

## Sir Samuel Steele Public School Code of Conduct

The Code of Conduct for Sir Samuel Steele P.S. was established following the Ontario Schools Code of Conduct (2000) and policies, regulations and procedures of the Durham District School Board. It is designed to provide a framework to ensure that school is a safe, productive learning environment for all. We ask families to review this Code of Conduct so that all parties are familiar with school expectations and procedures. Recent changes under the Safe Schools Act include:

- Equity and Inclusive Education Bill 157- Keeping Our Kids Safe At School
- Bill 14 - Anti-Bullying Act PPM 144- Bullying Prevention and Intervention
- PPM 145- Progressive Discipline and Promoting Positive Student Behaviour

### Developing the Code of Conduct

The Code of Conduct for Sir Samuel Steele Public School was developed following the Ontario Schools Code of Conduct (2000) and the applicable policies, regulations and procedures of the Durham District School Board. In accordance with Policy/Program Memorandum No. 128 from the Ministry of Education the Code of Conduct has been revised to reflect changes made in the Education Act, effective February 1, 2008, that pertain to suspension and expulsion of students.

Our code of conduct is designed to provide a framework to ensure that school is a safe, productive learning

familiar with school expectations and procedures. The Code of Conduct is subject to change at any time, based on directions from the Ministry of Education or the Durham School Board.

Sir Samuel Steele Public School is a place that promotes 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 feel safe, in their school community. With this right comes the responsibility to contribute to a positive school climate and be law-abiding citizens and to be accountable for actions that put at risk the safety of others or oneself.

Policy/Program Memorandum No. 128, "Progressive Discipline and Promoting Positive Student Behaviour", October 4, 2007, provides an overview of the progressive discipline approach to be used when addressing issues of student conduct. When inappropriate behaviour occurs, Sir Samuel Steele P.S. will utilize a range of interventions, supports and consequences that are developmentally appropriate, and include opportunities for students to learn from mistakes, and focus on improving behaviour.

### Guiding Principles

Sir Samuel Steele P.S. supports the provincial guiding principles and endorse recognition, acceptance and sensitivity toward ethno- cultural diversity.

1. All participants involved in the publicly funded school system - students, parents or guardians, volunteers, teachers and other staff members - are included in the Ontario Schools Code of Conduct whether they are on school property, on school buses or at school-authorized events or activities.
2. All members of the school community are to be treated with respect and dignity, especially persons in positions of authority.
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.
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.
5. The possession, use or threatened use of any object to injure another person endangers the safety of oneself and others.
6. Alcohol, illegal drugs and other intoxicants are addictive and present a health hazard. Ontario schools will work cooperatively with police, drug and alcohol agencies to promote prevention strategies and, where necessary, respond to school members who are in possession of, or under the influence of, alcohol, illegal drugs or intoxicants. (As well, smoking in school buildings and on school property is prohibited by law.)
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.

#### Roles and Responsibilities (Ontario Schools Code of Conduct)

In addition to school staff, students, parents, and other members of the public who interact with members of the school community while present in or on school property or premises, have a responsibility to respect others in the school and to conduct themselves accordingly.

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

- demonstrating care and commitment to academic excellence and a safe teaching and learning environment;
- holding everyone, under their authority, accountable for their behaviour and actions;
- empowering students to be positive leaders in their school community;
- communicating regularly and meaningfully with all members of their school community.

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

- help students work to their full potential and develop their 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 and parents;
- prepare students for the full responsibilities of citizenship.

Respect and responsibility are demonstrated when a student:

- comes to school prepared, on time and ready to learn;
- shows respect for themselves, 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 action.

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:

- 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;
- become familiar with the Code of Conduct and school rules;
- encourage and assist their child in following the rules of behaviour;
- assist school staff in dealing with discipline issues;
- demonstrate respect for all students, staff and parents.

Respect, Civility and Responsible Citizenship

All school members must:

- o respect and comply with all applicable federal, provincial and municipal laws;
- o demonstrate honesty and integrity;
- o respect differences in people, their ideas and opinions;
- o treat one another with dignity and respect at all times, and especially when there is disagreement;
- o respect and treat others fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability;
- o respect the rights of others;
- o show proper care and regard for school property and the property of others;
- o take appropriate measures to help those in need;
- o seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- o respect all members of the school community, especially persons in positions of authority;
- o respect the need of others to work in an environment that is conducive to learning and teaching;
- o not swear at a teacher or at another person in a position of authority.

#### Physical Safety

Weapons - All school members must:

- not be in possession of any weapon, including but not limited to firearms;
- not use any object to threaten or intimidate another person;
- not cause injury to any person with an object.

Alcohol and Drugs - All school members must:

- not be in possession of, or under the influence of, or provide others with, alcohol or illegal drugs.

Aggression - All school members must:

- not engage in bullying behaviours;
- not commit sexual assaults;
- not inflict or encourage others to inflict bodily harm on another person;

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

#### Consequences (Durham District School Board)

Students who do not comply with the standards of behaviour outlined in the Code of Conduct will be dealt with in a judicious and considerate manner. Actions will vary depending on the circumstances of each individual case. Mitigating factors are always considered before determining consequences. Consequences may include:

- caution by teacher, support staff, administrator or adult supervisor;
- temporary removal from class, activity or event;
- problem-solving exercise;
- parental contact;
- counselling;
- peer mediation and conflict resolution programs
- community/school service;
- loss of privileges;
- detention;
- behaviour contracts
- restorative practices
- support and responsibility agreements
- restitution;
- suspension;
- expulsion.

