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# SCHOOL AND COMMUNITY RELATIONS

8000

## CODE OF CONDUCT POLICY

8092

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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, there should be a focus on prevention and early intervention strategies to address inappropriate behaviour. The provincial Code of Conduct outlined in Policy/Program Memorandum 128 (PPM 128), sets clear provincial standards of behaviour.

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

### 2. Policy

This policy articulates LDSB's Code of Conduct. It is the policy of LDSB that every elementary and secondary school, as well as the 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 code of conduct and procedures.

### 3. Definitions

#### 3.1 Medical Cannabis User

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.

#### 3.2 Cyber Bullying

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

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4. 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), and 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.

5. Purpose

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

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

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6. Standards of Behaviour

6.1 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;
- always treat one another with dignity and respect, 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 needs 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 and Workplace Harassment Policy.

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6.2 Safety

All members of the school community must not:

- engage in bullying behaviours, including cyber bullying;
- commit sexual assault or harassment;
- 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/or illegal drugs; tobacco, e-cigarettes and nicotine products;
- provide others with alcohol, illegal drugs, or cannabis (unless the recipient is an individual who has been authorized to use cannabis for medical purposes) tobacco, e-cigarettes and nicotine products;
- inflict or encourage others to inflict bodily harm on another person;
- use abusive, defamatory, or discriminatory language;
- 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; and
- record, take, or share non-consensual transcriptions, audio recordings, video recordings, or photos of members of the school community (including both in-person and virtual meetings).
  - this does not include recordings to support the Individual Education Plan learning needs of students or documented staff accommodations through the Disability Management Office process.

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## 7. Roles and Responsibilities

### 7.1 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.

### 7.2 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/guardians/caregivers;
- maintain consistent and fair standards of behaviour for all students;
- demonstrate respect for one another, all students, parents/guardians/caregivers, 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.

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### 7.3 Students

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

### 7.4 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/guardians/caregivers 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.

### 7.5 Community Partners

Through outreach, existing partnerships may be enhanced and new partnerships with community-based service providers and members of the community (i.e., 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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7.6 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.

8. 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.

9. Professional Expectations

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 conduct themselves in a professional manner at all times. In addition to the Standards of Behaviour outlined in Section 6 of this policy, employees are expected to contribute to and maintain a healthy, inclusive and supportive environment. Any behaviour that contributes to a toxic or poisoned workplace (such as unwelcome or vexatious comments, discriminatory comments or actions, gossip, etc.) is expressly prohibited and will be deemed to be a violation of the Code of Conduct and/or other Board policies.

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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10. 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	June 28, 2022	Education Act Part XIII Behaviour, Discipline and Safety
3060 Leasing of Space	<u>Date Revised</u>	
3096 Information/ Communication Technology Use	June 25, 2024 May 27, 2025	Appendix F of 8070 Safe Schools – System Expectations Procedures
7030 Human Rights and Workplace Harassment		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		