

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

## AGENDA April 30, 2019

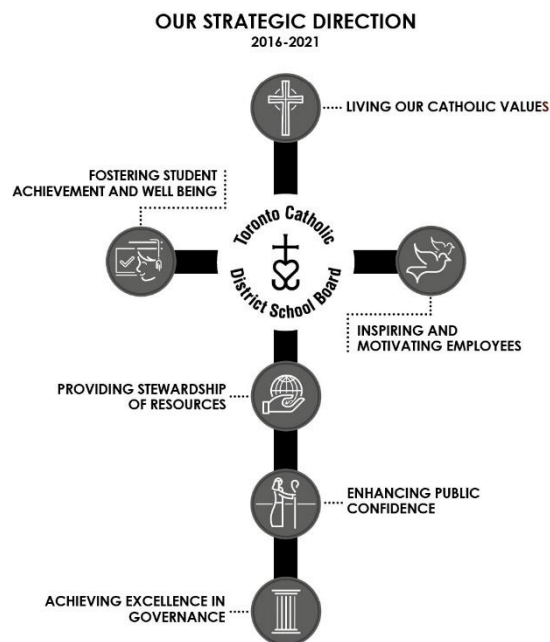
Teresa Lubinski, Chair

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**

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

Tuesday, April 30, 2019

1:00 P.M.

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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 26, 2019 1 - 8
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 26, 2019 Catholic Education and Living Our Catholic Values Sub-Committee Meeting

- 12.a Update to Code of Conduct Policy (S.S.09) (Refer Item 12b) 9 - 32
- 12.b Revised Appendix B - Update to Code of Conduct Policy (S.S.09) (Refer Item 12a) 33 - 45
- 12.c Whistleblower Procedures and Guidelines for Students, Parents, Staff, Stakeholders on issues Concerning our Catholic Faith, Values, and Morals (Refer Item 12d)
- 12.d Whistleblower Policy A.39 and Operational Procedure (Refer Item 12c) 46 - 57
- 12.e 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)
- 12.f 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)
- 12.g Back to Basics of Our Catholic Faith Program
- 12.h Renewing the Promise and Walking the Talk
- 12.i Forging Potential External Partnerships with Strong Faith-based Organizations to enhance Catholic Faith and Morals in our Board and School Communities
- 12.j Procedure to Review Minutes and Motion Direction
- 12.k Religious Education Department Budget
- 12.l Verbal Update on Letters to the Archdiocese and Ontario Catholic School Trustees' Association (OCSTA)
- 13. Reports of Officials for the Information of the Board of Trustees
- 14. Reports Requiring Action of the Board of Trustees

- 14.a Verbal Discussion regarding next possible Nurturing Our Catholic Community (NCC) Committee Meeting
- 14.b Verbal Discussion regarding Catholic Education and Living Our Catholic Values Sub-Committee Meeting dates for 2019
- 15. Listing of Communications
- 16. Inquiries and Miscellaneous
- 17. Updating of Pending Items List
- 18. Closing Prayer
- 19. Adjournment

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

**PUBLIC SESSION**

**TUESDAY, MARCH 26, 2019**

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

**Staff:** M. Caccamo  
L. Di Marco  
Fr. Obina

C. Johnston, Recording Secretary

**4. Approval of Agenda**

MOVED by Trustee Del Grande, seconded by Trustee Crawford, that the Agenda, as amended, to include Items 14i) Religious Education Department Budget, and 15a) Verbal Update on Letters to the Archdiocese and OCSTA and, to defer Items 12b) Update to Code of Conduct Policy (S.S.09) and 12c) Revised Appendix B – Update to Code of Conduct Policy (S.S.09) to the April 30, 2019 meeting, be approved.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
Del Grande

Lubinski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

**6. Declarations of Interest**

There were none.

