

Board Code of Conduct

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Administrative Procedures

1. Responsibilities

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 its schools will implement and enforce the Provincial Code of Conduct and all other rules 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/guardians, volunteers, and the community;
- c) seek input from school councils, Board Advisory Council, Special Education Advisory Committee, Indigenous Education Committee, parents/guardians, 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/guardians, 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 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) exemplifying the principles of the Catholic faith with a demonstrated commitment to Catholic education, which fosters and guides the spiritual, intellectual, aesthetic, physical and social development of students in their formation as contributing, responsible Catholic citizens.
- b) demonstrating care for the school community and a commitment to academic excellence in a safe teaching and learning environment;
- c) holding everyone under their authority accountable for their behaviour and actions (Student Discipline Policy);
- d) empowering students to be positive leaders in their school and community; and
- e) communicating regularly and meaningfully with all members of their school community.

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 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 staff uphold these high standards when they:

- a) exemplify the principles of the Catholic faith with a demonstrated commitment to Catholic education, which fosters and guides the spiritual, intellectual, aesthetic, physical and social development of students in their formation as contributing, responsible Catholic citizens;
- b) help students work to their full potential and develop their sense of self-worth;
- c) empower students to be positive leaders in their classroom, school, and community;
- d) communicate regularly and meaningfully with parents/guardians;
- e) maintain consistent standards of behaviour for all students;
- f) demonstrate respect for all students, staff, parents/guardians, volunteers, and the members of the school board and school communities and relate to them in a Christian manner;
- g) prepare students for the full responsibility of citizenship, in particular of respectful communication, both in person and online;
- h) model the standards of respect, civility and responsible citizenship. This includes modeling appropriate use of personal mobile devices. Educators are not to use personal mobile devices during instructional time, unless explicitly for work related purposes; and
- i) inspire students to be active in the church and community.

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 themselves, for others, and for those in authority;



- c) refrains from bringing anything to school that may compromise the safety of others;
 - d) follows the established rules and takes responsibility for their own actions;
 - e) elementary students will be required to keep personal mobile devices on silent and out of sight for the duration of the instructional day, from the time of arrival at school until the time of departure from the school, except under the following circumstances:
 - i. for educational purposes, as directed by an educator
 - ii. for health and medical purposes
 - iii. to support education needs
- *elementary students must hand in and store their device, as designated by the principal, should the educator see a personal device that is not stored out of view during instructional period;
- f) secondary students will store personal mobile devices out of view and powered off or set to silent mode during instructional time, except when their use is strictly permitted by the educator under the following circumstances:
 - i. for educational purposes, as directed by an educator
 - ii. for health and medical purposes
 - iii. to support education needs
- *secondary students must hand and store their device, as designated by the educator, should the educator see a personal device that is not stored out of view during instructional period. Students who refuse to do so will be sent to the principal's office.
- g) 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; and
 - h) 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/Guardians

Parents/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 and respectful Christ-centred learning environment for all students. Parents/guardians 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.

2. Expectations

Standards of Behaviour: respect, civility and responsible citizenship

2.1 Members of the school board and school communities shall:



- a) respect and comply with all applicable federal, provincial, and municipal laws;
- b) comply with all Ministry of Education, school board and school policies;
- c) demonstrate honesty and integrity;
- d) respect differences in people, their ideas, and their opinions;
- e) treat one another with dignity and respect at all times, and especially when there is disagreement, both in person and on-line;
- f) respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, gender identity, gender expression, sex, sexual orientation, age, marital status, family status or disability;
- g) respect the rights of others;
- h) show proper care and regard for school property and the property of others;
- i) take appropriate measures to help those in need;
- j) seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- k) refrain from using abusive language or swearing at another person;
- l) respect all members of the school community, especially persons in positions of authority; and
- m) respect the need of others to work in an environment that is conducive to learning and teaching.

2.2 Members of the school board and school communities shall **not**:

- a) engage in bullying behaviours, including cyberbullying;
- b) commit sexual assault;
- c) traffic weapons or restricted drugs;
- d) give alcohol to a minor;
- e) commit robbery or theft;
- f) be in possession of any weapon, including firearms;
- g) 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, cannabis, tobacco, electronic cigarettes, cannabis and related products or illegal and/or restricted drugs;
 - i. for students, this would also include being in possession of electronic cigarettes, illegal drugs, or related products
- 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;
- 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; and/or
- n) record, take, or share non-consensual recordings or photos of members of the school community

3. Application of the Standards of Behaviour

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



3.1 The standards of behaviour apply:

- a) on school board 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 and/or board-sponsored activities;
- e) in a virtual learning environment; and
- f) in circumstances where engaging in an activity could have a negative impact on the school board and/or school climate.

4. Progressive Discipline

4.1 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 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.

4.2 Early and ongoing intervention strategies may include:

1. Contact with the pupil's parent(s)/guardian(s)
2. Oral reminders & Review of expectations
3. Written work assignment with a learning component
4. Volunteer services to the school community
5. Referral to counselling
6. Conflict mediation and resolution
7. Consultation

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

1. Meeting with the pupil's parent(s)/guardian(s), pupil and principal, teachers, school and related personnel
2. Referral to a community agency for anger management or substance abuse counselling /intervention
3. Detentions
4. Withdrawal of privileges
5. Withdrawal from class
6. Restitution for damages
7. Restorative practices
8. Transfer to another class within the school
9. Transfer to another school within the board
10. Suspension or Expulsion

4.4 Suspensions



A principal shall consider whether to suspend a pupil if the principal 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) uttering a threat to inflict serious bodily harm on another person;
- b) possessing alcohol, illegal drugs or, unless the pupil is a medical cannabis user, cannabis;
- c) being under the influence of alcohol or, unless the pupil is a medical cannabis user, cannabis;
- d) swearing at a teacher or at another person in a position of authority;
- e) 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;
- f) bullying; and/or
- g) any other activity that is an activity for which a principal may suspend a pupil under a policy of the Board.

