Resurrection School
CATHOLIC SCHOOL CODE OF CONDUCT



The Brant Haldimand Norfolk Catholic District School Board **Catholic Code of Conduct** is shaped by the **Provincial Code of Conduct** and communicates the Board's belief that all schools should be safe, inclusive, accepting, and respectful environments for all students, staff, parents, and visitors. As a Board, we all work together to promote positive attitudes and behaviour towards each other that respect our *Standards of Acceptable Behaviour*.

Board Policy 200.09 *Catholic Code of Conduct: Positive Behaviour, Safety, and Progressive Discipline* supports positive school climates that enhance the well-being and achievement of all students in the district and respects the human rights of all. All people are created equal, in the image of God, each with unique characteristics deserving of dignity (Genesis: 1:27). In accordance with the Church's teachings, our schools provide, in all its operations, an educational environment which supports and celebrates the strength of diversity within our inclusive Catholic community.

The Board believes that a safe, inclusive, and accepting environment is accomplished when all community members:

- live the Gospel values of Jesus including love, humility, reconciliation, hospitality, justice, peace, honesty, and integrity;
- act with respect, civility, and responsible citizenship;
- respect the rights and dignity of all;
- respect others' rights to work and learn in a safe and accepting environment;
- respect adults who are in a position of authority;
- show proper care for school property and the property of others; and,
- resolve conflict and/or harm in a peaceful, non-violent manner.

The Resurrection School Catholic Code of Conduct sets out the standard expectations of all members of our school community. The *Standards of Acceptable Behaviour* within the Catholic School Code of Conduct apply to all individuals including students, parents, volunteers, teachers and other staff members and visitors whether on school property, on school buses, at school or Board related events or activities, or in other circumstances (e.g., online interactions), that could have an impact on the school, school board climate and relationships.

Resurrection School is committed to the implementation of the Catholic Code of Conduct to provide and sustain a safe, caring, inclusive, and healthy Catholic school community in which every student can succeed. The Catholic Code of Conduct is founded in the principles of progressive and restorative approaches to conflict resolution.

All school community members are expected to help each other achieve the highest possible standards of behaviour. Such behaviour includes living according to Gospel values, and fostering a Catholic culture of respect, inclusion, equity, responsibility, and concern for the well-being of all.

In the case of serious breaches of Board Policy, the Catholic Code of Conduct identifies a range of responses for the imposition of progressive discipline, which may involve third parties, such as police, child protection agencies, and/or other outside agencies. Progressive discipline may include actions up to and including suspension and/or expulsion of students from a school or the Brant Haldimand District School Board and, in the case of any individual, an official notice of trespass, enforceable by police.

STANDARDS OF BEHAVIOUR - Respect, civility, and responsible citizenship

All members of the school community must:

- comply with all applicable federal, provincial, and municipal laws;
- comply with all Ministry of Education, school board and school policies;
- demonstrate honesty and integrity;
- treat one another with dignity and respect, both in person and online, especially when there is disagreement or difference;
- respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability (or replace with – not engage in any form of social or cultural discrimination, or discrimination based on any of the protected grounds covered by the Ontario Human Rights Code;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- refrain from using abusive language or swearing at another person;
- respect the needs of others to work in an environment that is conducive to learning and teaching; and,
- not use personal mobile devices during instructional time except when approved for an exemption by a school official according to Ministry of Education and Board Policy.

STANDARDS OF BEHAVIOUR - Safety

All members of the school community must not:

- engage in bullying behaviours, including cyberbullying;
- commit sexual assault or sexual harassment;
- traffic in weapons or illegal drugs;
- commit robbery, theft or extortion;
- be in possession of any weapon, including firearms;
- threaten or intimidate another person;
- be in possession of alcohol, cannabis, and illegal drugs (for students, this would also include being in possession of electronic cigarette, tobacco, and nicotine products);
- use, or be under the influence of alcohol, cannabis, tobacco, electronic cigarettes, illegal drugs or related products;
- provide others with alcohol, illegal drugs, tobacco, electronic cigarettes, cannabis and related products;
- inflict or encourage others to inflict bodily harm on another person;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- commit an act of vandalism that causes damage to school property, to property located on the

premises of the school or to the property of a member of the school community; and,
- record, take or share non-consensual recordings or photos of members of the school community.