**7. Approval and Signing of Minutes of Previous Meeting**

MOVED by Trustee Crawford, seconded by Trustee Del Grande, that the Minutes of the Meeting held March 6, 2019 be approved with the following amendments:

- *Page 1: That Monday be replaced with Wednesday;*
- *Page 3, Item 14a): That Unusual Occurrences and Unusual Items be replaced with Current and Future Issues of Concern in Catholic Education; and*
- *Page 5, Item 14b)b.: That it read Program alignment with the Ontario Catholic School Graduate Expectations;*

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
Del Grande  
Lubinski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

**12. Matters referred/deferred from Committees/Board**

MOVED by Trustee Rizzo, seconded by Trustee Crawford, that Item 12a) be tabled until Trustee Tanuan arrives in person

**12a) Adult Formation Program Review**

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
Del Grande  
Lubinski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

Trustee Tanuan disconnected via teleconference and joined the meeting at 4:05 pm.

**14. Reports Requiring Action of the Board of Trustees**

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

**14a) Brainstorming Current Threat and Issues of Concerns to Catholic Education that we need to prepare for** received and that:

- 1) That the Catholic Education and Living our Catholic Values Sub-Committee has strong concerns surrounding Denominational rights regarding the course content, courses and introduction of eLearning courses;
- 2) That the Catholic Education and Living our Catholic Values Sub-Committee has concerns about eCourses being taught by teachers not employed by an Ontario Catholic School Board;
- 3) That the Board write a letter to Ontario Catholic School Trustees Association (OCSTA), the Association of Catholic Bishops of Ontario and the Ontario Ministry of Education outlining the above noted concerns; and
- 4) That this Item be added to the April 4<sup>th</sup> Student Achievement Committee Agenda.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
Del Grande  
Lubinski  
Rizzo  
Tanuan

The Motion was declared

**CARRIED**

MOVED by Trustee Crawford, seconded by Trustee Del Grande, that

The Catholic Education Sub-Committee recommend to the Student Achievement and Well Being Committee, that the Student Achievement and



Well Being Committee refer to Governance and Policy, that staff develop a Policy on Catholic Curriculum in all subjects taught in all Toronto Catholic Schools. In addition, that we recommend that OCSTA encourage all Catholic Boards in Ontario to develop their own Catholic Curriculum Policy.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
Del Grande  
Lubinski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Del Grande, seconded by Trustee Crawford, that item **12a) Adult Formation Program Review** be lifted from the table

**12. Matters referred/deferred from Committees/Board**

MOVED by Trustee Tanuan, seconded by Trustee Crawford, that Item 12a) be adopted as follows:

**12a) Adult Formation Program Review** received and that the Adult Formation Program as outlined by Trustee Tanuan be reviewed by staff and that a commentary report on the Adult Formation Program Review come to Catholic Education and Living our Catholic Values Sub-Committee.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
Del Grande  
Lubinski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Crawford, seconded by Trustee Tanuan, that items 14b) - 14i) and 15a), along with Items 12b) and 12c) as previously discussed, be deferred to the next meeting of the Catholic Education and Living Our Catholic Values Sub Committee.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
Del Grande  
Lubinski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

## **ITEMS AS CAPTURED IN THE ABOVE MOTION**

- 12b) Update to Code of Conduct Policy (S.S.09);
- 12c) Revised Appendix B – Update to Code of Conduct Policy (S.S.09);
- 14b) Whistleblower Procedures and Guidelines for Students, Parents, Staff, Stakeholders on issues Concerning our Catholic Faith, Values, and Morals;
- 14c) 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);
- 14d) 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);
- 14e) Back to Basics of Our Catholic Faith Program;
- 14f) Renewing the Promise and Walking the Talk;
- 14g) Forging Potential External Partnerships with Strong Faith-based Organizations to enhance Catholic Faith and Morals in our Board and School Communities;
- 14h) Procedure to Review Minutes and Motion Direction;
- 14i) Religious Education Department Budget; and
- 15a) Verbal Update on Letters to the Archdiocese and OCSTA

## **19. Adjournment**

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

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
Del Grande  
Lubinski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

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SECRETARY

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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	<a href="#">Click here to enter a date.</a>

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:**

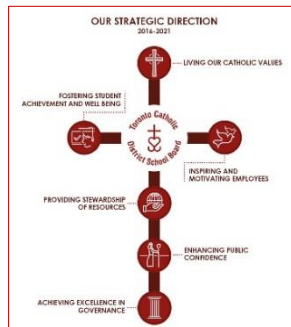
*The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.*

*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

<b>Date Approved:</b> November 7, 2013	<b>Date of Next Review:</b> November, 2016	<b>Dates of Amendments:</b>
<p><b>Cross References:</b></p> <ul style="list-style-type: none"> <li>• Education Act Part XIII, Behaviour, Discipline and Safety</li> <li>• Program/Policy Memorandum 128, 2012 <i>The Provincial Code of Conduct and School Board Codes of Conduct</i></li> <li>• O. Reg. 472/07 Behaviour, Discipline and Safety of Pupils</li> <li>• Police/School Board Protocol (<del>Revised 2013</del>)</li> <li>• S.S.04: <del>Access to School Premises and Trespass</del> <b>Access to Students in Schools</b></li> <li>• <b>S.S.14: Trespass</b></li> <li>• <del>S.S.05: Expulsions</del> <b>S.S.01 – Suspension and Expulsion</b></li> <li>• <del>S.S.06: Suspensions</del></li> <li>• S.S.10: Progressive Discipline</li> <li>• S.S.11: Bullying Prevention and Intervention</li> <li>• T. 07: Community Engagement</li> </ul>		
<p><b>Appendix</b></p> <ul style="list-style-type: none"> <li>• Appendix A: TCDSB Code of Conduct S.S.09 Guidelines</li> <li>• Appendix B: Toronto Police/School Board Protocol</li> </ul>		

**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 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.~~

# 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 hHarassment**~~
- ~~● 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.~~



**POLICY SECTION:** ADMINISTRATION  
**SUB-SECTION:**  
**POLICY NAME:** WHISTLEBLOWER POLICY  
**POLICY NO:** A. 39

<b>Date Approved:</b> September 20, 2018	<b>Date of Next Review:</b> September, 2023	<b>Dates of Amendments:</b>
<p><b>Cross References:</b>  <i>Education Act, 1990, s. 301, 302</i>  <i>Ontario Human Rights Code, 1990</i>  <i>Occupational Health and Safety Act</i>  <i>Municipal Freedom of Information and Protection of Privacy Act</i>  <i>Criminal Code of Canada</i>  Ontario Code of Conduct  O. Reg. 521/01, Collection of Personal Information  Code of Conduct S.S.09  Conflict Resolution H.M.19,  Complaint Against a Staff Member H.M.30  Harassment and Discrimination Policy H.M.14 &amp; Respectful Workplace Guidelines</p>		
<p><b>Appendix</b>  Whistleblower Policy Operational Procedure</p>		

**Purpose:**

The Toronto Catholic District School Board (TCDSB) will achieve effective utilization and protection of all of its resources through sound application and management of financial systems and internal controls. These objectives will be achieved by adherence to generally accepted accounting principles, sound business practices and applicable Provincial and Federal Statutes and Regulations. Management will maintain comprehensive operational procedures to guide and safeguard both the TCDSB Community and assets in its day to day operations.

**Scope and Responsibility:**

This policy applies to all internal and external stakeholders of the TCDSB Community. This includes all individuals or organizations engaged in education or



**POLICY SECTION:** ADMINISTRATION  
**SUB-SECTION:**  
**POLICY NAME:** WHISTLEBLOWER POLICY  
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other activities while in TCDSB facilities or representing the TCDSB. The Director of Education is responsible for this policy.

**Alignment with MYSP:**

- Living Our Catholic values
- Strengthening Public Confidence
- Achieving Excellence in Governance
- Inspiring and Motivating Employees

**Policy:**

The Toronto Catholic District School Board (TCDSB) is committed to safeguarding the public interest and trust in public education. All internal and external stakeholders for the TCDSB Community are expected to uphold the public trust and demonstrate integrity in all of their dealings.

