



PROCEDURE

SO-012

CODE OF CONDUCT	
Superintendent Responsible: Superintendent of Education, Safe and Inclusive Schools	Initial Effective Date: 2023/05/04
Last Updated: 2023/06/08	Next Review Date: 2028/08/28

Purpose:

To promote learning, well-being and belonging, through responsibility, respect, and civility, fostering an anti-oppressive, anti-racist, and inclusive culture.

Guiding Principles:

Responsible citizenship involves active participation in the civic life of the school community. Engaged citizens are aware of their rights and accept responsibility for protecting their rights and the rights of others.

1.0 Purposes of the Code

- 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 maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility
- To encourage the use of non-violent means to resolve conflict
- To promote the safety of people in schools
- To discourage the use of alcohol, electronic cigarettes, illegal drugs and, except by a medical cannabis user, cannabis
- To prevent bullying, including cyber-bullying in schools

2.0 Roles and Responsibilities

2.1 Grand Erie will:

- Develop and review processes that set out how 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
- Establish a process that clearly communicates the Provincial Code of Conduct and Grand Erie codes of conduct to all parent(s)/caregiver(s), students, Administrator(s), employees, and members of the school community in order to obtain their commitment and support
- Seek input from students, employees, volunteers, parents, school councils, and the public as well as from Grand Erie's Parent Involvement Committee, Special Education Advisory Committee, student senate, Indigenous Education Advisory Committee, Six Nations Advisory Committee, social services and mental health agencies, and other appropriate community partners
- Develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety
- Provide opportunities for all employee(s) to acquire the knowledge, skills, and attitudes necessary to promote student achievement and well-being in a safe, inclusive, and accepting learning environment

- Wherever possible, collaborate to provide coordinated prevention and intervention programs and services and should endeavor to share effective practices
- 2.2 Administrator(s) will:
- Demonstrate care for the school community and a commitment to learning, well-being and belonging in a safe, inclusive, and accepting learning environment
 - Hold everyone under their authority accountable for their own behaviour and actions
 - Empower students to be positive leaders in their school and community
 - Communicate regularly and meaningfully with all members of their school community
 - Model the standards of respect, civility and responsible citizenship
- 2.3 Employees will:
- Help students work to their full potential and develop their sense of self-worth
 - Empower students to be positive leaders in their classroom, school, and community
 - Communicate regularly and meaningfully with parents/caregivers
 - Maintain consistent and fair standards of behaviour for all students
 - Demonstrate respect for one another, all students, parents/caregivers, volunteers, and other members of the school community
 - Prepare students for the full responsibilities of citizenship, in particular the skill of respectful communications, both in person and online
 - Model the standards of respect, civility, and responsible citizenship. This includes modeling appropriate use of personal devices. Educators are not to use personal devices during instructional time, except explicitly for work related purposes
- 2.4 Students will:
- Endeavour to come to school prepared, on time, and ready to learn
 - Show respect for themselves, and for others, and for those in positions of authority
 - Refrain from bringing anything to school that may compromise the safety of others
 - Follow the established rules and take responsibility for their own actions
- 2.5 Parents/Caregivers are expected to:
- Engage in their child(ren)'s schoolwork and progress
 - Communicate regularly with the school
 - Help their child(ren) be appropriately dressed and prepared for school
 - Ensure that their child(ren) attends school regularly and on time
 - Promptly report to the school their child(ren)'s absence or late arrival
 - Become familiar with Grand Erie's code of conduct and the school's Code of Conduct
 - Encourage and assist their child(ren) in following the rules of behaviour
 - Assist school employees in dealing with disciplinary issues involving their child(ren)
- 2.6 Community partners/Volunteers:
Through outreach, existing partnerships may be enhanced and new partnerships with community-based service providers and members of the community (e.g., Elders, Senators, Knowledge Keepers) may also be created. Community-based service providers are resources that Grand Erie can use to

deliver prevention or intervention programs. Protocols are effective ways of establishing linkages between Grand Erie and community-based service providers and of formalizing the relationship between them. These partnerships must respect all applicable collective agreements.

2.7 Police:

The police play an essential role in making our schools and communities safer. The police investigate incidents in accordance with the protocol developed with Grand Erie.

3.0 Responding to incidents Grand Erie endorses early and ongoing prevention and intervention to promote responsible citizenship. Opportunity for students to learn from their choices is a critical element. Breach of the Code of Conduct may result in disciplinary action for students.

Reference(s):

- Acceptable Use of Information Technology Policy (IT-01)
- Acceptable Use of Information Technology Procedure (IT-001)
- Bullying Prevention and Intervention Policy (SO-10)
- Bullying Prevention and Intervention Procedure (SO-010)
- Code of Conduct Policy (SO-12)
- Equity and Inclusive Education Policy (SO-14)
- Equity and Inclusive Education Procedure (SO-014)
- Progressive Discipline and Promoting Positive Behaviour Procedure (SO-011)
- Smoke Free Environment Procedure (FA-012)
- Student Expulsions Policy (SO-07)
- Student Expulsions Procedure (SO-007)
- Student Suspension Policy (SO-06)
- Student Suspension Procedure (SO-006)
- [*Education Act, R.S.O. 1990, c. E.2*](#)
- Provincial Model for a Local Police/School Board Protocol, 2015
- The Provincial Code of Conduct and School Board Codes of Conduct (PPM 128)