



# **ADMINISTRATIVE PROCEDURES**

**SUBJECT: Code of Conduct**

The LKDSB and school Codes of Conduct apply whether persons are on school property, on school buses, at school-authorized events or activities or in other circumstances that could have an impact on the school climate.

The LKDSB Code of Conduct is established in keeping with the requirements of the provincial Code of Conduct and the standards of behaviour as set forth by the province of Ontario.

## **1. Guiding Principles**

- This Code of Conduct applies to all individuals who participate in the school community whether they are on school property, on school buses, or at school-authorized events or activities.
- All participants in the school community are to be treated with respect and dignity, especially those in positions of authority, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability and other protected areas under the Ontario Human Rights Code.
- All participants in the school community share responsibility for maintaining an environment where conflict and difference can be addressed through non-violent means in a manner characterized by respect and civility.
- Behaviour which is aggressive or threatening in any way has no place in LKDSB school communities.
- Student achievement depends upon the provision of safe and caring learning environments. All participants in the school community share responsibility for ensuring that their decisions and actions contribute rather than detract from the sanctity of these environments.
- Personal health and well-being are enhanced through awareness and appropriate choices. They are further safeguarded through the application of prevention and intervention strategies and the involvement of community agencies including the police in responding to situations including but not limited to those involving elevated risk of harm by a student to self or others, as well as to discourage the use of alcohol, illegal drugs and, except by a medical cannabis user, cannabis.
- Responsible citizenship involves appropriate participation in the life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.

## 2. Standards of Behaviour

The Standards of Behaviour apply to all individuals who participate in the school community including Principals, students, parents and guardians, teachers, early childhood educators and other staff members, bus drivers, community groups, volunteers and visitors.

### ***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;
- 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 permitted purposes in the following circumstances
  - for educational purposes as directed by an educator
  - for health or medical purposes
  - to support special education needs
- cell phones, cameras and other digital imaging and/or audio recording devices are NOT permitted to be used in change rooms or washrooms at any time.
- 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 and other protected areas under the Ontario Human Rights Code;
- 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;
- 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;
- commit sexual assault;
- traffic weapons or illegal or restricted drugs;
- give alcohol or cannabis to a minor;
- commit robbery;
- be in possession of any weapon, including firearms or replicas;
- 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;
- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

#### 4. Roles and Responsibilities

##### **School Boards**

The Board provides direction to the schools to ensure opportunity, academic excellence, and accountability in the education system. It is the responsibility of school boards to:

- develop policies that set out how their schools will implement and enforce the provincial Code of Conduct and all other rules that they develop that are related to the provincial standards that promote and support respect, civility, responsible citizenship, and safety;
- review these policies regularly with students, staff, parents/guardians, volunteers, and the community;
- establish a process that clearly communicates the provincial Code of Conduct and school board codes of conduct to all parents/guardians, students, staff members, and members of the school community in order to obtain their commitment and support;
- seek input from school councils, LKDSB Parent Involvement Committee, Special Education Advisory Committee, and Indigenous Education Advisory Council;
- 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.

Wherever possible, school boards should collaborate to provide coordinated prevention and intervention programs and services and should endeavour to share effective practices.

##### **Principals**

1. The Principal must choose to either implement the Board Code of Conduct as it exists, below, at the school level, or develop a local school Code of Conduct governing the behaviour of all persons in the school and is tailored expressly to the needs of for their school.
2. If a local Code of Conduct is developed, it must:
  - a) Embed the standards of and be consistent with the Lambton Kent District School Board Code of Conduct, and other LKDSB policies and regulations.
  - b) Set out clearly what is acceptable and what is unacceptable behaviour for all members of the school community (e.g. students, staff, parents/guardians, visitors, volunteers).
  - c) Be developed in consultation with school council, pupils, staff, parents/guardians, and others as appropriate, and be approved by the appropriate supervisory officer.
  - d) Be reviewed at least every three years. Subsequent publication or sharing of the school's Code of Conduct will clearly indicate the most recent year of review.
3. Principals shall annually bring the Code of Conduct to the attention of pupils, parents/guardians of pupils, and others who may be present in the school community and should include efforts to inform parents/guardians whose first language is other than English or French.

Principals take a leadership role in the daily operation of a school.

They provide this leadership by:

- demonstrating care for the school community and a commitment to academic excellence in a safe teaching and learning environment;
- holding everyone under their authority accountable for his or her 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.
- 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;
- prepare students for the full responsibilities of citizenship.

### ***Teachers and Other School Staff Members***

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

### ***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, 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 his or her own actions;
- works 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 permitted purposes in the following circumstances
  - for educational purposes as directed by an educator
  - for health or medical purposes
  - to support special education needs
- cell phones, cameras and other digital imaging and/or audio recording devices are NOT permitted to be used in change rooms or washrooms at any time.

### ***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 and respectful learning environment for all students. Parents/guardians fulfill their role when they:

- show an active interest in their child's 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;
- show that they are familiar with the provincial Code of Conduct, the Board's code of conduct, and 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 and the Police***

Through outreach, partnerships already in place may be enhanced and new partnerships with community agencies and members of the community (e.g., Aboriginal Elders) may also be created. Community agencies are resources that school boards can use to deliver prevention or intervention programs. Protocols are effective ways of establishing linkages between school boards and community agencies, and of formalizing the relationship between them. These partnerships must respect all applicable collective agreements.

**Police**

The police play an essential role in making LKDSB schools and communities safer. The police investigate incidents in accordance with the protocol developed with the local school board. These protocols are based on a provincial model that was revised in 2011 by the Ministry of Community Safety and Correctional Services and the Ministry of Education.

***Third Parties Using School Spaces***

Third parties are required to agree to follow standards that are consistent with the Provincial Code of Conduct and the LKDSB Code of Conduct when signing agreements with the Board for the use of school space.

Implementation Date: November 4, 2019

Reference: Ministry of Education Policy/Program Memorandum 128: The Provincial Code of Conduct  
LKDSB Policy and Regulations – Safe Schools  
LKDSB Administrative Procedures – *Bullying and Progressive Discipline*  
LKDSB Administrative Procedures – *Tobacco, Cannabis and Smoke Free Environment*