

CATHOLIC EDUCATION AND LIVING OUR CATHOLIC VALUES SUB-COMMITTEE MEETING Public Session

AGENDA
March 26, 2019

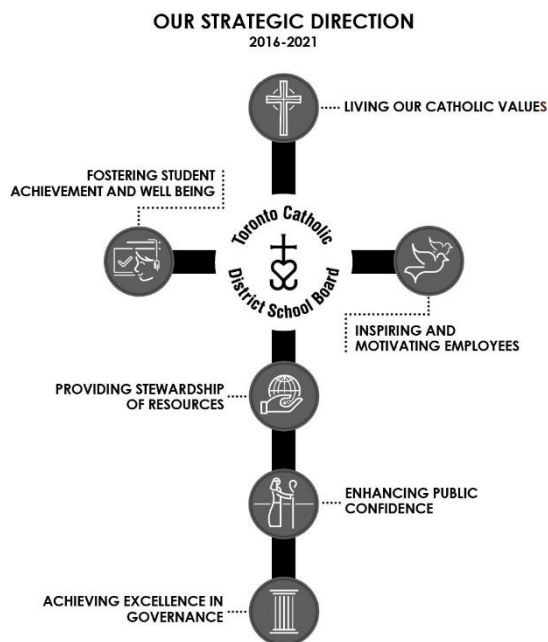
Teresa Lubinski, Chair

Garry Tanuan, Vice-Chair

Nancy Crawford

Michael Del Grande
Ex-Officio

Maria Rizzo
Ex-Officio



MISSION

*The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.
We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.*

VISION

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Recording Secretary: Sophia Harris, 416-222-8282 Ext. 2293
Assistant Recording Secretary: Sonia Tomaz, 416-222-8282 Ext. 2298

Rory McGuckin
Director of Education

Maria Rizzo
Chair of the Board

OUR MISSION

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ. We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.

OUR VISION

At Toronto Catholic we transform the world through witness, faith, innovation and action.



**AGENDA
REGULAR MEETING
OF THE
CATHOLIC EDUCATION AND LIVING OUR CATHOLIC VALUES SUB-COMMITTEE
PUBLIC SESSION**

Tuesday, March 26, 2019

3:30 P.M.

Pages

1. Call to Order
2. Memorials and Opening Prayer
3. Roll Call & Apologies
4. Approval of the Agenda
5. Notices of Motions
6. Declarations of Interest
7. Approval and Signing of Minutes of the Previous Meeting held March 6, 2019 1 - 12
8. Presentations
9. Delegations
10. Consideration of Motions for which previous notice has been given
11. Unfinished Business from Previous Meetings
12. Matters referred/deferred from Committees/Board

Deferred from the March 6, 2019 Catholic Education and Living Our Catholic Values Sub-Committee Meeting

12.a Adult Formation Program Review

Referred from the March 19, 2019 Governance and Policy Committee Meeting

- | | | |
|-------------|--|----------------|
| 12.b | Update to Code of Conduct Policy (S.S.09) (Refer Item 12c) | 13 - 36 |
| 12.c | Revised Appendix B - Update to Code of Conduct Policy (S.S.09) (Refer Item 12b) | 37 - 49 |

13. Reports of Officials for the Information of the Board of Trustees

14. Reports Requiring Action of the Board of Trustees

- 14.a Brainstorming Current Threats and Issues of Concerns to Catholic Education that we need to prepare for**
- 14.b Whistleblower Procedures and Guidelines for Students, Parents, Staff, Stakeholders on issues Concerning our Catholic Faith, Values, and Morals**
- 14.c Build a Repository of Cases, Research, and Rulings for Precedents and References on Issues relating to our Catholic Faith and Morals Teaching, Doctrines, and Pastoral Care (approved March 1, 2018)**
- 14.d Promote and Broaden the Student Faith Engagement Kairos Program in High Schools and Similar Catholic Faith-based Initiatives to all Catholic Schools (approved March 1, 2018)**
- 14.e Back to Basics of Our Catholic Faith Program**
- 14.f Renewing the Promise and Walking the Talk**
- 14.g Forging Potential External Partnerships with Strong Faith-based Organizations to enhance Catholic Faith and Morals in our Board and School Communities**
- 14.h Procedure to Review Minutes and Motion Direction**

15. Listing of Communications

16. **Inquiries and Miscellaneous**
17. **Updating of Pending Items List**
18. **Closing Prayer**
19. **Adjournment**

OUR MISSION

*The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.
We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.*

OUR VISION

*At Toronto Catholic we transform the world
through witness, faith, innovation and action.*



MINUTES OF THE CATHOLIC EDUCATION AND LIVING OUR CATHOLIC VALUES SUB-COMMITTEE MEETING

PUBLIC SESSION

MONDAY, MARCH 6, 2019

Trustees: T. Lubinski, Chair
G. Tanuan, Vice-Chair
N. Crawford
M. Del Grande

Staff: M. Caccamo
D. Koenig

S. Tomaz, Recording Secretary

3. Roll Call and Apologies

An apology was extended on behalf of Trustee Rizzo.

4. Approval of Agenda

MOVED by Trustee Del Grande, seconded by Trustee Crawford, that the Agenda, as amended, to add Item 14a) From Trustee Del Grande regarding Preparation for Unusual Occurrences, be approved.

Results of the Vote taken, as follows:

In Favour

Trustees Crawford
Del Grande
Lubinski
Tanuan

Opposed

The Motion was declared

CARRIED

6. Declarations of Interest

There were none.

