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 Education; 26.00 Smoke, Tobacco-Free and Cannabis-Free Environment **General Forms:** GF 025 Safe Schools Incident Reporting Form
EFFECTIVE DATE:	July 24, 2001
AMENDED DATE:	February 1, 2013; December, 2015; August, 2019; October, 2019; February 23, 2022; May 24, 2022; August 27, 2024

"Your word is a lamp to my feet and a light to my path."
Psalm 119:105

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1.2 Catholic Code of Conduct

a) In order to

b) Additionally, to ensure that DPCDSB schools and facilities and events are safe places to learn and work, all members of the DPCDSB school or facility community must **not**:

- Engage in hate propaganda and other behaviours motivated by hate or bias;
- engage in threatening, intimidating, and/or bullying behaviours, including cyberbullying;
- inflict or encouraging others to inflict bodily harm on another person(s);
- commit sexual assault or sexual harassment;
- use abusive language and/or swearing at others, including a teacher or at another person in a

2.2 Upholding the Catholic Code of Conduct

a) The local school community, under the leadership of the school principal, will undertake a comprehensive school-wide approach to upholding the *Catholic Code of Conduct*, ensuring the development of a faith-filled, positive school climate. The school plan will provide its members with the necessary information, skills, disciplinary protocols and professional development to:

- live up to their responsibilities to contribute positively to a safe, caring, inclusive and healthy Catholic community; and
- avoid actions that may contravene the *Catholic Code of Conduct* and thereby negatively impact the community.

b) Provided there is no immediate risk of physical harm to any individual, staff members who work directly with pupils on a regular basis shall respond to any inappropriate and disrespectful behaviour or any other behaviour that negatively impacts school climate or for which a suspension or expulsion may be imposed, which they believed to have oc.1 (r)11.1 (b)2.0 Tdced duin xheouse

Progressive Discipline exists at all times for all students.

b) When enforcing the *Catholic Code of Conduct* at the classroom, school, and DPCDSB level, staff will undertake a broadly collaborative process in determining the most appropriate response to address a challenging behaviour. This process involves consultation with parents/guardians; however, the final decision rests with the principal and/or designate.

3.1 Reflective Practice

a) When enforcing the *Catholic Code of Conduct,* staff must promote the safety of all and emphasize the importance of promoting positive change for students who struggle with challenging behaviours.

b) In the case of minor or moderate incidents, the classroom teacher or other staff may be responsible for addressing student behavior through progressive discipline (See *GAP 552 – Progressive Discipline*).

c) In serious or severe circumstances, the principal will lead the decision-making process through to an appropriate conclusion.

d) Section 306 of the *Education Act* mandates when the principal **SHALL CONSIDER** suspension.

e) Section 310 of the *Education Act* mandates when the principal **SHALL ISSUE** a suspension pending expulsion. **All final decisions shall be made in consultation with the SuperintendeALL ISnDe prin20.6 (s)-18.2 0 T**

Section 306 – Shall Consider Suspension		Section 310 – Shall Suspend	
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 expression, or any other similar factor
306-7	Opposition to authority, DPCDSB and school policy	310-8	Any act considered by the principal to be a serious violation of the DPCDSB or school Code of Conduct
306-7	Profanity/swearing, DPCDSB and school policy	310-8	Activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the DPCDSB or to goods that are/were on DPCDSB property
306-7	Possessing restricted drugs	310-8	Trafficking in restricted drugs
306-7	Fighting/violence, DPCDSB and school policy		

3.2.1 Education Act, Section 306: Suspensions

a) A principal *shall consider* whether to suspend a pupil if they believe that the pupil has engaged in any of the activities listed in section 306 while at school, at a school- related activity, or in other circumstances (including off school property) where engaging in the activity may have a negative impact on the school climate.

b) As per *Ontario Regulation 440/20*, a *"…pupil in* ***junior kindergarten, kindergarten or grade 1, 2 or 3 shall not be*** *suspended under section 306 of the Act for engaging in an activity described in subsection 306 (1) of the*

c)

3.2.3 Education Act, Section 310: Suspension, Investigation, Possible Expulsion: Grades 4-12

a) Subject to *Ontario Regulation 440/20*, and as detailed below, a principal *shall suspend* and may consider recommending an expulsion of a pupil if they believe that the pupil has engaged in any of the activities listed in Section 310 while at school, at a school- related activity, or in other circumstances (including off school property) where engaging in the activity will have a negative impact on the school climate.

