

PROCEDURE 145	
Adopted	October 6, 2008
Last revised	June 12, 2020
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BOARD CODE OF CONDUCT AND SCHOOL CODES OF CONDUCT

1) PURPOSE

The purpose of Procedure 145 is to align the Hastings and Prince Edward District School Board (HPEDSB) Code of Conduct with Ontario’s Policy/Program Memorandum No. 128 and the Provincial Code of Conduct. The HPEDSB Code of Conduct and School Codes of Conduct are one and the same.

All students, parents/guardians, employees of HPEDSB, and members of the school community have the right to be safe and to feel safe. With this right comes the responsibility to contribute to a positive school climate. A school should be a place that promotes responsibility, respect, civility, and academic excellence in a safe learning and teaching environment. A positive school climate exists when all members of the school community feel safe, included, and accepted and actively promotes positive behaviours and interactions.

HPEDSB is committed to a Kindergarten to Grade 12 approach to implementing the Code of Conduct, involving all members of the school community. This whole-school approach will foster and ensure that schools are safe, inclusive and accepting.

2) APPLICATION

This procedure applies to all members of the school community and publicly funded school system including parents/guardians, students, school staff, visitors, volunteers, school bus drivers and members of various community groups or agencies. In the event that the board enters into an agreement with a third party with respect to the rental or use of school space, the other party must adhere to the standards of this procedure.

Procedure 145 sets clear standards for behaviour. These standards apply on school property, in virtual learning environments, on school buses, at school-related events or activities (e.g., school sports activities, off-site school-sponsored activities, etc.) in before-and after-school programs, or in any other circumstances that could have an impact on the school climate.

3) REVIEW CYCLE

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

4) POSITIVE STRATEGIES

Building and sustaining a positive school climate is a multi-faceted, complex challenge.

- a) All partners within the HPEDSB community know, understand, and demonstrate a commitment to the equity based core values of the organization as outlined in HPEDSB Procedure 135: Equity and Inclusive Education. A focus on respect, civility and responsible citizenship is integrated into the system and school culture, operations and

- practices and provides a foundation for developing safe, inclusive, and accepting school communities.
- b) The board believes that all stakeholders share in the responsibility to model the attributes of good character. Respect, civility and responsible citizenship needs to be modeled, taught, and practiced by all members of the board's learning community.
 - c) The promotion of initiatives such as Student Success, social-emotional learning as well as the use of early intervention strategies to mitigate inappropriate behaviour, and foster a positive, equitable school climate.
 - d) When inappropriate behaviour occurs, schools will use a range of interventions and progressive discipline strategies that are developmentally appropriate and include opportunities for students to learn from mistakes, and focus on improving behaviour. In some situations, short-term suspension may be a useful tool. In the case of a serious incident, responses further along the continuum of progressive discipline, such as long-term suspension or expulsion, may be required. Progressive discipline measures are outlined in Procedure 378: Progressive Discipline and Promoting Positive Student Behaviour.

5) STANDARDS OF BEHAVIOUR

a) Respect, Civility and Responsible Citizenship

All members of the school community must:

- i) respect and comply with all applicable federal, provincial and municipal laws;
- ii) demonstrate honesty and integrity;
- iii) respect differences in people, their ideas and opinions;
- iv) treat one another with dignity and respect at all times, and especially when there is disagreement;
- v) respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability;
- vi) respect the rights of others;
- vii) show proper care and regard for school property and the property of others;
- viii) take appropriate measures to help those in need;
- ix) seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- x) respect all members of the school community, especially persons in positions of authority;
- xi) respect the need of others to work in an environment that is conducive to learning and teaching, including by ensuring that personal mobile devices are only used during instructional time for the education and other permitted purposes as determined by the educator;
- xii) not swear at a teacher or at another person in a position of authority.

Note:

- Personal mobile device refers to any personal electronic device that can be used to communicate or to access the Internet, such as a cellphone or a tablet.
- Educator refers to teachers and school administrators regulated under the *Ontario College of Teachers Act, 1996*, and early childhood educators regulated under the *Early Childhood Educators Act, 2007*.
- The use of personal mobile devices during instructional time may be permitted under the following circumstances:
 - for educational purposes, as directed by an educator;
 - for health and medical purpose; and
 - to support special education needs.

b) Safety

All member of the school community must not:

- i) engage in bullying behaviours, including cyberbullying*;
- ii) commit sexual assault;
- iii) traffic in weapons or illegal drugs;
- iv) give alcohol or cannabis to a minor;
- v) commit robbery;
- vi) be in possession of any weapon, including firearms;
- vii) use any object to threaten or intimidate another person;
- viii) cause injury to any person with an object;
- ix) be in possession of, or be under the influence of alcohol, cannabis (unless the individual has been authorized to use cannabis for medical purposes), and illegal drugs;
- x) provide others with alcohol, illegal drugs, or cannabis (unless the recipient is an individual who has been authorized to use cannabis for medical purposes);
- xi) inflict or encourage others to inflict bodily harm on another person;
- xii) engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- xiii) commit an act of vandalism that causes extensive damage to school or board property or to property located on the premises of the school.

