

**ST. CLAIR CATHOLIC DISTRICT SCHOOL BOARD  
POLICIES AND PROCEDURES  
SECTION A: GOVERNANCE**

<b>BOARD CODE OF CONDUCT</b>	<b>PROCEDURE</b>
<b>EFFECTIVE:</b> 2008 05 28 / 2013 03 05	

**ADMINISTRATIVE PROCEDURES:**

**1.0 Responsibility**

The St. Clair Catholic District School Board Code of Conduct recognizes that all members of the school community, including principals, teachers and other staff members, students and parents have an obligation to comply with the standards of behaviour outlined in this policy. Each member of the school community has the following roles and responsibilities:

**1.1 The Board**

The Board will provide direction to its schools that ensure opportunity, excellence and accountability in the education system. It is the responsibility of the school board to:

- a) develop policies that set out how their schools will implement and enforce the Provincial Code of Conduct and all other rules that they develop that are related to the provincial standards that promote and support respect, civility, responsible citizenship, and safety (Student Discipline Policy);
- b) review these policies regularly with students, staff, parents, volunteers, and the community;
- c) seek input from school councils, their Parent Involvement Committee, their Special Education Advisory Committee, parents, students, staff members, and the school community;
- d) establish a process that clearly communicates the Provincial Code of Conduct and local codes of conduct to all parents, students, staff members, and members of the school community in order to obtain their commitment and support;
- e) develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety; and
- f) provide opportunities for all of the staff to acquire the knowledge, skills, and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment.

**1.2 Principals**

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

- a) demonstrating care for the school community and a commitment to academic excellence in a safe teaching and learning environment;
- b) holding everyone under their authority accountable for his or her behaviour and actions (Student Discipline Policy);
- c) empowering students to be positive leaders in their school and community;
- d) communicating regularly and meaningfully with all members of their school community.

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Under the Education Act and regulations, principals have a duty to maintain proper order and discipline within the school. School codes of conduct are a key component of that duty. Principals shall develop school codes of conduct. A template is included as Appendix A.

#### 1.3 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:

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

#### 1.4 Students

Students must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:

- a) comes to school prepared, on time, and ready to learn;
- b) shows respect for himself or herself, for others, and for those in authority;
- c) refrains from bringing anything to school that may compromise the safety of others; and
- d) follows the established rules and takes responsibility for his or her own actions.

Students are also expected to:

- a) ensure that all personal communication/media devices are powered off and stored out of view during an instructional class and other areas of the school, unless authorized by the principal.
- b) if directed by the school principal or the vice-principal to display the contents of clothing, backpacks, etc. that are worn or carried on school property. Desks and lockers are school property and a search is permissible by school administration.
- c) be dressed in a neat and well-groomed manner, according to the St. Clair Catholic District School Board's Dress Code for Students .

#### 1.5 Parents

Parents 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 and respectful learning environment for all students. Parents fulfill their role when they:

- a) show an active interest in their child's school work and progress;
- b) communicate regularly with the school;
- c) help their child be neat, appropriately dressed and prepared for school;
- d) ensure that their child attends school regularly and on time;
- e) promptly report to the school their child's absence or late arrival;
- f) show that they are familiar with the School's Code of Conduct and school rules;
- g) encourage and assist their child in following the rules of behaviour; and
- h) assist school staff in dealing with disciplinary issues involving their child.

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#### 2.0 Expectations

##### 2.1 Standards of Behaviour

Members of the school community shall:

- 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 their opinions;
- d) treat one another with dignity and respect at all times, and especially when there is disagreement;
- e) 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;
- 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) seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- j) respect all members of the school community, especially persons in positions of authority;
- k) respect the need of others to work in an environment that is conducive to learning and teaching.

