



**MOOSONEE DISTRICT SCHOOL  
AREA BOARD**

BOARD GOVERNANCE POLICY	
Motion	2024-06-1233
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**SAFE SCHOOLS: SCHOOL CODE OF CONDUCT**

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**PURPOSE**

Moosonee District School Area Board is committed to the establishment and maintenance of a positive learning and working environment throughout the school community. MDSAB is basing the Safe schools: School Code of Conduct on the Provincial Code of Conduct which provides direction on the authority and responsibility of boards to develop, implement, enforce, review, and assess codes of conduct for their school communities.

The purposes of a Provincial Code of Conduct are as follows:

- a) to ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity;
- b) to promote responsible citizenship by encouraging appropriate participation in the civic life of the school community;
- c) to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility;
- d) to encourage the use of non-violent means to resolve conflict;
- e) to promote the safety of people in the school;
- f) to discourage the use of alcohol, illegal drugs and, except by a medical cannabis user, cannabis;
- g) to prevent bullying in schools.

The Provincial Code of Conduct applies to the entire school community. This means that, within the publicly funded school system, the Provincial Code of Conduct applies to all individuals:

- a) on school property
- b) on school buses
- c) at school-related events or activities
- d) in other circumstances that could have an impact on the school climate
- e) in a virtual learning environment

**DEFINITIONS**

**School Climate:** School climate refers to the environment, values, and relationships found within a school. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions.

**Progressive Discipline:** Progressive discipline is a whole-school approach that uses a continuum of prevention programs, interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote and foster positive behaviours.

**Bullying:** Bullying means aggressive and typically repeated behaviour by a student that is intended

to cause (or should be known to cause) harm, fear, or distress to another individual, including physical, psychological, social, or academic harm, or harm to the individual's reputation or property. Bullying creates a negative environment for another individual and occurs in a context where there is a real or perceived power imbalance.

**Mitigating and Other Factors:** Mitigating and other factors must be taken into account when discipline is being considered. These factors are described in Ontario Regulation 472/07 Behaviour, Discipline and Safety of Pupils.

**Suspension:** A suspension means a student is removed from school and school activities for a specific period of time ranging from one (1) school day to twenty (20) school days. A student who is suspended for more than five school days is considered to be on long-term suspension and may participate in a program for suspended students.

**Expulsion:** Expelled students are removed from school and school activities for an indefinite time period. The Board offers a program for expelled students which must be completed before the student returns to school.

## 1. POLICY

- 1.1 The Moosonee District School Area Board requires Moosonee Public School to have a written school Code of Conduct that is in accordance with the Board's policies, administrative procedures, and protocols which define clear and consistent expectations for desired conduct, with clear and consistent consequences for inappropriate behaviour.
- 1.2 The Code of Conduct shall articulate the rights and responsibilities of students whether they are on school property, on school buses, or at school-authorized events. It shall state the need for students to feel comfortable, safe, and secure during school and school-related activities. In addition, the Code shall specify that in dealing with incidents of inappropriate behaviour, the principal and staff shall be fair, firm, and consistent.
- 1.3 The Board believes that the effective implementation of this policy and the school Code of Conduct is a shared responsibility of the whole community. Parents, teachers, students, support staff, and other members of the school community work together to model and teach behaviours that promote a positive, caring, school environment for all members of the school community.

## 2. BOARD EXPECTATIONS

- 2.1 The school Code of Conduct shall be developed cooperatively with the staff, students, and parent(s)/guardian(s), and shall conform to Board policies and administrative procedures.
- 2.2 The foundation of the school Code of Conduct shall be respect for self, others, and the environment.
- 2.3 The school Code of Conduct shall be positive in tone, constructive, and shall emphasize that rules are necessary when people gather to learn.
- 2.4 The school Code of Conduct shall define clear expectations for appropriate behaviour and consistent consequences for inappropriate behaviour. The document shall also provide a rationale for the school Code of Conduct, and procedures to be followed in implementing the

school Code of Conduct. It is understood that the school Code of Conduct will be implemented using a progressive discipline approach that includes a preventative support program.

- 2.5 The school Code of Conduct shall include expectations for self-respect, respect for others, respect for the school staff, respect for school property, attendance, punctuality, preparation for class, and academic honesty.
- 2.6 The school Code of Conduct shall establish immediate, relevant, age-appropriate and developmentally-appropriate consequences for violent acts.
- 2.7 The school Code of Conduct shall include clear statements that harassment; physical, verbal (oral or written), sexual or psychological abuse; bullying; hate-motivated behaviours and discrimination on the basis of racial characteristics, culture, age, religion, gender, language, disability, sexual orientation, or any other attribute is unacceptable.
- 2.8 The school Code of Conduct shall include clear statements that the possession and/or display of weapons or replicas or imitations of weapons on school property will be referred to the police, and in addition, may result in a recommendation for expulsion.
- 2.9 The school Code of Conduct shall include clear statements on the enforcement and restrictions of personal mobile devices at school.

### **3. COMMUNICATION AND REVIEW**

- 3.1 The school Code of Conduct shall reflect Board policies, administrative procedures, and protocols, where relevant.
- 3.2 The school shall publish the school Code of Conduct and distribute it annually to students, staff, and the School Council.
- 3.3 The school shall discuss the school Code of Conduct with students, annually, at the beginning of the school year.
- 3.4 The school Code of Conduct shall be posted in school entrances and other visible places, and posted on the school website.
- 3.5 When distributing the school Code of Conduct, the school may also include a form acknowledging receipt and reading of the Code.
- 3.6 The principal shall review the school Code of Conduct and consult annually with the staff, students, and the School Council.
- 3.7 Students new to the school shall receive a copy of the school's Code of Conduct upon registration.