Note:

*Cyberbullying refers to bullying by electronic means as defined in subsection 1(1.0.0.2) of the *Education Act*. Cyber-bullying is done through any form of electronic means using any technique, including creating a web page or a blog in which the creator assumes the identity of another person; impersonating another person as the author of posted content or messages; and communicating material to more than one person or posting material on a electronic medium that may be access by one or more persons.

6) ROLES AND RESPONSIBILITIES

a) School Board

School boards provide direction to their schools to promote student achievement and well-being and to ensure accountability in the education system. It is the responsibility of school boards to:

- i) 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;
- ii) 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;
 - iii) review these policies regularly with those listed above and revise them as necessary;
 - iv) seek input from school councils, as well as from the board's Parent Involvement Committee, Special Education Advisory Committee, and Indigenous Education Advisory Council;
 - v) develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety;
 - vi) provide opportunities for all of the staff to acquire the knowledge, skills, and attitudes necessary to promote student achievement and well-being in a safe, inclusive, and accepting learning environment.

Wherever possible, boards should collaborate to provide coordinated prevention and intervention programs and services, and should endeavour to share effective practices.

b) Principals

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

- i) demonstrating care for the school community and a commitment to student achievement and well-being in a safe, inclusive, and accepting learning environment;
- ii) holding everyone under their authority accountable for their own behaviour and actions;
- iii) empowering students to be positive leaders in their school and community;
- iv) communicating regularly and meaningfully with all members of their school community.

c) Teachers and School Staff

Under the leadership of their principal, teachers and other school staff maintain a positive learning environment 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:

- i) help students work to their full potential and develop their sense of self-worth;
- ii) empower students to be positive leaders in their classroom, school and community;
- iii) communicate regularly and meaningfully with parents;
- iv) maintain consistent standards of behaviour for all students;
- v) demonstrate respect for one another, all students, parents, volunteers, and other members of the school community;
- vi) prepare students for the full responsibilities of citizenship.

d) Students

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:

- i) come to school prepared, on time and ready to learn;
- ii) show respect for themselves, for others and for those in position of authority;
- iii) refrain from bringing anything to school that may compromise the safety of others;
- iv) follow the established rules and take responsibility for their own actions.

e) Parents/guardians

Parents/guardians 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:

- i) are engaged in their child's schoolwork and progress;
- ii) communicate regularly with the school;
- iii) help their child be appropriately dressed and prepared for school;
- iv) ensure that their child attends school regularly and on time;
- v) promptly report to the school their child's absence or late arrival;
- vi) become familiar with the provincial Code of Conduct, the board's code of conduct, and if applicable, the school's code of conduct;
- vii) encourage and assist their child in following the rules of behaviour;
- viii) assist school staff in dealing with disciplinary issues involving their child.

f) Community partners

Through outreach, existing partnerships may be enhanced and new partnerships with community-based service providers and members of the community (e.g., Elders, Senators, Knowledge Keepers) may also be created. Community-based service providers are resources that HPEDSB can use to deliver prevention or intervention programs. Protocols are effective ways of establishing linkages between HPEDSB and community-based service providers and of formalizing these relationships. These partnerships must respect all applicable collective agreements.

g) Police

The police play an essential role in making our schools and communities safer. The police investigate incidents in accordance with the protocol developed by HPEDSB. These protocols are based on the *Provincial Model for a Local Police/School Board Protocol, 2015*, developed by the Ministry of Community Safety and Correctional Services and the Ministry of Education.

7) School Codes of Conduct

- a) Each school will uphold the HPEDSB Code of Conduct, in accordance with the Provincial Code of Conduct. Schools will use the HPEDSB Code of Conduct to clearly communicate to all students, staff members, parents/guardians and visitors to the school, behaviour that will contribute to a positive learning and working environment grounded in respect, civility and responsible citizenship.
- b) The Code of Conduct should be included in school communications, posted in a conspicuous place in the school so it can be easily read, and part of school handbooks.
- c) The standards detailed in this procedure are premised on the fact that responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged citizens, as members of the HPEDSB community, are aware of their rights and accept responsibility for protecting their rights and those of others.

Legal References:

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

District References:

- Administrative Procedure 135 – Equity and Inclusive Education
- Administrative Procedure 163 – Contracting External Agencies for the Provision of Regulated Social and Health Services for Students with Special Needs
- Administrative Procedure 225 - Character Development
- Administrative Procedure 370 - Student Use of Controlled Substances or Alcohol
- Administrative Procedure 147 – Technology Use
- Administrative Procedure 378 – Progressive Discipline and Promoting Positive Student Behaviour
- Administrative Procedure 380 - Dealing with Violent Incidents
- Administrative Procedure 393 - Police Protocol

Resource:

- HPEDSB Code of Conduct Resource Document