GAP
GENERAL ADMINISTRATIVE PROCEDURE

SECTION:	**500 SCHOOL ORGANIZATION AND MANAGEMENT**
GAP NUMBER:	**530.00**
SUBJECT:	**Catholic Code of Conduct**
REFERENCE:	**Policies:** 9.01 Catholic Code of Conduct; 9.02 Bullying Awareness, Prevention and Intervention; 9.03 Progressive Discipline; 9.04 Delegation of Authority 12.00 Equity and Inclusive E10.98 488.76 590.52 T.8.4 (i)90.52 TD(I-m-2.2 (0)-492 0 Td; (r)-0. **General Forms:** GF 025 Safe Schools Incident Reporting Form
EFFECTIVE:	July 24, 2001
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"Your word is a lamp to my feet and a light to my path."
Psalm 119:105

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c) All schools and DPCDSB locations shall post DPCDSB approved signage, messaging on automated telephone systems, and, where appropriate to site context, content for school newsletters and/or websites

d) The Catholic school approach to progressive discipline combines prevention and intervention strategies and discipline with opportunities for students to continue their education. Focusing on prevention and early intervention strategies helps prevent unsafe or inappropriate behaviours from occurring in or affecting school.

Progressive Discipline exists at all times for all students

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Section 306 – Shall Consider Suspension		Section 310 – Shall Suspend	
306-5	Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school	310-5	Trafficking in weapons or in illegal drugs
306-6	Bullying	310-6	Committing robbery
306-7	Breach of Code of conduct, DPCDSB & school policy	310-7	Giving alcohol or cannabis to a minor
306-7	Being under the influence of alcohol or illegal or restricted drugs	310-7.1	Bullying, if (i) the pupil has previously been suspended for engaging in bullying[1], and (ii) the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person
306-7	Habitual neglect of duty, DPCDSB and school policy	310-7.2	Any activity listed in subsection 306 (1) that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender

d) If the principal determines no offence has been committed, then no suspension under Section 310 shall be issued. The principal may consider and assign alternatives to

h) **Outcome 4:**

3.5. Three Factor Analysis

a) In considering the most appropriate response to address inappropriate behavior, following defining the offence under either Section 306 or 310 of the *Education Act* and the reporting of the offence, the following items *shall* be taken into consideration when determining the appropriate consequences:

b) **Factor 1: the individual student and circumstances** (e.g., mitigating or other factors). The following "mitigating" and "other" factors must be considered at every stage of deliberation when determining the most appropriate programs, supports, interventions, and consequences as they relate to student conduct.

- **Mitigating Factors:** The following mitigating factors shall be considered**:**
  - the pupil does not have the ability to control their behaviour;
  - the pupil does not have the ability to understand the foreseeable consequences of their behaviour;
  - the pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person.
- **Other Factors:** The following additional factors shall be considered**:**
  - the pupil's history;
  - whether a progressive discipline approach has been used with the pupil;
  - whether the activity for which the pupil may be or is being suspended or expelled was related to any harassment of the pupil because of their race, ethnic origin, religion, disability, gender identity, gender expression, or sexual orientation, or to any other harassment;
  - how the suspension or expulsion would affect the pupil's ongoing education;
  - the age of the pupil;
  - in the case of a pupil with a disability and/or for whom an IEP has been developed:
    - whether the behaviour was a manifestation of a disability which may or may not be identified in the pupil's IEP;
    - whether appropriate individualized accommodation has been provided;
    - whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.

c) **Factor 2: the nature and severity** of the behaviour.

d) **Factor 3: the impact of the behaviour on the school climate** (i.e., the relationships within the school community).

3.6. Bullying

a) In the case of **bullying**, principals *must* suspend a student for bullying and consider referring that student for expulsion if:

- the student has previously been suspended for bullying, and;
- the student's

3.7. Reporting Incidents and Violent Incidents

a) All incidents that may lead to a suspension/expulsion, that occur on school premises and/or during school run programs (including off-site), must be reported. In the event of witnessing or receiving information regarding an incident that may lead to suspension/expulsion:

(i) Staff shall complete a **GF 025 - Safe Schools Incident Reporting Form – Part I**.
(ii) Upon receipt of a **Safe Schools Incident Reporting Form**, the principal and/or designate must issue the **GF 025 Safe Schools Incident Reporting Form – Part II - Acknowledgement of Receipt Report**.
(iii) The principal and/or designate

3.9. The Discipline Committee: Powers During Suspension Appeal and Expulsion Hearings

a) The DPCDSB authorizes the creation of a Discipline Committee of no fewer than three (3)

b) The DPCDSB will develop and review policies and procedures that establish standards of behaviour, prevention, and intervention programs; progressive discipline response protocols; education and training programs for school community members; and partnerships with parish and community agencies.

c) The DPCDSB will promote academic excellence, exemplary professional practice, accountability, and transparency. Civic responsibility and a rich experience of faith formation pervade the Catholic school community. The DPCDSB fulfills these responsibilities by doing the following:

- developing policies that set out how DPCDSB facilities will implement and enforce the *Catholic Code of Conduct* and all other rules that promote and support respect, civility, Catholic service, responsible citizenship, safety, and the conditions necessary for an optimal learning and work environment for all;
- reviewing these policies regularly with staff and consulting with students, parents/ guardians, volunteers, and the community;
- seeking input from Central Committee for Catholic School Councils (CCCSC), Catholic School Councils, the D/(ho)-3 (6 (o)-3 (un)-5.1 (c)-3.2 (ils)-2.4 (,)]ii (ils6 ()Tj10(c)-3.2 (ils)-2.4 (,)]ii 0.2222-0.6

b) Trustees oversee the development and consistent implementation of DPCDSB policies by:

- studying, reviewing, and approving all policies/regulations, and subsequent changes, related to standards of conduct, progressive discipline, and school safety;
- ensuring that these policies/regulations reflect the mission of Catholic education as articulated in the *Ontario Catholic School Graduate Expectations* (OCSGE);
- hearing all suspension appeals and deciding on recommendations for expulsions;
- ensuring thatinti forwsa y c 0 T w 1 0 . 5 -

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d) All DPCDSB students are expected to uphold the highest standards of personal conduct, to strive for academic excellence, to contribute positively to the community life of the school, and to embrace the Gospel

- x respecting DPCDSB policy and procedures regarding use of personal electronic devices (PEDs), including using these devices in a responsible and respectful manner, and ensuring that PEDs are only used during instructional time under the following circumstances:
  - o for educational purposes, as directed by an educator;
  - o for health and/or medical purposes;
  - o to support special education needs;
  - o to provide an accommodation under the *Ontario Human Rights Code*.

4.6. Parents/Guardians

a) Parents and guardians play an important role in the education of their children and can support the school in maintaining a safe and positive learning environment for all students.

b) Parents/guardians fulfill their responsibilities when they:

- x affirm the distinctive Catholic culture of the school;
- x ensure that their child regularly attends school on time;
- x help their child be appropriately dressed and prepared for school;
- x become familiar with the Provincial Code of Conduct and help their child to adhere to the Catholic Code of Conduct and other expectations ;
- x communicate regularly with the school regarding their child's progress;
- x are engaged in their child's schoolwork and progress;
- x promptly report to the school their child's absence or late arrival;
- x encourage their child to cultivate leadership skills and demonstrate Gospel values;
- x assist school staff in dealing with disciplinary concerns involving their child.

4.7. In-School Support Teams

a) In-school support teams meet onhdelmaBBDBBT4 2 Tf 1 35 Tm 0 0 d 3 0 d [(t)] TJ 12 Tf -13.1 Td [(1)] TJ EMC -1 Tdu 64 M -1 D 2

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b) The parish will assist families and schools in the immediate preparation of students for receipt of the sacraments (as outlined in the *Archdiocesan Sacramental Norms*); the regular celebration of Eucharist and other prayer services with the school community;

b) The Ontario Catholic School Graduate is expected to be:

- **A discerning believer** formed in the Catholic faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection, and moral living.
- **An effective communicator** who speaks, writes, and listens honestly and sensitively, responding critically in light of Gospel values.
- **A reflective, creative, and holistic thinker** who solves problems and makes responsible decisions with an informed moral conscience1sh adhrring-1.6 (i3 (d2ble)0.7 (o.3 (d)- -0 0 1 ()001 Tw 0.21 TcC.6 (m

(iii) for the purposes of the definition of "bullying" above, cyber-bullying includes bullying by electronic means (commonly known as cyber-bullying), including:

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

e) **Consequence**: an educative outcome resulting from a particular student behaviour that may occur "as a matter of course," or may be purposefully undertaken by staff, to help the student acquire insight into the impact of their behaviour and to develop new skills or ways of thinking/acting that improve future behaviour.

f) **Discipline Committee:** committee of three or more trustees designated to determine suspension appeals and recommendations for expulsion.

g) **Educator:** as outlined in *Policy/Program Memorandum No. 128 (August 29, 2019),* teachers regulated under the *Ontario College of Teachers Act,* 1996, and early childhood educators regulated under the *Early Childhood Educators Act*, 2007.

h) **Harassment:** words, conduct, or action directed at an individual, which may include: remarks; jokes; threats; name-calling; the display of material(s); touching; or other behavior that an individual knows or ought to know insults, intimidates, offends, demeans, annoys, alarms or causes that individual emotional distress, and which may constitute discrimination when related to grounds protected by the *Ontario Human Rights Code*.

i) **IEP**: Individual Education Plan

j) **Impact on School Climate**: an incident or activity which has a negative impact on the school community, and which may or may not occur on school property at any time.

k) **Intervention**: a purposeful action undertaken by staff, either in the moment or on an ongoing basis, intended to promote a positive change in the student's behavior or learning. Typically, an intervention is a decisive change intended to facilitate the student's ability to adhere more consistently to the *Catholic Code of Conduct*, and to enhance the student's performance and sense of well-being and belonging. One example of an intervention is a referral to support services personnel.

l) **Parent/Guardian**: where there is a reference to involving or informing a parent/guardian, it means the custodial parent or legal guardian of a minor child who is not an adult pupil.

m) **Personal Electronic Device**: any personal electronic device (PED) that can be used for electronic communication or to access the Internet, such as a cellphone or tablet.

n) **Principal or Designate**: in this policy, principal refers to the administrator in charge of a local school community. Designate refers to a person designated by the principal to act on their behalf.

y) **Support**: a designated course of action that is purposefully tailored to provide a scaffold of assistance that will maximize the probability of on-going growth/improvement in student learning and/or behaviours. A support may be intended as preventative, rehabilitative or transformative. Preventive strategies that build community and cultivate pro-social skills are frequently undertaken for the whole school, as they are deemed good for all and essential for some. A support may also be initiated for an individual student in anticipation of possible concern