

DISTRICT STUDENT CODE OF CONDUCT

Background

The District endorses a set of desirable personal and interpersonal character traits that incorporate universal values common to all religions and ethnic-cultural groups, including respect, integrity, empathy, compassion, independence, cooperation, responsibility and self-control.

Students are to learn, practice and develop such personal and interpersonal character traits and 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 academic and cultural studies to maximize their individual potential in becoming self-reliant, responsive and contributing members of society.

Procedures

1. In displaying acceptable behaviour, students are to:
 - 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 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 Account to their teachers for their conduct;
 - 1.6 Attend school regularly and punctually;
 - 1.7 Use non-violent means to resolve conflict;
 - 1.8 Treat all other students and staff with dignity, respect and fairness at all times;
 - 1.9 Contribute to a learning environment that is free from physical, emotional, and social abuse;
 - 1.10 Take appropriate measures to help those in need; and
 - 1.11 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 or 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.

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, 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, 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 District property, or in a vehicle on District property used by a student or occupied by a student as a passenger;
- 3.4 Threats;
- 3.5 Conduct which endangers others;
- 3.6 Encouraging conduct which 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;
- 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 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 cyber-bullying; and
 - 3.25 Inappropriate information technology use.
4. Unacceptable student behaviour:
- 4.1 may be grounds for 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 Detention;
 - 6.4 Alternative interventions such as community conferencing or other forms of restorative justice;

- 6.5 Corrective student transfer;
 - 6.6 Suspension; and
 - 6.7 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 Reference: Section 20, 22, 23, 65, 85 School Act
Freedom of information and Protection of Privacy Act
Human Rights Code
Canadian Charter of Rights and Freedoms
Canadian Human Rights Act
Criminal Code of Canada

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