This Policy supports that commitment by providing a framework for the disclosure and investigation of wrongdoing, as well as protection from reprisal or threat of reprisal for those who make disclosures of information.

The Policy is intended to encourage TCDSB stakeholders at all levels of the organization and others to act with integrity. All persons to whom this policy applies are expected to adhere to the procedures outlined in this policy when making a disclosure and during any subsequent investigation.



**POLICY SECTION:** ADMINISTRATION

**SUB-SECTION:**

**POLICY NAME:** WHISTLEBLOWER POLICY

**POLICY NO:** A. 39

**Regulations:**

1. Any act of alleged wrongdoing that is detected or suspected must be reported immediately and investigated in accordance with this policy as expeditiously as possible.
2. Any individual or employee who has knowledge of an occurrence of a wrongdoing, or has reason to suspect that a wrongdoing has occurred, has the right and obligation to report the occurrence using the channels of reporting provided under the various policies, procedures, and collective agreements. However, an individual or employee may choose to report the incident to a third party whistleblower hotline.
3. The third party whistleblower hotline will assess the nature of the reported alleged wrongdoing and redirect it to the appropriate authority for review and investigation, as required, based on criteria as set out in the Operational Procedure.
4. The TCDSB will provide information to ensure that internal and external stakeholders are familiar with the policy including a mechanism for concerned individuals to confidentially report actual or suspected instances of wrongdoing through a third party whistleblower hotline.
5. Provided there are reasonable grounds, the TCDSB shall investigate any and all incidents of suspected or alleged acts of wrongdoings. An objective and impartial investigation will be conducted regardless of the position, title, length of service, or relationship with the Board, of any party who becomes the subject of such investigation.



**POLICY SECTION: ADMINISTRATION**

**SUB-SECTION:**

**POLICY NAME: WHISTLEBLOWER POLICY**

**POLICY NO: A. 39**

6. The identity of the whistleblower shall remain confidential to the Director of Education, or designate, unless law enforcement obtains a court order compelling the Board to disclose the name of the whistleblower.
7. Responsibility for ensuring all reported allegations of wrongdoing are investigated rests with the Director of Education.
8. The Board shall make every effort to ensure that an individual or employee, who in good faith reports under this policy, is protected from harassment, retaliation or adverse employment or contract consequence.
9. An individual who retaliates against someone who has reported in good faith is subject to discipline, up to and including termination of employment or vendor/contractor services.
10. An individual or employee who makes an unsubstantiated report, which is knowingly false, frivolous, or made with vexatious or malicious intent, will be subject to discipline, up to and including termination of employment or vendor/contractor services.
11. No person shall willfully obstruct management or any others involved in an investigation of wrongdoing.
12. No person shall direct, counsel or cause in any manner any person to obstruct management or any others involved in an investigation of wrongdoing.
13. No person shall direct, counsel or cause in any manner any person to destroy, alter, falsify, or conceal a document or other thing they know or ought to know is likely relevant to an investigation of wrongdoing.



**POLICY SECTION: ADMINISTRATION**

**SUB-SECTION:**

**POLICY NAME: WHISTLEBLOWER POLICY**

**POLICY NO: A. 39**

14. When an alleged wrongdoing is confirmed by the investigation, appropriate action shall be taken, up to and including termination of employment and/or contract where appropriate.

15. In the event of criminal misconduct, the Police shall be notified immediately.

16. Annual budget provisions will be made to support compliance with the policy.



**POLICY SECTION:** ADMINISTRATION  
**SUB-SECTION:**  
**POLICY NAME:** WHISTLEBLOWER POLICY  
**POLICY NO:** A. 39

**Definitions:**  
**Informant**

An informant is a person who exposes misconduct, alleged dishonest or illegal activity occurring in an organization.

**Wrongdoing**

Wrongdoing may be classified collectively as illegal or inappropriate conduct, i.e. a violation of a law, rule, regulation and/or a direct threat to public interest, such as fraud, health and safety violations, and corruption.

