



WILLIAM DUNBAR PUBLIC SCHOOL CODE OF CONDUCT EXPECTATIONS



PHILOSOPHY

Aligned with the Ontario Code of Conduct, the William Dunbar Public School Code of Conduct sets the standard of behaviour for *all members of our school community*. Our school is a place of learning that promotes inclusion, responsibility, integrity, resiliency and academic achievement in a safe learning environment. A positive school climate exists when all members of the school community feel safe, secure and that they matter. This is a whole school approach where positive behaviours and interactions are actively promoted.

At William Dunbar PS, we believe that the development of young people is a shared responsibility between home and school. The expectations outlined in this Code of Conduct apply during all school activities, including field trips and excursions, as well as before and after school and during lunch hours.

LEARNING GOAL:

Working together, we will build and maintain a safe, positive and inclusive learning community in our school so that all students feel they matter and can contribute, succeed and achieve.

SUCCESS CRITERIA:

Students are expected to:

- **Come to school prepared, on time, and ready to learn**
For example: bring required materials and resources to class, ask questions and participate in learning opportunities;
- **Show respect for himself or herself, for others, and for those in authority**
For example: respect the views, values and customs of others, listen to those working for your safety and success;
- **Refrain from bringing anything to school that may compromise the safety of others;**
- **Follow the established rules and take responsibility for his or her own actions**
For example: ***OWN IT, FIX IT, LEARN FROM IT, MOVE ON***, seek assistance from a member of the school staff, when necessary, to resolve conflict peacefully

All William Dunbar staff are responsible for modeling and teaching these expectations to our students. We encourage parents and guardians to join us because we know you are vital partners in supporting student success.

Standards of Behaviour

Respect, Civility and Responsible Citizenship

All school members must:

- Respect and comply with all applicable federal, provincial and municipal laws
- Demonstrate honesty and integrity
- Respect differences in people, their ideas and opinions
- Respect and treat others fairly at all times, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability, and especially when there is disagreement
- 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
- Seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully
- 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
- Not swear at a teacher or at another person in a position of authority

Safety

All members of the school community must not:

- Engage in bullying behaviors
- Commit sexual assault
- Traffic in weapons or illegal drugs
- Give alcohol to a minor
- Commit robbery
- 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

Roles and Responsibilities

From the Ontario Code of Conduct document

Principals

Under the direction of their school boards, principals take a leadership role in the daily operation of a school. They provide this leadership by:

- Demonstrating care for the school community and a commitment to academic excellence in a safe, inclusive, and accepting teaching and learning environment
- Holding everyone under their authority accountable for his or her 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

Teachers and Other School Staff

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

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 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

Parents

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

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- 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

Community Partners and the Police

Through outreach, partnerships already in place may be enhanced and new partnerships with community-based service providers and members of the community (e.g., Aboriginal Elders) may also be created. Community-based service providers are resources that boards can use to deliver prevention or intervention programs. Protocols are effective ways of establishing linkages between boards and community-based service providers and of formalizing the relationship between them. These partnerships must respect all applicable collective agreements and adhere to the Code of Conduct.

The police play an essential role in making our schools and communities safer. The police investigate incidents in accordance with the protocol developed with the local school board. These protocols are based on a provincial model that was revised in 2011 by the Ministry of Community Safety and Correctional Services and the Ministry of Education.

DDSB Equity & Inclusive Education Policy

The Durham District School Board upholds equity and inclusivity as essential to ensure educational excellence. In accordance with the principles enshrined in the Canadian Charter of Rights and Freedoms, the Constitution Act (1982) and the Ontario Human Rights Code, and as outlined in PPM No. 119 (June 24, 2009), the Board and its staff are committed to the elimination of discrimination and discriminatory barriers that may exist whether because of commission or omission. These principles include, but are not limited to, the following dimensions of diversity and their intersections: ancestry, culture, dis/ability, ethnicity, gender, gender identity, language, race, religion, sex, sexual orientation, and socio-economic status. These considerations are critical to ensuring equitable access and educational outcomes for all students, and equity of opportunity and access for their families, and our staff who serve them.

