

**DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD**  
**POLICY/REGULATIONS**

<b>Board Policy Number:</b>	<b>9.01</b>
<b>Subject:</b>	<b>Catholic Code of Conduct</b>
<b>Effective Date:</b>	<b>February 1, 2008; (034) Revised January 26, 2010</b>

In light of its Mission Statement, the Dufferin-Peel Catholic District School Board is committed to the implementation in every school of the Catholic Code of Conduct that clearly reflects the need to provide a safe, caring, inclusive and healthy Catholic school community. All community members will work together to develop spiritually, intellectually, physically, socially, and emotionally by aspiring to the highest possible standards of Catholic behaviour, in living out the gospel values, and by fostering a Catholic culture of respect, responsibility and concern for the common good.

The Board recognizes that the *Human Rights Code* of Ontario has primacy over provincial legislation and school board policies and other administrative documents

It is the expectation of the Board that, provided that there is no immediate risk of physical harm to any individual, staff members who work directly with pupils on a regular basis, shall, in accordance with Board regulations, respond to any inappropriate and disrespectful behaviour or any other behaviour that causes a negative school climate or for which a suspension or expulsion may be imposed.

It is the expectation of the Board that, any suspension or expulsion infractions about which a board staff member, settlement worker or transportation provider becomes aware must be reported to the principal or designate in accordance with Board procedures at the earliest, safe opportunity and no later than the end of the school day, or end of a transportation run, if reported by a transportation provider. A written report in accordance with Board procedures must be made when it is safe to do so.

The Board supports pupils who are victims of serious incidents of pupil behaviour causing harm contrary to the provincial and Catholic Code of Conduct. The principal or designate is required to provide information, in accordance with Board procedures, to the parent/guardian of a pupil who is not an adult pupil and only if, in the principal's opinion, the pupil will not be at risk of harm if his/her parent is informed of the incident causing harm. The principal may inform a parent of an adult pupil if that adult pupil consents to the disclosure of information. The Board shall develop appropriate plans to protect the victim and a method for the parent/guardian to identify dissatisfaction with steps taken to provide support to the victim.

This policy authorizes the creation of regulations for implementation, which might include requirements described in Ministry of Education Policy Program Memoranda as matters of policy, and any such regulations shall be considered guidelines pursuant to the Education Act and other relevant and/or related Ministry of Education materials and all of which shall be sufficient for the purposes of implementing the requirements of Ministry of Education PPMs.

## **BOARD REGULATION**

### **9.01.01**

#### **PURPOSE**

The purpose of the Catholic Code of Conduct is to ensure that all members of the Catholic school community, especially people in positions of authority, are treated with respect and enjoy a safe, caring, inclusive and healthy environment in which to work and learn. The Catholic Code of Conduct sets standards of behaviour that promote, encourage and foster a shared commitment to gospel values in daily life, respect for the dignity of persons created in God's image, responsible participation in the civic life of the school community, harmonious relationships, peaceful conflict resolution, respect for diversity, and a commitment to exemplary conduct, conscientious work, and service to others. The Catholic Code of Conduct expressly prohibits those behaviours, attitudes and activities that would potentially disrupt learning, harm another person, threaten individual rights or personal safety, undermine the moral tone of the school community, create divisiveness, damage property, or disrespect Catholic traditions or teachings.

The Board considers homophobia, gender based violence, and harassment on the basis of sex, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socio-economic status, disability and/or any other immutable characteristic or ground protected by the *Human Rights Code*, as well as inappropriate sexual behaviour unacceptable and supports the use of positive practices to prevent such behaviour and authorizes principals, or their delegates, to impose consequences in appropriate circumstances, up to and including a referral to the Discipline Committee of the Board for expulsion from all schools.

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### **9.01.02**

#### **ADMINISTRATION OF THE CATHOLIC CODE OF CONDUCT**

##### **Purview of the Code**

The Catholic Code of Conduct establishes standards of behaviour for the school community that have far-reaching implications. It sets clear parameters for conduct by prescribing what the Catholic school community expects of its members, and by articulating those behaviours that will not be tolerated. It helps to shape how we understand our identity as a community of learners, and informs how we approach our respective roles in contributing to the safe, caring, inclusive and healthy school communities we envision. It situates the standards of behaviour for all within the broad context of the distinguishing features of a Catholic community rooted in gospel values.

All schools in the DPCDSB community are responsible for the consistent and conscientious administration of the Catholic Code of Conduct by establishing, upholding and enforcing the standards of behaviour at the local school level according to the regulations herein.

### 9.01.03

#### **ESTABLISHING STANDARDS OF BEHAVIOUR FOR ALL**

The school will communicate a consistent and strong message that all persons have a right to be safe and to feel safe at school and school-related events. The principal is responsible for clearly articulating the *Catholic Code of Conduct* to the school community. All members will share responsibility to adhere to the standards of behaviour in the code, and to contribute to the creation of a positive Catholic school climate.

A comprehensive plan to disseminate the *Catholic Code of Conduct* to all members of the community will be undertaken to ensure that all community members are informed that the standards of behaviour apply not only to students, but to all individuals involved in the Dufferin-Peel school system- trustees, parents, volunteers, teachers, and support staff, whether they are on school property, on school buses, at school-related events or parish activities, or in other circumstances that could have an impact on the school climate.

