

# Toronto District School Board

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## Operational Procedure PR585

Title: **BOARD CODE OF CONDUCT**

Adopted: June 25, 2008

Effectuated: June 25, 2008

Revised: May 6, 2011, February 20, 2013, October 31, 2018; October 30, 2019; September 6, 2022, **August 19, 2024**

Reviewed: October 31, 2018; October 30, 2019; September 6, 2022, **August 19, 2024**

Authorization: Executive Council

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### 1.0 RATIONALE

The Board Code of Conduct (the “Procedure”) was developed in accordance with the Education Act and PPM 128. The Board Code of Conduct affirms the Board’s commitment to establish a Code of Conduct governing the behaviour of all persons in TDSB schools.

### 2.0 OBJECTIVE

To establish a code of conduct for all members of the school community, including students, employees, parents/guardians/caregivers/, school council members, visitors, third party service providers, volunteers, permit holders, customers of the Board and other members of organizations in accordance with the *Education Act*.

### 3.0 DEFINITIONS

*Board* refers to the Toronto District School Board, which is also referred to as the “TDSB”.

*Educator* refers to teachers regulated under the *Ontario College of Teachers Act*, 1996, and early childhood educators regulated under the *Early Childhood Educators Act*, 2007.

*Medical Cannabis User* refers to a person who is authorized to possess cannabis for the person’s own medical purposes in accordance with applicable federal law. Students who are medical cannabis users must adhere to the special considerations given under the Restrictions on Alcohol, Drug and Tobacco Use Policy (P095) and the Medications Procedure (PR536). Adults who are providing cannabis to a student who is a medical cannabis user must also adhere to the special considerations given under the Restrictions on Alcohol, Drug and Tobacco Use Policy (P095) and the Medications Procedure (PR536).

*Parent/guardians/caregivers* refers to an individual who is on record with the school as a parent or legal guardians or caregivers of a student at the school. Parental involvement applies, except in cases where the student is eighteen years of age or over or is sixteen or seventeen years of age and has “withdrawn from parental control”.

*Personal Mobile Device* refers to any personal electronic device that can be used to communicate or to access the Internet, such as a cellphone, tablet, laptop or smartwatch.

*Student* refers to pupil, as used in the *Education Act*.

*TDSB* refers to the Toronto District School Board, which is also referred to as the “Board”.

For a full list of definitions related to promoting a positive school climate refer to the Promoting a Positive School Climate Procedure (PR697).

#### **4.0 RESPONSIBILITY**

Executive Superintendent, Indigenous Education and Caring and Safe Schools

#### **5.0 APPLICATION AND SCOPE**

This Procedure applies to all members of the school community, including students, employees, parents/guardians/caregivers, school council members, visitors, third party service providers, volunteers, permit holders, customers of the Board and other members of organizations while partaking in any activities that occur on Board premises, including school property and/or TDSB vehicles.

#### **6.0 PROCEDURES**

The TDSB adopts the Provincial Code of Conduct in this Procedure.

To affirm the Board’s commitment to creating caring and safe learning environments that are kind, supportive, nurturing, positive and respectful in order to enable students to reach their full potential.

Awareness, understanding and implementation of this Procedure will provide a foundation for respect, civility, responsible citizenship and safety at the TDSB.

##### **6.1. Principles**

- (a) Direction will be provided to schools to promote caring and safe learning environments. According to the Provincial Code of Conduct a school should be a place that promotes responsibility, respect, civility, and academic excellence in a safe learning and teaching environment. A positive school climate exists when all members of the school

community feel safe, included and accepted and actively promote positive behaviours and interactions. Human rights, equity, inclusion and respect are critical components embedded in the learning environment. Actions that jeopardize the emotional well-being or physical safety of any person in a school or other Board facility will not be condoned.

