

# Holy Family School Code of Conduct

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# Section I - Introduction

Holy Family School's *Code of Conduct* was written in 2015 in accordance with the mission of Holy Family School and the policies of the Archdiocese of Los Angeles<sup>1</sup>. A student enrolled at Holy Family School assumes personal responsibility for his/her conduct. We care about each child and are concerned that each will receive quality instruction in a secure and respectful environment. This is a Catholic school, and we expect that each child, as a member of a Christian community, will respond to the obligation to be polite, considerate, respectful, and kind to one another.

Our *Code of Conduct* lays out for students and the school community behaviors that reinforce strong, healthy learning environments that are vital to student success. It also outlines procedures that may be used to prevent such behaviors that threaten or impede our goals for a safe learning environment.

Prevention techniques emphasize teaching and reinforcing positive behavior. Holy Family School (HFS) is committed to practices and programs that create rewards, incentives and positive feedback for students who exhibit appropriate and non-disruptive behavior. HFS supports the use of intervention procedures that provide students with guidance, direction and support for success in school (see Appendix III).

## CODE OF CONDUCT PURPOSE

HFS is committed to providing a safe and orderly environment where students, school staff and administrators are valued and can succeed. HFS is safe when we have:

- a clear vision where parents are recognized as the primary educators of their children
- instruction that reaches all students and addresses their academic and behavioral needs
- support systems for students who are dealing with serious challenges in their homes and communities
- training and resources for teachers, staff and students so that they can resolve conflict peacefully and respectfully
- clear rules that everyone in the school understands and enforces
- support from parents and the community

The students' interest in receiving a quality, morally based Catholic education can best be served if students, parents and school officials work together. Normally, differences between these individuals can be resolved. In some rare instances, however, the school may find it necessary, in its discretion, to require parents or guardians to withdraw their children.

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<sup>1</sup> This *Code of Conduct* was adapted from the Baltimore City Public School *Code of Conduct* 2013-2014 and the Dolores Mission School *Code of Conduct* 2014-2015. As a result, many areas of the Holy Family School *Code of Conduct* were directly excerpted from the Baltimore City Public Schools *Code of Conduct* and the Dolores Mission School *Code of Conduct*.

The HFS Code of Conduct applies to all students and school personnel at all times while they are on HFS property during school hours, before and after school, while traveling in vehicles funded by HFS and at any school-sponsored event, including field trips. Incidents that occur off school grounds are generally not addressed by HFS or its Code of Conduct, except for incidents that occur during school-sponsored activities. Incidents that occur within a reasonable time during students' regular route to and from school may be addressed by the Code of Conduct on a case-by-case basis.

If it has been determined that any student has engaged in cyber bullying or any serious offense during non-school hours, and the behavior seriously affects the climate and safety of other students in the school, HFS may implement intervention or disciplinary responses included in its Code of Conduct.

### **CODE OF CONDUCT PRINCIPLES**

In order to create a positive learning environment for all students, it is necessary to establish clear behavioral expectations for everyone at HFS to follow. The Code of Conduct is based in part on the Student Learning Expectations (SLE's), which provide an important foundation to guide behavior, both individually and in interpersonal relationships. Lessons relating to the SLE's are taught to every student to ensure that students understand the importance of carrying out these principals and their relationship to the Code of Conduct. If students abide by these principles and live out the SLE's, they will contribute to a positive learning environment and continue to develop as young individuals who contribute to church and community.

### **STUDENT LEARNING EXPECTATIONS** Holy Family School students are...

- Spiritually Active Catholics
- Life Long Learners
- Effective Communicators
- Active Problem Solvers
- Well-Balanced Individuals

# **Section II – Rights and Responsibilities of the School Community**

## **STUDENT RIGHTS AND RESPONSIBILITIES**

Students have the right to:

1. attend school and receive a quality and appropriate education
2. be taught in a safe learning environment
3. be treated courteously, fairly and respectfully by other students and school staff
4. bring complaints or concerns to the school administrators or staff.
5. request an explanation of anything in their education records
6. be told the reason(s) for any disciplinary decisions
7. receive information about the procedures for appealing disciplinary decisions when applicable
8. have a parent or guardian attend applicable disciplinary conferences
9. have school staff or an administrator present in the event that police are called, and have a parent or guardian notified of the nature of the investigation and other details as appropriate, unless the situation involves child abuse or neglect

Students have the responsibility to:

1. attend school daily, be prepared for class and complete assignments with integrity and to the best of their ability
2. know and abide by school rules and instructions given by the school administrators and staff
3. respect and respond to the authority of priests, faculty, staff, parents and any adult in charge
4. be courteous to fellow students, faculty members and all with whom they come in contact
5. refrain from inappropriate gossip that may harm the reputation of the school or members of the school community
6. tell school staff about any dangerous behavior or activity that occurs on school grounds, or off school grounds.
7. bring only those materials to school that are allowed
8. Pursue the prescribed course of study and complete assigned school work and homework
9. behave respectfully toward everyone in the school community
10. keep parents or guardians informed of school related issues and give parents any material intended for them and sent home with students by Holy Family School
11. treat school property with respect

At recess/lunch, it is the responsibility of the student to:

1. take direction from the noon aides, staff and volunteers who oversee the playground during recess and lunch
2. play and eat in designated areas

3. keep the lunch area clean
4. ask noon aides and/or volunteers to retrieve balls, etc. that leave the yard
5. use the assigned restrooms during lunch/recess;
6. avoid roughhousing, wrestling, “keep away”, or other unsafe games
7. follow the rules for the play equipment and the assigned areas of the play yard; and
8. in the restroom:
  - (1) keep feet on the floor
  - (2) wash hands with soap and water;
  - (3) ensure that toilets flush;
  - (4) keep water in the sink;
  - (5) no playing or loitering;
  - (6) report all problems (overflowing toilets, etc.) to the office immediately; and
  - (7) put used towels in the trash.