EQUITY AND INCLUSIVE EDUCATION

The Resurrection School Catholic School Code of Conduct is responsive and equitable and promotes inclusive education. It is reflective of the Ministry of Education policy and ensures a whole-school approach in the development and maintenance of a positive Catholic school learning environment for students and working environment for staff. Our school staff are committed to fostering a Catholic culture of respect, inclusion, equity, responsibility, and concern for the well-being of others while working towards the elimination of discrimination as outlined in Ontario's Equity and Inclusive Education Strategy.

Any form of social or cultural discrimination, or discrimination based on any of the protected grounds covered by the Ontario Human Rights Code is contradictory to our Catholic moral principles and is in violation of the Ontario Human Rights Code.

In accordance with the Church's teachings, our school provides, in all its operations, an educational environment which supports and celebrates the strength of diversity within our inclusive Catholic community.

THE ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS

The Ontario Catholic School Graduation Expectations provide an image of the Catholic learner and a vision for the graduate of Catholic schools in Ontario. These distinctive expectations are shaped by a vision and destiny of the human person that emerges from the Catholic faith tradition and is best understood within the context of a human journey accomplished in community, in solidarity with brothers and sisters in the Church, and beyond. These expectations provide the broader vision within which the Catholic Code of Conduct is situated.

The Ontario Catholic School Graduate is expected to be:
- A discerning believer formed in the Catholic faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection, and moral living.
- An effective communicator who speaks, writes, and listens honestly and sensitively, responding critically in light of Gospel values.
- A reflective, creative, and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good.
- A self-directed, responsible, lifelong learner who develops and demonstrates their God-given potential.
- A collaborative contributor who finds meaning, dignity and vocation in work, which respects the rights of all and contributes to the common good.
- A caring family member who attends to family, school, parish, and the wider community.
- A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice, and the sacredness of human life.

RESURRECTION SCHOOL SAFE AND ACCEPTING SCHOOLS TEAM

Our team promotes, supports, and maintains a safe, inclusive, and accepting environment through:
- implementing and monitoring the school's Code of Conduct;
- providing early and ongoing identification and intervention strategies through a trauma-informed, bias-aware, and culturally responsive stance;
- establishing and implementing strategies, education, programs, interventions, supports, and training specifically addressing bullying prevention and equity and inclusive education;

- enforcing the *Standards of Acceptable Behaviour* by administering fair and consistent progressive disciplinary action in keeping with the Education Act, Board policy and other relevant legislation;
- training for all staff in the knowledge, skills and attitudes necessary to develop and maintain safe, fostering inclusive and accepting learning and teaching environments; and,
- providing necessary accommodation under the Ontario Human Rights Code to support special education needs;
- the exercise of wise stewardship and conservation of resources within the community;
- inclusion of Indigenous voice and perspective into school learning spaces; and,
- restriction of student use of personal mobile devices and social media.

SAFE AND ACCEPTING SCHOOLS/BULLYING PREVENTION AND INTERVENTION PLAN

Every two years the Resurrection School Safe and Accepting Schools/Bullying Prevention and Intervention Plan is reviewed and revised through extensive consultation and informed by the data from the bi-annual School Climate Survey and other sources. Data is used to inform the development of bullying prevention and intervention plans, including the selection of evidence-informed programs and practices. The plan outlines the school's current goals for fostering safe and accepting schools and promoting Bullying Prevention and Intervention.

