

# TCDSB Code of Conduct Policy ~~S.S. 09~~ 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, students will be provided with safe, healthy learning environments by promoting a positive school climate, inclusive and accepting of all students.~~

This policy is interpreted through the lens of the Catholic faith as articulated by the teachings of the Church, having due regard for the following:

- Teachings of the Catholic Church, as expressed through various documents of the Universal Church, the Bishops of Canada, the Bishops of Ontario, and the Archdiocese of Toronto.
- Education Act, Sections 1 (4); 169.1; 301
- Program Policy memorandum (PPM) 128 Provincial Code of Conduct and School Board Codes of Conducts, **April 28, 2024** August 29, 2019.
- Ontario Human Rights Code, Sections 1; 19.

## **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 schools and board sites.
6. To discourage the use of alcohol, illegal drugs, and, except by a medical cannabis user, cannabis.
7. To prevent bullying in schools.

## **Application**

**The Code of Conduct applies to the entire school community including students, staff, families, volunteers, visitors, third party service providers, permit holders, trustees and any other individual:**

- **on school property**
- **on school buses**
- **at school related activities or events**
- **in a virtual learning environment**
- **in other circumstances that could impact the school climate**

## **Standards of Acceptable Behaviour**

### *Respect, Civility, and Responsible Citizenship*

The following requirements do not adversely affect any right or privilege guaranteed under the Constitution Act 1867: the Canadian Charter of Rights and Freedoms, or the Ontario Human Rights Code.

All members of the school community must:

- ~~respect and~~ comply with all applicable federal, provincial, and municipal laws;
- **comply with all Ministry of Education, school board and school policies;**
- demonstrate honesty and integrity;
- **treat one another with dignity and respect, both in person and online, especially when there is disagreement or difference;**
- ~~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, 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;
- **refrain from using abusive language or swearing at another person;**
- **respect the needs of others to work in an environment that is conducive to learning and teaching;**
- **not use devices during instructional time (for Grades 7-12) or during the school day (for Kindergarten to Grade 6) except under the following circumstances**
  - i. for educational purposes, as directed by an educator or administrator**
  - ii. for health and medical purposes**
  - iii. to support special education needs**
- ~~• 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; including by ensuring that personal mobile devices are only used during instructional time for the educational and other permitted purposes outlined on page 1 of Policy/Program Memorandum No. 128 dated August 29, 2019~~
- ~~• 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, **including cyberbullying;**

- commit sexual assault **or sexual harassment;**
  - traffic in weapons or illegal drugs;
  - be in possession of any weapon, including firearms;
  - commit robbery **or theft;**
  - **threaten or intimidate another person;**
  - **be in possession of alcohol, cannabis (except where authorized for medical use), and illegal drugs;**
    - **for students, this would also include being in possession of electronic cigarettes, tobacco and nicotine products.**
  - commit an act of vandalism that causes damage to school property, to property located on the premises of the school **or to the property of a member of the school community;**
  - **record, take or share non-consensual recordings or photos of members of the school community;**
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- ~~• give alcohol or cannabis to a minor;~~
  - ~~• 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 alcohol, cannabis (unless the individual has been authorized to use cannabis for medical purposes), and illegal drugs; use, or be under the influence of alcohol, cannabis, tobacco, electronic cigarettes, illegal drugs or related products;~~
  - provide others with alcohol, illegal drugs, or cannabis and related products (unless the recipient is an individual who has been authorized to use cannabis for medical purposes)
  - 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;

## **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/**guardians**, 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 **the** daily operation of a school. They provide this leadership by:
- demonstrate care for the school community and a commitment to student achievement and well-being in a safe, inclusive, and accepting learning environment;
- hold everyone under their authority accountable for their own behaviour and actions;
- empower students to be positive leaders in their school and community;
- communicate regularly and meaningfully with all members of their school community; and
- **model the standards of respect, civility, and responsible citizenship.**

### *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/**guardians**;
- maintain consistent **and fair** standards of behaviour for all students;
- demonstrate respect for **one another**, all students, parents/**guardians**, volunteers, and other members of the school community;
- prepare students for the full responsibilities of citizenship, **particularly the skill of respectful communication, both in person and online; and**
- **model the standards of respect, civility, and responsible citizenship. This includes modeling appropriate use of personal mobile devices. Educators are not to use personal mobile devices during instructional time, unless explicitly for work-related purposes.**

### *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~~ **themselves**, **and** 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 **their** ~~his or~~

her own actions.

### *Parents/Guardians*

Parents/guardians 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/guardians fulfil their role when they:

- are engaged in their child's schoolwork and progress;
- ~~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;
- **become** ~~show that they are~~ familiar with the provincial Code of Conduct, the board's code of conduct, and if applicable, **the school's Code of Conduct** school rules;
- encourage and assist their child in following the rules of behaviour;
- assist school staff in dealing with disciplinary issues involving their child.

### *Community partners*

**Partnerships with members of the community and community-based service providers should be developed and enhanced. Community-based service providers are resources that boards can use to deliver prevention or intervention programs. These partnerships must respect all applicable collective agreements and expectations of the Code of Conduct.**

### *Police*

**The police play an essential role in making our schools and communities safer. Police engagement in schools must align with the expectations of the Code of Conduct and the Toronto Police School Board Protocol.**