



# KENORA CATHOLIC DISTRICT SCHOOL BOARD

## 300 Student Procedures

### AP 302: Safe Schools – Code of Conduct

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The Director of Education expects schools to promote responsibility, respect, civility and academic excellence in a safe learning and teaching environment.

All students, parents, teachers and staff have the right to be safe, and to feel safe in their school community. With this right comes the responsibility to be law-abiding citizens and to be accountable for actions that put at risk the safety of oneself or others.

#### 1. Guidelines

Members of the Kenora Catholic District School Board and school community approve and support the following statements.

- 1.1 All participants involved in the Kenora Catholic District School Board school community – students, parents or guardians, volunteers, teachers and other staff members – are included in this Code of Conduct whether they are on school property, on school buses or at school- authorized events or activities.
- 1.2 All members of the school community are to be treated with respect and dignity.
- 1.3 Responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.
- 1.4 Members of the school community are expected to use non-violent means to resolve conflict. Physically aggressive behaviour is not a responsible way to interact with others.
- 1.5 The possession, use or threatened use of any object to injure another person endangers the safety of oneself and others.
- 1.6 Alcohol and illegal drugs are addictive and present a health hazard. The Kenora Catholic District School Board schools will work cooperatively with police, drug and alcohol agencies to promote prevention strategies and, where necessary, respond to members of the school community who are in possession of, or under the influence of, alcohol or illegal drugs.

- 1.7 Insults, disrespect and other hurtful acts disrupt learning and teaching in a school community. Members of the school community have a responsibility to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.

## 2. Components:

### 2.1 Roles and Responsibilities

#### 2.1.1 The Director of Education

- 1) Implements and upholds the Code of Conduct and its standards for respect, civility, responsible citizenship and physical safety
- 2) Seeks input from school councils and review this procedure regularly with students, staff, parents or guardians, volunteers and the community
- 3) Clearly communicates the Code of Conduct to all parents, students and staff in a manner that invites their commitment and support
- 4) Ensures an effective intervention strategy and response to all infractions related to the standards for respect, civility, responsible citizenship and physical safety
- 5) Provides opportunities for all staff to acquire the knowledge, skills and attitudes necessary to develop and maintain safe learning and teaching environments.

#### 2.1.2 Principals

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

- 1) Demonstrating care and commitment to academic excellence and a safe teaching and learning environment
- 2) Holding everyone under their authority accountable for their behaviour and actions
- 3) Communicating regularly and meaningfully with all members of their school community.

### 2.1.3 Teachers and School Staff

Teachers and school staff, under the leadership of their principals, maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, staffs uphold these high standards when they:

- 1) Help students work to their full potential and develop their self-worth
- 2) Are highly visible in the school and engage in positive interactions with students
- 3) Communicate regularly and meaningfully with parents
- 4) Maintain consistent standards of behaviour for all students
- 5) Demonstrate respect for all students, staff and parents
- 6) Prepare students for the full responsibilities of citizenship
- 7) Model appropriate demeanor and appearance for students.

### 2.1.4 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 a student:

- 1) Comes to school prepared, on time and ready to learn
- 2) Shows respect for themselves, for others and for those in authority
- 3) Refrains from bringing anything to school that may compromise the safety of others
- 4) Follows the established rules and takes responsibility for his or her actions.

### 2.1.5 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 this responsibility when they:

- 1) Show an active interest in their child's schoolwork and progress. For example, attending parent/teacher interviews, communicate regularly with the school, facilitating homework completion.
- 2) Help their child be neat, appropriately dressed and prepared for school. Dressing appropriately means avoiding offensive clothes that depict vulgarity, drugs and/or violence, words or phrases with double meanings or are too revealing.
- 3) Ensure that their child attends school regularly and on time, rested and adequately nourished.
- 4) Promptly report to the school their child's absence or late arrival.
- 5) Become familiar with the Code of Conduct and school rules.
- 6) Encourage and assist their child in following the rules of behavior.
- 7) Assist school staff in dealing with disciplinary issues.