Wrongdoing includes but is not limited to:

- Fraud as defined in the Criminal Code of Canada (s. 380 (1)).
- Misappropriation of funds, supplies, resources, or other assets.
- Any computer related activity involving the alteration, destruction, forgery, manipulation of data or unauthorized access for wrongdoing purposes, in violation of the TCDSB policy on Electronic Communication System-Acceptable Use (A.29)
- Irregular and/or improper accounting, internal controls, or auditing practices or conduct.
- Conflicts of interest (personal or otherwise) influencing the objectives and decision-making of one's duties.
- An actual or suspected violation or contravention of any federal or provincial law, regulation, TCDSB policies or administrative procedures as it relates to the TCDSB.
- Conduct or practices that present a danger to the health, safety, or well-being of the Board's students, employees, or other parties, where applicable.
- Unprofessional conduct or conduct that contravenes the following TCDSB policies: Conflict of Interest: Employees (H.M.31); Conflict of Interest: Trustees (T.01); Code of Conduct (SS.09).



**POLICY SECTION: ADMINISTRATION**

**SUB-SECTION:**

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- Knowingly directing or counselling a person to commit a wrongdoing of illegal or inappropriate conduct.

The above list is not exhaustive but is intended to provide guidance to individuals as to the kind of conduct that constitutes wrongdoing under this policy.

### **Reprisal**

A reprisal is any measure taken against an individual or employee who has reported wrongdoing that adversely affects his or her employment or appointment and includes but is not limited to:

- a. Ending or threatening to end an individual or employee's employment or appointment;
- b. Disciplining or suspending or threatening to discipline or suspend an individual or employee;
- c. Imposing or threatening to impose a penalty related to employment or appointment of an individual or employee; or
- d. Intimidating, coercing or harassing an individual or employee in relation to his or her employment or appointment.

### **Stakeholders**

“Stakeholders” includes trustees, TCDSB employees, and the general public, including parents and students.

### **Third Party Whistleblower Hotline**

An objective third party service offering a secure reporting tool and management system to support the Board’s mandate to implement an ethics and compliance reporting (whistleblowing), policy and procedure. The certified ethics reporting service protects individuals’ identities so they are more inclined to report alleged wrongdoing.





**POLICY SECTION: ADMINISTRATION**

**SUB-SECTION:**

**POLICY NAME: WHISTLEBLOWER POLICY**

**POLICY NO: A. 39**

### **Evaluation and Metrics:**

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

1. A report of the number and classification of disclosures of information and substantiation of reports and concerns including themes regarding the concerns shall be provided to the Board and Audit Committee quarterly.
2. A survey will be distributed annually to TCDSB internal and external stakeholders to assess satisfaction with the Whistleblower policy and its operational procedures. The results of this survey will be reported to the

# WHISTLEBLOWER POLICY (A.39)

## OPERATIONAL PROCEDURE

This operational procedure supports the TCDSB's commitment to provide a framework for the disclosure and investigation of alleged wrongdoing to a third party whistleblower hotline as well as protection from reprisal or threat of reprisal for those who make disclosures of such information.

This operational procedure applies to all internal and external stakeholders of the TCDSB Community. This operational procedure extends to all individuals or organizations engaged in education or other activities while in TCDSB facilities or representing the TCDSB.

### **1. Reporting an Alleged Wrongdoing**

- (a) Any individual who has knowledge of an occurrence of a wrongdoing, or has reason to suspect that an alleged wrongdoing has occurred may report to the third party whistleblower hotline.
- (b) The third party whistleblower hotline will assess the nature of the report of the alleged wrongdoing and redirect it to the appropriate authority for review and investigation, as required, based on the following criteria:
  - (i) Where a Trustee or employee of the Board is suspected of the alleged wrongdoing, the reported information will be provided to the Director of Education or designate.
  - (ii) Where the Director of Education is suspected of alleged wrongdoing, the reported information will be provided to the Chair of the Board, who will report to the entire Board of Trustees. The investigation will be conducted by a third party investigator and reported to the entire Board of Trustees.

