C.I.S. SCHOOL CODE OF CONDUCT

Success starts here!

The Centre for Individual Studies provides a dynamic educational experience in a flexible environment where students and staff together pursue their quest for life-long learning in an atmosphere of cooperation, dignity and mutual respect.

Rationale
Everyone has the right to be safe and to feel safe, welcome and included at school.

Responsibilities
- Safety is everyone's responsibility.
- Everyone in our school community is responsible for promoting safe, caring relationships that respect human dignity.
- Everyone is responsible for preventing harm.
- Students, staff, volunteers, parents and guardians have additional responsibilities unique to their roles.

Standards of Behaviour
- We value one another and treat each other with respect and dignity.
- We educate our students to be caring, responsible community members who protect everyone's physical, social, academic and emotional well-being.
- Bullying and harassment in any form are wrong and hurtful. Bullying is aggressive and typically repeated behaviour that is intended to cause harm, fear or a negative environment for another individual. Bullying is an abuse of power, authority or control over another person or group. It is never acceptable.
- Everyone has a role to play as we work together to prevent, identify and respond to bullying and exclusion. We all are accountable for our actions.
- Where bullying does occur, we respond in a manner that is fair and appropriate, to build relationships that are respectful. Restorative practice is one strategy we use to prevent, and repair the harm caused by, bullying and exclusion.
- We also use progressive discipline to prevent and respond to behaviour that violates this Code of Conduct. Consequences for unacceptable behaviour may range from warnings to suspension or expulsion.

1. School Code of Conduct

The Kawartha Pine Ridge District School Board (KPR) believes everybody has the right to be safe, and to feel safe, welcome and included, in the school community. This School Code of Conduct reflects the guiding principles of the Board's Safe, Caring and Restorative Schools Policy and the Ontario Code of Conduct. It supports a common understanding for safe learning and working environments, where everyone is treated with respect, fairness and dignity. It also helps to prevent bullying in schools. The School Code of Conduct applies to students while they are at school, engaged in a school-related activity, or in other circumstances where the activity affects the school climate.

CIS Student Expectations:

Visitors:
 Visitors to CIS must begin their visit by signing in at the office.   Students from other schools are not permitted on the school property unless approved by the administration.

Attendance:
Students must attend all classes scheduled on their timetables. When absent, arriving late or leaving early, students must sign in and sign out through the main office.   Your cooperation is appreciated in

moving out of the hallways and away from the front of the school when you are finished your classes for the day. This assists others in staying focused on class work.   Students under 18 yrs. (not living independently) must have parent/guardian permission (phone call, note, etc). for absences.

- Consecutive absences of 15 days or greater without a medical note will result in removal from the school register <u>for students over 18 years of age.</u>
- Consecutive absences of 15 days or greater without a medical note will result in a referral for attendance support <u>for students under 18 years of age.</u>
- Consecutive absences of 15 classes within a course will result in the removal of that course/section (for all students). Please note this could affect your status as a student.

<u>Health Concerns and Injury:</u>
Students who become ill during the school day must report to the main office.   Any injury on school property must be reported to the main office.

<u>Classroom and Hallway Rules:</u>
Students must stay in their designated classrooms. Students must not loiter in the hallways or front of school during class time.

<u>Dress Code:</u>

CIS is a public place of learning where all students and staff are respected.

Students and staff are expected to dress in a manner which is appropriate for school, the workplace or a school trip.

Any clothing which displays alcohol, illegal substances or demeaning/obscene language or images are unacceptable. Students wearing inappropriate clothing will cover up with another piece of clothing or turn their shirt inside out. Tattoos which display inappropriate language and/or images will need to be covered. What is considered inappropriate is at the discretion of administration.

<u>Bicycles and skateboards:</u>
To ensure the safety of staff and students, bicycles, in line skates and skateboards are not to be used on school property.

<u>Parking:</u>
There is limited student parking at CIS. Improper parking can result in traffic violation tickets and/or towing. The school does not assume responsibility for vehicles and/or the property in them while parked on school property. For safety reasons, students must not loiter in the parking areas.