### 2.1.6 Police and Community Members

Police and community members are essential partners in making our schools and communities safer. These partnerships involve:

- 1) Providing an opportunity for police to develop an ongoing relationship with administrators, teachers, staff and students.
- 2) Presentations to students and school personnel.
- 3) Maintaining a presence at the school throughout the year (both on and off duty) at school events and during regular school hours.

**NOTE:** For further direction, access the Police and School Board Response Protocol.

Community members need to support and respect the rules of their local schools. Police investigate incidents in accordance with the protocol developed with the local school board. These protocols are based on the provincial model developed by the Ministry of the Solicitor General and the Ministry of Education.

## 2.2 Standards of Behaviour

### 2.2.1 Respect, civility and responsible citizenship

It is expected that all members of the school community must:

- 1) Respect and comply with all applicable federal, provincial and municipal laws
- 2) Demonstrate honesty and integrity
- 3) Respect differences in people, their ideas and opinions
- 4) Treat one another with dignity and respect at all times, and especially when there is disagreement
- 5) Respect and treat others fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability
- 6) Respect the rights of others
- 7) Show proper care and regard for school property and the property of others
- 8) Take appropriate measures to help those in need
- 9) Respect persons who are in a position of authority
- 10) Respect the needs of others to work in an environment of learning and teaching.

### 2.2.2 Physical Safety

- 1) Weapons - All members of the school community must:
  - Not be in possession of any weapons
  - Not use any object to threaten or intimidate another person
  - Not cause injury to any person with an object.
- 2) Alcohol and Drugs – All members of the school community must:
  - Not be in possession of, or under the influence of, or provide others with, alcohol or illegal drugs.
- 3) Physical Aggression – All members of the school community must:
  - Not inflict or encourage others to inflict bodily harm on another person

- Seek staff assistance, if necessary, to resolve conflict peacefully.

### 2.2.3 Harassment and/or Intimidation

All members of the school community must refrain from harassment or intimidation of any type.

## 2.3 Infractions and Consequences

2.3.1 Students must recognize and accept responsibility that comes with the freedom to make decisions about their own behaviour.

- 1) Certain first offenses will result in specific minimum consequences.
- 2) The severity of consequences will match the severity of the breach of the Code of Conduct.
- 3) Consequences may be applied in an increasingly severe manner for continual violation of the Code of Conduct.

### 2.3.2 Suspensions

A principal may consider, under section 306(1) of the Education Act whether to suspend a student if s/he believes that the student 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:

- (1) Uttering a threat to inflict serious bodily harm
- (2) Possessing alcohol or illegal drugs
- (3) Being under the influence of alcohol or drugs
- (4) Swearing at a teacher or other person in a position of authority
- (5) Committing an act of vandalism resulting in extensive damage to school property, or property located on school premises
- (6) Bullying
- (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

(9) Any act considered by the principal to be contrary to the Board or school Code of Conduct: e.g.

- Intentionally summoning emergency services without cause
- Arson and fire-setting
- Gang-related incidents
- Hate and/or bias related incidents
- Being under the influence of illegal drugs
- Persistent truancy
- Persistent opposition to authority
- Assault not requiring medical attention
- Use of profane language or gestures
- Intimidation and other forms of harassment
- Smoking on school property
- Habitual neglect of duty

### **2.3.2 Suspension Review and Appeal**

Refer to AP307: Safe Schools – Student Suspensions

### **2.3.3 Expulsions**

A principal may consider expulsion, under section 310(1) of the Education Act, if s/he believes that the student 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:

- (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 or in illegal 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 persons 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
- (13) Any act considered by the principal to be a serious violation of the Board or school Code of Conduct

**2.3.4 Investigation and Hearing**

Refer to procedure AP308: Safe Schools-Student Expulsions.

Legal References:

- 1. Education Act
  - S. 264 (1) (e) Duties of Teacher: Discipline
  - S. 265 (1) (a) Duties of Principal: Discipline
  - S. 306 (1) and 310 (1) Activities Leading to Suspension/Expulsion
  - Part XIII—Behaviour, Discipline and Safety Guidelines— Ontario Schools Code of Conduct

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