



BOARD ADMINISTRATIVE PROCEDURE	
<small>ADMINISTRATIVE PROCEDURE</small> CODE OF CONDUCT	<small>ADMINISTRATIVE PROCEDURE NUMBER</small> 909 (NEW) 709 (OLD)
<small>Directional Policy</small> 900 – Safe and Accepting Schools	

TITLE OF ADMINISTRATIVE PROCEDURE:

Code of Conduct

DATE APPROVED:

October 1, 2019

PROJECTED REVIEW DATE:

2024

DIRECTIONAL POLICY ALIGNMENT:

This Administrative Procedure aligns with the Safe and Accepting Schools Directional Policy - 900 by ensuring our students feel safe and secure and that our schools are welcoming, safe, respectful, equitable, inclusive and accepting learning and teaching environments.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Code of Conduct Administrative Procedure supports the Board's Mission to educate students in faith-filled, safe, inclusive learning communities. This Administrative Procedures also supports the strategic priority to lead by fostering critical thinking, creativity, collaboration, and communication to enable all students to realize their God-given potential.



Strategic Priorities 2017-2020

Vision

Achieving Excellence in Catholic Education
LEARN • LEAD • SERVE

Mission

To educate students in faith-filled, safe, inclusive Catholic learning communities by nurturing the mind, body and spirit of all.

LEARN

Achieve excellence in instruction and assessment to enable all students to become reflective, self-directed, lifelong learners.

LEAD

Foster critical thinking, creativity, collaboration, and communication, to enable all students to realize their God-given potential.

SERVE

Inspire engagement and commitment to stewardship for creation to enable all students to become caring and responsible citizens.

ACTION REQUIRED:

The Peterborough Victoria Northumberland and Clarington Catholic District School Board's Code of Conduct sets clear standards of behavior. These standards of behavior apply to students whether they are on school property, in a virtual learning environment, on school buses, at school-related events or activities, in before-and after-school programs, or in other circumstances that could have an impact on the school climate or on the mission of Catholic education. They also apply to all individuals involved in the publicly funded school system – principals, teachers, early childhood educators, other school staff, parents, school bus drivers, volunteers, and members of various community groups.

The Peterborough Victoria Northumberland and Clarington Catholic District School Board's Code of Conduct shall be the Code of Conduct for each Catholic school of the Board to:

- a) promote the development of faithful students who seek to model their behaviour with consideration for the common good and models of faith;
- b) ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity;
- c) promote responsible citizenship by encouraging appropriate participation in the civic life of the school community;
- d) maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility;
- e) encourage the use of non-violent means to resolve conflict;
- f) promote the safety of people in the schools;
- g) discourage the use of alcohol, illegal drugs and, except by a medical cannabis user, cannabis;
- h) prevent bullying in schools;
- i) ensure alignment with the teachings, traditions, and principles of the Roman Catholic Church.

Standards of Behaviour*Respect, Civility, and Responsible Citizenship*

All members of the Catholic school community must:

- a) respect and comply with all applicable federal, provincial, and municipal laws including the teachings and principles of the Roman Catholic Church;
- b) demonstrate honesty and integrity;
- c) respect differences in people, their ideas, and their opinions;
- d) treat one another with dignity and respect at all times, and especially when there is disagreement;
- e) 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;
- f) respect the rights of others;
- g) show proper care and regard for school property and the property of others;
- h) take appropriate measures to help those in need;
- i) seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- j) respect all members of the school community, especially persons in positions of authority;
- k) not swear at a teacher or at another person in a position of authority.
- l) respect the need of others to work in an environment that is conducive to learning and teaching, including by ensuring the use of personal mobile devices during instructional time is permitted only under the following circumstances:
 - a. for educational purposes, as directed by an educator;
 - b. for health and medical purposes; and
 - c. to support special education needs.

Safety

All members of the Catholic school community must not:

- a) engage in bullying behaviours, including cyber-bullying;
- b) commit sexual assault;
- c) traffic weapons or illegal drugs;
- d) give alcohol or cannabis to a minor;
- e) commit robbery;
- f) be in possession of any weapon, including firearms;
- g) use any object to threaten or intimidate another person;
- h) cause injury to any person with an object;
- i) be in possession of, or be under the influence of, or provide others with alcohol, cannabis (unless the individual has been authorized to use cannabis for medical purposes), or illegal drugs;
- j) inflict or encourage others to inflict bodily harm on another person;
- k) engage in hate propaganda and other forms of behaviour motivated by hate or bias; or
- l) commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

RESPONSIBILITIES:**The Board of Trustees is responsible for:**

- ensuring alignment with the Safe and Accepting Schools Directional Policy; and
- reviewing the Code of Conduct Administrative Procedure as part of its regular policy and procedures review cycle.

The Director of Education is responsible for:

- designating resources for ensuring the implementation of and compliance with this Administrative Procedure;

Superintendent of Safe Schools is responsible for:

- reviewing and revising this administrative procedure as necessary; and
- ensuring the Board's Code of Conduct is published on the Board's website so that it is available to students, parents, members of the school staff, community members, volunteers and school bus drivers/operators.

Superintendents of Learning and System Portfolios are responsible for:

- supporting the implementation of this administrative procedure.

Managers and Supervisors are responsible for:

- ensuring all individuals whom they supervise, whether directly or indirectly, are aware of this administrative procedure.

Principals are responsible for:

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

- demonstrating care for the school community and a commitment to student achievement and well-being in a safe, inclusive, and accepting 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; and
- ensuring the Board's Code of Conduct is published annually (eg. student agenda book) and available to students, staff, and parents (eg. School website).

