OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

POLICY P.125.SCO

TITLE: SCHOOL DISTRICT CODE OF CONDUCT

Date Issued: **May 2008**
Last Revised: **30 October 2018**
Authorization: **Board: 13 May 2008**

1.0 OBJECTIVE

To outline the School District Code of Conduct and to provide guidelines for the development of school codes of conduct.

2.0 DEFINITIONS

In this policy,

2.1 **District** means the Ottawa-Carleton District School Board.

2.2 **Medical Cannabis User** means a person who is authorized to possess cannabis for the person's own medical purposes in accordance with applicable federal law.

2.3 **Parent**(s) refers to parent(s) and guardian(s). Parental involvement applies, except in cases where the student is eighteen years of age or over or is sixteen or seventeen years of age and has "withdrawn from parental control".

2.4 **Persons in positions of authority** refer to members of the school such as principals, teachers, occasional teachers, administrative staff, support staff and volunteers.

2.5 The **school community** is composed of trustees, Board staff, students, parents and volunteers of the school and feeder schools/family of schools as well as the community of people in businesses that are served by or located in the greater neighbourhood of the school.

3.0 POLICY

3.1 It is the policy of the Board that:

a) a school be a place that promotes responsibility, respect, civility, accountability and academic excellence in a safe learning and teaching environment;

b) a positive school climate exists when all members of the school community feel safe, comfortable, accepted and valued;

c) the use of personal mobile devices during instructional time is permitted under the following circumstances:

(i) for educational purposes, as directed by an educator;

(ii) for health and medical purposes; and

(iii) to support special education needs.

b) all students, teachers, other staff members, volunteers, *trustees*, and parents have a responsibility to contribute to a positive school climate; and

c) the implementation of initiatives such as Student Success and character development, along with the employment of progressive discipline strategies to address inappropriate behaviour, fosters a positive and inclusive school climate that supports academic achievement and responsible citizenship for all students.

4.0 SPECIFIC DIRECTIVES

4.1 The District Code of Conduct sets clear standards of behaviour that apply to all individuals (trustees, students, parents, volunteers, teachers and all other Board staff members) involved in the system when they are on District or school property, on school buses, at school related events or activities, or in other circumstances that could have an impact on the school climate.

4.2 The standards of behaviour in the District Code of Conduct fall into two categories:

d) In category one, all members of the school community shall:

(i) respect and comply with all applicable federal, provincial and municipal laws;

(ii) demonstrate honesty and integrity in all matters including copyright and academic acknowledgement;

(iii) respect differences in people, their ideas, and their 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, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, gender identity, sexual orientation, age, 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; and

(xi) respect the need of others to work in an environment that is conducive to learning and teaching;

e) In category two, all members of the school community shall not:

(i) engage in bullying behaviours;

(ii) commit sexual assault;

(iii) traffic weapons, alcohol, cannabis 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, illegal drugs or, unless users of medical cannabis, cannabis;
(x) inflict or encourage others to inflict bodily harm on another person;
(xi) swear at any member of the school community;
(xii) engage in hate propaganda and other forms of behaviour motivated by hate or bias;
(xiii) commit an act of vandalism that causes damage to school property or to property located on the premises of the school; nor
(xiv) engage in plagiarism or other means of academic dishonesty.

4.3 Under the leadership of their principal, teachers and other school staff members maintain order in the school and shall 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 classrooms, school and community;

c) communicate regularly and meaningfully with students and 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; and

f) prepare students for the full responsibilities of citizenship;

g) demonstrate conduct in keeping with the provincial Code of Conduct, the District Code of Conduct, and school rules.

4.4 Students shall demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. These standards are demonstrated when students:

a) come to school prepared, on time, and ready to learn;

b) show respect for themselves, for others, for those in authority, and for District and school property;

c) refrain from bringing anything to school that may compromise the safety of others; and

d) follow the established rules, take responsibility for their own actions, and encourage/assist peers to follow the rules of behaviour;

e) demonstrate conduct in keeping with the provincial Code of Conduct, the District Code of Conduct, and school rules.

4.5 Parents play an important role in the education of their children, and should support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfill their role with respect to the District Code of Conduct when they:

a) show an active interest in their child's school work and progress;

b) communicate regularly and meaningfully with the school;

c) help their child be neat, appropriately dressed, organized**,** 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) demonstrate conduct in keeping with the provincial Code of Conduct, the District Code of Conduct, and school rules;

g) encourage and assist their child in following the rules of behaviour;

h) assist school staff in dealing with disciplinary issues involving their child.

i) demonstrate respect for all students, staff, other parents, volunteers, and all other members of the school community; and

j) are engaged in the initiatives that foster a positive, safe school environment.

The school code of conduct shall include character development expectations as outlined in the Framework for Schools, Community of Character (Attachment 1).

4.6 The school code of conduct shall be consistent with provincial and the District Codes of Conduct and shall set out clearly what is acceptable and what is unacceptable behaviour for all members of the school community.

4.7 The principal shall develop a communication plan that outlines how these standards of behaviour will be made clear to everyone, including parents and guardians whose first language is not English.

4.8 The principal shall seek input from the school council, parents, students, staff members, and the school community when developing a school code of conduct that is expressly tailored for their school.

4.9 The principal shall ensure that the school code of conduct is enforced in a fair and impartial manner.

4.10 The principal shall inform all members of the school community of the provincial, the District, and school codes of conduct.

4.11 The District Code of Conduct and school codes of conduct shall be reviewed at least every three years and revised as necessary.

4.12 The Director of Education is authorized to issue such procedures as may be necessary to implement this policy.

5.0 APPENDICES

Attachment 1, Framework for Schools, Community of Character

6.0 REFERENCE DOCUMENTS

The Education Act
Education Amendment Act (Progressive Discipline and School Safety) 2007
Cannabis Act, 2017
Ontario Regulation 472/07 Suspension and Expulsion of Students
Policy/Program Memorandum 128, the Provincial Code of Conduct and School Board Codes of Conduct, 2018
Policy/Program Memorandum 144, Bullying Prevention and Intervention, 2018
Policy/Program Memorandum 145, Progressive Discipline and Promoting Positive Student Behaviour, 2018
Board Policy P.032.SCO: Safe Schools
Board Policy P.124.SCO: Progressive Discipline and Promoting Positive Student Behaviour
Board Procedure: PR.521.SCO: Safe Schools
Board Procedure: PR.659.SCO: Bullying Prevention and Intervention
Board Procedure PR.660.SCO: Progressive Discipline and Promoting Positive Student Behaviour