## **PARENT AND GUARDIAN RIGHTS AND RESPONSIBILITIES**

Parents and Guardians have the right to:

1. be actively involved in their children’s education
2. be treated courteously, fairly and respectfully by all school staff and administration
3. receive information about the policies and procedures that relate to their children’s education
4. receive regular reports from school staff regarding their children’s academic progress or behavior, including but not limited to report cards, behavior progress reports and conferences
5. receive information and notification of seriously inappropriate or disruptive behaviors by their children and any disciplinary actions taken by administration or school staff.
6. receive information about due process procedures for disciplinary matters concerning their children, including information on conferences and appeals when applicable
7. receive information from school administration and staff about ways to improve their children’s academic or behavioral progress, including but not limited to counseling, tutoring, after-school programs, academic programs and mental health services within Holy Family School
8. receive information about services for students with disabilities, when applicable

Parents and Guardians have the responsibility to:

1. make sure their children attend school regularly and on time and, when children are absent, to inform the nurses office: (626) 403-6160
2. inform the school office about any concerns or complaints in a respectful and timely manner
3. always be respectful and courteous to administration, faculty and staff, other parents, guardians and students while on school premises and through communications with the school staff and administration
4. observe the principal of subsidiarity, which means that concerns should be addressed to the appropriate person(s) at the appropriate level

5. refrain from inappropriate gossip that may harm the reputation of the school or members of the school community
6. work with administration and school staff to address any academic or behavioral problems their children may experience
7. support Holy Family School by being a role model for their children, and talking with their children about expected behaviors at school
8. read and become familiar with school policies, administrative regulations and this Code of Conduct
9. inform the school with respect to updated contact information
10. give their children a space to complete their homework or allow participation in after-school programs that permit the completion of homework

## **ADMINISTRATOR AND SCHOOL STAFF RIGHTS AND RESPONSIBILITIES**

Administrators and school staff have the right to:

1. work in a safe and orderly environment
2. be treated courteously, fairly and respectfully by students, parents or guardians and other school staff
3. communicate concerns, suggestions and complaints to administrative superiors
4. receive supportive professional development and training
5. receive the necessary resources to deliver quality instruction
6. modify instruction, if consistent with the school policies and regulations

Administrators and school staff have the responsibility to:

1. attend work daily, be punctual and use well-planned, creative and engaging professional plans every day
2. maintain a safe and orderly school by using prevention and intervention strategies, and by following Holy Family School's Code of Conduct
3. be respectful and courteous to students, parents and guardians, serving as role models for the Holy Family School Community
4. be knowledgeable about HFS school policies, regulations and rules, and enforce them fairly and consistently
5. refrain from inappropriate gossip that may harm the reputation of the school or members of the school community
6. communicate policies, expectations and concerns, and respond to complaints or concerns from students and parents or guardians in a timely manner
7. make sure that students are referred to appropriate services when additional support is necessary
8. keep parents and guardians informed of student academic progress and behavior, create meaningful opportunities for their participation, and provide regular and timely communication.
9. provide makeup work for students with reasonable absences; HFS Faculty and administration will consult in regards to makeup work for students who are absent for disciplinary reasons.
10. participate in required professional development opportunities.

## Section III – Intervention Strategies

To help students conduct themselves appropriately, examples of prevention and intervention strategies that may be used prior to or in addition to any disciplinary response to student behavior include the following

- **Behavioral Intervention Plan:** An approach to correcting inappropriate or disruptive student behavior through a plan designed by school staff to offer positive behavioral interventions, strategies and supports. At the middle school level, a refocus/conflict resolution form may be utilized.
- **Behavioral/Support Team Educational Plan (S.T.E.P.):** Usually consists of faculty and school administrators who meet to develop support plans for students as needed. This group may develop prevention and intervention techniques, or alternative strategies that ultimately lead to student success. When student behavior requires intervention, parents, school administrators and staff may request that S.T.E.P. develop a plan to address the behavior. Parents are responsible for attending necessary meetings and reinforcing support plans for students at home. If the behavior does not improve after implementation, timely review and revision of the plan, further disciplinary action may be considered.
- **Counseling:** HFS' school counselor is available to assist students with conflict resolution strategies and goals development, either individually, or in groups.
- **Conference:** Involves students, parents, guardians, teachers, school administration and staff in discussion about student misbehavior and potential solutions that address social, academic and personal issues related to the behavior.
- **Conflict resolution:** Empowers students to take responsibility for peacefully resolving conflicts. Students, parents, guardians, teachers, school staff and administrators engage in activities that promote problem-solving skills and techniques, such as conflict and anger management, active listening and effective communication.
- **Peer mediation:** A form of conflict resolution in which students help other students deal with and develop solution to conflicts.
- **Referral to community-based organizations:** Can involve a variety of services, including after-school programming, individual or group counseling, leadership development, conflict resolution and tutoring.
- **Restorative justice strategies:** Interventions designed to identify and address the harm caused by an incident, and to develop a plan to heal and correct the situation.

## Section IV: Levels of Disciplinary Response

When students are disruptive or act inappropriately, school staff and administrators respond logically, appropriately and consistently. Holy Family School's *Code of Conduct 2015-16* describes four levels of possible response to inappropriate and disruptive behavior. Each inappropriate or disruptive behavior is assigned to one or more of these levels of intervention and response. Administrators and school staff should use only the levels suggested for each behavior.

If the inappropriate or disruptive behavior is assigned to two or more levels, the lowest level of intervention and disciplinary response should be used first. For example, if a student refuses to follow directions, school staff and administrator should first use intervention strategies and responses in Level 1 before moving to Level 2.

When administrators and school staff respond to student misbehavior, they are expected to take into account the age, health, decision-making ability and disability or special needs status of the student; the appropriateness of the student's academic placement; the student's prior conduct and record of behavior; the student's willingness to repair the harm; the seriousness of the offense and the degree of harm caused; and the impact of the incident on the school community.

In certain circumstances, disciplinary responses that remove students from the classroom or school environment may be necessary. In these cases, Holy Family School's goal is to make sure that students continue their education, learn how to behave appropriately and correct any harm they may have caused.

Responses include the following:

- **Detention:** Requires a student to report to a designated area of the school during a specified time on a school day (typically before/after school) and remain there for a specified period of time; while serving a detention, students may be required to perform community service (i.e., campus cleaning) and/or submit a reflection detailing the intent to "restore" or ameliorate the situation that caused the detention.
- **In-school suspension:** The exclusion of student within the school building from his or her regular education program for up to, but not more than, 3 days per incident, and no more than 5 days per semester.
- **Short-term suspension:** The removal of a student from school for up to but not more than 10 school days.
- **Extended suspension:** The temporary removal of a student from school for a specified period of time, longer than 10 school days but not more than 45 school days. A student may be referred for extended suspension if his or her presence in school presents a danger or severe disruption, additional time is needed to further investigate the incident, or a recommendation to expel the student has been made.



