

# District Code of Conduct Regulation

## 1410-10 | District Code of Conduct Regulation

Date Approved:

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### 1. Scope of the District Code of Conduct

1.1 The District Code of Conduct applies to students of the district engaged in, present at, or attending:

- a) School or any activity on school premises whether during a regular school day, outside the regular school day, or on a day that is not a school day;
- b) Travel on a school bus or other transportation contracted or arranged by the Board of school;
- c) Any activity sponsored by, organized by or participated in by the school regardless of the time or place;
- d) Any activity in and around the school premises occurring during the school day that involves the property of neighbouring residents, or that constitutes a mischief or abusive behaviour;
- e) Any activity which may have a connection with the maintenance of order and discipline at a school.

1.2 The school principal has the authority to respond to student misconduct occurring outside the school day or school-related or sponsored activities (e.g., cyberbullying in the evening); where the principal determines the conduct may negatively impact the school environment.

1.3 The district and school will cooperate with the outside agencies and police (as per the Child Protection Act) in cases where students violate the law. This cooperation will be informed by the guidelines.

### 2. Conduct Expectations

2.1 The Board expects students to conduct themselves in the following manner:

- a) Maintain courteous and respectful relationships with fellow students, teachers, support staff and others involved in the school system;
- b) Respect public and personal property;
- c) Adhere to all classroom, school and district rules and policies;
- d) Comply with the reasonable directives of a teacher or other employee of the Board;
- e) Maintain appropriate standards of hygiene, dress and language;
- f) Maintain a healthy lifestyle and attitude;
- g) Attend school daily and promptly at the appointed hours;
- h) Work diligently and respectfully at their studies without disrupting the work of others;
- i) Demonstrate respect for all people, both in and outside school in compliance with the BC Human Rights Code;
- j) Demonstrate respect for diversity including, but not limited to, diversity with reference to the race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, age, or socioeconomic background of that person or class of persons;

k) Comply with the Tobacco and Vapour Products Control Act 2016 prohibiting the use of tobacco or vapour products on school property.

2.2 The Board regards the following as examples of serious misconduct which are not acceptable in the district's schools and workplaces:

- a) Bullying (including cyberbullying);
- b) Verbal or physical harassment, disrespect, and/or intimidation;
- c) Physical or emotional violence;
- d) Discrimination contrary to the BC Human Rights Code;
- e) The possession, use and/or trafficking of illegal or restricted drugs, alcohol, or other harmful substances;
- f) The possession and/or use of weapons;
- g) The possession and/or use of fireworks or incendiary devices;
- h) The possession and/or use of noxious or toxic substances;
- i) Engaging in conduct contrary to the District or School Code of Conduct and/or any school rule or Board policy;
- j) Taking retaliation against a person who has reported incidents of unacceptable behaviour described above.

### **3. Consequences for Unacceptable Conduct**

Where appropriate, consequences for unacceptable conduct should be preventative and restorative in nature and should provide students with the opportunity to change behaviour. Restorative and other measures, including student suspension and exclusion from school may be necessary for those occasions when efforts fail to result in a student complying with the expected conduct standards. In such instances, disciplinary actions must recognize and adhere to certain principles.

3.1 Each instance of student misconduct must be dealt with on an individual basis taking into consideration the individual circumstances of the student;

3.2 Each case of student misconduct shall be dealt with as expeditiously as possible;

3.3 Students who contravene the District or School Code of Conduct will be subject to discipline reflective of the age and maturity and developmental levels of the student and the severity and frequency of the unacceptable conduct:

- a) Disciplinary consequences should be progressive in nature;
- b) As students become older, behaviour expectation become higher and consequences of unacceptable behaviour become greater;
- c) Severe, pervasive or retaliatory behaviour will warrant stronger consequences and may lead to a referral to the Superintendent of Schools.

