



<b>POLICY:</b>	SC: 15
<b>EFFECTIVE:</b>	Jan 29, 2008
<b>AMENDED:</b>	Feb 26, 2013
<b>RELATED POLICIES:</b>	(references detailed in section 7.0)
<b>REPEALS:</b>	
<b>REVIEW DATE:</b>	2015-2016

## 1.0 Objectives

- 1.1 To ensure that the Code of Conduct of the Windsor-Essex Catholic District School Board promotes the mission and vision of the Board and provides a framework for individual schools to follow when reviewing their existing local, school-based codes of conduct.
- 1.2 The objectives of the Provincial Code of Conduct established by the Ministry of Education and the Board’s Code of Conduct are the same and include the following:
  - a. To ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity;
  - b. To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community;
  - c. To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility;
  - d. To encourage the use of non-violent measures to resolve conflict;
  - e. To promote the safety of people in the Board’s schools;
  - f. To discourage the use of alcohol and illegal drugs;
  - g. To prevent bullying in schools.

## 2.0 Definitions

- 2.1 *School Climate* – may be defined as the learning environment and relationships found within a school and school community. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions. Principles of equity and inclusive education are embedded in the learning environment to support a positive school climate and a culture of mutual respect. A positive school climate is a crucial component of bullying prevention.

## 3.0 Guiding Principles

- 3.1 The Board shall remain faithful to its Vision and Mission Statement, which call students, parents, teachers, staff and the community to work together as a partnership of school, family and parish to provide an education that is rooted in the teachings of Jesus in the Gospel.

- 3.2 A school should be a place that promotes responsibility, respect, civility, and academic excellence in a safe learning and teaching environment.
- 3.3 All students, parents, teachers, and staff members have the right to be safe, and to feel safe, in their school community. With this right comes the responsibility to contribute to a positive school climate. The promotion of strategies and initiatives such as Student Success and character development, along with the employment of prevention and intervention strategies to address inappropriate behaviour, fosters a positive school climate that supports student achievement and the well-being of all students.
- 3.4 Responsible Christian citizenship involves appropriate participation in the faith and 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.

#### **4.0 Specific Directives**

- 4.1 The Principal of each school shall review their school's local code of conduct and modify it where necessary to ensure that it is consistent with the Provincial Code of Conduct and the Board's Code of Conduct.
- 4.2 Appendix A is the WECDSB Code of Conduct. It sets out minimum requirements for each school's local Code of Conduct. These are mandatory for inclusion in each school's local code of conduct and are based on requirements of the Ministry of Education.
- 4.3 The provincial Code of Conduct and the Board's Code of Conduct set clear standards of behaviour that shall be incorporated into each school's local Code of Conduct and shall be applied not only to students, but also to all individuals involved in the publicly funded school system – parents, volunteers, teachers, staff members, and visitors, whether they are on school property, on school buses, at school-related events or activities, or in other circumstances that could have an impact on the school climate.
- 4.4 In reviewing and developing the school's local Code of Conduct, the principal must take into consideration the views of the school council. In addition, he or she should:
  - Seek input from students, staff, parents, and members of the school community;
  - Include procedures and timelines for review. The School's Code of Conduct shall be reviewed at least every three (3) years, in accordance with Board Policy;
  - Develop a communications plan that outlines how these standards of behaviour and the Code of Conduct will be made clear to everyone.
- 4.5 Each school's code of conduct shall encourage members of the school community to develop knowledge of God and the teachings of Jesus Christ in a faith atmosphere.

- 4.6 The Principal of a school shall maintain a Principal's Handbook that shall include the School's Code of Conduct.
- 4.7 The local codes of conduct shall be communicated to all members of the school community.
- 4.8 The Principal shall file with the Superintendent of Education a current copy of the school's local Code of Conduct.

## **5.0 Responsibility**

- 5.1 The Director of Education and the Principal of each school shall be responsible for the implementation of this policy.
- 5.2 The Director of Education (or Designate) shall ensure that where the Board enters into an agreement with a third party with respect to the rental of school space, that a requirement is included in the agreement providing that the third party follow standards that are consistent with the Provincial/Board Code of Conduct.

## **6.0 Review and Evaluation**

- 6.1 This policy and the Board's Code of Conduct shall be reviewed at least every three years and shall be scheduled for review during the 2015-2016 policy review cycle.