#### **Characteristics of Caring Catholic Communities**

To ensure a caring Catholic community that is characterized by respect, civility, and commitment to gospel values, all members of the school community will:

- respect and comply with all applicable federal, provincial, and municipal laws
- respect Catholic Church teachings and traditions
- support and/or participate in the liturgical life of the school, as appropriate to one's role
- strive to live a virtuous life in accordance with gospel values
- respect the dignity and rights of others
- demonstrate respect for persons in positions of authority
- use verbal and non-verbal communication appropriate to a Catholic environment
- respect and celebrate diversity by honouring differences in people, their ideas, and their opinions
- respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender identity, sexual orientation, age, marital or family status, economic status, disability or exceptionality
- respect the need for others to work in an environment that is conducive to learning and teaching
- strive to reconcile differences, and make amends, if necessary
- resolve conflicts peacefully, seeking assistance from staff, if necessary
- take appropriate measures to help those in need, especially the most vulnerable
- acknowledge and support those who might otherwise be marginalized
- be punctual, prepared, properly attired, and attentive to the learning/work process
- strive to do one's personal best and actively cultivate talents for the service of others
- demonstrate honesty and integrity
- show proper care and regard for school property and the property of others

- exercise wise stewardship and conservation of resources within the community
- use computers, technological aides and other specialized equipment for sanctioned activities only; respect board policy regarding use of Personal Electronic Devices<sup>1</sup>

#### 9.01.04

### UPHOLDING THE CATHOLIC CODE OF CONDUCT

The local school community, under the leadership of the school principal, will undertake a comprehensive whole school approach to uphold the Catholic Code of Conduct. The school plan will provide its members with the necessary information, skills and disciplinary protocols to: 1) live up to their responsibilities to contribute positively to the Catholic community, as outlined in the code, and 2) avoid actions that would contravene the code and thereby negatively impact the community.

It is the expectation of the Board that, provided that 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 causes a negative school climate or for which a suspension or expulsion may be imposed, which they have observed or heard during the course of their duties or otherwise while on school property or during a school related event.

The process to consistently uphold the Catholic Code of Conduct will be guided by the *Philosophy of Progressive Discipline* which offers a philosophical construct and guiding principles from which both prevention and response protocols naturally emerge.

### The Philosophy of Progressive Discipline

Central to the practice of progressive discipline is a caring community that collaborates, communicates, and consults in crafting a comprehensive system of supports that ensures the school's collective commitment to uphold the standards of the Catholic Code of Conduct. Progressive discipline exists at all times to support the growth of all students. It includes a range of proactive strategies that foster Catholic community and aim to prevent problems before they occur. At the school level, progressive discipline includes classroom management strategies and school-wide programs that teach pro-social skills, provide support for vulnerable students, promote virtue formation, and foster the Catholic values that are implicit in the Catholic Code of Conduct.



"Progressive discipline  
exists at all times for all students."

<sup>1</sup> See GAP 542.00 for details.

The Catholic school approach to progressive discipline is based on a belief that discipline is a tool for learning. This belief is rooted in Jesus' model of discipleship and his code of "beatitude living" that guides the practice of progressive discipline in Dufferin-Peel school communities. Progressive discipline acknowledges the value of a staged approach to discipline that is tailored to meet the unique needs of the student. Each student is seen as wrapped in a "Quilt of Supports" comprised of all the people who interface with the student, and all those who could be called upon to provide additional support (e.g. social worker, child and youth worker, psychologist, speech and language pathologist).

When challenging behaviours occur, or incidents erupt that threaten the safety or security of others, the student is told how the action has breached the Catholic Code of Conduct and reminded why adherence to the standards of conduct is important. **Interventions** are initiated to re-direct the student's behaviours and encourage him/her to make amends. **Consequences** to help the student appreciate the seriousness of his/her actions are part of this educative process, along with **on-going supports** to solidify the learning and ensure that negative behaviours are replaced with positive ones. At times, **suspension or expulsion** may be necessary as a just and appropriate consequence for misconduct and to protect the safety of others. If suspension or expulsion becomes necessary, the student has an opportunity to continue his/her learning in an alternate setting. As the student returns to a regular day school, he/she will be welcomed back with on-going support and monitoring.

## 9.01.05

### ENFORCING THE CATHOLIC CODE OF CONDUCT

When a challenging behaviour occurs the principal ensures due process and fair treatment for all students involved in the incident. The *Progressive Discipline Response Protocol* ensures consistency in process while affording a differentiated response to suit the individuals and circumstances of the incident. The appropriate action in response to challenging behaviours may take the form of an intervention, a support and/or a consequence.

When enforcing the Catholic Code of Conduct at the classroom, school, and board level, staff will undertake a broadly collaborative process in determining the most appropriate disciplinary response to address a challenging behaviour.

#### Reflective Practice

The following *Reflective Questions* will guide the discernment process to be used in enforcing the Code of Conduct. This reflective process ensures the safety of all and emphasizes the importance of promoting positive change for students who struggle with challenging behaviours.

In the case of minor or moderate incidents the classroom teacher or other staff member may be the responsible for proceeding through Reflective Questions #1-4, often in consultation with other staff members. In serious or severe cases the principal will likely lead the decision-making process through to its appropriate conclusion.

