

## Loyola, School of Adult and Continuing Education Code of Conduct

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### INTRODUCTION

Loyola, School of Adult and Continuing Education, provides adults with opportunities for lifelong learning in their home community. Through a broad range of programs, Loyola enables individuals to achieve their goals as they become responsible and contributing members of our communities. Loyola supports the Algonquin and Lakeshore Catholic District School Board's commitment to "...lifelong learning, so that those with whom we journey may become caring and contributing citizens in a world of constant challenge."

Operating within the Algonquin & Lakeshore Catholic District School Board, Loyola provides its adult students with an educational experience anchored in the values of a Catholic education. A Catholic education fosters the search for knowledge as a lifelong spiritual and academic quest. At each of our Loyola sites, the staff is committed to building caring, learning communities that are centered on justice, love, peace and service to others.

### CORE VALUES

We are a community that recognizes and respects the dignity of the adult learner and we strive to provide an equitable education in a flexible and compassionate environment.

Staff and students have different backgrounds, strengths, and challenges; at Loyola, we care about each other and build on our strengths.

Our students are 'of hope' and our community (instructors, secretaries, teachers, and administrators) works together to form a wheel of 'hope' with our students at the center.

### PROMOTING POSITIVE BEHAVIOUR

At Loyola, we promote the physical, spiritual, and mental health and well-being of all community members so that our communities will be safe, sustainable, inclusive, respectful and healthy.

#### ***Role of students***

As a student of Loyola, you share with the staff the responsibility of maintaining the special spirit and character of Loyola. This environment depends upon the cooperation and commitment of all involved.

As Loyola students, you are expected to

- Treat all members of our community in a polite, compassionate, respectful and cooperative manner regardless of race, ancestry, place of origin, colour, ethnic

origin, citizenship, religion, gender, sexual orientation, age or disability.

- Be accountable for your actions.
- Respect the Loyola campuses and use resources wisely. Supplies, equipment and textbooks should be used with care, keeping conservation in mind. You have a responsibility to maintain the school property and washrooms in a neat and tidy manner. Smoke ONLY in designated areas (smoking is NOT permitted in front of the school or anywhere inside the building).
- Be respectful and honest when dealing with Loyola staff and follow the rules of the school and the expectations of the staff.
- Communicate immediately with a staff member, preferably your subject teacher, if you are experiencing conflict, harassment, or bullying (refer to definition of bullying), or if you have witnessed behaviour which contravenes the Code of Conduct.
- Complete the student climate survey during terms 2 and 5.

#### ***Role of staff***

Staff is aware of the diverse community supports involved in assisting students and can facilitate appropriate access to these services, e.g., mental health agencies, Ontario Works, Sexual Assault Crisis Center, Food Bank, etc.

The staff will respond immediately to concerns and will follow the established protocol (please refer to the sections: Progressive Discipline and Conflict Resolution).

The staff will review the student climate surveys, identify areas of concerns and create an action plan to address areas of concern.

### SAFETY

Loyola students and staff have the right to enjoy a safe and positive school climate. In order to ensure the safety of all members of our school community, we share in the responsibility of following the Provincial Code of Conduct. For details of the acceptable standards of behaviour, please refer to [Ontario's code of conduct for the education sector: parent's guide | ontario.ca](#)

### PROGRESSIVE DISCIPLINE

When a student contravenes the Code of Conduct, the principal will consider **mitigating factors**, such as, the student's profile, the circumstances of the behaviour, and the student's history before determining the **most appropriate way to respond** to each situation. The principal will consider a range of options to address the behaviour.

These options could include:

- A meeting with the appropriate community agency. (Canadian Mental Health, Ontario Works, etc.)

- Transfer from in-class to e-learning
- Anger management counseling
- Withdrawal of privileges, such as participation in a field trip.
- Attend in the afternoon only.
- Suspension from school for one or more terms (6 weeks).
- Removal from Loyola.

### ACADEMIC EXCELLENCE

At Loyola, we inspire, and nurture engaged communities of learning that promote high levels of student achievement, in a culture that supports the belief that all students can learn.

#### *Role of the student*

As a Loyola student, you play a very active role in your educational experience. In order to achieve your full potential and be a successful learner, it is expected that you engage fully in the learning process either through regular attendance in the classroom, or logging in and completing tasks, daily, in your e-learning course.

In order to be a self-directed, responsible, life-long learner you will need to

- Set appropriate goals and monitor your progress, be on task, self-advocate, demonstrate curiosity and interest in learning, take ownership for your learning, seek clarification or assistance as needed, persevere and make an effort

when responding to challenges, approach new tasks with a positive attitude.

- Work collaboratively, including at a distance (e-learning), to support your learning and contribute to the learning of others. Take ownership for actively engaging in the learning activity whether you are working independently, in small groups or as a whole class.
- Regularly attend classes, complete and submit work and assignments according to agreed-upon timelines. Establish priorities and manage your time so that you can complete tasks and achieve your goals.
- Demonstrate your learning by providing authentic evidence of your work (assignments, tests, culminating activities, essays, projects, presentations, etc.) for the purpose of assessment and evaluation. In instances when you are using ideas of others from sources such as books, internet, newspaper and magazine articles, proper references must be provided.
- Attend classes attired in clothing that would be acceptable in a public place of business and does not distract from the learning environment.
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.

**Role of the staff**

The Loyola staff is committed to your success as a learner and will work with you to develop an appropriate educational plan with the necessary supports for your learning style.

If you are experiencing difficulties or challenges with your learning, communicate, immediately, with your subject teacher. Your teacher will work with you to develop an action plan for success.

**CONFLICT RESOLUTION**

In order to resolve conflicts, either between students or between a student and a staff member, the principles of respect, honesty, transparency, fairness, confidentiality, dignity and equity will be practiced. A progressive approach will be used with the first level starting with a discussion between the student and the teacher and, if an agreeable resolution is not found, the discussion moves to the next level involving the department head, and, lastly, the principal.

Depending on the circumstance, there are a number of possible outcomes: progressive discipline, meeting with an outside agency, referral to counseling, conflict mediation, withdrawal from class to a quiet work area, or transfer to another class/course, etc.

When appropriate, information sessions and learning opportunities to educate students will be provided about bullying and intimidating

behaviours, prejudice and stereotyping, mental health and addiction, and intervention and prevention strategies.

**DEFINITIONS**

For the purposes of policies on bullying prevention and intervention, school boards must use the following definition of *bullying*, given in subsection 1(1) of the Education Act:

“bullying” means aggressive and typically repeated behaviour by a pupil where,

(a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,

- (i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual’s reputation or harm to the individual’s property, or
- (ii) creating a negative environment at a school for another individual, and

(b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education.

**Bullying**

(1.0.0.1) For the purposes of the definition of “bullying” in subsection (1), behaviour includes the

use of any physical, verbal, electronic, written or other means.

**Cyber-bullying**

(1.0.0.2) For the purposes of the definition of “bullying” in subsection (1), bullying includes bullying by electronic means (commonly known as cyber-bullying), including,

- (a) creating a web page or a blog in which the creator assumes the identity of another person;
- (b) impersonating another person as the author of content or messages posted on the internet; and
- (c) communicating material electronically to more than one individual or posting material on a website or social media site that may be accessed by one or more individuals.