



JD Hogarth Public School

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, comfortable and accepted.

GENERAL

Our School Code of Positive Student Behaviour is based upon the Ontario Code of Conduct and the Upper Grand District School Board Code of Conduct (Policy # 213) which applies to all members of the school community; students, administrators, staff, parents and guardians, visitors, volunteers, etc. while on all school and Board property, school buses, at school-authorized events and off site at school-sponsored activities, or in other circumstances that could have a negative impact on the school climate.

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

A) 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 opinions;
- ▶ treat one another with dignity and respect at all times, and especially where there is disagreement;
- ▶ respect and treat others fairly, regardless of their 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 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 swear at a teacher or at another person in authority, and
- ▶ seek school staff assistance, if necessary, to resolve conflict peacefully.

B) Safety

All members of the school community must not:

- ▶ engage in bullying behaviours

Definition of bullying:

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

Bullying takes on different forms and contexts with age. It can be physical, verbal, social/emotional or through the use of technology. Bystanders contribute to bullying by doing nothing to prevent it or by becoming actively involved in supporting it.

- ▶ commit sexual assault;
- ▶ traffic in weapons or illegal drugs;
- ▶ be in possession of any weapon including, but not limited to, firearms;
- ▶ use any object to threaten or intimidate another person;
- ▶ cause injury to any person with an object;

- ▶ 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 hate propaganda and other forms of behaviour motivated by hate or violence;
- ▶ commit an act of vandalism that causes extensive damage to school property or property located on the premises of a school, or
- ▶ engage in any form of electronic communication directed to an individual or group of people that is intended to cause (or should be known to cause) fear, distress, and/or harm to other persons; feelings, self esteem, or reputation, or that has a negative impact on the school climate.

STUDENT RESPONSIBILITIES

All students will :

- ▶ accept responsibility for their personal actions;
- ▶ demonstrate respect for self, and others, and for those in authority;
- ▶ fulfil expected academic obligations;
- ▶ come to school punctually each day, prepared and willing to learn;
- ▶ obey the rules of the school, on school buses, and at other sites during school activities,
- ▶ dress appropriately in accordance with the Board's and the school's policies regarding appropriate dress;
- ▶ use respectful language, free from profanity;
- ▶ work cooperatively with staff and other students;
- ▶ be honest in their academic work (refrain from plagiarism, cheating, etc.); and
- ▶ use free time responsibly.

STAFF RESPONSIBILITIES

The Principal will:

- ▶ take a leadership role in the daily operation of the school by demonstrating care and commitment to academic excellence and a safe teaching and learning environment;
- ▶ hold those under their authority accountable for their actions and behaviour;
- ▶ empower students to be positive leaders in their school and community, and
- ▶ communicate meaningfully and on a regular basis with all members of the school's community.

Teachers and school staff will:

- ▶ maintain order in the school;
- ▶ maintain consistent standards of behaviour for all students;
- ▶ help students work to fulfill their potential, develop self-worth, and prepare them for the full responsibilities of citizenship;
- ▶ communicate regularly and meaningfully with parents/guardians;
- ▶ demonstrate respect for all students, staff, parents, volunteers, and the members of the school community; and
- ▶ empower students to be positive leaders in their school and community.

PARENTAL/GUARDIAN RESPONSIBILITIES

Parents play an important role in the education of their children and can fulfill this responsibility by:

- ▶ demonstrating respect for all students, staff, volunteers and the members of the school community;
- ▶ supporting the efforts of school staff in maintaining a safe and respectful learning environment;
- ▶ showing an active interest in their child's school work and progress;
- ▶ communicating regularly with their child's school;

- ▶ assisting staff in dealing with disciplinary issues involving their child;
- ▶ helping their child be neat, dress appropriately, be well rested and prepared and ready to learn;
- ▶ ensuring that their child attends school regularly and on time;
- ▶ promptly reporting their child's absence or late arrival;
- ▶ showing that they are familiar with the Ontario Code of Conduct, the Board's Code of Conduct, and the school's Code of Conduct and rules of behaviour, and
- ▶ helping and encouraging their child in following the Board's Code of Conduct and the school's Code of Conduct and the rules of behaviour.

