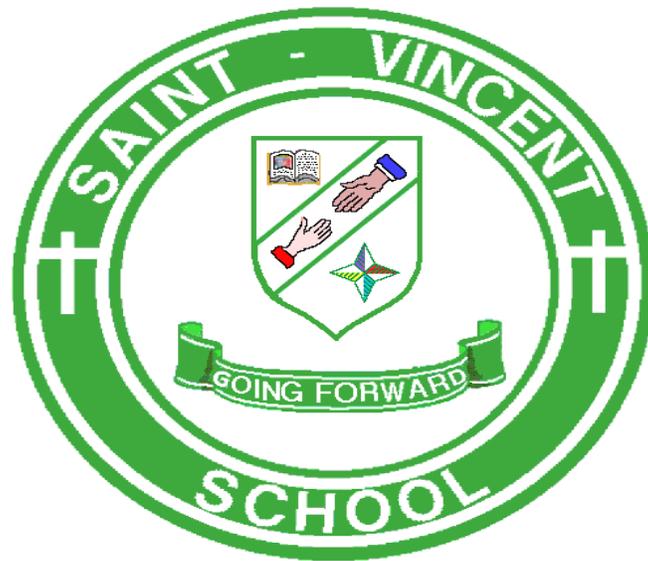




COMMISSION SCOLAIRE CENTRAL QUÉBEC
CENTRAL QUÉBEC SCHOOL BOARD

St. Vincent School



Safe School Policy

Rules of Conduct and Safety

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Chapter One: Philosophy and Responsibilities

1.1 Introduction

We firmly believe that rules of conduct and safety are meaningless without the participation of the whole school community. Therefore, members of the school staff, students, and the members of the Governing Board have been involved and consulted in the preparation and the formulation of this document. Every year, the rules of conduct and safety are revised and approved by the St. Vincent School Governing Board.

1.2 Philosophy

The Québec *Charter of Human Rights and Freedoms* states, "Every human being possesses intrinsic rights and freedoms to ensure his protection and development". The rules of conduct and safety and the measures that follow must allow students to exercise their rights and freedoms while respecting the rights and freedoms of others.

St. Vincent School community believes that:

- 1) We are dealing with the education of children. In the area of behaviour and safety, that means rules, consequences and attitudes that are judicious¹ and educational.
- 2) The aim is to help students recognize the validity of rules and to accept them as a way of life.
- 3) The aim is to have disciplinary methods which have an educational purpose and whose repressive behaviour is kept to a minimum.
- 4) The aim is to have students perceive the authority figures in the school as caring adults.
- 5) Preventive and corrective measures need to be outlined to ensure the students' physical and emotional well-being and to guarantee learning conditions that respect their rights.
- 6) All members of the school community have roles and responsibilities in the formulation and application of these rules.
- 7) All rules must apply when students are under the responsibility of the school, not only when they are in school, but also during outdoor activities, educational outings, sports games etc.

1.3 Sharing Responsibilities

The attainment of our objectives relies on the involvement of all members of the school community. The following outlines the responsibilities of each group.

¹ judicious in this context refers to the rules that are based on sound judgment with consequences chosen according to the nature of the act, the individual involved and the circumstances surrounding the act.

1) **The Student**

School rules are far more effective and powerful when those affected by them are involved in their development and implementation. The students at St. Vincent School help to make the rules. We recognize that their input will vary according to their age and understanding of what is involved. Nevertheless, we feel that all students must be involved.

2) **The School Personnel**

All members of the school personnel should model the desired behaviour. This is the first and most powerful teaching tool.

Administrators, professionals, and support personnel are involved in the making of the rules with the students. They will help students understand the practical and educational purpose of the rules. The teaching of "appropriate behaviours" will also take place. The consequences of disobeying the rules will be explained. They will lead the students in dealing with the individual nature of consequences according to their age level. Motivational models will emphasize a positive approach and recognition of appropriate behaviour.

3) **Teachers**

Teachers are responsible for:

- ⇒ Applying classroom rules for their students,
- ⇒ Applying general rules for all students outside the classroom,
- ⇒ Following the various levels of consequences as outlined in chapter three,
- ⇒ Applying the plan of action to help the students improve their conduct,

4) **Noon-hour Supervisors**

Supervisors are responsible for:

- ⇒ Applying general school rules for all students,
- ⇒ Following the various levels of consequences as outlined in chapter three,
- ⇒ Applying plans of action to help the students improve their conduct,

5) **The ~~Behaviour Technician~~ **Psycho-Educator****

The ~~Behaviour Technician~~ **Psycho-Educator** is responsible for:

- ⇒ The application of this regulation,
- ⇒ Applying general school rules for all students,
- ⇒ Following the various levels of consequences as outlined in chapter three,
- ⇒ Applying the plan of action to help the students improve their conduct,
- ⇒ Doing preventive and problem solving activities as well as follow up for special cases.

