

# NIPISSING-PARRY SOUND CATHOLIC DISTRICT SCHOOL BOARD

## CODE OF CONDUCT

**AS 29.0**  
**Section R**  
**June 2014**

### **PREAMBLE**

In establishing a Code of Conduct, the Nipissing-Parry Sound Catholic District School Board expects to foster schools that are places that promote responsibility, respect, civility and academic excellence in a safe, inclusive and accepting learning and teaching environment.

The Code of Conduct, along with procedures related to progressive Discipline, Promoting Positive Student Behaviour and Bullying Prevention and Intervention set out clear standards of behaviour which apply not only to students but to all individuals in our Catholic schools – staff, visitors, volunteers, parents or guardians – whether they are on school property, on school buses or at school-related events or activities, or in other circumstances that could have an impact on the school climate.

### **REGULATIONS**

#### **1) LEGISLATIVE FRAMEWORK**

The *Education Act* requires school boards to establish policies and guidelines with respect to the conduct of persons in schools. School board codes of conduct must address such matters and include such requirements, as the Ontario Ministry of Education requires. School boards are required to consider the views of school councils with respect to those policies and should also consult with a wide variety of stakeholders, including parents, principals, teachers, students, the NPSCDSB Safe Schools Committee, their Parent Involvement Committee, their Special Education Advisory Committee, community partners, community agencies, members of Aboriginal communities (e.g. Elders), and those groups that are traditionally not consulted.

School boards are also required to develop a communications plan that outlines how these standards will be made clear to everyone, including parents whose first language is a language other than English or French.

The School Councils Regulation requires school boards to solicit the views of school councils with respect to the development of implementation plans for school codes of conduct.

Policy/Program Memorandum No. 128, issued December 5, 2012, sets out that school Board Codes of Conduct must:

- include the standards stated in the provincial Code of Conduct;
- set out standards of behaviour for all members of the school community (e.g., parents, students, staff, visitors, volunteers);

<b>CODE OF CONDUCT</b>	<b>AS 29.0 Section R June 2014</b>
<ul style="list-style-type: none"> <li>• link locally developed standards to the relevant provincial standards (e.g., school board rules for the use of electronic devices such as cell phones could be linked to the provincial standard requiring those at school to “respect the need of others to work in an environment that is conducive to learning and teaching” [see “Respect, Civility, and Responsible Citizenship” on page 4]);</li> <li>• indicate where and/or when these standards will apply (e.g., in school sports activities, on school buses, in off-site school-sponsored activities, or in circumstances where engaging in an activity could have a negative impact on the school climate);</li> <li>• include procedures and timelines for review (reviews should be conducted at least every three years).</li> </ul> <p>In addition to requiring school boards to establish codes of conduct, the <i>Education Act</i> permits school boards to require principals to establish a local code of conduct governing the behaviour of persons in the school. All local codes of conduct must be consistent with the provincial code of conduct and with the NPSCDSB Code of Conduct.</p> <p>The <i>Education Act</i> contains existing duties and responsibilities for principals, teachers and students that will impact on the creation of local codes of conduct.</p> <p><b>2) THE PROVINCIAL CODE OF CONDUCT</b></p> <p>The <i>Education Act</i> 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:</p> <ul style="list-style-type: none"> <li>• to ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity;</li> <li>• to promote responsible citizenship by encouraging appropriate participation in the civic life of the school community;</li> <li>• to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility;</li> <li>• to encourage the use of non-violent means to resolve conflict;</li> <li>• to promote the safety of people in schools; and</li> <li>• to discourage the use of alcohol and illegal drugs;</li> <li>• to prevent bullying in schools.</li> </ul>	

<b>CODE OF CONDUCT</b>	<b>AS 29.0 Section R June 2014</b>
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The *Education Act* provides that every board shall take such steps as the Minister directs to bring the Provincial Code of Conduct to the attention of the entire school community including students, parents/guardians, teachers and other school staff, and other members of the school community.

**3) STANDARDS OF BEHAVIOUR**

The NPSCDSB does not tolerate any anti-social or violent behaviour that impacts on learning environments. All local school codes of conduct must set out standards of behaviour consistent with the standards established in the NPSCDSB Violence Prevention Policy. Standards of behaviour must promote respect, civility, responsible citizenship and Catholic values.

