

Administrative Procedure 140

Code of Conduct

1. Purpose

The Director of Education is committed to the establishment and maintenance of a positive learning and working environment throughout Renfrew County District School Board. This Code of Conduct is intended to create a climate of mutual respect that recognizes the dignity and worth of every member of the district community. It is intended to provide secure surroundings in which all members are safe, and feel safe.

2. Application

Administrative Procedure 140 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 and volunteers 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.

3. Review Cycle

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

4. Prevention and Intervention Strategies

- 4.1 All students, staff members, parents and school councils in Renfrew County District School Board are engaged in character development to promote safe, caring and respectful learning environments. All schools are implementing character development by modeling and naming attitudes and behaviours that are expected in a civil and inclusive society.
- 4.2 The promotion of strategies and initiatives such as Student Success and character development, and the employment of prevention and intervention strategies to address inappropriate behaviour, foster a positive school climate in which students can learn and teachers can teach.
- 4.3 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 school members must:

- 5.1.1 respect and comply with all applicable federal, provincial and municipal laws;
- 5.1.2 demonstrate honesty and integrity (e.g. avoidance of plagiarism);
- 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 ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status;
- 5.1.6 respect the rights of others;
- 5.1.7 employ non-violent means to resolve conflicts;
- 5.1.8 show proper care and regard for school property and the property of others;
- 5.1.9 adhere to administrative procedures with regard to the use of technology;
- 5.1.10 take appropriate measures to help those in need;
- 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; and
- 5.1.13 attend to responsibilities in a punctual manner.

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 under the influence of, or provide others with, alcohol or illegal drugs;

- 5.2.10 smoke on school premises; on school buses or in taxis; or on school outings, trips or excursions;
- 5.2.11 inflict or encourage others to inflict bodily harm on another person;
- 5.2.12 engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- 5.2.13 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 its schools to ensure opportunity, excellence and accountability in an inclusive education system. The Board will:
 - 6.1.1 communicate Board policies to the wider community; and
 - 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.
- 6.2 The Director of Education will:
 - 6.2.1 establish a process that clearly communicates the provincial 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; and
 - 6.2.4 provide opportunities for all staff members and volunteers 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 and commitment to academic excellence and a safe teaching and learning environment;
 - 6.3.2 holding everyone under their authority accountable for their behaviour and actions;

- 6.3.3 empowering students to be positive leaders in their school and community;
and
 - 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 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; and
 - 6.4.6 prepare students for the full responsibilities of citizenship; and.
 - 6.4.7 those who work directly to respond to behaviour injurious to the school climate.
- 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 exercise self-discipline, follow the established rules and accept responsibility for their actions based on age and individual ability;
 - 6.5.2 come to school prepared, on time and ready to learn;
 - 6.5.3 show respect for themselves, for others and for those in authority; and
 - 6.5.4 refrain from bringing anything to school that may compromise the safety of others.
- 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; and
 - 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, Board 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; and
 - 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 conduct themselves according to Board policies and administrative procedures of the district and guidelines of the school, the School Board and this Code 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; and
 - 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 Police Protocol developed by the director of education or designate in consultation with the police.

7. This administrative procedure is based on Policy/Program Memorandum No. 128: The Provincial Code of Conduct and School Board Codes of Conduct.

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

PPM No. 119 – Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools

PPM No. 128 - The Provincial Code of Conduct and School Board Codes of Conduct
PPM No. 145 - Progressive Discipline and Promoting Positive Student Behaviour

Renfrew County District School Board References:

AP 160 - Access to Schools

AP 311 - Violence Prevention and Reporting of Incidents

AP 350 - Student Conduct and Progressive Discipline

AP 358 - Student Discipline: Suspension

AP 359 - Student Discipline: Expulsion

AP 450 - Human Rights

AP 451 - Workplace Conflict and Workplace Harassment