6) The Principal

The Principal is responsible for:

- ⇒ The application of this regulation,
- ⇒ The application of the plan of action,
- ⇒ The application of the consequences for misbehaviour outside the classroom as well as for any suspension from the school which may be from one (1) to five (5) days as outlined in chapter three.

It is the responsibility of the school personnel to report any case where the security or development of a child is endangered under the Youth Protection Act to a youth protection officer.

7) School Board

- ⇒ Members of the CQSB Administrative council establish policies concerning the safety of students.

8) Parents

The rules for conduct and safety promoted in the school require the participation of parents. In order for students to accept them, it is important that these rules be consistent with those in force at home. Parents will be informed each year as to the rules. They will also be informed, at the times specified in the chapter on consequences, if their child does not respect these rules. They will be asked to co-operate in an active way during certain stages in the "consequences".

9) The Community

Resource persons from the community may also be involved. They may include **the members of the Jeffrey Hale Community Services (Social Worker, Nurse), the local CLSC** police and fire department relation officers, recreational animators or any other person in a field of expertise.

Chapter Two: Measures for Health and Safety

This chapter outlines the measures in the school, which deal specifically with health and safety. These are in most cases preventive measures, which are designed to avoid problems.

2.1 Absences, Sickness, Accidents, and First Aid

Absences

- 1) Parents are requested to notify the school as soon as possible if a child is absent, giving the reason for the absence. Parents can leave a message at anytime before 8:00 A.M. at 652-2106.
- 2) Teachers notify the secretary when a student is absent. Parents who have not reported their child's absence will be contacted.
- 3) Where a student is repeatedly absent without a valid excuse, the principal shall notify the parents in writing that they must take the necessary measures to ensure that their child attends school regularly.
- 4) If the child still does not attend school regularly, the principal, vice-principal or social worker shall report it to the director of Youth Protection Services (Centre Jeunesses de Québec).

Illness and Accidents

- 1) Students who are ill must be kept at home. They cannot perform adequately and may be spreading their illness to others.
- 2) Parents will be notified to come and get their child should they become ill during the school day. If a parent cannot be reached, the child will remain at school and will be given whatever care is possible.
- 3) The school does not carry and is not authorized to administer non-prescription medication. If a child is taking prescription medication and it must be administered during school time, the parent must complete a written authorization, which is kept with the prescribed medication at school.
- 4) If the student is well enough to be at school, the student will go outside during recess and noon hour periods. In very special cases, the principal may grant permission for the child to remain inside the building.
- 5) In the case of a contagious illness, the nurse is notified and the Jeffrey Hale Community Services' procedures are followed.
- 6) When a student is injured and the injury is deemed minor, first aid will be administered by a trained staff member.
- 7) When a student is seriously injured, parents are notified and accident reports are completed and signed by the school principal.
- 8) If immediate medical attention is required, parents are notified and if an ambulance is necessary, it will be called. Parents are responsible for costs incurred.

- 9) If immediate medical attention is needed and parents cannot be reached, the principal may request an ambulance (or a taxi if appropriate) and the parents will assume the costs. An adult must accompany the injured student to the hospital.

Students with Allergies (Food and other serious allergies)

- 1) Students whose allergies require them to have an EpiPen at their disposal are identified by the Jeffery Hale Community Services nurse assigned to the school and a fact sheet outlining their allergies, corrective measures to be taken and a photo of the child are kept in a clearly marked binder in the office.
- 2) EpiPens are kept in the main office and in the day care office in a clearly mark area.
- 3) Teachers, student supervisors and daycare educators are made aware of those children in their group with food or other serious allergies.
- 4) All students are sensitized to the serious nature of certain food allergies.
- 5) Students are not allowed to bring nuts to school.

