

# Pine Grove Public School

## Code of Conduct 2008/2009

### Introduction

Public school education must provide equal learning opportunities for all students. In addition to regular curriculum, good citizenship must be taught and demonstrated. This includes an appreciation for the rights of others. Students are expected to learn responsibility for rules and regulations adapted for the benefit of all. In order to provide an environment that is safe, encourages learning and gives all students an equal opportunity to learn, schools are required to develop a Code of Conduct.

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# PINE GROVE CODE OF CONDUCT

We, at the District School Board of Niagara believe every child has:

- the right to learn
- the right to be safe
- the right to be respected

## Rationale

To this end, a school is a place that promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment.

All students, parents, teachers and staff have the right to be safe, and feel safe, in their school community. Every student has the right to an education without disruption and a corresponding responsibility not to deny this right to any other student. With this right also comes the responsibility to be law-abiding citizens and to be accountable for actions that put at risk the safety of others or oneself. All members of the school community are to be treated with respect and are expected to use non-violent means to resolve conflicts.

The School Code of Conduct sets clear standards for behaviour in order to promote a positive educational atmosphere for all. To this end, the learning environment must be free from abuse, bullying, discrimination, intimidation, hateful words and deeds, and physical violence in any form. The standards of behaviour in the Code of Conduct apply not only to students, but also to all individuals involved in the publicly funded system  parents/guardians, volunteers, teachers and other staff members, whether they are on school property, on school buses or at school-authorized events or activities.

The information in this booklet outlines roles and responsibilities, standards of behaviour and consequences for unacceptable behaviour. Also, included are the mandatory consequences outlined in the  Ontario Schools: Code of Conduct  legislated by the provincial government.

## Roles, Responsibilities and Rights

- All participants involved in the publically funded school system
  - students, parents or guardians, volunteers, teachers and other staff members
  - are included in the Code of Conduct whether they are on school property, on school buses or at school-authorized events and activities.

Ministry of Education for the Province of Ontario  
Code of Conduct, P. 2

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

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

In order to fulfil these responsibilities, the Principal has the right to:

- expect reasonable behaviour in the classroom, throughout the school, and in all educational settings (e.g., on the bus, trips, etc.);
- receive support from staff, students, parents, and community members in the performance of their duties;
- exclude from class or the school a student who is disruptive or endangering the safety of self or others;
- expect cooperation from all staff, students and parents in helping students carry out their responsibilities during school functions;
- expect staff to acquire the knowledge, skills and attitudes necessary to develop and maintain academic excellence and safe learning and teaching environments.

## Roles, Responsibilities and Rights

**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, based on individual differences;
- communicate regularly and meaningfully with administration and parents;
- inform students of and maintain consistent standards of behaviour for all students by being fair, firm and friendly with students;
- plan, implement and evaluate an effective instructional program in their classroom and school;
- demonstrate respect for all students, staff and parents;
- prepare students for the full responsibilities of citizenship.

In order to fulfil these responsibilities, the teachers and school staff have the right to:

- expect reasonable behaviour in the classroom, throughout the school, and in all other educational settings (e.g., on the bus, trips, etc.);
- receive support from the Principal and parents in the performance of their duties;
- exclude from class a student who is disruptive or endangering the safety of self and others;
- expect co-operation from all students in carrying out the student responsibilities during school functions.

**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:

- respects the right of others to work in an environment that promotes learning and teaching;
- demonstrates honesty and integrity;
- respects differences in people, their ideas and opinions;
- treats others with dignity and respect at all times, especially when there is disagreement;
- respects and treats others fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability;
- respects the rights of others;
- shows proper care and regard for school property and the property of others;
- takes appropriate measures to help those in need;
- respects persons who are in a position of authority;

## **Roles, Responsibilities and Rights**

In order to fulfil these responsibilities, students have the right to:

- equal learning opportunities;
- an appropriate and challenging program;
- freedom from physical and verbal harassment;
- help in making decisions regarding school program;
- a positive school atmosphere;
- assistance from teachers.

**Parents** play an important role in the education of their children and have a responsibility to support efforts of the school staff in maintaining a safe and respectful learning environment for all students. Parents fulfil this responsibility when they:

- show an active interest in their child's school work and progress, ensuring that work is completed on time;
- provide assistance and an appropriate time and place for doing homework;
- communicate regularly with the school;
- help their child to be neat, appropriately dressed and prepared for school;
- ensure that their child attends school regularly and punctually;
- promptly report to the school their child's absence, late arrival or other concerns;
- 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 developing positive attitudes to learning and dealing with disciplinary issues;
- encourage their children to participate in activities sponsored by the school.