The school promotes a school-wide approach to ensuring a safe, inclusive, and accepting school environment free of bullying, harassment, discrimination, and other inappropriate and/or unsafe behaviours. The school plan is informed by:

- ***Board Policy 200.09 Catholic Code of Conduct***
- ***District Safe and Accepting Schools Plan***
- ***District Bullying Prevention and Intervention Plan***
- ***School Climate Survey***

Bullying is defined as aggressive and typically repeated behaviour by a pupil where, the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of:

- causing harm, fear, or distress to another individual, including physical, psychological, social, or academic harm, harm to the individual's reputation or harm to the individual's property; or
- creating a negative environment at a school for another individual; or
- the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender identity, gender expression, race, disability, or the receipt of special education.

For the purposes of the definition of "bullying" above, behaviour includes the use of any physical, verbal, electronic, written, or other means.

For the purposes of the definition of "bullying" above, cyber-bullying includes bullying by electronic means (commonly known as cyber-bullying), including:

- creating a web page or a blog in which the creator assumes the identity of another person;
- impersonating another person as the author of content or messages posted on the internet; and
- communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

A whole school approach engages all key learning areas, all grades, and the wider community. All aspects of school life are considered, such as policies and procedures, curriculum, school climate, teaching and

assessment practices, co-curricular and leadership opportunities.

Resurrection School will seek input from students, teachers and other staff, parents, guardians, volunteers working in the schools, school councils and the public when developing the bullying prevention and intervention plan.

School staff and student will have opportunities for learning and training in various interventions and programs.

Our school website has an anonymous online reporting tool that is confidential, and accessible for students who are bullied, or witness bullying or witness other unsafe behaviours at school. Students can click on the button to report anonymously to the principal.

PROGRESSIVE DISCIPLINE

Progressive Discipline is a whole-school approach that utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote positive behaviours. Everything we do is founded in our Faith and a conscious effort to model the Beatitudes while responding as a caring Catholic community.

This approach includes a range of proactive strategies that foster Catholic community and aim to prevent problems before they occur. Progressive discipline includes positive classroom management strategies, bullying prevention and intervention supports, and school-wide programs that teach pro- social skills, provide support for all students, promote virtue formation, and foster Catholic values.

Progressive discipline is based on a belief that there are numerous strategies for learning. This belief is rooted in Jesus' model of discipleship and His code of "beatitude living" that guides the practice of progressive discipline in BHNCDSB school communities.

The interventions, supports, and consequences used are framed within a restorative approach and are cognitively, developmentally, and socio-emotionally appropriate. These interventions, supports, and consequences include learning opportunities for reinforcing positive behaviour while helping students make better choices and fully understanding the impact of their decision on others.

Progressive discipline applies corrective, supportive interventions and consequences to address inappropriate behaviour. When addressing inappropriate behaviour, school staff should consider the particular student and the circumstances, including mitigating and other factors. Suspensions and expulsions may be considered.

PROGRESSIVE DISCIPLINE STRATEGIES

Progressive Discipline exists at all times, for all students.

The application of progressive discipline ensures consistency in process while affording a differentiated response to suit the individual and circumstance of the incident. The appropriate response to challenging behaviours may take the form of an intervention, a support, a consequence or all three.

In some circumstances, positive practices and progressive discipline might not be effective or sufficient in addressing inappropriate student behaviour. In such circumstances, the BHNCDS supports the use of progressive discipline consequences up to and including suspension, or expulsion from all schools of the Board (as per the Education Act sections 306 and 310 and reflective of Ontario Regulation 440/20 regarding the Suspension of Elementary School Pupils).

For pupils with special education and/or disability related needs, interventions, supports and consequences will be consistent with the expectations in the students' individual education plan (IEP) and /or his/her

demonstrated abilities.

Some examples of consequences consistent with progressive discipline (not including suspension or expulsion) include:

- verbal/non-verbal messages from teacher or adult in authority;
- review of expectations;
- contact with the pupil's parent(s)/guardian(s);
- written work assignments with a learning component;
- assigning the pupil to volunteer services to the community;
- conflict mediation and resolution;
- peer mentoring;
- referral to counseling;
- consultation meeting(s) with the pupil's parent(s)/guardian(s), the pupil and the Principal;
- referral of pupil to a community agency for support;
- detentions;
- withdrawal of privileges;
- temporary withdrawal from class;
- restitution for damages; and/or
- restorative practices
- re-location within the classroom or learning environment;
- reflective conversations with student, to help student develop alternative behaviours;
- collaboration with other school personnel (school SERT, support agencies);
- peer mediation;
- support from local Police.