SPECIFIC EXPECTATIONS FOR SCHOOL

In general, students are expected:

- ▶ to work to the best of their ability
- ▶ to voice their concerns in a respectful and productive manner
- ▶ to complete assignments and homework in the allotted time
- ▶ to come to school on time and to be prepared for class
- ▶ to keep all non-academic items out of the class (ipods, cell phones, games, etc.)
- ▶ to be where they are supposed to be, when they are supposed to be there (outside at recess, attending a homework makeup session, in the gym, entering and exiting via the designated doorway)
- ▶ to clean up after him/herself and to contribute to the positive learning environment for all students in the school

In the hallways, students are expected:

- ▶ to walk down the right side of the hall in an orderly fashion
- ▶ to use appropriate language and manners
- ▶ to leave the lockers/locks of other students alone

In the lunchrooms, students are expected:

- ▶ to follow the agreements as outlined in the permission agreement (students who do not follow these rules, may be required to eat in an alternate location within the school or eat at home)
- ▶ to take milk and pizza from the monitor, assigned by the classroom teacher

In the washrooms and changerooms, students are expected:

- ▶ to use the rooms for the intended purposes only
- ▶ to not loiter

On the way to and from school, students are expected:

- ▶ to keep of roads when travelling to and from school
- ▶ to ride on the assigned bus only and follow the direction of the bus driver (Misconduct will have consequences at school and may result in a loss of bus riding privileges.)
- ▶ to cross Belsyde Avenue only at the crosswalk
- ▶ to respect the property and rights of community members
- ▶ to walk their bicycles to and from the bike rack as soon as they reach school property; and to lock up his/her bike

On the computer, students are expected:

- ▶ to use Internet access in support of education, research or UGDSB business
- ▶ to not use email or chat rooms
- ▶ to report any data that is inappropriate to the teacher supervisor
- ▶ to be responsible for keeping access and user identification secure
- ▶ to not transmit or download any software that is in violation of copyright laws
- ▶ to not plagiarize and not attempt to gain unauthorized access

Participation in clubs, on teams and attending special events is a privilege that must be earned. In particular, attending extended or overnight trips requires that the participants demonstrate a high level of maturity and responsibility. Misbehavior of a significant or on-going nature may preclude a student from participating.

Note that the provision of extracurricular activities (all sports teams, intramurals, clubs) is done voluntarily by teachers.

On fieldtrips, team trips and in clubs, students are expected:

- ▶ to always act in ways that reflect positively on their family and their school
- ▶ to be attentive and to follow the direction(s) of the person in charge (teacher, parent, museum curator, performer, official, etc.)

In physical education class, students are expected:

- ▶ to wear appropriate clothing (shorts, t-shirt, non-skid running shoes)
- ▶ to remove all jewellery, except medic-alert bracelets
- ▶ to follow established routines in gym class so that injury is minimized

On the playground, students are expected:

- ▶ **to play non-contact games and to keep hands off of other students at all times**
- ▶ to act as role models
- ▶ to keep snow, stones and other objects on the ground (that are not physical education equipment)
- ▶ to eat and drink food in the school and not on the playground
- ▶ to keep off private property (fences)
- ▶ to adhere to posted schedules (creative playground, swings, etc.) and to stay on the school grounds
- ▶ to be mindful of the environment
- ▶ to use only soft balls (ie. Tennis balls, not lacrosse balls) and to throw them in the designated areas
- ▶ to calmly talk to other students
- ▶ to try to include other students in games and activities
- ▶ to move into the building promptly when the bell rings so he/she is not late for class
- ▶ to use the playground equipment correctly:
 - take turns
 - be seated on the swing or slide

- wait in a safe area for your turn
- not walk up the slide
- not run or play tag around equipment
- not wear scarves or clothing with loose strings (to prevent entrapment)
- not tying ropes to any structure on the playground
- not sit on the climber's bars
- not hanging head first by your feet
- not using the playground equipment or path if there is a pylon on it (indicating danger and to keep off)
- remember that a snow fort is only for the duration of the recess but it is common courtesy to leave snow blocks where they are unless a structure is not going to be used by anyone
- slide down snowhills with your feet first, wearing snow pants; get out of the way quickly so others can have a turn; if the pylon is on the hill stay off
- sliding on ice is permitted only if the student slides on his/her bottom/knees and only if wearing snowpants

Note: The use of roller blades, heeie shoes, skateboards, and scooters by students on school property is not allowed.

APPROPRIATE DRESS

Appropriate dress is defined as student attire that is free of symbols of hate, gang membership, or images that portray violence, death, abuse, alcohol, cigarettes, drugs, racial, obscene words, political or sexual statements. Costumes are not appropriate during regular class (capas, ballerina tutus) and students will be asked to change into appropriate clothing. These items are suitable for drama, performances and celebrations.

Coats, Outerwear, Backpacks

These items must be left in lockers or on classroom coat racks. Hats must be removed

when students reach their locker.

- ▶ hats that are non-faith based coverings must not be worn by girls or boys

Shirts and Tops

Muscle Shirts, spaghetti straps and low scooped necklines revealing cleavage, are unacceptable. Bare midriffs and backs are unacceptable; shirts must be 'tuckable' and not excessively tight. Shorts and skirts must be a reasonable length (not show any part of the buttocks). Undergarments should not be visible. Parents may be called to bring suitable clothing if necessary. A student may be asked to turn a shirt inside out or a large shirt to cover, may be provided.



