

**POLICY**

It is the policy of the Upper Grand District School Board to maintain a safe and inclusive learning and teaching environment through the adoption of a Code of Conduct which promotes responsibility, respect, civility and academic excellence, and sets clear standards of behaviour for all members of the school community. The goal is to create a positive school climate where all members of the school community feel safe, comfortable and accepted.

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**Administrative Detail**

1. This policy is in effect for all members of the school community; students, administrators, staff, parents and guardians, visitors, volunteers, etc., while on all school and Board property, school buses, at school-authorized events and off site at school-sponsored activities, or in other circumstances that could have an impact on the school climate.
2. It is the responsibility of the appropriate Superintendent(s) to administer this policy.
3. The Board, through its senior officials, Principals and appropriate consultative staff, will cooperate fully with police and community agencies in the administration of this policy.
4. It is the responsibility of the Board in conjunction with administrators, to seek input on the Board's Code of Conduct from the Special Education Advisory Council (SEAC), Parent Involvement Committee (PIC), teachers, staff, students, volunteers, parents and guardians, school councils, and the community, and review the Code at least once every three (3) years.
5. It is the responsibility of the Board to communicate to parents, students, staff and all members of the school community, the Provincial Code of Conduct and the Board's Code of Conduct, and to obtain their commitment and support.
6. It is the responsibility of the Board to develop effective intervention strategies and to respond to all infractions related to the standards for respect, civility, responsible citizenship and safety.
7. It is the responsibility of the Board to provide opportunities for staff to acquire the knowledge, skills and attributes necessary to develop and maintain academic excellence in a safe learning and teaching environment.

8. It is the responsibility of Principals to implement this policy in accordance with the Code of Conduct Procedures Manual 213-A.
9. It is the responsibility of Principals, in conjunction with their staff, students, school council, parents and school community to ensure that a School Code of Conduct, based on the Ontario Code of Conduct and Board's Code of Conduct, is developed and communicated annually to the school community.
10. It is the responsibility of Principals, in conjunction with their school councils, to review the School Code of Conduct at least once every three (3) years, and to seek input from staff, students, parents, and the school community on the review.
11. This policy shall be administered in conjunction with all federal, provincial and municipal legislation, including the Education Act, the Ontario Code of Conduct and other Board policies, including # 206 Violence-Free Schools, # 104 Unauthorized Visitors, # 207 Antiracism and Ethnocultural Equity, # 508 Educational Field Trips, # 513 Alcohol and Drugs, # 205 Volunteers, # 200 Community Use of Schools, # 304 Transportation, # 514 Appropriate Dress, # 511 Acceptable Use of Computer Networks and Internet, # 408 Anti-Harassment, # 214 Bullying Prevention and Intervention, # 503 Student Discipline (Progressive Discipline, Suspension, Expulsion), Character Education initiatives, and the Police/School Board Protocol.

**A. GENERAL**

In collaboration with all members of the school community, and through the implementation of the Board's Code of Conduct, other Board policies and School Codes of Conduct, the Upper Grand District School Board will work to provide a supportive and safe learning and teaching environment.

The Board's Code of Conduct and School Codes of Conduct are intended to:

1. Serve as a guideline for all members of the school community in determining the minimum acceptable behaviour within each learning environment, on school and Board property, school buses, and at school and board-related events and activities, or in other circumstances that could have an impact on the school climate.
2. Ensure that all members of the school community are treated with respect and dignity, especially persons in positions of authority.
3. Promote responsible citizenship by encouraging appropriate participation in the civic life of the school community.
4. Maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.
5. Encourage the use of non-violent means to resolve conflict.
6. Promote the safety of people in the schools.
7. Discourage the use of alcohol and illegal drugs.

**B. STANDARDS OF BEHAVIOUR**

1. Respect, Civility and Responsible Citizenship

All members of the school community must:

- a) respect and comply with all applicable federal, provincial and municipal laws;
- b) demonstrate honesty and integrity;
- c) respect differences in people, their ideas and opinions;
- d) treat one another with dignity and respect at all times, and especially

where there is disagreement;

- e) respect and treat others fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability;
- f) respect the rights of others;
- g) show proper care and regard for school property and the property of others;
- h) take appropriate measures to help those in need;
- i) respect all members of the school community, especially persons who are in a position of authority;
- j) respect the needs of others to work in an environment that is conducive to learning and teaching;
- k) not swear at a teacher or at another person in authority, and
- l) seek school staff assistance, if necessary, to resolve conflict peacefully.

## 2. Safety

All members of the school community must not:

- a) engage in bullying behaviours;
- b) commit sexual assault;
- c) traffic in weapons or illegal drugs;
- d) be in possession of any weapon including, but not limited to, firearms;
- e) use any object to threaten or intimidate another person;
- f) cause injury to any person with an object;
- g) be in possession of, or under the influence of, or provide others with alcohol or illegal drugs;
- h) inflict or encourage others to inflict bodily harm on another person;

- i) engage in hate propaganda and other forms of behaviour motivated by hate or violence;
- j) commit an act of vandalism that causes extensive damage to school property or property located on the premises of a school, or
- k) engage in any form of electronic communication directed to an individual or group of people that is intended to cause (or should be known to cause) fear, distress and/or harm to other persons' feelings, self esteem, or reputation, or that has a negative impact on the school climate.