7. Approval and Signing of Minutes of Previous Meeting

MOVED by Trustee Tanuan, seconded by Trustee Del Grande, that the Minutes of the Meeting held February 25, 2019 be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Lubinski
Tanuan

The Motion was declared

CARRIED

14. Reports Requiring Action of the Board of Trustees

MOVED by Trustee Del Grande, seconded by Trustee Crawford, that Item 14a) be adopted as follows:

- 14a) From Trustee Del Grande regarding Preparation for Unusual Occurrences (Verbal)** That it be recommended to the Student Achievement and Well Being, Catholic Education and Human Resources Committee that this Committee bring forward and recommend unusual Items that can affect the perception of Catholic Church Teachings in our Board.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Lubinski
Tanuan

The Motion was declared

CARRIED

Consent and Review

The Chair reviewed the Order Paper and the following Items were held:

- 14.b.5) Trustee Tanuan;
- 14c) Trustee Crawford;
- 14e) Trustees Crawford and Tanuan;
- 14f) Trustee Tanuan;
- 14h) Trustee Tanuan;
- 14i) Trustee Tanuan;
- 14j) Trustee Crawford;
- 14k) Trustee Tanuan; and
- 14l) Trustee Tanuan

MOVED by Trustee Del Grande, seconded by Trustee Tanuan, that all Items, along with the staff recommendations, not held, be approved and that

Item 14b.9) be amended to replace “*form*” with “*from*”.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Lubinski
Tanuan

The Motion was declared

CARRIED

Matters as Captured in the Above Motion

MOVED by Trustee Del Grande, seconded by Trustee Crawford, that Item 14b.5) be adopted as follows:

14b.5) Terms of Reference - The Achievement of the Aims and Objectives of the Board in Catholic Education approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Lubinski
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Crawford, seconded by Trustee Tanuan, that Item 14b) be adopted as follows:

- 14b) Terms of Reference** that the Catholic Education and Living Our Catholic Values Sub-Committee recommend to the Student Achievement and Well Being, Catholic Education and Human Resources Committee that the following Terms of Reference be adopted:

Be it resolved that the Student Achievement, Catholic Education and Human Resources Committee (SAWBCEHR) establish a sub-committee under Section 5.9 of the Board's Operating By-law 175, to consider matters pertaining to the relevant terms of reference of the SAWBCEHR Committee, such as, but not limited to:

- a. The living our Catholic Values Pillar of the Multi-Year Strategic Plan;
- b. Program alignment with the Catholic Graduate Expectations;
- c. Building Catholic school communities and strong relationships between school, home and church;
- d. Programs and services lead by Nurturing Our Catholic Community;
- e. The achievement of the aims and objectives of the Board in Catholic Education;
- f. Deployment of Board resources for Catholic Education;
- g. Policy development and revision in the area of Catholic Education;
- h. Enhance Faith Development for all Staff and Students and Trustees; and
- i. Other matters of Catholicity as referred from SAWBCEHR from time to time. And;

Be it further resolved that this sub-committee be comprised of no more than one third of the Board of Trustees and the Chair and Vice-Chair as ex-officio members and that additional committee membership shall include TCDSB staff and stakeholders as determined by the Director and other appropriate individuals as determined by the Board of Trustees from time to time; and

Be it further resolved that this sub-committee report monthly to the SAWBCEHR Committee.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Lubinski
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Tanuan, seconded by Trustee Crawford, that Item 14c) be adopted as follows:

- 14c) Frequency of Meeting** that the Catholic Education and Living Our Catholic Values Sub-Committee recommend to the Student Achievement and Well Being, Catholic Education and Human Resources Committee that this Sub-Committee meet on a monthly basis, approximately 10 days before each month's Student Achievement Meeting, and also on an as needed basis in the event of emergencies, and that cancellation of meetings be at the discretion of the Chair and lead Staff.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Lubinski
Tanuan

Trustee Del Grande

The Motion was declared

CARRIED

The next meeting is scheduled for Tuesday March 26, 2019 between 3:30 and 5:30 pm.

MOVED by Trustee Crawford, seconded by Trustee Tanuan, that Item 14e) be adopted as follows:

- 14e) Defining the Relationship between Nurturing our Catholic Community Committee and Catholic Education Sub-Committee** that the Catholic Education and Living Our Catholic Values Sub-Committee recommend to the Student Achievement and Well Being, Catholic Education and Human Resources Committee that when the Catholic Education Sub-committee is formulating or drafting a Policy, that it consult with Nurturing Our Catholic Community.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Lubinski
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Tanuan, seconded by Trustee Del Grande, that Item 14f) be adopted as follows:

- 14f) Recommendations for the Budget for the Religious Education Department and Catholic Teacher Centre** that the Catholic Education and Living Our Catholic Values Sub-Committee recommend to the Student Achievement and Well Being, Catholic Education and Human Resources Committee that this Sub-Committee review the Religious Education Department Budget prior to the next Sub-Committee meeting to be held March 26, 2019.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Lubinski
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Tanuan, seconded by Trustee Del Grande, that Item 14h) be adopted as follows:

- 14h) Build a Repository of Cases, Research, and Rulings for Precedents and References on Issues relating to Our Catholic Faith and Morals Teaching, Doctrines, and Pastoral Care (Approved on March 1, 2018)** that the Catholic Education and Living Our Catholic Values Sub-Committee recommend to the Student Achievement and Well Being, Catholic Education and Human Resources Committee that Staff provide an update to the Sub-Committee at either the March 26, 2019 Sub-Committee Meeting or the following meeting, on the progress of the repository.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Lubinski
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Crawford, seconded by Trustee Tanuan, that Item 14i) be adopted as follows:

- 14i) Promote and Broaden the Student Faith Engagement Kairos Program in High Schools and Similar Catholic Faith-based Initiatives to all Catholic Schools (approved on March 1, 2018) received.**

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Lubinski
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Tanuan, seconded by Trustee Del Grande, that Item 14j) be adopted as follows:

- 14j) Back to Basics of Our Catholic Faith** that Trustee Tanuan distribute to the Sub-Committee members and Trustees an outline of the Back to Basics of Our Catholic Faith Program.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Lubinski
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Tanuan, seconded by Trustee Del Grande, that Item 14k) be adopted as follows:

- 14k) Renewing the Promise and Walking the Talk** received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Lubinski
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Tanuan, seconded by Trustee Del Grande, that Item 14l) be adopted as follows:

- 14l) Adult Formation Program Review** deferred to the March 26, 2019 Committee Meeting.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Lubinski
Tanuan

The Motion was declared

CARRIED

21. Adjournment

MOVED by Trustee Crawford, seconded by Trustee Tanuan, that the meeting be adjourned.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford

Del Grande
Lubinski
Tanuan

The Motion was declared

CARRIED

SECRETARY

CHAIR



REPORT TO

GOVERNANCE AND POLICY
COMMITTEE

UPDATE TO CODE OF CONDUCT POLICY S.S. 09

For you say, 'My conduct is pure, and I am clean in God's sight.' Job 11:4

Created, Draft	First Tabling	Review
March 5, 2019	March 19, 2019	Click here to enter a date.
J. Shain, Acting Superintendent of Safe Schools Department N. Adragna, Principal, Safe Schools Department P. Aguiar, Superintendent of Student Achievement and Wellbeing and Governance and Policy Development.		

RECOMMENDATION REPORT

Vision:

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

L. Noronha
Associate Director of Facilities,
Business and Community
Development, and
Chief Financial Officer

A. EXECUTIVE SUMMARY

This Report recommends updating the current Code of Conduct Policy (S.S.09) to reflect changes in legislation, current practice, and to reformat in meta policy format.
The cumulative staff time required to prepare this report was 10 hours

B. PURPOSE

This Recommendation Report is on the Order Paper of the Governance Policy Committee as it recommends policy revision.

C. BACKGROUND

1. The Code of Conduct Policy (S.S.09) was first approved on November, 2013 and last revised on November, 2016
2. Changes to this policy reflect current legislation and practices.

D. EVIDENCE

This policy has been amended in consultation with Safe Schools and Legal Services.

E. METRICS AND ACCOUNTABILITY

1. Recommendations in this report will be monitored by the Director, with the support of the Superintendent of Safe Schools and reported on in the Annual Safe Schools Report.
2. Further reports will be brought to the Board in accordance with the policy review schedule.

F. IMPLEMENTATION

1. The updated policy, and accompanying appendices, as approved will be posted on the TCDSB policy register.
2. Principals will be informed of changes to this policy at K-12 meetings.

G. STAFF RECOMMENDATION

Staff recommends that the revised Code of Conduct Policy (S.S. 09) provided in Appendix A and the accompanying guidelines, provided in Appendix B, be adopted.



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: Code of Conduct

POLICY NO: S.S.09

Date Approved:

November 7, 2013

Date of Next Review:

November, 2016

Dates of Amendments:**Cross References:**

- Education Act Part XIII, Behaviour, Discipline and Safety
- Program/Policy Memorandum 128, 2012 *The Provincial Code of Conduct and School Board Codes of Conduct*
- O. Reg. 472/07 Behaviour, Discipline and Safety of Pupils
- Police/School Board Protocol (~~Revised 2013~~)
- S.S.04: ~~Access to School Premises and Trespass~~ **Access to Students in Schools**
- **S.S.14: Trespass**
- ~~S.S.05: Expulsions~~ **S.S.01 – Suspension and Expulsion**
- ~~S.S.06: Suspensions~~
- S.S.10: Progressive Discipline
- S.S.11: Bullying Prevention and Intervention
- T. 07: Community Engagement

Appendix

- Appendix A: TCDSB Code of Conduct S.S.09 Guidelines
- Appendix B: Toronto Police/School Board Protocol

Purpose:

This Policy affirms that all students, parents, and teachers and other school staff have the right to be safe, and to feel safe, in their school community. The purpose of this Policy is to set out how schools will implement and enforce the provincial Code of Conduct and all other rules related to the provincial standards that promote and support respect, civility, responsible citizenship, safety and well-being for all individuals at TCDSB facilities for educational or other activities.



POLICY SECTION: SAFE SCHOOLS
SUB-SECTION:
POLICY NAME: Code of Conduct
POLICY NO: S.S.09

Scope and Responsibility:

This Policy extends to all individuals or organizations engaged in education or other activities while in schools of the Toronto Catholic District School Board. The Director of Education, supported by the Superintendent of Safe Schools and school principals, is responsible for this policy.

Alignment with MYSP:

Living Our Catholic values
 Fostering Student Achievement and Well-Being
 Achieving Excellence in Governance
 Inspiring and Motivating Employees
 Strengthening Public Confidence

Financial Impact:

Generally, there is no significant financial impact on the TCDSB.

Legal Impact:

~~The Education Act requires school boards and all schools of a board to develop a Code of Conduct that contains clearly articulated standards of behaviour, and outlines what responsibilities are held by stakeholders to promote a safe and accepting school climate.~~



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: Code of Conduct

POLICY NO: S.S.09

Policy:

The Toronto Catholic District School Board is committed to ensuring that schools be an example of Christian Community that promote, maintain, and encourage responsibility, respect, civility, equity, inclusivity, academic excellence and well-being in a safe learning and teaching environment. A positive school climate exists when all members of the school community feel safe, comfortable and accepted, and is supported through a whole school approach. The Code of Conduct for all schools of the TCDSB will be based on the Board's Code of Conduct, allowing for some local standards of behaviour consistent with input from students, parents, staff members and other community members in the school community.

