

SCHOOL DISTRICT NO. 48 (Sea to Sky)

REGULATION SERIES 500 – STUDENTS

R 502 STUDENT CONDUCT

R 502.2 School Code of Conduct/Rules

This Regulation specifies the procedures and expectations for Codes of Conduct and School Rules established by schools in the District.

The Board of Education requires Sea to Sky Schools to follow the process standards and content standards as outlined in the Safe Caring and Orderly Guide to encourage the development of social responsibility and citizenship. (<http://www.bced.gov.bc.ca/sco/resources.htm>)

1. Responsibility of the Principal with Staff

- 1.1 It is the responsibility of the principal and staff to ensure that students conform to the District and School Codes of Conduct, School Rules and other policies of the Board regarding student behaviour.
- 1.2 The administration of student discipline and the disciplinary methods employed are the responsibility of the school principal, subject to the school act and the provisions of Board Policies and Regulations.
- 1.3 It is the responsibility of the principal of each school to ensure that the District and School Codes of Conduct and School Rules established are brought to the attention of students and other members of the school community.
- 1.4 It is the responsibility of the principal that the school's code of conduct will be continually reviewed and revised annually with input from students, staff, parents, and administration in accordance with Ministry guidelines. Confirmation of the review and a copy of the code of conduct will be filed with the Superintendent of Schools by April 15th of each school year. The Superintendent or designate will then review each school's code of conduct to ensure they meet Ministry standards. (See attached code of implementation plan - end of R 502.2 School Code of Conduct/Rules)

2. At a minimum, codes of conduct contain the following elements:

- 2.1 Statement of Purpose – one or more statements that provide a rationale for code of conduct and explain its goals.

2.2 Conduct Expectations

Acceptable conduct – one or more statements that convey clearly and concisely how students are expected to conduct themselves at school, while going to and from school, and while attending any school function at any location.

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Unacceptable conduct – one or more statements that convey clearly and concisely what is considered to be unacceptable conduct. At least one statement should be included to explain that the behaviors cited are examples only and not an all-inclusive list.

Rising expectations – one or more statements that outline a progression of expectations held for students as they become older, more mature and move through successive grades.

- 2.3 Consequences – one or more statements to explain that the severity and frequency of unacceptable conduct as well as the age and maturity of students is considered in determining appropriate disciplinary action.
- 2.4 Notification – one or more statements to explain that school officials may have a responsibility to advise other parties of serious breaches of the code of conduct. (pp. 15 – 16, Section two – Safe Caring Orderly Schools)

3. Expectations for School Code of Conduct and School Rules

The following expectations are to be included in the School Code of Conduct and School Rules as a minimum of what is adequate and reasonable. Other elements as deemed appropriate by the school may be included.

- 3.1 High standards of work habits and behaviour
- 3.2 Clearly defined attendance rules
- 3.3 Respect for school property and the property of others
- 3.4 Completion of in-school and homework assignments
- 3.5 Compliance with rules regarding Prohibited Behaviours (Policy No. 502.3)
- 3.6 Compliance with the Student Code of Conduct and School Rules at school and on the way to and from school, including all school functions regardless of location.
- 3.7 Compliance with Tobacco Control Act prohibiting tobacco use on school property.

4. School's code of conducts are to be developed and reviewed in accordance with the following standards as outlined in the Safe Caring and Orderly document:

- 4.1 All British Columbia schools include students, parents, and staff in the development and review of codes of conduct.
- 4.2 Expectations regarding acceptable conduct are made known to all students, parents and school staff, as well as to temporary staff or visitors. Protocols while acting as ambassadors of the school also are made known to students, parents, coaches and involved members of the greater community

- 4.3 Behavioural expectations outlined in codes of conduct are consistently taught and actively promoted. Responses to unacceptable behaviour are based consistently on sound principles and are appropriate to the context.
- 4.4 Conduct is continuously monitored to ensure codes reflect current and emerging situations and are contributing to school safety.
- 4.5 Codes of conduct are reviewed and improved in light of evidence gathered and/or relevant research, and are revisited as part of a regular cycle of policy review.
- 4.6 Codes of conduct are compatible between schools in the community and across elementary, middle and secondary levels. (pg. 15 Section Two: Codes of Conduct – Safe, Caring, Orderly Schools)

5. Meeting the Needs of Individual Schools

The Board recognizes that the School Code of Conduct and School Rules may vary from school to school, in order to address the needs of each school community, provided they meet the provincial standards.

6. Information and Awareness of School Code of Conduct

At the beginning of the school year (or when a student enrolls) students shall be informed of the School Codes of Conduct. Information is made available through student agenda, school website, and school assembly.

7. Violation of School Code of Conduct

The student may be subject to a variety of disciplinary interventions and consequences as outlined in code of conduct student discipline policies, provincial standards and the school act, for violations of the School Code of Conduct. Schools and the district will make every effort to support the student by determining the root cause of the behaviour and respond accordingly.

Whenever possible, incidents will be resolved by restorative and supportive practices such as:

- Class conference/meeting
- Mentoring program/asset building
- Functional Behavior Assessment and Behaviour Plan
- Special Education Procedural Change
- Mediation/Conflict Resolution including peer mediation
- Family Group Conferencing/Elder Circles/Circle Process (restorative justice)
- School-based team involvement
- Counselling (in school or referral to out of school professional)
- Collaborative Problem Solving
- Restitution
- Traditional Aboriginal Practices

If the student has engaged in a serious or repeated violation that adversely affects individuals in a school community a range of consequences may be implemented. These may include but not limited to:

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- Restricted access to facilities/activities,
- Reduced day length,
- Educational program change
- Daily/weekly monitoring
- Self reflective exercise or research project in related topic
- Police involvement (no charges)
- Criminal Charges
- Suspension (in school)
- Suspension (out of school 5 days or fewer)
- Suspension (out of school more than 5 days)

Parents will be informed by the school of serious or repeat violations of the School Code on Conduct, School Rules and violation of other policies regarding student behaviour.