

# Responsibilities

**At Hyland Heights....**



**With Parental Support, we strive to create a safe environment that promotes: INDIVIDUAL GROWTH, ACADEMIC SUCCESS and SOCIAL VALUES that lead to the development of a positive self image in our students.**

## Code of Conduct



The Hyland Heights' Code of Conduct is based upon the Ontario and the Upper Grand District School Codes of Conduct, which apply to students, parents or guardians, teachers and other staff members, and volunteers – while at school, at school related activities and events, on school buses or when engaging in an



All members of our school community have a **RIGHT** to be treated with dignity and respect, to learn and work in a safe secure environment, where the primary focus is on teaching and learning:





- **Students** have a right to a quality education, where activities are success-oriented and build on individual strengths.
- **Parents** have a right to be heard, communicate with the school regularly, and have concerns addressed.
- **Staff members** have a right to expect students, parents and the community to be involved in creating a positive school environment, in order to support the learning process.

All are reminded that with **RIGHTS** come **RESPONSIBILITIES**. These specific responsibilities form our Code of Conduct.

	<b>Students</b>	<b>Parent/Guardian</b>	<b>School</b>
<p><b>Respect for the Learning Environment</b></p> 	<ul style="list-style-type: none"> <li>• Come to school promptly, prepared with materials and willing to learn and fulfill expected academic obligations such as attending to task, not distracting and completing homework</li> <li>• Be honest in academic work by refraining from cheating and plagiarism</li> <li>• Attend school except when ill</li> <li>• Respond to school bells promptly</li> <li>• Enter classroom promptly</li> <li>• Use free time responsibly</li> </ul>	<ul style="list-style-type: none"> <li>• Talk to your child regularly about school</li> <li>• Show an active interest in your child's school work and progress</li> <li>• Communicate regularly with the school (e.g., sign homework and agenda, returning forms promptly)</li> <li>• Attend interview times</li> <li>• Ensure regular attendance and punctuality</li> <li>• Inform school when your child is absent or late</li> <li>• Keep your child at home or at an alternate care placement when ill</li> <li>• Pack nutritional snacks and lunches</li> </ul>	<ul style="list-style-type: none"> <li>• Create a positive , safe and inclusive environment that promotes time on task in which students can learn effectively</li> <li>• Help students reach their full potential by developing their self worth and helping them to be productive citizens</li> <li>• Communicate effectively and meaningfully with parents (e.g., reporting, interviewing, phone calls, newsletters)</li> <li>• Welcome and encourage parent involvement (e.g., volunteering in class, helping with an activity, attending a class trip)</li> <li>• Keep accurate records of attendance and follow up on absenteeism</li> <li>• Apply appropriate consequences to promote and ensure a positive learning environment</li> </ul>
<p><b>Respect for Others at School</b></p> 	<ul style="list-style-type: none"> <li>• Behave in a safe and respectful manner by acknowledging differences in people, their ideas and opinions</li> <li>• Treat one another with dignity especially when there is a disagreement</li> <li>• Be respectful of the rights of others</li> <li>• Use language that is appropriate</li> <li>• Refrain from using profane language and/or uttering threats</li> <li>• Follow instructions that are given by staff members/ supervisors</li> <li>• Follow rules of safety and consideration</li> <li>• Take responsibility for actions</li> <li>• Exhibit respect for self and others</li> <li>• Respect that rough play or play fighting is prohibited</li> <li>• Respect that the use of snowballs, Indian rubber balls, golf balls, skateboards, roller blades, wheeled shoes and scooters are prohibited</li> <li>• Respect that the use of tobacco, alcohol or drugs is prohibited</li> <li>• Refrain from bringing weapons (e.g., pocket knives, toy guns)</li> <li>• Respect the use of cellphones, pagers, cameras, media devices and gaming systems are prohibited during the school day</li> <li>• Propaganda (e.g., clothing, music, games) that promotes hatred, violence and/or inappropriate behaviour is prohibited</li> <li>• Refrain from verbal, physical, social, emotional, electronic, racial, ethnic or sexual bullying *</li> <li>• Assist the victim of bullying by seeking the help of a trusted adult</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage child to behave in a safe and respectful manner</li> <li>• Support the efforts of staff to create a safe and respectful learning environment</li> <li>• Support school directives</li> <li>• Report to the office upon or before entering the school and yard</li> <li>• Respect that pets are prohibited in the school and yard during school hours including drop off and pick up times</li> </ul>	<ul style="list-style-type: none"> <li>• Outline and model respectful behaviour</li> <li>• Inform students of expectations and consequences</li> <li>• Provide students with a safe and secure school environment</li> <li>• Provide adequate and visual supervision</li> <li>• Respond to student concerns</li> </ul>

\* **Bullying** is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause, or should be known to cause, fear and

distress, and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs where there is a real or perceived power imbalance.

