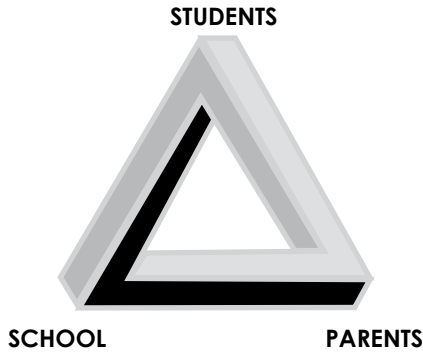


I. HHA Partnership Triangle

As partners in our school community, the staff, students and parents must work together to foster an environment that is respectful, nurturing, and conducive to growth and achievement. The HHA believes that every member of the school community has the right to be treated with dignity and respect and to feel safe within the school environment.

Our belief is that a positive school culture is fostered by an effective "Partnership Triangle" consisting of our staff, our students, and our parents.

As a Jewish school we subscribe to the belief of "Derech erez kadma l'Torah" - respect for others precedes, and provides the basis for, spiritual matters. Our mission is to cultivate a congenial learning environment that is characterized by mutual respect, tolerance, and cooperation.



II. Partnership Agreement

The following Code of Conduct (COC) outlines our school's goals and expectations to be signed by all parties of the Partnership Triangle, including parents and students. Please review these guidelines with your children and return the signed "Partnership Agreement" to the school office by the first day of school.

III. Rights & Responsibilities

At the HHA our students have the right to:

- Learn in a positive, inviting environment that is free from disruptive behaviour;
- Be treated as unique learners with differing needs and learning styles;
- Be treated with respect by all staff and students;
- Be disciplined in a caring and appropriate manner;
- Feel secure from all forms of harassment; and
- Receive support regarding academic and social concerns.

At the HHA our students have the responsibility to:

- Be in class on time and with the required equipment;
- Understand that teachers will develop classroom rules which are specific to the teaching and learning needs of each situation;
- Participate in all learning experiences to the best of their abilities;
- Respect the rights, feelings, and property of students, staff, and school premises;
- Show respect for Jewish values and traditions;
- Act in a polite and courteous manner using appropriate language and action;
- Comply with school rules and routines, both in school and during school-sponsored activities and field trips;
- Act safely;
- Accept responsibility for their own actions;
- Follow the expectations for appropriate dress; and
- Refrain from all forms of harassment.

At the HHA our staff members have the right to:

- Be treated professionally;
- Be treated courteously and respectfully;
- Receive support from parents and administration;
- Feel secure from all forms of harassment;
- Expect students to be rested, on time, and ready for class;
- Expect students to complete all assignments in a timely manner; and
- Work in a clean, safe, and congenial environment.

At the HHA our staff members have the responsibility to:

- Teach and provide a nurturing environment for their students;
- Treat all students as unique individuals by providing a range of effective educational strategies and learning experiences;
- Be a solid role model for appropriate behaviour and conduct;
- Model and develop the importance of a strong work ethic and effective organizational skills;
- Encourage each student to work to the best of his/her abilities;
- Respond constructively to the needs and concerns of students; and
- Encourage respect and pride for the HHA and its community.

At the HHA our parents have the right to:

- Have their children educated in a caring, stimulating, and safe environment that promotes Jewish learning, excellence, and participation;
- Involve themselves as partners in the social, emotional, and academic growth of their children;
- Be informed about learning, behavioural, and attendance concerns, and to receive feedback on progress and successes; and
- Be informed of any stern disciplinary action.

At the HHA our parents have the responsibility to:

- Model and instill respect, and encourage a positive attitude for the school and its community;
- Ensure that their children attend school daily, on time, in appropriate clothing, and are nutritiously fed;
- Make every effort to be active participants in their children's school life.

IV. Strategies to Ensure an Ideal Learning Environment

A positive school climate is defined by the Ministry of Education of Ontario as “the sum total of all the personal relationships within a school.” When these relationships are founded in mutual acceptance and inclusion, and modeled by all, a culture of

Code of Conduct

respect becomes the norm. In an effort to cultivate a school environment where all members of the school community feel safe, comfortable, and accepted, the HHA has initiated the following preventive programs:

The Code of Conduct is actively taught in all grades;

- Students sign the Partnership Agreement consenting to uphold the Code of Conduct;
- Teachers facilitate class meetings, focusing on social interactions and problem solving of social situations, specific to that particular class;
- Prevention of bullying is introduced in kindergarten and continued throughout elementary and middle school;
- Curriculum units are developed in each grade to promote social skills, anger management and conflict resolution;
- Anti-bullying themes and activities are incorporated into the curriculum with discussions of how bullying affects everyone, ways students can help one another, and assertiveness training;
- Intervention with individual students on interpersonal issues, which may include anger management, conflict resolution, and appropriate responses to frustration;
- A "Suggestion Box" in the school office, to enable students to report aggressive or abusive behavior;
- School wide themes, which emphasize the impact of our words and actions on others (ie. Goodness Footprint, Circle of Friends, etc.)
- Professional development workshops for teachers that support the social skill development of students;
- Heightened staff awareness of student interactions during group games and recess play, with a minimum presence of two staff members at all times;
- Including COC issues as a regular agenda item at staff meetings;
- Encouraging students to befriend students who may be isolated;
- Circle of Friends – peer mentoring programs to prevent repeated aggression;
- Participation in Hamilton Wentworth programs on bullying prevention; and
- Community partnerships.