2.2 Evacuation and Fire Drill Procedures

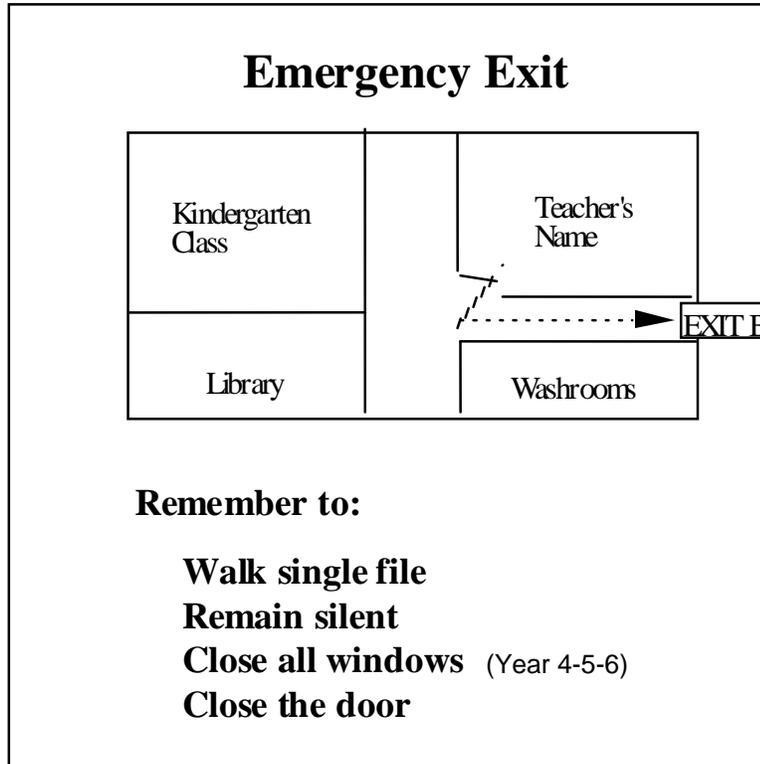
The following procedure will be used for fire drills and any other emergency requiring immediate evacuation. At least one fire drill will be held annually.

When the fire alarm rings:

- 1) Everyone leaves the room in an orderly, quiet manner. Correct behaviour must be emphasized: Walking, no running, no pushing etc.
- 2) Classes exit in single file with two classes using a school exit at the same time. School personnel must lead their classes.
- 3) All windows should be closed (Year 4-5-6). The last person out closes the door. Children should know ahead of time that is to do this.
- 4) The teacher brings out a class list to verify that all the students are outside the building.
- 5) Each class uses its designated exit.
- 6) All classes using the back exits line-up near the fence... in silence,
- 7) All classes using the front exits walk on the sidewalk to come to the yard, in silence.
- 8) Children not in their classrooms at the time of a fire alarm must use the closest exit and line up with their class outside.
- 9) The custodians identify the cause of the alarm activation. If the alarm is activated at a time when busses are scheduled to enter the yard, one of the custodians will ensure that no vehicle circulates on the asphalted area. ~~One youth care counsellor will check locker rooms and washrooms near the gym while the other youth care counsellor will check the south wing cafeteria, staff room and microwave area. One secretary will clear the main area from office to north wing~~

~~photocopier while another secretary will check the main area from the office to south wing cafeteria. The principal will check the second floor of the south wing while the vice principal will check the north wing. Person in charge of daycare will verify the north wing cafeteria, early childhood rooms and north wing washrooms~~ Designated administrators, professionals and support staff verify the predetermined designated areas according to the established Emergency Procedures.

In the classroom, a poster showing the exit to be used, as well as a few short commands must be displayed at all times near the classroom door. For example, we could have:



2.3 School Closing

St. Vincent School is responsible for the safety and well-being of the children attending the school. This is an even greater concern when an emergency arises and the school has to close due to storms, fire, major power failures, or other such situations. The decision to close the school is always taken by the Central Québec School Board. If the decision to close the school comes before the beginning of school in the morning, there will be no bus transportation. If the decision is late and the busses have already picked up the children, upon arriving at school the busses will be turned around to bring the children back home. In order to prevent situations where children wait unnecessarily for busses or come back home to an empty house, parents are asked to listen to the school closings on the radio on mornings when it is stormy, and if in doubt, not to send their children to school. School closings are also posted on the school's website at <http://www.cqsb.qc.ca/svs/> and on the school's Facebook Page at <https://www.facebook.com/stvincentelementary>.

If the decision to close the school is made before the beginning of the school day, the school day care is also closed for the day. It is the responsibility of the parents to have alternative arrangements for this situation.

When the decision to close the school is made during the day, students either **can be picked up by parents** or be bussed back to their usual destination. **Students will not be sent home before parents have been contacted first. Our daycare will stay open until parents have been reached.** The person named as responsible in the emergency procedure form must be available. In the event of an early school closing, the local radio stations are contacted, the closing is announced on the school website and the school's voicemail message is changed to announce the closing.

In order to prepare for an unscheduled closing, parents must fill out the emergency form. This describes where the child must go in an emergency closing of the school. Your child must know and understand what these arrangements are.