The principles of equity and inclusive education will be reflected in the board's policies, programs, operations and practices, and this policy will address the following areas of focus:

1. Shared and committed leadership
2. School community relationships
3. Inclusive curriculum and assessment practices
4. Religious accommodation
5. School and workplace climate and the prevention of discrimination and harassment
6. Professional learning
7. Accountability and transparency

School Procedures

PROGRESSIVE DISCIPLINE

The purpose of discipline is to make sure inappropriate behaviour is not repeated, as well as to teach children socially acceptable behaviour. Research indicates punishment by itself only teaches a child to avoid punishment. Our focus is teaching students to understand what is right and what is wrong, and to accept the consequences for unacceptable behaviour. A student needs to feel empowered to make decisions concerning his or her behaviour. A student who has made an unwise decision leading to a problem needs to be given an opportunity to make amends, accept consequences, and make better choices in the future.

Progressive Discipline promotes a proactive approach to discipline, provides opportunities for students to build their leadership skills and creates a positive school culture. It includes interventions at the staff/classroom level, administrator/parent/student level, as well as the Board level. For more information on Progressive Discipline, please check the DDSB website or speak with school administration.

RESTORATIVE PRACTICE

Restorative practice is founded on the focus of meeting the needs of those harmed and those that have caused harm. Incidents are viewed through the lens of learning and community-building opportunities. Through dialogue, individuals are given the opportunity to have a voice (those harmed), to take responsibility for action and to make steps to repair harm. Guiding questions, provided below, are used to assist all parties through the process. Parents can expect to see age-appropriate versions of these questions on office intervention forms sent home for signature(s).

SCHOOL BUS RULES AND EXPECTATIONS

Riding the bus is a privilege that may be withdrawn if a student's conduct is a threat to the safe operation of the bus or to an individual's safety. All previously noted school rules also apply when riding on the bus. If a student's bus privilege is suspended, parents are responsible for the transportation of their child. In order to ensure the safety of all our bussed students, here are the additional bus rules:

Students must stay in their designated seats at all times.

Quiet talking only - no loud or boisterous noises that may distract the driver.

Never put hands, arms, head, or legs or any article out the window.

Do not throw anything in the bus or out the windows.

No food or beverages may be consumed on the bus.

Remain seated at all times until the bus has come to a complete stop.

A student's name must appear on the bus driver's list before they are allowed to ride that particular bus. For this reason, students may not use a school bus to attend personal after school events such as visiting a friend. Parents must make other transportation arrangements.

DIGITAL TECHNOLOGIES

Digital technologies play an important part in our daily lives. **At the Durham District School Board;** we believe:

- all students can benefit from a learning environment in which technology is used to provide instruction, where students use technology to reach outside their classrooms to access meaningful information and where technology is used by students to create, analyze, collaborate and communicate
- technology must be meaningfully integrated into classroom environments
- technology must be implemented in ways which are equitable and inclusive

At William Dunbar P.S., we welcome the learning possibilities offered through the use of digital technologies. Our wireless environment makes it possible for students to access digital sources through the use of Personal Electronic Devices (PEDs) and Chromebooks.

In order to protect the privacy of all, unless deemed appropriate by the school administration for educational purposes, it is the practice of the Durham District School Board and this school that the use of personal electronic devices is prohibited during the school day on school property. On-line activity by staff, students and parents/guardians that is directly or indirectly related to the school should comply with the School Code of Conduct, in particular that a school is a place that promotes responsibility, respect, civility and safety in the teaching and learning environment.

However, the administration may grant permission for students to bring in their PEDs on specific days for particular purposes. On these occasions, should students choose to bring in PEDS, they do so at their own risk; the school and school staff cannot be held responsible for lost or damaged items. Any PEDs that are used inappropriately inside schools during the normal school day are disruptive to the teaching and learning environment and will be confiscated. Field trips and after school events are an extension of the classroom. As such, the expectations for PED use outlined above apply.

