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BOARD CODE OF CONDUCT AND SCHOOL CODES OF CONDUCT

1. PURPOSE

The director of education is committed to the establishment and maintenance of a positive learning and working environment throughout Hastings and Prince Edward District School Board. The board and school codes of conduct are one and the same and are intended to foster a climate of mutual respect that recognizes the dignity and worth of every member of the district community. The board and school Code of Conduct are intended to promote secure surroundings in which all members are safe, and feel safe.

2. APPLICATION

Administrative Procedure 145 applies to students whether they are on school property, on school buses, or at school-authorized events. It applies to all staff members wherever they are performing work or attending work-related functions at schools, board offices or facilities. The procedure applies to parents or guardians, volunteers and other school visitors on school property or at school-authorized events or activities. All of these members of the education community have a responsibility to contribute to a positive climate.

The school environment is both physical and social. It includes the school building, its surroundings, the people in it and the way they interact, the material resources and the extensions of this environment that are necessary for the delivery of the program and extracurricular activities.

The school environment must be welcoming to everyone learning and working in it. Actions that threaten the school environment, such as intimidation or distribution of hate literature, must be addressed by schools and the district to avoid creating a climate of fear and further violence.

System and school administrators are committed to providing safe, effective and respectful learning and working environments.

3. REVIEW CYCLE

The board Code of Conduct, including the standards of behaviour, will be reviewed at least every three years and will include input from the staff, school councils, and students.

4. POSITIVE STRATEGIES

- 4.1 All partners within Hastings and Prince Edward District School Board community know, understand and demonstrate a commitment to the core values of the organization. The character framework is integrated into the system and school culture, operations and

practices and provides a foundation for developing safe, secure and caring school communities.

- 4.2 The board believes that all stakeholders share in the responsibility to model the attributes of good character. Good character needs to be modeled, taught and practiced by all members of the board's learning community. The board highlights the development of key character attributes as described in Administrative Procedure 225 Character Development.
- 4.3 The promotion of initiatives such as character development and Student Success, and the use of positive strategies to prevent inappropriate behaviour, foster a positive school climate in which students can learn and teachers can teach.
- 4.4 When inappropriate behaviour occurs, schools will use a range of interventions, supports, and consequences that are developmentally appropriate, that include opportunities for students to learn from mistakes, and that focus on improving behaviour. In some situations, short-term suspension may be a useful tool. In the case of a serious incident, responses which are further along the continuum of progressive discipline, such as long-term suspension or expulsion, may be required.

5. STANDARDS OF BEHAVIOUR

5.1 Respect, Civility and Responsible Citizenship

All members of the school community must:

- 5.1.1 respect and comply with all applicable federal, provincial and municipal laws;
- 5.1.2 demonstrate honesty and integrity;
- 5.1.3 respect differences in people, their ideas and opinions;
- 5.1.4 treat one another with dignity and respect at all times, and especially when there is disagreement;
- 5.1.5 respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability;
- 5.1.6 respect the rights of others;
- 5.1.7 show proper care and regard for school property and the property of others;
- 5.1.8 adhere to administrative procedures with regard to the use of technology;
- 5.1.9 take appropriate measures to help those in need;
- 5.1.10 seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- 5.1.11 respect all members of the school community, especially persons in positions of authority;
- 5.1.12 respect the need of others to work in an environment that is conducive to learning and teaching;
- 5.1.13 not swear at a teacher or at another person in a position of authority.

5.2 Safety

All members of the school community must not:

- 5.2.1 engage in bullying behaviours;
- 5.2.2 commit sexual assault;
- 5.2.3 traffic in weapons or illegal drugs;
- 5.2.4 give alcohol to a minor;
- 5.2.5 commit robbery;
- 5.2.6 be in possession of any weapon, including firearms;

- 5.2.7 use any object to threaten or intimidate another person;
- 5.2.8 cause injury to any person with an object;
- 5.2.9 be in possession of, or be under the influence of, or provide others with, alcohol or illegal drugs;
- 5.2.10 inflict or encourage others to inflict bodily harm on another person;
- 5.2.11 engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- 5.2.12 commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

6. ROLES AND RESPONSIBILITIES

In order to uphold the rights of all school members to access a safe school community, there are a number of corresponding responsibilities for which all school members must be accountable to ensure a safe and positive learning environment.

- 6.1 The **School Board** sets policy direction for the board to ensure opportunity, academic excellence and accountability in the education system. The board will:
 - 6.1.1 communicate board policies to the wider community;
 - 6.1.2 authorize the director of education to develop administrative procedures that set out how the schools will implement and enforce the provincial Code of Conduct and all other rules as related to the provincial standards for respect, civility, responsible citizenship and safety;
 - 6.1.3 conduct expulsion hearings related to the most serious infractions of the Code of Conduct;
 - 6.1.4 provide resources for the staff to acquire the knowledge, skills and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment.
- 6.2 The **Director of Education** will:
 - 6.2.1 establish a process that clearly communicates the Board Code of Conduct to all parents, students and staff members in a manner that encourages their commitment and support;
 - 6.2.2 promote regular review of the Code of Conduct with students, staff members, parents, volunteers and school councils;
 - 6.2.3 ensure an effective intervention strategy and response to all infractions related to the standards for respect, civility, responsible citizenship and safety;
 - 6.2.4 provide opportunities for staff members to continuously improve the knowledge, skills and attitudes necessary to develop and maintain academic excellence within safe learning and teaching environments.
- 6.3 **Principals**, under the direction of the director of education, take a leadership role in the daily operation of a school. They provide this leadership by:
 - 6.3.1 demonstrating care for the school community and a commitment to academic excellence in a safe teaching and learning environment;
 - 6.3.2 holding everyone under their authority accountable for his or her behaviour and actions;
 - 6.3.3 empowering students to be positive leaders in their school and community;
 - 6.3.4 communicating regularly and meaningfully with all members of their school community.
- 6.4 **Teachers and school staff**, under the leadership of the principal, maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, staff members uphold these high standards when they:

- 6.4.1 help students work to their full potential and develop their sense of self-worth;
- 6.4.2 empower students to be positive leaders in their classroom, school and community;
- 6.4.3 communicate regularly and meaningfully with parents;
- 6.4.4 maintain consistent standards of behaviour for all students;
- 6.4.5 demonstrate respect for all students, staff, parents, volunteers and members of the school community;
- 6.4.6 prepare students for the full responsibilities of citizenship.
- 6.5 **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 students:
- 6.5.1 come to school prepared, on time and ready to learn;
- 6.5.2 show respect for themselves, for others and for those in authority;
- 6.5.3 refrain from bringing anything to school that may compromise the safety of others;
- 6.5.4 follow the established rules and take responsibility for their own actions.
- 6.6 **Parents** play an important role in the education of their children and have a responsibility to support the efforts of the school staff in maintaining a safe and respectful learning environment for all students. Parents fulfill this responsibility when they:
- 6.6.1 attend to their child's physical and emotional well-being;
- 6.6.2 show an active interest in their child's school work and progress;
- 6.6.3 communicate regularly with the school;
- 6.6.4 help their child be neat, appropriately dressed and prepared for school;
- 6.6.5 ensure that their child attends school regularly and on time;
- 6.6.6 promptly report to the school their child's absence or late arrival;
- 6.6.7 show that they are familiar with the school Code of Conduct;
- 6.6.8 encourage and assist their child in following the rules of behaviour;
- 6.6.9 assist school staff in dealing with disciplinary issues involving their child.
- 6.7 **School councils** are parent-directed advisory bodies representative of all members of the school community. In providing advice to the principal, district and Ministry of Education, school councils will adhere to the standards of behaviour expected in the schools and will:
- 6.7.1 focus their activities on the fundamental goal of improving student learning;
- 6.7.2 play a strong role in fostering participation by parents and partnerships with community groups;
- 6.7.3 be proactively involved in plans to improve their schools.
- 6.8 **Volunteers** provide their services to the school in order to enhance school-based activities and academic learning. Under the direction of the principal, volunteers participate in both instructional and co-instructional activities. In fulfilling their role, volunteers will:
- 6.8.1 adhere to the terms of the district and school codes of conduct;
- 6.8.2 make time for, and honour commitments to the activities for which they are volunteering;
- 6.8.3 participate in required screening processes and the training specifically provided to volunteers;
- 6.8.4 strive to improve their skills in the activities for which they are volunteering.
- 6.9 **Police and community members** are essential partners in making schools and communities safer. Community members need to support and respect the rules of their