2.4 Supervision and Student Safety

The following measures are designed to prevent problems and conflicts before they occur.

- 1) Staff members will meet the students arriving on buses each morning. This gives students a sense of security, enables orderly disembarking and helps the administration be aware of any possible problems that may develop during the course of the day.
- 2) Students at St. Vincent School are not permitted to leave the school premises at noon hour unless they go home for lunch or are accompanied by a parent or responsible adult. Permission must be given in writing, by the child's parent if the child should leave the premises with an adult other than his/her parent or legal guardian.
- 3) For the safety of the children, we insist that all persons entering the building report to the secretary's office and remain there. We have implemented a system of identification for all adults working in the building. Badges are to be worn by the student supervisors and parent volunteers so that they can be easily identified. If an adult needs to be walking around in the building, a visitor's pass will be issued to that person. These measures ensure the safety of the students because unauthorized persons are not allowed on the school premises.
- 4) Supervision at recess time is carried out by a group of five or six teachers according to the norm of one per 100 students. The student supervisors are responsible for the supervision of students during the lunch hour according to the norm of one per 25 students. Parent volunteers are requested for additional supervision during special activities and on educational outings.
- 5) Teachers, through various awareness programs, alert students to potentially dangerous situations.
- 6) All doors allowing access to the student areas of the school will remain locked while students are present.
- 7) All teachers are responsible for having a procedure in place when children need to use the washroom during class time.

2.5 Nutrition Policy

Parents are encouraged to provide nutritious snacks and lunches for their children. Parents are given information concerning nutrition through the health services provided by the school nurse.

Snacks must be nutritious in order to sustain a child until the next meal and they should be sugar-free to reduce the incidence of cavities. Fruits, vegetables, cheese, crackers, V-8 juice, 100 percent pure

fruit juices, yogurt, sesame sticks, etc., are elements of healthy snacks. A small desert is acceptable as part of the student's lunch but will not be allowed as a snack.

Students at St. Vincent's School have access to cafeteria services. A committee consisting of the principal, cafeteria personnel, and members of the Governing Board approves the cafeteria menu and prices. The menu must conform to good nutritional habits.

As is mentioned before **students are prohibited from bringing nuts, peanuts of peanut butter sandwiches to school.** In the unfortunate event that a student does bring prohibited food to school, an isolated eating area will be provided for that student.

2.6 Smoking Policy

St. Vincent School is a smoke-free environment. Smoking is not allowed in the building or on school premises.

Chapter Three: School Rules and Consequences

We believe that rules should be few in number, clear, well understood and enforced. The following rules were developed in collaboration with students, parents and the school personnel.

Consequences are necessary when harmony is broken and when situations threaten favourable learning conditions. While correcting a situation is important, it is essential that the measures taken be part of a process that leads students to be aware of their responsibilities.

Positive Behaviour Support (PBS)

The school implemented a Positive Behaviour System during the 2010-2011 school year. This system provides pedagogical activities designed to help the students understand the rules and learn appropriate behaviours as well as school spirit activities to positively reinforce expected behaviours and a tracking system for all behaviour problems (SWIS). If there is a marked improvement in behaviour, students will be recognized for their efforts. The following three values are upheld at all times: **Be respectful, Be responsible, Be safe!**

3.1 The Basis for the Rules

There are three guiding principles in the establishment of the rules. These principles reflect St. Vincent School's values and vocation.

- 1) To provide a favourable environment conducive to learning,
- 2) To ensure the safety and well-being of all students,
- 3) To ensure that all rights are respected.

3.2 The School Rules

General Rules

- I respect the "hands off" policy.
- I respect others and I use polite language.
- I respect all school property i.e., books, furniture, basketball hoops, etc.
- I use the school's computer facilities for educational purposes as outlined in the CQSB Code of Ethics Governing the Use of Information and Communication Technology Resource. (The policy is available on request).
- I leave money at home unless it is for cafeteria meals, snacks or for special school projects.
- I leave valuable objects at home, i.e.: i-pods, Gameboys, electronic games, cellular telephones, etc. **In the event that a teacher asks to use hand held devices such as i-Pods, i-Pads and intelligent telephones for educational purposes, a letter is sent home specifying the nature and duration of the project and the safety provisions made.**
- If I bring my electronic device to listen to or play with on the bus, I do so at my own risk and these objects must remain in my school bag while at school.

- I leave the following objects at home: marbles, trading cards, playing cards and personal toys to school. I may bring balls and sports equipment (baseball glove, skipping rope). These articles are also provided by the school for free-play times.
- I leave the following objects at home: dangerous objects i.e., matches, pocketknives, , firecrackers, laser pointers etc.
- I use school materials (utensils, rulers, pencils, paperclips etc.) only for what they are supposed to be used.