<u>Academic Honesty:</u>
Violations of academic honesty include plagiarism, cheating or copying others' work. Questions of academic honesty will be referred to the administration. Violations will result in an academic consequence which may include a mark of zero and/or possible disciplinary action depending on the extent of the violation.

<u>Smoking:</u>
In keeping with the Smoke Free Ontario Act, school properties (including school parking lots, school driveways, or inside cars located on school property) are smoke free environments. This law applies to everyone including students, staff, parents and visitors. Unlit cigarettes should not be visible within the school. The smoking of e-cigarettes and/or vaping is not permitted on school property.   Smoking on school property is subject to a $305 fine by the Tobacco Enforcement Officer.

<u>Computer Etiquette:</u>
Our computers provide valuable educational resources and services to the students and teachers of this school.   All students must sign the Acceptable Use Agreement upon registration. This

agreement will ensure that network security and integrity is maintained. Computer access is a privilege that will be revoked in cases of: breach of security, vandalism, misuse or misconduct. Violation of the agreement will result in a review of the account usage, removal of computer privileges or, in serious cases, penalties under school rules, the Safe, Caring and Restorative Schools Policy or even Federal, Provincial and/or local laws.

<u>Personal Electronic Devices:</u>
During the school day the use of cell phones and electronic devices is restricted.   Personal electronic devices are to be powered off or set to a silent/vibrate function during class time unless permitted by the teacher for instructional purposes.   Texting is not permitted during classes. Students are not permitted to take photos in school or on school property. Throughout the school day, the privacy, dignity and safety of others must be maintained through the appropriate use of cell phones and electronic devices.   Instances where students may use PEDs include:
  a) when, in consultation with the student and in the professional judgment of the classroom teacher, or principal or designate, it is being used by the student as an educational resource, support or aid for learning;
  b) when identified as an appropriate accommodation in student Individual Education Plans (IEPs) or in the professional judgment of the classroom teacher, Special Education Resource Teacher (SERT) psychological specialist, speech pathologist or principal or designate;
  c) when being used at school-sanctioned events, performances and ceremonies, unless otherwise prohibited, or when being used for school or personal archival purposes such as yearbook photographs, school trips and excursions. Photos taken under these circumstances are not to be posted on the Internet (e.g., YouTube, Facebook, MySpace, etc.), in the public domain or via any other medium accessible to the public, in accordance with the Municipal Freedom of Information and Protection of Privacy Act.

Expectations regarding acceptable usage include teaching and support staff, students, parents and guardians, volunteers and visitors:
  a) students may use PEDs appropriately and without distraction of others in areas sanctioned by the local principal or designate (e.g., hallways and cafeterias during lunch, class-change breaks or during student spare periods);
  b) staff may use PEDs appropriately and without distraction of others in personal work areas;
  c) restricted areas of usage include washrooms, change rooms, classrooms, libraries, offices and other areas identified by the principal or designate, such as construction technology classes and other limited facility settings where the ability to hear is essential to student safety;

The following uses of PEDs are strictly prohibited:
  a) the use of a PED that compromises the academic integrity of the school or individuals within the school;
  b) the use of a PED that interferes with or disrupts the academic day or the teaching learning environment;
  c) the use of a PED that violates a person's reasonable expectation of privacy;
  d) the use of a PED that compromises personal and/or school safety;
  e) the use of a PED that facilitates the commission of a crime; and
  f) any other use of a PED which the school principal deems compromises or interferes with school security, personal safety, individual privacy or academic integrity or is otherwise in contravention of School Codes of Conduct, Ontario Safe and Caring Schools legislation and Board Policy No. ES-1.1, Safe, Caring and Restorative Schools (e.g. cyberbullying, text messaging, filming and posting of fights on websites such as YouTube, Facebook, MySpace, etc).

