



ALGONQUIN AND LAKESHORE CATHOLIC DISTRICT SCHOOL BOARD

ADMINISTRATIVE PROCEDURES

CODE OF CONDUCT (Policy Statement: Caring and Safe Catholic Schools)

Purpose

A school should be a safe place that promotes responsibility, respect, civility, and academic excellence in a safe learning and teaching environment. A positive school climate exists when all members of the school community feel safe, comfortable, included and accepted. The Board and its schools actively promote and support positive behaviours that reflect Catholic virtues.

All students, parents, teachers and staff members have the right to be safe, and to feel safe, in their school community. The Provincial Code of Conduct sets clear provincial standards of behaviour. These standards of behaviour apply not only to students, but also to all individuals involved in the schools system – parents, volunteers, teachers and other staff – whether on school proper, on school buses, at school-related events or activities, or in other circumstances that could have an impact on the school climate.

References

Education Act

Policy/Program Memorandum 128, The Provincial Code of Conduct and School Board Codes of Conduct (2007)

Ontario Regulation 472/07, "Suspension and Expulsion of Pupils"

Ontario College of Teachers, Standards of Practice

Catholic Graduate Expectations, Institute for Catholic Education

Procedures

1. Purpose of the Provincial Code of Conduct

1.1 *The Education Act* permits the Minister of Education to establish a code of conduct governing the behaviour of all persons in schools. The purposes of the provincial code of conduct are as follows:

- to ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity;
- to promote responsible citizenship by encouraging appropriate participation in the civic life of the school community;
- to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility;

- to encourage the use of non-violent means to resolve conflict;
- to promote the safety of people in schools;
- to discourage the use of alcohol and illegal drugs.
- to prevent bullying in schools.

2. Standards of Behaviour

2.1 Respect, Civility, and Responsible Citizenship

All members of the school community must:

- respect and comply with all applicable federal, provincial and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas and opinions;
- treat one and other with dignity and respect at all times, and especially when there is a disagreement;
- respect and treat others fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others within the school community;
- take appropriate measures to help others in need;
- respect all members of the school community, especially persons who are in a position of authority;
- respect the need of others to work in an environment of learning and teaching;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- not swear at a teacher or at another person in a position of authority or any other person.

2.2 Locally Developed Standards - Personal Electronic Communications and Media Devices

It is important to ensure that school members respect the need of others to work in an environment that is conducive to learning and teaching. Schools must include provisions in their local codes of conduct to ensure that all personal communication devices (e.g. cell phones, smartphones) and personal electronic technology that has the capability taking photographic images, and/or audio and/or video recording must be powered off and stored out of view in instructional spaces (unless approved by the teacher for program use), washrooms and change areas. These recommendations shall be included in the local school code of conduct. Use of these devices in other areas of the school, school property, or on school trips shall be determined by the principal following consultation with staff members, students and the school council and identified in the local school code of conduct. The board "Suspension of a Student" policy states the following electronic activities that can lead to a possible suspension:

- Taking photographs and/or video and/or audio recordings during an instructional class and in other areas of the school, unless authorized by the Principal or classroom teacher;
- Harassing another person by the use of mechanical/electronic technology or communications;
- Invading another person's privacy by the use of mechanical/electronic technology or communications;
- Production, possession, and/or distribution of hate material, including pornography.

Section 4.3 of this policy provides that the following electronic activity can lead to a possible expulsion:

- a course of serious invasions of another person's privacy by the use of mechanical/electronic technology or communications.

2.3 Safety

All members of the school community must not:

- engage in bullying behaviours;
- commit sexual assault;
- traffic weapons or illegal drugs;
- give alcohol to a minor;
- commit robbery;
- be in possession of any weapon, including firearms;
- use any object to threaten or intimidate another person;
- cause injury to any person with an object;
- be in possession of, or be under the influence of, or provide others with alcohol or illegal drugs;
- 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 extensive damage to school property or to property located on the premises of the school.

2.4 Application of Standards of Behaviour

The Board Standards of Behaviour apply to all members of the school community, including students, parents or guardians, volunteers, teachers, other staff members, superintendents, senior board staff, board personnel, trustees and others who may be present in schools or at school related events under the jurisdiction of the Algonquin and Lakeshore Catholic District School Board.

The standards of behaviour apply:

- on school property;
- while travelling on a school bus that is owned by the Board or that is under contract to the Board;
- in-school sports or other extra-curricular activities;
- in off-site school-sponsored activities; and/or
- to actions taken off school property and outside school activities where the activity has a negative impact on the school climate.