Hallway Rules

- I go with the flow.
- I keep the floors clear and clean.
- I use voice level 0 (quiet).
- I walk in single file.

Playground Rules

- I am polite.
- I stay within the boundaries.
- I use “hands off”.

Cafeteria Rules

- I keep my space clean.
- I raise my hand when requesting assistance.
- I am polite.
- I use voice level 2 (indoor).

Washroom Rules

- Hush, Flush, Wash, Get out.

End of Day Rules

- I get where I need to go.
- I walk quietly.
- I wait patiently.

Bus Transfer Rules

- I am polite.
- I use voice level 2 (indoor)
- I raise my hand when requesting assistance.
- I am seated and wait for dismissal
- I walk calmly.

Class Rules

Each teacher establishes classroom rules in accordance with the safe school policy and ensures that the students know and understand the reasons for the rules. This could take the form of a group discussion and the students may be asked to participate in establishing rules for their classroom.

- I cooperate to help others learn.
- I respect others.
- I allow others to make mistakes.
- I work hard and do my best.
- I am organized.

3.3 Disciplinary Levels and Guidelines

Each school employee first ensures that the students know and understand the reasons for the general school rule. This could take the form of a group discussion. When a student breaks a rule, the first level of disciplinary action is applied. If the behaviour persists, the next level and, if necessary, subsequent levels are carried out until the situation is corrected.

First Level – Mild (the warning level)

The school personnel speaks to the student, permitting him/her to explain his/her involvement. The teacher ensures that the student understands the rule and warns him/her that repetition of the act will bring a consequence.

Second Level – Moderate or repetitious behaviour

The student is given a specific consequence. Possible examples are:

- Complete an extra learning assignment where the student shows an understanding of the rule
- Denial of a privilege: recess, special activity, etc
- Withholding of motivational material such as stickers, motivational prizes etc.
- Using temporary time-out periods in designated class area or out-of-class area
- Use of recess detentions

The parents are notified at this level either through e-mail, a phone call from the teacher or the detention letter. An action plan may be agreed upon and the psycho-educator may be involved.

Third Level – Severe or repetitious behaviour

Parents are notified. If the behaviour persists, a meeting maybe called with the teacher, the parent, the student (if deemed necessary), other teachers involved and the administration to discuss the problem and a plan of action is agreed upon. A warning of a suspension is included. Once this step is undertaken, further incidents will be dealt with and the student may receive a half-day, full-day, in-school or out-of-school suspension. The parents are notified. Learning assignments are given in order to minimize the loss of school time. In the event of an out-of-school suspension, the parents and student are obliged to meet with the principal and/or teacher in order to discuss reintegration.

3.5 Examples of Consequences

When problems and conflicts arise, a variety of solutions are available depending on the nature and severity of the action.

Students may receive a warning or may lose a certain number of points on their I Care Contract. Depending upon the severity of the situation, the following judicious consequences may be applied (in order of increasing severity):

- Discussion, reprimand, and warning
- Withholding of motivational material such as stickers, motivational prizes, etc.
- Loss or delay of privileges: recess, special activities
- Restriction to a specific area
- Time-out / isolation / detention
- Communication with the parents
- Written assignment related to the action
- Restitution where appropriate: repairing damaged property
- Classroom detention
- Case conference with parents
- In-school suspension (one-half day or one full day)
- Out-of-school suspension (1 to 5 days)
- Expulsion (decision taken by the school board)

3.6 The Plan of Action against Bullying and Violence (Bill 56)

St-Vincent School developed a plan of action against bullying and violence accompanied by guides for students, staff members and parents. These documents can be found on our school web site and an incident report completed on-line at: www.cqsb.qc.ca/svs.

3.7 Dress Code

In the spirit of respect, both for themselves and for others, students are required to adhere to the following:

- ⇒ Inside footwear or non-marking running shoes are to be worn indoors at all times. Students are expected to have a set of inside and outside footwear during the winter months.
- ⇒ Coats and jackets are not to be worn in the classrooms; these items are to be placed on the student's coat hook.
- ⇒ Hats, caps and sweatbands must be removed upon entering the school and placed on the student's coat hook or in the child's backpack.

