



HOLY FAMILY

CATHOLIC CHURCH & SCHOOL

CODE OF CONDUCT

2023 – 2024

A Supplement to the
Holy Family Catholic School
Parent and Student Handbook

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Holy Family Catholic School

Code of Conduct

Mission Statement

Inspired by the Gospel of Jesus Christ and united in the Eucharist, the Holy Family Catholic School community commits to fostering *deepening faith, academic excellence, responsibility for self, and concern for others.*

Deepening Faith

- Model Jesus by being kind with words and actions
- Be reverent during prayers and liturgies
- Put Jesus at the center of your life

Academic Excellence

- Give your best effort
- Be prepared for class
- Complete assignments honestly and on time

Responsibility for Self

- Take ownership when you make mistakes and help find solutions
- Be accountable for your actions and learning
- Follow the school dress code

Concern for Others

- Respect others, their boundaries and property
- Help and support others
- Stand up for classmates who are mistreated

Core Values – The Fruits of the Spirit

*“But the fruit of the Spirit is love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness, and self-control. Against such things there is no law.”
(Galatians 5:22-23)*

As St. Paul wrote, there are many rules we need to follow to live a rich, fulfilling life. The goal, however, is not to focus on *not* doing things that are against the rules, but rather seeking out opportunities to live out the fruits of the Spirit. There is never a wrong time to exemplify these traits.

Love: “I honor the dignity of other people and myself.”

Joy: “I see each day, opportunity, and challenge as a gift from God.”

Peace: “I seek to find resolutions to my problems and to assist others in doing the same.”

Forbearance: “I am patient and understanding when working with others.”

Kindness: “I treat others the way Jesus would.”

Goodness: “I am selfless in my actions, putting God and others before myself.”

Faithfulness: “I seek to have a real and personal relationship with Christ.”

Gentleness: “I conduct myself in a meek and mild manner, as Jesus did.”

Self-Control: “I do my best to resist temptations and to live as I am called.”

Overview of Discipline Philosophy

Discipline comes from *discipulus*, the Latin word for *student*, which also provides the source of the word *disciple*, a follower of Jesus Christ. At Holy Family Catholic School, we seek to form Christian disciples in the image of Jesus Christ. In addition to academics and faith formation, this process is developed through discipline. As with all policies and procedures at Holy Family, the school discipline system is meant to reinforce the expectations learned in the home and taught in the Gospel. In this way, we continue to build the partnership between home and school for the benefit of each child.

Holy Family has implemented Responsibly-Centered Discipline (RCD). Our mission and core values stated above are foundational to this approach. The goal is not simply to make students behave and follow rules, but to empower students to take ownership for their own behaviors and to create good habits. Students will understand the benefits of forming good behavior habits and learn emotional self-control. Students will also receive support from their teachers and school leaders as they learn and develop.

While the mission, core values, and expectations remain the same for all students regardless of age/grade, monitoring behavior and giving consequences will vary depending on grade level. Below is a general overview of how different levels will approach discipline.

Pre-Kindergarten through 2nd Grade

Rules are posted in each classroom and are positive in nature. The rules are conveyed to students and parents. Most teachers in PK-2 utilize a behavior chart divided into levels to promote positive behavior. All students begin the day in the middle of the chart on the Ready to Learn level. Good choices earn them a level up the chart and inappropriate behaviors cause the pin to move down the chart. Each teacher sets the goals and consequences for his/her own classroom and clearly states them for students and parents. Consequences might include time out, loss of privileges, note/phone calls home, and parent conferences. As the school year progresses, goals and consequences are evaluated and adjusted to meet the varying needs of the classroom.

At this level, communication with parents is likely to be far more frequent due in large part to the children's stage of development requiring more foundational work in forming good behavior. This communication might come in the form of a daily calendar, notes/calls home, an individual behavior chart, or some other tool the teacher sees fit to use.

While we understand our youngest students are still developing self-control, excessive inappropriate behavior cannot be tolerated, particularly when it jeopardizes the safety of others. Incidents involving student/student or student/teacher injury or destruction of school property (which may require repayment by parent) may result in immediate suspension/expulsion.