### **4. RESPONSIBILITIES OF PRINCIPALS**

- 4.1 The principal shall forward a copy of each new and revised school Code of Conduct to the Director of Education and Board of Trustees.

- 4.2 The principal shall ensure that the Code of Conduct reflects the expectations noted above in this policy.
- 4.3 The principal shall ensure that information on the enforcement and restrictions of personal mobile devices at school, weapons and drugs is thoroughly reviewed with students at the beginning of each school year and reinforced at appropriate intervals during the school year.
- 4.4 The principal shall apply the Code of Conduct in a fair, firm, consistent, and timely manner and hold everyone under their authority accountable for their own behaviour and actions.
- 4.5 The principal shall empower students to be positive leaders in their school and community.
- 4.6 The principal shall ensure that victims of school-based unacceptable behaviour shall be provided with interim support and/or counselling by appropriate school staff.
- 4.7 Victims shall be advised that further counselling may be available both within the system and also outside the system.
- 4.8 After appropriate disciplinary actions have been taken, perpetrators of school-based unacceptable behaviour shall be advised of appropriate counselling opportunities.
- 4.9 At the discretion of the Board, counselling may be considered as part of the mandatory program for an expelled student. The expelled student must satisfy the objectives required for completion of the program, as determined by the person who provides the program, before re-entry to school.
- 4.10 The principal shall work with the school staff and the Director of Education to develop curriculum which is aimed at teaching students sound strategies for dealing with human relationships in a non-violent manner.
- 4.11 In-service training on the special education implications of inappropriate behaviours may be made available to all staff, depending on available resources and needs identified.
- 4.12 The principal shall ensure that staff members develop effective techniques for conflict management, including recognizing, approaching, defusing, de-escalating, and resolving potential confrontational situations.
- 4.13 The principal shall use appropriate resources from the Board to develop and implement intervention strategies as an alternative to, or in conjunction with, suspension.

## **5. RESPONSIBILITIES OF ALL STAFF MEMBERS**

- 5.1 All staff members shall uphold and implement the school Code of Conduct, as applicable to each student, and communicate regularly and meaningfully with parents.
- 5.2 All staff are required to model the standards of respect, civility, and responsible citizenship. This included modelling appropriate use of personal mobile devices. Educators are not to use personal mobile devices during instructional time, unless explicitly for work-related purposes.
- 5.3 All staff shall prepare students for the full responsibilities of citizenship, in particular the skill of

respectful communication, both in person and online.

- 5.4 All staff shall help students work to their full potential and develop their sense of self-worth and empower students to be positive leaders in their classroom, school and community.
- 5.5 Staff who observe a student committing an infraction for which a suspension may be imposed, shall refer the matter to the principal.
- 5.6 Staff shall document ongoing disruptive incidents and implement appropriate intervention strategies as outlined in the school Code of Conduct, including communication with the principal or vice-principal. Strategies are also described in Administrative Procedure 376 Progressive Discipline.
- 5.7 Support appropriate school and educational services resource staff shall actively pursue the identification of possible underlying causes for inappropriate and continuing behaviour problems or violent acts.
- 5.8 All staff members shall respond to violent incidents in accordance with established protocols.
- 5.9 All staff members are required to exercise extreme self-restraint in dealing with difficult or insolent students.

## 6. RESPONSIBILITIES OF STUDENTS

- 6.1 Students are expected to come to school prepared, on time, and ready to learn.
- 6.2 Students are expected to show respect for themselves, and for others, and for those in positions of authority.
- 6.3 Students are to refrain from bringing anything to school that may compromise the safety of others.
- 6.4 Students are expected to follow established rules and take responsibility for their own actions.
- 6.5 Every student is responsible for his or her conduct related to all staff and members of the school community, and ultimately, is accountable to the principal of the school:

**REFERENCE DOCUMENTS****Legal:**

*Education Act, Section 169.1: Board Powers and Duties: Positive School Climate*

*Education Act, Part XIII Behaviour, Discipline and Safety of Pupils*

Ontario Regulation 472/07 Behaviour, Discipline and Safety of Pupils: Mitigating Factors

Ontario Regulation 474/00 Access to School Premises

*Smoke-Free Ontario Act, 2017*

*The Canadian Charter of Rights and Freedoms Ontario Human Rights Code*

*The Child and Family Services Act*

*The Municipal Freedom of Information and Protection of Privacy Act*

PPM No. 119 Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools

PPM No. 120 Reporting Violent Incidents to the Ministry of Education

PPM No. 128 The Provincial Code of Conduct and School Board Codes of Conduct

PPM No. 144 Bullying Prevention and Intervention

PPM No. 145 Progressive Discipline and Promoting Positive Student Behaviour

**Board:**

Board Policy GOV-01 Board Philosophy, Goals, and Values

Board Policy GOV-07-0 Equity and Inclusive Education

Board Policy GOV-08 Safe Schools

Board Policy GOV-17 Appeals and Hearings Regarding Student Discipline

Board Policy GOV-21 Access to School Premises

Board Policy GOV-22 Vandalism

Administrative Procedure 376 Progressive Discipline

Administrative Procedure 377 Student Discipline: Bullying

Administrative Procedure 378 Student Discipline: Suspension

Administrative Procedure 379 Student Discipline: Expulsion Police/School Board Protocol

Moosonee Public School Code of Conduct