3.4 Discipline will be fair, consistent and meaningful, for the purpose of making restitution and enhancing student responsibility and self-discipline;

3.5 Special considerations may apply to students with special needs if these students are unable or do not comply with a Code of Conduct due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature. When students with identified special needs require intervention regarding their conduct,

the school Principal will ensure that:

- a) Such students have been adequately assessed;
- b) Appropriate interventions are applied before discipline is considered;
- c) The grounds for suspension are clear and appropriate;
- d) Meaningful education programs or interventions are offered during any period of suspension;
- e) Planning is undertaken for successful re-entry of the student if suspension is imposed.

3.6 In cases of property damage, the School Act assigns a liability for costs to the parents and student(s) involved.

#### **4. Suspensions**

Suspension from school is an action of last resort when all other efforts have failed, or in those instances in which the misconduct is deemed to be of a serious enough nature that the student's continued presence in the school may be detrimental to the well-being of students, others or to the overall school environment. In such cases:

4.1 School Principals have the authority to suspend a student from school for up to five (5) consecutive school days;

4.2 In the event of a suspension, the school Principal shall immediately report it in writing to the student's parent(s)/guardian(s) and the superintendent. The report should include the dates involved, reason(s), date of reinstatement, and advice to parents regarding alternatives they may pursue, including reference to the Student and/or parent Appeal By-law (By-Law #4).

4.3 If, in the opinion of the school Principal, an infraction is of a serious enough nature to warrant a suspension of greater than five (5) days, the school Principal shall consult with the Superintendent of Schools or designate.

#### **5. Record-Keeping**

The Board expects that district and school administration and staff \*\*\* check School Act\*\*\* will maintain accurate and reliable records which allow the monitoring and tracking of individual, school and district-wide student conduct data over time.

#### **6. Appeals**

The school Principal responsible for imposing discipline on a particular student shall advise parents and students that discipline decisions significantly affecting the education, health or safety of a student entitled to an educational program in the district are subject to appeal as provided by s. 11 of the School Act and Board Procedural By-Law #4 – Student and/or Parent Appeal Bylaw.

#### **7. BC Human Rights Code**

7.1 The Board of Education recognizes that the BC Human Rights Code prohibits discrimination, which is defined as an intentional or unintentional act which adversely affects a person or group on the basis of prejudice.

7.2 In order to “promote a climate of understanding and respect where all are equal in dignity and rights” (BC

Human Rights Code), the Board supports the values expressed in the BC Human Rights Code prohibiting discrimination based on race, colour, ancestry, place or origin, religion, marital status, family status, physical and mental ability, gender, or sexual orientation.

7.3 The Board therefore expects that students shall, at all times, engage in behaviour which is inclusive and respectful of every person and in particular is respectful of minorities and the diversity of Canadian society.

## **8. Retaliation**

The Board will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of a Code of Conduct.

## **9. School Codes of Conduct**

Within the framework of the District Code of Conduct, each school shall establish a written School Code of Conduct that will govern student conduct. School principals will ensure these codes are:

- 9.1 Reflective of the standards outlined in *Safe, Caring, and Orderly Schools, 2004*;
- 9.2 Developed collaboratively with staff, parents and students;
- 9.3 Made available to the public;
- 9.4 Distributed to students, parents and employees of the School Board at the beginning of each school year.
- 9.5 Provided to students and parents who enroll in the school during the school year;
- 9.6 Provided to employees of the Board who are assigned to the school during the school year when they are so assigned;
- 9.7 Displayed prominently in the school;
- 9.8 Reviewed annually with individuals or groups the school considers are representative of:
  - a) employees of the Board;
  - b) parents, and
  - c) students.

in order to assess the effectiveness of the School Code of Conduct in addressing current school safety issues.

- 9.9 Actively “taught” as part of the regular classroom and school experience.

## **References:**

Ministry Document: Safe, Caring, and Orderly Schools (2008)

1410 District Code of Conduct Policy

1410-20 Use and or Possession of Illegal Drugs and Alcohol Regulation

1430 District Discipline Committee Policy

1430-10 District Discipline Committee Regulation

1440-20 Sexual Orientation/Gender Identity and Expression Regulation