- **Expulsion:** The removal of a student from his or her regular school program. A student may only be recommended for expulsion if an extended suspension is inadequate to address the behavior; the behavior has seriously endangered the health, welfare or safety of other students or school personnel; or the student's continued presence in the school constitutes a significant safety risk. An expulsion may be permanent if the behavior results in serious injury or places others in substantial risk of serious injury or death.
- Students are entitled to a conference with an administrator and school staff when they are removed from the classroom or school for disciplinary reasons.
- Students must be given an opportunity to present their position before being placed on in-school, short-term or extended suspension.
- The school will provide parents with a list of community resources as needed when students are suspended from school.
- Students are entitled to receive counseling services through Holy Family School; the school administration may at any point recommend long or short term counseling through the school's counseling program.
- Students are entitled to make up work when they are excluded from school. It is the parents' responsibility to make arrangements with the school to obtain makeup working a timely manner; it is the student's responsibility to complete and submit makeup work in a timely manner.
- Students must return to school on the assigned reinstatement date. If a parent meeting with an administrator is required, parents must meet with the administrator before the student returns to class.

*\*If your child comes home prior to the end of the school day without a communication informing you of the reason for, and the length of, the suspension, immediately contact the school.*

<b>LEVELS OF INTERVENTIONS AND DISCIPLINARY RESPONSES</b> <b>It is important to note that teachers must establish their own classroom rules and consequences; they should refer to these levels when interventions put in place have not yet been successful.</b>		
LEVEL 1	<b>Examples of Classroom Interventions and Responses</b> These interventions aim to teach correct and alternative behavior so students can learn and demonstrate safe and respectful behavior. Teachers are encouraged to try a variety of teaching and classroom management strategies.	
	<ul style="list-style-type: none"> <li>• Contact parent via telephone, email or text message</li> <li>• Verbal correction</li> <li>• Reminders and redirection</li> <li>• Written reflection or apology</li> <li>• Seat change</li> </ul>	<ul style="list-style-type: none"> <li>• Parent or guardian conference</li> <li>• Daily or weekly progress sheet on behavior</li> <li>• In-class refocus</li> <li>• Loss of classroom privileges</li> <li>• Class detention</li> </ul>
LEVEL 2	<b>Examples of Intensive Support Staff and Administrative Interventions and Responses</b> These interventions can involve the school administration and aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school.	
	<ul style="list-style-type: none"> <li>• Parent or guardian notification/involvement</li> <li>• Restorative justice strategies, including service to the school</li> <li>• Loss of privileges</li> <li>• Restitution</li> <li>• Detention</li> </ul>	<ul style="list-style-type: none"> <li>• Conflict resolution</li> <li>• Reprimanded by appropriate administrator</li> <li>• Community conferencing</li> <li>• In-school suspension</li> <li>• Assignment of work projects</li> </ul>
	<b>Examples of Behavioral/S.T.E.P. Interventions and Responses</b> These interventions often involve support staff, both school based and within the broader community, and aim to engage the student's support system to ensure successful learning and consistency of interventions, and change the conditions that contribute to the student's inappropriate or disruptive behavior.	
	<ul style="list-style-type: none"> <li>• Parent or guardian notification/involvement</li> <li>• Community conferencing</li> <li>• Referral to school-based counseling</li> <li>• Referral to after-school program</li> <li>• Service to school</li> <li>• Parent or guardian notification/involvement</li> <li>• Referral to STEP</li> <li>• Develop a Behavioral Intervention Plan or Behavior Contract</li> </ul>	<ul style="list-style-type: none"> <li>• Conflict resolution</li> <li>• Restorative justice</li> <li>• Community mediation</li> <li>• Short-term behavioral progress reports</li> <li>• Behavior Intervention Plan or Behavior Contracts</li> <li>• Community conferencing and/or community mediation.</li> <li>• Short-term suspension (one to five days)</li> <li>• Referral to Counseling</li> </ul>
LEVEL 3	<b>Examples of Suspension and Referral Responses</b> These interventions may involve the short-term removal of a student from the school environment because of the severity of the behavior. The duration of the short-term suspension, if issued, is to be limited as much as practicable while adequately addressing the behavior.	
	<ul style="list-style-type: none"> <li>• Parent or guardian notification/involvement</li> <li>• Referral to STEP</li> <li>• Develop a behavioral intervention plan or behavioral contract</li> </ul>	<ul style="list-style-type: none"> <li>• Community conferencing and/or community mediation</li> <li>• Short-term suspension (one to five days)</li> <li>• Referral to Counseling</li> </ul>
LEVEL 4	<b>Examples of Extended Suspension and Referral Responses</b> These interventions involve the removal of a student from the school environment because of the severity of the behavior. They may involve placement of the student in a safe environment that provides additional structure to address behavior. These interventions focus on maintaining the safety of the school community and ending self-destructive and dangerous behavior. If administrators feel a level 4 is warranted appropriate staff or supervisors may be consulted.	
	<ul style="list-style-type: none"> <li>• Parent or guardian notification/involvement</li> <li>• Extended suspension</li> <li>• Community conferencing</li> <li>• Expulsion (serious behavioral infractions)</li> </ul>	<ul style="list-style-type: none"> <li>• Behavioral Intervention Plan or Behavior Contract</li> <li>• Community mediation</li> <li>• Permanent expulsion</li> <li>• Referral to counseling</li> </ul>

INAPPROPRIATE AND DISRUPTIVE BEHAVIORS AND LEVELS OF RESPONSE					
KEY: USE LOWEST LEVEL INDICATED FIRST					
<b>Level 1:</b> Classroom Support and S.T.E.P. team - may be appropriate when student has no prior incident and interventions have not been put in place	<b>Level 2:</b> Intensive Support Staff and Appropriate Administration – may be appropriate when supports have been put in place in the classroom to address behavior but the behavior has continued to negatively affect the learning of the student and others.	<b>Level 3:</b> Suspension and Referral – may be appropriate when interventions and supports have been put in place but the behavior is escalating (repeated offenses)		<b>Level 4:</b> Extended Suspension, Expulsion and Referral – may be appropriate when student’s behavior seriously affects the safety of others in the school	
INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4*	MUST BE REFERRED TO POLICE
<b>Absences</b> Unexcused absence from school Persistent or excessive absences from school Habitual truancy (i.e., unlawfully absent from school for a number of days in excess of 20 percent of any marking period, quarter or year)					
					Habitual truancy will be reported to police
<b>Academic Dishonesty</b> (e.g., cheating or plagiarizing) Students may receive a failing grade for that assignment					
<b>Attack on Student</b> (e.g. hitting , kicking, or punching another students without warning or provocation) No injury (no visual, physical injuries; includes incidents of domestic violence or relationship disputes) Bodily injury for K to grade 4 Bodily injury for grades 5-8					
					Infractions that reach Level 4 may be reported to police.
<b>Bullying ( Including Cyberbullying)</b> <b>Intentional</b> conduct (including verbal, physical or written conduct) or electronic communication that is threatening or seriously intimidating and substantially disrupts the orderly operation of a school <b>Serious</b> bullying (i.e., repeatedly over time engaging in intentional negative behaviors that adversely affect another student’s ability to participate in or benefit from a school’s education or extracurricular programs)					
<b>Class Cutting</b> Failure to appear or attend a scheduled class					
<b>Classroom Disruption</b> Talking out in class or talking out of turn; throwing objects; picking on, bothering or teasing other students; and other behavior that distracts from student learning			suspension		

INAPPROPRIATE AND DISRUPTIVE BEHAVIORS AND LEVELS OF RESPONSE					
KEY: USE LOWEST LEVEL INDICATED FIRST					
<b>Level 1:</b> Classroom Support and S.T.E.P. - may be appropriate when student has no prior incident and interventions have not been put in place	<b>Level 2:</b> Intensive Support Staff and Appropriate Administration – may be appropriate when supports have been put in place in the classroom to address behavior but the behavior has continued to negatively affect the learning of the student and others.	<b>Level 3:</b> Suspension and Referral – may be appropriate when interventions and supports have been put in place but the behavior is escalating (repeated offenses)		<b>Level 4:</b> Extended Suspension, Expulsion and Referral – may be appropriate when student's behavior seriously affects the safety of others in the school	
INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4*	MUST BE REFERRED TO POLICE
<b>Defiance of Authority and/or Insubordination</b> (non-violent/non-physical) Failure to follow directions Failure to respond to school staff questions or requests			suspension		
			suspension		
<b>Disrespectful Behavior</b> Making inappropriate gestures, symbols or comments, or using profane or offensive language Using verbal insults or put-downs, or lying to, misleading or giving false information to school staff			suspension		
			suspension		
<b>Dress Code Violation</b> Refer to dress code standards					
<b>Extortion</b> (e.g., taking or attempting to take from another money or property by threat of force, expressed or implied) K to grade 4 Grades 5-8					
					Infractions that reach Level 4 may be reported to police.
<b>False Activation of a Fire Alarm</b> K to grade 4 Grades 5-8 Students are required to complete a fire safety class.					
<b>Fighting</b> Physical aggression with another student (e.g., shoving or pushing) Fighting (may include incidents resulting in minor injuries)					
<b>Gambling</b> Requiring the use of money or exchangeable goods			suspension		
<b>Hallway/Bathroom Misbehavior</b> Running, making excessive noise or loitering					
<b>Harassment Based on Race, Ethnicity, Gender, Sexual Orientation, Disability, or Religion, Including Cyberharrassment, Against Members of the School Community</b> Minor harassment (e.g., verbal discriminatory actions) Serious harassment (e.g., persistent or long-term harassment)					

INAPPROPRIATE AND DISRUPTIVE BEHAVIORS AND LEVELS OF RESPONSE					
KEY: USE LOWEST LEVEL INDICATED FIRST					
<b>Level 1:</b> Classroom Support and S.T.E.P. - may be appropriate when student has no prior incident and interventions have not been put in place	<b>Level 2:</b> Intensive Support Staff and Appropriate Administration – may be appropriate when supports have been put in place in the classroom to address behavior but the behavior has continued to negatively affect the learning of the student and others.	<b>Level 3:</b> Suspension and Referral – may be appropriate when interventions and supports have been put in place but the behavior is escalating (repeated offenses)		<b>Level 4:</b> Extended Suspension, Expulsion and Referral – may be appropriate when student's behavior seriously affects the safety of others in the school	
INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4*	MUST BE REFERRED TO POLICE
<b>Inciting or Participating in Disturbance</b> Causing a large disruption to the atmosphere of order and discipline in the school that is necessary for effective learning, outside of general classroom disruption, such as a riot Using a personal communication device to attract others to initiate a disturbance					Infractions that reach Level 4 may be reported to police.
					Infractions that reach Level 4 may be reported to police.
<b>Physical Contact with School Personnel</b> Unintentional physical contact with school personnel Attack against school personnel: physically attacking an employee of DMS or other adult, including striking a staff member who is intervening in a fight or other disruptive activity (K- to grade 4) Attack against school personnel (5-8)					
<b>Portable Electronic Devices Use at Unauthorized Times</b> Use of iPads, cell phones, PDA's, iPods, electronic game devices (see Section VI for more information)					
<b>Property Damage, Including Graffiti</b> Minor or accidental damage (less than \$50) Damage to another person's or school property (\$50-\$500) Damage to another person's or school property (over \$500)					
<b>Refusal to Obey School Policies</b> Failure to comply with school rules, regulations, policies or procedures not otherwise defined in the code.			suspension		
<b>School Equipment Use without Permission</b> Use of computers, fax machines, phone, etc.					

INAPPROPRIATE AND DISRUPTIVE BEHAVIORS AND LEVELS OF RESPONSE					
KEY: USE LOWEST LEVEL INDICATED FIRST					
<b>Level 1:</b> Classroom Support and S.T.E.P. - may be appropriate when student has no prior incident and interventions have not been put in place	<b>Level 2:</b> Intensive Support Staff and Appropriate Administration – may be appropriate when supports have been put in place in the classroom to address behavior but the behavior has continued to negatively affect the learning of the student and others.	<b>Level 3:</b> Suspension and Referral – may be appropriate when interventions and supports have been put in place but the behavior is escalating (repeated offenses)		<b>Level 4:</b> Extended Suspension, Expulsion and Referral – may be appropriate when student’s behavior seriously affects the safety of other in the school	
INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4*	MUST BE REFERRED TO POLICE
<b>Sexually-Based Infraction</b> Sexual harassment (e.g., unwelcome sexual advances; requests for sexual favors; other inappropriate verbal, written or physical conduct of a sexual nature) Sexual activity or sexual misconduct (e.g., indecent exposure, engaging in sexual activity, etc.) (K to grade 4) Sexual activity or sexual misconduct (grades 5-8)					
<b>Tardiness</b> Excessive tardiness to class or school					
<b>Threat Against School Personnel, Written or Verbal</b> K to grade 4 Grades 5-8					Infractions that reach Level 4 may be reported to police.
<b>Theft</b> Less than \$500 Greater than \$500 (It is recommended that police not be contacted for students in Kindergarten.)					
<b>Possession or Use of Tobacco or Smoking Paraphernalia</b> School staff is required to refer students to appropriate counseling.					
<b>Trespassing</b> Being on school property without permission, including while suspended or expelled; includes breaking and entering					
<b>Unauthorized Sale or Distribution</b> (e.g., unauthorized or unapproved selling or distributing of goods not otherwise included in this code) Items with little monetary value (under \$50) Items with significant monetary value					
<b>Verbal or Physical Threat to Student</b> Threatening or aggressive language or gestures directed toward another student			suspension		