Grades 3 through 5

When moving "upstairs," students should have a foundation from the early elementary grades to begin to be better at monitoring their own behavior and self-correcting when necessary. Teachers will still establish rules and procedures but will likely include the students in the process. This helps ensure rules and expectations are clear and allows for more consistent

disciplinary practices. Appropriate standard consequences at this level include alternative seating in class, silent snack/lunch, shortened recess, loss of privileges, and/or parent contact.

In the case of serious behavior infractions or the emergence of a pattern of behavior that cannot be corrected, additional consequences such as lunch detention, in-school suspension, or even expulsion may be considered.

Grades 6 through 8

As the leaders of the school, our middle school students are expected to serve as examples for the younger students. These students are also expected to self-correct with greater frequency and to show leadership and integrity by holding their peers accountable for their actions.

Some of these issues include but are not limited to:

- Not prepared for class
- Lack of participation in class
- Excessive talking in class
- Class disruptions
- Not following directions
- Violation of classroom rules
- Excessive Dress Code Violations
- Inappropriate behavior anywhere on campus (i.e. classrooms, bathrooms, locker rooms, hallways, lunchroom, carline, gym, playground)

Pattern of Concerning Behavior

If the student behavior issue becomes pattern of concerning student behavior, the teacher may contact the parent. The student may be asked to develop a plan for improving the behavior. Other possible consequences may include but are not limited to:

- Verbal warnings
- Alternative seating in class
- Removal from classroom
- Loss of privileges
- Behavior plans
- Detention
- Suspension
- Expulsion

Serious Behavior Infractions

Some student behavior infractions may warrant **an immediate consequence**, before a pattern of behavior may exist. These behavior infractions are still addressed through a conversation between the student and teacher, but teachers are also empowered to issue detentions. Teachers will still attempt to guide and coach students to responsibility. These infractions may include, but are not limited to:

- Violation of classroom rules/school policies
- Defiance/Disrespect of authority

- Inappropriate behavior anywhere on campus (i.e. classrooms, bathrooms, locker rooms, hallways, lunchroom, carline, gym, playground)
- Property destruction (may require repayment for damages)
- Major class disruptions
- Irreverence at Church, liturgies, or prayer services
- Eating in unauthorized places or at unauthorized times (includes chewing gum)
- Creating and leaving excessive mess in the lunchroom or classroom
- Profanity or obscene gestures
- Possession of unauthorized items at school (i.e. unapproved electronic devices, games, cell phones, etc.) This does not include authorized electronic readers – see acceptable use policy for electronic books/readers
- Leaving classroom/school property, during the school day, without teachers' or administrators' permission
- Stealing
- Threat/Harassment/Intimidation/Bullying
- Cheating/Plagiarism/Academic dishonesty (also results in a grade of zero)
- Fighting/physical confrontations/physical harm
- A pattern of behavior that repeats and does not improve after intervention

Academic Infractions

Academic infractions impact student learning and significantly impacts student grades.

Academic infractions do not apply toward conduct grades.

If a student does not complete a required assignment on time, then the student will receive a 50% grade reduction on that assignment. It is the student's responsibility to complete the assignment for the next school day. If the student does not complete the assignment for the next school day, then a grade of zero will be issued for the assignment. The school cannot guarantee parents will be contacted each time an assignment is late or missing.

REMINDER: Parents are encouraged to check student grades in ParentsWeb/FACTS Family Portal.

Addressing Student Behavior Issues

The student-teacher relationship is at the heart of addressing student behavior issues. The goal of RCD is to empower students to take ownership for their own behaviors. A student's ability to recognize his or her own mistake, willingness to accept responsibility, and readiness to resolve the issue dictate the way a student behavior issue is addressed. Many student behavior issues are resolved easily through a conversation between the student and teacher. Teachers will attempt to guide and coach students to responsibility. If the issue cannot be resolved at the classroom level, teachers may need to enlist the help of school administration. Administrators will support teachers and students in their efforts to identify and correct behavior issues.