Consequences for inappropriate or prohibited use of PEDs will be determined by the school principal or designate, based on the severity of the infraction.
Appropriate consequences will follow progressive discipline guidelines, Ontario Safe and Caring Schools legislation, School Codes of Conduct and Board Policy No. ES-1.1, Safe, Caring and Restorative Schools. Where infractions are:

a) repeated and ongoing, teachers may, as a last resort, direct students to turn in their PED to the school principal or designate
b) serious, a student's privilege to have a personal electronic device (PED) at school may be prohibited in certain circumstances, based on the principal's professional judgement;
c) of a criminal nature, it may become necessary to confiscate a personal electronic device that has been used to facilitate the commission of a crime or other illegal activity. All items confiscated under these circumstances will be turned over to police in accordance with Board/police protocols and current legislation.

Search and Seizure:
For the safety and security of the school, administration has the right to search school and student personal property (such as, but not limited to purses, backpacks, etc).   Police may be also be involved.

Personal Valuables:
The school is not responsible for personal valuables brought to the school.

2. School Code of Conduct Responsibilities

2.1 Common School Community Member Responsibilities
· Safety is everyone's responsibility.
· Everyone in our school community is responsible for promoting safe, caring relationships that respect human dignity.
· Everyone is responsible for preventing harm.
· Students, staff, parents and guardians have additional responsibilities unique to their roles.

2.2 Additional Student Responsibilities
· exercise self-discipline, follow the established rules and accept responsibility for their actions, based on age and individual ability
· come to school prepared, on time, ready to learn and support a positive learning environment
· show respect for themselves, for others and for those in authority
· refrain from bringing anything to school that may compromise safety, inclusion or respect for the dignity of another member of the school community.

2.3 Additional Staff Responsibilities
· help students achieve their full potential and develop their self-worth
· assess, evaluate and report student progress
· communicate regularly and meaningfully with students, parents or guardians
· discipline fairly and consistently, taking any mitigating factors into account, as required by school board regulations on Discipline/Promoting Positive Student Behaviour/Code of Conduct, and the School Code of Conduct
· be on time and prepared for all classes and school activities
· prepare students for the full responsibilities of membership in their community/society
· safeguard students from persons or conditions that interfere with the learning process
· understand and minimize any biases that may affect student-teacher relationships.

2.4 Additional Parent/Guardian Responsibilities
· attend to their child's physical, social, academic and emotional well-being
· show an active interest in their child's school work and actively support student progress
· communicate regularly with the school
· help their child be neat, clean, appropriately dressed and prepared for school
· ensure their child attends school regularly, is on time, and gets to and from the school or bus stop safely
· promptly report to the school their child's absence or late arrival

· become familiar with the 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 for their child.

3. Standards of Behaviour

3.1 Respect, Dignity, Civility, Equality and Responsible Participation in School Life
We value one another and treat each other with respect and dignity. We educate our students to be caring, responsible community members who protect everyone's physical, social, academic and emotional well-being. Everyone in the school community must:
· respect differences among people, their ideas, opinions, experiences and perspectives
· treat one another with dignity at all times, especially when they disagree
· respect and treat everyone 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, disability or language
· respect and comply with federal, provincial and municipal laws
· demonstrate the character attributes set out by the school board
· respect the rights of individuals and groups
· show proper care and regard for school and student property
· take appropriate measures to help one another
· address behaviours that are disrespectful, unwelcoming or that exclude anyone
· use non-violent means to resolve conflict
· dress appropriately with regard to exposure, cleanliness and message
· respect persons who are in a position of authority
· respect the common goal to work in a positive environment of learning and teaching.

3.2 Physical and Emotional (Psychological) Safety
To protect the physical and psychological safety of everyone at school, we <u>will not tolerate</u>:
Weapons
· possession of any weapon or replica weapon, such as firearms
· use of any object or means to threaten or intimidate another person
· causing injury to any person with an object
Alcohol and Drugs
· possessing, being under the influence of, or providing others with, alcohol or restricted drugs
Physical Aggression
· inflicting or encouraging others to inflict bodily harm on another person
· intimidation
Non-physical Aggression
· emotional, sexual, homophobic, racist, sexist, faith-based, ability-based or social status-based actions that hurt an individual or group, whether intentional or not
· threatening physical harm, bullying or harassing others
· using any form of discrimination, stereotype, prejudice, harassment, hate/bias-motivated act.