⇒ **Examples of inappropriate clothing and appearance include:**

- Clothing, hats or jewellery with any graffiti, profanity, put-downs including the conveyance of a double meaning or vulgar messages in the form of writing, pictures, symbols or logos.
- Tops that show a bare midriff or unbuttoned shirts that create a revealing appearance.
- Revealing apparel such as “see-through” garments, low-cut blouses/shirts, and clothing that does not cover underwear (sleeveless tops and tank top straps must be wide enough to adequately cover undergarments.)
- Conspicuous body piercing or tongue piercing
- Spiked apparel
- Short shorts (to the fingertips when arms are held to the thigh). pants that are too long, clothing with holes, pants or shorts that are not securely fastened at the waist, pants that are “low-riding” and worn below the waist
- Writing on body parts including face painting, stickers and decals
- Eccentric and extravagant hair colouring and hairpieces (only natural hair colouring is accepted)
- Flip-flop sandals (safety)
- Make-up
- High platform shoes and heels.

3.8 Dress Code Discipline Plan

Students who continue to be in violation of the dress code are referred to the Principal or Vice Principal. If it is determined that the student does not meet the dress code regulations, the student will be warned and/or temporarily removed from classes until dress code regulations are met. In cases where parents are unable to bring appropriate clothing, the school may provide appropriate attire so students will not miss instructional time.

Chapter Four: Bus Rules and Consequences

The school bus driver is responsible for the safety of all the students on the bus. It is essential that students and drivers treat each other with respect to ensure a happy and safe environment on the bus.

4.1 Bus Rules

- 1) Students must be assembled at assigned stops at least five (5) minutes before the designated time. Times indicated on the sheet are approximate, and may vary during the year.
- 2) Students must wait until the bus has come to a complete stop before approaching and then walk to the bus and board in an orderly fashion, proceed to their seat and sit down immediately; there will be no pushing and shoving.
- 3) Students who have to cross the street must wait until the bus has come to a complete stop, and the driver has indicated that it is safe to cross, before crossing at least 3 metres in front of the bus.
- 4) Students must remain correctly seated in their assigned seat on the bus. It is extremely dangerous to be standing, kneeling on the seat, or moving around in the vehicle.
- 5) When disembarking, students must move immediately away from the bus. There will be no pushing or shoving.
- 6) Students must not place any belongings in the aisle. Objects that do not fit in a school bag are not permitted on the bus.
- 7) Students must never put their head or arms out of the window.
- 8) Students must never throw anything out the window.
- 9) Students cannot eat snacks on the bus. This “no eating” regulation is effective as of Monday, January 31, 2000 and will be treated as are other misbehaviour reports.
- 10) There will be no spitting or discarding of rubbish on the floor or seats.
- 11) Smoking in the bus, or possession of alcohol, drugs or weapons is strictly forbidden.
- 12) Obscene or vulgar language will not be tolerated.
- 13) Pornographic material is forbidden.
- 14) Acts of violence of any nature, i.e., pushing, shoving, hitting or verbal or physical bullying will not be tolerated.
- 15) THE BUS DRIVER HAS AN ENORMOUS RESPONSIBILITY – THE SAFETY OF ALL OUR CHILDREN. NO BEHAVIOUR, WHICH IS DISTRACTING TO THE DRIVER, WILL BE TOLERATED: – i.e. yelling, whistling, and throwing of objects, no radios other than “walkmans” with earphones.

4.2 Serious misbehaviour

Serious misbehaviour is punishable by an immediate, indefinite suspension.

As well as certain specific offences, gross misbehaviour can be deemed anything which will jeopardize the safety of other passengers, or anything, which infringes on the personal rights of other passengers, including all acts of violence or intimidation.

Specific offences may include, but are not limited to:

- Fighting or any act of violence;
- Gross insolence towards driver – direct disobedience;
- Throwing any object out of bus window;
- Vandalism of bus company or another individual's property;
- Smoking on the bus;
- Possession of alcohol, drugs or any weapon

For committing any offence deemed gross misbehaviour, a student may be suspended immediately and indefinitely from the use of the school bus transportation system.

4.3 Procedure – Misbehaviour reports

Strong preventive and corrective measures will be taken for students who do not obey the bus rules. The following levels of consequences may be taken:

- 1) The bus driver issues a verbal warning to the student. If necessary, the bus driver completes a misbehaviour report and submits it to the school principal.
- 2) The school principal sends a copy home for parents to sign and forwards a signed copy to the Transport Department at the School Board.
- 3) At each infraction, the principal will intervene with the student and parents (discipline at school, etc.).
- 4) For third and further offences, a letter of suspension will be sent to the parents (unless the principal intervenes with good reason on behalf of the student) and the transportation company concerned will be advised of the details of the suspension.
- 5) In the case of "gross misbehaviour", the principal should immediately advise the Transport Department and parents. The suspension will take immediate effect and the Transport Department will advise the Transportation Company and prepare a file for referral to the Transport Advisory Committee.
- 6) In the case where a report sent home for parents' signature is not returned duly signed the following day, the principal should communicate with the parents. The student will not be eligible for transportation services until the signed form is received by the principal.