Naturally, there are times parents need to be aware of certain situations and issues, so faculty and administration will always communicate necessary information. This might be done through the FACTS/RenWeb Behavior Notice or some other form of communication.

Detention

Should a teacher or administrator detect a pattern of concerning behavior that persists or is not corrected in a timely manner, or if a student commits a serious behavior infraction, detention may be issued.

Detentions are held after school on Tuesdays and Thursdays from 3:15 to 4:00. Students in detention are expected to take time to reflect on their actions in a meaningful and constructive way. Students will have a written assignment to complete through which they will acknowledge their responsibility for the infraction and to seek ways to make amends and to prevent future occurrences.

Suspension

A suspension is the temporary removal of a student from his/her regular academic program. The time of suspension may be served in-school or out-of-school. Suspension from school is a severe disciplinary procedure and could be imposed for serious misconduct. This misconduct could include, but is not limited to, willful harm to another person, damage to the school or other property, possession of a weapon, alcohol, or drugs, and repeated disregard for school rules and regulations.

- 1st Suspension: Student will be suspended and will be ineligible for Honor Roll for the quarter in which the suspension is received. The student will not be allowed to participate in sports and extra-curricular activities for a period up to 10 school days following the suspension. Administration reserves the right to issue additional consequences depending on the level of the offense.
- 2nd Suspension: Student will be suspended and will meet with the Disciplinary Review Board. The student will be ineligible for Honor Roll for the quarter in which the suspension is received. The student will also be ineligible to participate in sports or extra-curricular activities for a period up to 20 school days following the suspension. The Disciplinary Review Board will review any subsequent suspension during a nine-week period.

Suspension Guidelines

- All class assignments, quizzes, and tests may be made up by the student.
- At the end of the day, the student is responsible to find out what homework has been assigned.
- Any student suspended will not be allowed to attend school events (i.e. dances, games) on any day suspended.
- Any 8th grader suspended during the fourth quarter may not be allowed to participate in the class trip.

Disciplinary Review Board

The Disciplinary Review Board is comprised of the Pastor, the Principal, a teacher selected by Administration, a teacher selected by parent/guardian of student, and the School Counselor. A Disciplinary Review Board may be called at the discretion of School Administration or the Pastor. Reasons for convening the review board include but are not limited to:

- A student's second cheating infraction during an academic year

- A student's second suspension during an academic year
- Other serious behavior as determined by school administration

Meetings are held to help determine the underlying causes of behavior and to implement strategies for behavior change in order to increase the level of successful learning. It is proven that irresponsible behavior can decrease the student's range of future opportunities. The Disciplinary Review Board is convened to develop in students an accountability for their own behavior and the chance for home and school to work together in helping students to make the right choices in the context of behavior management. Outcomes from Disciplinary Review Boards may include, but are not limited to:

- Disciplinary Probation
- Behavior Contract
- Suspension from extracurricular activities, including athletics
- Expulsion

Disciplinary Probation

Based upon the student's past discipline record and recommendations made by the Disciplinary Review Board, a student may be placed on Disciplinary Probation for a period of time to be determined by the Pastor and the Principal. Further disciplinary issues may require expulsion from the school.

Expulsion

The selling or possession of weapons, narcotic drugs or alcohol whether on campus or during any school sponsored activity, such as field trips, athletic events, etc. may result in immediate expulsion of the offending student(s).

Any threats or violence directed toward students, faculty, staff, or administration, whether on campus or during any school sponsored activity, such as field trips, athletic events, etc., will be taken seriously and may result in expulsion of the offending student(s).

Any explicit sexual activity, either alone or with another student whether on campus or during any school sponsored activities, such as field trips, athletic events, etc. may result in immediate expulsion of the offending student(s).

Academic Honesty

Personal pride and integrity are essential to Holy Family's dedication to academic excellence. Academic Dishonesty involves giving or receiving any unauthorized assistance on homework, tests, quizzes, and/or projects. Consequences for Cheating are:

- 1st Cheating Infraction during an academic year
 - Grade of zero
 - Detention
 - Ineligible for Honor Roll
- 2nd Cheating Infraction during a single academic year
 - Grade of zero
 - Suspension

- Ineligible for Honor Roll
- Discipline Review Board

Bullying

At Holy Family Catholic School, we believe that all members of the community have the right to learn in a faith-filled, positive, respectful, secure, and healthy environment. This helps to ensure that students will learn, prosper, and succeed. Holy Family does not tolerate bullying in any form and based on our philosophy, we have established the anti-bullying policy.