Members of the school community shall **not**:

- a) engage in bullying behaviours;
- b) commit sexual assault;
- c) traffic weapons or restricted drugs;
- d) give alcohol to a minor;
- e) commit robbery;
- f) be in possession of any weapon, including firearms;
- g) use any object to threaten or intimidate another person;
- h) cause injury to any person with an object;
- i) be in possession of, or be under the influence of, or provide others with alcohol or illegal and/or restricted drugs;
- j) inflict or encourage others to inflict bodily harm on another person;
- k) engage in hate propaganda and other forms of behaviour motivated by hate or bias; and/or
- l) commit an act of vandalism that causes extensive damage to board or school property or to property located on the premises of the school;
- m) swear at a teacher or at another person in a position of authority.

#### 3.0 Application of Standards of Behaviour

The Board standards of behaviour apply to all members of the school community, including students, parents and guardians, teachers or other school staff members, volunteers and visitors.

The standards of behaviour apply:

- a) on school property;
- b) while travelling on a school bus that is owned by the Board or that is under contract to the Board;
- c) in-school sports activities;
- d) in off-site school-sponsored activities; or

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- e) in circumstances where engaging in an activity could have a negative impact on the school climate.

#### 4.0 Progressive Discipline

In order to promote positive pupil behaviours that contribute to safe learning environments, the Board supports the use of positive practices for prevention and behaviour management. Progressive discipline uses a continuum of corrective and supportive interventions, supports and consequences to address inappropriate behaviour. When addressing inappropriate behaviour, school staff should consider the particular pupil and circumstances, including mitigating and other factors. Suspensions and expulsions may be considered.

#### 5.0 Board and School Codes of Conduct

5.1 The purposes of the Board Code of Conduct are:

- a) to ensure that all members of the school community are treated with respect and dignity in accordance with our Catholic beliefs;
- b) to promote responsible citizenship by encouraging appropriate participation in the civic life of the school community;
- c) to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility;
- d) to encourage the use of non-violent means to resolve conflict;
- e) to promote the safety of people in schools; and
- f) to discourage the use of alcohol and illegal and/or restricted drugs.

5.2 A school code of conduct will:

- a) nurture the development of students' self-worth, social responsibility, self-discipline and respect for others through a safe learning environment.
- b) outline a clear set of board, principal, staff, student and parent/guardian behaviour standards.
- c) provide a continuum of interventions based on a progressive discipline approach.
- d) apply to all activities taking place within the school and school grounds, on a school bus or any other school related activity.
- e) be communicated to students, staff and the parents of the school community.
- f) be reviewed with students, parents and staff annually and with the School Council every three years.

#### 6.0 Additional Information

6.1 The St. Clair Catholic District School Board is committed to the principles of equity and inclusive education, consistent with our Catholic teachings, which value and promote human rights and social justice in all Board policies, programs, guidelines, operations and practices.

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Appendix A

St. Clair Catholic District School Board  
**(Name of School)**  
Code of Conduct

Walking together in Christ's light with parish and family, we are called to build an inclusive Catholic learning community and to serve as partners in the formation of life-long learners by:

- Living our faith
- Promoting educational achievement and innovation
- Fostering stewardship, leadership and social justice

#### Standards of Behaviour

The **(Name of School)** standards of behaviour apply to all members of the school community, including students, parents and guardians, teachers or other school staff members, volunteers and visitors.

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 activities;
- in off-site school-sponsored activities; or
- in circumstances where engaging in an activity could have a negative impact on the school climate (e.g. on-line).

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 their opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- 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;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;

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- respect all members of the school community, especially persons in positions of authority;
- respect the need of others to work in an environment that is conducive to learning and teaching; and/or

All members of the school community must **not**:

- engage in bullying behaviours;
- commit sexual assault;
- traffic weapons or restricted 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 restricted 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; and/or
- commit an act of vandalism that causes damage to school property or to property located on the premises of the school;
- swear at a teacher or at another person in a position of authority.

#### Roles and Responsibilities

The **(name of school)** Code of Conduct recognizes that all members of the school community, including principals, teachers and other staff members, students and parents have an obligation to comply with the standards of behaviour outlined in this policy. Each member of the school community has the following roles and responsibilities:

#### Students

Students 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 himself or herself, for others, and for those in authority;
- refrains from bringing anything to school that may compromise the safety of others; and

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- follows the established rules and takes responsibility for his or her own actions.