Portable Technology Policy for J.D. Hogarth P.S. 2011 - 2012

The use of portable technology is a very real part of our everyday lives, however it is important to ensure that it is used to enrich the learning environment for everyone. There are a number of existing and emerging technologies (ICT Information and Communication technology) including interactive Whiteboards, storage devices, personal digital entertainment devices (PDEs), MP3 players, personal digital assistants (PDAs), mobile phones, laptops, desktops, tablet PCs, gaming devices, assistive and adaptive technologies, digital cameras, scanners, smart cards and a range of content delivery methods.

The Acceptable Use of Digital Technology (Policy 318) states, **“It is the Policy of the Upper Grand District School Board to provide safe and secure digital technology for educational and Board business applications. The primary purpose is to support the educational learning experiences of students through research and communication opportunities, and to enhance the business operating efficiencies for administrative purposes. This service is a privilege, not an assumed right. All users must take responsibility for their own actions.”**

The Home Use of Assistive Technology Protocol is applicable for those students to whom this applies.

Cell phones may not be used by students to call anyone, or to text anyone (including parents) during school hours from 8:50 - 3:10.

The Principal has the authority to determine the specific rules for the use of technology in the school. The Principal delegates authority to the specific classroom teacher to use technology in their classroom to improve classroom instruction. Not all teachers will use/permit the same degree of use of portable technology in their classroom. Teachers will clearly outline when and if portable technology is permitted for use in their classroom. These expectations will be **clearly communicated to the students** on a teacher by teacher basis. This policy will be reviewed with all students.

Examples of this might include:

- using calculator function on an electronic item
- using an electronic item to research a topic using an internet search engine
- permitting a student to listen to his/her MP3 player when his/her work is finished

If a teacher decides that a student is misusing his/her technology (using it inappropriately, defying the teacher's decision for example) in the classroom he/she will follow the progressive consequence steps listed below:

1st offence - warning to the student and electronic item is confiscated - given to an administrator until end of the day when the student can retrieve the device (incident recorded by teacher including date). Date: _____

2nd offence - electronic item confiscated and taken to the office, the parents are phoned by the teacher and a parent will be required to pick up the item from the office (incident recorded by the teacher and the office). Date: _____

3rd offence - electronic item is confiscated by the teacher and taken to the office - the student's privilege to bring the specific item to school is revoked - a letter will document that this is the third incident. The parent is expected to come and pick up the item. At this point the teaching environment, the student's learning (and/or the rights of others) is being compromised. Date: _____

The use of digital or photographic imagery equipment, including, but not limited to, cell phones, PDAs and cameras is expressly forbidden in all school washrooms and change rooms. Failure to observe this directive will result in the immediate confiscation of equipment and could lead to prosecution by the authorities. At all times, personal technology equipment remains the responsibility of the individuals. At no time will the Upper Grand District School Board be responsible for or accountable for its loss, theft, inappropriate use, or any damage that may occur while on school property. The decision to send this equipment rests solely with the parent/guardian. If a child relies on a piece of technology for safety purposes outside of school, it is up to him/her to use it properly during school so it is not confiscated.

Digital Respect is at the root of expectations regarding the appropriate use of technological tools. Digital Respect is making a conscious choice to respect others when using any digital devices and services. This includes everything from email to online social sites and mobile phones. Digital Respect is using technology respectfully - that is - not for the purpose of harming others. Digital Respect is often just “good manners”.

There remains little doubt about the power these new tools have to diminish personal communication roadblocks, now there is never a reason not to be “available”. However just like email, there are a number of social concerns that accompany any electronic communications tools.

Our expectation is that **all staff, students, parents and guests** of the UGDSB will comply with all Board and School guidelines on practicing Digital Respect. What does Digital Respect look like? For example:

- parents and staff will turn off their cell phones when they are in an interview/meeting
- parents will call the front desk to inform the staff responsible for attendance about an unscheduled appointment; **not text the child and show up unannounced**
- parents reminding children that texting the parent is not permitted during class time - it is difficult for a child to respect and follow the rules if a parent does not
- a staff member will not write lesson plans or search out web resources when he/she is in a staff meeting
- no posting of any photos on a social network site without the express permission of the person(s) involved
- phone calls are made out of the centre of the hallway where people are walking

This policy will remain in effect until further notice.

Please see the Acceptable Use of Digital Technology Policy #318 (and Handbook) and the Web Publishing Policy #312 available on the Upper Grand District School Board Website for more detailed information.

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POLICE SERVICES

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 administrators, staff, students, parents and members of the school community.

COMMUNITY PARTNERS

The Board believes that community agencies and members of the school community are resources that can help boards deliver prevention and intervention programs. Current and new partnerships, protocols and outreach are encouraged and supported by the Board to formalize and enhance relationships to maintain safe and communities.