Definition of bullying

- Perceived unwanted power imbalance and intent to harm another person
- Is deliberate and often repeated
- Intends to cause fear, distress, hurt or harm to another person
- Is action by a more powerful individual or group over a less powerful individual or group

Forms of bullying

Bullying takes many forms, all of which will cause distress. Examples include, but are not limited to:

- Physical – hitting, pushing, tripping, kicking, spitting on others, etc.
- Verbal – teasing, using offensive names, ridiculing, spreading rumors, damaging another's social standing, etc.
- Non-verbal – writing offensive notes or graffiti about others, using email or text messaging to hurt others, rude gestures, etc.
- Relational – intent to harm or injure the reputation or social standing and/or relationship with another
- Exclusion – deliberately excluding another from a group, refusing to sit next to someone, etc.
- Extortion – threatening to take someone's possessions, food, money, etc.
- Property – stealing, hiding, damaging or destroying someone's property, etc.
- Cyber – any form of bullying which is carried out through electronic means, such as mobile phones, email, iPad, chat room, social networking, Instagram, Facebook, etc.

Response to bullying incidents

Bullying is viewed as a major breach of school policies and behavioral expectations and any reports of bullying will be investigated and appropriate action will be taken immediately.

The response to bullying may include but is not limited to: (not in any specific order)

- Individual interview with parties involved (student bullied, student witnessing the bullying, student engaged in bullying behavior) by Principal, Assistant Principal, School Counselor, or Teacher and written documentation of interviews recorded
- Clear written statement of the consequences if the bullying continues
- Immediate preventative action to avoid further incidents

- Incidents may result in detention, suspension, or removal of student from Holy Family School
- In some cases, local authorities may be called

If bullying occurs outside of school, the school may become involved if the Administration deems the outside incident is impacting the school setting and learning environment.

- Isolated or initial incidents of bullying behavior, witnessed by the teacher, should be handled by the teacher at the time of the incident. The teacher will notify the Principal, Assistant Principal, School Counselor, and/or Director of the Early Learning via email by the end of the day. Document the incident and return the *Bullying Report* Form to the School Counselor within 24 hours. Teacher should notify the parents. Resource teachers should also notify the homeroom teacher.
- Incidents reported by a student or a parent to any staff member will be investigated. Teachers should follow the same procedure as above.
- If bullying behavior continues after the student has been warned, counseled, and disciplined, a mandatory parent conference will be called to discuss the student's continued enrollment at Holy Family School.

Sexual Harassment (Diocesan Policy 800.7)

Sexual Harassment consists of unwelcome sexual advances, requests for sexual favors, and other inappropriate oral, written, or physical conduct of a sexual nature.

Sexual Harassment may include but is not limited to the following:

- Verbal or written harassment
- Pressure for sexual activity
- Repeated remarks to a person with sexual involvement accompanied by implied or explicit threats

Any student who alleges sexual harassment by another student should immediately bring this matter to the attention of the Principal, Assistant Principal, or School Counselor. The Principal or his designee will investigate the incident and determine whether the alleged conduct constitutes sexual harassment (the totality of the circumstances, the nature of the conduct, and the context in which the alleged conduct occurred).

Students who engage in such conduct will be subject to discipline. A substantiated charge against a student will result in disciplinary action, including but not limited to suspension or expulsion.

Threats and Violence (Diocesan Policy 800.8)

If a student makes a threat, the principal, at his/her discretion, may suspend/expel the student from the school. If suspended, the student may be required to receive psychological assessment and counseling. If required, the student may return only if he/she presents a written recommendation to that effect from the psychologist/psychiatrist and the Administration is willing to have the student return to the school. A reinstatement conference will take place with the Administration, the parents, and student.