

PARENT INVOLVEMENT COMMITTEE

Monday, May 2, 2022

Via Microsoft Teams

Ian MacRae
Director of Education

AGENDA
6:30 P.M.

	<u>Resource Person</u>	<u>Pages</u>
1. Call to Order, Welcome and Introductions	I. MacRae	
2. Land Acknowledgement	I. MacRae	
3. Disclosure of Conflict-of-Interest	I. MacRae	
4. Approval of Agenda	I. MacRae	
5. Confirmation of Minutes – March 7, 2022	I. MacRae	1-3
6. Business Arising from the Minutes		
7. New Business		
7.1 Code of Conduct Policy	K. Alaksa	4-15
7.2 Aboriginal Education Advisory Committee Report	K. Boucher	Verbal
7.3 Special Education Advisory Committee Report	M. Otway	Verbal
7.4 Director's Report	I. MacRae	Verbal
8. Other Business		
9. Next Meeting Date: Monday, September 12, 2022		
10. Adjournment		

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF PARENT INVOLVEMENT COMMITTEE

Microsoft Teams

2022 MAR 7
6:30 p.m.

MEMBERS PRESENT:

Marg Arnone
Kristy Boucher
Robin Cawlishaw
Ellen Chambers
Shannon Jessiman-MacArthur
Ian MacRae

Julie Morin
Carla Mulholland
Michael Otway
Laura Prodanyk
Fred Van Elburg

RESOURCE:

Judy Hill, Executive Assistant

MEMBERS ABSENT, WITH REGRET:

Chitra Jacob

GUESTS:

Jesslynn Friday, Indigenous Student Trustee
Mehar Mago, Student Trustee
Stephanie Rynnanen, Supervisor of Financial Services

1. **Call to Order, Welcome and Introductions**

Director MacRae called the meeting to order and welcomed everyone.

2. **Land Acknowledgement**

Director MacRae acknowledged the lands and traditional territory.

3. **Disclosures of Conflict of Interest**

There were no disclosures of conflict of interest.

4. **Approval of Agenda**

The agenda was approved by consensus.

5. **Confirmation of Minutes – January 17, 2022**

The minutes were approved by consensus.

6. **Business Arising from the Minutes**

There was no business arising from the minutes.

7. 2022-2023 Budget Process

Stephanie Ryynanen, Supervisor of Financial Services, shared a power point presentation on the upcoming 2022-2023 budget process.

8. PIC Budget Deputation

Members were asked for feedback into this year's PIC budget presentation. Feedback can be emailed to Judy Hill, jhill@lakeheadschoools.ca, prior to March 25, 2022. Budget deputations will be presented on Tuesday, April 5, 2022, at 6:30 p.m.

9. OPSBA 2022 Awards Program

Individuals may nominate non-teaching staff, volunteers, parents, and community partners for their contribution to the overall well-being of the school(s) or community(ies). This information has been shared with school council chairs as well. Completed nomination forms are due to Sarah Schoales in the director's office, sarah_schoales@lakeheadschoools.ca, no later than Friday, March 11, 2022.

10. Aboriginal Education Advisory Committee Report (AEAC)

Kristy Boucher, AEAC representative, provided the following update from the February 10, 2022, AEAC meeting:

- During the month of March, on Thursday evenings, the Native Language teacher at Algonquin Avenue Public School will be leading family language nights. Funding from PIC will be used to pay the honorariums for individuals leading the sessions.
- Indigenous Student Trustee, Jesslynn Friday, is working on an Indigenous student survey that will be used to identify Indigenous student needs with the Lakehead District School Board. Jesslynn is also working on the Indigenous Student Circle which is a secondary student group focused on identifying needs and concerns and amplifying Indigenous student's voices.
- AEAC Work Plan.
- Staffing Updates.
- I AM Census.

11. Special Education Advisory Committee (SEAC)

Report deferred to the next meeting.

12. Director's Report

Director MacRae reported on the following:

- Reports to the Board included Information Technology, Early Learning, School Year Calendar, and several Policy reviews.
- COVID-19 update – The Board has been able to keep schools open. The mask policy may be lifted after the March break. Student activities are picking up. In-person meetings may resume in September.