#### REFLECTIVE QUESTIONS WHEN CHALLENGING BEHAVIOURS OCCUR

- 1) Have we considered the **whole child**, the **whole situation**, and the **impact on school climate**?
- 2) Have we assessed “**mitigating**” and “**other**” factors?
- 3) Have we **reviewed and evaluated the progressive discipline strategies** used “to-date”?
- 4) Is there any further **intervention or support** that we need to put in place *now*?
- 5) Have we considered the value of a **modified school day**?
- 6) Have we considered the value of an **alternative learning environment**?
- 7) Have we considered the value of a **suspension**?
- 8) Have we considered the value of suspension pending **expulsion**?
- 9) Have we **informed the student’s parent(s)** of pertinent issues and/or **appeal** procedures?
- 10) Have we engaged in **broad consultation** in reaching our decision?

## **ENFORCING THE CATHOLIC CODE OF CONDUCT cont'd:**

### **Reflective Practice**

#### **Reflective Question #1**

**Have we considered the whole child, the whole situation, and the impact on school climate?**

#### ***Use the Three Factor Analysis***

In considering the most appropriate response to address inappropriate behaviour, the following should be taken into consideration:

- i. the particular student and circumstances (e.g., mitigating or other factors);
- ii. the nature and severity of the behaviour; and
- iii. the impact of the behaviour on the school climate (i.e. the relationships within the school community).

#### **Reflective Question #2**

**Have we assessed “mitigating”<sup>\*</sup> and “other”<sup>\*\*</sup> 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 should be considered:**

- the pupil does not have the ability to control his or her behaviour;
- the pupil does not have the ability to understand the foreseeable consequences of his or her behaviour; and
- 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 should 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 his or her race, ethnic origin, religion, disability, gender 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; and
- in the case of a pupil with a disability and/or for whom an individual education plan has been developed:

- i. whether the behaviour was a manifestation of a disability which may or may not be identified in the pupil's individual education plan;
- ii. whether appropriate individualized accommodation has been provided;  
and
- iii. whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.

### **Reflective Question #3**

**Have we reviewed and evaluated the progressive discipline strategies used “to-date”?**

#### ***Progressive discipline is effective when...***

Progressive discipline is an approach that makes use of a continuum of interventions, supports, and consequences, building upon strategies that promote positive behaviours. The range of interventions, supports, and consequences used by schools must be clear and developmentally appropriate, and must include learning opportunities for pupils that reinforce positive behaviours and help pupils make good choices. When inappropriate behaviour occurs, effective disciplinary measures will place the focus on correction and support not on punishment. For pupils with special education and/or disability related needs, interventions, supports and consequences must be consistent with the expectations in the student's Individual Education Plan (IEP) and/or his/her demonstrated abilities.

#### ***When reviewing progressive discipline...***

When reviewing progressive discipline strategies consideration will be given to the usefulness of any interventions undertaken “to date” such as contact with parents, study hall, verbal reminders, review of expectations, a written work assignment with a reflective component, community service to improve attitude/conduct, or referral to special services staff or outside agencies. Consequences that have been tried already may have included meetings or phone calls home or loss of privileges.

#### ***If the behaviour continues...***

If the behaviour that is witnessed/reported represents the development of a pattern and/or an escalation in severity or duration from previous incidents, then it is appropriate to proceed to *Reflective Question #4*.

### **Reflective Question #4**

**Is there any further intervention or support that we need to put in place now?**

If the behaviour has become an on-going problem it is important to consider the appropriateness of additional supports and/or interventions. All progressive discipline strategies undertaken should be documented.

#### ***When considering additional progressive discipline strategies...***

Progressive discipline strategies are outlined in the board's Progressive Discipline Policy and in the Ministry of Education PPM 144 and may include a variety of early and/or ongoing intervention strategies, such as:

- Review of expectations as outlined in the Catholic Code of Conduct
- Classroom management strategies

- Communication and consultation with parents
- Student conference
- Attendance, performance, behavioural contracts
- Discipline learning reflection assignments
- Referral to school administrator
- Student and parent conference
- Consultation with school support staff
- Involvement of chaplain leader and/or parish resources
- Involvement of school support and special services with parental consent
- School team conference/Progressive Discipline Conference
- Attendance counselling
- Behaviour modification program
- Crisis Prevention and Intervention (CPI)
- Individual, peer, group, family counselling
- Referral to community agency (e.g. Children's Aid, police, treatment or medical agencies)
- Study Hall
- Volunteer service to the school community
- Withdrawal of privileges
- Withdrawal from Class
- Restitution for damages
- Mentor and/or peer mediation
- Conflict resolution
- Restorative practice
- Modification of school day with parental collaboration
- Assignment to an alternative learning environment
- Transfer
- Suspension, and
- Expulsion

## Reflective Question #5 and #6

**Have we considered the value of a modified school day or an alternative learning environment?**

### ***Modification of School Day / Alternative Learning Environment***

Under some circumstances it may be appropriate for the principal and parent (or adult pupil) to agree to either a modified school day or a re-direction of the pupil to an alternative learning environment for a specified limited period of time that may include the pupil's home. These intervention strategies will demonstrate the seriousness of the situation while providing a reflective time which may avoid the use of the suspension strategy.