- (b) The standards of behaviour set out in this Procedure apply to students whether they are on school property, on school buses, at school-related activities or events (including sports activities), in before- and after-school program, or in other circumstances that could have an impact on the school climate. They also apply to all individuals involved in the publicly funded school system – principals, teachers, early childhood educators, and/or school staff (e.g., Principals, Vice-Principals, Child Youth Worker, Early Childhood Worker, Professional Support Services Staff), parents/guardians/caregivers, school bus drivers, volunteers, school visitors, community groups and permit holders.
- (c) Procedures will be developed to respond to inappropriate student behaviour. The procedures will be based on a progressive discipline approach and consideration of mitigating and other factors, as required by the *Education Act*. Refer to Operational Procedure PR697: Promoting a Positive School Climate.
- (d) This Procedure and related procedures will be reviewed regularly involving school councils, Board advisory committees, parents/guardians/caregivers, students, staff members, and community members.
- (e) A process will be established to communicate this Procedure, the Provincial Code of Conduct and local codes of conduct to all parents/guardians/caregivers, students, staff members, permit holders and members of the school community in order to obtain their commitment and support. The plan will include those members of the school community whose first language is not English and newcomers.
- (f) Effective strategies will be developed for response to all infractions related to the standards for respect, civility, responsible citizenship, and safety.
- (g) Opportunities will be provided for all staff to acquire the knowledge, skills, and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment.

## 6.2. Practices

According to the *Education Act*, the purpose of the Provincial Code of Conduct is:

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

#### Standards of Behaviour:

##### (a) Respect, Civility, and Responsible Citizenship

Under the Provincial Code of Conduct, 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;
- respect differences in people, their ideas, and their opinions;
- treat one another with dignity and respect at all times, both in person and online, and especially when there is disagreement or difference;
- respect and treat others fairly and promote a positive school climate that is inclusive and accepting of all pupils, including of any 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;
- refrain from using abusive language or swearing at another person;
- 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 use personal mobile devices during instructional time except during the following circumstances:
  - for education purposes, as directed by an educator and/or school staff (e.g., Principals, Vice-Principals, Child Youth Worker, Early Childhood Worker, Professional Support Services Staff)
  - for health and medical purposes
  - to support special education needs

(b) Safety

Under the Provincial Code of Conduct, 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;
- commit robbery or theft;
- be in possession of any weapon, including firearms;
- threaten or intimidate another person;
- <sup>1</sup>be in possession of alcohol, cannabis, and/or illegal drugs;
  - <sup>1</sup>for students, this would also include being in possession of electronic cigarette, tobacco and nicotine products.
- <sup>1</sup>use, or be under the influence of alcohol, tobacco, electronic cigarette's, cannabis and related products (unless the individual has been authorized to use cannabis for medical purposes), and illegal drugs;
- <sup>1</sup>provide others with alcohol, tobacco, electronic cigarette's, illegal drugs, cannabis and related products (unless the recipient is an individual who has been authorized to use cannabis for medical purposes);
- inflict or encourage others to inflict bodily harm on another person;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias;

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<sup>1</sup> Subject to special considerations under the Restrictions on Alcohol, Drug and Tobacco Use Policy (P095)

- 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.

(c) Enforcement Relating to Alcohol, Tobacco, Electronic Cigarettes, Recreational Cannabis and Related Products and Illegal Drugs

- The TDSB will consider the possession, use, and providing of tobacco, electronic cigarettes, nicotine products, recreational cannabis, alcohol and illegal drugs to be a breach of the Code of Conduct and the Restrictions on Alcohol, Drug and Tobacco Use Policy (P095), and will address and enforce these behaviours as outlined in PPM 145: Progressive Discipline and Promoting Positive Student Behaviour and the Promoting Positive School Climate (PR697).
- The TDSB will follow the direction in Provincial Model for a Local Police/School Board Protocol and the Police School Board Protocol (PR698) regarding mandatory and discretionary notification of incidents to the police. The *Smoke-Free Ontario Act, 2017* prohibits smoking (tobacco and cannabis) and the use of electronic cigarettes (vaping) at schools, on school grounds, and all public areas within 20 metres of these grounds (unless the recipient is an individual who has been authorized to use cannabis for medical purposes) and subject to special considerations under the Restrictions on Alcohol, Drug and Tobacco Use Policy (P095). Anyone smoking or vaping on school property is guilty of an offence and if convicted may result in a fine under the *Smoke-Free Ontario Act, 2017*. The *Smoke-Free Ontario Act, 2017* also prohibits the sale and supply of tobacco or e-cigarettes to anyone under 19 years of age. Anyone who sells or supplies tobacco or an e-cigarette to a student under 19 years of age is guilty of an offence and if convicted may result in a fine under the *Smoke-Free Ontario Act, 2017*. At minimum, in the case of these substances being found in the possession of students, parents/caregivers/guardians must be notified, and the student must surrender the item(s) to the educator and/or school staff (e.g., Principals, Vice-Principals, Child Youth Worker, Early Childhood Worker, Professional Support Services Staff). As per PPM 145, it is expected that students involved in these incidents would receive support to learn from inappropriate behaviours and make choices that support continuing their learning.
- For guidance and directions on how surrendered items, including personal mobile devices, will be handled in compliance with applicable provincial Policy and legislation (i.e., *Education Act* and the *Smoke-Free Ontario Act, 2017*), please refer to the Promoting Positive School Climate Procedure (PR697).

