Northeastern Catholic District School Board

SAFE SCHOOLS
CODE OF CONDUCT

Administrative Procedure Number: APE034-1

POLICY STATEMENT

The Northeastern Catholic District School Board (NCDSB) believes that all people are created in the image and likeness of God and that every person has the right to be treated with dignity, respect and fairness. The Board recognizes that a positive school climate exists when all members of the school community feel safe, included and accepted and actively promote positive behaviours and interactions. The NCDSB is committed to building and sustaining safe Catholic school communities where all members and stakeholders share the responsibility of eliminating violence in accordance with our Catholic faith and gospel values. The NCDSB believes that safe learning environments enable students to reach their full academic and spiritual potential.

REFERENCES

Education Act
Ontario North East Region Police and School Board Protocol
Policy Program Memorandum (PPM)
- 120 Reporting violent incidents to the Ministry of Education
- 128 The Provincial Code of Conduct and School Board Codes of Conduct
- 145 Progressive Discipline and Promoting Positive Student Behaviour

NCDSB Policy
- E-1 Access to School and Board Premises
- E-34 Safe Schools
- H-4 Smoke Free Environment
- I-1 Video Surveillance

NCDSB Administrative Procedure
- APE034-2 Safe Schools: Bullying Prevention and Intervention
- APE034-3 Safe Schools: Promoting Positive Student Behaviour
- APE034-4 Safe Schools: Suspension and Expulsion

PREAMBLE

The Ministry of Education expects that school communities be places that promote responsibility, respect, civility and academic excellence in a safe learning and teaching environment and that a positive school climate exists when all members of the school community feel safe, comfortable, and accepted. Accordingly, the *Education Act* permits the Minister of Education to establish a provincial code of conduct governing the behaviour of all persons in schools. The purposes of the provincial code of conduct are:

i) to ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity;
ii) to promote responsible citizenship by encouraging appropriate participation in the civic life of the school community;
iii) to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility;
iv) to encourage the use of non-violent means to resolve conflict;
v) to promote the safety of people in schools;
vi) to discourage the use of alcohol and illegal drugs, and, except by a medical cannabis user, cannabis; and
vii) to prevent bullying in schools.

The *Education Act* provides that every school board shall take such steps as the Minister directs to bring the Provincial Code of Conduct to the attention of the entire school community including students, parents/guardians, teachers and other school staff, and other members of the school community.

DEFINITIONS

PERSONAL MOBILE DEVICE
Any personal device that can be used to communicate or access the internet, such as a laptop, cellphone, tablet, or smart watch.

PROCEDURES

1.0 GENERAL PRINCIPLES

1.1 The Code of Conduct applies to all members of the NCDSB community:
- i) Students;
- ii) Staff;
- iii) Parents and Guardians;
- iv) Volunteers;
- v) Community Partners;
- vi) Visitors.

1.2 The Code of Conduct applies to the entire school community:
- i) On school property;
- ii) On school buses;
- iii) At school-related events or activities, regardless of location;
- iv) In other circumstances that could have an impact on the school climate;
- v) In a virtual learning environment.

1.3 The NCDSB codes of conduct must be developed and implemented consistent with the Provincial Code of Conduct.

1.4 The NCDSB must ensure that opportunities which promote the standards of the Provincial Code of Conduct are made available for all members of the school community.

1.5 The NCDSB should assist Principals in developing or reviewing any local codes of conduct by creating clear guidelines for the development of such codes, in accordance with ministry expectations and relevant legislation.

1.6 The NCDSB will engage students, staff, and stakeholders in opportunities to provide input into the development and review of the Code of Conduct policy and related procedures.

1.7 The NCDSB will provide appropriate signage for all facilities that communicate behaviour expectations that are consistent with a safe learning, teaching, and work environment.

2.0 STANDARDS OF ACCEPTABLE BEHAVIOUR

2.1 Respect, Civility, and Responsible Citizenship

To create, promote, and sustain a safe, inclusive and accepting school climate, all members of the school community **must**:

i) comply with all applicable federal, provincial and municipal laws;
ii) comply with all Ministry of Education, school board and school policies;
iii) demonstrate honesty and integrity;
iv) respect differences in people, in their ideas and opinions;
v) treat one another with dignity and respect at all times, both in person and online, especially when there is disagreement or difference;
vi) respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, religion, age, marital status, family status, or disability;
vii) respect the rights of others;
viii) show proper care and regard for school property and the property of others;
ix) take appropriate measures to help those in need;
x) seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
xi) refrain from using abusive language or swearing at another person;
xii) respect the needs of others to work in an environment that is conducive to learning and teaching;
xiii) not use personal mobile devices during instructional time except where authorized.