13. Other Business

There was no other business.

14. Next Meeting

Monday, May 2, 2022.

15. Adjournment

The meeting adjourned at 6:55 p.m.

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1. Rationale

Lakehead District School Board (LDSB) is committed to the success of every student. This policy has been created to promote safe, nurturing, equitable, accessible and inclusive learning environments that benefit all students. Lakehead District School Board believes that to foster a positive school climate of understanding and mutual respect that supports student achievement and well-being, a focus should be on prevention and early intervention strategies to address inappropriate behaviour. The provincial Code of Conduct outlined in Policy/Program Memorandum No. 128, sets clear provincial standards of behaviour.

This policy is in accordance with the Education Act, the Policy Program Memorandum 128 – School Board Code of Conduct, and Board Policy 8070 Safe Schools-System Expectations. It is interpreted and applied in accordance with the Ontario Human Rights Code.

2. Policy

This policy articulates the Board's Code of Conduct. It is the policy of LDSB that every elementary school, secondary school and Lakehead Adult Learning Center establish a School Code of Conduct to institute behavioural norms that support safe, nurturing, equitable, accessible and inclusive learning and working environments for the benefit of students, staff and communities. The purpose of this policy is to provide schools with direction for developing their School's Code of Conduct and procedures.

3. Application and Scope

This policy applies to all individuals involved with LDSB; students, parents/guardians/caregivers, volunteers, teachers, staff members, Trustees, contractors including school bus drivers, visitors including members of various community groups. Whether they are on school property, in a virtual learning environment, on a school bus, at a school-related and/or board-related event or activity, in before-and after-school programs or in other circumstances that could have an impact on the school climate.

Individuals who rent or use board or school facilities, are also asked to adhere to the standards set out in this Code of Conduct.

4. Purposes of the Code of Conduct

According to the Education Act, the provincial code of conduct and LDSB Code of Conduct, the purpose is to:

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- 4.1. ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity;
- 4.2. promote responsible citizenship by encouraging appropriate participation in the civic life of the school community;
- 4.3. maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility;
- 4.4. encourage the use of non-violent means to resolve conflict;
- 4.5. promote the safety of people in the schools;
- 4.6. discourage the use of alcohol, illegal drugs and, except by a medical cannabis user,⁹ cannabis; and
- 4.7. prevent bullying in schools.

5. Standards of Behaviour

5.1 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; and
- 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;

9. As defined in the Education Act, a *medical cannabis user* is a person who is authorized to possess cannabis for the person's own medical purposes in accordance with applicable federal law;

- 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;

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- 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 educational purposes, as directed by an educator, for health and medical purposes and to support special education needs; and
- not swear at a teacher or at another person in a position of authority.

All members of the school community have a responsibility to contribute to a climate of understanding and mutual respect, in accordance with LDSB's 7030 Human Rights Policy.

5.2 Safety

All members of the school community must not:

- engage in bullying behaviours, including cyberbullying;¹⁰
- commit sexual assault;
- traffic in weapons or illegal drugs;
- give alcohol or cannabis 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 alcohol, cannabis (unless the individual has been authorized to use cannabis for medical purposes), and illegal drugs;
- provide others with alcohol, illegal drugs, or cannabis (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; and
- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

10. In this policy, *cyberbullying* refers to bullying by electronic means as defined in subsection 1(1.0.0.2) of the Education Act

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6.0 Roles and Responsibilities

6.1 Principals

Under the direction of LDSB, principals take a leadership role in the daily operation of a school. They provide leadership 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; and
- communicating regularly and meaningfully with all members of their school community.

6.2 Teachers and Other School Staff

Under the leadership of their principals, teachers and other school staff 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 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 and fair standards of behaviour for all students;
- demonstrate respect for one another, all students, parents, volunteers, and other members of the school community; and
- prepare students for the full responsibilities of citizenship.

Teachers and other school staff will assist principals to maintain a positive learning environment. They support efforts to address incidents when needed or to assist the principal of the school.

6.3 Students

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities

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of citizenship through acceptable behaviour. 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 positions of authority;
- refrain from bringing anything to school that may compromise the safety of others; and
- follow the established rules and take responsibility for their own actions.

