

2018-19

A. DR. CHARLES BEST STUDENT CODE OF CONDUCT

I. INTRODUCTION

Dr. Charles Best Secondary School promotes the values expressed in the BC Human Rights Code respecting the rights of all individuals in accordance with the law – prohibiting discrimination based on race, colour, ancestry, place of origin, religion, marital status, physical or mental disability, sex or sexual orientation – in respect of discriminatory publication and discrimination in accommodation, service and facility in the school environment.

The Code of Conduct for Dr. Charles Best Secondary School outlines school expectations and acceptable student behaviour as directed by the *School Act* 85(2) (c). The Code of Conduct is communicated to students, parents, staff, as well as to visitors and other district staff. The Code of Conduct is taught, reinforced and monitored each semester. Each year the Code of Conduct is reviewed to reflect the needs of the school community and to align with the district and provincial school safety initiatives, by a committee of parents, students, teachers and administrators.

II. CODE OF CONDUCT: KEY ELEMENTS

1) Process

School staff, students and parents, through focus groups, the SPC and PAC, has reviewed the current code of conduct to meet the Ministry requirements of page 15 of A Guide for Safe, Caring and Orderly Schools. This document is reviewed annually.

Communication

The code of conduct is communicated in the following ways:

- At the beginning of each year a copy of the school Code of Conduct is sent home in our August email out to parents.
- Students and parents are asked to review and submit an E-form electronically indicating that they have read the code of conduct.
- Student agendas are distributed to all students and staff. The agenda contains pertinent information regarding the procedures followed in the school as well as the expectations for student conduct. Included in the agenda are the School and District Codes of conduct.
- Staff reviews the Code of Conduct with students in their opening advisory.
- Parents and students are advised of the school Code of Conduct through the school agenda, school newsletters, classroom visits by our student Buddy leaders, at assemblies, and at School Planning Council and PAC meetings.
- Our school Code of Conduct is also posted on our Parent Community SharePoint site and parents have been alerted to this site at Parent evening meetings.
- A brief version of the school code is posted on the school bulletin board in the main hallway.
- As new staff and students enter the school throughout the year, the Code of Conduct is reviewed with them by our administrative or counselling team and/or by our student Buddy Leaders.
- Teachers on Call and Casual Special Education Assistants are provided with the Code of Conduct as needed.

2) Implementation

- Each year, the code of conduct is reviewed with students in grade wide assemblies and in advisory with advisory teachers.
- Counsellors and administrators reinforce the code of conduct throughout the year when working individually or with classes.
- Throughout the year, students are reminded of their rights and responsibilities and are taught skills to help them find peaceful solutions and conflict resolution skills.
- As much as possible a restorative approach is taken where the focus is on repairing relationships and strengthening individuals
- Staff members model the expectations of the Code of Conduct and guide students in decision making and problem solving often integrating the code of conduct into lessons and skill building.
- The tenets of the Code of Conduct are evident in sports activities, both at home and away, where a commitment to sportsmanship and fair play prevail.
- Students are encouraged to resolve conflicts through peaceful means such as mediation and to follow due process when resolving problems / challenges.
- Staff will bring issues relating to the School Code of Conduct to monthly department head meetings where they can be discussed, and a plan/course of action may be implemented.
- The code of conduct is reviewed each year with input from students, Parent Advisory Council and School Planning Council.

Our school Code of Conduct has been and continues to be embedded in the daily teachings of our staff members. On a daily basis, all staff members contribute to helping students find ways to solve their problems and we continue to experience a high degree of success in this area. This is apparent from Student Focus Group feedback. The established culture of support and respect at our school allows different student groups within our school, such as our Buddy Leaders and our Student Council, to propose and implement strategies to address conduct concerns. Our student involvement is an integral part of our school culture and of the implementation of our School Code of Conduct.

3) Monitoring and Review

The conduct of students is reviewed at weekly Leadership Team meetings. These meetings include our Department Head meetings, our School Based Team meetings, our counsellor and administration meetings, and our regular administration meetings. In addition, less formal meetings occur on an on-going basis between our counsellors and administrators with the various departments with which they are assigned to liaise. These departments include all the different groups, (secretaries, custodians, SEA, youth workers, etc.), who are employed by the district and who work within our school.

The conduct of students and our School Code of Conduct are also reviewed by our parent and student communities. Annually, our School Planning Council and our Parent Advisory Council review the conduct and the effectiveness of the code on at least one occasion. In addition to this, our parents and students take part in a satisfaction survey each year which highlight areas of concern which need to be addressed. These formal opportunities to monitor and review the conduct of our students and the code itself are augmented by less formal and often impromptu meetings with students, student focus groups, and individual parents, which indicate there is an area of concern in need of address. The intent is a pro-active problem solving approach.