Failure by students to adhere to the rules of conduct and code of behaviour may result in a decision by the School Board to revoke access to school bus transportation services.

Chapter Five: Crisis Intervention Policy Involving Students

5.1 Introduction

At times, we are confronted with a situation where a student loses control of his emotions and begins to behave irrationally, impulsively, and often, aggressively. These situations cause major disruptions in the classroom or the schoolyard and may even affect the school's daily structure and organization. The objective of the crisis intervention policy is to apply the most appropriate solution that defuses the crisis by using the least restrictive means and that best respects the welfare, safety and well-being of all concerned.

A crisis occurs when:

- 1) A student runs away from school, or
- 2) A student's loss of control leads to an outburst, which can involve self-inflicted violence, violent behaviour towards others, extreme fear, screaming, and/or the throwing of objects.

5.2 Preventive Measures

A good percentage of these crisis episodes can be foreseen and prevented. A judicious use of Incident Reports, (Appendix 1) can serve as a tool to alert others in the school of potential problems and provide time for strategies to be put in place to avoid outbursts. Fear and anger – the student's fear of losing face or anger resulting from his rights being challenged, hasten the most serious confrontations. Faced with such a situation, a teacher might also respond through fear and anger – fear of losing control of the class, either in the short term or in the long term, or anger at having his authority challenged. It is essential that for students who have manifested such explosive loss of control, behaviour modification plans be developed and that the principal, the youth counsellor, the parents, the teacher and the student be involved in the development of this plan. It is also essential that a crisis intervention procedure be developed to defuse confrontational situations that do arise.

5.3 Procedure in a Crisis Situation

A crisis is very stressful for all concerned: the student, the teacher, and the other students witnessing the crisis. It is important to defuse such situations as quickly and unobtrusively as possible and that all persons concerned be aware of the following procedures and their respective roles and responsibilities in its resolution.

A student running away from school

- 1) The adult responsible will ensure that the child is in fact running away from school and not hiding somewhere in the building or in the surrounding area. Often a child who needs to cool off will hide in or near the building and remerge when he has regained his composure.
- 2) The adult, who sees the student running away, calls out to him by name asking him to come back. If the student returns, the adult tries to talk to him and work out the problem.
- 3) If the student does not return upon being called, the adult tries to see in which direction he is going and keeps an eye on him. Neither the adult nor any other student is to run after the student. Another adult should make the office aware of the situation.

- 4) After evaluating the situation, the principal notifies the parents, and the police, if deemed necessary.
- 5) When the student returns to the school, he/she does not return to class. The parents take the student home. If the parents are unavailable, the student will spend the remainder of the day in the time out area. The principal and the parents subsequently discuss the modalities for reinsertion into class.
- 6) A plan of intervention is devised (if it is not already in place).

A major loss of control

When a student's loss of control leads to an outburst that involves self-inflicted violence, violent behaviour towards others, screams, and/or the destruction or throwing of objects, the teacher is often placed in an untenable situation. Strong-willed students often sense this powerlessness in teachers and, on occasion, will provoke them. If this situation occurs, the school implements the following system.

- 1) The teacher immediately calls the office with a non-aggressive message. (For example, I have a Code Blue in room 202.) The teacher also tells the secretary to notify a specific teacher for back up. The secretary informs the back-up teacher and notifies the principal, vice-principal or youth counsellor. If calling the office is not possible, the teacher sends a student to the office and another student for the back-up teacher.
- 2) If judged necessary, the teacher asks the other students to leave the classroom, to go to a pre-determined area, such as another classroom, the cafeteria, or the library.
- 3) A member of the team goes to the classroom in question while the other members stand by ready to assist as needed. The designated member of the team enters calmly and allows for intervention between teacher and student. Then, he/she asks that the offending student go quietly with them. If the student does not comply, further assistance from other members of the team may be required.
- 4) If necessary, the teacher is offered support, assistance, and time to regain his composure.
- 5) At some point, when he/she has calmed down, the student will participate in a counselling session with the youth counsellor. This session will focus on his action, how to avoid such outbursts in the future, and restitution. The student does not return to class for the remainder of the day. Parents are notified to pick up their child and consequences and steps for restitution and reinsertion are discussed with the parents and the student.
- 6) The teacher discusses what has occurred with the other students. This provides the opportunity to air any feelings or fears they might have after witnessing a major crisis.