The Standards of Behaviour for the Provincial Code of Conduct include the following:

***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 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;
- 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;
- not swear at a teacher or at another person in a position of authority.

CODE OF CONDUCT	AS 29.0 Section R June 2014
<p><b>Safety</b></p> <p>All members of the school community must not:</p> <ul style="list-style-type: none"> <li>• engage in bullying behaviours;</li> <li>• commit sexual assault;</li> <li>• traffic in weapons or illegal drugs;</li> <li>• give alcohol to a minor;</li> <li>• commit robbery;</li> <li>• be in possession of any weapon, including firearms;</li> <li>• use any object to threaten or intimidate another person;</li> <li>• cause injury to any person with an object;</li> <li>• be in possession of, or be under the influence of, or provide others with alcohol or illegal drugs;</li> <li>• inflict or encourage others to inflict bodily harm on another person;</li> <li>• engage in hate propaganda and other forms of behaviour motivated by hate or bias;</li> <li>• commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.</li> </ul> <p>The guiding principles of the NPSCDSB Code of Conduct include the broader principles in the Provincial Code of Conduct.</p> <p><b>4) ROLES AND RESPONSIBILITIES</b></p> <p>The NPSCDSB Code of Conduct recognizes that all members of the school community, including students, teachers, principals, parents, staff superintendents, senior board staff, board personnel, trustees have an obligation to comply with the standards of behaviour outlined in this policy. Each member of the school community (including all persons who come in contact with or have an impact on school life, e.g. co-op employers, crossing guards, permit holders, bus drivers, service providers, guests, volunteers, delivery personnel) has the following roles and responsibilities:</p> <p><b>School Boards</b></p> <p>School boards provide direction to their schools to ensure opportunity, academic excellence, and accountability in the education system. It is the responsibility of school boards to:</p> <ul style="list-style-type: none"> <li>• 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;</li> </ul>	

<b>CODE OF CONDUCT</b>	<b>AS 29.0 Section R June 2014</b>
<ul style="list-style-type: none"> <li>• establish a process that clearly communicates the provincial Code of Conduct and school board codes of conduct to all parents, students, principals, teachers, other school staff, and members of the school community in order to obtain their commitment and support;</li> <li>• review these policies regularly with those listed above;</li> <li>• seek input from school councils, their Parent Involvement Committees, and their Special Education Advisory Committee;</li> <li>• develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety;</li> <li>• 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.</li> </ul> <p>Wherever possible, boards should collaborate to provide coordinated prevention and intervention programs and services, and should endeavour to share effective practices.</p> <p><b><i>Principals</i></b> Under the direction of their school boards, principals take a leadership role in the daily operation of a school. They provide this leadership by:</p> <ul style="list-style-type: none"> <li>• demonstrating care for the school community and a commitment to academic excellence in a safe, inclusive, and accepting teaching and learning environment;</li> <li>• holding everyone under their authority accountable for his or her behaviour and actions;</li> <li>• empowering students to be positive leaders in their school and community;</li> <li>• communicating regularly and meaningfully with all members of their school community.</li> </ul> <p><b><i>Teachers and Other School Staff</i></b> Under the leadership of their principals, teachers and other school staff 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 other school staff uphold these high standards when they:</p> <ul style="list-style-type: none"> <li>• help students work to their full potential and develop their sense of self-worth;</li> <li>• empower students to be positive leaders in their classroom, school, and community;</li> </ul>	