(d) Restrictions to Personal Mobile Device Use

- All members of the school community must not use personal mobile devices during instructional time except under the following circumstances:
  - for educational purposes, as directed by an educator and/or school staff (e.g., Principals, Vice-Principals, Child Youth Worker, Early Childhood Worker, Professional Support Services Staff);
  - for health and medical purposes;
  - to support special education needs
- For students in grade 6 and below, at minimum the local policy must require that students' personal mobile devices are stored out of view and powered off or set to silent mode throughout the full instructional day, except when their use is explicitly permitted by the educator and/or school staff (e.g., Principals, Vice-Principals, Child Youth Worker, Early Childhood Worker, Professional Support Services Staff) under the circumstances outlined above.
  - If an educator and/or school staff (e.g., Principals, Vice-Principals, Child Youth Worker, Early Childhood Worker, Professional Support Services Staff) sees a personal mobile device that is not stored out of view, they must require the device be handed in for the instructional day and the device must be placed, by the student, in a storage area in a location designated by the principal.
- Grades 7 to 12 TDSB students' personal mobile devices are to be stored out of view and powered off or set to silent mode during instructional time, except when their use is explicitly permitted by the educator and/or school staff (e.g., Principals, Vice-Principals, Child Youth Worker, Early Childhood Worker, Professional Support Services Staff) under the circumstances outlined above.
  - If the educator and/or school staff (e.g., Principals, Vice-Principals, Child Youth Worker, Early Childhood Worker, Professional Support Services Staff) sees a personal mobile device that is not stored out of view, they will require the device be handed in for the instructional period and the device must be placed, by the student, in a storage area in a location in the classroom designated by the educator and/or school staff (e.g., Principals, Vice-Principals, Child Youth Worker, Early Childhood Worker, Professional Support Services Staff).
- As per Ministry of Education directions under PPM 128, "the student is responsible for their personal mobile device, how they use it and

the consequences of not following the Board's Code of Conduct on personal mobile device use".

- If the student does not hand in their personal mobile device when required, they must be sent to the Principal's office. Principals have discretion under PPM No. 145, Progressive Discipline and Promoting Positive Student Behaviour and the Promoting Positive School Climate Procedure (PR697) to consider a range of responses to address this behaviour up to and including suspension.
- To support the implementation of the above, local schools must send an annual notification to parents/guardians/caregivers and students reminding them of the Code of Conduct, its requirements and consequences for non-compliance. Please refer to the Promoting Positive School Climate Procedure (PR697) for further details.

(e) TDSB Procedures for All Members of the School Community Related to Unacceptable Behaviour

The Board will:

- Continue to address and record unacceptable behaviour under this Procedure and all other related procedures by students, staff, volunteers, visitors, and community members that negatively impact the school climate.
- Continue to follow the direction in the Provincial Model for a Local Police/School Board Protocol, and PPM 145 Progressive Discipline and promoting positive student behaviour when reporting and documenting a violent incident involving a student, as defined in PPM 120.
- Continue to make the Procedure and related procedures available to the public, on the Board's website or, in another accessible manner, as requested.
- Continue to ensure that when a person or entity enters into an agreement with the TDSB, that the person or entity follows the standards that are consistent with this Procedure and related TDSB policies and procedures.
- Continue to report concerning conduct to the relevant regulatory colleges (e.g., the Ontario College of Teachers, the College of Early Childhood Educators, etc.) under applicable legislation.
- Provide an approach to enforcement of the restrictions that includes clear expectations of responsibility for students, educators, and principals. Further details can be found in the Promoting Positive School Climate Procedure (PR697).



- Continue to provide best practices for educators on classroom management related to responsible use of technology in accordance with the Acceptable Use of Information Technology Resources Policy (P088). Further implementation details can be found in the Promoting Positive School Climate Procedure (PR697).

