

List of TCDSB Policies Related to Code of Conduct

Policy Name & Link:	Relevant Section:	Wording:
Suspension and Expulsion Policy S.S. 01 https://www.tcdsb.org/Board/Policies/Documents/SS01.pdf	<ol style="list-style-type: none"> 1. Activities Leading to Suspension Pending Possible Expulsion section 7.2 (page 8) 2. Other Factors (page 9) 3. Definitions – Bullying (b) (page 12) 4. Mitigating Factors (page 33) 	<ol style="list-style-type: none"> 1. 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 basis. 2. Whether the Activity for which the pupil may be suspended was related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other form of harassment 3. (b) the behaviour occurs in a context where there is a real or perceived power imbalance between the student and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education. 4. Other factors that must be taken into account are: the pupil’s history; the use of a progressive discipline approach; whether the Activity for which the pupil may be suspended is related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment; how the suspension would affect the pupil’s ongoing education; the age of the pupil; whether the behaviour was a manifestation of a disability identified in the pupil’s individual education plan (IEP); whether appropriate individualized accommodation has been provided (IEP); or whether the suspension is likely to result in an aggravation or worsening of the pupil’s behaviour or conduct (IEP).
Records Management and Archives A.20 https://www.tcdsb.org/Board/Policies/Documents/A20.pdf	Personal Information (page 8)	Recorded information about an identifiable individual including; • Information relating to the race, national or ethnic origin, colour, religion, age, sex, sexual orientation or marital or family status of the individual;
Progressive Discipline S.S. 10 https://www.tcdsb.org/Board/Policies/Documents/SS%2010%20PROGRESSIVE%20DISCIPLINE%20SEPT%202014.pdf	Other Factors section 3 (page 6)	Whether the activity for which the pupil may be or is being suspended or expelled was related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment.

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<p>Harassment and Discrimination H.M. 14 https://www.tcdsb.org/Board/Policies/Documents/HM14.pdf</p>	<ol style="list-style-type: none"> 1. Definitions (page 6) 2. Workplace Sexual Harassment (a) (page 6) 	<ol style="list-style-type: none"> 1. Discrimination Unfair treatment because of race, sex, colour, ancestry, place of origin, ethnic origin, marital status, sexual orientation, age, disability, citizenship, family status, record of offences, religion (creed), gender identity or gender expression. 2. engaging in a course of vexatious comment or conduct against a worker in a workplace because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome, or
<p>Freedom of Information and Protection of Privacy A. 38 https://www.tcdsb.org/Board/Policies/Documents/MFIPPA%20Policy%20A38.pdf</p>	<p>Definitions – Personal Information (page 5)</p>	<p>Refers to recorded information about an identifiable individual, including: a. Information relating to the race, national or ethnic origin, colour, religion, age, sex, sexual orientation or marital or family status of the individual,</p>
<p>Dress Code for Pupils S.S.07 https://www.tcdsb.org/Board/Policies/Pages/SS07.aspx</p>	<p>Section G (9) – Compliance</p>	<p>Non-compliance with the Local Dress Code shall include but is not limited to sayings, pictures, and logos that address or display sexual content, substance abuse, violence, profanity, inappropriate references to nationality, race or gender, articles of clothing in serious disrepair.</p>
<p>Bullying Prevention and Intervention S.S. 11 https://www.tcdsb.org/Board/Policies/Documents/S.S.11_BULLYING%20PREVENTION%20AND%20INTERVENTION_META%20POLICY-Nov20,2015.pdf</p>	<p>Regulation 14 (page 5)</p>	<p>Principals will support students who want to establish and lead activities and organizations that promote a safe and inclusive learning environment, the acceptance of and respect for others and the creation of a positive school climate. These activities and organizations may promote gender equity, anti-racism, an understanding and respect for people with disabilities, or an understanding and respect for people of all sexual orientations and gender identities. The activity or organization must promote a positive school climate that is inclusive and accepting of all students, and must be consistent with Catholic social teachings and the expectations of the Code of Conduct.</p> <p>POLICY SECTION: SAFE SCHOOLS SUB-SECTION: POLICY NAME: Bullying Prevention and Intervention POLICY NO: S.S. 11 Page 6 of 8</p>
<p>Catholic Equity and Inclusive Education H.M. 24 https://www.tcdsb.org/Board/Policies/Pages/hm24.aspx</p>	<p>DEFINITIONS -</p> <ol style="list-style-type: none"> 1. Diversity 2. Discrimination 	<ol style="list-style-type: none"> 1. The presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status.

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		<ol style="list-style-type: none"> 2. Unfair or prejudicial treatment of individuals or groups on the basis of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status, or disability, as set out in the Ontario Human Rights Code, or on the basis of other, similar factors. Discrimination, whether intentional or unintentional, has the effect of preventing or limiting access to opportunities, benefits, or advantages that are available to other members of society. Discrimination may be evident in organizational and institutional structures, policies, procedures, and programs, as well as in the attitudes and behaviours of individual.
<p>Police/ School Board Protocol https://www.tcdsb.org/Board/Policies/Documents/Police-School%20Board%20Protocol%20June2011.pdf</p>	<ol style="list-style-type: none"> 1. Appendix A – Glossary (page 23) 2. Other Factors section 3 (page 24) 	<ol style="list-style-type: none"> 1. Hate-and/or Bias-Motivated Occurrences: An incident (e.g., involving statements, words, gestures) motivated by hatred or bias towards an identifiable group (i.e., a group distinguished by colour, race, religion, gender, sexual orientation, or ethnic origin) that is publicly communicated and that is willfully intended to promote or incite bias or hatred against such a group. 2. Whether the activity for which the pupil may be or is being suspended or expelled was related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment.