



**Huntingdon Adult Education  
& Community Centre**

**RULES of CONDUCT  
and SAFETY  
2018-2019**

## INTRODUCTION

Educational polls throughout North America have consistently pointed to discipline as being the number one concern about the public education system. Clearly, parents want their children to attend a school that is orderly and safe. Studies show and we concur that long lists of rules that outline the do's and don'ts do not necessarily enhance discipline as well as one that develops a school culture which follows four basic rules based on the 'Do Unto Others' principle:

1. Respect the feelings of others;
2. Respect the safety of others;
3. Respect for the school environment and the school building;
4. Respect the property of others.

Consequently, in order to follow these four basic rules, students are to:

- be honest and forthright;
- treat others with respect and courtesy;
- attend school regularly and punctually;
- work to the best of their ability.

In turn, the above-mentioned four basic rules help promote and maintain a climate that fosters the growth of character, which will be attained by the six pillars of character education:

- Respect
- Citizenship
- Trustworthiness
- Caring
- Fairness
- Responsibility

The purpose of the *Rules of Conduct and Safety* is to set the context for a safe and productive learning environment by outlining expected behaviour in safe and caring schools. Hence, it is expected that students will conform to high standards of behaviour when at school, on the way to and from school, and while attending any other school function or field trip. Students are also expected to demonstrate high standards of work habits, arriving to school and to class on time, with the necessary supplies and materials, as well as completing all in-school and homework assignments. In summary, students are expected to be co-operative, responsible, and do the best they can.

*N.B. Reference is made to 'school members' throughout this document. 'School members' include students and all adults whose roles bring them in contact with students in school settings and/or school-related activities.*

## **PRINCIPLES**

### **Respect**

It is expected that school members will exhibit behaviour that shows respect for the rights, property and safety of themselves and others.

### **Responsibility**

It is expected that school members will accept personal responsibility for their behaviour in order to maintain a safe and productive learning environment.

### **Rights**

It is expected that school members will honour the rights of others through the process of learning and demonstrating appropriate behaviour in the context of social responsibility.

The above principles are supported by the Education Act of the *Ministère de l'Éducation, du Loisir et du Sport* (MELS).

## **STANDARDS OF BEHAVIOUR**

All school members will honour the following standards of behaviour:

- Show respect for the rights, property, and safety of themselves and others;
- Respect and appreciate diversity of all school members—regardless of race, culture, ethnicity, religion, gender, sexual orientation, age, and ability;
- Express themselves with socially acceptable language and gestures;
- Exhibit behaviour that avoids all forms of intimidation, harassment, racism, and discrimination;
- Dress in accordance with school dress standards;
- Treat school property and the property of others with a reasonable standard of care;
- Respect the responsibility of all school members in exercising their duties;
- Promote positive behaviour through the avoidance of all types of violent acts;
- Refrain from the possession of any form of weapon on school property;
- Refrain from the possession of and being under the influence of all forms of intoxicants on school property;
- As appropriate, attend classes, activities and events and be prepared and punctual.

### **Identifying Disruptive Behaviours**

Disruptive behaviour, not serious enough to significantly interrupt the learning climate of the school, endanger the well-being of others, or damage school property, is classified as disruptive.

Examples of such behaviour may include, but is not limited to the following:

- Chronic minor offences
- Smoking
- Profanity
- Disrespect or insubordination
- Failure to obey instructions
- Forging notes or excuses
- Non-attendance or poor attendance at school or in specific classes
- Loitering in school areas when asked not to
- Petty stealing
- Fighting (shoving, pushing, or scuffling)
- Bullying (dependent upon the degree of bullying)
- Other acts of misconduct that are disruptive or that may create a potential safety hazard.

### **Severely Disruptive Behaviour**

Behaviour that is serious enough to significantly disrupt the learning climate of the school, endanger the well-being of others, or damage school property is classified as severely disruptive.

