



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

PROCEDURAL GUIDELINES CODE OF CONDUCT

The Huron-Superior Catholic District School Board is committed to the establishment and maintenance of safe, caring, equitable and inclusive school and workplace environments for all students, staff and members of the school community.

The Code of Conduct applies to the entire school community. This means that students, parents or guardians, volunteers, visitors, teachers and other staff members are included in the Code of Conduct. The Code of Conduct applies to all individuals on school property, on school buses, at school-related events or activities, in other circumstances that could have an impact on the school climate and in a virtual learning environment. The Board is committed to nurturing collaborative working relationships with the whole community, including students, staff members, parents and guardians, Catholic School Councils, community agencies, local Indigenous communities, labour unions, federations, associations and other groups to establish and maintain safe, caring, equitable and inclusive school and workplace environments for all.

The Board embraces a progressive approach to discipline in schools appropriate to meeting the developmental, individual and special education needs of all students. (Refer to Appendix A – *Progressive Discipline-School Wide Approach Continuum of Interventions.*)

STANDARDS OF BEHAVIOUR

As per the Provincial Code of Conduct, the Board upholds the following 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;
- Comply with all Ministry of Education, school board, and school policies;
- Demonstrate honesty and integrity;
- Treat one another with dignity and respect, both in person and online, especially when there is disagreement or difference;
- Respect and treat others fairly regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status 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;
- Refrain from using abusive language or swearing at another person;

- 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 teaching and learning;
- Not use personal mobile devices (e.g., cell phone, tablet, laptop, smartwatch) during instructional time except under the following circumstances:
 - For educational purposes, as directed by an educator;
 - For health and medical purposes;
 - To support special education needs.

Safety

All members of the school community must not:

- Engage in bullying behaviours; including cyberbullying,
- Commit sexual assault or sexual harassment;
- Traffic weapons or illegal drugs;
- Commit robbery or theft;
- Be in possession of any weapon, including firearms;
- Threaten or intimidate another person;
- Be in possession of alcohol, cannabis or illegal drugs (for the purposes of this procedure, an individual who has been authorized to use cannabis for medical purposes is exempt);
 - For students, this would also include being in possession of electronic cigarette, tobacco and nicotine products;
- Use, or be under the influence of alcohol, cannabis, tobacco, electronic cigarettes, cannabis and related products;
- Provide others with alcohol, illegal drugs, tobacco, electronic cigarettes, cannabis and related products;
- Inflict or encourage others to inflict bodily harm on another person;
- Engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- Commit an act of vandalism that causes damage to school property, to property located on the premises of the school or to the property of a member of the school community;
- Record, take or share non-consensual recordings or photos of the members of the school community.

ROLES AND RESPONSIBILITIES

Huron-Superior Catholic District School Board

The Board will provide direction to its schools to ensure opportunity, academic excellence, and accountability in the education system. It is the responsibility of the Board to:

- Develop and regularly review Procedural Guidelines for Code of Conduct, with standards consistent with the Provincial Code of Conduct;
- Seek input from Catholic School Councils (CSC), Parent Involvement Committee (PIC), Special Education Advisory Committee (SEAC), the Indigenous Education Council (IEC), parents, students, staff members and the school community;
- Establish a process that clearly communicates the Code of Conduct and local codes of conduct to all parents, students, staff members and members of the school community in order to obtain their commitment and support;
- Develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship and safety; and

- Provide opportunities for staff to acquire the knowledge, skills and attitudes necessary to develop and maintain academic excellence in a safe, inclusive, and accepting learning environment.

Principals/Vice Principals

Under the direction of the applicable Supervisory Officer, Principals and Vice Principals take a leadership role in the daily operation of a school. They provide this leadership by:

- Demonstrate care for the school community and a commitment to student achievement and well-being in a safe, inclusive and accepting learning environment;
- Hold everyone under their authority accountable for their own behaviour and actions;
- Empower students to be positive leaders in their school and community;
- Communicate regularly and meaningfully with all members of their school community;
- Develop local codes of conduct which are expressly tailored for their schools;
- Be responsible for suspending students and for referring expulsions to the Board in appropriate circumstances;
- Conduct investigations as required; and
- Model the standards of respect, civility, and responsible citizenship.

