



Evergreen Heights Education Centre

Code of Conduct 2020-2021

– DRAFT –

This School Code of Conduct reflects the Provincial and Board codes. These standards of behaviour apply to students whether they are on school property, on school buses, travelling to and from school, at school-authorized events or activities, or in other circumstances that could have an impact on the school climate.

Rationale:

The purpose of the Evergreen Heights' Code of Conduct is:

1. To ensure that all members of the school community, are treated with respect and dignity.
2. To promote responsible citizenship by encouraging appropriate participation in the school community.
3. To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.
4. To encourage the use of non-violent means to resolve conflict.
5. To promote the safety and well-being of people in the schools.
6. To prevent bullying in schools.

The Near North District School Board will continue to take steps and enact procedures that build resiliency, enhance the safety and well-being of all individuals in its schools and promote clear standards of behaviour. The School Board's Code of Conduct and Evergreen Heights Code of Conduct will reflect the requirements outlined in Policy/Program Memorandum No. 128 (December 5, 2012). The Ontario standards of behaviour apply to all individuals (principals, teachers, other school staff, students, parents/guardians, volunteers, community groups, partners, etc.) involved in the schools and activities of the Near North District School Board. These standards of behaviour apply to students whether they are on school property, on school buses, travelling to and from school, at school-authorized events or activities, or in other circumstances that could have an impact on the school climate.

Boards should note that subsection 301(2) of Part XIII of the Education Act, which outlines the purposes of the provincial Code of Conduct, has been revised to include prevention of bullying in schools. If a school board enters into agreement with a third party to rent school space, the board must include in the agreement a requirement that such third parties follow standards that are consistent with the provincial Code of Conduct, in accordance with subsection 301 (3.1).

School Boards are required to:

- revise their board Code of Conduct and require principals to engage in reviews of school Codes of Conduct to incorporate changes in the provincial Code of Conduct, as outlined in this memorandum;
- inform students, parents, teachers and other school staff, and other members of the school community of the terms of the revised provincial Code of Conduct and school board Codes of Conduct.

Principals shall:

- consult with staff, School Council, and students as appropriate;
- establish a school Code of Conduct that reflects the provincial and board Code of Conduct;
- involve the School Council and other members of the school community in an annual review of the contents of the school Code of Conduct;
- share the school Code of Conduct with staff, parents and students at the beginning of each school year;
- bring the Code of Conduct to the attention of students, parents/guardians and others who may be present in their school.

STANDARDS OF BEHAVIOUR

Respect, Civility, and 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 their 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, gender expression, sexual orientation, identification, 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;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- respect all members of the school community;
- respect the need of others to learn and work in an environment that is conducive to learning and working;
- not swear at another person.

Safety

All members of the school community **must not**:

- engage in bullying behaviours;
- commit assault, including sexual assault;
- traffic in weapons or drugs;
- give alcohol to a minor;
- commit robbery;
- be in possession of any weapon, including firearms;
- use any object to threaten or intimidate another person;
- cause injury to any person with an object;
- smoke, use or provide others with tobacco (e.g., cigarettes, cigars) or tobacco-like products and by-products (e.g., e-cigarettes, vaping devices, herbal cigarettes)
- be in possession of, or be under the influence of, or provide others with alcohol or drugs;
- inflict or encourage others to inflict bodily harm on another person;
- engage in hate propaganda and other forms of behavior motivated by hate or bias;

- commit an act of vandalism that causes extensive damage to school property or to property located on the premise of the school.

1. CODE OF CONDUCT FOR ALL PERSONS IN SCHOOLS

Roles and Responsibilities

Near North District School Board

The Near North District School Board will provide direction to schools to ensure opportunity, academic excellence, and accountability in the education system. The Near North District School Board will:

- 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;
- establish a process that clearly communicates the provincial Code of Conduct and school board codes of conduct to all parents, students, principals, teachers, other school staff, and members of the school community in order to obtain their commitment and support;
- update this Administrative Guideline as required by pertinent legislation;
- seek input from school councils, their Parent Involvement Committees, and their Special Education Advisory Committee;
- develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety;
- provide opportunities for all of the 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.