Incidents involving students will be addressed by the principal in accordance with the schools' code of conduct and Board policy.

6.4 Parents/Guardians/Caregivers

Parents/guardians/caregivers 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:

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

6.5 Community Partners

Through outreach, existing partnerships may be enhanced and new partnerships with community-based service providers and members of the community (e.g., Elders, Senators, Knowledge Keepers) may also be created. Community-based service providers are resources that boards can use to deliver prevention or intervention programs. Protocols are effective ways of establishing linkages between boards and community-based service providers and for formalizing the relationship between them. These partnerships must respect all applicable collective agreements.

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6.6 Police

The police can 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. These protocols are based on the *Provincial Model for a Local Police/School Board Protocol, 2015*, developed by the Ministry of Community Safety and Correctional Services and the Ministry of Education.

7.0 Athletics Code of Conduct

Lakehead District School Board recognizes that codes of conduct for sporting events are written in the constitutions of the Superior Secondary Schools' Athletic Association (S.S.S.A.A.). These codes govern the behaviour of students, coaches, officials and spectators and violations of these codes are handled according to these guidelines. Notwithstanding the above-mentioned athletic codes of conduct and penalties imposed therein, the provisions of the Education Amendment Act (Progressive Discipline and School Safety), 2007, Accepting Schools Act, 2012 and any Board policies, regulations or procedures shall take precedence. Therefore, a principal may also impose penalties, consequences and/or limitations upon students, coaches, officials and/or spectators. Such penalties, consequences and/or limitations may be additional to those imposed by the Lakehead Elementary Athletic Association and/or S.S.S.A.A. and may be more severe or extensive in scope.

8.0 Professional Expectations

The Lakehead District School Board acknowledges and supports the Ontario College of Teachers Act, 1996, its regulations, statements and philosophy. It also acknowledges that others who practice their professions in the Board are governed by similar standards of practice related to the professional organization or college to which they may belong, i.e., College of Psychologists of Ontario, Ontario College of Social Workers and Social Service Workers, College of Early Childhood Educators, and College of Audiologists and Speech-Language Pathologists of Ontario. It is expected that all employees be familiar with and adhere to the standards of practice of their profession, Board policies and maintain professional relationships with students and other members of the LDSB community.

All employees are expected to act in accordance with the standards of behaviour established by this Code of Conduct. Incidents will be addressed in accordance with Board policies and collective agreements.

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9.0 Review

The director of education and superintendents are responsible for the implementation and review of this policy. It will be reviewed in accordance with 2010 Policy Development and Review Policy and in conjunction with the school improvement plan, considering the input of school council and those that are communicated by the school community.

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
1020 Equity and Inclusive Education		Education Act Part XIII Behaviour, Discipline and Safety
3060 Leasing of Space	<u>Date Revised</u>	
3096 Information/ Communication Technology Use		Appendix F of 8070 Safe Schools – System Expectations Procedures
7030 Harassment & Human Rights		Policy/Program Memorandum No. 128 The Provincial Code of Conduct and School Board Codes of Conduct
7040 Violence in the Workplace		
8070 Safe Schools – System Expectations		
8071 Bullying Prevention and Intervention		
8072 Sexual Orientation and Gender Identity		
8073 Dress Code		
8091 Use of Volunteers in Schools		
	Reviewed by:_____	

Template for School Code of Conduct

[Insert Name of School]

CODE OF CONDUCT

TEMPLATE

Our Commitment

Lakehead District School Board (LDSB) is committed to the success of every student.

[Name of school] is committed to promoting safe, nurturing, equitable, accessible and inclusive learning environments that benefit all students. In order to foster a climate of understanding and mutual respect that supports student achievement and well-being, a focus will be on prevention and early intervention strategies to address inappropriate behaviour.

The **[name of school]** Code of Conduct is developed in accordance with the Education Act, the Provincial Code of Conduct, the LDSB Code of Conduct and all other LDSB 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; and
- in circumstances where engaging in an activity will have an impact on the school climate.

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, including by ensuring that personal mobile devices are only used during instructional time for educational purposes, as directed by an educator, for health and medical purposes and to support special education needs; and
- not swear at a teacher or at another person in a position of authority.

