

INTRODUCTION

The expectations in this document were developed by students, staff, parents/guardians and members of the community. It is our intention that these rights will be safeguarded and the well-being and security of everyone at Seaway District High School will be ensured.

The Seaway District High School Code of Conduct is aligned with the following virtues outlined in the Upper Canada District School Board Character Always initiative. We believe in the pursuit of learning while building a strong sense of caring and respect for all.

CHARACTER ALWAYS

Caring is showing concern and interest in others and yourself.

Courage is being a person who is involved in trying to make the community a better place, respects authority, and protects the environment.

Empathy is the ability to feel with another, show understanding and express it.

Fairness is being open-minded, taking turns, and trusting others.

Generosity is someone you can trust, someone who listens and cares for you.

Honesty is speaking and doing what you believe is right, no matter what the consequences.

Perseverance is having the strength and courage to never give up.

Resiliency is having a positive attitude and inner strength to bounce back from a tough time.

Respect is honouring differences, caring for yourself and others.

Responsibility is leading the way, helping to accomplish tasks through initiative and hard work.

SEAWAY DISTRICT HIGH SCHOOL CODE OF CONDUCT

The regulations contained in this document are a standard for every school in the Upper Canada District School Board and were developed by students, staff, parents/guardians and members of the community. It is our intention that these rights will be safeguarded and the well-being and security of everyone at Seaway District High School (SDHS) will be ensured. As a result, this code applies on the school buses, on the school grounds, in the classrooms, during educational trips and during intramural and extramural activities. We use a progressive discipline model which may be by-passed in cases of multiple transgressions or in situations of sufficient severity. Privileges may be withdrawn temporarily depending on the severity of the infraction and the progressive discipline. All infractions lead to consequences as per the progressive discipline model.

The purpose of the Code of Conduct is to outline the rights, responsibilities and expectations of the students, staff and the administration of SDHS and the role and responsibility of parents/guardians and/or visitors to the school. This Code also outlines how every student is expected to behave in the local community, thereby fostering community pride in SDHS.

There are six components to the Seaway District High School Code of Conduct:

Standards of Behaviour

1. Safety
2. Roles and Responsibilities:
 - a. Board
 - b. Principals
 - c. Teachers and Other Staff Members
 - d. Students
 - e. Parents
 - f. Police, Members of the Community and Visitors to the School
3. Code of Conduct for Students
4. Student Discipline
5. Bullying Prevention and Intervention Program

The Code sets out clear and reasonable expectations for all stakeholders

1) **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, especially when there is a disagreement
- Treat others with respect regardless of: race, ancestry, place of origin, colour, citizenship, religion, gender, sexual orientation, age, or ability
- Respect the rights of others
- Show proper care and regard for school property and the property of others
- Take appropriate measures for 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 work in an environment that is conducive to learning and teaching
- Refrain from swearing or using foul language with staff members, other students or any person in a position of authority

2) **SAFETY**

All members of the school community must not:

- Engage in bullying behaviour
- Commit sexual assault
- Traffic weapons or illegal drugs
- Give alcohol to a minor
- Commit robbery
- Be in possession of, or be 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 bias

- Commit an act of vandalism that causes extensive damage to school property or to personal property located on school premises

3) ROLES AND RESPONSIBILITIES

i) The Board:

The Upper Canada District School Board will:

- Develop policies to set out how schools will implement and enforce the provincial code of conduct and all other rules developed which are related to the provincial standards that promote and support respect, civility, responsible citizenship and safety
- Review these policies regularly with students, staff, parents, volunteers and the community
- Seek input from School Councils, Special Education Advisory Committee, parents, students, staff members and the school community
- Establish a process that clearly communicates the provincial and school board 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
- Provide opportunities for all staff to acquire the knowledge, skills, and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment

ii) Principals:

Principals provide leadership in the daily operation of a school by:

- Demonstrating care for the school community and a commitment to academic excellence in a safe teaching and learning environment
- Holding everyone under their authority accountable for his or her behaviour and actions
- Empowering students to be positive leaders in the school and community
- Communicating regularly and meaningfully with all members of their school community

iii) Teachers and School Staff Members:

Under the leadership of 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 classrooms, school and community
- Communicate regularly and meaningfully with parent
- Maintain consistent standards of behaviour for all students
- Demonstrate respect for all students, staff parents, volunteers and the members of the school community
- Prepare students for the full responsibilities of citizenship

iv) Students:

Students are 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 himself or herself, for others, and for those in authority
- Refrains from bringing anything to school that may compromise the safety of others
- Follows the established rules and takes responsibility for his or her own actions

v) Parents:

Parents play an important role in the education of their children, and can support the efforts of school staff in maintaining a safe 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

vi) Police, Community Members and Visitors to the School:

The Upper Canada District School Board is committed to enhancing and developing partnerships with community agencies and members of the community by

establishing protocols which will establish and formalize the relationship between the Board and its partners. These partnerships will respect all applicable collective agreements.