In order to fulfil these responsibilities, parents have the right to:

- know that students are provided with a meaningful educational program that follows the Ontario curriculum guideline;
- expect that classes will be conducted in an orderly manner;
- expect teachers to act as "kind, but firm judicious parents";
- receive regular communications (newsletters, notes in agendas, phone calls, etc) from the school;
- confer with the school regarding any concerns for their child.

**Police and community members** are essential partners in making our schools and communities safer. Community members fulfil this responsibility by:

- supporting and respecting the rules of their local schools
- communicating ideas and concerns with school personnel;
- providing support and resources when appropriate

# Standards of Behaviour

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

Ministry of Education for the Province of Ontario  
Code of Conduct, p. 1

## A. Respect, Civility and Responsible Citizenship

*All school members must:*

- show respect for themselves, for others and for those in authority, addressing people in a polite and courteous manner;
- show respect for themselves and others by avoiding inappropriate public displays of affection;
- show respect for themselves and others by using acceptable language, avoiding racist, profane or obscene comments;
- show respect for the property of others and of the school;
- refrain from bringing anything to school that may compromise the safety of others;
- follow the established rules and take responsibility for their own actions.

*In addition, all students must:*

- come to school prepared, having all the necessary supplies as well as all homework and assignments completed;
- come to school on time, being accountable for work or assignments missed due to absences or lateness;
- come to school ready to learn with a positive attitude, participate in activities, be industrious in all assignments and strive for excellence.

# Standards of Behaviour

## B. Physical Safety

### Physical Aggression

*All students must:*

- not inflict or encourage others to inflict bodily harm to another person;
- avoid rough play, bullying, fighting, physically and verbally abusive behaviour;
- refrain from throwing snowballs on or in the proximity of the school grounds;
- seek staff assistance, if necessary, to resolve conflicts peacefully.

### Weapons

*All students must:*

- not be in possession of any weapon, including but not limited to firearms or explosive materials, including but not limited to firecrackers;
- not use any object to threaten or intimidate another person;
- not cause injury to any person with an object.

### Alcohol, Cigarettes and Drugs

*All students must not:*

- be in possession of, or under the influence of, or provide others with, alcohol, cigarettes or illegal drugs; (mandatory suspension)
- be in possession of matches or lighters.

## C. Destruction of Property

*All students must not:*

- deface, damage or destroy any equipment or other property that is not their own.

## School Routines

- A pupil shall . . .
  - attend classes punctually and regularly;
  - be courteous to fellow pupils and obedient and courteous to teachers;
  - be clean in person and habits;
  - take such examinations as are required;
  - show respect for school property.

Ontario Regulation 298 s.23

## Attendance and Punctuality

*All school members must:*

- arrive at school punctually and attend regularly.

## Arrival and Departure

*All students must:*

- walk bicycles to and from the street when arriving on or leaving school property;
- upon arrival, go directly to the assigned area, while waiting for the bell to ring;
- use the entrance designated for their classroom;
- leave the building promptly at noon-hour and after school by the designated entrance or report promptly to the activity permitted by the co-instructional program;
- move quickly and quietly to all classes in the time allotted.

## Lunchroom Routines

*All students must:*

- sit quietly and eat their lunch in a mannerly fashion;
- ensure that food is eaten only in assigned areas and at appropriate times;
- clear their tables and deposit garbage into the appropriate container(s);
- remain on school property during lunch unless picked up by parents or permission to leave has been requested in writing (with date and signature) by parent and/or guardian and granted by the school office;
- consume food or drink brought from home or purchased at the school store in the lunch area before going outside for outdoor play;
- when requested, refrain from bringing food products containing nut ingredients or peanut oil.

# School Routines

## Classroom Expectations

*All students must:*

- keep gym bags and backpacks in their designated areas;
- not have gum in the school or during classes;
- not bring radios, disc players, electronic games, cell phones, hard balls, hockey sticks, baseball bats and rackets to school, except when permitted as part of a school program;
- not use skateboards, bicycles, roller blades, and scooters on school property;
- behave in a manner that is conducive to the learning, safety and respect of self and others;
- be accountable for participation in learning and assessment activities.

## Dress Code

We believe that student dress should be appropriate to an academic setting and contribute to an overall positive image of our school.

To create a consistent approach to school dress and to enhance an educational environment and tone conducive to the achievement of excellence, the following rules concerning student dress have been adopted and **applied to both male and female attire**. This dress code will have a minimum impact or influence on most students since the vast majority of students presently dress in a fashion that complies with these rules. The stated rules serve to answer questions and confirm decisions made by teachers, students and parents about appropriate school dress.