3. Roles and Responsibilities

3.1 School Boards

ALCDSB will provide direction to its schools to ensure opportunity, academic excellence, and accountability in the education system. It is the responsibility of the board to:

- develop policies that set out how its schools will implement and enforce the Provincial Code of Conduct and all other rules developed as related to the provincial standards for respect,

- civility, responsible citizenship and safety;
- review these policies regularly with principals, teachers, other school staff, students, parents, volunteers, and the community;
- seek input from Catholic School Advisory Councils, the Special Education Advisory Committee, parents, students, staff members, parish priests, the school community;
- establish a process that clearly communicates the provincial Code of Conduct and the board Code of Conduct to all parents, principals, teachers, other school staff, students, and members of the school community in order to obtain their commitment and support;
- develop effective intervention strategies and response to all infractions related to the standards for respect, civility, responsible citizenship and physical safety; and
- provide opportunities for all staff to acquire the knowledge, skills and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment.

3.2 Principals

Under the direction of the Board, principals take a leadership role in the daily operation of a school. They provide this leadership by:

- demonstrating care and commitment to academic excellence and a safe, inclusive, and accepting teaching environment and learning environment;
- holding everyone, under their authority, accountable for their behaviour and actions;
- empowering students to be positive leaders in their schools and community;
- communicating the contents and expectations contained in local codes of conduct regularly with all members of their school community;
- developing and enforcing local codes of conduct;
- ensuring the communication of local codes of conduct includes a communication plan that outlines how these standards will be made clear to the entire school community, including school communities who have a significant number of parents whose first language is not English;
- providing an example of respect and civility for all members of the school community.

3.3 Teachers and Other School Staff Members

Under the leadership of their principals, teachers and other school staff members maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and school staff uphold these high standards when they:

- help students work to their full potential and develop their self-worth;
- empower students to be positive leaders in the classroom, school and community;
- communicate regularly and meaningfully with parents;
- maintain consistent standards of behaviour for all students;
- demonstrate respect for all students, staff and parents, volunteers, and the members of the school community;
- prepare students for the full responsibilities of citizenship.

3.4 Students

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others and for the responsibilities of citizenship through acceptable behaviour.

Respect and responsibility are demonstrated when a student:

- comes to school prepared, on time and ready to learn;
- shows respect for themselves, for others and for those in authority;
- refrains from bringing anything to school that may compromise the safety of others; and
- follows the established rules, policies and local codes of conduct and takes responsibility for his or her own action.

Students are also expected to live out the Gospel message by striving to fulfill the Catholic Graduate Expectations. Students are called to become:

- a discerning believer formed in the Catholic Faith Community;
- an effective communicator;
- a reflective, creative, holistic thinker;
- a self-directed, responsible, life-long learner;
- a collaborative contributor;
- a caring family member;
- a responsible citizen.

3.5 Parents/Guardians

Parents and guardians play an important role in the education of their children and have a responsibility to support the efforts of school staff in maintaining a safe, inclusive, accepting and respectful learning environment for all students. Parents and guardians fulfill this responsibility when they:

- show an active interest in their child's school work and progress;
- regularly engage in two-way communication with their child's teacher(s), support staff, and/or principal;
- read and familiarize themselves with information provided by the school regarding Ministry, Board, and school policies;
- support and model behaviour outlined in the Provincial, Board, and School Code of Conduct;
- encourage and assist their child in following the rules of behaviour;
- help their child be neat, appropriately dressed and prepared for school;
- ensure that their child attends school regularly and on time;
- promptly report to the school their child's absence or late arrival;
- assist school staff in dealing with disciplinary issues involving their child.

3.6 Community Partners and the Police

Community partners and community-based service providers are resources that the board can use to deliver prevention programs. Protocols are effective ways of establishing linkages between the board and community agencies and of formalizing the relationship between them. The police play an essential role in making our schools and communities safer. The police investigate incidents in accordance with the protocol developed with our board.

4. Consequences for Inappropriate Behaviours

Local school codes of conduct shall set out consequences that are consistent with the *Education Act* and the Board Caring and Safe Catholic School policies. Mitigating Factors as stated in *The Education Act* shall be considered.

4.1 Activities Leading to Possible Suspension based on Ministry Policy

Under subsection 306 (1) of the *Education Act*, a principal shall consider whether to suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

1. Uttering a threat to inflict serious bodily harm on another person.
2. Possessing alcohol or illegal drugs.
3. Being under the influence of alcohol.
4. Swearing at a teacher or at another person in a position of authority.
5. Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school.
6. Bullying;
7. Medical immunization.
8. Any other activity that is an activity for which a principal may suspend a pupil under the policy of the board.

4.1.1 If a principal decides to suspend a pupil for engaging in an activity described in subsection (1), the principal will suspend the pupil from his or her school and from engaging in all school related activities.

4.1.2 The minimum duration of a suspension is one school day and the maximum duration is 20 school days. In considering how long the suspension should be, a principal will take into account any mitigating or other factors prescribed by the regulations.