4.5 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:

- 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 sexual assault;
- e) trafficking in weapons or in illegal drugs;
- f) committing robbery;
- g) giving alcohol or cannabis 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 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; and/or
- j) any other activity that, under a policy of the Board, is an activity for which a principal must suspend a pupil and, therefore in accordance with this section, conduct an investigation to determine whether to recommend to the Board that the pupil be expelled.

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

5. 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/guardians of the school community; and
 - f) be reviewed with students, parents and staff annually and with the School Council every three years;

6. Community Partners and the Police

- 6.1 Police and community members are essential partners in making our schools and communities safer. Community-based service providers are resources that the Board uses to deliver prevention or intervention programs. Protocols are effective ways of establishing linkages between the Board and community-based service providers and of formalizing the relationship between them. Community partners need to support and respect the rules of their local schools. Police will investigate and respond to incidents in accordance with the Police/School Board Protocol.

7. Additional Information

- 7.1 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.

Appendix A

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

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:

- 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;
- e) in a virtual learning environment; or
- f) 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:

- a) respect and comply with all applicable federal, provincial, and municipal laws;
- b) comply with all Ministry of Education, school board and school policies;
- c) demonstrate honesty and integrity;
- d) respect differences in people, their ideas, and their opinions;
- e) treat one another with dignity and respect at all times, and especially when there is disagreement, both in person and on-line;
- f) respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, gender identity, gender expression, sex, sexual orientation, age, marital status, family status, or disability;
- g) respect the rights of others;
- h) show proper care and regard for school property and the property of others;
- i) take appropriate measures to help those in need;
- j) seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- k) refrain from using abusive language or swearing at another person;
- l) respect all members of the school community, especially persons in positions of authority; and
- m) respect the need of others to work in an environment that is conducive to learning and teaching.

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

- a) engage in bullying behaviours, including cyberbullying;
- b) commit sexual assault;



- c) traffic weapons or restricted drugs;
- d) give alcohol to a minor;
- e) commit robbery or theft;
- f) be in possession of any weapon, including firearms;
- g) 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, cannabis, tobacco, electronic cigarettes, cannabis and related products or illegal and/or restricted drugs;
 - a. for students, this would also include being in possession of electronic cigarettes, illegal drugs or related products
- 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;
- l) commit an act of vandalism that causes damage to 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; and/or
- n) record, take or share non-consensual recordings or photos of members of the school community.

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/guardians 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:

- 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;
 - d) follows the established rules and takes responsibility for their own actions;
 - e) elementary students will be required to keep personal mobile devices on silent and out of sight for the duration of the instructional day, from the time of arrival at school until the time of departure from the school, except under the following circumstances:
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- *secondary students must hand and store their device, as designated by the educator, should the educator see a personal device that is not stored out of view during instructional period. Students who refuse to do so will be sent to the principal's office.
- g) 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; and
 - h) be dressed in a neat and well-groomed manner, according to the St. Clair Catholic District School Board's Dress Code for Students.

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Parents/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 and respectful Christ-centred learning environment for all students. Parents/guardians fulfill their role when they:

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- 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 Provincial Code of Conduct, the Board'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.

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:

- 8. Contact with the pupil's parent(s)/guardian(s)
- 9. Oral reminders & Review of expectations
- 10. Written work assignment with a learning component
- 11. Volunteer services to the school community
- 12. Referral to counselling
- 13. Conflict mediation and resolution
- 14. Consultation

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



11. Meeting with the pupil's parent(s)/guardian(s), pupil and principal, teachers, school and related personnel
12. Referral to a community agency for anger management or substance abuse counselling /intervention
13. Detentions
14. Withdrawal of privileges
15. Withdrawal from class
16. Restitution for damages
17. Restorative practices
18. Transfer to another class within the school
19. Transfer to another school within the board
20. Suspension or Expulsion

Suspensions

A principal shall consider whether to suspend a pupil if the principal 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:

- k) uttering a threat to inflict serious bodily harm on another person;
- l) possessing alcohol, illegal drugs or, unless the pupil is a medical cannabis user, cannabis;
- m) being under the influence of alcohol or, unless the pupil is a medical cannabis user, cannabis;
- n) swearing at a teacher or at another person in a position of authority;
- o) 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;
- p) bullying; and/or
- q) any other activity that is an activity for which a principal may suspend a pupil under a policy of the Board.

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:

- i) possessing a weapon, including possessing a firearm;
- j) using a weapon to cause or to threaten bodily harm to another person;
- k) committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- l) committing sexual assault;
- m) trafficking in weapons or in illegal drugs;
- n) committing robbery;
- o) giving alcohol or cannabis to a minor;
- p) 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.



- q) Any activity listed 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; and/or
- r) Any other activity that, under a policy of the Board, is an activity for which a principal must suspend a pupil and, therefore in accordance with this section, conduct an investigation to determine whether to recommend to the Board that the pupil be expelled.

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

References

Education Act and Regulations
Ministry of Education Policy/Program Memorandum No. 128
Ontario Human Rights Code
Sec. B Policy – Responsible Use of Technology
Sec. C Policy – Dress Code for Elementary and Secondary Students
Sec. C Policy – Student Discipline
Sec. C Policy – Tobacco, Alcohol and Drug Abuse