Principals

Under the direction of the Near North District 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 academic excellence in a safe, inclusive and accepting teaching and learning environment;

- holding everyone under their authority accountable for his or her behaviour and actions;
- empowering students and staff to be positive leaders in their school and community;
- communicating regularly and meaningfully with all members of their school community;
- reviewing the Code of Conduct on an annual basis with School Council, Safe Schools Committee and staff and students where appropriate;
- at the beginning of each school year the Code of Conduct must be communicated to all members of the elementary and secondary school communities (e.g., paper copy, school website, parent council, synvoice, staff meetings, assemblies, review sections during daily announcements, teacher/student review, posted in the school, etc.);
- ensuring that progressive discipline procedures are maintained.

Teachers and Other School Staff

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

- help students work to their full 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;
- maintain consistent standards of behaviour for all students;
- demonstrate respect for all students, staff, parents, volunteers, and other members of the school community;
- prepare students for the full responsibilities of citizenship by expecting them to adhere to the standards of behaviour of respect, civility, and responsible citizenship.

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 and for others;
- refrains from bringing anything to school that may compromise the safety and well-

being of others;

- follows the established rules and takes responsibility for his or her own actions;
- becomes familiar with the Code of Conduct and the school rules.

Parents/ Guardians

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:

- 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.

Community Partners and the Police

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 boards can use to deliver prevention or intervention programs. Protocols are effective ways of establishing linkages between boards and community agencies and of formalizing the relationships between them. These partnerships must respect all applicable collective agreements.

The police play an essential role in making our schools and communities safer. The police investigate incidents in accordance with the protocol developed with the local school board. These protocols are based on a provincial model that was revised in 2016 by the Ministry of Community Safety and Correctional Services and the Ministry of Education.

Bullying

Bullying – means aggressive and typically repeated behaviour by a student where,

- a) the behaviour is intended by the student to have the effect of, or the student ought to know that the behaviour would be likely to have the effect of,
 - (i) 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

- (ii) creating a negative environment at a school for another individual, and
- b) the behaviour occurs in a context where there is a real or perceived power imbalance between the student 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 (“intimidation”).

For the purposes of the definition of “Bullying” above, bullying behaviour includes the use of any physical, verbal, electronic, written or other means.

Cyber-bullying - For the purposes of the definition of “Bullying” above, bullying also includes bullying by electronic means (commonly known as cyber-bullying), which includes:

- a) creating a web page or a blog in which the creator assumes the identity of another person;
- b) impersonating another person as the author of content or messages posted on the internet; and,
- c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

Bullying prevention Strategies:

- Develop students’ problem solving skills;
- Promote healthy relationships between children;
- Encourage safe reporting;
- Build common values;
- Teach assertiveness;
- Emphasize cooperation and collaboration;
- Foster empathy

At Evergreen Heights we will:

- Gather information about bullying at school directly from students;
- Establish clear school wide and classroom rules about bullying;
- Respond sensitively and consistently to bullying;
- Provide adequate adult supervision (wherever possible), particularly in less structured area, such as on the playground and in the hallways;
- Improve parental awareness and involvement in working on the problem.

