

Note: Revisions based on preliminary consultation with the District Parents Advisory Council, Aboriginal Education Council, Employee Group Executives, and school and district administrators throughout May 2024. There will be more opportunities to revise this Student Code of Conduct after further consultation.

Administrative Procedure 350

STUDENT CODE OF CONDUCT

Background

The District endorses a set of desirable personal character traits that incorporate universal values and that promote a climate of understanding and mutual respect where all are equal in dignity and rights, including demonstrating respect, integrity, empathy, compassion, independence, cooperation and responsibility.

Students ~~are to~~ **strive to** learn, practice and develop such personal character traits and **work** to contribute to the development of welcoming, caring, respectful and safe learning environments. Students are further to respect diversity and refrain from demonstrating any form of discrimination as set out in the British Columbia *Human Rights Code*, including gender identity and gender expression. Students are to foster a sense of belonging amongst all students.

Within the aforementioned context, students are to pursue **their personal goals to development through educational opportunities that** ~~academic and cultural studies to~~ maximize their individual potential in becoming educated citizens, demonstrating themselves as:

- Thoughtful and able to learn, think critically and communicate information from a broad knowledge base;
- Creative, flexible, self-motivated and in possession of a positive self-image;
- Capable of making independent decisions;
- Skilled and able to contribute to society generally, including to the world of work, **and contributing contribute to the development of the communities core value commitments identified in the District Strategic Plan;**
- Productive and able to gain satisfaction through achievement and through striving for ~~physical~~ well-being;
- Co-operative, principled and respectful of others, regardless of differences; and,
- Aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada and the world; **and**
- **Capable of acceptable use of personal digital devices ~~at school~~ within established guidelines for the purpose of promoting online safety, positive workspaces and personal safety, and focused learning environments.**

Definitions

- **Personal digital device**: may be used to communicate or to access the internet, such as a cell phone or a tablet. Additional examples of devices that may fall into this definition are smart watches, gaming devices, and electronic toys;
- **Instructional purposes**: includes the use of devices as determined by school policy and directed by teachers during class time;
- **Digital literacy purposes**: includes designated computer or cell phone time that serves to promote digital literacy by providing opportunities for students to use devices while under the supervision

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of a teacher, which may include critical dialogue regarding responsible, creative, and pedagogically appropriate use of devices.

- Accessibility and accommodation needs: involves the use of personal digital devices to support students with disabilities or diverse abilities as outlined in students' support plans and Individual Education Plans. Examples: assistive technologies or programs that support students with hearing loss or voice, speech or language disorders, augmentative and alternative communication (AAC) devices, text to speech and speech to text programs or devices, translators, timers, calendars, and reminder software to promote accessibility and to facilitate participation. Accommodations appropriate to support academic needs will be determined by school administration through consultation with student support services (counselors, Learning Assistance Resource Teachers, and parents/caregivers, where appropriate).
- Medical and health needs: includes approved use of personal digital devices to support medical necessities, such as monitoring blood glucose levels for a student with diabetes, as provided in medical documentation.
- Equitable access to learning outcomes: ensure personal digital device restrictions do not disproportionately impact some students more than others. Examples: computer or cell phone access to support students who do not have access to the internet outside of school and who therefore might use technology at school to complete schoolwork.

Procedures

1. In displaying acceptable behaviour, students are to strive to continually:
 - 1.1. Use their abilities and talents to gain maximum learning benefits from their school experiences;
 - 1.2. Contribute to a climate of mutual trust and respect conducive to effective learning, personal development and social living;
 - 1.3. Co-operate fully with ~~everyone~~ those authorized by the District to provide education programs and other services;
 - 1.4. Comply with all applicable federal, provincial and municipal laws, and the rules of the District and school;
 - 1.5. Comply with restrictions on personal digital device use at school to promote online safety and focused on creative learning environments by demonstrating:
 - 1.5.1 use of personal digital devices for instructional purposes and digital literacy development;
 - 1.5.2 use of personal digital devices that is appropriate to a student's age and developmental stage;
 - 1.5.3 use personal digital devices for accessibility and accommodation needs, including medical and health needs;
 - 1.5.4 use personal digital devices to support equitable access to learning outcomes.
 - 1.6. Account to their teachers and school staff for their conduct;
 - 1.7. Attend school regularly and punctually.

