

Title	CODE OF CONDUCT	Procedure No. 4008b
Department	OPERATIONS SERVICES	Effective Date: 2001 Dec.
Reference(s)	<ul style="list-style-type: none"> - Policy: Safe Schools - Policy: Student Dress Code - Procedure: Harassment - Procedure: Expulsion of Students - Procedure: Suspension of Students - Procedure: Police/School Board Protocol - Ministry Policy/Program Memorandum No. 128 - <i>School Board Codes of Conduct:</i> - <i>Setting of Standards of Behaviour in Schools</i> - <i>Access to School Sites</i> - <i>Computer Security Procedures</i> 	

1.0 TVDSB Statement of Purpose

The Board is committed to supporting a system strategy for fostering and maintaining positive learning environments and safe schools, and to that end expects schools to develop and maintain safe positive learning environments that are free from violence. Source: TVDSB Safe Schools Policy

The purpose of the Code of Conduct is to ensure the rights and responsibilities of all members of the school community. Practices will focus on prevention and will foster dignity and respect while ensuring the safety of all through firm, fair and progressive strategies designed to promote self-respect and respect for others.

2.0 TVDSB Code of Conduct

The TVDSB Code of Conduct is the Provincial Code of Conduct and states the minimum requirements for each school's local Code of Conduct. These are mandatory for inclusion in each school's local code of conduct and are based on requirements of the Ministry of Education

3.0 Development of Local Codes of Conduct for Individual Schools

Principals will develop local school Codes of Conduct governing the behaviour of all persons in the school tailored expressly for their schools.

Local school codes must set out clearly what is acceptable and what is unacceptable behaviour for all members of the elementary or secondary school community (e.g., students, staff, parents/guardians, volunteers, community members) and must also be consistent with the provincial and school board codes of conduct. The code applies whether they are on school property, on school buses or at school-authorized events or activities. Local school codes of conduct must be communicated to all members of the school community.

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In developing local standards of behaviour, the principal must take into consideration the views of the school council. In addition, he or she should:

- seek input from students, staff, parents/guardians, and members of the community;
- include procedures and timelines for review, in accordance with school board policy; and
- develop a communications plan that outlines how these standards will be made clear to everyone, including parents/guardians whose first language is not English or French. (e.g., postings within the school, copies of the Code to be sent home with students, etc.)

In addition:

- The local school code will embed all of the standards of the provincial and Board Code of Conduct which are outlined in Section 7.0.
- A copy of each school's local Code of Conduct will be provided to the Superintendent of Education for review to ensure consistency with Ministry and Board policy.

4.0 Review of Codes of Conduct

4.1 Local Codes of Conduct in Schools

Principals shall review, at least every three years, the school's Code of Conduct and shall consider the views of the school council with respect to its content including solicitation of the views of pupils, teachers, staff, volunteers working in the schools, parents/guardians, and the public.

4.2 School Board Code of Conduct

In reviewing its code of conduct, the Board must consult with school councils at least every three years. It should also consult with a wide variety of stakeholders, including parents/guardians, principals, teachers, students, their Parent Involvement Committee, their Special Education Advisory Committee, community partners, community agencies, members of Aboriginal communities (e.g., Elders) or those groups of people that are traditionally not consulted.

5.0 Notice to Members of the School Community

Principals shall, at least annually, bring the Code of Conduct to the attention of pupils, parents/guardians of pupils and others who may be present in schools under the jurisdiction of the TVDSB. Such notice may include postings of the Code, inclusion of the Code in student handbooks, etc. Board communication procedures will be addressed through strategies such as posting on the website, etc.

6.0 Consistency

Codes will be consistent with other TVDSB policies and procedures including:

- Child Abuse and Protection
- Progressive Discipline of Employees
- Harassment Procedure
- Other Safe Schools Policies and Procedures including:
 - Suspension of Students
 - Access to School Sites
 - Expulsion of Students
 - Police/School Board Protocol

7.0 TVDSB Code of Conduct (based on Provincial Code of Conduct)

7.1 Introduction

A school should be a place that promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment.

A positive school climate exists when all members of the school community feel safe, comfortable, and accepted.

All students, parents/guardians, teachers and staff members have the right to be safe, and to feel safe, in their school community. With this right comes the responsibility to contribute to a positive school climate.

The promotion of strategies and initiatives such as Student Success and character development, along with the employment of prevention and intervention strategies to address inappropriate behaviour, fosters a positive school climate that supports academic achievement for all students.

The TVDSB Code of Conduct and our local code of conduct include the provincial standards of behaviour.

These standards of behaviour apply not only to students, but also to all school members, i.e. individuals involved in the school system – teachers, staff, parents/guardians, volunteers, community members – whether they are on school property, on school buses or at school-authorized events or activities, or in other circumstances that could have an impact on the school climate.

Responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.

7.2 Guiding Principles and Purposes of the Code

The purposes of the code are:

- To ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity.
- To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community.

- To encourage the use of non-violent means to resolve conflict.
- To promote the safety of people in the schools.
- To discourage the use of alcohol and illegal drugs.
- To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.

7.3 Roles and Responsibilities

7.3.1 School Boards

School Boards provide direction to their schools that ensure opportunity, academic excellence and accountability in the education system. It is the responsibility of school boards to:

- develop policies that set out how their schools will implement and enforce the Provincial Code of Conduct and all other rules that they develop that are related to the provincial standards that promote and support respect, civility, responsible citizenship and safety;
- seek input from school councils, their Parent Involvement Committee, their Special Education Advisory Committee, parents/guardians, students, staff members, community partners, community agencies, members of Aboriginal communities, (eg. Elders), and those groups that are traditionally not consulted;
- Review these policies with students, staff, parents/guardians, volunteers and the community;
- establish a process that clearly communicates the Provincial Code of Conduct and school board codes of conduct to all parents/guardians, students, staff members, and members of the school community in order to obtain their commitment and support;
- ensure an effective intervention strategy and response 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 environments.
- wherever possible, boards should collaborate to provide coordinated prevention and intervention programs and services, and should endeavour to share effective practices.

7.3.2 Principals

Principals, under the direction of their school board, take a leadership role in the daily operation of a school. They provide this leadership by:

- demonstrating care for the school community and commitment to academic excellence in a safe teaching and learning environment;
- holding everyone, under their authority, accountable for their behaviour and actions;
- empowering students to be positive leaders in their school and community
- communicating regularly and meaningfully with all members of their school community.

7.3.3 Teachers and Other School Staff Members

Teachers and school staff , under the leadership of their principals, maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, staff uphold these high standards when they:

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

7.3.4 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:

- comes to school prepared, on time and ready to learn;
- shows respect for themselves, 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 action.

7.3.5 Parents/Guardians

Parents/guardians 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/guardians 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.

7.3.6 Community Partners and the Police

The police play an essential role in making our schools and communities safer. Police investigate incidents in accordance with the protocol developed with the local school board. These protocols are based on a provincial model developed by the Ministry of the Solicitor General and the Ministry of Education.

8.0 Standards of Behaviour

8.1 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 when there is disagreement;
- respect and treat others fairly, regardless of, for example, their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability;

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- 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 in positions of authority;
- respect the need of others to work in an environment that is conducive to learning and teaching.
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- not swear at a teacher or at another person in a position of authority

8.2 Physical Safety

All members of the school community must not:

- be in possession of any weapon, including 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 bullying behaviours;
- commit sexual assault;
- traffic weapons or illegal drugs;
- give alcohol to a minor;
- commit robbery;
- 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 to property located on the premises of the school.