## Reflective Question #7

**Have we considered the value of a suspension?**

### **SUSPENSION**

The Board also supports the use of suspension and expulsion as outlined in ***Part XIII of the Education Act*** where a pupil has committed one or more of the infractions outlined below on school property, during a school-related activity or event, and/or in circumstances where the infraction has an impact on the school climate.

### **Education Act, Section 306. (1)**

#### **Reflective Practice cont'd:**

A principal may consider whether to suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

1. Uttering a threat to inflict serious bodily harm on another person;
2. Possessing alcohol, illegal and/or restricted drugs;
3. Being under the influence of alcohol, illegal and/or restricted drugs;
4. Swearing at a teacher or at another person in a position of authority;
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;
6. Bullying;
7. Any act considered by the principal to be injurious to the moral tone of the school;
8. Any act considered by the principal to be injurious to the physical or mental well-being of members of the school community; or
9. Any act considered by the principal to be contrary to the Catholic Code of Conduct.

A pupil may be suspended only once for an infraction, in any one incident and may be suspended for a minimum of one (1) school day and a maximum of twenty (20) school days.

### **Before Suspension - Consider Mitigating and Other Factors**

Before imposing a suspension, the principal, as required by the *Education Act*, must consider any mitigating and other factors as set out in the Board's **Suspension and Expulsion Guidelines**. For the purpose of the **Suspension and Expulsion Guidelines**, the Board interprets the provisions of the *Education Act* and Regulations in a broad and liberal manner

consistent with the *Human Rights Code* and the principal shall consider whether or not the discipline will have a disproportionate impact on a pupil protected by the *Human Rights Code* and/or exacerbate the pupil's disadvantaged position in society.

The mitigating factors to be considered by the principal before deciding whether to impose a suspension are:

1. Whether the pupil has the ability to control his or her behaviour;
2. Whether the pupil has the ability to understand the foreseeable consequences of his or her behaviour; and
3. Whether the pupil's continuing presence in the school does or does not create an unacceptable risk to the safety of him/herself and/or any other individual at the school.

If a pupil does not have the ability to control his or her behaviour or does not understand the foreseeable consequences of his/her behaviour, the principal will not suspend the pupil. Alternative discipline and/or other intervention may be considered by the principal in such circumstances.

If the pupil poses an unacceptable risk to the safety of him/herself and/or to others in the school, the principal will consult with his/her superintendent regarding appropriate accommodations and/or strategies that might be instituted to ensure safety of pupils, staff, and others in the school.

### **Reflective Question #8**

**Have we considered the value of suspension pending expulsion?**

## **SUSPENSION, INVESTIGATION AND POSSIBLE EXPULSION**

### **Education Act, Section 310. (1)**

A principal may consider recommending an expulsion of a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

1. Possessing a weapon, including possessing a firearm;
2. Using a weapon to cause or to threaten bodily harm to another person;
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
4. Committing sexual assault;
5. Trafficking in weapons, illegal and/or restricted drugs;
6. Committing robbery;
7. Giving alcohol to a minor;
8. An act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others;
9. A pattern of behaviour that is so inappropriate that the pupil's continued presence is injurious to the effective learning and/or working environment of others;

10. Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board;
11. Activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property;
12. The pupil has demonstrated through a pattern of behaviour that s/he has not prospered by the instruction available to him or her and that s/he is persistently resistant to making changes in behaviour which would enable him or her to prosper; or
13. Any act considered by the principal to be a serious violation of the Catholic Code of Conduct.
14. Where a student has no history of discipline or behaviour intervention, or no relevant history, a single act, incident or infraction considered by the principal to be a serious violation of the expectations of student behaviour and/or a serious breach of the Board or school Code of Conduct

### **Before Recommending an Expulsion** ⇨ **Consider Mitigating and Other Factors**

Before recommending an expulsion from the pupil's school or from all schools of the Board, the principal, as required by Regulation 472/07, must consider any mitigating factors as set out in the Board's **Suspension and Expulsion Guidelines**. If the principal determines it is not appropriate to recommend an expulsion, the principal must consider mitigating and other factors in deciding whether to shorten the length of the suspension.

For the purpose of the **Suspension and Expulsion Guidelines**, the Board interprets the provisions of the *Education Act* and Regulations in a broad and liberal manner consistent with the *Human Rights Code*.

The mitigating factors to be considered by the principal before deciding whether to impose a suspension are:

1. Whether the pupil has the ability to control his or her behaviour;
2. Whether the pupil has the ability to understand the foreseeable consequences of his or her behaviour; and
3. Whether the pupil's continuing presence in the school does or does not create an unacceptable risk to the safety of him/herself or any other individual at the school.

If a pupil does not have the ability to control his or her behaviour or does not understand the foreseeable consequences of his/her behaviour, the principal will not suspend the pupil.

Alternative discipline and/or other intervention may be considered by the principal in such circumstances. If the pupil poses an unacceptable risk to the safety of others in the school, the principal will consult with his/her superintendent regarding appropriate accommodations and/or strategies that might be instituted to ensure the safety of pupils, staff, and others in the school.