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- 1.8. Use non-violent means to resolve conflict;
 - 1.9. Treat all other students and staff with dignity, respect and fairness at all times;
 - 1.10. Contribute to a learning environment that is free from physical, emotional and social abuse and from discrimination;
 - 1.11. Take appropriate measures to help those in need; and,
 - 1.12. Demonstrate honesty and integrity.
2. Students are accountable for demonstrating respect for:
- 2.1. Authority;
 - 2.2. Others and their property;
 - 2.3. School property, equipment and textbooks; and,
 - 2.4. Differences in ethnicity, race, religion, sexual orientation, gender identity and/or gender expression.
3. Students are prohibited from engaging in unacceptable behaviour, whether it occurs within the school building, during the school day, during school related activities or by electronic means **or with school community members outside of these environments.**

Examples of such behaviours include, but are not limited to:

- 3.1. Publication of any item that discriminates against a person or a group or class of persons because of race, color, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression and/or age;
- 3.2. Denial of accommodation, service or facility customarily available to the public because of race, color, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression and/or age;
- 3.3. Use, possession of, sale, distribution of or active contact with, a weapon on a student's person, in a student's locker or desk, on Board property, or in a vehicle on Board property used by a student or occupied by a student as a passenger;
- 3.4. Threats;
- 3.5. **Wilful** Conduct that endangers others;
- 3.6. Encouraging conduct that endangers or may endanger others;
- 3.7. Encouraging unacceptable conduct;
- 3.8. Use or display of improper, obscene or abusive language;
- 3.9. Distribution or display of offensive messages or pictures;
- 3.10. Theft, including identity theft;
- 3.11. Assault;
- 3.12. Willful damage to school or others' property;
- 3.13. Use, possession of, distribution of or active contact with, or collection of, money for controlled drugs, alcohol or inhalants in school, on Board property or in the context of any school-related activity;
- 3.14. Attending school or any school-related activity under the influence of controlled drugs, alcohol or inhalants; (Request to revise by one group).

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- 3.15. Personal or sexual harassment;
 - 3.16. Hazing, initiation activities, the formation or the operation of sororities, fraternities, gangs and secret organizations;
 - 3.17. Extortion;
 - 3.18. Disruptive behaviour, willful disobedience and/or defiance of authority;
 - 3.19. Interfering with the orderly conduct of classes or the school;
 - 3.20. Tampering with fire alarms and safety equipment;
 - 3.21. Criminal activity;
 - 3.22. Contravention of the school's code of conduct;
 - 3.23. Workplace violence;
 - 3.24. Bullying, including cyberbullying; and,
 - 3.25. Inappropriate information technology use.
4. Unacceptable student behaviour:
 - 4.1. May be grounds for investigation, violence threat-risk assessment or disciplinary action; and,
 - 4.2. Provides an opportunity for critical learning in the areas of:
 - 4.2.1 Personal accountability and responsibility;
 - 4.2.2 The development of empathy;
 - 4.2.3 Conflict resolution;
 - 4.2.4 Communication; and,
 - 4.2.5 Social skills development.
5. When responding to unacceptable student behaviour, the following are to be considered:
 - 5.1. The effect of the student's behaviour upon other students, the staff, the school and the community;
 - 5.2. The nature of the action or incident that calls for disciplinary or alternative measures;
 - 5.3. The student's previous conduct and previous interventions;
 - 5.4. The student's age, maturity and abilities;
 - 5.5. The impact of proposed action on the student's future behaviour;
 - 5.6. The student's learning needs; and,
 - 5.7. Any other information considered appropriate or relevant.
6. The consequences of unacceptable behaviour may be:
 - 6.1. Assignment of a student whose behaviour is unacceptable, disruptive or destructive to an alternate supervised location;
 - 6.2. Short-term removal of privileges;
 - 6.3. Confiscation of digital devices and notification of parents.
 - 6.4. Detention;

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- 6.5. Use of reasonable force as required by way of correction to restrain a student from carrying out a violent or destructive act that could harm the student or others;
 - 6.6. Alternative interventions, such as community conferencing or other forms of restorative justice;
 - 6.7. Corrective student transfer;
 - 6.8. Suspension; and,
 - 6.9. Recommendation for expulsion.
7. Students will contribute, to the greatest extent possible, to a learning environment that is well- ordered, peaceful, safe, non-threatening and conducive to learning and optimal growth.

Legal references: *School Act*, ss 20, 22, 23, 65, 85
 Freedom of Information and Protection of Privacy Act (FIPPA), RSBC 1996
 Human Rights Code, RSBC 1996
 Canadian Charter of Rights and Freedoms, Constitution Act, 1982
 Canadian Human Rights Act, RSC 1985
 Criminal Code, RSC 1985
 [AP 351: Student Conduct on School Buses](#)

Adopted: July 6, 2015

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