CODE OF CONDUCT	AS 29.0 Section R June 2014
<ul style="list-style-type: none"> <li>• communicate regularly and meaningfully with parents;</li> <li>• maintain consistent standards of behaviour for all students;</li> <li>• demonstrate respect for all students, staff, parents, volunteers, and other members of the school community;</li> <li>• prepare students for the full responsibilities of citizenship.</li> </ul> <p><b>Students</b> 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:</p> <ul style="list-style-type: none"> <li>• comes to school prepared, on time, and ready to learn;</li> <li>• shows respect for himself or herself, for others, and for those in authority;</li> <li>• refrains from bringing anything to school that may compromise the safety of others;</li> <li>• follows the established rules and takes responsibility for his or her own actions.</li> </ul> <p><b>Parents</b> Parents play an important role in the education of their children, and can support the efforts of school staff in maintaining a safe, inclusive, accepting, and respectful learning environment for all students. Parents fulfil their role when they:</p> <ul style="list-style-type: none"> <li>• show an active interest in their child’s school work and progress;</li> <li>• communicate regularly with the school;</li> <li>• help their child be neat, appropriately dressed, and prepared for school;</li> <li>• ensure that their child attends school regularly and on time;</li> <li>• promptly report to the school their child’s absence or late arrival;</li> <li>• show that they are familiar with the provincial Code of Conduct, the board’s code of conduct, and school rules;</li> <li>• encourage and assist their child in following the rules of behaviour;</li> <li>• assist school staff in dealing with disciplinary issues involving their child.</li> </ul>	

<b>CODE OF CONDUCT</b>	<b>AS 29.0 Section R June 2014</b>
<p><b><i>Community Partners and the Police</i></b>                  Through outreach, partnerships already in place may be enhanced and new partnerships with community-based service providers and members of the community (e.g., Aboriginal Elders) may also be created. Community-based service providers are resources that boards can use to deliver prevention or intervention programs. Protocols are effective ways of establishing linkages between boards and community-based service providers and of formalizing the relationship between them. These partnerships must respect all applicable collective agreements.</p> <p>The police play an essential role in making our schools and communities safer. The police investigate incidents in accordance with the protocol developed with the local school board. These protocols are based on a provincial model that was revised in 2011 by the Ministry of Community Safety and Correctional Services and the Ministry of Education.</p> <p><b>5) ELECTRONIC COMMUNICATIONS AND MEDIA DEVICES</b></p> <p>Schools shall include provisions in their local codes of conduct to ensure that all personal communication devices such as cell phones are powered off and stored out of view in instructional spaces and washrooms (unless approved by the teacher for program use). 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 the CSAC, staff, students and school based safe school action team. These recommendations shall be included in the local code of conduct.</p> <p><b>6) CONSEQUENCES FOR INAPPROPRIATE BEHAVIOURS</b></p> <p>Local school codes of conduct shall set out consequences that are consistent with the <i>Education Act</i> and the Board Safe School policies for Suspension (S.S.06) and Expulsions (S.S. 05). Mitigating Factors and Other Factors set out in the <i>Suspension and Expulsion of Pupils Regulation</i> shall be considered.</p> <p><b>7) BOARD REVIEW</b></p> <p>A review of this Code of Conduct will be conducted every three years. This review will take into consideration the views of Board-wide Safe Schools Committee, school councils and, in addition, seek input from students, staff, parents or guardians, and members of the community.</p> <p><b>8) SCHOOL CODES OF CONDUCT</b></p> <p>All board schools shall have a local school code of conduct which conforms to the requirements of the Provincial Code of Conduct and the NPSCDSB Code of Conduct. Local codes shall set out clearly what is acceptable and unacceptable behaviour for all members of the school community including students, parents, guardians, staff and visitors.</p>	

<b>CODE OF CONDUCT</b>	<b>AS 29.0 Section R June 2014</b>
<p>Principals shall consult with and consider the views of the school council, staff, students, school-based safe school action team and other members of the school community who are not traditionally consulted. The Principal shall ensure the local code of conduct is communicated to all members of the community.</p> <p>Local codes of conduct apply to all members of the school community. These codes of conduct apply on school premises;</p> <ul style="list-style-type: none"><li>• on school buses;</li><li>• on school-related events or activities; and</li><li>• off school premises where the conduct has an impact on the safety, security or physical and mental well-being of any member of the school community.</li></ul> <p>Please see attached Appendix A <i>Code of Conduct Template</i>.</p>	