The police play an essential role in making our schools and communities safe. The police investigate incidents in accordance with the protocol developed with the Upper Canada District School Board. The protocol is based on a provincial model developed by the Ministry of the Solicitor General and the Ministry of Education.

This Code of Conduct applies to all visitors to the school. All visitors are expected to report to the office to obtain a visitor's pass.

4) CODE OF CONDUCT FOR STUDENTS

Respect for Self and Others

- Students are expected to show courtesy and respect to all those in a position of authority and to other students
- Physical or verbal abuse or threats towards any individual or group is not tolerated
- Harassment, intimidation, or discrimination towards individual or group is tolerated
- Possession, threatening to use or using weapons of any sort, including all knives, on school property is strictly forbidden
- Use of profane or improper language is unacceptable
- All school work must be completed to the best of the student's ability
- All assignments must be organized and handed in on time
- Academic dishonesty such as cheating, copying and plagiarism is not tolerated
- Fighting or horseplay will not be tolerated
- Smoking is prohibited everywhere and at all times on school grounds, parking lots and vehicles parked on those lots
- The use, possession or sale of drugs, alcohol or hazardous substances on school property or at school-sponsored activities is expressly prohibited
- Students must dress in a manner that is clean, neat and appropriate for school
- Students must leave their outdoor clothing such as coats, purses, book bags in their lockers during class time
- Students must refrain from displays of affection inappropriate to the workplace
- Use the internet both in and out of school in an appropriate fashion

Respect for Property

- Students must respect all school property, textbooks, equipment, library resources, lockers, school grounds and building, and buses
- The property of other students and staff must be respected
- Students must return all school property at the end of the academic year
- Lockers must be kept clean; furthermore, the use of an unauthorized lock is not permitted. Inspection of lockers may be done by school authorities at any time without notice
- Students are advised not to leave money, wallets or other valuables in the gym change rooms
- Unless authorized otherwise by school staff, students must eat and drink in the cafeteria or outside, only, placing garbage in the containers provided and returning trays to the racks
- Students are expected to help keep classrooms, hallways and the school yard free of litter.
- Valuables such as electronics are the responsibility of the student and not to be used during instructional times unless authorized by school staff

Dress Code

Staff and students must dress in a manner that is clean, neat and appropriate for school. Revealing clothing, ripped and torn clothing, underwear showing and clothing displaying vulgar or offensive messages will not be tolerated. Shorts and skirts must come at least to the mid-thigh. Halter tops, mini tops, short midriff tops are unacceptable and not permitted. Hats and bandanas must not be worn inside the school building. Accommodations will be made at school to respect religious clothing and religious clothing restrictions.

Attendance

Students are expected to attend school **daily** and to attend **every** class to which they are assigned. As mandated by the Ministry of Education, a note from the parent or guardian must be provided for a student's absence. Students must bring this note to the office **before the morning bell** upon return from an absence. Whenever possible, appointments (ex. Doctor's, dentist) should be made after school hours. Students are responsible for all work missed during their absences and must abide by the school's Attendance Protocol. Students must report to the assigned room when given detentions and loss of privilege sanctions. Students must not leave school without permission from the school Administration.

Punctuality

Students are expected to be on time and prepared for every class, including study periods as per the school's Punctuality Protocol. Students who leave school grounds during lunch period must return on time and be prepared for class.

Transportation To and From School

School bus service is a privilege and not a right. To that effect, students must respect the rules and regulations or face sanctions which may include the removal of the transportation privilege. Students damaging or vandalizing a school bus will be suspended from transportation until arrangements have been made for the payment of the total cost of all damage. A transportation booklet outlining the guidelines for students and parents/guardians is available in the office.

In accordance with Board policy, students cannot transfer to another bus for any reason. The enforcement of the Code of Conduct should be firm and consistent from one student to another. However, a degree of flexibility is necessary to suit specific situations or particular individuals.

Use of Social Media

Due to the significant legal ramifications and many other serious implications, Seaway District High School prohibits its students from unacceptable personal activity in its use of social media. Unacceptable personal activity includes posting or sharing sensitive information, making disparaging or defamatory statements about school, the students, teaching and support staff, third party partners, and visitors/guests via social media. All members of the school community will be held accountable for posting something that causes harm to fellow students, staff or the school's reputation.