## **Before Recommending an Expulsion ⇨ Conduct an Investigation**

Before recommending an expulsion from the pupil's school or from all schools of the Board, the principal must complete an investigation, as required by the *Education Act*, and which is consistent with the expectations for principal investigations outlined in the Board's **Expulsion Guidelines**.

### **Reflective Question #9**

**Have we informed the student's parent(s) of pertinent issues and/or appeal procedures?**

Where a pupil's parent/guardian or the pupil, if 18 or older or 16 or 17 and has removed him/herself from parental control, disagrees with the decision of a principal to suspend the pupil that pupil's parent/guardian or the pupil, if 18 or older or 16 or 17 and removed from parental control, may appeal the principal's decision to suspend the pupil, in accordance with the Board's **Suspension Guidelines and Suspension Appeal Guidelines**.

**Suspension appeals will not be conducted in accordance with or be subject to the *Statutory Powers Procedure Act*.**

### **Reflective Question #10**

**Have we engaged in broad consultation in reaching a decision?**

In determining an appropriate consequence consideration will be given to the safety and dignity of all pupils, and the impact of the challenging behaviour on the school climate. In making this determination school staff will engage in broad consultation, as appropriate, to ensure that disciplinary action is in the best interests of the pupil and the entire school community. In addition to school safety and school climate, the goal of positive personal change and continued academic learning will be given significant attention. The requirement for broad consultation includes the role of the *Discipline Committee* and the *Superintendent Responsible for Suspensions and Expulsions*:

### **The Board Discipline Committee: Power of Appeals and Expulsions**

The Board authorizes the creation of a Discipline Committee of no fewer than three (3) Trustees to decide appeals of principal suspensions and principal recommendations for expulsion. For these purposes, the Discipline Committee will conduct the suspension appeals and expulsion hearings in accordance with the **Suspension Appeal Guidelines** and the **Expulsion Hearing Guidelines**. The Discipline Committee shall have the powers as set out in the Education Act and any other powers to implement any appropriate order.

### **Superintendent Responsible for Suspensions and Expulsions**

The Superintendents delegated to be responsible for Suspensions and Expulsions shall have the powers and duties outlined in the **Suspension and Expulsion Guidelines**.

## **ROLES AND RESPONSIBILITIES OF ALL**

All members of the DPCDSB Community are expected to:

- ❖ adhere to the standards of behaviour in the Catholic Code of Conduct;
- ❖ acknowledge and defend the rights of others;
- ❖ take personal responsibility for their actions;
- ❖ fulfill the duties of their respective roles in service to others; and
- ❖ positively contribute to the creation of a safe, caring, inclusive and healthy Catholic learning community.

### **9.01.06**

#### **THE ROLE OF THE BOARD**

The Dufferin-Peel Catholic District School Board provides leadership to all schools and board facilities to ensure equal opportunity for all to a safe, caring, inclusive and healthy learning and work environment. The board 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. The board will be responsible for ensuring that academic excellence, exemplary professional practice, accountability and transparency, civic responsibility, and a rich experience of faith formation pervade the Catholic school community. The board fulfills these responsibilities by:

- developing policies that set out how schools/board 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, students, parents, volunteers, and the community;
- seeking input from Central Committee of Catholic School Councils (CCCSC), Catholic School Councils, the Special Education Advisory Committee (SEAC), parents, students, staff members, and the school community;
- establishing a process that clearly communicates Catholic Code of Conduct to all staff, students, parents, volunteers, and the wider community, in order to obtain their commitment and support in its implementation;
- providing system-wide direction to embed the Catholic imperatives implicit in the Catholic Code of Conduct by vigorous promotion of virtue formation and dedication to the gospel messages of compassion, love, forgiveness, and service;
- developing, promulgating and monitoring progressive discipline protocols that guide enforcement of the Catholic Code of Conduct and all policies related to school safety and discipline;
- cultivating strong partnerships with parish and community partner;
- providing professional development for system leaders to assist them in ensuring adherence and enforcement of the Catholic Code of Conduct at the local school level.

### 9.01.07

#### THE ROLE OF TRUSTEES

The Board of Trustees of the Dufferin-Peel Catholic District School Board play a significant role in providing leadership regarding the Catholic Code of Conduct and board policies and procedures related to progressive discipline and school safety. Trustee Members oversee the development and consistent implementation of board 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 Graduate Expectations;
- hearing all suspension appeals and deciding on recommendations for expulsions;
- ensuring that when considering suspension appeals and expulsion recommendations that consideration is given to whether or not the discipline might have a disproportionate impact on a pupil protected by the *Human Rights Code* and/or exacerbate the pupil's disadvantaged position in society;
- hearing and responding to delegations from concerned community members.