2.2 Safety

To create, promote, and sustain a safe, inclusive and accepting school climate, all members of the school community are accountable and responsible for their behaviour, and **shall not**:

i) engage in bullying behaviours, including cyberbullying;
ii) commit sexual assault or sexual harassment;
iii) traffic in weapons or illegal drugs;
iv) commit robbery or theft;
v) be in possession of any weapon including a firearm;
vi) threaten or intimidate another person;
vii) be in possession of alcohol, cannabis, and illegal drugs. For students this also includes being in possession of electronic cigarette, tobacco, and nicotine products;

viii) use, or be under the influence of alcohol, cannabis, tobacco, electronic cigarettes, illegal drugs or related products;
ix) provide other with alcohol, illegal drugs, tobacco, electronic cigarettes, cannabis, and related products;
x) inflict or encourage others to inflict bodily harm on another person;
xi) engage in hate propaganda and other forms of behaviour motivated by hate or bias;
xii) commit an act of vandalism that causes damage to school property, property located on the premises of the school or to the property of a member of the school community;
xiii) record, take or share non-consensual recordings or photos of members of the school community.

3.0 SCHOOL BOARD CODES OF CONDUCTS AND RELATED POLICIES

3.1 Implementation Procedures

i) Principals will review the expectations with students, staff, and the community at least one time annually.
ii) Information will be distributed to students, staff, and the community regularly.
iii) Training and education sessions delivered to school leaders to help build consistency and best practices.

3.2 The NCDSB will distinguish between staff, students, and other member of the school community when enforcing the Provincial Code of Conduct:

i) PPM 145 and related procedures will be used to address unacceptable student behaviour.
ii) For staff, any disciplinary policies and procedures will be used to address unacceptable behaviour, in a manner consistent with local agreements.
iii) The school board must develop, implement and enforce procedures that address unacceptable behaviour of other persons such as, but not limited to volunteers and visitors. This will be in accordance with NCDSB Policy E-1 Access to School and Board Premises.

3.3 Addressing unacceptable behaviour

i) Each step in addressing identified unacceptable behaviour must be documented.
ii) Boards must follow direction in the *Provincial Model for Local Police/School Board Protocol* and PPM 145 *Progressive Discipline and promoting positive student behaviour* when reporting and documenting a violent incident involving a student, as defined in PPM 120.
iii) Unacceptable behaviour for staff shall be in accordance with NCDSB Policy P-8 Progressive Discipline of Employees and/or other related legislation.
iv) Unacceptable behaviour of volunteers and visitors shall be in accordance with NCDSB Policy E-1 Access to School and Board Premises and/or other related legislation.

3.4 Communication

i) School community members will receive regular communication updates via electronic mail, website, newsletters, and voice messages detailing the expectations of the code of conduct.

ii) Annual notification to students, parents and guardians reminding them of the restrictions and requirements for student personal mobile device use and the consequences for non-compliance.

iii) Post signage in school entrances and other visible places that reflects the behavioural expectations of the Provincial Code of Conduct.

iv) Make the codes of conduct policies and procedures available to the public, on the board website.

3.5 Reporting – Staff Conduct

i) The school board shall report concerning conduct to the relevant regulatory colleges (for example, the Ontario College of Teachers, the College of Early Childhood Education, Ontario College of Social Work etc.) under applicable legislation.

4.0 ENFORCEMENT RELATING TO ALCOHOL, TOBACCO, ELECTRONIC CIGARETTES, RECREATIONAL CANNABIS AND RELATED PRODUCTS AND ILLEGAL DRUGS

4.1 Enforcement of these substances must comply with the board's obligations under the *Education Act* and other applicable legislation and provincial policies.

4.2 The direction in the Police / School Board Protocol must be followed regarding mandatory and discretionary notification of incidents to the police.

4.3 All members of the school community must be reminded of the provisions of the *Smoke-Free Ontario Act, 2017* and the consequences and/or charges that may result from an offence.

4.4 At minimum, in the case of these substances being found in the possession of students, parents/guardians must be notified by the Principal or designate, and the student must surrender the item(s) to the educator or administrator.

4.5 The local Police/School Board Protocol will be followed for all incidents of search, seizure, and notification to police.

5.0 ENFORCEMENT OF RESTRICTIONS TO PERSONAL MOBILE DEVICE USE

5.1 All members of the school community must not use personal mobile devices classroom instructional time except when authorized for health, medical, and/or special education needs.

5.2 Staff may temporarily use a personal mobile device under the following circumstances:

i) Momentary use for two-factor authentication to connect to board-provided technology.

ii) Momentary use for communication with the office if required during supervision or for urgent situations if other means of communication are not available.

iii) Explicitly for teaching and learning purposes where board-provided technology is not an alternative.

5.3 Notwithstanding the exemptions above in provision 5.2, as members of the school community, staff will follow and model the expectations of the administrative procedure by keeping their personal mobile devices silenced and out-of-view during classroom instructional time.