4) Alignment

Codes of conduct are compatible between schools in our community. The school code of conduct is aligned with district policies, administrative procedures and the BC Human Rights Code.

5) Standards

a) Statement of Purpose

- establish and maintain a safe, caring and orderly environment for a purposeful learning and teaching climate;
- encourage thoughtful and reflective citizenship and to assist students in developing socially responsible behaviours;
- maintain appropriate balances among individual and collective rights, freedoms and responsibilities;
- clarify and outline school expectations and acceptable student conduct at school, in the community and while acting as school ambassadors;
- ensure a positive human rights environment that cherishes openness, diversity, fairness, and equity;

b) Conduct Expectations

These expectations apply to behaviour at school, while traveling to and from school and during school organized or sponsored activities (at any location), and between these times (including on-line behaviour) that negatively impacts the safe caring or orderly environment of the school and /or student learning.

Acceptable conduct is demonstrated by:

1. Respecting oneself
2. Respecting the property and rights of others, including their right to a safe, uninterrupted and harassment-free learning environment. This includes e-mail, social media and other forms of cyber harassment
3. Engaging in responsible behaviour in all learning and school activities
4. Cooperating with the school community adults
5. Respecting the school facility and the surrounding property
6. Dressing appropriately for the school learning environment
7. Being on time and in regular attendance for all classes
8. Being prepared for class
9. Completing all assignments
10. Using good manners and good common sense
11. Helping to ensure the school environment is a safe, orderly and caring place for all to learn
12. Refraining from using or possessing alcohol or other illegal drugs at school, anytime during the school day, and at school functions
13. Informing a "tellable" adult, in a timely manner (in advance if possible), of incidents of bullying, harassment or intimidation or of an unsafe individual or behaviour
14. Modeling respectful and responsible behaviour at school, in the community and while acting as school ambassadors in a manner that brings credit to the school
15. Promoting purposeful student learning and academic honesty
16. Using all electronic devices and computer programs / websites (including such things as cell phones, Facebook,

YouTube, Twitter, etc.) in an appropriate manner that does not interfere with the learning of others or negatively impact on the wellbeing of others in the Best Community

The following is a list of behaviours that will result in discipline; however, the list of unacceptable behaviours is not restricted to the examples provided.

Unacceptable conduct is demonstrated by behaviours that:

- Interfere with and/or compromise the learning and teaching environment of any school member
- Demonstrate academic dishonesty (cheating, plagiarism etc.)
- Create an unsafe or dangerous learning environment
- Demonstrate a lack of caring for oneself, others and/or the school community
- Demonstrate bullying: bullying includes but is not limited to physical or verbal intimidation, verbal harassment and cyber bullying occurring on or off the school property (District Policy 17)
- As per Section 8 of Human Rights Code of British Columbia, students shall not discriminate against others on the basis of the race, religion, colour, ancestry, place of origin, marital status, age, sex, sexual orientation, gender identity or expression, or physical or mental disability. Furthermore, as per Section 7 of the Human Rights Code of British Columbia, no student shall publish or display anything that would indicate an intention to discriminate against another, or expose them to contempt or ridicule, on the aforementioned bases.
- Reflect unkind acts, unkind words or hurtful behaviours towards others including publishing, posting or displaying anything that would expose others to contempt or ridicule
- Misuse any forms of technology or communication (cell phones, computers, iPods, gaming sites, Facebook, YouTube, Twitter, etc.)
- Are physically violent or result in assault
- Tolerate physical acts of violence or harassment
- Act as retribution towards someone who reported unsafe or violent incidents
- Are illegal acts such as:
 - Possession or use of a weapon
 - Possession, use or trafficking of illegal drugs, alcohol, or restricted substances
 - Theft or damage to school/other's property
 - Vandalism or graffiti to school or other's property
 - Smoking on school property (this includes e-cigarettes and vaporizers). Specifically, all tobacco and vaping devices are NOT permitted in or around the school, in lockers, backpacks, or on a person. This includes forested areas, sidewalks, parking lots, and bus stops adjacent to the school. Any products used in vaporizers are also prohibited, along with chewing tobacco, snuff and other such tobacco extracts.
 - Gambling for money, goods and/or services

Behaviours cited above are only some examples and not an all-inclusive list. Unacceptable conduct should be reported to teachers or the school administration.

A search by school officials of a student under the authority or a search of student property may be undertaken if the school has reasonable grounds to believe a school rule has been or will be violated, and that the evidence of that violation will be found in the location or on the person of the student being searched. Students know that their teachers and other school authorities are responsible for providing a safe learning environment and maintaining order and discipline at school. As a result, they must know that, where reasonable grounds exist, this may require searches of students, their lockers and their personal effects and the seizure of prohibited items.