### 9.01.08

#### THE ROLE OF THE PRINCIPAL

The principal will provide leadership at the local school level in the administration of the Catholic Code of Conduct by modeling servant leadership; cultivating an authentic caring Catholic culture; empowering staff commitment and student involvement in the life of the school; promoting the highest possible standards of conduct and special care for the most vulnerable; ensuring consistent enforcement of school expectations using the board-approved progressive discipline protocol; providing staff development opportunities regarding school climate and safety; and, cultivating strong partnerships with parish and community agencies. The principal will fulfill these responsibilities by:

- demonstrating care and commitment to academic excellence in a safe teaching and learning environment;
- educating the school community re: The Catholic Code of Conduct and the gospel imperatives implicit in the code;
- holding everyone under their authority, accountable for their behaviour and actions, emphasizing the importance of self-discipline, respect, kindness and courtesy;
- modeling gospel values in all areas of leadership, including matters of conduct and safety;
- creating opportunities for community members to gather for prayer and liturgy to cultivate a shared commitment to the creation of a safe, caring, inclusive and healthy Catholic community;
- empowering students to be positive leaders in their school and community;

- enabling community members to undertake Catholic service projects including environmental and social justice initiatives;
- facilitating school-wide participation in the Virtues Program and other pro-social training programs;
- communicating regularly and meaningfully with all members of their school community;
- training school staff, and monitor the implementation of board-approved progressive discipline protocols to ensure optimal conditions for a positive work/learning environments;
- cultivating and maintaining strong partnerships with parents, parish and community partners.

### **9.01.09**

#### **THE ROLE OF TEACHER AND SUPPORT STAFF**

Under the leadership of the principal, school staff will maintain order in the school and act as positive role models for students. Staff will work collaboratively to hold everyone in their care to the highest standard of respectful and responsible behaviour, and to ensure that high standards of professional practice are maintained. Teachers and support staff will uphold standards of excellence for students by:

- demonstrating respect for all students, staff, parents, volunteers, and the members of the school community;
- nurturing a vibrant Catholic learning environment where excellence in personal conduct, high standards of academic performance, and faith formation are actively cultivated;
- striving to prepare students for the full responsibilities of citizenship and personhood, as shaped by the Catholic faith tradition;
- helping students to develop a sense of self-worth; to work to their God-given potential; and to be positive leaders in the classroom, school, parish and community;
- providing students with opportunities to exercise Catholic service and wise stewardship;
- assisting students in the exercise of personal conscience in discerning right choices;
- communicating regularly and meaningfully with parents;
- collaborating with colleagues in exercising preventative and proactive strategies to maintain high standards of behaviour, and in the consistently using board-approved progressive discipline protocols.

## 9.01.10

### THE ROLE OF STUDENTS

#### **THE ONTARIO CATHOLIC GRADUATE EXPECTATIONS**

The Ontario Catholic Graduate Expectations provide an image of the Catholic learner and a vision for the graduate of Catholic schools in Ontario. These distinctive expectations are shaped by a vision and destiny of the human person that emerges from the Catholic faith tradition and is best understood within the context of a human journey accomplished in community, in solidarity with brothers and sisters in the Church, and beyond. These expectations provide the broader vision within which the Catholic Code of Conduct is situated.

The Ontario Catholic 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, who responds critically in light of gospel values;
- 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, responsible, life-long learner who develops and demonstrates their God-given potential;
- a collaborative contributor who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good;
- a caring family member who attends to family, parish, and the wider community; and
- a responsible citizen who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.

### **9.01.10 ROLE OF STUDENTS cont'd:**

Students of Dufferin-Peel are our cherished hope for the future and the sacred trust of Catholic education. Students are to be treated with respect and dignity at all times. Staff, parents and parish will strive to prepare students to answer the call of discipleship. The Catholic curricula and culture help in the formation of students as they discern a meaningful vocation and develop a zealous commitment in service to God, family and community. This holistic Catholic formation effectively integrates faith and life in a learning process that is distinctively rooted in gospel values while effectively implementing Ministry of Education course/program expectations. In this Catholic community all students are expected to uphold the highest standards of personal conduct, to strive for academic excellence, to positively contribute to the community life of the school, and to embrace the gospel values and living traditions of the Catholic Church, as articulated in the Ontario Catholic Graduate Expectations.

#### **Responsibilities of Students**

Students will exercise self-discipline in their respect for self, staff, fellow students, school property and the property of others. They will take full responsibility for their own actions and strive to live up to the expectations of the Catholic Code of Conduct and all other board/school/class expectations, policies and procedures. They will work towards achieving a virtuous lifestyle, high standards of personal conduct and academic performance, active participation in leadership and service initiatives, concern for the environment, and compassion for those in need. Students fulfill these responsibilities by:

- coming to school prepared, on time, ready to learn, and properly attired;
- striving for excellence in personal conduct and academic performance;
- cultivating opportunities to develop talents and strengthen personal leadership skills;
- demonstrating courteous behaviour to fellow pupils and staff;
- contributing to an inclusive school culture by advocating that no student be excluded;
- defending the rights of fellow students by reporting and/or safely intervening when the rights of others are threatened or violated;
- cultivating a virtuous life through a commitment to gospel values and service to others;
- participating respectfully in the faith life and liturgical practices of the school community (sacraments, retreats, religion courses, etc.);
- participating in school programs related to wise stewardship of resources (e.g. reduce, reuse, recycle);
- accepting school discipline as a tool for personal growth, and as an extension of the responsibilities that would be exercised by a kind, firm and judicious parent;
- refraining from bringing anything to school that may compromise the safety of others; and
- acknowledging that school safety is a shared responsibility that depends on student commitment and involvement.