Chapter Six: Policy against All Forms of Harassment for the Students of the Central Quebec School Board

6.1 Basic Principal

St. Vincent School adheres to the Central Quebec School Board's policy against all forms of harassment, which has been adopted by the Council of Commissioners on September 10, 1999.

St. Vincent School under the Central Quebec School Board will not tolerate any form of harassment and considers such behaviour to be a violation of a person's fundamental rights, an attack on individual dignity and a lack of respect for others.

St. Vincent School shall commit itself to maintain a learning environment that is free from all forms of harassment. It shall make every effort to ensure that each individual is treated with equity. It will ensure that every case is treated in the strictest confidence.

6.2 Definition

1) HARASSMENT

Harassment exists when the action of any person causes another person to be distressed, humiliated, tormented, or intimidated. It may occur only once or on many occasions and it can be both verbal and non-verbal.

2) PHYSICAL ASSAULT

Striking a person with the intent to hurt, torment or intimidate.

E.g.: hitting, shoving, kicking, wrist, or arm-grabbing, hair pulling, choking, spitting at, or biting.

3) VERBAL ABUSE

Remarks intended to hurt, insult, slander, threaten, degrade, torment or intimidate an individual or a group.

4) SEXUAL HARASSMENT

According to the "Commission des droits de la personne et droits de la jeunesse" sexual harassment is a form of behaviour characterized by repeated and unsolicited acts or gestures of a sexual nature that could either undermine the dignity or the physical or psychological integrity of the individual or lead to unfavourable working conditions or even dismissal. However, a single serious action that could have ongoing harmful results **can** also be considered sexual harassment.

6.3 Procedures

The case may be referred to the school principal who deals with it as per the school discipline policy (see Chapter 3). Depending on the situation, parents may be contacted and the case may be referred to the Youth Protection Department or the police.

Chapter Seven: Policy Concerning the Treatment of Complaints

7.1 Purpose

To establish clear procedures for the revision of a decision rendered by the Council of Commissioners, the Executive committee, a governing board, a principal or an employee of the school board.

7.2 Decisions of the governing board

The St. Vincent School Governing Board meetings are public meetings and therefore, parents may address concerns during those meetings. If the parents present personal concerns or complaints to the governing board, they will automatically be referred to the appropriate person as outlined in the following sections.

7.3 Procedure

Any parent who is dissatisfied with the manner in which his child's behaviour was handled shall proceed as follows:

- 1) The initial step that a parent must take is to discuss the matter with the person responsible for the decision in order to exhaust all possibilities for agreement at this level, either through a meeting, a telephone conversation or written correspondence, i.e. with the classroom teacher, school principal. The author of the decision will inform the parents of the revised decision, if any. The parent discusses the situation with the teacher or person responsible for the decision.
- 2) If the parent is not satisfied with the results of the discussion, he must then submit his concerns to the school principal. The school principal will study the concerns and will render a decision immediately. The school principal will meet with the parent and with the person responsible of the decision in order to reach a conclusion that is satisfactory to all parties involved.
- 3) The parent who is still not satisfied may bring his complaint before they must submit his concern to the Director General of the Central Québec School Board in writing. The Director General or his delegate will contact the school principal and the parent to obtain any information he deems necessary. He will render a decision immediately. The parent will be informed of the decision.

7.4 Revision of a decision by the Council of Commissioners

If the preceding steps are not satisfactory to the parents, the Education Act stipulates that the parent may request the Council of Commissioners to reconsider such decision by following the procedure outlined below:

- 1) A written request for the review of the decision must be submitted to the Secretary General, who may, at the request of the parents, assist them in formulating the formal complaint.
- 2) The complaint is then brought before a special committee of three Commissioners, named by the Council of Commissioners for study and recommendation. The membership of the committee may vary according to the geographic region in which the student and parents reside.

- 3) The Committee will hear the parties interested in the decision and may call upon additional resource people as necessary.
- 4) As a result of the recommendation of the committee, and if the parent so desires, the request is submitted to the Council of Commissioners.
- 5) The Council of Commissioners will hear the interested parties if they request to be heard, and the recommendation of the committee, and will render a decision immediately.
- 6) A letter containing the decision of the Council of Commissioners, and the grounds upon which it was made, will be transmitted in writing to the parent, the person responsible of the decision and his/her immediate superior as soon as possible following the meeting at which the decision is made.
- 7) All decisions of the Council of Commissioners are final.

(Revised and approved by the St. Vincent School Governing Board on May 26, 2014)

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