

ADMINISTRATIVE PROCEDURE 140	
SECTION: GENERAL ADMINISTRATION	
Adopted/Original Date of Issue	2004
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Contact	Superintendent of Specialized Services

CODE OF CONDUCT

BACKGROUND

This procedure is developed in accordance with requirements outlined by the Ministry of Education in Policy/Program Memorandum 128, most recently revised in April of 2024.

PURPOSE

The Renfrew County District School Board is committed to the establishment and maintenance of a positive learning and working environment throughout the District. This Code of Conduct is intended to create a climate of mutual respect that recognizes the dignity and worth of every member of the district community. It is intended to provide secure surroundings in which all members are, and feel, safe, included and accepted. The code aims to promote responsible citizenship by encouraging appropriate participation in the civic life of the school community and by maintaining an environment where conflict and difference can be addressed in a manner characterized by respect and civility.

APPLICATION

Administrative Procedure 140 applies to the entire school community (i.e., students and families, staff, volunteers and visitors). This means that, within the publicly funded school system, the Provincial Code of Conduct applies to all individuals:

- on school property
- on school buses
- at school-related events or activities
- in other circumstances that could have an impact on the school climate
- in a virtual learning environment and/or virtual communications

All of these members of the education community have a responsibility to contribute to a positive climate.

1. PREVENTION AND INTERVENTION STRATEGIES

- 1.1.** All students, staff members, parents and school councils in Renfrew County District School Board have the obligation to respect the dignity of all members of the school community. All members of the school community have a right to learn and work in an environment free of discrimination and where they feel safe.
- 1.2.** When inappropriate behaviour occurs, schools will use a range of interventions, supports, and consequences that are developmentally appropriate, that include opportunities for students to learn from mistakes, and that focus on improving behaviour. In all situations, violations to the code of conduct will be handled from an educational stance and through the application of progressive discipline (see AP-350 Student Conduct and Progressive Discipline).

2. RESPECT, CIVILITY, AND RESPONSIBLE CITIZENSHIP

2.1. All members of the school community must

- comply with all applicable federal, provincial, and municipal laws
- comply with all Ministry of Education, school board and school policies
- demonstrate honesty and integrity
- treat one another with dignity and respect, both in person and online, especially when there is disagreement or difference
- respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability
- 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
- refrain from using abusive language or swearing at another person
- respect the needs of others to work in an environment that is conducive to learning and teaching
- not use personal mobile devices during instructional time except under the following circumstances (see AP 141 - Appropriate Use of Technology)
- for educational purposes, as directed by an educator
- for health and medical purposes
- to support special education needs

3. SAFETY

3.1. All members of the school community must not:

- engage in bullying behaviours, including cyberbullying
- commit sexual assault or sexual harassment
- traffic in weapons or illegal drugs
- commit robbery or theft
- be in possession of any weapon, including firearms
- threaten or intimidate another person
- be in possession of alcohol, cannabis, and illegal drugs
 - for students, this would also include being in possession of electronic cigarette, tobacco and nicotine products
- use, or be under the influence of alcohol, cannabis, tobacco, electronic cigarettes, illegal drugs or related products
- provide others with alcohol, illegal drugs, tobacco, electronic cigarettes, cannabis and related products
- inflict or encourage others to inflict bodily harm on another person
- engage in hate propaganda and other forms of behaviour motivated by hate or bias
- commit an act of vandalism that causes damage to school property, to property located on the premises of the school or to the property of a member of the school community
- record, take or share non-consensual recordings or photos of members of the school community

4. ROLES AND RESPONSIBILITIES

4.1. In order to uphold the rights of all school members to access a safe school community, there are a number of corresponding responsibilities for which all school members must be accountable to ensure a safe and positive learning environment

4.2. Director of Education

The Director of Education will ensure that opportunities which promote the standards of the Provincial Code of Conduct are made available for all members of the school community. This includes promoting the knowledge, skills, and attitudes relevant to it. This is the first part of implementing the Code of Conduct.

4.3 Principals

It is expected that Principals:

- demonstrate care for the school community and a commitment to student achievement and well-being 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.

4.4 Teachers and other school staff

It is expected that teachers and staff:

- 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 and fair standards of behaviour for all students
- demonstrate respect for one another, all students, parents, volunteers, and other members of the school community
- prepare students for the full responsibilities of citizenship, in particular the skill of respectful communication, both in person and online
- model the standards of respect, civility, and responsible citizenship. This includes modeling appropriate use of personal mobile devices.
 - Educators are not to use personal mobile devices during instructional time, unless explicitly for instructional (teaching and learning) purposes.
 - During supervision, educators will not use personal devices except in the case of an emergency and where no other adequate method of communication is available.

4.5 Students

It is expected that students:

- 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

- refrain from using personal mobile devices unless directed by an educator
 - Students in JK-Grade 8 will store all personal mobile devices out of sight (in the cloak room area or in their lockers) and powered off or set to do not disturb mode during the full instructional day (including all recess and nutrition breaks), unless it is for an educational purpose and the educator has given permission.
 - Students in grades 9-12 will be able to have personal mobile devices with them, but they must be stored out of view and powered off or set to “do not disturb” mode during instructional time, unless it is for an educational purpose and the educator has given permission.

4.6 Parents

It is expected that parents:

- are engaged in their child's schoolwork and progress
- communicate regularly with the school
- help their child be 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
- become familiar with the Provincial Code of Conduct, the board's code of conduct, and, if applicable, the school's Code of Conduct
- encourage and assist their child in following the rules of behaviour
- assist school staff in dealing with disciplinary issues involving their child

4.7 Community Partners

Partnerships with members of the community and community-based service providers should be developed and enhanced. Community-based service providers are resources that boards can use to deliver prevention or intervention programs. These partnerships must respect all applicable collective agreements.

4.8 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 the local school board and applicable legislation. The current [Local Police School Board Protocol for Renfrew County](#) outlines the renewed commitment by school and law enforcement authorities.

LEGAL REFERENCES

The Child and Family Services Act
Education Act, Part XIII,
Bill 13, Accepting Schools Act
Behaviour, Discipline and Safety
Criminal Code (Canada)
Ontario Human Rights Code
Ontario Regulation 437/97 Professional Misconduct
Regulation Made Under the Teaching Profession Act
PPM No. 119 – Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools
PPM No. 128 - The Provincial Code of Conduct and School Board Codes of Conduct
PPM No. 145 - Progressive Discipline and Promoting Positive Student Behaviour

RCDSB REFERENCES

AP 141 - Appropriate Use of Technology
AP 160 - Access to Schools
AP 311 - Violence Prevention and Reporting of Incidents
AP 350 - Progressive Discipline
AP 358 - Student Discipline: Suspension
AP 359 - Student Discipline: Expulsion
AP 450 - Human Rights
AP 451 - Workplace Conflict and Workplace Harassment
PPM 128: RCDSB Implementation Support Guide

Procedure History

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