Regulations:

1. The TCDSB Code of Conduct is consistent with the provincial Code of Conduct and clearly sets out the standards of behaviour for all members of the school community including: but not limited to, students, parents, volunteers, teachers and other staff members, board staff, trustees, visitors, third-party service providers and permit holders while on board premises **or at school-related activities.** ~~(Appendix A)~~ **The TCDSB code of conduct is also applicable to all members of the school community for behaviour occurring off school premises or outside of school hours that negatively impacts school climate.**



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: Code of Conduct

POLICY NO: S.S.09

~~The Code of Conduct applies to all students while at school, on school buses, at school-related activities, or in other circumstances that could have an impact on the school climate.~~

2. Each school's **code of conduct** will clearly ~~set out~~ **describe** ~~what is~~ acceptable and ~~what is~~ unacceptable behavior for all members of the elementary, secondary and **continuing** education school communities, referencing students, parents, staff members, board staff, **trustees**, visitors, volunteers, third-party service providers, permit holders, and other members of the community.
3. ~~All TCDSB employees who work directly with students must respond to any student behavior that is contrary to the Code of Conduct and likely to have a negative impact on the school climate.~~

Board employees who work directly with students – including administrators, teachers and other school staff – must respond to any student behaviour that is likely to have a negative impact on school climate if it is safe to do so. If the board employees feel it is not safe to respond, they are expected to verbally inform the principal as soon as possible.

4. ~~All TCDSB employees who become aware that a student, registered in a TCDSB school may have engaged in a serious incident shall report the matter to the principal as soon as reasonably possible. The Safe Schools Reporting Form Part~~



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: Code of Conduct

POLICY NO: S.S.09

~~I must be completed by the employee and submitted to the principal by the end of the school day.~~

Any board employee who becomes aware that a pupil student at a school of the board may have engaged in a serious student incident for which the pupil may be suspended or expelled shall report the matter to the principal as soon as reasonably possible. The employee must consider the safety of others and the urgency of the situation in reporting the incident, but, in any case, must report it to the principal no later than the end of the school day using the Safe Schools Incident Reporting Form - Part I. In cases where an immediate action is required, a verbal report to the principal may be made and the written report must be made when it is safe to do so. In addition to board employees, school bus drivers, early childhood educators and other staff in board-operated extended-day programs, employees and contractors of third-party operators, and other individuals who are not employees of the board and come into direct contact with pupils on a regular basis are subject to these same reporting requirements.

5. The Code of Conduct at each school of the TCDSB will be reviewed annually. In developing and reviewing the local standards of behaviour, the principal shall take into consideration the views of the Catholic School ~~Advisory Council~~ **Parent Council (CSPC)** and additionally should seek input from students, staff, parents and other members of the school community.
6. The Code of Conduct will be communicated to the school's community annually.



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: Code of Conduct

POLICY NO: S.S.09

7. ~~In the situation~~ Where the TCDSB enters into agreement with a third party with respect to rental of school space, or any individual or organization respecting the permitted use of a school and/or premises operated by the Board, the standards of behaviour consistent with the Board's Code of Conduct must be followed.
8. The TCDSB will collaborate with the other district school boards in the city of Toronto and Toronto Police Services to review and revise the mandatory Police/School Board Protocol. The Protocol defines the working relationship and appropriate responses to incidents where police involvement ~~of intervention~~ is requested or required in relation to school related incidents. (~~Appendix B~~)
9. The TCDSB will collaborate with other district school boards, Toronto Police Services and community organizations to provide coordinated prevention and intervention programs and services in support of safe and respectful school communities.
10. The Board will conduct a thorough review of its Code of Conduct every three (3) years by consulting with Catholic School Advisory Councils of the Board and other stakeholders.

Definitions:

Police/School Board Protocol

This protocol has been developed by the four publicly funded district school boards operating within the city of Toronto and Toronto Police Service with the clear purpose of supporting schools as safe, caring, inclusive and accepting places for



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: Code of Conduct

POLICY NO: S.S.09

learning and teaching. The Protocol clearly outlines the roles and responsibilities of school officials and police officers in situations where the police are present at school for a school related incident or in other situations.

Safe and Accepting School Teams

Each school must have in place a Safe and Accepting Schools Team responsible for fostering a safe, inclusive and accepting school climate. The team must include at least one parent, one teacher, one non-teaching staff member, one community partner, and the principal. The team should include at least one student. The Chairperson of this team must be a staff member.

At TCDSB, members of the Safe and Accepting School Teams will have opportunities to meet, provide input into discussions, review data from the student surveys, and provide advice to the principal about school safety and Ministry of Education initiatives related to school climate and safety.

School Climate

The learning environment and relationships found within a school and school community. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions.



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: Code of Conduct

POLICY NO: S.S.09

Third-Party Service Provider

Any organization, not internal to a school board, that provides services for the TCDSB. Some examples include: regulated health professionals, bus companies, cafeteria operators, etc.

Evaluation and Metrics:

The effectiveness of the policy will be determined by measuring the following:

1. Anonymous Safe School Climate surveys administered to representative groups of TCDSB students and parents.
2. The Safe and Accepting Schools Team at each school will annually review safe schools data to assess the effectiveness of the school's Code of Conduct and inform of any changes required.

