



BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure Code of Conduct	Administrative Procedure Number 909
Directional Policy 900 – Safe and Accepting Schools	

Title of Administrative Procedure:

Code of Conduct

Date Approved:

June 25, 2024

Projected Review Date:

2029

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.

[PVNCCDSB Board Vision, Mission and Strategic Priorities](#)

Action Required:

The Peterborough Victoria Northumberland and Clarington Catholic District School Board's Code of Conduct sets clear standards of behavior. The Code of Conduct lays out a foundation for the establishment of a positive school climate that supports the achievement and well-being of all students and respects all human rights. Therefore, the Code of Conduct applies to the entire school community; this means that, the Code of Conduct applies to all individuals whether they are on school property; on school buses; in a virtual learning environment; at school-related events or activities; 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) to promote the development of faithful students who seek to model their behaviour with consideration for the common good and models of faith;
- b) to ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity;
- c) to promote responsible citizenship by encouraging appropriate participation in the civic life of the school community;
- d) to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility;
- e) to encourage the use of non-violent means to resolve conflict;
- f) to promote the safety of people in the schools;
- g) to discourage the use of alcohol, illegal drugs and, except by a medical cannabis user, cannabis;
- h) to prevent bullying in schools;
- i) to 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) comply with all Ministry of Education, school board and school policies;

- c) demonstrate honesty and integrity;
- d) treat one another with dignity and respect, both in person and online, especially when there is disagreement or difference;
- 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) refrain from using abusive language or swearing at another person;
- k) respect the needs of others to work in an environment that is conducive to learning and teaching;
- l) not use personal mobile devices during instructional time except under the following circumstances:
 - for educational purposes, as directed by an educator;
 - for health and medical purposes; and
 - 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 or sexual harassment;
- c) traffic in weapons or illegal drugs;
- d) commit robbery or theft;
- e) be in possession of any weapon, including firearms;
- f) threaten or intimidate another person;
- g) be in possession of alcohol, cannabis, and illegal drugs
 - including, possession of electronic cigarettes (vaping), tobacco and nicotine products
- h) use, or be under the influence of alcohol, cannabis, tobacco, electronic cigarettes, illegal drugs or related products
- i) provide others with alcohol, illegal drugs, tobacco, electronic cigarettes, cannabis and related products
- 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;

- l) 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; or
- m) record, take or share non-consensual recordings or photos of members of the school community

Enforcement Relating to Alcohol, Tobacco, Electronic Cigarettes, Recreational Cannabis and Related Products and Illegal Drugs

The [Smoke-Free Ontario Act, 2017](#) prohibits smoking (tobacco and cannabis) and the use of electronic cigarettes (vaping) at schools, on school grounds, and all public areas within 20 metres of these grounds. Anyone smoking or vaping on school property is guilty of an offence and if convicted may result in a fine under the Smoke-Free Ontario Act, 2017.

- The Smoke-Free Ontario Act, 2017 also prohibits the sale and supply of tobacco or e-cigarettes to anyone under 19 years of age. Anyone who sells or supplies tobacco or an e-cigarette to a student under 19 years of age is guilty of an offence and if convicted may result in a fine under the Smoke-Free Ontario Act, 2017.

At minimum, in the case of these substances being found in the possession of students, parents must be notified, and the student must surrender the item(s) to the educator or administrator. Principals have discretion under PPM No. 145 Progressive Discipline and Promoting Positive Student Behaviour and PVNC Catholic Administrative Procedures 908 and 910 to consider a range of responses to address this behaviour including suspension.

School Board Policy on Enforcement of Restrictions to Student Personal Mobile Device Use

For students in grades 7 to 12, their personal mobile devices must be stored out of view and powered off or set to silent mode during instructional time, except when their use is explicitly permitted by the educator under the circumstances outlined in policy.

- If the educator sees a personal mobile device that is not stored out of view, they must require the device be handed in for the instructional period and the device must be placed, by the student, in a storage area in a location in the classroom designated by the educator or principal.

For students in grades 6 and below their personal mobile devices must be stored out of view and powered off or set to silent mode throughout the full instructional day, except when their use is explicitly permitted by the educator under the circumstances outlined above.

- If an educator sees a personal mobile device that is not stored out of view, they must require the device be handed in for the instructional day and the device must be placed, by the student, in a storage area in a location designated by the educator or principal.

The student is responsible for their personal mobile device, how they use it and the consequences of not following the school board's policy on personal mobile device use.

If the student does not hand in their personal mobile device when required, they must be sent to the Principal's office. Principals have discretion under PPM No. 145 Progressive Discipline and Promoting Positive Student Behaviour and PVNC Catholic Administrative Procedures 908 and 910 to consider a range of responses to address this behaviour including suspension.

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 and Vice-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.

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.

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 fulfill 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.

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, tablet, laptop or smartwatch, PCs, personal digital assistants (PDAs). Further, it is a device that is both portable and capable of collecting, storing, transmitting or processing electronic data or images. This includes storage media, such as USB hard drives or memory sticks, SD or CompactFlash cards, and any peripherals connected to the device.

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 most recently revised on April 28, 2024 - with an effective date of September 1, 2024. 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 most recently revised on April 28, 2024.

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

RELATED ADMINISTRATIVE PROCEDURES

- [AP 910, Safe Schools - Suspension, Expulsion, and Appeal](#)
- [AP 908 Safe Schools - Progressive Discipline and Promoting Positive Student Behaviour](#)