4.2 Activities Leading to Possible Suspension Based on Board Policy

Under clause 306 (1) 7 of the *Education Act*, a pupil may be suspended if he or she engages in an activity that is an activity for which a principal may suspend a pupil under a policy of the board. Under Board policy, activities for which a principal may suspend a pupil include:

- a) persistent truancy;
- b) persistent opposition to authority;
- c) habitual neglect of duty;
- d) serious breaches of the Board Code of Conduct or the School Code of Conduct;
- e) conduct injurious to the moral tone of the school
- f) conduct injurious to the physical or mental well-being of others in the school;
- g) the use of tobacco;
- h) the use of profane or improper language;

- i) infraction(s) off school property where the pupil's conduct in the community negatively impacts on the school;
- j) dress that contravenes the established dress code within a school;
- k) being in possession of, or being under the influence of, or providing others with legal drugs without a prescription for the said drugs, or in a manner or an amount not contemplated by a prescription for the said drugs, or in a manner or an amount not contemplated in the general instructions for use of the said drugs;
- l) being under the influence of alcohol or illegal drugs;
- m) taking photographs and/or video and/or audio recordings during an instructional class and in other areas of the school, unless authorized by the Principal or classroom teacher;
- n) harassing another person by the use of mechanical/electronic technology or communications;
- o) invading another person's privacy by the use of mechanical/electronic technology or communications;
- p) production, possession and/or distribution of hate material, including pornography;
- q) possession or misuse of any harmful and/or explosive substances;
- r) extortion;
- s) theft;
- t) aid/incite harmful behaviour;
- u) physical assault;
- v) lack of immunization as determined by the local Health Unit..

4.3 Suspension Pending Possible Expulsion Based on Ministry Policy

Under subsection 310 (1) of the *Education Act*, a principal shall suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

- a) Possessing a weapon, including possessing a firearm.
- b) Using a weapon to cause or to threaten bodily harm to another person.
- c) Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner.
- d) Committing a sexual assault.
- e) Trafficking in weapons or in illegal drugs.
- f) Committing robbery.
- g) Giving alcohol to a minor
- h) Bullying, if,
 - i. the pupil has previously been suspended for engaging in bullying, and
 - ii. the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person.
- i) Any activity listed in subsection 306 (1) that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor.

4.4 Suspension Pending Possible Expulsion Based on Board Policy

The following infractions may result in a suspension pending possible expulsion in accordance with Board policy:

- a) a pattern of behaviour so refractory that the pupil's presence is injurious to the effective learning of others;
- b) repeated and/or serious breaches of the Board Code of Conduct where all previous interventions and sanctions have proven ineffective;
- c) trafficking in legal drugs;
- d) a course of serious harassment of another person;
- e) a course of serious invasions of another person's privacy by the use of mechanical/electronic technology or communications;

A pupil who is suspended under this section is suspended from his or her school and from engaging in all school-related activities.

4.5 Mitigating Factors

A principal will consider mitigating factors before making a decision of whether to suspend and the duration of a suspension, and before making a recommendation to the board for expulsion:

- a) The pupil does not have the ability to control his or her behaviour;
- b) The pupil does not have the ability to understand the foreseeable consequences of his or her behaviour;
- c) The pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person.

4.6 Other Factors for Consideration

A principal shall take the following factors into account if the said factors would mitigate the seriousness of the activity for which the pupil may be or is being suspended or recommended for expulsion. They include:

- a) the pupil's history;
- b) whether a progressive discipline approach has been used with the pupil;
- c) whether the activity for which the pupil may be or is being suspended was related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender, or sexual orientation or to any other harassment
- d) how the suspension would affect the pupil's ongoing education;
- e) the age of the pupil; and
- f) in the case of a pupil for whom an individual education plan has been developed:
 - i) whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan,
 - ii) whether appropriate individualized accommodation has been provided; and
 - iii) whether the suspension is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.

4.7 Individual Education Plans

If a student has an Individual Education Plan, the principal will also consider:

- (i) Whether the behaviour was a manifestation of a disability identified in the student's plan;
- (ii) Whether appropriate individualized accommodation has been provided; and/or
- (iii) Whether suspension or expulsion is likely to aggravate or worsen the student's behaviour or conduct.

5. Review

The ALCDSB Code of Conduct shall be reviewed every three years. In conducting such reviews the Board shall seek the input and views of school councils, students, and ALCDSB Caring and Safe Schools Advisory Committee.

6. Local School Codes of Conduct

All Board schools shall have a local school code of conduct which conforms to the requirements of the provincial Code of Conduct, and the Board Code of Conduct. Local school codes shall set out clearly what is acceptable and unacceptable behaviour for all members of the school community.

6.1 In developing the school code of conduct, the principals shall:

- consult with and consider the views of the school council, students, staff members, parents/guardians, and members of the community in developing a local code of conduct;
- include procedures and timelines for review, in accordance with Board policy; and
- develop a communication plan that outlines how these standards will be made clear to everyone, including parents and guardians whose first language is not English or French.

6.2 The standards of behaviour will apply:

- on school property;
- while travelling on a school bus that is owned by the Board or that is under contract to the Board;
- in-school sports or other extra-curricular activities;
- in off-site school-sponsored activities; and/or
- to actions taken off school property and outside school activities where the activity has a negative impact on the school climate.

6.3 The Principal shall ensure the local code of conduct is communicated to all members of the community in a variety of formats.

Appendices

Forms

Associated Documents

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