Further to these standards of behaviour, all school members are expected to seek staff assistance, if necessary, to resolve conflict peacefully.

Bullying and harassment in any form are wrong and hurtful. Everyone has a role to play as we work together to prevent, identify and respond to bullying and exclusion. We all are accountable for our actions.

Where bullying does occur, we respond fairly and appropriately, to build respectful relationships.

Restorative practice is one strategy we use to prevent, and repair the harm caused by, bullying and exclusion.
Bullying, by definition: is aggressive and typically repeated behaviour by a pupil where:
· the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the

behaviour would be likely to have the effect of:
- causing harm, fear, or distress to another individual, including physical, psychological, social or academic harm to the individual person's reputation or harm to the individual's property; or
- creating a negative environment at a school for another individual

· the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil 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.

· the behaviour includes the use of any physical, verbal, electronic, written or other means.

Cyber-bullying includes bullying by electronic means, including:

· creating a web page or blog in which the creator assumes the identity of another person

· impersonating another person as the author of content or messages posted on the Internet

· communicating inappropriate material electronically to more than one individual, or posting material on a website that may be accessed by one or more individuals.

Bullying, in any form, has negative effects on:

· a student's ability to learn

· healthy relationships and the school climate

· a school's ability to educate its students.

We **will not accept bullying** on school property, at school-related activities, on school buses, or in any another circumstances (e.g., online) where bullying has a negative effect on school climate.

4. School Code of Conduct Rules

· Students must be allowed to learn.

· Teachers must be allowed to teach.

· The following behaviours are **not acceptable** for anyone in the school community:
- physical, verbal, electronic, written or other means of sexual or psychological abuse (e.g., sarcasm, ridicule, humiliation)
- assault
- bullying
- actions motivated by hate, bias or discrimination (e.g., on grounds 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).
- damage to property in the school environment (including school grounds, buses, trips.)

The principal may apply these rules when the pupil's conduct outside school negatively impacts the school.

5. School Code of Conduct Procedures

5.1 Signage
· Signs will be posted directing visitors to begin their visit at the office.

6. Strategies to Promote Positive Student Behaviour

6.1 Prevention Strategies
Schools in the KPR Board promote academic excellence through the character attributes of respect, responsibility, honesty, integrity, empathy, fairness, initiative, perseverance, courage and optimism, to enable all students to reach their full potential. Schools also use restorative practice, an approach that manages conflict by repairing harm and strengthening relationships. It holds the individuals causing harm accountable for their actions, and it allows everyone – the person harmed, the person causing harm and others affected – to express the harm that was caused and any resulting needs. Restorative practice allows reparation ("making it right"), healing and reintegration, while preventing future harm. It may include responses ranging from informal conversations or meetings, to formal restorative conferences.

In addition, the Board's Code of Conduct sets clear standards of behaviour that are firm and fair. These standards apply to everyone in the school system – students, parents, guardians, volunteers, employees – whether on school property, on school buses, at school-related events or activities, or in other circumstances that could affect school climate. **Prevention strategies** are designed to:
- establish a positive school climate
- maintain effective classroom management and discipline
- encourage, reinforce and reward positive behaviour
- promote social skills development
- provide information regarding anger management programs
- use peer counselling and conflict resolution
- use effective, respectful home-school communication.

6.2 Supportive Intervention Strategies use:
- "teachable moments" (using a current situation or news story to teach students a valuable skill or lesson)
- verbal reminders, redirection and reinforcement
- interviews, discussion and active listening
- offering positive choices to support positive behaviour/citizenship
- problem solving techniques including restorative practices
- contracts for expected behaviour
- appropriate outside agency support
- school/Board/community resources
- understanding of individual and group interactions and power imbalances within society
- learning and information-sharing to better understand people and situations.