RESTRICTIONS TO STUDENT PERSONAL MOBILE DEVICE USE

"God does not want us to feel chained to our devices."

Resurrection School aims to balance the benefits of technology with the need to maintain an environment conducive to learning and that limits classroom distractions. The educational environment must remain focused and respectful for all students and staff. All community members are affected by the use of social media. We are impacted by the role it plays in the spread of misinformation, the coarsening of civil discourse, the radicalization of political systems, and the mental health crisis that is especially prevalent among our youth.

> *"The Christian commitment to truth implies not only that we pursue what is real, but also that we look at the vastness of reality from a wealth of angles. The danger of "fake news" on social media exists alongside the danger of echo chambers in which we read only from a narrow set of sources and engage with a narrow set of like-minded voices that reconfirm what we already believe rather than broadening our understanding of reality."*
>
> **Pastoral Letter on the Use of Social Media, Canadian Conference of Catholic Bishops**

Restrictions to student personal mobile device use applies to all students enrolled in schools under the Ontario School Board jurisdiction, including during school hours, on school property, during school-related activities, and on school-provided transportation. All members of the school community must not use personal mobile devices during instructional time except under the following circumstances:

- for educational purposes, as directed by an educator.
- for health and medical purposes.
- to support special education needs *(Parents/guardians must notify the school administration using the approved process and provide appropriate documentation for such exemptions).*

Students are responsible for their personal mobile device, how they use it and the consequences of not following the Board's policy on student personal mobile device use.

Kindergarten to Grade 8 Students	Grade 9 to 12 Students
Personal mobile devices must be stored out of view and powered off (or set to silent mode) throughout the full instructional day. For clarity, full instructional day means the time between to first bell to signal the start of the day and the final bell to signal the end of the school day.	Personal mobile devices must be stored out of view and powered off (or set to silent mode) during all instructional time as determined by the educator. Mobile devices may be used before and after school hours, and during designated times such as recess and lunch breaks, unless otherwise specified by school administration. Mobile devices may be used for educational purposes with the explicit permission of school staff.

Where an educator notices a personal mobile device that is not stored out of view or not on silent, in the classroom, the educator must require the device be handed in for the instructional period and the device must be placed, by the student, in the designated storage area in the classroom.

Where an educator notices a personal mobile device that is not stored out of view or not on silent, they must be directed to the office where the student will be required to hand in the device for the instructional day and the device must be placed, by the student, in a storage area in a location designated by the principal.
Where the student refuses to hand in their personal mobile device when required, they must be sent to the principal's office. Principals will consider a range of responses including suspension, to address the student's behaviour.

Students are encouraged to leave their personal devices at home. In the event of an emergency, communication to a student or from a student, can be achieved in the main office. The Board is not responsible for lost, stolen or damaged student personal devices.

Activities That Are Prohibited During All School Related Activities (not an exhaustive list):

- Recording, photographing, or distributing images, videos, or audio of any individual without their consent.
- Engaging in cyberbullying, harassment, or any form of inappropriate communication.
- Accessing or sharing inappropriate or offensive content.
- Interfering with the Board's network and other electronic systems
- Using mobile devices in prohibited areas where privacy is expected, such as restrooms and locker rooms.

ACCESS TO SOCIAL MEDIA ON BOARD NETWORKS AND DEVICES

Pope Francis reminds us that we must be true to one another online. Considering the way that social media conversations, even among Christians, too often unfold, he notes, "A fulsome commitment to truth always implies a concern for the Personhood of the other." Pope Francis also notes that, "Social media platforms benefit financially from keeping people online as long as possible; these platforms have learned that one way of doing so is to continue to feed us information and perspectives that we already agree with".
Time spent online not only negatively impacts deepening relations with close family and friends, but also cuts into the time we spend in prayer, exercise, civic activity, nature, sleep, and the other goods of life. Over a decade ago, Benedict XVI noted that "If the desire for virtual connectedness becomes obsessive, it may in fact function to isolate individuals from real social interaction while also disrupting the patterns of rest, silence and

reflection that are necessary for healthy human development."