5.4 Student personal mobile devices must be stored out of view and powered off or set to silent mode during instructional time, except when their use is explicitly permitted under the circumstances noted above.

5.5 Personal mobile device use is permitted before the start of the school day, at lunch, and after school for secondary school students. The restrictions for use are limited to in-class time.

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

5.7 If a student does not hand in their personal mobile device when requested, they must be sent to the Principal's office.

5.8 Principals have discretion under PPM 145 *Progressive Discipline and promoting positive student behaviour*, to consider a range of responses to address the behaviour including but not limited to:

i) Further education on the procedure, rationale, and benefits;
ii) Communication home with parents/guardians;
iii) Loss of mobile personal device for the day;
iv) Requirement for the personal mobile device to be kept at home;
v) Suspension.

5.9 To enforce these expectations, the following provisions must be practiced:

i) Expectations for behaviour must be clearly articulated at the start of every school year.
ii) Best practices for educators on classroom management related to responsible use of technology will be shared using different mediums throughout the year.
iii) Parents and guardians will receive an annual notification reminding them of the policy, its requirements and consequences for non-compliance.

5.10 All matters relating to the use of personal mobile devices during classroom instructional time must be addressed with the Principal.

6.0 SPECIAL EDUCATION

6.1 For students who have an identified need for technology as established in the Identification, Placement and Review Committee (IPRC) process, assistive technology may be provided by the school to support student learning.

6.2 In the majority of cases, a student with an identified learning need who requires technology as a support for learning will be provided with a board-issued device during the time it is needed.

6.3 Should the IPRC process identify a technological device is required to support a learning need that cannot be addressed by board-issued technology, a personal mobile device may be considered and documented on the IPRC Statement of Decision accordingly.

7.0 ELEMENTARY AND SECONDARY PROVINCIAL REPORT CARDS

7.1 Educators must communicate information to students and their parents/guardians about classroom distractions, where applicable, including those related to the use of personal mobile devices, in accordance with ministry directive.

7.2 This will be communicated using the section of the report card reserved for comments on learning skills and work habits in the Elementary Provincial Report Cards and in the comment box reserved for course comments in the Secondary Provincial Report Card.

8.0 RESTRICTING ACCESS TO SOCIAL MEDIA ON SCHOOL NETWORKS

8.1 The NCDSB will restrict access to social media platforms on school networks and school devices. These decisions will be made at the board-level, in consultation with school leaders as required or relevant.

9.0 EXPECTATIONS

It is expected that:

9.1 PRINCIPALS

i) Demonstrate care for the school community and a commitment to student achievement and well-being in a safe, inclusive, and accepting environment.
ii) Hold everyone under their authority accountable for their own behaviour and actions.
iii) Empower student to be positive leaders in their school and community.
iv) Communicate regularly and meaningfully with all members of their school community.
v) Model the standards of respect, civility and responsible citizenship.

9.2 TEACHERS AND OTHER SCHOOL STAFF

i) Help students work to their full potential and develop their sense of self-worth.
ii) Empower students to be positive leaders in their classroom, school, and community.
iii) Communicate regularly and meaningfully with parents and guardians.
iv) Maintain consistent and fair standards of behaviour for all students.
v) Demonstrate respect for one another, all students, parents, guardians, volunteers, and other members of the school community.
vi) Prepare students for the full responsibilities of citizenship, in particular the skill of respectful communication, both in person and online.
vii) Model the standards of respect, civility, and responsible citizenship.

9.3 STUDENTS

i) Come to school prepared, on time, and ready to learn.
ii) Show respect for themselves, and for others, and for those in positions of authority.
iii) Refrain from bringing anything to school that may compromise the safety of others.
iv) Follow the established rules and take responsibility for their own actions.

v) Be responsible for their personal mobile devices, how they use it and the consequences of not adhering to the expectations.

9.4 PARENTS AND GUARDIANS

i) Are engaged in their child's schoolwork and progress.
ii) Communicate regularly with the school.
iii) Help their child be appropriately dressed and prepared for school.
iv) Ensure that their child attends school regularly and on time.
v) Promptly report to the school their child's absence or late arrival.
vi) Become familiar with the Provincial Code of Conduct, the board's code of conduct, and if applicable, the school's Code of Conduct.
vii) Encourage and assist their child in following the rules of behaviour.
viii) Assist school staff in dealing with disciplinary issues involving their child.

9.5 COMMUNITY PARTNERS

i) Engage in productive partnerships with schools.
ii) Serve as resources to deliver prevention or intervention programs, in accordance with boards and applicable collective agreements.

9.6 POLICE

i) Provide resources and support to protect the safety of schools and communities.
ii) Investigate incidents in accordance with the local police protocol and applicable legislation.

10.0 RELATED FORMS AND DOCUMENTS

DOCUMENT: NCDSB Code of Conduct
FORM: Personal Mobile Device Exemption

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