AUTOMATIC LEVEL 4 INFRACTIONS					
KEY: USE LOWEST LEVEL INDICATED FIRST					
<b>Level 1:</b> Classroom Support and S.T.E.P. - may be appropriate when student has no prior incident and interventions have not been put in place	<b>Level 2:</b> Intensive Support Staff and Appropriate Administration – may be appropriate when supports have been put in place in the classroom to address behavior but the behavior has continued to negatively affect the learning of the student and others.	<b>Level 3:</b> Suspension and Referral – may be appropriate when interventions and supports have been put in place but the behavior is escalating (repeated offenses).		<b>Level 4:</b> Extended Suspension, Expulsion and Referral – may be appropriate when student’s behavior seriously affects the safety of others in the school. *Expulsions may be permanent	
<b>Alcohol</b>	1	2	3	4	
<ul style="list-style-type: none"><li>Under the influence</li></ul>					* Level 4 may be reported to police*
<ul style="list-style-type: none"><li>Using or possessing</li></ul>					* Level 4 may be reported to police*
<ul style="list-style-type: none"><li>Distributing or selling</li></ul>					* Level 4 may be reported to police*
*School staff is required to refer students to appropriate counseling					
<b>Drugs or Controlled Substances</b> (at school, school-sponsored activities or when involved in incidents affecting the safety or welfare of the school community)					
<ul style="list-style-type: none"><li>Under the influence</li></ul>					* Level 4 may be reported to police*
<ul style="list-style-type: none"><li>Using or possessing</li></ul>					* Level 4 may be reported to police*
<ul style="list-style-type: none"><li>Distributing or selling</li></ul>					* Level 4 may be reported to police*
*School staff is required to refer students to appropriate counseling					
<b>Fire Setting/Arson</b>					
<ul style="list-style-type: none"><li>Intentionally setting fire to any person or property belonging to the DMS community.</li></ul> *Students are required to complete a fire safety class.					* Level 4 may be reported to police*
<b>Inhalants</b>					
<ul style="list-style-type: none"><li>Under the influence</li></ul>					* Level 4 may be reported to police*
<ul style="list-style-type: none"><li>Using or possessing</li></ul>					* Level 4 may be reported to police*
<ul style="list-style-type: none"><li>Distributing or selling</li></ul>					* Level 4 may be reported to police*
*Emergency services must be immediately notified if a student is found to be under the influence or using an inhalant. School staff is required to refer student to appropriate counseling.					
<b>Serious Bodily Injury</b>					
<ul style="list-style-type: none"><li>Causing substantial risk of death or causing permanent or serious disfigurement, loss of function of any part of the body or impairment of the function of any part of the body</li></ul>					* Level 4 may be reported to police*
<b>Sexual Assault or Offense</b>					
<ul style="list-style-type: none"><li>Forced sexual act</li></ul> *School staff is required to refer students to appropriate counseling					* Level 4 may be reported to police*

<b>Weapons, Firearms and Explosives</b> (at school, school-sponsored activities or when involved in incidents affecting the safety or welfare of the school community)					
<ul style="list-style-type: none"> <li>Explosives (possession, sale, distribution, detonation or threat of detonation of an incendiary or explosive material or device including firecrackers, smoke bombs, flares or any combustible or explosive substances or combination of substance or articles, other than a firearm)</li> <li>Firearms (possession of a firearm as defined in 18 USC 921 of the federal code – e.g., handguns, rifles, shotguns and bombs)</li> <li>Other guns (possession of any gun, of any kind, loaded or unloaded, operable or inoperable, including any object that is a look-alike of a gun, other than a firearm – e.g., BB guns, pellet guns, water guns, etc.)</li> <li>Other weapons (possession of an implement which could cause bodily harm, other firearm, or other gun)</li> </ul>					* Level 4 may be reported to police*
					* Level 4 may be reported to police*
					* Level 4 may be reported to police*
					* Level 4 may be reported to police*



## Section V – Uniform Policy

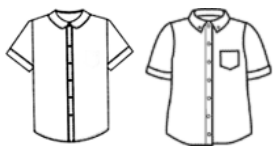

It is crucial that we receive support from you regarding our school uniform policy. Students are expected to look professional and proud to be a HFS student. It is your responsibility to ensure that your child is adhering to the uniform code when he/she comes to school. Parents and students are expected to work with the school and support HFS rules and regulations regarding the school uniform policy explained below.

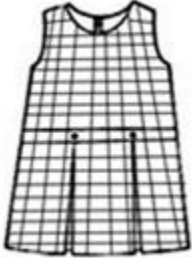
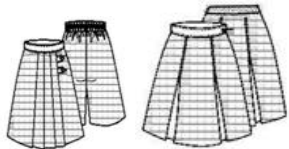
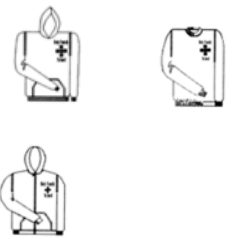
Students learn the importance of personal responsibility and good grooming skills by adhering to the uniform policy. We want our children to understand and value these concepts. Our actions, in working together to enforce the uniform code, will assist in learning these and other valuable life lessons.


### **Previous Logos prior to the 5 Square Cross Logo:**

Shorts, Shirts and Sweatshirts bearing the previous logos are no longer permitted as part of the current Holy Family Uniform. Any student wearing a previous logoed shirts/shorts/sweatshirts will be redirected to the Trading Post. All polo shirts must have the 5- square cross logo, which can be purchased at the uniform store.

### **School Uniform Information**




Uniform	Girls	Boys	Grades
Blouses 	K-4: Yellow or white uniform blouse with rounded collar (to be worn with jumper, uniform short or skort) 5-8 Yellow Oxford blouse.		K-8  Shirts must be tucked in at all times.
Knit Polo Shirts 	Polo Knit shirts must have the HFS logo Colors allowed: Yellow, White or Navy (May be worn with uniform short, skort) Polos need to be purchased at CKW.	Polo Knit shirts must have the HFS logo Colors allowed: Yellow, White or Navy.  Polos need to be purchased at CKW.	K-8  Shirts must be tucked in at all times.
Shorts/Pants	Navy blue uniform twill shorts.	Navy Blue uniform twill pants or navy blue uniform twill shorts (no cargo shorts allowed) Shorts must be worn above the waist and may not be oversized or “baggy.”	K-8  Uniform pants must be a uniform brand (no logo shorts allowed).
Jumpers	Blue plaid jumper.		K-4