All TDSB schools must:

- Establish a process that clearly communicates this Procedure and procedures to all parents/guardians/caregivers, students, principals, teachers, other school staff, and other members of the school community in order to obtain their commitment and support.
  - This must include communication of how all members of the school community would appropriately report unacceptable behaviour.
  - This must include an annual notification to parents/guardians/caregivers and students reminding them of the restrictions and requirements for student personal mobile device use and the consequences for non-compliance.
  - This process must consider and include parents/guardians/caregivers whose first language is a language other than English or French.
- Post signage in school entrances and other visible places that reflects the behavioural expectations of the Procedure.

(f) Restricting Access to Social Media on School Networks

- The TDSB will restrict access to all social media platforms on school networks and school devices. Social media platforms can only be used by students at school for educational purposes, directed by an educator and/or school staff (e.g., Principals, Vice-Principals, Child Youth Worker, Early Childhood Worker, Professional Support Services Staff).
- This ban will not apply to SMS text messaging.
- The Board will determine exception protocols for the use of social media for pedagogical or work-related purposes.

(g) Development and Revision of School Board Code of Conduct and Related Policies and Procedures

- In reviewing this Procedure, the TDSB will seek input from: students, teachers, principals, other staff of the board, volunteers working in the schools, parents/guardians/caregivers of the students, school councils, and the public.

- The TDSB will also seek input from Parental Involvement Advisory Committee, Special Education Advisory Committee, Community Advisory Committees, and Indigenous Education Advisory Council (includes members from First Nation, Métis, and Inuit communities and Indigenous organizations), social service agencies, mental health agencies and other appropriate community partners.;
- All communications with parents/guardians/caregivers will be accessible and be made available in English and French and other languages based on the needs of each school community.

### 6.3. Expectations

#### (a) Principals

Principals have a duty to maintain proper order and discipline within the school. As part of their responsibility, principals, in consultation with their Caring and Safe Schools Team, will develop school codes of conduct for their schools. School codes of conduct must be consistent with the Board Code of Conduct.

Under the provisions of the *Education Act*, principals have the authority to suspend students and to refer expulsions to a Discipline Committee of the Board (PR697).

Principals will take a leadership role in the daily operation of the school by

- demonstrating care for the school community and a commitment to student achievement and well-being in a safe, inclusive, and accepting learning environment
- holding everyone under their authority accountable for their own 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; and
- model the standards of respect, civility and responsible citizenship

#### (b) Teachers and Support Staff Members

Under the leadership of their principals, teachers and other school staff, members are to maintain a positive learning environment and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and support staff will 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/caregivers;
- maintain consistent standards of behaviour for all students;
- demonstrate respect for one another, all students, staff, parents/guardians/caregivers, volunteers, and other members of the school community;
- prepare students for the full responsibilities of citizenship, in particular the skill of respectful communication, both in person and online;
- model the standards of respect, civility, and responsible citizenship. This includes modeling appropriate use of personal mobile devices. Educators and/or school staff (e.g., Principals, Vice-Principals, Child Youth Worker, Early Childhood Worker, Professional Support Services Staff) are not to use personal mobile devices during instructional time, unless explicitly for work-related purposes.
- Teachers and support staff will also assist principals in maintaining close co-operation with the school community and in establishing and maintaining consistent disciplinary practices in the school. In addition, teachers and support staff will assist the principals by reporting incidents that may lead to a suspension, by responding to all incidents and when necessary, assisting the principal in conducting investigations.

(c) Students

Students are to be treated with respect and dignity. In return, they will demonstrate respect for themselves, for others, and for the responsibilities of citizenship. It is expected that 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 taking responsibility for their own actions.

Students will also:

- exercise self-discipline;
- accept such discipline as would be exercised by a kind, firm and judicious parent/guardian/caregiver;
- be courteous to fellow pupils and obedient and courteous of teachers;
- show respect for school property;
- understand and comply with their school's and /or Board's code of conduct.

(d) Parents/Guardians/Caregivers

Parents play an important role in the education of their children and can support the efforts of school staff in maintaining a safe and respectful learning environment for all students. It is expected that parents/guardians/caregivers:

- are engaged in their child's schoolwork and progress;
- communicate regularly with the school;
- help their child to be 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 familiar with the Provincial Code of Conduct, and if applicable, the schools Code of Conduct
- encourage and assist their child in following the rules of behaviour;
- assist school staff in dealing with disciplinary issues involving their child.