V. Behavioural Expectations of Students

The development of self-discipline in each of our students is an important aspect of growth towards adulthood. The following list includes essential elements to assist students towards that goal.

1. Students are expected to show kindness, consideration, and respect for others;
2. Physical or verbal abuse will not be tolerated (hitting, kicking, fighting, bullying, teasing, excluding others etc.);
3. Respect for school staff must be shown at all times. Defiance will not be tolerated;
4. Rudeness, foul language, gestures, and name calling are not acceptable behaviours;
5. Students must respect both school and personal property (no vandalism, littering, gum chewing, graffiti, or taking anything without permission);
6. The uniform policy will be strictly followed;
7. No food or drinks other than water will be permitted in the classrooms during teaching time;
8. Classrooms will be kept neat and tidy with no garbage or materials on the floor
9. No throwing of snowballs or other objects. No hardballs; and
10. No contact sports or games that involve tackling or rough play will be tolerated (i.e. Red Rover, British Bulldog, wrestling, play fighting). Expected behaviours are encouraged, taught, and reinforced at the HHA.

VI. HHA Progressive Discipline Continuum

Every effort will be made to guide students in a fair and consistent manner. All discipline will be determined by an Incident Investigative Process (See below VI. d) in accordance with the HHA Progressive Discipline Continuum.

a. The HHA Progressive Discipline Continuum (PDC) includes:

- Conference with student;
- Requiring the student to make restitution where appropriate;
- School community service;
- Written assignment;
- Removal of privileges;
- Conference with parent;

- Detention;
- Behaviour, attendance, or performance contract;
- Temporary supervised withdrawal (in school suspension);
- Recording infraction in a student's OSR;
- Suspension; and
- Expulsion.

b. Conduct which warrants immediate suspension or expulsion:

- Incidents of unprovoked physical aggression or violence (the length and type of suspension will depend on the age of the child and the nature and severity of the incident);
- Willful damage to school property (also requiring full restitution); and
- Bullying offenses not resolved by the PDC.

Repeated misbehavior in these areas may include recommendation for expulsion.

At any time the school may recommend intervention by a professional such as a psychologist, social worker, or family physician.

c. Process for Addressing Parental Concerns and Issues:

It is our goal to maintain a positive partnership with the parents of our students. To that end, if you have a concern, please address your concern with the appropriate teacher of the class.

If, after speaking with the teacher, your concern remains unresolved, please forward your matter to the Principal.

If, after speaking with the Principal, your concern still remains unresolved, please forward your matter to the Dean.

The chair of the Education Committee or its members may be approached for assistance or advice in this process.

d. COC Incident Investigative Process (IIP)

The IIP is a standardized process which addresses all breaches of the Code of Conduct. The process includes formalized documentation of the investigative process conducted by the

Code of Conduct

Principal or a designated staff member trained in handling COC incidences. In cases where a designated staff member completes the IIP, the Principal will be presented with all findings.

An IIP can be initiated through information provided by a staff member, student, parents concerned about the well-being of their own child, or witness to an incident. All incidents of a serious nature must be reported by staff members to the Principal no later than the end of the school day.

Each IIP will include two elements:

1. An interviewing process of all children involved, as well as any relevant staff member or witness; and
2. The completion of a standardized Incident Report Form that will include:
 - The nature of the incident;
 - Relevant background information;
 - The initial source of information;
 - Details of all interviews; and
 - All resolutions or consequences in accordance with the HHA Progressive Discipline Continuum.

e. Confidentiality & the IIP

All Incident Report Forms will be filed in the school office and will be treated with the highest level of confidentiality. As part of the IIP, it may be required to provide identifying information regarding students involved in Code of Conduct issues to the relevant parties. In such instances, the information will be specific to the Code of Conduct incident only.

f. Principal's Notice to Parents

The Principal will inform the parents of a student who has been intentionally hurt as a result of a physical, sexual or emotional incident of a concerning nature, or any other action listed above (#b) for which suspension or expulsion must be considered.

When notifying the parent, the Principal must disclose:

- The nature of the incident;
- The nature of the harm to the student; and
- The steps taken to protect the student's safety.

VI. COC Roles

a. Principal

- Maintaining proper order and discipline within the school;
- Overseeing the IIP and its implementation by all staff members;
- Establishing and maintaining consistent disciplinary practices in the school; and
- Holding each person under the Principal's authority accountable for his or her behaviour and actions.

b. Teachers & Staff

Teachers must assist the Principal in maintaining order in the school by:

- Serving as the initial contact for parents with general issues relating to their children;
- Fostering close cooperation with the school community;
- Establishing and maintaining consistent disciplinary practices in the school; and
- Reporting incidents and assisting the principal in conducting investigations.

c. School Social Worker

For the academic year 2010-11, the HHA will retain a school social worker who will assist the school in the following areas:

1. To provide support to the school in regard to fostering a positive school culture, as well as the needs of individual students;
2. To provide counseling, guidance and support to individual students when referred by the Principal;
3. To assist in the ongoing review of school policies, including the Code of Conduct, and those related to Bullying Intervention and Prevention; and
4. To support the ongoing education of staff and students specifically relating to COC issues and bullying.