	Jumpers may NOT be shorter than 2" above the knee.		Jumpers may NOT be shorter than 2" above the knee.
Skorts/Skirts 	Blue plaid skort/skirt Skirts/skorts may NOT be shorter than 2" above the knee		1-8 Skorts, skirts may NOT be shorter than 2" above the knee.
Socks	<ul style="list-style-type: none"> <li>• White knee/crew</li> <li>• NO other colors on socks</li> </ul>	<ul style="list-style-type: none"> <li>• White crew</li> <li>• No other colors on socks</li> </ul>	K-8 For Girls only: When cold, White or Navy tights are permitted. No leggings
Uniform	Girls	Boys	Grades
Sweatshirts/Sweaters/Vest 	Uniform Navy blue HFS logoed Sweatshirts are permitted. Non-logoed sweatshirts are NOT permitted. Sweatshirts may not be tied around their waist.	Uniform Navy blue HFS logoed Sweatshirts are permitted. Non-logoed sweatshirts are NOT permitted. Sweatshirts may not be tied around their waist.	K-8  8 <sup>th</sup> graders may wear CIMI sweatshirts
Shoes (K-3)	<ul style="list-style-type: none"> <li>• Navy blue leather "Mary Janes" or navy blue and white saddle type tennis shoe.</li> </ul>	<ul style="list-style-type: none"> <li>• Athletic shoes are also permitted. See section below.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
Shoes (K-8)	<ul style="list-style-type: none"> <li>• Athletic Shoes are required. Colors: <b><u>white, blue, grey, tan or black.</u></b> Accent colors are permitted on shoes with coordinating shoelaces.</li> <li>• Excessively worn shoes are not permitted.</li> </ul>	<ul style="list-style-type: none"> <li>• Athletic Shoes are required. Colors: <b><u>white, blue, grey, tan or black.</u></b> Accent colors are permitted on shoes with coordinating shoelaces.</li> <li>• Excessively worn shoes are not permitted.</li> </ul>	K-8 <ul style="list-style-type: none"> <li>• No slip-on or hi-top type shoes are permitted</li> <li>• Shoes with wheels are not permitted.</li> <li>• Shoes that light up or make noise are not permitted.</li> <li>• Shoes with ornamental designs are not permitted.</li> </ul>
Belts	Black, Brown or Navy belt must be worn with	Black, Brown or Navy belt must be worn with	K-8

	uniform shorts/pants (not PE shorts). Belt should be plain in color and should not have designs or logos of any kind.	uniform shorts/pants (not PE shorts). Belt should be plain in color and should not have designs or logos of any kind.	
Jackets 	Non-uniform jackets/sweaters will not be allowed in the classroom at anytime.	Non-uniform jackets/sweaters will not be allowed in the classroom at anytime.	K-8 Non uniform jackets may be worn outside on rainy days or at the discretion of the teacher
<b>Uniform</b>	<b>Girls</b>	<b>Boys</b>	<b>Grades</b>
Jewelry	<p>*Girls may wear stud earrings only (size of a dime no larger) No hoops or dangling earrings permitted.</p> <p>* No more than one necklace is permitted</p> <p>*One “friendship” or “rubber remembrance bracelet” permitted.</p> <p>*One ring per hand is permitted</p>	<p>*Boys may not wear earrings.</p> <p>*No more than one necklace is permitted.</p> <p>*One “friendship” or “rubber remembrance bracelet” permitted.</p> <p>*One ring per hand is permitted</p>	<p>K-8</p> <p>* Watches may be worn (that do not distract and without calculators)</p>
Hair	<p>Girls may not wear outlandish hairstyles.</p> <p>No bleached, highlighted or dyed hair is permitted.</p>	Boys may not wear outlandish hairstyles and hair must be out of the eyes . Hair must be no longer than nape of the neck.	K-8
Makeup	Makeup, including lip gloss, is not permitted Nail polish, colored or French manicure nail polish of any kind is not permitted. Clear nail polish is permitted.	No makeup or nail polish of any kind is permitted	K-8

### **P.E. Uniform Requirements**

Students should come to school on P.E. days in their P.E. uniform. On **SCHOOL MASS** days ALL students are required to wear their REGULAR school uniform. Any student that is not in a school uniform on mass days will be redirected to the Trading Post for a proper uniform. P.E. Shorts used for Holy Family sports teams are not acceptable for the P.E. uniform.

<b>Uniform</b>	<b>Girls</b>	<b>Boys</b>	<b>Notes</b>
T-Shirts 	Holy Family logoed P.E. shirt (white & navy) *These must be purchased at CKW  Students may wear the current year's Jog-A-Thon, Fair shirt or any Principal approve shirt	Holy Family logoed P.E. shirt (white & navy) *These must be purchased at CKW  Students may wear the current year's Jog-A-Thon, Fair shirt or any Principal approve shirt	K-8 Current Fair t-shirts may be as a PE shirts only prior to the fair  JAT t-shirts may be worn as PE shirts.
Shorts 	Navy blue mesh logoed shorts from the CKW only	Navy blue mesh logoed shorts from the CKW only	K-8 Must be purchased at CKW
Sweatpants	Official uniform navy blue sweatpants may be worn on cold days instead of P.E. shorts and must have the HFS logo.	Official uniform navy blue sweatpants may be worn on cold days instead of P.E. shorts and must have the HFS logo.	K-8 Must be purchased at CKW
Shoes	Refer to uniform shoe guidelines.	Refer to uniform shoe guidelines.	K-8
Sweatshirts 	Uniform Navy blue HFS logoed Sweatshirts are permitted. Non-logoed sweatshirts are NOT permitted.	Uniform Navy blue HFS logoed Sweatshirts are permitted. Non-logoed sweatshirts are NOT permitted.	K-8 Must be purchased at CKW

### **Free Dress & Additional Uniform Notes**

- No oversized or tight fitting clothing is permitted at any time.
- No short shorts
- Pants must be worn at or above the hips
- No halter/tube tops, spaghetti straps, tank tops or low cut shirts/ blouses are allowed.
- No hip hugger pants
- No platform or excessively high-heeled (nothing over 1 ½") shoes. This includes the 8<sup>th</sup> grade luncheon/ graduation, 8<sup>th</sup> grade activities, sports banquets and all field trips. Exceptions may be made for special theme day free dress days (flip flops).
- No hats. Exceptions may be made for special theme day free dress days.
- No shirts that expose any part of the stomach
- No see-through clothing

### **Uniform Violations**

Uniform violations are taken seriously at Holy Family School and are considered an issue of respect (for school rules, one's teachers and oneself). The following disciplinary action may take place:

- The student may be issued a uniform violation slip.
- Three uniform violations in a trimester will result in a detention.