#### Suspensions: Circumstances Leading To Possible Suspension

A Principal shall consider whether to suspend a pupil if he or she 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:

1. uttering a threat to inflict serious bodily harm on another person\*;

2. possession of alcohol, illegal drugs or other intoxicants\*;
3. swearing at a teacher or at another person in a position of authority;
4. committing an act of vandalism that causes extensive damage to school property or to property located on the premises of the pupil's school\*;
5. bullying; or,
6. any other activity that is an activity for which a principal may suspend a pupil under a policy of the Board.

Other suspendable infractions including but not limited to:

- a) possessing or dispensing controlled or intoxicating substances that are not prescribed for medical purposes;
- b) being under the influence of illegal, controlled or intoxicating substances that are not prescribed for medical purposes;
- c) smoking on school property;
- d) committing vandalism, destruction, damage to school property or to the property of others;
- e) stealing property;
- f) engaging in intimidation, extortion\*, harassment\*, or verbal aggression;
- g) misusing or misappropriating school property or services, including computers and other technology systems;
- h) engaging in hate motivated incidents\*;
- i) engaging in gang related activity\*;
- j) possessing dangerous objects or substances deemed by the principal to be unsafe or a hazard
- k) committing physical assault on another person\*;
- l) engaging in or encouraging a fight;
- m) engaging in conduct that constitutes opposition to authority;
- n) demonstrating poor attendance that warrants disciplinary action;
- o) engaging in behaviour that is disruptive to the learning environment;

- p) engaging in conduct detrimental to the moral tone of the school;
- q) wearing clothing/apparel that is inappropriate, offensive or violates the school Dress Code;
- r) engaging in unauthorized games of chance;
- s) engaging in another activity that, under the Code of Conduct of the school, is one for which a suspension is warranted.

\* may require police involvement as outlined in the Police/School Board Protocol.

#### Mitigating Factors:

- the student does not have the ability to control his or her behaviour;
- the student does not have the ability to understand the foreseeable consequences of his or her behaviour; or
- the student's continuing presence in the school does not create an unacceptable risk

#### Circumstances Leading to a Suspension, Investigation, and Possible Expulsion

A Principal shall suspend a pupil if he or she 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:

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. any other activity that, under a policy of a board, is an activity for which a Principal must suspend a pupil and conduct an investigation to determine whether to recommend to the board that the pupil be expelled. Other suspendable infractions including but not limited to:

- a) hate motivated violence\*;
- b) gang related violence\*;
- c) trafficking in controlled or intoxicating substances not prescribed for medical purposes\*;
- d) uttering threats or threatening conduct intended to intimidate\*;
- e) engaging in harassment\*;
- f) ongoing conduct that is so refractory (persistent) that the student's presence in the school or classroom is considered by the principal to effect a danger or possibility of harm, physical or emotional, to others in the school or to the reputation of the school.

(\*require police involvement as outlined in the Police/School Board Protocol.)

A pupil who is suspended under this section is suspended from his or her school and from engaging in all school-related activities. A Principal may suspend a pupil for up to 20 school days and, in considering how long the suspension should be, the Principal shall take into account the mitigating factors, as well as the other factors.

#### Changes to Assessment, Evaluation and Reporting in Ontario Schools

In May 2010, the Ministry of Education released the document entitled "Growing Success". The "Growing Success" document sets policy and recommends practice in regard to assessing student work to inform teaching practice, evaluating student work and reporting on student progress. The "Growing Success" document can be downloaded from the Ministry website.

The purpose of the "Growing Success" document is to promote fair, transparent, and equitable assessment, evaluation, and reporting practices in Ontario schools with the aim of maintaining high standards, improving student learning, and benefitting students, parents/guardians, and teachers in elementary and secondary schools. The Ministry continues to develop training materials and resources for parents and educators. Over the course of the year, educators implement the assessment, evaluation and reporting guidelines as described in the "Growing Success" document.

Parents/guardians and students are issued one Progress Report and two Provincial Report Cards per school year. A guide to the Provincial Report Card will be sent home.

#### Elementary Schools Report Schedule:

#### Accommodation of Religious Requirements Practices and Observances

The D.D.S.B. and Sir Samuel Steele P.S. follow the Guidelines and Procedures for the Accommodation of Religious Requirements Practices and Observances, which is in compliance with requirements of Ontario's Equity and Inclusive Education Strategy within the contexts of the Canadian Charter of Rights and Freedoms and the Ontario Human Rights Code. This document assists us in creating and maintaining



equitable and inclusive environments within our schools and facilities, and guides the process of providing religious accommodations as the need arises. The document is available for viewing at <http://ddsb.durham.edu.on.ca/DDSMain.htm>.

If you anticipate that you or your family might require religious accommodation during the school year we ask that you inform the administration at your child's school as early as possible, preferably at the start of the school year. Areas that you might consider include, but are not limited to, the following:

- Observation of major religious holy days and celebrations
- Accommodation in, or exemption from, specific areas of the curriculum or other school activities
- Religious attire
- Modesty requirements in physical education
- School opening and closing exercises
- Prayer
- Dietary requirements

#### Computer Technology and Digital Citizenship

As technology evolves, electronic devices become more visible in our everyday lives. Personal electronic devices that are used inside the school during the regular school day are disruptive to the learning environment. The privacy and personal integrity of others can be violated by the inappropriate use of personal electronic devices such as camera cell phones, Ipods, games, social networking or recording devices. If a student brings these items to school, they must be turned off and kept in lockers or backpacks during school hours, unless used for educational purposes with teacher permission and supervision. Students who have followed Sir Samuel Steele PS Digital Citizenship Training and demonstrate consistent and responsible digital citizenship are permitted to bring their personal laptops and tablets to school when instructed by their teacher. Student access to the internet is monitored and inappropriate use of the computers will follow progressive discipline measures.