Pastoral Letter on the Use of Social Media, Canadian Conference of Catholic Bishops

Access to all social media platforms is restricted on all Board/school networks and devices. Social media platforms can only be used by students at school for educational purposes, as directed by an educator.

Social media in this context is generally defined as interactive technologies including websites, platforms and applications that facilitate and enable users to create, share, and interact with content, and to connect and communicate with other users or publicly. Examples of social media platforms and apps include Snapchat, Instagram, TikTok, Facebook, X (formerly Twitter), Discord, and similar services that facilitate social interaction and content creation and sharing. In general, blogs are different from social media and are not included in the restrictions. However, the Board will monitor the status of all platforms on its school networks and devices and make appropriate and informed decision on restrictions.

Resurrection School will at times use social media platforms as an important communication tool to provide families and the community with important timely information but email will be our preferred method.

ENFORCEMENT RELATING TO ALCOHOL, TOBACCO, ELECTRONIC CIGARETTES, RECREATIONAL CANNABIS AND RELATED PRODUCTS AND ILLEGAL DRUGS

The Smoke-Free Ontario Act, 2017 prohibits smoking (tobacco and cannabis) and the use of electronic cigarettes (vaping) at schools, on school grounds, and all public areas within 20 metres of these grounds. Anyone smoking or vaping on school property is guilty of an offence and if convicted may result in a fine under the Smoke-Free Ontario Act, 2017. The Smoke-Free Ontario Act, 2017 also prohibits the sale and supply of tobacco or e-cigarettes to anyone under 19 years of age. Anyone who sells or supplies tobacco or an e-cigarette to a student under 19 years of age is guilty of an offence and if convicted may result in a fine under the Smoke-Free Ontario Act, 2017.

Smoking and/or holding lit tobacco, cannabis, tobacco-like, cannabis-like (alternative) products, consuming or using any other tobacco, cannabis, tobacco-like, cannabis-like (alternative) product, e-cigarette or related product, is strictly prohibited on all St. Patrick School property, during educational excursions, in Board vehicles or in personal vehicles parked on Board property.

Failure of students, staff, or visitors to comply with the requirements of the Smoke-Free Ontario Act, 2017, may result in legal action (i.e., being charged and/or fined).

Furthermore, electronic products such as electronic cigarettes, cigars, and pipes as well as cartridges of nicotine solutions and related products are prohibited in or on school property or during school or Board sanctioned activities or events.

If vaping materials/paraphernalia are confiscated, they will not be returned to any students under 19yrs. In the case of these substances and related products being found in the possession of students, parents **must** be notified, and the student **must** surrender the item(s) to the educator or administrator. Board Policy 200.09 Catholic Code of Conduct outlines how the items must be surrendered to the educator. In some cases, students involved in these incidents will receive support to learn from inappropriate behaviours and make choices that support continuing their learning.

In accordance with the Smoke Free Ontario Act, exceptions are made for the traditional use of tobacco. Therefore, if an Indigenous person makes a request to use tobacco for traditional Indigenous cultural or

spiritual purposes, every effort will be made to accommodate the individual in an appropriately designated space.

Resurrection School will adhere to its obligation under Board Policy and the Provincial and Local Police/School Board Protocols in providing the required notification to a School Public Health Nurse (PHN), Tobacco Enforcement Officers and/or to local Police Services.

ENFORCING THE CATHOLIC CODE OF CONDUCT

Resurrection School is committed to a responsive, progressive, and restorative approach to conflict resolution, discipline, and student attitudes and behaviours. This approach reflects our belief that we are all created in the image and likeness of God and that everything we do is guided by our Gospel values.