### 9.01.11

#### **THE ROLE OF PARENTS AND GUARDIANS**

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. Parents fulfill their responsibilities when they affirm the distinctive Catholic culture of the school, ensure that their child regularly attends school and is ready to learn, help their child to adhere to the Catholic Code of Conduct and other expectations, communicate regularly with the school regarding their child's progress, encourage their child to cultivate leadership skills and demonstrate gospel values, and assist school staff in dealing with disciplinary concerns involving their child.

### 9.01.12

#### **THE ROLE OF TEAM<sup>2</sup>**

The in-school support team ("team") meets regularly and frequently for the purpose of consultation, problem solving, and the development of strength-based solutions that focus on positive change for the student. The consultation process may address one or more areas of the student's life including academic, personal and behavioural issues.

The Catholic Code of Conduct frames the context in which student behaviour is witnessed and assessed by staff. Upon witnessing a minor challenging behaviour a staff member may initiate a hypothetical consultation with one or more of the "team" members in order to find ways to prevent future occurrences. However, if challenging behaviours persist and/or escalate, then consultation with the "team" may require that the concerned adult share particulars about the student(s) either through an informal one-on-one dialogue with a "team" member, or in a more formalized "team" meeting. At this meeting several of the following "team" members may be present: Administrator, classroom teacher, educational resource worker, psychologist, speech and language pathologist, child and youth worker, social worker, special education resource teacher, itinerant/board-wide resource staff, etc.

### 9.01.13

#### **THE ROLE OF PARISH**

The parish, in the person of the pastor or other parish staff members, is at the heart of the faith life of the Catholic school community and collaborates with the school in fostering a deep and lasting connection between students and families and the liturgical and sacramental life of the Church. 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), in the regular celebration of Eucharist and other prayer services with the school community, by offering advice to staff re: Church teachings in the faith formation of students, and by being a visible presence in the school, as time permits.

### 9.01.14

#### **THE ROLE OF COMMUNITY PARTNERS**

Community partnerships assist the school in reinforcing consistent messaging regarding expected standards of behaviour, and in providing services that enhance the school's ability to ensure a safe and caring school community. Community agencies have an expanded influence

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<sup>2</sup> For a more expansive description of "team" see the Progressive Discipline Policy

in the wider community and are valuable resources in the front-line delivery of prevention and/or intervention programs that strengthen the school's commitment to provide a holistic education that prepares students to contribute to society.

School principals are encouraged to cultivate on-going relationships with community partners in order to facilitate youth leadership opportunities, and to strengthen communication and collaboration amongst home, school, parish and community members. The Board and local schools will collaborate in developing consistent processes for the formalization of meaningful connections with these community partners, and will ensure that these partnerships respect all applicable collective agreements.

#### **9.01.15**

##### **THE ROLE OF POLICE**

Police are essential partners in making our schools and communities safer. Police provide ongoing education programs in schools, tactical response in the event of emergencies, and through the Neighbourhood Policing Unit offer a consistent presence and support at the school level. Police investigate incidents in accordance with the Board "Police and School Response Protocol" which is based on a provincial model developed by the Ministry of the Solicitor General and the Ministry of Education.

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## APPENDIX A

### GLOSSARY OF TERMS

All schools in DPCDSB will ensure that members of the community have a working knowledge of the definition of terms and concepts pertinent to the effective administration of the Catholic Code of Conduct. The following definitions apply for the purposes of implementation of the Catholic Code of Conduct and progressive discipline.

**Adult Pupil** - is a pupil who is 18 years or older or 16 or 17 and has removed him/herself from parental control.

**Board Expulsion** - is an expulsion from all schools of the Board.

**Bullying**<sup>3</sup> - is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

**Consequence** - is 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 his/her behaviour and to develop new skills or ways of thinking/acting that improve future behaviour. Consequences in response to student misconduct are of two types: 1). *logical consequences* that are the natural outcome of the student's behaviour, and 2). *formative consequences* that are purposefully applied by the school with a learning goal in mind. The staff member in charge of the "follow-up" phase of the *Progressive Discipline Response Protocol* will generally be the person to communicate the consequences to the student. Effective use of consequences helps the student in two ways: 1) to understand the natural outcome of their actions, and 2) to guide the student's amended learning in an effort to avoid a similar problem in the future.

a) Natural/logical Consequences

Natural consequences are those that have an integral or an inherent connection to the behaviour that produced them. No planned outside intervention is required to "make it happen." Essentially, the student chooses action "x" and "y" naturally emerges. E.g. Child touches hot stove, child gets burned; child doesn't come when called to dinner, child's eat a cold dinner; student drinks and drives, student gets in accident, loses licence to drive.

b) Formative Consequences

Formative consequences rise out of natural consequences. The learning is extended by astute parents or teachers who arrange a consequence that "makes sense" when a person breaks family rules, values or acceptable standards of behaviour. "Positive" consequences reinforce or strengthen desirable behaviours and "negative" consequences reduce or eliminate unwanted behaviours. The philosophy is that children/teens learn through experience more powerfully than through "lectures" or unrelated "punitive" or "retaliatory" measures. A formative consequence should have direct relevance to the challenging behaviour that precipitated it.

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<sup>3</sup> See board policy re: Bullying Prevention for a more detailed description of bullying.