local schools. Police investigate incidents in accordance with the procedures developed by the director of education.

7. SCHOOL CODES OF CONDUCT

- 7.1 Each school will maintain a Code of Conduct, which is the same as the Board Code of Conduct and is in accordance the Provincial Code of Conduct. The School Code of Conduct will communicate to all students, staff members, parents or guardians and visitors to the school the types of behaviour expected from them.
- 7.2 Each student is expected to:
- a) attend classes punctually and regularly;
 - b) be neat and clean in person and habits;
 - c) be diligent in studies;
 - d) be kind, helpful and courteous to fellow students and others;
 - e) use proper, acceptable language at all times;
 - f) be cooperative and respectful to all staff members;
 - g) have respect for personal and public property;
 - h) treat others with dignity and respect diversity;
 - i) resolve conflict peacefully;
 - j) contribute to safe learning environment;
 - k) exhibit honesty, integrity and responsibility in personal obligations; and be responsible for personal conduct on school premises, on school buses and during all curricular and extracurricular activities, whether on school property or at another location.
- 7.3 Students of Hastings and Prince Edward District School Board are expected to demonstrate a commitment to the core values of the district. These character traits are:
- a) Caring: We demonstrate concern for self and others.
 - b) Cooperation: We work as a team for a common good.
 - c) Honesty: We choose to live truthfully.
 - d) Humour: We celebrate the fun in life.
 - e) Integrity: We do what is right for ourselves and others.
 - f) Respect: We value ourselves, others and our environment.
 - g) Responsibility: We have a sense of duty to fulfill commitments.
 - h) Trustworthiness: We can be counted on to do what is right.

In acting according to these character traits, student will bring credit to themselves, their families and their school.

- 7.3 The School Code of Conduct should be included in school communications, posted in a conspicuous place in the school so that is can be easily read, and part of school handbooks.
- 7.4 A Board Code of Conduct resource document has been developed to provide support to schools in implementing the terms of this administrative procedure.

8. BOARD PROCEDURES REGARDING VIOLENCE IN THE WORKPLACE AND HARASSMENT

Employees should refer to Procedure 421: Safe Workplace - Violence in the Workplace and Procedure 422: Safe Workplace – Workplace Harassment for more detailed direction on these issues.

Legal References:

- *Criminal Code (Canada)*
- *Ontario Human Rights Code*
- *The Child and Family Services Act*
- *Education Act Part XIII Behaviour, Discipline and Safety*
- Ontario Regulation 437/97—Professional Misconduct
- Regulation Made Under the Teaching Profession Act
- Policy/Program Memorandum No. 128: The Provincial Code of Conduct and School Board Codes of Conduct
- PPM No. 145 Progressive Discipline and Promoting Positive Student Behaviour

District References:

- Administrative Procedure 225: Character Development
- Administrative Procedure 372: Student Use of the Internet and Electronic Devices
- Administrative Procedure 378: Student Discipline, Bullying Prevention and Intervention
- Administrative Procedure 380: Dealing with Violent Student Incidents
- Administrative Procedure 393: Police Protocol
- Administrative Procedure 370: Student Use of Controlled Substances or Alcohol
- Administrative Procedure 372: Student Use of the Internet and Electronic Devices
- Administrative Procedure 379: Behaviour Management/Safety Plan
- Administrative Procedure 421: Safe Workplace - Violence in the Workplace
- Administrative Procedure 422: Safe Workplace – Workplace Harassment

Resource:

HPEDSB Code of Conduct Resource Document