In keeping with the Freedom of Information and Privacy Act, the taking of photos, filming or recording, or the broadcasting of live audio and/or video, while at school or at a school related activity, is prohibited unless approved by the DDSB (or school), and/or where proper consents have been obtained, as may be appropriate.

Chromebooks

PRIVACY

It is a violation to share your Chromebook or your password with anyone else, or to access any account belonging to other students, faculty, or staff.

RESPONSIBILITIES

By agreeing, students and parents or guardians agree to:

Submit their Chromebook to school authorities upon request. Such a request may be made in order to check browser histories and caches, as well as to ensure Chromebooks do not contain any unapproved software or files.

Accept monitoring of student usage of the Chromebooks at any time, when requested by school Personnel (teachers or administration). Students and parents need to be aware that files created using the Chromebook or stored on school servers are not private.

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Charge their Chromebook overnight each night to ensure that they are fully charged for classes the next day. Just as students are expected to be prepared for class by having all required materials, students will have a charged Chromebook available to them at the start of each day.

Protect the Chromebook from damage and theft. If the Chromebook is lost or stolen when outside of school grounds, it should be reported to the school immediately.

If the damage is intentional, willful or purposeful, the parents or guardians will pay the full replacement cost of the Chromebook and/or AC power adaptor. Charges are based on a cost recovery model and will be determined once repairs or replacement requirements are determined. The current cost for a full replacement is \$300.

Return the Chromebook and all DDSB supplied accessories to the school if the student is transferring to a school outside of the DDSB.

STUDENT EXPECTATIONS

As a learner I will:

Never leave my Chromebook unattended.

Make sure the Chromebook is not subject to careless or intentional damage.

Ensure that my Chromebook is charged every evening and ready for use the next day.

Not decorate the Chromebook with permanent markings and not allow it to be subject to graffiti/defacing.

Not install or download software not approved by administration or teachers.

Consequences

Consequences for unacceptable behaviour may range from initial intervention strategies such as counselling and parental communication to detention, behaviour contracts, Restorative Practices, Support and Responsibility Agreements, suspension and expulsion. Peer mediation and conflict resolution programs are important initiatives that support the implementation of the Code of Conduct.

Each school's Code of Conduct is the guide for discipline in the school and the determination of consequences for inappropriate behaviour. Mitigating and other factors must be considered before determining appropriate consequences.

Where behaviour is persistent or the incident is of a serious nature, suspension may result. The purpose of a suspension is to exclude the student from the learning environment.

SUSPENSIONS, EXPULSIONS, MITIGATING AND OTHER FACTORS:

Suspension

Suspension is a consequence imposed upon a student whereby he or she is prohibited from attending at his or her school and from engaging in all school-related activities for a defined period of time.

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Expulsion

Expulsion is a consequence imposed upon a student, by the Board, for an activity that is determined to warrant that the student be excluded from his or her school, or from all schools in the Board, and from engaging in all school-related activities, for an undefined period of time.

Mitigating Factors

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

Other Factors:

The following criteria shall also be taken into account if they would mitigate the seriousness of the activity for which the pupil may be or is being suspended or expelled:

- the pupil's history;
- whether a progressive discipline approach has been used with the pupil;
- whether the activity for which the pupil may be or is being suspended or expelled was related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment;
- how the suspension or expulsion would affect the pupil's ongoing education;
- the age of the pupil; or
- in the case of a pupil for whom an individual education plan has been developed:
 - whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan,
 - whether appropriate individualized accommodation has been provided, and
 - whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.