- (c) The informant can report their concerns to the third party whistleblower hotline via email, fax, mail, or phone.
- (d) The third party whistleblower hotline will collect the information from the informant, creating a unique case file for each matter reported. The information will be assessed and forwarded as per the Board policy.

## **2. Investigation of Suspicions or Allegations of Wrongdoing**

- (a) The Director of Education shall ensure that all instances of alleged wrongdoing are appropriately investigated and reported to the Audit Committee on a quarterly basis.
- (b) Investigations will be conducted in accordance with the appropriate Board policy.
- (c) The Director of Education, in consultation with the Board's legal counsel, may solicit the services of internal staff and/or external resources as appropriate.
- (d) Employees are expected to fully cooperate with management and any others involved in the investigation and make all reasonable efforts to be available to assist during the course of the investigation.
- (e) In the event that the investigation was conducted in good faith yet is not to the informant's satisfaction, he/she has the right to report the event to the appropriate legal or investigative agency. Any associated costs are the responsibility of the informant.
- (f) All participants in an investigation of an alleged wrongdoing, including persons who make a disclosure, witnesses, and the persons alleged to be responsible for wrongdoing, shall keep the details and results of the investigation confidential, and shall not discuss the matter with anyone other than those conducting the investigation. Any person who violates this confidentiality requirement will be subject to disciplinary measures up to and including suspension or termination.

### **3. Duty to Protect**

- (a) The identities of all participants in an investigation of wrongdoing, including persons who make a disclosure, witnesses, and the persons alleged to be responsible for wrongdoing will be protected and remain confidential unless it is a criminal matter and must be reported to the appropriate authorities.
- (b) The identity of the informant shall remain confidential to those persons directly involved in applying this policy, unless the issue requires investigation by law enforcement, in which case members of the organization are subject to subpoena.

### **4. Duty to Report**

- (a) In making a report, an individual or employee must be acting in good faith with reasonable grounds for believing that there is a grievous breach of a Board policy or federal or provincial law that relates to the safeguarding of the Board's assets as well as the Board's fiduciary responsibilities.
- (b) Any act of wrongdoing that is detected or alleged must be reported immediately and investigated in accordance with this policy as expeditiously as possible.

### **5. Prohibition Against Interfering with an Investigation**

- (a) Any person who willfully obstructs management or any others involved in an investigation of alleged wrongdoing is subject to disciplinary measures including suspension or termination.
- (b) No person shall destroy, alter, falsify, or conceal a document or other thing they know or ought to know is likely relevant to an investigation of alleged wrongdoing.
- (c) Any person, who destroys, alters, falsifies, or conceals a document or other thing they know or ought to know is likely relevant to the

investigation of alleged wrongdoing is subject to disciplinary measures, including suspension or termination.

**6. Prohibition Against Counseling Interference with an Investigation**

- (a) Any individual who directs, counsels or causes in any manner any individual to obstruct management or any others involved in an investigation of alleged wrongdoing is subject to disciplinary measures, including suspension or termination.
- (b) Any individual who directs, counsels or causes in any manner any individual to destroy, alter, falsify, or conceal a document or other thing they know or ought to know is likely relevant to an investigation of alleged wrongdoing is subject to disciplinary measures, including suspension or termination.

**7. Reporting Of A Complaint From An Individual Who Believes That They Have Suffered Or Are Suffering From Retaliation Or Reprisal**

- (a) An individual who feels that they are suffering reprisal resulting from making a complaint of alleged wrongdoing should contact the Superintendent of Human Resources or Director of Education.
- (b) The Third party whistleblower hotline may also be contacted where the individual who feels that they have suffered reprisal is uncomfortable with reporting the matter through the process noted in 7(a).

**8. Investigating A Complaint From An Individual Who Believes That They Have Suffered From Retaliation Or Reprisal**

- (a) The complaint will be processed as per Board policies and procedures related to the disposition of complaints.
- (b) An individual or employee who retaliates against someone who has reported in good faith is subject to discipline, up to and including termination of employment or vendor/contractor services.