Continued failure on the part of the student to adhere to the uniform code may result in a note on his/her permanent record.

## Section VI – Responsible Use Policy

*(This section is divided into student grade levels; parents or guardians, please find the appropriate section to review with your child[ren]).*

### **Statement of Purpose**

Holy Family School believes that all students should have access to technology when they act in a responsible, efficient, courteous and legal manner. Internet access and other technologies available to students and teachers, offer a multitude of global resources. Our goal in providing these services is to enhance the educational development of our students.

Responsible uses of technology are devoted to activities that support teaching and learning. The following are our agreements about the use of technology:

### ***Grades K-2 Parents and Students***

#### **Terms of Agreement**

Using technology correctly and responsibly is very important. I promise to follow these rules:

1. I promise to use technology carefully.
2. I promise to only work on the programs and web pages that my teacher tells me to use.
3. I promise to ask for help if I don't know what to do
4. I promise to tell an adult if I read or see something on a computer that is not appropriate.
5. I promise never to use technology to hurt, frighten or bully others.
6. I promise to print only when my teacher tells me to.
7. I promise to only use my own file or my own folder on the student server.
8. I promise to only share my passwords with my teacher or parent.
9. I understand that if I break any of my promises, I might not be able to use technology or may experience other appropriate consequences.

### ***Grades 3-4 Parents and Students***

#### **Terms of Agreement**

Using technology correctly and responsibly is very important. I promise to follow these rules:

1. I promise to use all technology carefully and not damage, change or tamper with the hardware, software, settings or the network.
2. I promise never to use any form of electronic communication to harass, frighten, or bully anyone. "Electronic communication" means a communication transmitted by means of an electronic device including, but not limited to, a telephone, cellular phone, computer, iPods or other mp3 or audio-video players and cameras.
3. I promise to use technology and the Internet for schoolwork only. I will use the programs and websites that my teacher has approved.
4. I promise not to share my passwords.
5. I will not view, send or display inappropriate messages or pictures.
6. I promise to tell an adult if I read or see something that is inappropriate.
7. I promise to respect copyright laws.
8. I will not use my personal web site account or any personal electronic device at school except with the permission of a staff member.
9. I promise to print only when my teacher tells me to.
10. I promise not to tamper with another student's electronic work.
11. I understand that if I break any of my promises, I might not be able to use technology or may experience other appropriate consequences.
12. I understand that my electronic communications at Holy Family School are not private and can be monitored by the administration.

### ***Grades 5-8 Parents and Students***

#### **Terms of Agreement**

1. I will not harm other people or their work.
2. I will not damage, change, or tamper with the hardware, software, settings or the network in any way.
3. I will not interfere with the operation of the network.
4. I will respect copyright laws. I will properly cite sources.
5. I will not seek, view, send, or display offensive messages or media.
6. I will not share my passwords with another person.
7. I will not waste limited resources such as disk or server space, bandwidth, or printing capacity.
8. I will not trespass in another's folders, work, or files.
9. I will not use my personal web site accounts or any personal electronic device at school except with the permission of a staff member.

10. I will notify an adult immediately if by accident I encounter materials that violate the rules of responsible use.
11. I will not use any form of electronic communication during school hours without appropriate permission from school staff. "Electronic communication" means a communication transmitted by means of an electronic device including, but not limited to, a telephone, cellular phone, computer, iPods or other mp3 or audio-video players and cameras.
12. I will not use any form of electronic communication to harass, intimidate, or bully anyone.
13. I will not attempt to access the Internet via any connection that bypasses Holy Family School's firewall and Internet content filters. This includes cellular service through wireless service providers.
14. When in use, I will always have my iPad screen visible to the teacher, with screen brightness set to at least 50%
15. I will not watch videos, listen to music or play games on my iPad during school hours without teacher permission.
16. I am prepared to be held accountable for my actions, for the loss of privileges, or may experience other appropriate consequences if these rules are violated.
17. I understand that my electronic communications at Holy Family School are not private and can be monitored by the administration.
18. I understand that these expectations of responsible use apply to any and all times I am in the care of Holy Family School.

### **Monitoring and Infractions**

To ensure the learning and safety of students at all times, the use of student iPads at Holy Family School is limited to educational purposes during the school day. While at school, students are not permitted to use iMessage, AirDrop, FaceTime, text messaging or social media on any device. Students who are off task or who choose not to use devices appropriately will be subject to progressive disciplinary action, including the following:

- **First Infraction:** Removal of iPad from student for the remainder of the school day; parent must arrange for iPad pick up in school office.
- **Second Infraction:** Removal of iPad from student; parent meeting with administration to arrange for iPad pick up.
- **Third Infraction:** Removal of iPad from student; parent meeting with administration to arrange for iPad pick up; detention.

Multiple infractions or willful disregard of school rules may result in suspension from school.



# Appendix I – Bullying, Harassment and Intimidation Reporting Form

## Bullying, Harassment and Intimidation Reporting Form

Directions: **Bullying, harassment, and intimidation are serious and will not be tolerated at Holy Family School.** Please report (alleged) bullying, harassment or intimidation anytime it occurs during the [2015-2016] school year on school property; at a school-sponsored activity off school property; or on the way to or from school. To do so, complete and return this form to the assistant principal of Holy Family School.

Bullying, harassment or intimidation means intentional conduct—including verbal, physical or written conduct, or intentional electronic communication that

- I. Creates a hostile educational environment by substantially interfering with a student's educational benefits, opportunities or performance, or with a students' physical or psychological well-being and
  - a. Is motivated by an actual or perceived personal characteristic including race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attribute, socioeconomic status, familial status or physical or mental ability or disability; or
  - b. Is threatening or seriously intimidating
  - c. Occurs on school property, at a school activity or event
  - d. Substantially disrupts the orderly operation of the school

Electronic communication means communication transmitted by means of an electronic device, including a telephone, cellular phone, computer, tablet.

