



## BOARD ADMINISTRATIVE PROCEDURE

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## 416 Code of Conduct

### DIRECTIONAL POLICY

## Safe, Inclusive, & Progressive Schools

### **Title of Administrative Procedure:**

Code of Conduct

### **Date Approved:**

June 2025

### **Projected Review Date:**

June 2030

### **Directional Policy Alignment:**

This Administrative Procedure aligns with the Safe, Inclusive, & Progressive Schools Directional Policy 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 nurture and celebrate the hearts, minds, bodies, and souls of our students through faith, living with hope and loving in Christ. This Administrative Procedure also aligns with the Board's Multi-Year Strategic Plan supporting the four tenets of believing, protecting, learning, and nurturing.

[CDSBEO Strategic Plan 2025-2030](#)

## **Purpose**

The CDSBEO Code of Conduct sets clear expectations for behaviour among all members of the school community. These guidelines establish a foundation for a positive school climate that supports the achievement and well-being of all students while respecting human rights. Therefore, the Code of Conduct is applicable to the entire school community, including on school property, in virtual classrooms, on school buses, at school-related events, in before-and-after-school programs, and in any other situations that may impact the school environment or the mission of Catholic education. Additionally, these standards extend to all individuals involved in the publicly funded school system, such as principals, teachers, early childhood

educators, other school staff, parents, school bus drivers, volunteers, and members of community groups.

## Action Required

The CDSBEO's Code of Conduct shall be the Code of Conduct for each Catholic school of the Board to:

- encourage the growth of students who strive to emulate behaviours that reflect the common good and exemplify their faith;
- to ensure that all members of the school community are treated with respect, dignity, and civility;
- encourage non-violent conflict resolution;
- promote the safety of people in the schools;
- discourage the use of alcohol, illegal drugs, and recreational cannabis;
- prevent bullying in schools; and
- ensure alignment with the teachings, traditions, and principles of the Roman Catholic Church.

## Standards of Behaviour

The *Ontario Code of Conduct (2024)* outlines standards of acceptable behaviour that must be adhered to. These standards of acceptable behaviour in the CDSBEO focus on:

- Respect, civility, and responsible citizenship; and
- Safety

### Respect, civility and responsible citizenship

All students and school community members must:

- follow all applicable laws;
- follow our policies and the policies of the school board and school;
- show honesty and integrity;
- always treat others with dignity and respect both in person and online, especially when there is disagreement or difference;
- respect and treat others fairly, regardless of their:
  - race
  - ancestry
  - place of origin
  - colour
  - ethnic origin
  - creed (religion)
  - sex, gender identity, gender expression or sexual orientation
  - age
  - marital status
  - family status

- disability
- respect the rights of others;
- show care and respect for school property and the property of others;
- take the proper steps to help those in need;
- respect the need of others to work in an environment that is good for learning and teaching;
- seek help from school staff to resolve conflict peacefully, if necessary;
- not swear at or verbally abuse anyone;
- not use mobile devices (for example, cellphone, tablet, smartwatch) during class time except when:
  - a teacher says to use them as part of learning;
  - they are needed for a health or medical reason; or
  - they support special education needs.

## Safety

All students and school community members in the CDSBEO must **not**:

- start or join in any form of bullying, whether in-person or through technology (for example, through texts or social media posts);
- start or join in hate propaganda or types of behaviour motivated by bias, prejudice or hate against a distinct group;
- inflict, or encourage others to inflict, bodily harm;
- commit sexual assault or sexual harassment;
- threaten or intimidate another person;
- be in possession of a weapon, including guns;
- traffic weapons or illegal drugs;
- commit robbery;
- commit vandalism that causes damage to school property or the property:
  - of a school or community member located on school grounds;
- be in possession of alcohol, recreational cannabis, or illegal drugs;
- for students, this would also include being in possession of e-cigarettes, tobacco, and nicotine products, and using or being under the influence of alcohol, recreational cannabis, tobacco, e-cigarettes, or illegal drugs;
- give others alcohol, illegal drugs, cannabis for recreational use, tobacco, e-cigarettes, and accessories (for example, vape juice, a pipe, lighter or rolling papers);
- record, take or share non-consensual recordings or photos of members of the school community.