Students should also be aware that the schools may collect, use and disclose personal information about students for the purposes of investigating and addressing student misconduct, safety and maintaining order and discipline in school. Such collection and use of student information may include information that is obtained from witnesses or collected from other secondary information sources (e.g. social media). All personal information of students collected by the school will be collected in compliance with and under the authority of the Freedom of Information and Protection of Privacy Act (ss. 26(a), (b), and (c)) and the School Act. Questions about the collection, use or disclosure of student personal information should be directed to the Associate Director of Information and Learning Technologies Stephen Whiffin, at swhiffin@sd43.bc.ca.

c) Rising Expectations

As students' progress through grades 9-12, behavioural expectations will rise so that:

- student levels of maturity, personal responsibility and self-discipline will improve
- consequences for unacceptable conduct in senior grades will likely result in more severe consequences and could include the loss of Grad activities

d) Consequences

Initially, consequences will be determined by school staff. Progressive consequences will be implemented based on the severity and/or the frequency of the behaviour and will be implemented to alter the inappropriate and/or unsafe behaviour. Consequences and the support will be preventative and restorative wherever possible, rather than punitive. Some of these methods could include one or more of the consequences below:

- Students participating in meaningful and timely consequences for the unacceptable behaviour;
- Students participating in restorative justice mediation with those who have been harmed;
- School or community counselling;
- Interview with teacher and/or administration
- Parent meeting with student and school staff;
- Conflict resolution strategies;
- Small group mediations;
- Informal suspension or "timeouts" – at school or home;
- Recovery Costs;
- Community service;
- Partial day school programs;
- Behaviour plans that might be implemented by school or district personnel;
- Formal suspension: District Code of Conduct: Suspension Process – Level I, II or III (for serious or dangerous behaviours). These suspensions include both in-school and out-of-school suspensions;
- Referral to police;
- Removal from school.
- Involvement of outside authorities (police, bylaw officers)

The school and school board will take reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of a code of conduct.

The goal of any intervention is to have a student re-establish positive behaviour, and to engage in purposeful learning. It is therefore important to note that 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.

Special considerations may apply to the imposition of consequences on a student with special needs if the student is unable to comply with this Code of Conduct, due to a disability of an intellectual, physical, sensory, emotional or behavioural nature.

e) Notification:

The school will take measures to ensure parents are notified in a timely manner. School staff may, depending on the severity and frequency of unacceptable conduct:

- Have students inform parents directly about instances of unacceptable conduct
- Contact and inform parents directly about a student's unacceptable conduct
- Inform the parents of students who have been the victims of unacceptable conduct
- Inform school district officials as required by district policies
- Inform the police or other agencies as required by law, Inform staff and the school community as deemed appropriate by the school and/or district

The Dr. Charles Best Secondary School Code of Conduct has used the structural set up, designated passages and terminology from the BC Ministry of Education Standards Department *Safe, Caring and Orderly Schools Document: The Guide*
Publisher: National Library of Canada Cataloguing in Publication Data
Victoria, British Columbia: ISBN 0-7726-5120-5

The Safe and Caring School Document can be found at www.bced.gov.bc.ca This can be found as a part of our Action Plan for Learning document on our School SharePoint site at www.sd43.bc.ca/charlesbest

Dr. Charles Best Secondary School's Code of Conduct for students and visitors outlines school expectations and acceptable student behaviour as directed by the School Act 85(2)(c).

B. DISTRICT CODE OF CONDUCT FOR STUDENTS

Complete copies of the following policies and administrative procedures are available for your viewing at the school office and on the district website: www.sd43.bc.ca Board of Education/Policies

1. District Code of Conduct – Policy 17

The Board believes it has a responsibility to establish expectations of students as part of its governance role for the District. The Board further believes that the responsibility for student discipline in school is shared among students, staff and parents. Students have a responsibility to respect the rights and dignity of others and to become actively and productively involved in their own academic learning and social growth. Educators are responsible for establishing a positive school climate in which structure, support and encouragement assist the students in developing a sense of self-discipline and responsibility. Parents are responsible for establishing a positive learning atmosphere in the home, knowing school policies and procedures, supporting the school in the enactment of these policies and procedures, and encouraging their children to understand and respect these policies and procedures. To support these aims, the Board has established a District Code of Conduct for Students, which shall be followed in all schools.