Students are also expected to:

- ensure that all personal communication/media devices are powered off and stored out of view during an instructional class and other areas of the school, unless authorized by the principal.
- display the contents of clothing, backpacks, etc. that are worn or carried on school property if directed by the school principal or the vice-principal. Desks and lockers are school property and a search is permissible by school administration.
- be dressed in a neat and well-groomed manner, according to the St. Clair Catholic District School Board's Dress Code for Students.

#### Parents

Parents 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 and respectful learning environment for all students. Parents fulfill their role when they:

- show an active interest in their child's school work and progress;
- communicate regularly with the school;
- 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;
- show that they are familiar with the Provincial Code of Conduct, the Board's Code of Conduct and school rules;
- encourage and assist their child in following the rules of behaviour; and
- assist school staff in dealing with disciplinary issues involving their child.

#### 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 sense of self-worth;
- empower students to be positive leaders in their classroom, school, and community;
- communicate regularly and meaningfully with parents;
- maintain consistent standards of behaviour for all students;
- demonstrate respect for all students, staff, parents, volunteers, and the members of the school community;

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- prepare students for the full responsibility of citizenship.

#### **Progressive Discipline**

In order to promote positive pupil behaviours that contribute to safe learning environments, (Name of School) supports the use of positive practices for prevention and behaviour management. Progressive discipline is a non-punitive, whole school approach that uses a continuum of corrective and supportive interventions, supports and consequences to address inappropriate behaviour. When addressing inappropriate behaviour, school staff will consider the particular pupil and circumstances, including mitigating and other factors.

Early and ongoing intervention strategies may include:

- Contact with the pupil's parent(s)/guardian(s)
- Oral reminders
- Review of expectations
- Written work assignment with a learning component
- Volunteer services to the school community
- Referral to counselling
- Conflict mediation and resolution
- Consultation

When inappropriate behaviour has occurred, progressive discipline may also include a range of interventions, supports and consequences such as:

- Meeting with the pupil's parent(s)/guardian(s), pupil and principal, teachers, school and related personnel;
- Referral to a community agency for anger management or substance abuse counselling/intervention
- Detentions
- Withdrawal of privileges
- Withdrawal from class
- Restitution for damages
- Restorative practices
- Transfer to another class within the school
- Transfer to another school within the board
- Suspension or Expulsion

#### **Suspensions**

The infractions for which a suspension may be considered by the principal include:

1. Uttering a threat to inflict serious bodily harm on another person;



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2. Possessing alcohol, illegal and/or restricted 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 (a form of repeated, persistent and aggressive behaviour that is directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance)
7. Any act considered by the principal to be injurious to the moral tone of the school;
8. Any act considered by the principal to be injurious to the physical or mental well-being of any member of the school community; or
9. Any act considered by the principal to be contrary to the Board or School Code of Conduct.

A pupil may be suspended only once for any one incidence of an infraction and may be suspended for a minimum of one (1) school day and a maximum of twenty (20) school days.

**Expulsions**

The infractions for which a principal may consider recommending to the Board that a pupil be expelled from the pupil's school or from all schools of the Board include:

1. Possessing a weapon, including possessing a firearm;
2. Using a weapon to cause or to threaten bodily harm to another person;
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
4. Committing sexual assault;
5. Trafficking in weapons, illegal and/or restricted drugs;
6. Committing robbery;
7. Giving alcohol to a minor;
8. An act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others;
9. A pattern of behaviour that is so inappropriate that the pupil's continued presence is injurious to the effective learning and/or working environment of others;
10. Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board;
11. Activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property;
12. The pupil has demonstrated through a pattern of behaviour that s/he has not prospered by the instruction available to him or her and that s/he is persistently resistant to making changes in behaviour which would enable him or her to prosper; or
13. Any act considered by the principal to be a serious violation of the Board or School Code of Conduct.

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Further details, including the appeal process for suspensions and expulsions are outlined in the St. Clair Catholic District School Board's Policy, Student Discipline.