Evergreen Heights Education Centre
Progressive Discipline Plan

Progressive Discipline

The term "progressive discipline" refers to a "whole school approach that utilizes a continuum of prevention programs, interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote and foster positive behaviours." Specifically, this means that "When inappropriate behaviour occurs disciplinary measures should be applied within a framework that shifts the focus from that is solely punitive to one that is both corrective and supportive. Schools should utilize a range of interventions, supports and consequences that are developmentally appropriate and include learning opportunities for reinforcing positive behaviour while helping students to make good choices." (Ontario Ministry of Education, 2009)

Policy Statement

- The goal of the policy is to support a safe, inclusive, and accepting learning and teaching environment in which every student can reach his or her full potential.
- All inappropriate student behaviour, including bullying, must be addressed.
- Responses to behaviours that are contrary to the board's code of conduct must be developmentally appropriate.
- Progressive discipline is an approach that makes use of a continuum of prevention programs, interventions, supports, and consequences, building upon strategies that build skills for healthy relationships and promote positive behaviours.
- The range of interventions, supports, and consequences used by the board and all schools must be clear and developmentally appropriate, and must include learning opportunities for students to reinforce positive behaviours and help students make good choices.
- Information in the student's IEP must be considered in the determination of interventions, supports, and consequences for students with special education needs.
- The board, and school administrators, must consider all mitigating and other factors, as required by the Education Act and as set out in Ontario Regulation 472/07.

Preventative Strategies Include:

- Use of curriculum to develop understanding of the issues;
- Anti-bullying and violence prevention programs;
- Mentorship programs;
- Student success strategies;
- Character education;
- Citizenship development;
- Student leadership;
- Promoting healthy student relationships; and
- Promoting healthy lifestyles.
- Bullying Prevention Plans which include: (1) awareness raising strategies (2) support strategies, including plans to protect victims and to support students who engage in bullying; and (3) reporting requirements (please refer to Policy Program Memorandum 144 and 145)

Positive Practices

To promote and support appropriate and positive student behaviours that contribute to creating and sustaining safe, comforting and accepting learning and teaching environments that encourage and support students to reach their full potential, the Board and School supports the use of positive practices for: (1) prevention, and (2) positive behaviour management.

Positive Behaviour Management Practices Include:

- Collaborative and Proactive Solutions approach (CPS);
- Differentiated instruction and accommodations based on student need;
- Class placement (when possible);
- Positive encouragement and reinforcement;
- Individual, peer and group counseling;
- Conflict resolution / Dispute resolution;
- Mentorship programs;
- Promotion of healthy student relationships;
- Sensitivity programs;
- Behaviour Management Plan (BMP);
- Alternative or modified programming based on student data;
- School, Board and community support programs; and
- Student success strategies.

The Board and School recognizes that, in some circumstances, positive practices might not be effective or sufficient to address inappropriate student behaviour. In such circumstances, the Board and School supports the use of progressive discipline consequences up to and including expulsion from all schools of the Board.

Early and Ongoing Intervention Strategies - Progressive Discipline Consequences

A teacher or the principal- as appropriate, shall utilize early and/or ongoing intervention strategies that are **developmentally appropriate to stop and prevent future unsafe or disrespectful or inappropriate** behaviours.

Intervention Strategies may include:

- Oral reminders;
- Review of expectations;
- Written work assignment addressing the behaviour, that has a learning component;
- Volunteer services to the school community;
- Conflict mediation and resolution;
- Peer mentoring;
- Consultation between two (2) or more of the parties;
- Referral to a community agency for anger management or substance abuse, counseling/intervention;
- Detentions;
- Withdrawal of privileges;
- Withdrawal from class;
- Restitution for damages;
- Restorative practices;
- Transfer to another class or school;

- Short-term suspension;
- Long-term suspension;
- Expulsion

In all cases where ongoing intervention strategies are used, the student's parents/guardians should be consulted (unless the student is 18 years of age or older or 16 or 17 years of age and has withdrawn from parental control) at each step of the progressive discipline process.

Factors to Consider Before Deciding to Address Inappropriate Behaviour

Before applying any progressive discipline consequence, the principal shall consider whether the progressive discipline consequence might have a disproportionate impact on a student protected by the Human Rights Code, including but not limited to race and disability, and/or exacerbate the student's disadvantaged position in society, and whether accommodation to the point of undue hardship is required.