Specifically

The Board believes that appropriate 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:

- be aware of and obey all school rules;
- attend classes punctually and regularly;
- work cooperatively and diligently at their studies and with home assignments;
- respect the rights of all persons within the school including peers, staff and parents;
- respect the legitimate authority of the school staff;
- respect the school's physical school facilities;
- respect the ethnic diversity of our school community;
- behave in a safe and responsible manner at all times; and
- not threaten, harass, bully, intimidate or assault, in any way, any person within the school community
- not be in possession or under the influence of drugs and/or alcohol

2. Violence, Intimidation and Possession of Weapons - Policy 18

The Board believes that schools are purposeful places where students and staff must be able to work, learn and play without the threat of physical or psychological harm. Schools are characterized by sensitivity and respect for all individuals, an environment of non-violence, clear student behavioral expectations and disciplinary practices that are enforced consistently and fairly. The Board acknowledges its role in providing secure learning environments which are safe from threats, violence or intimidation.

Student Threat Assessment Protocol

A student threat assessment will be initiated by the school's multi-disciplinary Violent Threat Risk Assessment (VTRA) team when behaviour includes, but is not limited to serious violence, or violence with intent to harm or kill, verbal/written threats to harm/kill others, internet/social media threats to harm/kill others, possession of weapons (including replicas), bomb threats and fire-setting.

3. Suspension of Students – AP (Administrative Procedure) 355

The effective management of student discipline is a necessity in establishing safe, caring and orderly school environments that foster student learning needs. When student misconduct occurs, the school and District must respond fairly, quickly, and effectively, imposing a disciplinary consequence that is appropriate to the circumstances and that reinforces for the student involved and students generally, appropriate standards of student behavior.

The Principal has overall responsibility for the maintenance of student discipline and school rules. Under the general supervision of the Superintendent and subject to administrative procedures, a Principal and/or Vice Principal has the authority to suspend or remove a suspension imposed on a student.

4. Race Relations – AP 205

School District 43 acknowledges the challenge of becoming responsive to the needs of a pluralistic society and affirms that the racial, ethno-cultural, linguistic and religious diversity of its students, staff, and community is a source of enrichment and strength for Canada.

As an educational institution, the District has a special responsibility to develop positive values, attitudes, knowledge and practices by developing a framework which will promote and support equity, justice and access to all.

5. Personal, Discriminatory, and Sexual Harassment – AP 356

The District recognizes the right of all students and staff members to learn and work in an environment free from personal, discriminatory or sexual harassment.

The District, all staff members, students and people within school communities shall have a responsibility to promote, monitor and maintain learning environments and workplaces that are free from harassment.

6. Digital Responsibility for Students – AP 140.2

The district endorses the provision of district-wide network and Internet services to support student learning. While there are many benefits, there is also potential for misuse. Students are not permitted to create, distribute or access any material which is not suitable for classroom learning.

When using technology, district electronic mail (email) services, social networking, collaboration, blogging, media sharing tools, in relation to their role, students and staff are expected to act as appropriate digital citizens as laid out in the procedures.

The AP 140.2 – “Digital Responsibility for Students” is located at the following URL:

<http://www.sd43.bc.ca/Board/Policies/Administrative%20Procedures/Administrative%20Procedure%20150-2.PDF>

7. Tobacco and Vapour Products Free Environment – AP 171

All school property is designated “tobacco and vapour product free”. Therefore, every person, including a student, employee or visitor, is prohibited from smoking, using tobacco or vapour products of any kind, or holding lighted tobacco on school property at any time, including non-school hours.

8. Closure of Schools for Extreme Weather Conditions – AP 132

In the case of extreme weather conditions, the Superintendent or designate has authority, on behalf of the Board, to temporarily close a school.

Procedures: As a general expectation, parents are to be advised that schools are open. If parents believe the local conditions are unsafe, they may keep their child at home or arrange his/her early dismissal. If schools are to be closed before classes begin, an announcement will be made by 6:30 a.m. on the school district website and school websites. Announcements may also be made on SD43 social media and local radio stations. For more information visit www.sd43.bc.ca/NewsEvents/Pages/EmergencyInformation.aspx.

9. Resolution of Student or Parent School Concerns – AP 380

The district encourages students and/or parents to discuss their questions or concerns regarding the education of their children with school personnel as early and as directly as possible.

Procedures: Students or parents who disagree with or wish to question decisions or actions that are taken by teachers and/or administrators are expected to seek a resolution by pursuing the following steps:

A. Teacher or Classroom Level Problem

1. Discuss the matter directly with the teacher whose judgement or decision is being questioned.
2. If not resolved, discuss your concern with the Principal.
3. If still unsatisfied with the outcome, discuss your concern with the Assistant Superintendent (contact the Board office at 604-939-9201).
4. Unresolved matters may be referred to the Board as per Board Policy 13.

B. Principal or School Level Problem

1. Discuss directly with the Principal the action, policy, procedure or practice being questioned.
2. If not resolved, refer to the Assistant Superintendent. (see contact information above)
3. If not resolved, refer to the Board as per Board Policy 13.

It is expected that school district personnel will seek a resolution to the problem as quickly as possible.