When a challenging behaviour occurs, the principal ensures due process and equitable and just treatment for all involved in the incident. This treatment is predicated on the understanding that equitable and just processes consider mitigating and other factors as required by the Education Act.

Before deciding whether to impose a suspension, or some other form of discipline, a Principal or Vice-Principal will make every effort to consult with the pupil, where appropriate, and the pupil's parent(s)/guardian(s) (if the pupil is not an adult pupil) to identify whether any mitigating and/or other factors might apply in the circumstances. (Note: If the Principal deems that a pupil's continuing presence in the school creates an unacceptable risk to the safety of others in the school, then a progressive discipline approach may not be appropriate).

When enforcing the Catholic Code of Conduct at the classroom, school, and board level, staff will undertake a broadly collaborative process in determining the most appropriate response to address a challenging behaviour. This process involves consultation with parents/guardians/caregivers; however, the final decision rests with the principal and/or designate. Using collaborative and reflective practice when determining the response to inappropriate behaviour ensures that:

- schools promote the safety of all and emphasize the importance of promoting positive change for students who struggle with challenging behaviours.
- schools support the classroom teacher or other staff in addressing minor or moderate incidents through progressive discipline.
- the principal leads a consultative decision-making process for serious or severe incidents.

SUSPENSION AND EXPULSION UNDER THE EDUCATION ACT

When a serious student incident is reported, the principal will consider what type of intervention and/or progressive discipline is warranted, if any, to help ensure a positive school climate. When a principal contemplates progressive discipline including possible suspension and/or expulsion, the principal will start by defining the infraction under the Education Act. The table below lists infractions according to whether they fall under Section 306 or 310 of the Education Act.

The infractions listed under Section 306 of the Education Act mandates that the principal shall consider suspension. The infractions listed under Section 310 of the Education Act mandates when the principal shall issue a 20-day suspension pending investigation into expulsion.

PROGRAMMING FOR SUSPENDED OR EXPELLED PUPILS

It is the policy of the Board that programs that address discipline and safety be made available to support the ongoing education of students who have been suspended for six consecutive days or longer or who have been expelled.

VIOLENCE THREAT RISK ASSESSMENT PROTOCOL

Under certain conditions, students may need to undergo a Violence Threat Risk Assessment (VTRA) when their behaviours or other information confidently suggest they may be at risk of harming themselves or others. Threat assessment is the process of determining if a threat-maker (someone who utters, writes, emails, and/or gestures a threat to harm a target or targets) does indeed pose a risk to the target or targets they have threatened. All threat-making behaviours must be reported to administration. Administration, in consultation with the school team, will discern whether to activate the VTRA protocol. During the VTRA process, information is obtained from multiple sources to develop an intervention plan to reduce risk of violence. The BHNCDSB VTRA Protocol is led by the school principals with the direct support of the school Social Worker.

ROLES AND RESPONSIBILITIES

Each member of the school community has specific roles and responsibilities in providing a safe, inclusive, and accepting environment, which promotes respect, civility, and academic excellence.

Principals and Vice-Principals
Under the direction of the Board, principals and vice-principals take a leadership role in the daily operation of a school and will:

- model servant leadership, cultivating an authentic safe, caring, and inclusive Catholic culture;
- model the standards of safety, respect, civility, and responsible citizenship;
- support the mission and spiritual theme of the Brant Haldimand Norfolk Catholic District School Board;
- promote the highest possible standards of conduct and special care for the most vulnerable;
- demonstrate care for the school community and a commitment to student achievement and well-being in a safe, inclusive, and accepting learning environment;
- hold everyone under their authority accountable for their own behaviour and actions;
- empower students to be positive leaders in their school and community;
- communicate regularly and meaningfully with all members of their school community;
- prepare students for the full responsibilities of citizenship as outlined in the Ontario Catholic School Graduate Expectations.
- ensure consistent enforcement of school expectations using progressive discipline and other Board procedures;
- train school staff and monitor the implementation of progressive discipline;
- implement the BHNCDSB process for the reporting and monitoring of violent incidents and/or incidents that may lead to suspension and/or expulsion;
- cultivate and maintain strong partnerships with parents/guardians, the local parish, and community partners; and,
- post Ministry of Education approved signage in school entrances and other visible places.