## **7.0 References**

Education Act R.S.O. 1990, c. E.2 Part XIII Behaviour, Discipline and Safety  
Ontario Regulation 472/07 Suspension and Expulsion of Pupils  
Ontario Regulation 474/07 Access to School Premises  
Ministry of Education Policy/Program Memorandum No. 141 School Board Programs for Students on Long-Term Suspension  
Ministry of Education PPM No. 142 School Board Programs for Expelled Students  
Ministry of Education PPM No. 145 Progressive Discipline and Promoting Positive Student Behaviour  
Ministry of Education PPM No. 128 The Provincial Code of Conduct and School Board Code of Conduct  
Ministry of Education PPM No. 144 Bullying Prevention and Intervention

Related Board Policies/Procedures:

A: 12 Code of Ethics  
A: 14 Promoting and Supporting Equity-& Inclusion within a Catholic Community  
A: 20 Transportation Policy/Procedures  
A: 31 Accessibility Standards for Customer Service  
A: 32 Integrated Accessibility Standards  
B: 06 Access to School Premises  
B: 01 Smoke Free Schools and Sites  
B: 05 Property Damage/Vandalism/Theft  
H: 08 Workplace Harassment

H: 19 Violence Prevention in the Workplace and Program for Violence Prevention  
SC: 03 Acceptable Use of the Internet (students)  
SC: 04 Field Trips Policy/Procedure  
SC: 18 Bullying Prevention and Intervention Policy/Procedure  
ST: 04 Attendance and Punctuality  
ST: 05 Student Discipline Policy/Procedure  
ST: 18 Physical Intervention  
ST: 19 Appropriate Dress

## Appendix “A”

### **CODE OF CONDUCT WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD**

The following is mandatory for inclusion in each WECDSB school’s local code of conduct and is based on the requirements established by the Ministry of Education:

#### **1.0 Guiding Principles and Purposes of the Code**

- 1.1 The standards of behaviour set out within this code apply not only to students, but also to all individuals involved in the publicly funded school system – parents, volunteers, teachers, staff members, and visitors – whether they are on school property, on school buses, at school-related events or activities, or in other circumstances that could have an impact on the school climate.
- 1.2 All members of the school community are to be treated with respect and dignity, especially persons in positions of authority.
- 1.3 To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community.
- 1.4 To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.
- 1.5 To encourage the use of non-violent means to resolve conflict.
- 1.6 To promote the safety of people in the schools.
- 1.7 To discourage the use of alcohol and illegal drugs.
- 1.8 To prevent bullying in schools.

#### **2.0 Roles and Responsibilities**

- 2.1 Parents

Parents play an important role in the education of their children, and can support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfill their role 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;
- show that they are familiar with the provincial Code of Conduct, the board's code of conduct, and school rules;
- encourage and assist their child in following the rules of behaviour;
- assist school staff in dealing with disciplinary issues involving their child.

## 2.2 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:

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

## 2.3 Principals

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 for the school community and a commitment to academic excellence in 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 and community;
- communicating regularly and meaningfully with all members of their school community.

## 2.4 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, 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, parents, volunteers, and the members of the school community;
- prepare students for the full responsibilities of citizenship.

## 2.5 The Campus Ministers

The campus ministers in the secondary school of the Windsor-Essex Catholic District School Board, under the leadership of their principals, assist in fostering a safe environment when they:

- coordinate activities to promote school unity;
- facilitate communication among varied partners within the school community;
- organize worship celebrations, which include Eucharist and Paraliturgies;
- make available the reception of the sacraments;
- facilitate retreats for staff and students;
- liaise with local parishes;
- provide pastoral counseling for individual staff and students;
- make referrals to other school and community resources;
- witness to the Good News and strive to incorporate Gospel values in the life of the school community;
- initiate justice and peace issues and coordinate action plans;
- contribute as a member of each local school's Crisis Response Team

## 2.6 School Board

School Boards provide direction to their schools that ensure opportunity, excellence and accountability in the education system. School boards:

- 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;
- seek input from school councils, their Parent Involvement Committee, their Special Education Advisory Committee, parents, students, staff members, and the school community;
- review these policies regularly with students, staff, parents, volunteers and the community;
- establish a process that clearly communicates the Provincial Code of Conduct and school board codes of conduct to all parents, students, staff members, and members of the school community in order to obtain their commitment and support;
- ensure an effective intervention strategy and response to all infractions related to the standards for respect, civility, responsible citizenship and safety;
- provide opportunities for all staff to acquire the knowledge, skills and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment;

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

### 2.7 Police, Parish and Community Partners

- Through outreach, partnerships already in place may be enhanced and new partnerships with community agencies and members of the community may also be created. Community agencies are resources that the Board can use to deliver prevention or intervention programs. Protocols are effective ways of establishing linkages between the Board and community agencies and of formalizing the relationship between them.
- The police play an essential role in making our schools and communities safer;
- Police investigate incidents in accordance with the protocol developed with the Board. These protocols are based on a provincial model that was revised in 2011 by the Ministry of Community Safety and Correctional Services and the Ministry of Education.

## 3.0 Standards of Behaviour

### 3.1 Respect, Civility & Responsible Citizenship

All members of the school community must:

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

### 3.2 Safety

All members of the school community must not:

- be in possession of any weapon, including firearms;
- cause injury to any person with an object;
- use any object to threaten or intimidate another person;
- be in possession of, or under the influence of, or provide others with, alcohol or illegal drugs;
- inflict or encourage others to inflict bodily harm on another person;
- engage in bullying behaviours;
- commit sexual assault;
- traffic weapons or illegal drugs;
- give alcohol to a minor;
- commit robbery;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.