Teachers and Other Staff Members

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

- Assist in establishing and maintaining consistent disciplinary practices in the school;
- Report incidents and assist the Principal/Vice-Principal in conducting an investigation;
- 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/guardians;
- Maintain consistent and fair standards of behaviour for all students;
- Demonstrate respect for all students, staff, parents/guardians, volunteers and members of the school community; and
- Prepare students for the full responsibilities of citizenship, particularly the skill of respectful communication, both in person and online; and
- Model the standards of respect, civility, and responsible citizenship. This includes modelling the appropriate use of personal mobile devices. School staff are not to use personal mobile devices during instructional time, unless explicitly for work-related purposes.

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:

- Demonstrate respect for the teachings/traditions of the Catholic faith and the gospel values they represent;
- Come to school prepared, on time and ready to learn;
- Show respect for themselves, and for others, and for those in position of authority;
- Refrain from bringing anything to school that may compromise the safety of others;
- Follow the established school expectations, procedures, rules, policies and local codes of conduct and take responsibility for their own actions.

Parents/Guardians

Parents/guardians play an important role in the education of their children and can support the efforts of the school staff in maintaining a safe, inclusive, accepting, and respectful learning environment for all students. Parents/guardians fulfil their role when they:

- Respect the teachings/traditions of the Catholic faith and the gospel values they represent;
- Are engaged in their child's schoolwork and progress;
- Communicate regularly with the 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 rules of behaviour; and
- Assist school staff in dealing with disciplinary issues involving their child.

Community Partners

Partnerships with members of the community and community-based service providers should be developed and enhanced. Community-based service providers are resources that boards can use to deliver prevention or intervention programs. These partnerships must respect all applicable collective agreements.

Police

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 and applicable legislation. Police engagement in schools must align with the expectations of the Code of Conduct and the North East Ontario Region Safe Schools Protocol 2024.

LOCAL CODE OF CONDUCT

- Each school is required to develop a local code of conduct that promotes responsibility, respect, civility, fairness and academic excellence in a safe, inclusive, and accepting learning environment.
- Each school is to establish a Well-being Committee to assist with the development of the local code of conduct.
- The local code of conduct must be consistent with the provincial code of conduct, the Board's code of conduct, and the Board's Safe Schools and Workplaces Policy.
- The local code of conduct shall set out clearly what is acceptable and unacceptable behaviour for all members of the school community.
- In developing the local code of conduct, the principal and vice-principal shall take into consideration the views of the Catholic School Council. In addition, the principal/vice-principal should:
 - Seek input from students, staff, parents/guardians, Well-being Committee, and members of the community;
 - Include procedures and timelines for review; and
 - Develop a communication plan that outlines how behaviour standards will be made clear to everyone.

Refer to Appendix B - Sample School Code of Conduct.

REPORTING UNACCEPTABLE BEHAVIOUR

Board Employees

Board employees who work directly with students (including administrators, teachers and other school staff, must respond to any student behaviour that is likely to have a negative impact on the school climate if it is safe to do so. If the board employee feels it is not safe to respond, they are expected to inform the principal as soon as possible.

If an employee becomes aware that a student at a school of the board may have engaged in a serious student incident for which the pupil may be suspended or expelled, they shall report the matter to the principal as soon as possible. The employee must consider the safety of others and the urgency of the situation in reporting the incident but must report it to the principal no later than the end of the school day using the Safe Schools Incident Reporting Form – Part 1 and/or the Violent Incident Reporting Form if applicable. In cases where an immediate action is required, a verbal report to the principal may be made and the written report must be made when it is safe to do so.

Non-Board employees

Third party providers and other individuals of the board, who come into direct contact with students on a regular basis are subject to the same reporting requirements as board employees. For all other members of the school community (e.g., visitors, parents, community partners) who have a concern about student behaviour, they should reach out to the school principal to report their concern.

REVIEW

- The Board's code of conduct will be reviewed every three years, or as required by changes in legislation. The board will continue to solicit input from its PIC, SEAC, IEC, CSCs, parents, staff and students in the review process.
- Local codes of conduct will be reviewed annually. A copy of the school code of conduct is to be submitted annually to the School Superintendent by October 31 of each school year.

APPENDICES

- A *Progressive Discipline-School Wide Approach Continuum of Interventions*
- B *Sample School Code of Conduct*

RELATED POLICIES AND PROCEDURES

[4015 Acceptable Use of Information and Communication Technology Resources: Procedural Guidelines Personal Electronic Devices](#)

[7004 Student Use of Medical and Recreational Cannabis Procedural Guidelines](#)

[7009 Student Use of Drugs and Alcohol Procedural Guidelines](#)