6.3 Community Threat Assessment Protocol
The KPR school board also has a Community Threat Assessment Protocol (CTAP) in place with many local agencies and police services. When student behaviours pose a potential threat to safety or risk of serious harm, the CTAP helps principals take immediate steps to protect student well-being and respond to threatening incidents. Please speak with the principal for further information on this protocol.

7. Consequences for Unacceptable Behaviour
Consequences for unacceptable behaviour are appropriate to the individual, circumstances and actions. Schools use progressive discipline, with a range of responses, supports and restorative practices that promote positive behaviour and inclusive school cultures. Consequences are firm, fair, clear and appropriate to the student's age and development. They include learning opportunities, to reinforce positive behaviours and help students make good choices. For students with special education needs, consequences and supports are consistent with the student's Individual Education Plan (IEP). The Board, principals and vice-principals consider all mitigating and other factors, as required by legislation. Progressive discipline and restorative approaches are outlined in detail in the Safe, Caring and Restorative Schools Manual for administrators.

7.1 Consequences may include one or more of the following:
- warnings
- time-outs
- time-owed
- restricted privileges
- apology
- restitution (e.g., paying for damage, doing community service)
- suspension
- expulsion.

7.2 The Principal, or their designate, **will consider suspending** a student if they believe that the pupil has participated in any of the following infractions:

- Uttering a threat to inflict serious bodily harm on 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 pupil's school or to property located on the premises of the pupil's school.
- Bullying
  - Bullying, by definition, is aggressive and typically repeated behaviour by a pupil where:
    - the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of causing harm, fear, or distress to another individual including physical, psychological, social or academic harm to the individual person's reputation or harm to the individual's property, or creating a negative environment at a school for another individual.
    - the behavior occurs in a context where there is a real or perceived power imbalance between the pupil 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.
    - Behaviour includes the use of any physical, verbal, electronic, written or other means.
  - Cyber-bullying includes bullying by electronic means including:
    - creating a web page or blog in which the creator assumes the identity of another person,
    - impersonating another person as the author of content or messages posted on the internet, and
    - communicating inappropriate material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.
    - bullying adversely affects a student's ability to learn.
    - bullying adversely affects healthy relationships and the school climate.
    - bullying adversely affects a school's ability to educate its students.
    - bullying will not be accepted on school property, at school related activities, on school buses, or in any other circumstances(e.g. on-line) where engaging in bullying will have a negative impact on the school climate.
- Persistent opposition to authority.
- Habitual neglect of duty.
- The willful destruction of school or Board property.
- The use of profane or improper language.
- Conduct injurious to the moral tone of the school or to the physical or emotional well-being of self or others in the school.
- Being involved in a physical altercation.

7.3 As required by law, a student **shall be suspended and considered for expulsion** on the following grounds:
- 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.
- Bullying, if:
  - the pupil has previously been suspended for engaging in bullying, and
  - the pupil's continued presence in the school creates an unacceptable risk to the safety of another person.

- Any incident including bullying, that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any similar factor (e.g. socio-economic status, appearance).

7.4 In accordance with provincial directives, a student **may be suspended, and expulsion may be considered**, if:
- the pupil commits an infraction in the school community, which has an adverse effect on the school
- the pupil's pattern of behaviour is so "refractory" (unmanageable) that the pupil's presence is harmful to the learning environment
- the pupil has taken part in activities that:
  - cause the pupil's presence to be harmful to the physical or emotional well-being of others in the school
  - cause extensive damage to property at the school or to property located on the premises of the pupil's school
- the pupil's pattern of behaviour has shown the pupil has not prospered by the instruction available, and the pupil persistently resists changing their behaviour.

Where illegal activities – including those noted above – take place, schools also involve their local police service.

Reference Documents:

The School Board – Police Protocol guides police involvement in schools.

KPRDSB SAFE, CARING AND RESTORATIVESCHOOLS: Discipline/Promoting Positive Student Behaviour/Code of Conduct (Regulation Code: ES-1.1.1A)

POSITIVE STUDENT BEHAVIOUR/ Policy (Code Reference: ES-1.1)