by Dan Olweus, a leading researcher in this area. *A person is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more persons.* Bullying involves the intentional infliction of injury or humiliation by a stronger person on a weaker one and may take the form of verbal or physical harassment. It can be perpetrated by an individual or a group and can involve direct attack or indirect affront through social isolation or exclusion.

Research suggests that efforts to curb bullying must combine educational approaches with clear standards and penalties for bullying. In the educational realm, programs which bring all students together within a context of caring, friendship, and shared community values and which encourage antisocial students to interact in pro-social ways can be helpful. Peer tutoring and cooperative learning programs are examples of useful approaches.

In recent years, a variety of anti-violence curricula has been developed for use in schools. Much of this material can be incorporated into anti-bullying programs. Perhaps the most explicit curriculum addressing the issue of bullying is *Bully-Proofing Your School* (Garrity et al, 1995). This program focuses upon elementary school age children but many of its activities lend themselves to adaptation for use with older students. An excellent overview of bullying and responses to it is provided by *The Bullying Prevention Handbook: A Guide for Principals, Teachers, and Counselors* (Hoover and Oliver, 1996) published by the National Education Service.

New Catholic Partnerships: Parish/School Resource Sharing:

By identifying need and pooling together strengths in the elementary and secondary schools and local parish, it is possible to be resilient in the creation of local programs to assist students and families in our schools.

For example: An elementary school and special services team identify the need for an after school "club" to help children socialize, work on homework assignments or address reading and math needs. The coordinator of the local parish may provide an adult volunteer to assist, in conjunction with one or two secondary students under the direction of the Secondary School Chaplain. A group is then created, supervised so that student needs can be immediately addressed at the local level.

Specific Examples of Programs Which Foster Pro-social Skill Development:

Tribes

Tribes is the name of a group learning approach based on the book, *Tribes, A New Way of Learning and Being Together* by Jeanne Gibbs (1995). The Tribes approach recognizes the critical importance of creating positive classroom and school environments in reducing conflict, student violence, substance abuse, absenteeism, and low achievement. It outlines a process for building a Tribes Learning Community in which students experience success because they feel included and appreciated, respected for their diverse interests, genders, cultures, and abilities and are actively involved in their own learning. Both teachers and students, in schools which adopt a Tribes approach, develop their collaborative skills enabling them to work together in long-term groups to help one another with tasks, set goals and solve problems, monitor and assess progress, and recognize and celebrate success. The Tribes approach operationalizes participatory democracy in order to foster the development of knowledge, skills, and resiliency in every student.

Skill Streaming

Skill Streaming is a program which advocates the direct teaching of pro-social skills to students whose skills are deficient through a method called Structured Learning. The components of Structured Learning are (1) modeling, (2) role playing, (3) performance feedback, and (4) transfer of learning. The originators of this program are McGinnis, E., Goldstein, A., Sprafkin, R., and Gershaw, J. The publisher of the Skill Streaming series of program publications (1980, 1984, 1990) is Research Press.

Classwide Social Skills Programs

These programs derive from a five-year longitudinal research study (the Tri-Ministry Project) in which the Dufferin-Peel Catholic District School Board participated in the early 1990's. The research findings indicated that the Classwide Social Skills Program was effective in increasing student pro-social behaviour. The Kindergarten / Early Childhood program introduces social skills to young children through modeling of skills using puppets, role-playing, practice, and feedback. The Grades 1-4 program consists of 22 empirically validated social skills that are introduced over one school year. The Grades 5-8 Social Problem-Solving Program offers students from Grades 5-8 a strategy for approaching social problem situations. It is especially "teacher-friendly" because the main instruction comes from videotape. A series of seven videotapes presents students with a four-step self-management process of social problem-solving: (a) pause and relax; (b) think about options; (c) select a plan; and, (d) evaluate the plan. This series of programs is available from Classwide Social Skills Programs, Box 36, 1428 Pelham Street, Fonthill, Ontario, L0S 1E3 (1-888-775-4557).

Second Step

Second Step is a Violence Prevention Curriculum for kindergarten to grade nine students. It is designed to reduce impulsive and aggressive behaviour in children, teach social and emotional skills, and build self-esteem. The curriculum helps children learn how to identify problems and feelings, reduce their anger, solve problems, and get along with others. Second Step places a strong emphasis on the school / family partnership in violence prevention efforts. Second Step programs have grown out of the work of the Committee for Children, a non-profit organization based in Seattle dedicated to the prevention of child abuse and youth violence.

Community Board Conflict Resolution

The Community Board Conflict Resolution Curriculum is one of the earliest commercially available programs of its kind. First published in San Francisco in 1987, it recognizes that conflict resides in relationship and the productive resolution of conflict relies on both an understanding of the roots of conflict and the development of the skills necessary to enter into the social process of resolving conflict. The program has both an elementary and secondary school component. It provides in-class activities designed to help students acquire both the knowledge and skills necessary to understand conflict as a normal dimension of human relationship and to develop the self-awareness and ability to communicate effectively that are essential to the dispute resolution process. The program has prescriptive instructional materials available for elementary schools wishing to develop a schoolyard peer conflict manager system and step-by-step directions for secondary schools wishing to develop a peer mediation process.

Lions-Quest Conflict Resolution

Lions-Quest Conflict Resolution Curricula are the product of a partnership between Lions Clubs International, the world's largest service organization, and Quest International, a non-profit youth development organization, both of which are committed to supporting the development of citizenship and life skills in young people around the world. Three distinct programs, "Working It Out", "Working Toward Peace", and "Promoting Peace and Preventing Violence" provide classroom instructional materials for grades K-6, 7 and 8, and 9-12 respectively. The program materials are research-based, pedagogically sound, and very user-friendly. The themes addressed relate to understanding self and others, respecting diversity, communicating effectively, managing anger, and building community. Direction is given to facilitate integration of program themes into a variety of academic curriculum areas and strategies are provided to help in the implementation of the programs on an individual class basis or a school-wide basis. The importance of links between home, school, and community is recognized in program activities which require family input and through service learning projects which enable students to both contribute to their communities and learn more about them.

GLOSSARY

Natural Justice is based on two premises:

- a decision-maker should not be biased
- those affected by the decision should be given an opportunity to be heard

Weapon refers to any object whose only purpose is to cause injury/death and/or to threaten or intimidate, and any object used to cause injury/death and/or to threaten and/or intimidate.

Staff refers to all persons designated as responsible for any aspect of school life. Staff includes any and all of the following: teachers, Educational Resource Workers and other support staff, Child and Youth Workers, office staff, parent helpers, lunchroom supervisors, custodial and cafeteria staff, bus drivers, guest lecturers or facilitators at off-site facilities.

Illicit Drugs refers to prescription drugs used inappropriately or in the possession of someone other than the person to whom they are prescribed.

School Day refers to Instructional Day excluding Professional Development days.

Theft refers to taking something that belongs to someone else.

Robbery is theft with the threat or use of violence.

Bullying includes the deliberate use of power and aggression by any means to repeatedly hurt or intimidate another person