Teachers and Other School Staff Members
As role models of Gospel values, and under the leadership of their principal/vice principal, teachers and other school staff members help to maintain order in the school and are expected to hold everyone to the highest standard of respect and responsible behaviour. Teachers and all school staff will:

- support the mission and spiritual theme of the Brant Haldimand Norfolk Catholic District School Board;
- model the standards of safety, respect, civility, and responsible citizenship including the appropriate use of personal mobile devices for work-related purposes;
- empower students to be positive leaders and help students work to their full potential;
- communicate regularly and meaningfully with parents;
- maintain consistent and fair standards of behaviour for all students;
- insist all students are held to the same standards and are expected to reach the same high expectations of civility and academics;
- use Gospel values as their guide in assisting the principal in maintaining order in the school;
- prepare students for the full responsibilities of citizenship as outlined in the Ontario Catholic School Graduate Expectations;
- help students to develop a sense of self-worth, to work to their God-given potential, and to be positive leaders in the classroom, school, parish, and community;
- provide students with opportunities to exercise Catholic service and wise stewardship;
- assist students in the exercise of personal conscience in discerning right choices; and,
- collaborate with colleagues in exercising preventative and proactive strategies to maintain high standards of behaviour, and consistently utilizing progressive discipline.

Students
Students are to be treated with respect and dignity. In return, students must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. In keeping with our Catholic values, respect and responsibility are demonstrated when students:

- demonstrate respect for themselves and for others, and especially for those in positions of authority;
- strive for excellence in personal conduct and academic performance;
- fulfill the Ontario Catholic School Graduate Expectations and live the Gospel message;
- come to school prepared, on time, and ready to learn;
- respect school property and the property of others;
- comply with the school's dress code/uniform policy;
- follow the established rules, take responsibility for their actions, and strive to repair harm where applicable;
- contribute to a safe and inclusive school culture by advocating for those in need;
- participate respectfully in the faith, life and liturgical practices of the school community (e.g., sacraments, retreats, religion courses);
- accept school discipline as necessary for personal growth, and as an extension of the responsibilities that would be exercised by a kind, firm, and judicious parent/guardian;
- refrain from bringing anything to school that may compromise the safety of others; and,
- use electronic devices in a responsible and respectful manner, and only during instructional time for educational purposes, as directed by an educator.

Parent(s)/Guardian(s)/Caregiver(s)
As primary educators, parents/guardians play an important role in the education of their children and can support the efforts of school staff in maintaining a safe, inclusive, accepting, and respectful learning environment for all students. Parents/guardians fulfill their role when they:

- teach and model Catholic faith and values in their homes;

- support the mission of Resurrection School, along with the Brant Haldimand Norfolk Catholic District School Board;
- support the efforts of school staff in maintaining a safe, inclusive, accepting, and respectful learning environment for all students;
- take an active interest in their child's schoolwork and progress and communicate regularly with the school;
- help their child be appropriately dressed and prepared to attend school regularly and on time;
- promptly report to the school their child's absence or late arrival;
- become familiar with the Provincial, Board, and School Codes of Conduct;
- insist their child follows the rules of behaviour and support them in doing so; and,
- assist school staff in dealing with disciplinary issues involving their child.

Volunteers/Visitors/Community Partners

All volunteers, visitors, and community partners who come to the school or participate in school/board events and trips, are reminded that, as with all other members of the school community, they are expected to uphold the Catholic Code of Conduct.

- All volunteers, visitors, and community partners must sign in at the school office and are reminded once again that they are visitors within the school setting and should serve a meaningful purpose while at the school and permission to be at the school is at the discretion of the principal/vice-principal.
- Community partners play an essential role in making schools and communities safer. All community agencies will shape their work with us out of respect for our Catholic identity and Gospel values.
- Police also play an essential role in making our schools and communities safer and may be called upon to investigate incidents in accordance with the School Board/Police Protocol