## SCHOOL CODE OF CONDUCT TEMPLATE

<p><b>CODE OF CONDUCT FOR <i>(NAME OF SCHOOL)</i></b></p> <p><i>(Date)</i></p>
<p><b>Completed on:</b> <i>(Date)</i> (the Code must reviewed every two years)</p>
<p><b>Rationale</b></p> <p>Each person is created in God’s image and thus possesses an inherent dignity that must be revered. In the Catholic tradition, “discipline”, derived from the word “disciple”, should be understood as self-discipline, a growth into the self-control and integrity that allows us to live as a disciple of Jesus in our relationship with self, others and God.</p> <p>In establishing a Code of Conduct, the Nipissing-Parry Sound Catholic District School Board expects to foster schools that are places that promote responsibility, respect, civility and academic excellence in a safe, inclusive and accepting learning and teaching environment.</p> <p>The Code of Conduct, along with policies related to progressive Discipline, Promoting Positive Student Behaviour and Bullying Prevention and Intervention set out clear standards of behaviour which apply to all individuals involved in our Catholic schools – staff, visitors, volunteers, parents or guardians – whether they are on school property, on school buses or at school-related events or activities, or in other circumstances that could have an impact on the school climate.</p>
<p>At <i>(name of school)</i> we are committed to making our Catholic school a place where:</p> <ul style="list-style-type: none"> <li>• Students, parents, teachers, other school staff, volunteers and community groups have the right to be safe, and to feel safe, welcomed and accepted;</li> <li>• Healthy and respectful relationships based on Christ’s teachings are promoted among all members of the school community;</li> <li>• Students are encouraged to be leaders;</li> <li>• Students, staff, parents and community members are expected to be positive role models and actively engaged;</li> <li>• Positive behaviour is reinforced and celebrated;</li> <li>• The Catholic Graduate Expectations are emphasized and support the improvement of learning outcomes for all students;</li> <li>• Everyone is respected and valued.</li> </ul>

### **Purpose of the Code**

- To ensure that all members of the Catholic 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 the schools;
- To discourage the use of alcohol and illegal drugs;
- To prevent bullying in schools;
- To respect the teachings, traditions and principles of the Roman Catholic Church.

### **Standards of Behaviour - Respect, Civility, and Responsible Citizenship**

All members of the Catholic 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;
- 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;
- Use appropriate and respectful language with teachers and all members of the school community.

## Safety standards

All members of the school community must not:

- Engage in bullying behaviours;
- Commit sexual assault;
- Traffic in 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.

The students at (*name of school*) will not engage in bullying behaviour and are committed to reporting bullying behaviour to a staff member.

### Definition of Bullying (Bill 13)

“bullying” means aggressive and typically repeated behaviour by a pupil where,

- (a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,
  - (i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual’s reputation or harm to the individual’s property, or
  - (ii) creating a negative environment at a school for another individual, and
- (b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education; (“intimidation”).

For the purposes of the definition of “bullying” behaviour includes the use of any physical, verbal, electronic, written or other means. Bullying includes bullying by electronic means (commonly known as cyber-bullying), including,

- (a) creating a web page or a blog in which the creator assumes the identity of another person;
- (b) impersonating another person as the author of content or messages posted on the internet; and
- (c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

**Principal Roles and Responsibilities**

Under the direction of the Nipissing-Parry sound Catholic District School Board, principals take a leadership role in the daily operation of a school. They provide this leadership by:

- Demonstrating care for the school community and a commitment to academic excellence in a safe, inclusive, and accepting teaching and learning environment;
- Holding everyone under their authority accountable for his or her behaviour and actions;
- Empowering students to be positive leaders in their school and community;
- Communicating regularly and meaningfully with all members of their school community.

**Teachers and Other School Staff Roles and Responsibilities**

Under the leadership of their principals, teachers and other school staff 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 other 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 other members of the school community;
- Prepare students for the full responsibilities of citizenship.

**Student Responsibilities**

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 himself or herself, for others, and for those in authority;
- Refrains from bringing anything to school that may compromise the safety of others;
- Follows the established rules and takes responsibility for his or her own actions.

### **Parent Responsibilities**

Parents play an important role in the education of their children, and can support the efforts of school staff in maintaining a safe, inclusive, accepting, 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;
- Assist school staff in dealing with disciplinary issues involving their child.