- Social media includes, without limitations, web/blog forums, chat rooms, Facebook, Myspace, Twitter, Flickr, Instagram, etc.
- Social media is not an acceptable forum for students to complain about their peers, staff or school. Students are encouraged to use the channels that exist within the school for this purpose
- Posting anything that can be construed as harassment or discrimination based on gender, race, religion, age, national origin, disability or other protected characteristics, regardless of whether or not the School name is included, can open a student for disciplinary action

5) STUDENT DISCIPLINE POLICIES

It is the policy of the Upper Canada District School Board that all students have a safe, caring and accepting school environment in order to maximize their learning

potential and to ensure a positive school climate for all members of the school community.

Pursuant to the Education Act, principals are required to maintain proper order and discipline in schools, and students are responsible to the principal for their conduct and are required to accept such discipline as would be exercised by a reasonable, kind, firm and judicious parent.

The Upper Canada District School Board supports the use of positive practices as well as consequences for inappropriate behaviour, including progressive discipline, which includes suspension and expulsion where necessary.

The Board does not support discipline measures that are solely punitive. Schools are encouraged to implement proactive positive practices and corrective supportive practices when necessary.

This policy authorizes the creation of procedures for implementation, which shall be considered guidelines pursuant to the Education Act.

Progressive Discipline

It is the policy of the Upper Canada District School Board, with respect to progressive discipline, to support a safe learning and teaching environment in which every student can reach his or her full potential. Appropriate action must consistently be taken by schools to address behaviours that are contrary to Provincial and Board Codes of Conduct.

Progressive discipline is an approach that makes use of a continuum of interventions, supports, and consequences, building upon strategies that 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 in order to reinforce positive behaviours and help students make good choices.

For students with special education and/or disability related needs, interventions, supports and consequences must be consistent with the expectations in the student's IEP and /or his/her demonstrated abilities. 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.

Progressive Discipline may include a range of early and/or ongoing interventions, supports and consequences when inappropriate behaviours have occurred, with a focus on improving behaviour, such as one or more of the following:

- Contact with the student's parent(s)/guardian(s)
- Student-teacher discussion
- Parental involvement
- Oral reminders
- Review of Code of Conduct and expectations
- Written work assignment with learning component
- Volunteer service to the school community
- Peer mentoring
- Referral to counselling
- Conflict mediation and resolution
- Meeting with the student's parent(s)/guardian(s), student and principal
- Referral to a community agency for anger management or substance abuse counselling
- Collaboration/referral to regional team (behaviourist, SERT, etc.)
- Detentions
- Withdrawal of privileges
- Withdrawal from class
- Restitution for damages
- Restorative practices
- School suspension
- Transfer
- Expulsion

When addressing inappropriate behaviour, school staff should consider the particular student and circumstances, including any mitigating and other factors as set out in the Student Discipline Procedures, the nature and severity of the behaviour, and the impact on the school climate.

Mitigating Factors:

- The student does not have the ability to control his/her behaviour
- The student does not have the ability to understand the foreseeable consequences of his/her behaviour
- The student's continuing presence in the school does not create an unacceptable risk to the safety of any person

Other Factors:

- The student's history
- Whether a progressive discipline approach has been used with this student
- Whether the activity for which the student may be or is being suspended or expelled was related to any harassment of the student because of his or her race, ethnic group, religion, disability, gender or sexual orientation or to any other harassment
- How the suspension or expulsion would affect the student's ongoing education
- The age of the student
- In the case of a student for whom an individual education plan has been developed,
 - Whether the behaviour was a manifestation of a disability identified in the student's individual education plan (IEP)
 - Whether appropriate individualized accommodation has been provided, and
 - Whether the suspension or expulsion is likely to result in an aggressive or worsening of the student's behaviour or conduct

Suspension

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

- 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 student's school or to property located on the premises of the student's school
- Bullying (including cyber bullying)
- Any act considered by the principal to be injurious to the moral tone of the school
- Any act considered by the principal to be injurious to the physical or mental well-being of members of the school community
- Any act considered by the principal to be contrary to the Board of school Code of Conduct

Suspension, Investigation and Possible Expulsion

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

- 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
- Any other activity that, under a policy of a board, is an activity for which a principal must suspend a student and, therefore in accordance with this Part, conduct an investigation to determine whether to recommend to the board that the student be expelled
- A pattern of behaviour that is so inappropriate that the student's continued presence is injurious to the effective learning and/or working environment of others
- Activities engaged in by the student on or off school property that cause the student'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 Board
- Activities engaged in by the student on or off the school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property
- The student has demonstrated through a pattern of behaviour that he/she has not prospered by the instruction available to him or her and that he/she is persistently resistant to making changes in behaviour which would enable him/her to prosper; or
- Any act considered by the principal to be a serious violation of the Board or school Code of Conduct