Circumstances Leading To Possible Suspension

A Principal shall consider whether to suspend a pupil if he or she believes that the pupil 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 pupil's school or to property located on the premises of the pupil's school*;

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- bullying; **The Ministry has released a definition for bullying.** “Bullying includes the use of any physical, verbal, electronic, written or other means. It is an aggressive behavior; There is an intent, or reasonable assumption to cause harm (to the individual, his or her reputation or property); There may be a negative impact on the learning environment of the school; It is typically repeated; There is a real or perceived power imbalance”.
- any other activity that is an activity for which a principal may suspend a pupil under a policy of the Board. Other suspendable infractions including but not limited to:
 - a) possessing or dispensing controlled or intoxicating substances that are not prescribed for medical purposes; b) being under the influence of illegal, controlled or intoxicating substances that are not prescribed for medical purposes; c) smoking on school property; d) committing vandalism, destruction, damage to school property or to the property of others located on or in school premises; e) stealing property; f) engaging in intimidation, extortion*, harassment*, or verbal aggression; g) misusing or misappropriating school property or services, including computers and other technology systems; h) engaging in hate motivated incidents*; i) engaging in gang related activity*; j) possessing dangerous objects or substances, including for example laser pointers; gloves with studs on knuckles; or any other item deemed by the principal to be unsafe or a hazard to persons or property in the school; k) committing physical assault on another person*; l) engaging in or encouraging a fight; m) engaging in conduct that constitutes opposition to authority; n) demonstrating poor attendance that warrants disciplinary action; o) engaging in behaviour that is disruptive to the learning environment of the class or school; p) engaging in conduct that is detrimental to the moral tone of the school; q) wearing clothing/apparel that is inappropriate, offensive or violates the School Dress Code; r) engaging in unauthorized gambling or games of chance; s) engaging in another activity that, under the Code of Conduct of the school, is one for which a suspension is warranted.

* may require police involvement as outlined in the Police/School Board Protocol. In considering whether to suspend a pupil for engaging in an activity described above, a Principal shall take into account the mitigating factors, as well as the other factors.

If a Principal decides to suspend a pupil for engaging in an activity described above, the Principal shall suspend the pupil from his or her school and from engaging in all school related activities. A suspension shall be for no less than one school day and no more than 20 school days and, in considering how long the suspension should be, a Principal shall take into account the mitigating factors, as well as the other factors.

Activities Leading to a Suspension, Investigation, and Possible Expulsion

A Principal shall suspend a pupil if he or she believes that the pupil 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:

- (a) possessing a weapon*;
- (b) possessing a firearm*;
- using a weapon to cause or to threaten bodily harm to another person*;
- (a) committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner*;
- (b) assault/physical intimidation of an employee*;

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- committing sexual assault*;
- trafficking in weapons or in illegal drugs*;
- committing robbery*;
- giving alcohol to a minor**;
- bullying, if,
 - (a) the pupil has previously been suspended for engaging in bullying, and
 - (b) the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person;
- any activity that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor;
- committing an act of vandalism which can be regarded as particularly egregious, due to factors such as seriously compromising the learning environment, or posing a significant safety risk to others*;
- any other activity that, under a policy of a board, is an activity for which a Principal must suspend a pupil and conduct an investigation to determine whether to recommend to the board that the pupil be expelled. Other suspendable infractions including but not limited to:
 - hate motivated violence*;
 - gang related violence*;
 - trafficking in controlled or intoxicating substances not prescribed or dispensed for medical purposes*; uttering threats or threatening conduct intended to intimidate**;
 - engaging in harassment*;
 - ongoing conduct that is so refractory (persistent) that the student's presence in the school or classroom is considered by the principal to effect a danger or possibility of harm, physical or emotional, to others in the school or to the reputation of the school.

**requires police involvement as outlined in the Police/School Board Protocol.*

A pupil who is suspended under this section is suspended from his or her school and from engaging in all school-related activities. A Principal may suspend a pupil as above for up to 20 school days and, in considering how long the suspension should be, the Principal shall take into account the mitigating factors, as well as other factors. When a pupil is suspended leading to a possible expulsion the Principal, in consultation with his or her Area Superintendent, shall conduct an investigation to determine whether to recommend to the Board that the pupil be expelled. The Principal's investigation shall begin promptly following the suspension. When a Principal suspends a pupil leading to a possible expulsion, the pupil shall be assigned to a program for suspended pupils, as established by the Board.