



# CODE OF CONDUCT

## GOAL

It is the policy of the Upper Grand District School Board to maintain a safe and inclusive learning and teaching environment through the adoption of a Code of Conduct which promotes responsibility, respect, civility and academic excellence, and sets clear standards of behaviour for all members of the school community. The goal is to create a positive school climate where all members of the school community feel safe, included and accepted.

## INTRODUCTION

Our school Code of Conduct is based upon the provincial Code of Conduct and the Upper Grand District School Board Code of Conduct (Policy 213), which apply to all members of the school community; students, administrators, staff, parents and guardians, community users, visitors, volunteers, etc. while on all school and board property, school buses, at school-authorized events, and off site at school-sponsored activities.

## RIGHTS

### Student Rights Include:

- To be treated with dignity and respect
- To be provided with activities that are success oriented and build on individual strengths
- To receive a quality education

### Parent Rights Include:

- To be treated with dignity and respect
- To be heard and to have concerns addressed
- To communicate with the school

### Staff Rights Include:

- To be treated with dignity and respect
- To have a safe working environment
- To expect parents and students to be involved in creating a positive school environment

## STANDARDS OF BEHAVIOUR

Respect, Civility and Responsible Citizenship All members of the school community will:

- 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 where there is disagreement
- Respect and treat others fairly, regardless of age, sex, gender identity, gender expression, sexual orientation, race, colour, place of origin, culture, citizenship, ancestry, origin, religion, creed, family status, marital status, socio-economic status, employment, housing, 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 school staff assistance, if necessary, to resolve conflict peacefully
- Respect all members of the school community, especially persons who are in a position of authority
- Respect the needs of others to work in an environment that is conducive to learning and teaching
- Not swearing at a teacher or at another person in a position of authority

## DIGITAL CITIZENSHIP

Students live and work in a world where people are connected to their devices at all times so they need to learn to use technology effectively and respectfully. Digital responsibility is an important part of what the Board helps students learn in school.

Students will see teachers incorporate digital resources into their lessons. Educational online resources will be able to be accessed wirelessly through the Board's networks. As such, students will be encouraged to BYOD— Bring Your Own Device. When relevant to curriculum and instruction, teachers will permit the use of any personal electronic device as a classroom learning device.

Students will also be able to access educational resources using their personal devices outside the classroom, in libraries, cafeterias and other common areas. By accessing the Internet while on Upper Grand District School Board property or by logging in with a board login, students accept all terms and conditions of the Upper Grand District School Board network and Internet use, as well as the terms outlined in this document.

## SAFETY

### All Members of the School Community Will Not:

- Engage in bullying behaviours, including cyber bullying

#### *Definition of bullying:*

- As defined in section 1 of the [Education Act](#), bullying means aggressive and typically repeated behaviour by a pupil where:
  - *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,*
    - *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*
    - *Creating a negative environment at a school for another individual, and*
  - *The behaviour occurs in a context where there is a real or perceived power imbalance between 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*
  - *Cyber-bullying as defined in section 1 of the Education Act, is bullying by electronic means including,*
    - *Creating a webpage or a blog in which the creator assumes the identity of another person*
    - *Impersonating another person as the author of content or messages posted on the internet; and*
    - *communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals*
- Commit sexual assault
- Traffic in weapons or illegal drugs
- Give alcohol or cannabis to a minor

- Commit robbery
- Possession of any weapon, including firearms
- Use of 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, alcohol, illegal drugs, or cannabis (unless the individual has been authorized to use cannabis for medical purposes)
- Provide others with alcohol, illegal drugs, or cannabis (unless the recipient is an individual who has been authorized to use cannabis for medical purposes)
- Inflict, or encourage others to inflict, bodily harm on another person
- Engage in hate propaganda and other forms of behaviour motivated by bias, prejudice or hate
- Commit an act of vandalism that causes extensive damage to school property or to property located on the premises of a school

## CONSEQUENCES: REMEDIAL AND DISCIPLINARY ACTION

Individuals who do not comply with these Policies will be subject to appropriate consequences consistent with the school Code of Conduct, progressive discipline and Safe Schools legislation. Consequences may include, but are not limited to, the following, either singularly or in combination depending on the individual circumstances:

- Limitations being placed on access privileges to personal and Board technology resources
- Suspension of access privileges to personal and Board technology resources
- Revocation of access privileges to personal and Board technology resources
- Appropriate disciplinary measures (staff), up to and including dismissal
- Appropriate progressive discipline measures (students) within Bill 212 (Progressive Discipline and School Safety)
- Legal action and prosecution by the relevant authorities

## STUDENT ROLES AND 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 and adherence to the board and school codes of conduct.