TCDSB Code of Conduct Policy S.S. 09

Appendix A - Guidelines

Preamble:

The Toronto Catholic District School Board is an inclusive community rooted in the love of Christ. We educate students to grow in grace and knowledge and to lead lives of faith, hope and charity. Through our Catholic values, we believe in the worth and dignity of every person and that people thrive in a safe, healthy and compassionate environment. One of the goals of the Board's Multi-Year Strategic Plan requires that, in order to create equitable learning environments for all students, we will provide all students with safe, healthy learning environments by promoting a positive school climate, inclusive and accepting of all pupils, ~~and by promoting the prevention of bullying.~~

Purpose of the Code of Conduct

The TCDSB Code of Conduct is consistent with the requirements set out in the Provincial Code of Conduct, by establishing standards of behaviour for all members of the school community. The following goals are foundational to the Board's Code of Conduct:

1. To ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity.
2. To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community.
3. To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.
4. To encourage the use of non-violent means to resolve conflict.
5. To promote the safety of people in the schools and board sites.
6. To discourage the use of alcohol, and illegal drugs, and, except by a medical cannabis user, cannabis.
7. To prevent bullying in schools.

Standards of Behaviour

Respect, Civility, and Responsible Citizenship

All members of the school community must:

- respect and comply with all applicable federal, provincial, and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas, and their opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- respect all members of the school community, especially persons in positions of authority;
- respect the need of others to work in an environment that is conducive to learning and teaching;
- not swear at a teacher or at another person in a position of authority.

Safety

All members of the school community must not:

- engage in bullying behaviours;
- commit sexual assault;
- traffic in weapons or illegal drugs;
- give alcohol to a minor;
- commit robbery;
- be in possession of any weapon, including firearms;
- use any object to threaten or intimidate another person;

- cause injury to any person with an object;
- be in possession of, or be under the influence of, or provide others with alcohol or illegal drugs;
- inflict or encourage other to inflict bodily harm on another person;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

Role and Responsibilities

Toronto Catholic District School Board

The Board will provide direction to its schools to ensure opportunity, academic excellence, and accountability in the education system. It is the responsibility of the Board to:

- develop policies that set out how schools will implement and enforce the provincial Code of Conduct and all other rules that it develops that are related to the provincial standards that promote and support respect, civility, responsible citizenship, and safety;
- establish a process that clearly communicates the provincial Code of Conduct and TCDSB's code of conduct to all parents, students, principals, teachers, other school staff, and members of the school community in order to obtain their commitment and support;
- review these policies regularly with those listed above;
- seek input from school councils, Parent Involvement Committees, and the Special Education Advisory Committee;
- develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety;
- provide opportunities for all of the staff to acquire the knowledge, skills, and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment.

Principals

Under the direction of the Director of Education, principals take a leadership role in daily operation of a school. They provide this leadership by:

- demonstrating care for the school community and a commitment to academic excellence in a safe, inclusive, and accepting teaching and learning environment;
- holding everyone under their author accountable for his or her behaviour and actions;
- empowering students to be positive leaders in their school and community;
- communicating regularly and meaningfully with all members of their school community.

Teachers and Other School Staff

Under the leadership of their principals, teachers and other school staff maintain order in the school and are expected to hold everyone to the highest standard 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 standards of behaviour for all students;
- demonstrate respect for all students, staff, parents, volunteers, and other members of the school community;
- prepare students for the full responsibilities of citizenship.

Students

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 a student:

- comes to school prepared, on time, and ready to learn;

- shows respect for himself or herself, for others, and for those in authority;
- refrains from bringing anything to school that may compromise the safety of others;
- follows the established rules and takes responsibility for his or her own actions.

Parents

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 fulfil their role when they:

- show an active interest in their child's school work and progress;
- communicate regularly with the school;
- help their child be neat, appropriately dressed, and 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;
- show that they are familiar with the provincial Code of Conduct, the board's code of conduct, and school rules;
- encourage and assist their child in following the rules of behaviour;
- assist school staff in dealing with disciplinary issues involving their child.

~~The Toronto Catholic District School Board will:~~

~~a) Provide direction to all schools to ensure opportunity, academic excellence, and accountability in the education system by:~~

- ~~Developing policies that set out how schools will implement and enforce the provincial Code of Conduct and all other rules related to the provincial standards that promote and support respect, civility, responsible citizenship, and safety;~~
- ~~Establishing a process that clearly communicates the provincial Code of Conduct and TCDSB Code of Conduct to all parents/guardians, students, principals, teachers, other school staff, and members of the school community in order to obtain their commitment and support;~~

- Seeking input and reviewing the TCDSB Code of Conduct and related policies regularly in consultation with principals, teachers and other staff members, students, parents, parish priests, volunteers, community partners/agencies, Catholic School Advisory Councils, Safe and Accepting School Teams, Parent Involvement Committee, Special Education Advisory Committee, and other groups that may not be traditionally consulted;
- Providing opportunities for all staff to acquire the knowledge, skills, and attitudes necessary to develop and maintain academic excellence **and well-being** in a safe **inclusive and accepting** learning and teaching environment.

b) Ensure that Respect, Civility and Responsible Citizenship are followed by all members of the school community.

The standards of behaviour apply to all individuals involved in the publicly funded school system including, but not limited to, students, parents, volunteers, teachers and other staff members, superintendents, senior board staff, board personnel, trustees, visitors, permit holders/third party with respect to rental of school space, co-op employers, crossing guards, bus drivers, service providers, guests and delivery personnel whether they are present on school property, on school buses, at school-related events or in other circumstances that could have an impact on the school climate.