Teachers and Staff are responsible for:

Under the leadership of their principals, teachers and other school staff maintain a positive learning environment and are expected to hold everyone to the highest standards 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 and fair standards of behaviour for all students;

- demonstrate respect for one another, all students, parents, volunteers, and other members of the school community; and
- prepare students for the full responsibilities of citizenship.

Parents are responsible for:

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 fulfil their role when they:

- 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 school rules;
- encourage and assist their child in following the rules of behaviour;
- assist school staff in dealing with disciplinary issues involving their child.

Students are responsible for:

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 behavior. Respect and responsibility are demonstrated when 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; and
- follow the established rules and take responsibility for his or her own actions.

Police are responsible for:

The police play an essential role in making our schools and communities safer.

The police provide support and investigate incidents in accordance with the 2016 Police/School Board Protocol based on the Provincial Model for a Local Police/School Board Protocol, 2015, developed by the Ministry of Community Safety and Correctional Services and the Ministry of Education.

The police services and the Board will cooperate and coordinate their efforts to create and sustain safe learning environments that respects the legal rights of all students and staff at all times.

PROGRESS INDICATORS:

- Board's Code of Conduct is implemented at all Board sites.
- Board's Code of Conduct is published on the Board's website so that it is available to students, parents, members of the school staff, community members, volunteers, and school bus drivers/operators.
- School climate surveys indicate that students, parents, and staff feel safe and secure and that our schools are welcoming, safe, respectful, equitable, inclusive, and accepting learning and teaching environments.
- School based discipline data reflects positive trends in student behavior.

DEFINITIONS:

Cyber-bullying - Bullying by electronic means, 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 that may be accessed by one or more individuals.

Local Police/School Board Protocol - At the direction of the Ministry of Education and the Ministry of Community Safety and Correctional Services, school boards and police services are to establish a protocol for the investigation of school related occurrences. This document was to be modelled after the Provincial Model for a Local Police/School Board Protocol.

Nexus – The umbrella for “school behaviour” includes matters which fall under the category of “nexus”. Nexus means “relevant”. The student’s behaviour off school property and/or outside the school day may have a relevant and related impact on the safety and well-being of the school community.

Personal Mobile Device - Any personal electronic device that can be used to communicate or to access the Internet, such as a cellphone or a tablet.

Provincial Code of Conduct - The Provincial Code of Conduct referenced in this Policy was released by the Ministry of Education on October 4, 2007 and revised on August 29, 2019. It is contained in Policy and Program Memorandum 128. The provincial Code of Conduct provides the framework for the School Board's Code of Conduct.

PVNC Code of Conduct - The Code of Conduct of the Peterborough Victoria Northumberland and Clarington Catholic District School Board aligns with the Provincial Code of Conduct found in Ministry of Education Policy/Program Memorandum 128, dated October 4, 2007 and revised on August 29, 2019.

School Climate - School climate refers to the learning environment and relationships found within a school and school community. School climate reflects how members of the school community are engaged in the school, including interpersonal relationships, teacher and other staff practices, and organizational arrangements. It also includes factors that serve as conditions for learning and that support physical and emotional safety, connection and support, and engagement. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions.

School Climate Survey - A School Climate Survey is an evaluative tool used to measure two closely related topics – (1) equity and inclusive education, and (2) bullying/harassment, including discrimination, sexual harassment, and homophobia, among students at a school. The results of the surveys are used by principals and staff to help promote an environment of respect, safety, and belonging for all students.

The Ministry of Education mandates that schools in Ontario administer a School Climate Surveys once every two years.

Virtual Learning Environment - A web-based platform for the digital aspects of courses of study, usually within educational institutions. They present resources, activities and interactions within a course structure and provide for the different stages of assessment.

REFERENCES:

- [Bill 13 – Safe and Accepting Schools Act – 2012](#)
- [Bill 157 - Keeping Our Kids Safe at School – 2009](#)
- [Bill 212 - Behaviour, Discipline and Safety – 2007](#)
- Ministry of Education Policy/Program Memoranda (PPM):
 - 120, “[Reporting Violent Incidents to the Ministry of Education](#)”
 - 128, “[The Provincial Code of Conduct and School Board Codes of Conduct](#)”
 - 141, “[School Board Programs for Students on Long-Term Suspension](#)”
 - 142, “[School Board Programs For Expelled Students](#)”
 - 144, “[Bullying Prevention and Intervention](#)”
 - 145, “[Progressive Discipline and Promoting Positive Student Behaviour](#)”
- [Provincial Model for a Local Police/School Board Protocol, 2015](#)
- [Local Police/School Board Protocol - 2016](#)
- [Ontario Education Act](#)
 - 265 (1) Duty of Principal, (m) Access to school or class
 - [Ontario Regulation 37/01 - Expulsion of a Pupil](#)
 - [Ontario Regulation 472/07 - Behaviour, Discipline and Safety of Pupils](#)
 - [Ontario Regulation 521/01 - Collection of Personal information](#)
- [Caring and Safe Schools in Ontario: Supporting Students with Special Education Needs Through Progressive Discipline, Kindergarten to Grade 12](#)
- [Municipal Freedom of Information and Protection of Privacy Act](#)
- [Ontario’s Equity and Inclusive Education Strategy, 2009](#)
- [Ontario Human Rights Code](#)
- PVNCCDSB Safe Schools Resources and Procedures Manual
- PVNCCDSB Records Management Manual

4.0 RELATED ADMINISTRATIVE PROCEDURES

AP-S-801, Safe Schools - Suspension, Expulsion, and Appeal

AP-S-802, Safe Schools - Progressive Discipline and Promoting Positive Student Behaviour

AP-PRC-709, Safe Schools - Code of Conduct

AP-PRC-706, Valuing Diversity

5.0 RELATED FORMS