Examples of severely disruptive behaviour include, but are not limited to:

- Vandalism
- Disruptions to school operations
- Verbal abuse
- Racial and/or discriminatory misconduct
- Sexual harassment and/or assault
- Sexual misconduct, sexual abuse or physical abuse
- Physical violence
- Use or possession of weapons
- Illegal activity

### **CONSEQUENCES OF NON-COMPLIANCE**

Discipline is intended to promote learning and self-control, and to change inappropriate behaviour. Expected behaviours must be actively taught both at home and in school. The strategies used to develop understanding and respect for the code may vary from student to student. When there is non-compliance with the behavioural expectations of the code, despite the application of these strategies, appropriate measures will be initiated.

The following principles will apply:

- Consequences will be appropriate to the student's current stage of development and the special needs of the student, if such is the case.
- Consequences will reflect the severity of misbehaviour and take into account the frequency and duration of the misbehaviour.
- Consequences will be chosen primarily for their educational value.
- Consequences will make sense to the student as much as possible.
- Consequences will be appropriately timed.

When managing severely disruptive behaviours:

- Inappropriate behaviour is never ignored.
- Appropriate action is always taken.
- Immediate action is taken to bring a stop to the behaviour.
- Additional action in the form of an intervention should be included in order to produce a constructive behavioural change.

### **Consequences specifically forbidden**

The following consequences are not appropriate responses to any type of misconduct:

- Corporal punishment;
- Use of collective responsibility (group punishment) in disciplinary procedures;
- Use of academic work as a disciplinary procedure (i.e. assigning extra academic work to punish misbehaviour);
- Use of evaluation procedures as a disciplinary procedure (i.e. arbitrarily assigning a test to an individual or class that is behaving inappropriately).

### **SCHOOL-SPECIFIC SECTION**

*The Huntingdon Adult Education & Community Centre is located at:  
24 York Street  
Huntingdon, Que. J0S 1H0*

*Tel: (450) 264-9276  
Fax: (450) 264-9172*

*The office is open Monday to Friday from 8:00 AM to 4:00 PM.*

*The Cardio-Actif operates on the following hours:*

<i>Monday to Thursday:</i>	<i>7:00 AM to 9:00 PM</i>
<i>Friday:</i>	<i>7:00 AM to 4:00 PM</i>
<i>Saturday &amp; Sunday:</i>	<i>closed</i>

## **Areas of Responsibility**

### Students

It is the duty of a student to:

- a) Participate fully in learning opportunities;
- b) Attend school regularly and punctually;
- c) Contribute to an orderly and safe learning environment;
- d) Respect the rights of others; and
- e) Comply with the discipline policies of the school and the school board.

### Parents

It is the duty of parents to:

- a) Support their children in achieving learning success;
- b) Ensure that their children attend school as required by ministry regulations;
- c) Communicate regularly with their children's school;
- d) Ensure the basic needs of their children are met—making sure that their children are well nourished and well rested when they go to school; and
- e) Support their children's teachers in their efforts to provide an education for their children.

### Teachers

It is the duty of a teacher to:

- a) Respect the rights of students;
- b) Teach diligently the subjects and programs of study prescribed by the Ministry, which are assigned to the teacher by the school board;
- c) Implement teaching strategies that foster a positive learning environment aimed at helping students achieve learning outcomes;
- d) Encourage students in the pursuit of learning;
- e) Monitor the effectiveness of the teaching strategies by analyzing outcomes achieved;
- f) Acknowledge and to a reasonable extent, accommodate differences in learning styles;
- g) Participate in individual program planning and implement individual program plans, as required, for students with special needs;
- h) Review regularly with students their learning expectations and progress;
- i) Take all reasonable steps necessary to create and maintain an orderly and safe learning environment;
- j) Maintain appropriate order and discipline in the school or room in the teacher's charge and report to the school principal or his/her delegate of any instance when the conduct of a student is persistently defiant or disobedient;
- k) Maintain an attitude of concern for the dignity and welfare of each student and encourage in each student an attitude of concern for the dignity and welfare of others and a respect for religion, morality, truth, justice, love of country, humanity, equality, industry, temperance and all other virtues;
- l) Attend to the health, comfort and safety of the students.