All members must:

- Respect and comply with all applicable federal, provincial and municipal laws;
- Demonstrate honesty and integrity;
- Respect differences in people, their ideas, and their opinions;
- Treat one another with dignity and respect at all times, and especially when there is disagreement;

- ~~Respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, disability or other;~~
- ~~Respect the rights of others;~~
- ~~Show proper care and regard for school property and the property of others;~~
- ~~Take appropriate measures to help those in need;~~
- ~~Seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;~~
- ~~Respect all members of the school community, especially persons in positions of authority.~~
- ~~Respect the need of others to work in an environment that is conducive to learning and teaching.~~

c) **Ensure that a safe and positive climate is promoted in all schools and board sites by:**

- ~~Promoting strategies and initiatives to address inappropriate behaviour, and to foster a positive school climate that supports student achievement in all areas identified in the *Ontario Catholic School Graduate Expectations* and the *TCDSB Multi-Year Strategic Plan*;~~
- ~~Ensuring that all members of the school community, especially people in positions of authority, are treated with respect and dignity.~~
- ~~Promoting responsible citizenship by encouraging appropriate participation in the civic life of the school community;~~
- ~~Maintaining an environment where conflict and difference can be addressed in a manner characterized by respect and civility;~~
- ~~Encouraging the use of non-violent means to resolve conflict;~~

- ~~Promoting the safety of people in the schools.~~

d) ~~Develop awareness/prevention/intervention strategies and will respond to all infractions related to the standards for respect, civility, responsible citizenship, safety including bullying prevention in schools.~~

~~Developing awareness/prevention/intervention strategies and will respond to all activities related to the standards for respect, civility, responsible citizenship, safety including bullying prevention in schools.~~

The Board will ensure that the following behaviours are responded to promptly and addressed through a progressive discipline approach and consistent with the Education Act and board policies for suspensions and expulsions. **Mitigating and Other Factors must be considered by the principal.**

Education Act Section 306 Suspension

~~Under subsection 306 (1) of the Education Act, a principal shall consider whether to suspend a pupil if he/she has engaged in any of the following activities on school property, 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) Possession alcohol or illegal drugs~~
- 3) Possessing cannabis, unless the pupil is a medical cannabis user.**
- ~~4) Being under the influence of alcohol~~
- 5) Being under the influence of cannabis, unless the user is a medical cannabis user.**

- 6) Swearing at a teacher or at another person in a position of authority
- 7) 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
- 8) Bullying

Any other activity that is an activity for which a principal may suspend a pupil under a policy of the board. At TCDSB, these activities include: **Under Board policy, activities for which a principal may suspend a pupil include:**

- Persistent opposition to authority
- Habitual neglect of duty
- Use of profane or improper language
- Theft
- Aid/incite harmful behaviour
- Physical assault
- Being under the influence of illegal drugs
- Sexual harassment
- Racial harassment
- Fighting
- Extortion
- Inappropriate use of electronic communications/media equipment
- Conduct injurious to the moral tone of the school or to the physical or mental well-being of others

~~Education Act Section 310 Suspension, Investigation and Possible Expulsion~~

~~Under subsection 310 (1) of the Education Act, a principal shall suspend a pupil if he/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. The principal will conduct an investigation to determine whether to recommend to the board that the pupil be expelled.~~

- ~~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 or in illegal drugs~~
- ~~6) Committing robbery~~
- ~~7) Giving alcohol to a minor~~
 - ~~• Bullying, if,
 - ~~i. The pupil has previously been suspended for engaging in bullying, and~~
 - ~~ii. The pupil's continuing presence in the school creates an unacceptable risk to the~~
 - ~~iii. safety of another person.~~~~
 - ~~• Any activity listed in subsection 306 (1) of the Act that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor basis.~~

8. Give Cannabis to a minor.

9. Any other activity that, under a policy of a board, is an activity for which a principal must suspend a pupil and conduct an investigation to determine whether to recommend to the board that the pupil be expelled. **Under board policy** At TCDSB, these activities include:

- Possession of explosive substance
- Serious or repeated misconduct.
- Refractory conduct
- Conduct injurious to the moral tone of the school or to the physical or mental well-being of others

It is also an expectation of the TCDSB Code of Conduct that, in addition to students, all members of the school community not engage in any activity that may compromise school safety or security.

e) **Ensure that principals take a leadership role in their respective school by demonstrating commitment to academic excellence and student well-being in a safe, inclusive and accepting teaching and learning environment. Principals will provide this leadership by:**

- Demonstrating care for the school community and a commitment to academic excellence in a safe, inclusive and accepting teaching and learning environment;
- Holding everyone under their authority accountable for his or her behaviour and actions in order to maintain proper order and discipline within the school and to ensure the highest standard of respect, civility and responsible behaviour;

f) **Ensure that, under the leadership of the principal, teachers and staff will maintain order in the school and are expected to role model and to hold everyone to the highest standard 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 standards of behaviour for all students;~~
 - ~~Demonstrate respect for all students, staff, parents, volunteers, and other members of the school community;~~
 - ~~Prepare students for the full responsibilities of citizenship.~~
- g) ~~Ensure that students are treated with respect and dignity and in return students must demonstrate respect for themselves, for others, and for the responsibilities of good citizenship as they work towards the Ontario Catholic School Graduate Expectations. 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 authority;~~
 - ~~Refrain from bringing anything to school that may compromise the safety of others;~~
 - ~~Follow the established rules and takes responsibility for their own actions.~~
- h) ~~Expect parents to 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:~~
- ~~Assist school staff in dealing with disciplinary issues and by supporting the Code of Conduct and all associated policies;~~
 - ~~Show an active interest in their child's school work and progress;~~
 - ~~Communicate regularly with the school;~~
 - ~~Help their child be neat, appropriately dressed, and 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;~~
- ~~Show that they are familiar with the provincial Code of Conduct, the TCDSB Code of Conduct, and school rules;~~
- ~~Encourage and assist their child in following the rules of behaviour;~~
- ~~Assist school staff in dealing with disciplinary issues involving their child.~~

TCDSB Code of Conduct Policy S.S. 09

Appendix A - Guidelines

Preamble:

The Toronto Catholic District School Board is an inclusive community rooted in the love of Christ. We educate students to grow in grace and knowledge and to lead lives of faith, hope and charity. Through our Catholic values, we believe in the worth and dignity of every person and that people thrive in a safe, healthy and compassionate environment. One of the goals of the Board's Multi-Year Strategic Plan requires that, in order to create equitable learning environments for all students, we will provide all students with safe, healthy learning environments by promoting a positive school climate, inclusive and accepting of all pupils, ~~and by promoting the prevention of bullying.~~

Purpose of the Code of Conduct

The TCDSB Code of Conduct is consistent with the requirements set out in the Provincial Code of Conduct, by establishing standards of behaviour for all members of the school community. The following goals are foundational to the Board's Code of Conduct:

1. To ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity.
2. To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community.
3. To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.
4. To encourage the use of non-violent means to resolve conflict.
5. To promote the safety of people in the schools and board sites.
6. To discourage the use of alcohol, and illegal drugs, and, except by a medical cannabis user, cannabis.
7. To prevent bullying in schools.

Standards of Behaviour

Respect, Civility, and Responsible Citizenship

All members of the school community must:

- respect and comply with all applicable federal, provincial, and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas, and their opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- **respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability;**
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- respect all members of the school community, especially persons in positions of authority;
- respect the need of others to work in an environment that is conducive to learning and teaching;
- not swear at a teacher or at another person in a position of authority.

Safety

All members of the school community must not:

- engage in bullying behaviours;
- commit sexual assault;
- traffic in weapons or illegal drugs;
- give alcohol to a minor;
- commit robbery;
- be in possession of any weapon, including firearms;

- use any object to threaten or intimidate another person;
- cause injury to any person with an object;
- be in possession of, or be under the influence of, or provide others with alcohol or illegal drugs;
- inflict or encourage other to inflict bodily harm on another person;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

Role and Responsibilities

Toronto Catholic District School Board

The Board will provide direction to its schools to ensure opportunity, academic excellence, and accountability in the education system. It is the responsibility of the Board to:

- develop policies that set out how schools will implement and enforce the provincial Code of Conduct and all other rules that it develops that are related to the provincial standards that promote and support respect, civility, responsible citizenship, and safety;
- establish a process that clearly communicates the provincial Code of Conduct and TCDSB's code of conduct to all parents, students, principals, teachers, other school staff, and members of the school community in order to obtain their commitment and support;
- review these policies regularly with those listed above;
- seek input from school councils, Parent Involvement Committees, and the Special Education Advisory Committee;
- develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety;
- provide opportunities for all of the staff to acquire the knowledge, skills, and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment.

Principals

Under the direction of the Director of Education, principals take a leadership role in daily operation of a school. They provide this leadership by:

- demonstrating care for the school community and a commitment to academic excellence in a safe, inclusive, and accepting teaching and learning environment;
- holding everyone under their author accountable for his or her behaviour and actions;
- empowering students to be positive leaders in their school and community;
- communicating regularly and meaningfully with all members of their school community.

Teachers and Other School Staff

Under the leadership of their principals, teachers and other school staff maintain order in the school and are expected to hold everyone to the highest standard 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 standards of behaviour for all students;
- demonstrate respect for all students, staff, parents, volunteers, and other members of the school community;
- prepare students for the full responsibilities of citizenship.

Students

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 a student:

- comes to school prepared, on time, and ready to learn;
- shows respect for himself or herself, for others, and for those in authority;
- refrains from bringing anything to school that may compromise the safety of others;
- follows the established rules and takes responsibility for his or her own actions.

Parents

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 fulfil their role when they:

- show an active interest in their child's school work and progress;
- communicate regularly with the school;
- help their child be neat, appropriately dressed, and 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;
- show that they are familiar with the provincial Code of Conduct, the board's code of conduct, and school rules;
- encourage and assist their child in following the rules of behaviour;
- assist school staff in dealing with disciplinary issues involving their child.

~~The Toronto Catholic District School Board will:~~

~~a) Provide direction to all schools to ensure opportunity, academic excellence, and accountability in the education system by:~~

- ~~Developing policies that set out how schools will implement and enforce the provincial Code of Conduct and all other rules related to the provincial standards that promote and support respect, civility, responsible citizenship, and safety;~~
- ~~Establishing a process that clearly communicates the provincial Code of Conduct and TCDSB Code of Conduct to all parents/guardians, students, principals, teachers, other school staff, and members of the school community in order to obtain their commitment and support;~~

- Seeking input and reviewing the TCDSB Code of Conduct and related policies regularly in consultation with principals, teachers and other staff members, students, parents, parish priests, volunteers, community partners/agencies, Catholic School Advisory Councils, Safe and Accepting School Teams, Parent Involvement Committee, Special Education Advisory Committee, and other groups that may not be traditionally consulted;
- Providing opportunities for all staff to acquire the knowledge, skills, and attitudes necessary to develop and maintain academic excellence **and well-being** in a safe **inclusive and accepting** learning and teaching environment.

b) Ensure that Respect, Civility and Responsible Citizenship are followed by all members of the school community.

The standards of behaviour apply to all individuals involved in the publicly funded school system including, but not limited to, students, parents, volunteers, teachers and other staff members, superintendents, senior board staff, board personnel, trustees, visitors, permit holders/third party with respect to rental of school space, co-op employers, crossing guards, bus drivers, service providers, guests and delivery personnel whether they are present on school property, on school buses, at school-related events or in other circumstances that could have an impact on the school climate.