Evergreen Heights Education Centre Access to School Premises

Persons who are on school premises without being authorized by the provincial regulation, “Access to School Premises,” have committed an offence and can be charged under the Education Act (s. 305).

- Persons who are permitted on school premises include:
 - Students enrolled in the school;
 - Parents/guardians of students enrolled in the school;
 - Persons employed or retained by the Board;
 - Persons engaged in lawful purposes (e.g., deliveries, voting and other persons authorized by the Board); and,
 - Persons invited by the principal to the premises for a purpose or an event who are on the premises for that purposes or event.
- Authority to be on school premises does not entitle a person to have access to all areas of the school premises. The Principal shall inform groups or individuals using the school about the specific school restrictions and/or permissions.
- Boards have the authority to lock the school premises when the premises are not being used for a purpose authorized by the Board.
- Despite being an authorized person to be on school premises, if, in the judgement of the principal, that authorized person’s presence is considered to be detrimental to the safety or well-being of another person on the premises, the authorized person may be asked to leave the premises. This does not apply to a student enrolled in the school or to a student attending a program for suspended or expelled students that is located on the school premises.
- Schools will require school visitors to report their presence on the premises in a specified manner. A person is not permitted to remain on school premises if that person fails to report as required. This does not apply to a student enrolled in the school or to a student attending a program for suspended or expelled students that is located on the school premises.
- The school principal will develop a plan for communicating the above information regarding access to schools and school premises in each school year. This plan will include the posting of appropriate signs that conform with standards to be developed board-wide to meet health and safety as well as access to school premises expectations. The plan may also include the use of newsletters for communicating with the school community and the distribution of this guideline and/or edited copies of it with the addition of information specific to that school.
- The school principal may provide notice prior to contacting the police to enhance the possibility that the unauthorized person may leave the premises without the necessity of charges being laid.
- Persons have a constitutional right to access polling stations at the school during an election.

ACCESS BY SUSPENDED AND EXPELLED STUDENTS

Suspended and expelled students are denied access to school board premises as a condition of their suspension or expulsion. The principal may deem that such students are not a threat to the safety or well-being of a person on the school premises and allow access to a public facility on the school premises for a lawful purpose (e.g., using a public library). Students attending a program for suspended or expelled students that is located on the school premises do have the right of access to school premises.

Evergreen Heights Education Centre Suspension Policy

The Near North District School Board's policies and related administrative guidelines addressing suspensions and expulsions provide direction for its schools and take into consideration consistency, clarity and procedural fairness, while treating suspensions and expulsions as necessary option on a continuum of progressive discipline measures. The primary purpose underlying the implementation of all disciplinary measures is to achieve a positive consequence for the student and the school.

Persons Who Can Suspend

Suspensions can be imposed by:

1. A principal.

A Principal shall consider whether to suspend a student if he/she believes that the student has engaged in any of the following activities while at school, at a school-related activity, or in any other circumstance where engaging in the activity will have an impact on the school climate:

- Uttering a threat to inflict serious bodily harm or another person.
- Possessing alcohol or illegal drugs.
- Being under the influence of alcohol.
- 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 student's school or to property located on the premises of the student's school.
- Bullying.
- Any other activity that is an activity for which a principal may suspend under a policy of the board.

Further information on Suspensions and Expulsion and other information pertaining to Student Conduct Management can be found at the Administration Guideline link under Board on the NNDSB web page: <http://www.nearnorthschools.ca/board/Admin%20Guidelines/student-conduct-management.pdf>

Please complete this form and return it to the school by the date indicated below.

ACKNOWLEDGEMENT

I have read the Code of Conduct for Evergreen Heights Education Centre with my child. We understand the code of conduct and the policies outlined and agree to follow it.

Student Name: _____

Grade: _____

Teacher: _____

Student's Signature

Date

Parent's/Guardian's Signature

Date

**** Please return this form to the school by September 30, 2020**

Thank you