- **Hats or head-coverings (bandanas, head bands, kerchiefs, wave caps, hoods, visors, etc.) are to be removed before entering the school or participating in indoor field trips and/or indoor activities. Head dresses or head coverings worn for religious or medical purposes are exempt.**

*This social and traditional sign of respect and courtesy is not only a point of established Canadian etiquette, but has also proven to be a good security practice which allows quick and easy identification of students and/or trespassers. As a result, its inclusion in school dress codes is wide-spread in the majority of the board's schools.*

- **Halter-tops, tube tops, tank tops (excluding school athletic team uniforms that are worn in game and/or practice situations), muscle shirts, see-through or mesh tops (unless worn with an undershirt) are not to be worn at school. Blouses, shirts or tops that reveal bare backs, midriffs or undergarments or that have spaghetti straps or revealing necklines are not to be worn at school, in hallways, during class activities or on field trips.**
- **Shorts and skirts are to be of a length that is appropriate to a school environment and activity and that do not reveal undergarments in the normal range of movement.**
- **Low riding pants, shorts or skirts are to be worn above the hip points and in such a fashion that undergarments are not revealed. The bottom on the pant should rest on the top of the shoe and are not of a length that allows students to walk on them (for safety reasons).**

*Such “immodest” dress (as outlined above), although fashionable outside the school environment, is not conducive to creating an environment that has education as its central focus. The school’s role is to encourage self-respect, positive school tone and student interaction alongside traditional education and career preparation.*

- **All clothes are to be clean and in good repair, free from holes and tears.**
- **Footwear appropriate to the subject area or activity must be worn at all times.**

*Safety and health must always be a major school concern.*

- **Clothing which advertises or promotes alcoholic beverages, drugs, violence or racism or that displays obscene, distasteful or hurtful messages are not to be worn in school or in any of its activities or field trips.**

*Healthy lifestyles and a positive school culture and tone are integral to the creation and enhancement of a school environment committed to the achievement of personal and academic excellence.*

- **Students are expected to dress appropriately for the weather. All outdoor use coats and jackets are to be placed in designated areas until the student leaves the school.**

The final decision as to the appropriateness of dress will be decided by the principal or designate. If issues of attire continue, parents will be contacted.

## Responses to Behaviour

The District School Board of Niagara believes that the primary aim of discipline is for all students to acquire positive skills and attitudes associated with responsible conduct.

District School Board of Niagara  
Administrative Procedures, AP3-11

Responses to inappropriate behaviour will be determined by the nature and frequency of the behaviour. Responses may take two forms:

- ① Positive practices that reinforce appropriate behaviours
- ② Corrective practices that may require interventions

Communication between home and school will facilitate this process.

### **Positive Practices include:**

- program modification
- program accommodation
- positive feedback for desired behaviours
- interview between teacher and student
- involvement of resource personnel (ie. youth counsellor, resource teacher, in-school team, Board/community agencies)
- formal interview between student, teacher, principal, vice principal

### **Corrective Practices include:**

- withdrawal of privileges
- classroom detention
- exclusion from optional activities
- restitution of damages
- in-school suspension
- suspension from school for major or repeated offenses ranging from 1 to 20 days
- expulsion for extremely serious offenses (under Board authority)

Corrective practices will not necessarily be imposed in sequential order but will depend greatly on the severity of the behaviour. It is important to note that parent consultation will take place whenever the misbehaviour is of a serious nature.

# THE PROVINCIAL REPORT CARD

All schools in Ontario will be using the Provincial Report Card, designed by the Ministry of Education and Training, to report on student progress in Grades 1-8. As in the past, we continue to provide information for parents and guardians about their children's achievement and progress in school as well as suggestions for future learning.

The following chart describes the Provincial Guide for Grading used on the report cards.

Level 3 has been identified as the "standard" at each level. It is the level of achievement for which all students are encouraged to strive. It identifies the level of achievement at which parents and teachers can be confident students are well prepared for work at the next grade.

4	The student has demonstrated the required knowledge and skills. Achievement exceeds the provincial standard.	A+ A A-	90-100 85-89 80-84
3	The student has demonstrated most of the required knowledge and skills. Achievement meets the provincial standard.	B+ B B-	77-79 73-76 70-72
2	The student has demonstrated some of the required knowledge and skills. Achievement approaches the provincial standard.	C+ C C-	67-69 63-66 60-62
1	The student has demonstrated some of the required knowledge and skills in limited ways. Achievement falls much below the provincial standard.	D+ D D-	57-59 53-56 50-52
R or below 50	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.	R	Below 50

The report card is still only one part of the total reporting system. Additional information will also be communicated in a variety of ways such as telephone calls, notes, samples of children's work and conferences/interviews.