### **Electronic Devices and Social Media**

Use of electronic devices and social media will adhere to the expectations of this code of conduct and to Board Policy AG34.2 *Use of Electronic Social Media*.

- The use of cell phones and electronic devices will not, in any way, interfere with teaching conducted by the staff, and/or the learning of any student(s) during the school instructional day;
- The use of cell phones or other devices, for any purpose; including telephone calls, text messaging, games, taking pictures and other functions, are not permitted at any time, other than the designated times, on school grounds, without permission and supervision from the classroom teacher and/or school administration (include designated times and places);
- Cell phones or other devices need to be stored in a secure location, pocket, purse, backpack, etc. They are not to be visible unless permitted by the teacher.
- The use of cell phones or other devices is not allowed; especially in private areas such as, washrooms, dressing room areas, buses or classrooms. Camera phone violations may be considered a criminal offence.
- Any phone communication during the instructional day will take place only through the use of school telephones and, only with permission from administration, staff, or, office staff (with the exception of emergency situations as deemed by the principal). Parents should continue to contact their child/children through the normal school channels for any emergency situation.
- Possession of a cell phone and/or other electronic devices by a student is a privilege which may be denied to any student not abiding by the terms of this code. Students shall be personally and solely responsible for the security of their cell phones and/or other electronic devices.

**Dress Code**

Students are expected to dress in a tidy and modest manner. Clothing offensive to race or Christian teachings is not permitted. Clothing should not be a distraction to others. Clothing that promotes alcohol, drugs, vulgar language, tobacco products or violence is inappropriate in the school. If the school dress code is not adhered to, students will be asked to change the clothing and parents will be notified.

**Code of Sportsmanship for Participants and Coaches**

The purpose of competition is to enhance personal development and to make us better people. Winning is a bonus. (Fr. Mike Cundari).

- Doing one's best is more important than winning or losing;
- Respect the rules and spirit of the game;
- Treat officials, opponents, teammates and spectators with respect;
- Commit to your activity and your team;
- Play hard, play fair, play under control.

**Parents/Spectators/Volunteers Code of Sportsmanship**

- Cheer in a positive manner
- Respect officials'/coaches' decisions
- Do not interfere with the competition
- Keep clear of the playing area
- Be courteous and respectful

Failure to comply with this Code of Behaviour may lead to ejection.

**Attendance/Truancy**

Regular attendance and punctuality on the part of the student is vital to learning and for academic success. In case of absence, a student's parent or guardian is expected to call the school at (number) to inform the office. If the office has not been notified, when returning from an absence, a note or a telephone call authorizing the absence must be received. A note may explain an absence but will not necessarily excuse or approve an absence.

Any unauthorized absence will be investigated as per the safe arrival policy. Please note that repeated concerns about punctuality or absence will be addressed by the school administration.

### **Immunization**

The Immunization of School Pupil's Act, 1982, states that parents/guardians are required to complete the prescribed program of immunization for each pupil. Failure to do so will result in suspension and/or exclusion from school by the Public Health Unit. We, therefore, urge all parents/guardians to make sure that all children have the required up-to-date immunization.

[http://www.e-laws.gov.on.ca/html/statutes/english/elaws\\_statutes\\_90i01\\_e.htm](http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90i01_e.htm)

### **Intervention and Supports**

Infractions of the Code of Conduct will be investigated and addressed through the teacher and/or principal/vice-principal. In addressing infractions the following mitigating factors will be kept in mind such as age, circumstances, history, IEP, and a progressive discipline approach which could include the following:

- contact with the pupil's parent(s)/guardian(s);
- verbal reminders;
- review of expectations;
- written work assignment with a learning component relevant to the behaviour;
- peer mentoring;
- detention;
- peer mediation;
- restorative justice;
- referrals for consultation; and
- transfer.

In some circumstances suspensions and expulsions may result.

### **Supports and Follow-up**

Students who contravene the code of conduct will receive support which may include but is not limited to the following:

- One on one and/or group meetings;
- Learning opportunities;
- Restorative justice;
- Contracts or behaviour plans;
- Referrals to board-based supports and services;
- Referrals to community partners.