All members must:

- Respect and comply with all applicable federal, provincial and municipal laws;
- Demonstrate honesty and integrity;
- Respect differences in people, their ideas, and their opinions;
- Treat one another with dignity and respect at all times, and especially when there is disagreement;

- ~~Respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, disability or other;~~
- ~~Respect the rights of others;~~
- ~~Show proper care and regard for school property and the property of others;~~
- ~~Take appropriate measures to help those in need;~~
- ~~Seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;~~
- ~~Respect all members of the school community, especially persons in positions of authority.~~
- ~~Respect the need of others to work in an environment that is conducive to learning and teaching.~~

c) **Ensure that a safe and positive climate is promoted in all schools and board sites by:**

- ~~Promoting strategies and initiatives to address inappropriate behaviour, and to foster a positive school climate that supports student achievement in all areas identified in the *Ontario Catholic School Graduate Expectations* and the *TCDSB Multi-Year Strategic Plan*;~~
- ~~Ensuring that all members of the school community, especially people in positions of authority, are treated with respect and dignity.~~
- ~~Promoting responsible citizenship by encouraging appropriate participation in the civic life of the school community;~~
- ~~Maintaining an environment where conflict and difference can be addressed in a manner characterized by respect and civility;~~
- ~~Encouraging the use of non-violent means to resolve conflict;~~

- Promoting the safety of people in the schools.

d) ~~Develop awareness/prevention/intervention strategies and will respond to all infractions related to the standards for respect, civility, responsible citizenship, safety including bullying prevention in schools.~~

Developing awareness/prevention/intervention strategies and will respond to all activities related to the standards for respect, civility, responsible citizenship, safety including bullying prevention in schools.

The Board will ensure that the following behaviours are responded to promptly and addressed through a progressive discipline approach and consistent with the Education Act and board policies for suspensions and expulsions. **Mitigating and Other Factors must be considered by the principal.**

Education Act Section 306 Suspension

~~Under subsection 306 (1) of the Education Act, a principal shall consider whether to suspend a pupil if he/she has engaged in any of the following activities on school property, 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) Possession alcohol or illegal drugs
- 3) Possessing cannabis, unless the pupil is a medical cannabis user.**
- 4) Being under the influence of alcohol
- 5) Being under the influence of cannabis, unless the user is a medical cannabis user.**

- 6) Swearing at a teacher or at another person in a position of authority
- 7) 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
- 8) Bullying

Any other activity that is an activity for which a principal may suspend a pupil under a policy of the board. At TCDSB, these activities include: **Under Board policy, activities for which a principal may suspend a pupil include:**

- Persistent opposition to authority
- Habitual neglect of duty
- Use of profane or improper language
- Theft
- Aid/incite harmful behaviour
- Physical assault
- **Being under the influence of illegal drugs**
- Sexual h**Harassment**
- Racial harassment
- Fighting
- Extortion
- Inappropriate use of electronic communications/media **equipment**
- Conduct injurious to the moral tone of the school or to the physical or mental well-being of others

~~Education Act Section 310 Suspension, Investigation and Possible Expulsion~~

~~Under subsection 310 (1) of the Education Act, a principal shall suspend a pupil if he/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. The principal will conduct an investigation to determine whether to recommend to the board that the pupil be expelled.~~

- ~~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 or in illegal drugs~~
- ~~6) Committing robbery~~
- ~~7) Giving alcohol to a minor~~
 - ~~• Bullying, if,
 - ~~i. The pupil has previously been suspended for engaging in bullying, and~~
 - ~~ii. The pupil's continuing presence in the school creates an unacceptable risk to the~~
 - ~~iii. safety of another person.~~~~
 - ~~• Any activity listed in subsection 306 (1) of the Act that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor basis.~~

8. Give Cannabis to a minor.

9. Any other activity that, under a policy of a board, is an activity for which a principal must suspend a pupil and conduct an investigation to determine whether to recommend to the board that the pupil be expelled. **Under board policy** At TCDSB, these activities include:

- Possession of explosive substance
- Serious or repeated misconduct.
- Refractory conduct
- Conduct injurious to the moral tone of the school or to the physical or mental well-being of others

It is also an expectation of the TCDSB Code of Conduct that, in addition to students, all members of the school community not engage in any activity that may compromise school safety or security.

e) **Ensure that principals take a leadership role in their respective school by demonstrating commitment to academic excellence and student well-being in a safe, inclusive and accepting teaching and learning environment. Principals will provide this leadership by:**

- Demonstrating care for the school community and a commitment to academic excellence in a safe, inclusive and accepting teaching and learning environment;
- Holding everyone under their authority accountable for his or her behaviour and actions in order to maintain proper order and discipline within the school and to ensure the highest standard of respect, civility and responsible behaviour;

f) **Ensure that, under the leadership of the principal, teachers and staff will maintain order in the school and are expected to role model and to hold everyone to the highest standard 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 standards of behaviour for all students;~~
 - ~~Demonstrate respect for all students, staff, parents, volunteers, and other members of the school community;~~
 - ~~Prepare students for the full responsibilities of citizenship.~~
- g) ~~Ensure that students are treated with respect and dignity and in return students must demonstrate respect for themselves, for others, and for the responsibilities of good citizenship as they work towards the Ontario Catholic School Graduate Expectations. 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 authority;~~
 - ~~Refrain from bringing anything to school that may compromise the safety of others;~~
 - ~~Follow the established rules and takes responsibility for their own actions.~~
- h) ~~Expect parents to 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:~~
- ~~Assist school staff in dealing with disciplinary issues and by supporting the Code of Conduct and all associated policies;~~
 - ~~Show an active interest in their child's school work and progress;~~
 - ~~Communicate regularly with the school;~~
 - ~~Help their child be neat, appropriately dressed, and 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;~~
- ~~Show that they are familiar with the provincial Code of Conduct, the TCDSB Code of Conduct, and school rules;~~
- ~~Encourage and assist their child in following the rules of behaviour;~~
- ~~Assist school staff in dealing with disciplinary issues involving their child.~~