b) For infractions listed in Section 310 of the *Education Act*, if the principal believes that the student committed one of the infractions, the student shall be automatically suspended for 20 days pending expulsion.

c) The school investigation commences. In circumstances involving police, the principal may be required to halt their investigation pending approval by the police to resume.

d) There are five possible outcomes following the school investigation. All final decisions shall be made in consultation with the applicable family of schools superintendent (or designate).

e) **Outcome 1: The principal determines that the student is NOT responsible for the infraction.**

3.3 *Smoke-Free Ontario Act*

a) If a student contravenes the *Smoke-Free Ontario Act*:

- principals must

- assignment to an alternative learning environment;
- suspension;
- expulsion.

3.6 Mitigating and Other Factors the Principal Must Consider

a) Before determining the discipline, if any, to follow the issuing of a suspension, as required by the *Education Act and Ontario Regulation 472/07,* the principal must consider any mitigating and other factors as set out in the DPCDSB's

b)

- fulfill the duties of their respective roles in service to others;
- contribute positively to the creation of a safe, caring, inclusive, and healthy Catholic learning community.

4.1 DPCDSB

a) The DPCDSB provides leadership to all members of the school community to ensure equitable opportunity for all to a safe, caring, inclusive, and healthy learning and work environment.

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*

4.2 Trustees

a) The Board of

- training school staff and monitoring the implementation of DPCDSB-approved progressive discipline protocols to ensure optimal conditions for a positive work/learning environment;
- implementing the DPCDSB process for the reporting and monitoring of violent incidents and/or incidents that may lead to suspension and/or expulsion;
- cultivating and maintaining strong partnerships with parents/guardians, the local parish, and community partners.

4.4 Teachers and Support

c) Staff, parents/guardians, and parish shall prepare students to answer the call of discipleship. The Catholic curricula and culture help in the formation of students as they discern meaningful vocations and develop a zealous commitment of service to God, family, and community. This holistic Catholic formation effectively integrates faith and life in a learning process that is rooted in Gospel values, while effectively implementing Ministry of Education course/program expectations.

d) All DPCDSB students are expected to uphold the highest standards of personasn35.9(a)-3.2 (n)-0.8 o(n)57 ( )10.6

- 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:
  - for educational purposes, as directed by an educator;
  - for health and/or medical pu-6.6 (n)2.3 2(al4 Tw 1 0 T6 Tm90 Tm90568.08p(an)2.2570 g0 Tc 0 Tw 3.902

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

- **A reflective, creative, and holistic thinker** who solves problems and makes responsible decisions with an informed moral conscience for the common good.
- **A self-directed,**

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*

r) **Safe Schools Incident Reporting Form:** Identified as GF 025, documentation that staff is required to complete in the event of witnessing and/or receiving information regarding a violent incident and/or incident that may lead to the suspension/expulsion of a student or students.

s) **School Climate**: the total of all personal relationships within a school. A positive climate exists when all members feel safe, cared for, included, and accepted.

t) **School Community**: the school community is composed of staff, students, parents/guardians, and volunteers of the school, as well as the community of people and businesses that are served by or located in the greater neighbourhood of the school. The school community includes persons who, although not DPCDSB staff, nevertheless hold positions of authority and responsibility in the life of the school (e.g., coaches, lunchroom supervisors, bus drivers, guest lecturers, facilitators at off-site facilities, field trip/classroom volunteers, parish, police, and community agency representatives).

u) **School Day**: the instructional day, excluding professional development days.

v) **School Expulsion**: an expulsion from the DPCDSB school that the pupil was attending at the time of the incident.

w) **Staff**: refers to all persons who are paid employees of the DPCDSB. At the local school level, this term would include the following: administrators, chaplaincy team leaders, teachers, educational resource workers, special services staff (social work, speech and language, psychology), child and youth workers, office staff, custodial, maintenance, student monitors, and any other support staff affiliated with the school.

x) **Staff Who Work Directly with Pupils**: staff including administrators, teachers, educational resource workers, child and youth workers, social workers, psychologists, speech language pathologists, and other professional and para-professional staff who have regular and direct duties with the DPCDSB's pupils.

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 concerns, based on the student's propensity to engage in challenging behaviours, or to be victimized by them. Supports are also often part of the school's attempt to address a behavioural incident, as a student moves through the renewal and re-entry phases of progressive discipline. On-going supports may be part of a student's gradual re-entry to ensure that they continue to move in a positive direction.