All students will:

- Come to school prepared, on time and ready to learn
- Show respect for themselves, for others and for those in positions of authority

- Refrain from bringing anything to school that may compromise the safety of others
- Follow the established rules and accept responsibility for their own actions

## STAFF ROLES AND RESPONSIBILITIES

### The Principal

Under the direction the 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 student achievement and well-being in a safe, inclusive, and accepting learning environment
- Holding everyone under their authority accountable for their own behaviour and actions
- Empowering students to be positive leaders in their school and community
- Communicating regularly and meaningfully with all members of the school's community
- Ensure that a school Code of Conduct, based on the provincial Code of Conduct and board's Code of Conduct, is developed and communicated annually to the school community
- Review the school Code of Conduct at least once every three years, and seek input from school councils, staff, students, parents and guardians, and the school community on the review

### Teachers and School Staff

Under the leadership of their principals, 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, teachers and other school staff uphold these high standards when they:

- Help students work to fulfill their 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 and guardians
- Maintain consistent and fair standards of behaviour for all students
- Demonstrate respect for one another, all students, parents, volunteers, and other members of the school community
- Prepare students for the full responsibilities of citizenship

## PARENTAL ROLES AND 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:

- Demonstrate respect for all members of the school community
- Support the efforts of school staff in maintaining a safe and respectful learning environment
- Are engaged in their child's schoolwork and progress
- Communicate regularly with their child's school
- Help their child be 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 provincial Code of Conduct, the board's Code of Conduct, and the school's Code of Conduct
- Encourage and assist their child in following the board and school codes of conduct
- Assist school staff in dealing with disciplinary issues involving their child

## SPECIFIC EXPECTATIONS/RULES FOR SCHOOL

### Smoking/Vaping

Smoking on school property or during school events is not permitted. A fine will be issued by the Health Unit or the Guelph Police. Chewing tobacco and e-cigarettes or vapour cigarettes are also prohibited on school property or during school events. School consequences apply.

### Skateboarding

The use of skateboards, longboards, roller blades, scooters, wheelies (wheeled shoes), are not permitted in the school or on school property. School consequences apply.

### Winter Expectations

Students may be suspended for throwing snowballs or other objects that could harm or cause injury to another person.

### Attendance

It is expected that students will attend all classes every day, on time. Consistent class attendance and punctuality shows self-discipline and is important to be successful. CHSS staff expect each student to take responsibility for their attendance and to expect consequences for missed classes and arriving to class late.

## Excusing Absences

A student may only be excused from attendance at school if they are unable to attend by reason of sickness or other unavoidable cause (Education Act). Parents/guardians need to supply a note, phone call or email verifying that the absence is legitimate. Phone calls may be made to the Admin Assistant to the Vice-Principal, ALEXANDRA ext.313. E-Mails should be directed to [collegeths.ss@ugdsb.on.ca](mailto:collegeths.ss@ugdsb.on.ca). Notes may be dropped off to the Attendance Office. Lates: Students are expected to arrive at all classes before the class begins. Subject teachers will apply appropriate consequences for late arrival. If lateness persists, students will be referred to a Vice Principal. Procedure: Parents/Guardians can send an email, call or send a note to excuse a student's absence. A missed class is automatically a skip until an acceptable email, phone call or note is received from the parent/guardian. Phone calls or emails should be received as soon as possible.

## STUDENT ATTENDANCE-

### How to check if your student attended:

- Login to our website - [www.ugdsb.on.ca/odss](http://www.ugdsb.on.ca/odss)
- Click on the Student Login (located under Quick Links at the right side of the page)
- Student Login is the first 5 letters of the student's last name, and the first 3 letters of their first name (examples: Julie Smith would be smithjul and Katelyn Robinson would be robinkat)
- The password is the student's OEN number - this can be found on the student's report card to the right of their name or on their student card - the OEN number is 9 digits)
- Click on the tabs to access information - Attendance - check today's attendance (it will appear as soon as the teachers report it - all attendance should be reported by 2:30 p.m. daily.) Past attendance is available in history.