*Example #1:* A very young child smashes a metal toy on a glass table and scratches it. *Formative Consequence:* The toy is removed and the child has a “time out”. *Example #2:* A teen smashes a metal object on a glass table and breaks it. *Formative Consequence:* The teen is required to pay for the replacement of the table. *Example #3:* Student drinks and drives. In addition to any *natural consequence* (accident/loss of license/fine), a suitable *formative consequence* may be any combination of the following: The student loses the privilege of driving the family car; the student pays the increased insurance resulting from the traffic violation; the student researches data on drinking and driving and presents his/her findings to a club or organization; the student accompanies a pastoral worker who visits hospital patients injured in drinking/driving accidents.

**Daily Care** - a person with daily care is an adult person (18 years or older) who is not the custodial parent/guardian of a pupil, who is less than 18 years old, but is a person who cares for the pupil on a daily basis and is known by the school to provide daily care, for example a grandparent, aunt, uncle, older brother or sister.

**Discipline Committee** - a committee of three or more trustees designated to determine suspension appeals and recommendations for expulsion.

**Harassment** - words, conduct or action that is directed at an individual and serves no legitimate purpose and which annoys, alarms or causes that individual emotional distress.

**IEP** - Individual Education Plan

**Impact on School Climate** - an incident or activity which has a negative impact on the school community.

**Intervention** - is a purposeful action undertaken by staff, either “in the moment” or on an “on-going” basis, intended to promote a positive change in direction in the student’s behavior or learning. Typically, an intervention is a decisive change intended to facilitate the student’s ability to more consistently adhere to the Catholic Code of Conduct, and to enhance the student’s performance and sense of well-being/and belonging. Examples of interventions include a referral to a professional for counseling or involvement with the Child Youth Worker.

**Parent/Guardian** - where there is a reference to involving or informing a parent/guardian, it means the custodial parent or guardian of a minor child who is not an Adult Pupil.

**Primacy of the Code** – in a circumstance in which there is a conflict between provincial law, such as the Education Act, regulations, Policy Program Memoranda, school board policies and procedures, and the Human Rights Code of Ontario, the Human Rights Code is deemed to be more important and the inferior law must be applied in a manner consistent with the Human Rights Code (unless there is an explicit exception contained within the other law for such a circumstance). The principle of primacy of the Human Rights Code also requires school board policies and procedures to be interpreted and applied in a manner consistent with the Human Rights Code.

**Principal** –In this policy, principal refers to the administrator in charge of a local school community, or to a person designated by the principal or by the board to fulfill that role.

**Purview** – The scope, intention, and range of activities, roles and locations understood to be under the authority of this policy.

## **SAP - Student Action Plan**

**Safe School Action Team-** is a required local school committee, under the leadership of the principal, that has broad representation and exists to ensure the school community's compliance with the Catholic Code of Conduct; and in particular, focuses its attention on violence and bullying prevention and the creation of a safe, caring, inclusive and healthy learning community for all. The committee assists with the development, review and revision process for the Catholic Code of Conduct, assessment of School Climate Survey Data, and various whole school program initiatives in the area of "safe schools".

**School Climate** - the sum total of all of the personal relationships within a school. A positive climate exists when all members feel safe, comfortable and accepted.

**School Community** - the school community is composed of staff, pupils, parents 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 Dufferin-Peel staff nevertheless hold positions of authority and responsibility in the life of the school such as coaches, lunch room supervisors, bus drivers, guest lecturers, facilitators at off-site facilities, field trip/classroom volunteers, parish, police and community agency representatives.

**School Day** - refers to Instructional Day excluding Professional Development days.

**School Expulsion** - is an expulsion from the school of the Board that the pupil was attending at the time of the incident.

**Staff** - refers to all persons who are paid employees of the board. 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 and cafeteria staff, and any other support staff affiliated with the school.

**Staff Members who Work Directly with Pupils** – defined to include 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 Board's pupils.

**Support** -A support is 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 '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 fully address a particular behavioural incident, as a student moves through the Renew and Re-entry phases of the board-approved Progressive Discipline Response Protocol. On-going supports may be part of a student's gradual re-entry to ensure that he/she continues to move in a positive direction.

**Team-** The notion of “team” is both a *philosophical* and an *operational* construct. Philosophically, the concept of “team” represents a flexible, broadly collaborative, inclusive approach to addressing student needs, wherein team members engage in a problem-solving process to improve student outcomes. “Team” is pivotal in addressing the individual needs of the student in a strength-based model. The in-school support team aims at positive personal change and also assists in the diagnostic phase of referral for formal professional assessment. In practical terms, “team” can be described as a model for student support that is rooted in relationship, collaboration and communication. The team process may occur within team meetings, which gather stakeholders together in one place at a specific time; or as a process which occurs within multiple, discrete conversations between the various persons who collectively constitute “team”. When informal communication occurs, team members operate in the realm of “hypothetical” where circumstances may be described in general terms, but names and details are not disclosed. When circumstances make it necessary to formalize the collaboration and communication process, meetings of the designated in-school support team are convened to allow for sanctioned (i.e. parent permission) sharing of information between team members (teachers, educational resource workers, administrators, psychologists, speech and language pathologists, child and youth workers, social workers, special education resource teacher, itinerant/board-wide resource staff, and/or others, as appropriate).

**Weapon** - is any object or thing used to threaten or inflict harm on another person and includes, but is not limited to, knives, guns, replica guns and animals.

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