Responsibilities			
	Students	Parent/Guardian	School
<b>Respect for Others Outside of School</b> 	<ul style="list-style-type: none"> <li>Behave in a safe and respectful manner</li> <li>Use appropriate language</li> <li>Obey the bus driver and follow directions of person of authority on the bus</li> <li>Travel safely on sidewalks – cross at designated areas</li> <li>Transport sports equipment in a safe manner to avoid injury</li> </ul>	<ul style="list-style-type: none"> <li>Respect parking lot entry and exit procedures</li> <li>Respect bus loading zones</li> <li>Inform school if the student is leaving early or using an alternate form of transportation</li> </ul>	<ul style="list-style-type: none"> <li>Inform students of expectations</li> <li>Develop understanding of the rules</li> <li>Provide consequences</li> </ul>
<b>Respect for Property</b> 	<ul style="list-style-type: none"> <li>Respect and protect school and personal property</li> <li>Return all borrowed material such as library books and textbooks</li> <li>Dispose of garbage appropriately</li> <li>Promote Reduce, Re-use, and Recycle</li> <li>Maintain a clean environment</li> <li>Keep the school gum free</li> </ul>	<ul style="list-style-type: none"> <li>Respect and protect school and personal property</li> <li>Help your child learn to respect the property of others</li> <li>Label student belongings</li> <li>Provide a school bag to carry student belongings</li> <li>Provide reusable containers to reduce waste</li> </ul>	<ul style="list-style-type: none"> <li>Respect and protect school and personal property</li> <li>Model and outline expected behaviours</li> <li>Maintain a clean work environment</li> <li>Model the practice of Reduce, Re-use, and Recycle</li> </ul>
<b>Respect for Appropriate Dress</b> 	<ul style="list-style-type: none"> <li>All clothing should reflect respect for yourself, your body and your school</li> <li>Clothing must not display offensive messages (symbols of hate, gang references, images of violence, death, abuse, alcohol, drugs, cigarettes, obscene words or political, racial or sexual statements)</li> <li>For junior and intermediate students muscle shirts, spaghetti straps, halter tops, scoop neck lines, bare mid drifts or backs are not acceptable</li> <li>Shorts and skirts must be at a reasonable length (fingertip rule)</li> <li>Undergarments should not be seen</li> <li>Shirts must be tuckable and not excessively tight</li> <li>Hats and hoods should be removed when entering schools and remain off as a sign of respect</li> <li>Appropriate physical education clothing must be worn as directed by the teacher</li> <li>Clothing suitable for outdoor weather must be worn at recess keeping in mind that we have two 25 minute recesses</li> </ul>	<ul style="list-style-type: none"> <li>Provide and monitor appropriate dress and footwear</li> <li>Monitor clothing for inappropriate images and messages which may offend</li> <li>Provide change of clothing to support the Code of Conduct (e.g., gym clothing, outdoor clothing)</li> <li>Check the Lost and Found regularly</li> </ul>	<ul style="list-style-type: none"> <li>Communicate with students the expectations for the school's Dress Code</li> <li>Model and outline appropriate dress</li> <li>Provide consequences for students who violate the Dress Code (e.g., turn a t-shirt with an inappropriate message inside-out)</li> </ul>
<b>Respect for Technology</b> 	<ul style="list-style-type: none"> <li>Be aware of the Acceptable Use Policy</li> <li>Report inappropriate message on the computers</li> <li>Respect the privacy of others</li> <li>Accept responsibility for the security of personal user names and logins</li> <li>Use the Internet responsibly</li> <li>The use of electronic communication (for cyberbullying, for example) both at school and outside if it relates back to school in a negative way is unacceptable</li> </ul>	<ul style="list-style-type: none"> <li>Be aware of the Acceptable Use Policy, sign it and return it to school</li> </ul>	<ul style="list-style-type: none"> <li>Use Internet to research, communicate and teach</li> <li>Allow the usage of the Internet for student/staff research, and curriculum related tasks (lessons, projects)</li> <li>Provide instruction on the proper use of technology (e.g., the negative impact of cyberbullying in and out of school)</li> <li>Monitor the appropriate use of technology</li> </ul>

**Police Services Responsibilities:** the Board believes that the Police are partners with schools and School Boards in maintaining safe schools and communities. Through the guidelines established in the Police/School Boards Protocol Agreement, Police support schools by encouraging, enabling and maintaining positive relationships with school administration, staff, students, parents and members of the school community.

**Community Responsibilities:** Members of the community share in making and maintaining safe schools and communities by supporting and respecting the rules of their local School Board and local schools.

### Implementation of the School's Code of Conduct

The Principal/Vice Principal and Staff will:

### Range of Consequences

Discussions between students and staff members regarding appropriate behaviour occur on a regular basis. One-to-one conferencing between student and staff will take place when individual students require redirection. Parental contact will be made when appropriate and may vary from a phone call to a formal conference.

If a student chooses not to follow the outlined expectations, consequences will follow. In implementing a progressive discipline model, an escalating range of consequences are used by our staff. The severity of incident will determine where, in the range, the consequences will begin. Some common range of consequences include:

- |                                     |  |   |
|-------------------------------------|--|---|
| * reminders                         | * Restorative Circle                         | * Suspension                                  |
| * warnings                          | * Behaviour Team (SST) support               | * Police Contact                              |
| * detention with teacher            | * in school community service                | * Violent Incident                            |
| * telephone call home               | * repair/pay for damages or missing property | Report sent to Board                          |
| * related written assignments       | * removal from class setting                 | * Limited Expulsion from the school           |
| * written "contracts"               | * suspension from the bus                    | * Full Expulsion from all schools in province |
| * loss of privileges                | * work in the office for the day             |   |
| * student/parent/teacher conference |  |   |

### Suspensions and Expulsions

The Ontario Code of Conduct (Bill 212) specifies consequences for student actions that do not comply with the Provincial Standards of Behaviour.

A student **may be** suspended for the following infractions:

- Uttering a threat to inflict serious bodily harm on another person
- Possession 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 damages to school property at the pupil's school or to property located on the premises of the pupil's school
- Bullying
- Committing any act considered by the Principal to be injurious to the moral tone of the school
- Committing any act considered by the Principal to be injurious to physical or mental well-being of members of the school community
- Persistent opposition to authority
- Habitual neglect of duty
- Serious breach of Board or School Codes of Conduct

A student **may be** expelled for the following infractions:

- Possessing a weapon, including possessing 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 in illegal drugs
- Committing robbery
- Giving alcohol to a minor
- An act or activities considered by the Principal to be significantly injurious to the moral tone and/or the physical or mental well being of others
- Activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the Board or to the goods that are/were on Board Property
- The pupil has demonstrated through a pattern of behaviour that s/he has not prospered by the instruction available to him or her and that s/he is persistently resistant to make changes in behaviour which would enable him/her to prosper

When a student is facing a suspension or expulsion every attempt will be made by the Principal to contact parents/guardians in a timely and ongoing manner. Parents will receive a formal letter outlining the details of the suspension/expulsion and the appeal process.

- Endeavour to provide students with the opportunity to learn life skills such as conflict resolution, anger management and communication skills
- Utilize a model of progressive discipline when appropriate
- Utilize models based on the concept of peer mediation and/or peer counseling
- Document incidents requiring disciplinary measures
- Be sensitive to unique circumstances which may affect student behaviours
- Ensure that contact with the parent/guardian of students under the age of eighteen will be made early in the disciplinary process
- Maintain contact with parent/guardian and involve them in a plan to improve the behaviour until the behaviour is acceptable

As incidents arise, it is recognized that each situation is unique. Incidents are managed in a consistent manner to ensure that fairness is integral in the process, and that this fairness is perceived by all participants. Within this process, consideration for consequences will be given for student age, frequency of incidents, severity of incidents, student exceptionalities, and extenuating circumstances.