All members of the school community have a responsibility to contribute to a climate of understanding and mutual respect, in accordance with 7030 Human Rights Policy.

Safety

All members of the school community must **not**:

- engage in bullying behaviours, including cyberbullying;¹⁰
- commit sexual assault;
- traffic in weapons or in illegal drugs;
- give alcohol or cannabis 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 alcohol, cannabis (unless the individual has been authorized to use cannabis for medical purposes), and illegal drugs;
- provide others with alcohol, illegal drugs, or cannabis (unless the recipient is an individual who has been authorized to use cannabis for medical purposes);
- threaten, 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; and
- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

Progressive Discipline

When students breach the Code of Conduct, consequences will be consistent with progressive discipline strategies. Progressive discipline is a whole-school approach that utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour and to build on 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 one that is both corrective and supportive. Schools

should utilize a range of interventions, supports, and consequences that include learning opportunities for reinforcing positive behaviour while helping students to make good choices.

Interventions (in no particular order) may include:

- student/teacher problem solving;
- contact with pupil's parent(s)/guardians/caregivers;
- oral reminders;
- time-out, office referrals;
- counselling, problem solving, warnings;
- review of expectations;
- loss of privileges;
- detentions;
- written work assignment addressing the behaviour, that have a learning component;
- restorative circles;
- volunteer services to the school community;
- conflict mediation and resolution;
- peer mentoring;
- payment for damage in the form of money or work;
- alternate work location (temporarily or permanently);
- removal of student from a particular class;
- suspension (which may or may not include Student Action Plan);
- expulsion;
- referral to police authorities, medical or social agencies; and/or
- consultation between two or more of the parties.

Student breaches of the Board's Code of Conduct and **[name of school]**'s Code of Conduct will be dealt with in accordance with 8070 Safe Schools – System Expectations Procedures.

Suspension

Activities leading to a possible suspension include:

- uttering a threat to inflict serious bodily harm on another person;
- possessing alcohol, illegal and/or restricted drugs or unless the pupil is a medical cannabis user, cannabis;
- being under the influence of alcohol, illegal and/or restricted drugs or, unless the pupil is a medical cannabis user, cannabis;
- 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;
- conduct considered by the principal to be injurious to the moral tone of the school or to the physical or mental well-being of members of the school community;
- persistent opposition to authority;
- the willful destruction of school property;
- incidents off school property which impact on the school;

- habitual neglect of duty;
- conduct inconsistent with the Code of Conduct of the Provincial Code of conduct, the Board or school;
- conduct affecting the safe learning environment for the students or working environment of staff of the school; and
- any other activity that is an activity for which a principal may suspend a pupil under a policy of the Board.

Suspension, Investigation and Possible Expulsion

Activities that lead to a suspension and possible expulsion include:

- possessing a weapon, including possessing a firearm or knife;
- 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 sexual assault;
- trafficking in weapons or illegal or restricted drugs;
- committing robbery;
- giving alcohol or cannabis to a minor;
- issuing a bomb threat or causing a bomb threat to be issued;
- 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;
- any activity listed in Ontario Education Act subsection 306 (1) 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;
- an act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others;
- a pattern of behavior that is so inappropriate that the student's continued presence is injurious to the effective learning and/or working environment of others;
- activities engaged in by the student on or off school property that cause the student's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board;
- activities engaged in by the student on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property;
- the student has demonstrated through a pattern of behavior that they have not prospered by the instruction available to them and that they are persistently resistant to making changes in behavior which would enable them to prosper;
- any act considered by the principal to be a serious violation of the requirements of student behavior and/or a serious violation of the Provincial, Board or school Code of Conduct; and
- any other activity that, under a policy of a board, is an activity for which a principal must suspend a pupil, and therefore, in accordance with this, conduct

an investigation to determine whether to recommend to the Board that the pupil be expelled.

Police may be contacted as per the Police and School Response protocol if the infraction the student is suspected of committing requires such contact.

Before deciding on a suspension, a principal will consider mitigating circumstances which are outlined in the 8070 Safe Schools Policy and Ministry direction.

The appeal process is outlined in 8070 Safe Schools Policy.

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