

## Policy 15 – Student Code of Conduct

## Proposed Revisions

The Board of Education has a responsibility to establish expectations of student conduct in schools as part of its governance role for the District. The Board believes that the responsibility for student behaviour and conduct in schools is shared among students, staff and parents in order to create a safe, caring and orderly learning environment. To support these aims, the Board has established a District Code of Conduct for Students that shall be followed in all schools.

The Board affirms its commitment to the anti-discrimination principles and values contained in the B.C. Human Rights Code that include the prohibited grounds of discrimination in respect of discriminatory publication and accommodation. The Board recognizes that students and staff have the right to a safe, inclusive and welcoming learning environment regardless of their “race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age...” (s. 7)

### 1. Responsibilities

- 1.1 School staff are responsible for consistently supporting and applying the District’s and School’s Code of Conduct and establishing a positive climate in which structure, support and encouragement assist students in developing a sense of self-discipline and responsibility. School staff is required to inform volunteers and the school community about the Code of Conduct and its expectations.
- 1.2 Students are responsible for respecting the rights and dignity of others in learning environments free from discrimination as set out in the [BC Human Rights Code](#) and becoming actively and productively involved in their own academic learning and social growth.
- 1.3 Parents/Guardians and all other adults working with students are responsible for knowing and supporting the District’s and School’s Code of Conduct, and encouraging students to understand and follow these Codes of Conduct.

### 2. Conduct Expectations

- 2.1 The Board believes that acceptable behaviours and conduct are fostered in a positive climate in which:
  - 2.1.1 all students feel safe, valued and trusted, and have the opportunity to develop, assume and maintain responsibility and self-motivation;

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- 2.1.2 all students feel supported without fear of retaliation in reporting unsafe conditions, actions or potential incidents;
  - 2.1.3 there is a joint effort to learn and a feeling of mutual respect among staff, students and parents;
  - 2.1.4 appropriate behaviour is taught, encouraged, modeled, practiced, and acknowledged, thereby increasing student self-respect and positive social behaviours;
  - 2.1.5 disciplinary action, wherever possible, is preventative and restorative, rather than solely punitive;
  - 2.1.6 expectations for student behaviour increase as they become older and more mature;
  - 2.1.7 disciplinary action is considerate of students with special needs if these students are unable to fully comply with the code of conduct due to a diagnosed disability of an intellectual, physical, sensory, emotional or behavioural nature.
- 2.2 The Board believes that acceptable student conduct, based on respect for oneself, respect for others, and respect for property is essential to the development of responsible citizens.

To this end, students are expected to:

- 2.2.1 be aware of and obey all school rules;
- 2.2.2 respect the rights of all persons within the school including peers, staff, parents and volunteers;
- 2.2.3 refrain from lying, cheating, stealing;
- 2.2.4 attend classes punctually and regularly;
- 2.2.5 work cooperatively and diligently at their studies and home assignments;
- 2.2.6 respect the legitimate authority of the school staff;
- 2.2.7 respect all school property, including buildings and equipment;
- 2.2.8 respect the diversity of our school community;
- 2.2.9 behave in a safe and responsible manner at all times;
- 2.2.10 refrain from any behaviour that would threaten, harass, bully\*, intimidate, assault or discriminate against, in any way, any person within the school community on or off school property (\*Bullying includes but is not limited to physical or verbal intimidation, verbal harassment and cyber bullying);
- 2.2.11 refrain from being in possession of or under the influence of drugs and/or alcohol in all school facilities or on school grounds or at school sponsored functions and activities;

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2.2.12 refrain from being in possession of weapons of any kind in school or at school activities;

~~2.3. refrain from inappropriate computer usage and/or multi-media devices in accordance with Board policies (cell phones, cameras, Blackberries, etc.).~~ The Board believes in promoting on-line safety and a focused learning environment.

To this end, students are expected to:

~~2.3.1 refrain from inappropriate computer usage and/or multi-media devices in accordance with Board policies (cell phones, cameras, Blackberries, etc.).~~

~~2.3.2 refrain from using personal digital devices during instructional time or during any school-sponsored activity such as an assembly or presentation by a guest speaker unless given the express permission of the school administrator / teacher. A personal digital device is any personal digital device that can be used to communicate or to access the internet, such as a cell phone or a tablet~~

2.4 The Board recognizes that some students will require the use of a personal digital device during instructional time for access to the learning environment or to achieve the intended learning outcomes. The following guidelines apply for the supervised use of personal digital devices during instructional time in schools.

~~2.4.1 For medical, health or accessibility reasons. The plan for use by these students should be documented in their IEP, student support or medical/health plan, and these plans must be shared and communicated with the teacher.~~

~~2.4.2 For instructional purposes that are appropriate for the student's age and developmental stage. This should be focused on the development of a student's digital literacy and connected to curricular standards and competencies appropriate for a student or group of students. Instruction and guidance will be provided by the teacher around the appropriate and responsible use of devices by students.~~

~~2.2.13~~ 2.4.3 For equity of access to learning outcomes. In situations where a student may not have access to personal digital devices or internet outside of school, a teacher may support that student by facilitating access during school hours to complete schoolwork or foster connections with peers.

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~~2.32.5~~ The Board believes that any breach of Code of Conduct behaviours or expectations would be considered unacceptable. Students are encouraged to inform a responsible adult when becoming aware of any infraction of the Code of Conduct.

### 3. Notification

- 3.1 The Superintendent will ensure that each Principal, in consultation with staff, parents and, when appropriate, students, establishes a code of conduct for his/her school that is consistent with the District Student Code of Conduct and which reflects the provincial standards.
- 3.2 The school's Code of Conduct and a summary of the district's administrative procedures on Student Suspension (AP 333), Possession of Weapons and Explosives (AP 320), and Drugs and Controlled Substance Abuse (AP 331) shall be communicated to all students annually.
- 3.3 Under the Freedom of Information and Privacy Protection Act and/or other relevant legislation, it may be necessary to advise other parties of serious breaches of the District Student Code of Conduct.

### 4. Consequences

- 4.1 Students will be disciplined in a timely and fair manner and such discipline shall be in accordance with AP 333 – Student Suspensions.
- 4.2 Students, while attending school, school sponsored functions and activities, shall be subject to the District Code of Conduct as well as the school's Code of Conduct. Students may be subject to discipline under the school and/or District Code of Conduct for any conduct which has the effect of negatively impacting the school environment, whether that conduct occurs on or off School District property, at a school sponsored function or activity, or elsewhere.
- 4.3 Serious breaches of conduct that threaten the safety and welfare of others will be referred directly to a District Board of Review (Level Three suspension).

#### References

[Safe, Caring and Orderly Schools: A Guide  
School Act](#)  
[BC Human Rights Code](#)  
[Canadian Charter of Rights and Freedoms  
Constitution Act](#)  
[Multiculturalism Act](#)  
[Official Languages Act](#)  
[Youth Criminal Justice Act](#)