### Codes for attendance:

A - Unexcused absence/skip

E - Excused by Parent (school has received note or phone call excusing absence)

F - Field Trip or Sporting event

G - General Abs (No Bus Day, extended Medical absence, Bereavement, Cultural

L - Late N - Non-Instructional

O - Office/Guidance, Other

P - Present

S - Suspension

- Timetable - shows your child's timetable, with room numbers and teacher's names for this year.
- Transcript - shows courses completed, summary of credits and community service hours.

## E-MAIL ADDRESSES (PARENT)

If you would like us to make an e-mail address available to your child's teachers to contact you, please send an e-mail to us at [collegeths.ss@ugdsb.on.ca](mailto:collegeths.ss@ugdsb.on.ca) questions and messages to teachers or the school may also be directed to this address

The e-mail address that you provide us should be secure and able to be accessed only by parents/guardians. We will continue to send the automated call-home message for daily attendance.

## APPROPRIATE DRESS

Appropriate dress shall be free of images, logos or language that portray ethnic prejudice, racism, sexism, vulgarity, gang-related markings, obscenities, profanity, hate speech or pornography, or reference alcohol, drugs or related paraphernalia, or other illegal conduct or activities.

Dress code implies a range of approved apparel and/or general dress protocols that are deemed appropriate for students regardless of their race, age, ability, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, socio-economic circumstances, or body type/size.

Please refer to the [UGDSB Student Dress Code guidelines](#).

## POLICE SERVICE ROLES AND RESPONSIBILITIES

The police play an essential role in making our schools and communities safer. The police investigate incidents in accordance with the guidelines established in the

[Police/School Board Protocol](#).

## COMMUNITY PARTNER ROLES AND RESPONSIBILITIES

Community-based service providers are resources that boards can use to deliver prevention or intervention programs. Protocols and collaborative agreements 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.

## IMPLEMENTATION OF THE SCHOOL CODE OF CONDUCT

Safe Schools Policy 503 (Student Discipline, Bullying Prevention and Intervention, Suspension and Expulsion) provides direction to the school Code of Conduct in order to support and maintain a positive school climate for all students, staff, and community.

The school Code of Conduct supports the use of positive practices, including prevention and early intervention, as well as consequences for inappropriate behaviour. This includes Progressive Discipline, and suspension and expulsion where necessary.

Before applying disciplinary measures, the discriminatory and disproportionate impacts of disciplinary decisions on students protected by the Human Rights Code shall be considered.

## PROGRESSIVE DISCIPLINE

Progressive Discipline is a whole school approach that makes use of a continuum of prevention programs, interventions, supports, and consequences to promote positive behaviours. In developing a Progressive Discipline approach, preventative practices, corrective and supportive strategies are used to reinforce positive behaviours. These approaches build skills for healthy relationships and promote positive behaviours.

## CONSEQUENCES

The school will use a range of interventions, supports and consequences that include learning opportunities for reinforcing positive behaviour while helping students to make good choices.

In addressing inappropriate behaviour by students, schools will:

- Utilize appropriate and consistent action to address inappropriate behaviours within the practice of Progressive Discipline
- Ensure the degree of disciplinary action is in proportion to the severity of the behaviour exhibited, and that a student's previous history and other relevant factors are considered
- Provide students with experience using conflict resolution, anger management and communication skills
- Document incidents requiring disciplinary measures
- Consider mitigating factors
- Contact parents and guardians of students under the age of eighteen, or students over the age of 18 or those 16 or 17 years old who have withdrawn from parental control (adult students), early in the disciplinary process and involve them in a plan to improve the student's behaviour until the behaviour is acceptable; and/or
- Utilize consequences such as short-term suspension, and respond as required with long-term suspension or expulsion

*The application of consequences, supports and interventions are determined by the incident and the individual students involved. Consequences, supports and interventions used include and are not limited to:*

### Examples of Consequences:

- verbal reminder
- warning
- review of expectations/rules
- written or verbal apology
- phone call home
- student contract sheet
- restitution
- in-school community service
- loss of in-school privileges
- loss of field trip privileges
- suspension from the bus
- suspension
- expulsion