### 3. Roles and Responsibilities of Principals

The Board expects Principals to:

- a) take a leadership role in the daily operation of the school by demonstrating care and commitment to academic excellence and a safe teaching and learning environment;
- b) hold those under their authority accountable for their actions and behaviour;
- c) empower students to be positive leaders in their school and community, and
- d) communicate meaningfully and on a regular basis with all members of the school's community.

### 4. Roles and Responsibilities of Teachers and School Staff

As role models, under the leadership of Principals, the Board expects that teachers and school staff will:

- a) maintain order in the school;
- b) maintain consistent standards of behaviour for all students;
- c) help students work to fulfill their potential, develop self-worth, and prepare them for the full responsibilities of citizenship;
- d) communicate regularly and meaningfully with parents/guardians;
- e) demonstrate respect for all students, staff, parents, volunteers, and the members of the school community, and

- f) empower students to be positive leaders in their school and community.

5. Roles and Responsibilities of Students

The Board believes that all students are to be treated with respect and dignity, and will:

- a) accept responsibility for their personal actions;
- b) demonstrate respect for self, and others, and for those in authority;
- c) fulfill expected academic obligations;
- d) come to school punctually each day, prepared and willing to learn;
- e) obey the rules of the school, on school buses, and at other sites during school activities;
- f) dress appropriately in accordance with the Board's and the school's policies regarding appropriate dress;
- g) use respectful language, free from profanity;
- h) work cooperatively with staff and other students;
- i) be honest in their academic work (refrain from plagiarism, cheating, etc.), and
- j) use free time responsibly.

6. Roles and Responsibilities of Parents

The Board believes that parents play an important role in the education of their children and can fulfill this responsibility by:

- a) demonstrating respect for all students, staff, volunteers and the members of the school community;
- b) supporting the efforts of school staff in maintaining a safe and respectful learning environment;
- c) showing an active interest in their child's school work and progress;

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- d) communicating regularly with their child's school;
  - e) assisting staff in dealing with disciplinary issues involving their child;
  - f) helping their child be neat, dress appropriately, be well-rested and prepared and ready to learn;
  - g) ensuring that their child attend school regularly and on time;
  - h) promptly reporting their child's absence or late arrival;
  - i) showing that they are familiar with the Ontario Code of Conduct, the Board's Code of Conduct, and the school's Code of Conduct and rules of behaviour, and
  - j) helping and encouraging their child in following the Board's Code of Conduct and the School's Code of Conduct and the rules of behaviour.

#### 7. Police Services

The Board believes that the Police are partners with schools and school boards in maintaining safe schools and communities. Through the guidelines established in the Police/School Boards Protocol Agreement, Police support schools by encouraging, enabling and maintaining positive relationships with school administrators, staff, students, parents, and members of the school community.

#### 8. Community Partners

The Board believes that community agencies and members of the school community are resources that can help boards deliver prevention and intervention programs. Current and new partnerships, protocols and outreach are encouraged and supported by the Board to formalize and enhance relationships to maintain safe schools and communities.

### C. SCHOOL CODES OF CONDUCT

School Codes of Conduct must be based on, but not limited to, the minimum expectations for behaviour as outlined in this policy, and the Ontario Code of Conduct. School Codes must include responsibilities for students, staff, parents, visitors, volunteers and other members of the school community.

It is the responsibility of Principals, in conjunction with their staff, students, school council, parents and school community to ensure that the School Code of Conduct,

is developed and communicated annually to the school community, and reviewed every three (3) years.

School Codes of Conduct will:

- a) reflect the Ontario Code of Conduct, the Board's Code of Conduct and Board policies;
- b) set out clearly what is acceptable and what is unacceptable behaviour;
- c) ensure that the school environment is conducive to learning, allowing the effective and uninterrupted instruction of all students;
- d) help students understand the expectations for all citizens, including those of their age and developmental stage, and
- e) use a progressive approach to discipline and establish prevention and intervention strategies that set out fair enforcement of rules, and the administration of appropriate consequences, including suspension and expulsion, as appropriate, consistent with the Education Act, and Board Policy # 503 Student Discipline (Progressive Discipline, Suspension and Expulsion).

## **D CONSEQUENCES FOR STUDENTS**

1. In addressing inappropriate behaviour, schools will utilize a progressive discipline approach. Progressive Discipline is a range of early and later interventions, supports, and consequences that are developmentally appropriate, and include opportunities for students to learn from mistakes, and that focus on improving behaviour. These may include, but are not limited to:
  - a) Student Success and Character Development strategies and programs;
  - b) providing students with the opportunity to learn life skills such as conflict resolution, anger management and communication skills;
  - c) using models such as those based on the concepts of peer mediation and/or peer counseling;
  - d) documenting incidents requiring disciplinary measures, and applying the mitigating factors;
  - e) being sensitive to unique circumstances which may affect student

behaviour;

- f) ensuring that contact with the parent(s)/guardian(s) of students, (under the age of eighteen), will be made early in the disciplinary process, and
  - g) maintaining contact with the parent(s)/guardian(s) and involve them in a plan to improve the behaviour until the behaviour is acceptable.
2. Notwithstanding the above, in some circumstances consequences such as short-term suspension may be a useful tool. In the case of a serious incident, long-term suspension or expulsion, which is further along the continuum of progressive discipline, may be the response that is required.
  3. The Board's Student Discipline (Progressive Discipline, Suspension, Expulsion) Policy # 503 sets out the process for suspension and expulsion of students, including mitigating factors that must be considered.