## Vaping and Smoking

The *Smoke-Free Ontario Act, 2017* prohibits smoking and vaping in enclosed workplaces and public places to protect individuals from second hand smoking vapor. Under this act smoking or vaping in an enclosed public area may result in fines. Students cannot possess or use tobacco products, e-cigarettes, vapes or nicotine products at school. 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*. Should a student be caught with any of these items, the items must be given up and parents will be notified.

### **Cannabis**

Even though recreational cannabis is legal for adults 19 and older, it is **not** allowed:

- at schools;
- on school property; or at
- school-related activities.

At school or at a school event, students cannot:

- possess recreational cannabis;
- be under the influence of recreational cannabis; or
- give others cannabis for recreational use.

Should a student be caught with any of these items, the items must be given up and parents will be notified. Only medical cannabis users are authorized to possess cannabis for the person's own medical purposes in accordance with applicable federal law.

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 CDSBEO Administrative Procedures: 413 Progressive Discipline and 414 Suspensions, Expulsions, Appeal and Programs to consider a range of responses to address this behaviour including suspension.

### **Cellphones**

The Catholic District School Board of Eastern Ontario acknowledges that providing equitable digital access to all learners is a critical foundation for their success in learning and life. The CDSBEO has a responsibility to educate our students to be safe and CDSBEO Administrative Procedure 1015 Digital Discipleship -Student Responsible Use of Technology outlines the CDSBEO policy for Cellphones in Schools. [https://www.cdsbeo.on.ca/policies/1015-Digital\\_Discipleship.pdf](https://www.cdsbeo.on.ca/policies/1015-Digital_Discipleship.pdf).

### **Community Partners and Police Involvement**

Through outreach efforts, existing partnerships can be strengthened, and new collaborations with community agencies and members can be established. These community agencies serve as a valuable resource for the CDSBEO, offering prevention and intervention programs to combat bullying and foster a safe, inclusive, and accepting school environment. Protocols are effective tools for creating formal connections between the Catholic District School Board of Eastern Ontario and community agencies, covering areas such as child protection, mental health, and youth justice systems, thereby formalizing their relationships.

**Police Involvement**

The police play a crucial role in supporting and enhancing the efforts of schools and communities to be safe places in which to learn and to work. They provide support and conduct investigations in accordance with the 2024 Police/School Board Protocol based on the Provincial Model 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. Police services and the Board will work together to create and maintain safe learning environments that respect the legal rights of all students and staff. While the Code of Conduct Procedure will apply to all students, consideration will be given to the child's age, individual circumstances, mitigating and other factors and level of competence in understanding the behaviour and the consequences will be determined accordingly.

While providing a safe school environment, the principal may become aware of violent or illegal incidents involving students. In such cases the principal will inform the police. All matters dealing with police involvement will follow procedures outlined in the Police and School Board Protocol (2024).

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

- ensuring alignment with the Safe, Inclusive and Progressive 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.

**Superintendents of Schools and System Portfolios are responsible for:**

- reviewing and revising this administrative procedure as necessary and
- ensuring the 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.

**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 their behaviour and actions;
- empowering students to be positive leaders in their school and community;
- modelling the standards of respect, civility, and responsible citizenship;
- communicating regularly and meaningfully with all members of their school community and
- ensuring the Board's Code of Conduct is published annually (i.e. student agenda book) and available to students, staff, and parents (i.e. School website).

**Managers and Supervisors are responsible for:**

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

**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 all students, parents, volunteers, and other members of the school community; and prepare students for the full responsibilities of citizenship;
- help students communicate respectfully in person and online;
- model the standards of respect, civility, and responsible citizenship;
- show students the appropriate use of cellphones during school by not using personal mobile devices during instructional time, unless explicitly for work-related purposes.