(e) Community Partners

Partnerships with members of the community and community-based service providers (e.g., Elders, Senators, Knowledge Keepers) should be developed and enhanced. Community-based service providers are resources that the TDSB can use to deliver prevention or intervention programs. These partnerships must respect all applicable collective agreements.

(f) Police

The police may play an essential role in making our schools and communities safer. The police investigate incidents in accordance with

the protocol developed with the local school board and applicable legislation. These protocols, including the Local Police/School Board Protocol (PR698) are based on the *Provincial Model for a Local Police/School Board Protocol*, developed by the Ministry of the Solicitor General and the Ministry of Education.

#### 6.4. Local School Codes of Conduct

Local schools may adopt this Procedure (the Board Code of Conduct), as their own school Code of Conduct. Should a local school choose to create their own Code of Conduct, the local school will:

- (a) develop codes of conduct that promote and support respect, civility, responsible citizenship, and safety in accordance with this Procedure (the Board Code of Conduct), operational procedures and provincial legislation and guidelines;
- (b) set out clearly what is acceptable and unacceptable behaviour for all members of the school community;
- (c) outline the appropriate use of electronic communications or media devices;
- (d) review and seek input from students, teachers, principals, other staff of the board, volunteers working in the schools, parents/guardians/caregivers of the students, school councils, and the public.; The review and feedback will take into account ethno-linguistic and other diversities which exist in communities.
- (e) communicate the school code of conduct to all members of the school community including those members whose first language is not English and newcomers.

### 7.0 EVALUATION

This Procedure is to be reviewed and updated as required but at a minimum every three (3) years.

### 8.0 APPENDICES

Appendix A: Template for School Code of Conduct

### 9.0 REFERENCE DOCUMENTS

#### Policies

- Caring and Safe Schools (P051)
- Community Use of Board Facilities (P011) (Permits)
- Equity (P037)
- Gender-Based Violence (P071)
- Human Rights (P031)

- Restrictions on Alcohol, Drug and Tobacco Use Policy (P095)
- Acceptable Use of Information Technology Resources Policy (P088)

#### Operational Procedures

- Medications Procedure (PR536)
- Promoting a Positive School Climate (PR697)
- Police-School Board Protocol (PR698)
- Progressive Discipline and Promoting Positive Student Behaviour (PR702)

#### Legislation and Regulation

- *Education Act, R.S.O 1990, Chapter E.2 as amended (particularly Part XIII)*
- *O. Reg 440/20, Suspension of Elementary School Pupils*
- *O. Reg 472/07, Suspension and Expulsion of Pupils*
- *O. Reg 612/00, School Councils*
- *Smoke Free Ontario Act, 2017*

#### Other Documents - Ministry of Education Policy/Program Memoranda

- PPM 120: Reporting Violent Incidents to the Ministry of Education
- PPM 128: The Provincial Code of Conduct and School Board Code of Conduct
- PPM 145: Progressive Discipline and Promoting Positive Student Behaviour

Template for School Code of Conduct

**[Insert Name of School]  
CODE OF CONDUCT**

**TEMPLATE**

Our Commitment

**[Name of school]** is committed to providing a healthy learning and working environment by promoting respect, civility, safety, responsible citizenship and academic excellence. A positive school climate exists when all members of the school community feel safe, included and accepted and actively promote positive behaviours and interactions. Human rights, equity, inclusion and respect are critical components embedded in the learning environment.

The **[name of school]** Code of Conduct is developed in accordance with the *Education Act*, the Policy/Program Memorandum No. 128: The Provincial Code of Conduct and School Board Codes of Conduct, the Toronto District School Board's (TDSB) Code of Conduct and all other TDSB operational procedures. The **[name of school]** Code of Conduct also reflects the values and expectations of the **[name of school]** community.