IMPLEMENTATION OF THE SCHOOL'S CODE OF CONDUCT

Schools focus on prevention and early intervention as the key to maintaining a positive school environment in which pupils can learn. The Board supports the use of positive practices and progressive discipline as a whole school approach to foster the building of healthy relationships and encourage appropriate behaviours, as well as the application of consequences for inappropriate behaviour.

Progressive Discipline

Progressive Discipline is a range of early and later interventions, supports, and consequences that are developmentally appropriate, and include opportunities for students to learn from mistakes and that focus on improving behaviour. These may include, but are not limited to:

- ▶ Student Success and Character Development strategies and programs;
- ▶ providing students with the opportunity to learn life skills such as conflict resolution, anger management and communication skills;
- ▶ utilizing models based on the concepts of peer mediation and/or peer counselling;
- ▶ documenting incidents requiring disciplinary measures, and applying the mitigating factors;
- ▶ being sensitive to unique circumstances which may affect student behaviour;
- ▶ ensuring that contact with the parent(s)/guardian(s) of students, under the age of eighteen, is made early in the disciplinary process;
- ▶ maintaining contact with the parent(s)/guardian(s) and involving 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 to 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
- ▶ nature and severity of incidents
- ▶ student exceptionalities
- ▶ extenuating circumstances
- ▶ impact on the school climate

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. The following are examples, in no particular order. The application of consequences, supports and interventions are determined by the incident and the individual students involved.

Examples of Consequences:

- verbal reminder
- warning
- review of expectations/rules
- written or verbal apology
- incident sheet
- yard: 5 minutes on the wall
- yard: walk with the teacher
- letter written to parent
- phone call home
- student contract sheet
- restitution
- in-school community service
- recess detentions
- class time detentions
- loss of in-school privileges
- loss of field trip privileges
- suspension from the bus
- suspension
- expulsion
- in-school suspension
- Police Contact
- Violent Incident Report

Examples of Supports/Interventions:

- discussion with P/VP
- reflective paragraph/essay
- problem solving
- conflict mediation
- social stories
- discussion with parent (next steps, solutions)
- conference with others involved
- restorative justice
- 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

It is understood that discipline serves not only to correct inappropriate behaviour, but also as a deterrent. 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 Student Discipline 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 a suspension:

- the pupil does not have the ability to control his or her behaviour;
- the pupil does not have the ability to understand the foreseeable consequences of his or her behaviour;
- the pupil's continuing presence in the school does not create an unacceptable risk to the safety of any other person.

The Principal will also consider the following factors if they mitigate (moderate) the seriousness of the incident or the behaviour of the student involved:

- the pupil's history and age, whether progressive discipline has been used, if a behaviour has been motivated by harassment or discrimination, the impact on the ongoing education of the student, the student's Individual Education Plan.

Note: In some cases, even though the offence calls for a mandatory suspension pending an investigation, the consideration of the mitigating circumstances may cause a principal not to suspend.

Activities That May Lead to a Suspension

Police may be involved, as required, 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:

- a uttering a threat to inflict serious bodily harm on another person;
- b possessing alcohol or illegal drugs;

- c being under the influence of alcohol;
- d swearing at a teacher or at another person in a position of authority;
- e 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;
- f bullying, (including cyber bullying).
- g any act considered by the Principal to be injurious to the moral tone of the school;
- h any act considered by the Principal to be injurious to the physical or mental well-being of members of the school community;
- i persistent opposition to authority;
- j habitual neglect of duty, or
- k a serious breach of the Board of school's Code of Conduct.

Activities That Will Result in a Suspension, an Investigation and a Possible Recommendation for Expulsion

Police may be involved, as required, and a student **will** be immediately suspended, an investigation will occur and **may** lead to a recommendation of expulsion to the Board's 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:

- a possessing a weapon, including possessing a firearm;
- b using a weapon to cause or to threaten bodily harm to another person;
- c committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- d committing sexual assault;
- e trafficking in weapons or illegal drugs;
- f committing robbery;
- g giving alcohol to a minor;
- h an act or activities considered by the Principal to be significantly injurious to

the moral tone of the school and/or to the physical or mental well-being of others;

- i a pattern of behavior that is so inappropriate that the pupil's presence is injurious to the effective learning and/or working environment of others;
- j activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or board;
- k activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property;
- l. the pupil has demonstrated through a pattern of behavior that s/he has not prospered by the instruction available to him or her and s/he is persistently resistant to making changes in behavior which would enable s/he to prosper;
- m. any act considered by the Principal to be a serious violation of the requirements for pupil behavior and/or a serious breach of the Board or school Code of Conduct, or
- n. where a pupil has no history of discipline or behavior intervention, or no relevant history, a single act, incident or infraction considered by the Principal to be a serious violation of the expectations of pupil behavior and/or a serious breach of the Board or school Code of Conduct.