**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 behaviour.

Respect and responsibility are demonstrated when students:

- come to school prepared, on time and ready to learn;
- show respect for themselves, for others and for those in positions of authority;
- refrain from bringing anything to school that may risk the safety of others; and
- follow the rules and take responsibility for their 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;
- make sure their child is properly 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 Codes of Conduct (If they have a school-specific Code),
- encourage and assist their child in following the rules of behaviour;
- assist school staff in dealing with disciplinary issues involving their child.

**Progress Indicators:**

- The CDSBEO AP 416 Code of Conduct is implemented at all Board sites.
- 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.
- 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**

**Assault:** An unlawful personal attack (including menacing words or gestures), an attempt to cause injury.

**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.

**Extortion** as defined in the Criminal Code: Everyone commits extortion who, without reasonable justification or excuse and with intent to obtain anything, by threats, accusations, menaces, or violence induces or attempts to induce any person, whether or not he/she is the person threatened, accused or menaced or to whom violence is shown, to do anything or cause anything to be done.

**Fighting:** A consensual confrontation/dispute between two or more individuals that remains consensual throughout its duration.

**Group violation:** Where one or more members of a group violates policy, all members of the group shall be subject to disciplinary procedures. Violations include:

- verbal aggression that serves to escalate a confrontation;
- being party to an offence, either through having a role in perpetrating the offence, or participating in its planning or execution.

**Intimidation:** To frighten, discourage or inhibit by the use of verbal or non- verbal actions in order to influence conduct.

**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.

**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.

- a) assaults any person with intent to steal from him/her;
- b) steals from any person while armed with an offensive weapon or imitation thereof. R.S., c. C-34,s, 302.

**Robbery** as defined in the Criminal Code: Everyone commits robbery who:

- a) steals, using violence or threats of violence to a person or property;
- b) steals from any person and, at the time he/she steals or immediately before or immediately thereafter, wounds, beats, strikes, or uses any personal violence to that person;

**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. Principals and staff use the results of the surveys 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.

**Sexual Assault:** An assault of a sexual nature.

**Sexual Harassment:** One or a series of comments or conduct of a gender- related or sexual nature that is known or might reasonably be known to be unwelcome/unwanted, offensive, intimidating, inappropriate or hostile.

**Theft:** Taking for one's own purpose the possessions, goods or chattels belonging to another person without that person's consent; and withhold information regarding such actions or failing to report such actions to appropriate personnel.

**Threats:** Verbal promise or overt action forewarning trouble, worry or harm. Any form of harassment or threats perpetrated by anyone in the school, whether intentional or unintentional, shall be condemned as unacceptable.

**Vandalism:** The deliberate damage or defacement of school grounds, equipment, books, or supplies, or of any property belonging to a member of the school community.

**Weapons:** A weapon is:

- a) anything used, designed to be used, or intended for use in causing death or injury to any person;
- b) anything used, designed to be used, or intended for use for the purpose of threatening or intimidating any person.

## 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
- 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

Ministry of Education Policy/Program Memoranda (PPM):

- PPM120, "Reporting Violent Incidents to the Ministry of Education"
- PPM128, "The Provincial Code of Conduct and School Board Codes of Conduct"
- PPM141, "School Board Programs for Students on Long-Term Suspension"

- PPM142, "School Board Programs For Expelled Students"
  - PPM144, "Bullying Prevention and Intervention"
  - PPM145, "Progressive Discipline and Promoting Positive Student Behaviour"
- 
- Provincial Model for a Local Police/School Board Protocol, 2015
  - [Police and School Board Protocol 2023](#)
  - 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.ca](#)
  - Ontario Human Rights Code
  - Provincial Code of Conduct (2024)
- 
- [401 Bullying Prevention and Intervention](#)
  - [413 Progressive Discipline](#)
  - [414 Suspension, Expulsion, Appeal and Programs](#)