The standards of behaviour outlined in the **[name of school]** Code of Conduct will apply to all members of the school community, including students, parents/guardians/caregivers and Board staff, permit holders volunteers and visitors:

- on school property;
- while traveling on a school bus that is owed by the Board or that is under contract to the Board;
- in-school sports activities;
- in off-site school-sponsored activities; or
- in circumstances where engaging in an activity will have an impact on the school climate either in-person or online

**Standards of Behaviour**

All members of the school community are expected to:

- respect and comply with all applicable federal, provincial and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas and opinions;
- treat one another with dignity and respect at all times, and especially when there is a disagreement;
- respect and treat others fairly and promote a positive school climate that is inclusive and accepting of all pupils, including of any 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;
- respect persons who are in a position of authority;
- respect the need of others to work in an environment that is conducive to learning and teaching, not use personal mobile devices during instructional time except during the following circumstances:
  - for education purposes, as directed by an educator and/or school staff (e.g., Principals, Vice-Principals, Child Youth Worker, Early Childhood Worker, Professional Support Services Staff)
  - for health and medical purposes
  - to support special education needs

### Progressive Discipline

Progressive discipline is a whole-school approach that utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote positive behaviours. When inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to a focus that is both corrective and supportive.

Progressive discipline is a process designed to create the expectation that the degree of discipline will be in proportion to the severity of the behaviour leading to the discipline and that the previous disciplinary history of the student and all other relevant factors will be taken into account.

Progressive discipline must take into account the needs of the individual student by showing sensitivity to identities, diversity cultural needs, and special education needs. In addition, progressive discipline must be aligned with Ministry of Education and Board policies on anti-racism (e.g., anti-Indigenous and anti-Black racism), ethno-cultural equity and anti-discrimination education. Interventions (in no particular order) may include:

- Discussion with a teacher, member of the support staff, settlement worker, vice-principal or principal
- Supports offered by Urban Indigenous Education Centre and Centre of Excellence for Black Student Achievement
- Restorative practices
- Attendance / performance/ behaviour contracts
- Time Out
- Reflection Sheet
- Parental contact and involvement in applying an appropriate remedy.
- Loss of privilege to participate in specified school activities.



- Peer mediation
- Individual or group counseling
- Assessment
- Detention
- Restitution for damage or stolen property
- Community services
- Mental Health and well-being supports

Student breaches of the Board's Code of Conduct and **[name of school]**'s Code of Conduct will be dealt with in accordance with Operational Procedure PR697: Promoting a Positive School Climate.

### Suspension

The behaviours for which a principal may consider suspending a student include:

- Uttering a threat to inflict serious bodily harm on another person;
- Possession, use, and/or providing of alcohol, tobacco, electronic cigarettes, illegal drugs or, unless the pupil is a medical cannabis user, cannabis;
- Being under the influence of alcohol or cannabis, unless the pupil is a medical cannabis user;
- Swearing at a teacher or at another person in a position of authority;
- 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;
- Bullying if;
  - i. the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person;
  - ii.
- Willful destruction of school property; vandalism causing damage to school or Board property or property located on school or Board premises;
- Use of profane or improper language;
- Use of tobacco;
- Theft;
- Aid/incite harmful behaviour;
- Physical assault;
- Being under the influence of illegal drugs;
- Fighting;
- Possession or misuse of any harmful substances;
- Inappropriate use of electronic communications or media devices; and
- An act considered by the principal to be a breach of the Board's or School's Code of Conduct.

## Expulsion

The behaviours for which a principal will consider recommending to a Committee of the Board that a student be expelled include:

- Possessing a weapon, including possessing a firearm;
- Using a weapon to cause or to threaten bodily harm to another person;
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- Committing a sexual assault;
- Trafficking in weapons or in illegal drugs;
- Committing robbery;
- Giving alcohol or cannabis 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 safety of another person;
- Sexual harassment;
- Racial harassment;
- Hate-motivated occurrences;
- Distribution of hate material;
- Possession of explosive substance;
- Any activity listed in section 306(1) 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; and
- An act considered by the principal to be a serious breach of the Board or School Code of Conduct;
- Trafficking in cannabis;
- Extortion.

**(NOTE: Individual schools may insert specific expectations and requirements provided they are consistent with the Board's Code of Conduct)**

These may include the following:

### Attendance and late policies

Students will be on time for classes and will attend classes regularly. Students are responsible for the work missed due to absence. Students who skip classes or repeatedly arrive late may receive consequences based on the principles of progressive discipline.

### Lockers

Lockers are the property of the Board and with reasonable grounds, are subject to inspection by school Administration in accordance with Search and Seizure (PR524).