### Principal

The principal is the educational leader of the school and has overall responsibility for the school, including teachers and other staff.

It is the duty of the principal to ensure that reasonable steps are taken to create and maintain a safe, orderly, positive, and effective learning environment.

### Director of Educational Services

It is the duty of the Director of Educational Services to maintain a safe, orderly, and supportive learning environment in all schools within the school board's jurisdiction.

### Support Staff

It is the duty of a support staff member to:

- a) Maintain an attitude of concern for the dignity and welfare of each and every student;
- b) Cooperate with the school board, director of educational services, school principal, teachers, students, and other staff members to maintain an orderly, safe and supportive learning environment;
- c) Respect the rights of students.

### General Responsibilities and Powers of School Boards

In accordance with the Education Act, a school board shall:

- a) Promote its schools as safe, quality learning environments and as community resources;
- b) Establish a student discipline policy consistent with ministerial guidelines;
- c) Develop policies and implement programs consistent with the Ministry of Education policies and guidelines respecting students who have been suspended for more than five days or expelled from school;
- d) Establish a policy for the protection of students and employees from harassment and abuse.

# HUNTINGDON ADULT EDUCATION & COMMUNITY CENTRE

## Rules of Conduct and Safety 2018-2019

### All Students

Where circumstances require it, disciplinary measures may take the form of verbal warnings, written warnings, suspensions and dismissals. A copy of all written warnings will be inserted in the student's permanent file for future reference.

If a student's conduct should warrant a suspension or dismissal, the student will first be advised via a meeting with the coordinator and/or Centre Principal followed by a written notice outlining the reasons for the disciplinary action. Dismissal from a continuing education program will be considered for any of the following reasons:

1. More than three unexcused, consecutive absences from class, or frequent absenteeism in excess of 10% of class time.
2. Substance abuse anywhere on the Campus (abuse implies either the consumption, being under the influence or in the possession thereof).
3. Illegal gambling is not permitted on centre property.
4. Proven dishonesty.
5. Cheating – on tests, exams and other instances where plagiarism is evident, students will automatically receive a « 0 » grade.
6. Sexual, verbal or physical harassment and bullying (per Board policy).
7. Unacceptable and inappropriate language for the work environment including messages on clothing, jokes of questionable subject matter or of racist content.
8. Reprimanded twice for poor performance / attitude.
9. Insubordination to instructors, or employees.
10. Speeding and reckless driving around the building.
11. Smoking outside of designated areas.
12. Horseplay, mischief, vandalism, theft or acts of aggression.

In the case of items (8) and (9), the client will receive a written evaluation of the areas for improvement in skills and/or attitude. Failing an improvement, a final review (the third) will decide on the suitability of the student's continuation in the program. In the case of (10), revocation of parking privileges is likely.

Other users of the Centre: Please be advised that civil comportment is expected at all times. Damages to property and behaviour not appropriate to the common good will lead to a suspension of your privileges as a visitor or user of the Centre's services.



## Rules of Conduct and Safety

Dear Student, Parent/Guardian:

The pages you have just read outline the code of ethics, school rules, and corrective measures in the case of an infraction as well as related procedural information.

As a school community we are all responsible for the learning environment, and as a member of this school we acknowledge that these guidelines are to be respected and adhered to by all.

We ask that the said document be read carefully by all students and their parents/guardians and that the acknowledgement portion below be signed and returned to the teacher at your earliest convenience.

### \* Acknowledgement of School Rules and Code of Ethics \*

I, \_\_\_\_\_, as a student of \_\_\_\_\_, have read the booklet and am fully aware of the commitment I have to the school community. I will abide by the rules and the code of ethics and fully realize that failure to do so will have consequences, as outlined in the document.

Signed on this \_\_\_\_\_ day of \_\_\_\_\_, 201\_\_.  
(date) (month)

*Student's signature:* \_\_\_\_\_

*Student's name:* \_\_\_\_\_

*Parent/Guardian's Signature:* \_\_\_\_\_