### Examples of Supports/Interventions:

- problem solving discussion with P/VP
- conflict mediation
- social stories
- discussion with parents (next steps, solutions)
- restorative justice with others involved
- Child and Youth Counsellor support
- positive reward system
- Attendance Counsellor support
- Student/teacher parent meeting
- case conference with school staff and/or Board consultants
- referral to outside agencies
- Suspension/Expulsion Program

## SUSPENSION AND EXPULSION

To maintain a safe and effective learning environment, suspensions and expulsions may be imposed not only to deter inappropriate behaviour, but also to remove individuals who pose a threat to the safety and well-being of others. The provincial Code of Conduct specifies that for student actions that do not comply with the provincial Standards of Behaviour, suspension and expulsion may be considered. The board's Safe Schools Policy (Policy 503) sets out the process for suspension and expulsion.

This policy specifies the student actions that **may** result in the principal imposing a suspension, as well as the student actions that **will** result in the principal imposing a suspension and considering an expulsion pending an investigation of the incident.

## MITIGATING FACTORS

The principal will consider the following mitigating factors when considering the length of a suspension:

- whether the student has the ability to control their behaviour
- whether the student has the ability to understand the foreseeable consequences of their behaviour
- whether the student's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school

The principal will also consider the following factors:

- the student's academic, discipline and personal history
- whether other Progressive Discipline has been attempted with the student, and if so, the Progressive Discipline approach(es) that has/have been attempted and any success or failure
- whether the infraction for which the student might be disciplined was related to any harassment of the student because of race, colour, ethnic origin, place of origin, religion, creed, disability, gender or gender identity, sexual orientation, socio-economic status, citizenship, marital status, age, culture or harassment for any other reason
- the impact of the discipline on the student's prospects for further education
- the student's age

## INFRACTIONS THAT MAY LEAD TO SUSPENSION

Police may be involved, and a suspension may be imposed for one of the following infractions which has occurred on school property, during a school related activity or event, and/or in circumstances where the infraction has an impact on the school climate:

- uttering a threat, either verbal or written, to inflict serious bodily harm on another person
- possessing alcohol or illegal drugs or, unless the student is a medical cannabis user, cannabis
- being under the influence of alcohol or, unless the student is a medical cannabis user, cannabis
- swearing at a teacher or at another person in a position of authority
- committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school
- bullying, including cyber bullying
- any activity that contravenes the board's or school's Code of Conduct
- committing physical assault on another person that does not require treatment by a medical practitioner
- habitual neglect of duty
- not having an up-to-date medical/immunization record

## INFRACTIONS FOR WHICH A PRINCIPAL SHALL IMPOSE A SUSPENSION AND MAY RECOMMEND THAT STUDENT BE EXPELLED

Police may be involved and a student **will** be immediately suspended, an investigation will occur and **may** lead to a recommendation of expulsion to the board's Student Discipline Committee for one of the following infractions which has occurred on school property, during a school related activity or event, and/or in circumstances where the infraction has an impact on the school climate:

- Possessing a weapon, including a firearm
- Using a weapon to cause or to threaten bodily harm to another person
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
- Committing sexual assault
- Trafficking in weapons or illegal drugs
- Committing robbery
- Giving alcohol or cannabis to a minor
- Persistent bullying, if the pupil has previously been suspended for bullying, and the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person
- An activity that is motivated by bias, prejudice or hate based on race, colour, national or ethnic origin, language, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or another similar factor

Please review [Policy 503](#) for additional information.

# INFORMATION ON COVID-19 AND SCHOOL OPERATIONS

Please visit the Upper Grand District School Board website for updated information about COVID-19 and school operations.

Links:

- [COVID-19 & School Operations Homepage](#)
- [Managing COVID-19 symptoms and cases in schools](#)
- [COVID-19 Reporting – Cases in Schools](#)
- [Parent Tech Help](#)
- [Mental Health Resources](#)
- [Special Education: Parent Resources and Information](#)

## DAILY SCREENING FOR COVID-19 SYMPTOMS

Parents are responsible for performing a daily screening of their child(ren) for COVID-19 symptoms BEFORE leaving for school using a self-assessment checklist. Students are expected to stay home if symptoms or possible exposures are identified and parents must phone the school to inform them of their child's absence.

To assist with screening each day, parents can use the province's COVID-19 school screening tool at [Coronavirus \(COVID-19\) school screening](#). Screening your child every day before leaving for school is one of the best ways to help keep our schools and community safe.