*\*Electronic communication means communication transmitted by means of an electronic device, including a telephone, cellular phone, computer, or tablet.*

<b>Person Reporting Incident</b>  Name: _____ [Grade:] _____  Telephone: _____  Email: _____	<b>Circle the appropriate title:</b> <ul style="list-style-type: none"><li>• Student</li><li>• Student (witness/bystander)</li><li>• Parent/Guardian</li><li>• Close Adult Relative</li><li>• School Staff</li></ul>
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1. Name of student victim: \_\_\_\_\_ Grade: \_\_\_\_\_

2. Name(s) of alleged offender(s), if known (please print) \_\_\_\_\_

Grade: \_\_\_\_\_

3. On what day(s) did the incident(s) happen? \_\_\_\_\_

4. Place an X next to the statement(s) that best describe what happened (choose all that apply):

- Any bullying, harassment or intimidation that involves physical aggression
- Getting another person to hit or harm the student
- Habitual demeaning and making the victim of jokes
- Making rude and/or threatening gestures
- Excluding or rejecting the student
- Intimidating (bullying), extorting or exploiting
- Spreading harmful rumors or gossip
- Electronic communication (specify)
- Other (specify)

5. Where did the incident happen? (Choose all that apply)

- On school property
- At a school-sponsored activity off school property
- On a school bus
- On the way to/from school (will be collected unless specifically excluded by local board policy)

6. What did the alleged offender(s) say or do? (Attach a separate sheet if necessary)

7. Why did the bullying, harassment or intimidation occur? (Attach a separate sheet if necessary) \_\_\_\_\_

8. Did a physical injury result from the incident? Place an X next to one of the following:

- No
- Yes, but it did not require medical attention
- Yes, and it did require medical attention
- [Can we add how the injury was treated]

9. If there was a physical injury, do you think there will be permanent effects?

- No
- Yes

10. Was the student victim absent from school as a result of the incident?

- No
- Yes - If yes, how many days was the student victim absent from school as a result of the incident? \_\_\_\_\_

11. Did a psychological injury result from this incident? Place an X next to one of the following

- No
- Yes, but psychological logical services have not been sought
- Yes, but psychological logical services have been sought

12. Is there any additional information you would like to provide? (Attach a separate sheet if necessary)

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Appendix II – Athletics Code of Ethics

Buzz Cook, Athletic Director; [bcook@holyfamily.org](mailto:bcook@holyfamily.org)

## **After School Sports Code of Ethics – Students**

- Students in grades 5-8, who wish to participate in after-school sports programs must maintain a “S” or above in Behavior, a “S” or above in Work Habits in all academic subjects and a “C” or above average in all academic subjects. Students whose academic success is determined to be in jeopardy due to after-school sports activities may be removed from the sport upon recommendation of the teacher/coach and approval of the principal. Parents will be notified prior to final action being taken.
- Players are to treat coaches, volunteers, teammates, umpires, competitors and/or any other adult in a supervisory role with respect and dignity. Coaches reserve the right to bench and/or cut a player from the team if she/he consistently displays this behavior.
- Players who have made a team’s roster must make a commitment to the team, the coach and their teammates. Participation in practices and games is not an option, but a requirement. While absences may be excused in some cases, coaches reserve the right to bench and/or cut a player from the team if she/he is habitually late or absent from practices and games.
- All players will uphold the highest standard of behavior and integrity while representing Holy Family School on a sports team. Coaches will not tolerate the use of profanity, vulgarity or poor sportsmanship by any student. Coaches reserve the right to bench and/or cut a player from the team if she/he consistently displays this behavior.

## **After School Sports Code of Ethics – Coaches**

- After school sign-ups, cutting from that team may be made when the number of players exceeds the number a coach can effectively supervise and coach (CYO Governing Manual).
- Coaches will establish high standards of conduct and behavior and tolerate nothing else. These high standards for the team, the school, the coach and the parish will not be compromised in order to win. The tradition of good sportsmanship must be a prime objective for everyone. Coaches must set the climate of behavior for the team and spectators. Coaches must demonstrate through their own behavior that they value self-restraint, fair play and sportsmanlike conduct, while in no way lessening the importance of their own team striving for their personal best.
- No coach will use profane, obscene, vulgar or abusive language at any time.

- No coach will discuss publicly with spectators in a derogatory or abusive manner any play or decision, or his/her personal opinion of the officials during or after a game.
- No coach will in any way or manner abuse, either physically or verbally, any player at any time.

### **Players**

I have read the Code of Ethics and agree to adhere to its standards and practices. I understand that I may be benched or cut from a team if I refuse to comply with the Code of Ethics or participate in a behavior/activities deemed inappropriate by Holy Family School.

### **Coaches**

I have read the Code of Ethics and agree to adhere to its standards and practices. I understand I may be reprimanded or asked to resign if I refuse to comply with the Code of Ethics or participate in behavior/activities that may endanger or compromise the players under my supervision.

## Appendix III – Promoting Positive Relationships

### PROMOTING POSITIVE RELATIONSHIPS

Research shows that positive relationships help children learn. When our communities, schools and homes are free from fear, anger and other distractions, human development can occur. We know that students are more likely to succeed when they feel connected to others in their community, and are less likely to act out in ways that cause disruption to the school environment.

#### *Tips for Resolving Conflict*

- **Show students you understand.** Listen well, with sincere concern, to create positive relationships among students and adults.
- Trust then becomes the foundation for academic success and conflict resolution.
- **Ask open-ended questions.** Say, for example “What was that like for you?” or “Tell me more about that.” This gets more than a “Yes” or “No” response, and helps students tell their story.
- **Use reflective listening when intervening in a conflict.** Get the attention of an angry person by reflecting **back** the feelings you hear in a non-judgmental way. Let students tell their story and say just enough to help them do it.
- **Help students’ problem-solve disputes.** Use open-ended questions and reflective listening to help students’ think about what happened. Trust that, with guidance, students will identify a solution that works for them.

#### *Skills and Strategies for Building Positive Relationships*

- Communicating understanding
- Structuring tasks for student success
- Reinforcing student behavior in a positive manner
- Setting rules, limits and consequences
- Creating a safe and trusting environment
- Remaining neutral
- Using non-judgmental language
- Responding only when a response is necessary
- Staying calm in tense situations
- Encouraging people to “vent” while being aware of safety
- Listening and repeating what students say (reflective listening)
- Identifying and labeling feelings, values and topics to be resolved (strategic listening)
- Asking open-ended questions
- Assisting people in using a positive problem-solving process

## ACKNOWLEDGEMENT OF RECEIPT OF THE HOLY FAMILY SCHOOL CODE OF CONDUCT

Please sign and return this form to the HFS office indicating that you have received and reviewed a copy of Holy Family School's Code of Conduct. Please note that failure to sign and return this form to the school **does not** relieve the students or parents from the responsibility of conforming to Holy Family School's Code of Conduct.

Name of parent or guardian (please print)

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Signature of parent or guardian

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Name of parent or guardian (please print)

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Signature of parent or guardian

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Name of first child (please print)

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(grade)

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Signature of first child

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Name of second child (please print)

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(grade)

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Signature of second child

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Name of third child (please print)

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(grade)

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Signature of third child

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Name of fourth child (please print)

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(grade)

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Signature of fourth child

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\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
month      day      year