



SCHOOL CODE OF CONDUCT has been published
on our website [at this link](https://www.sd43.bc.ca/school/ranchpark/About/COC/Pages/default.aspx#/)

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Below is an excerpt from the School Code of Conduct.
Please review the entire document located on the school website.

SCHOOL CODE OF CONDUCT

Introduction

At Ranch Park we strive to develop a positive and welcoming school culture and are committed to fostering an optimal environment for learning. Members of our school community share a commitment to maintaining a safe, caring and orderly school. We focus on the prevention of problems and use school-wide efforts to build community, fostering respect, inclusion, fairness and equity. The following is our school's Code of Conduct in which we have set what we consider to be clear expectations for acceptable conduct. This Code of Conduct reflects the guidelines set out by the Ministry of Education's new provincial standards and the Coquitlam School District.

This Code of Conduct is reviewed and revised with feedback from staff through meetings, students through our class and school charter process, and parents through the Parent Advisory Council. It is communicated to parents through our student planner and our website. Expectations regarding acceptable conduct are shared with 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. Behavioural expectations are consistently taught and actively promoted through classroom discussion, school assemblies, and library time. Our class charter and school charter process supports student involvement in the development of skills and strategies for positive behaviour, provides strategies for managing social challenges, and strengthens community connection. This aligns with our APL goal of learning to use strategies to manage our emotions, support each other, and contribute to our community. Responses to unacceptable behaviour are based consistently on sound principles and are appropriate to the context, encouraging student reflection and responsibility. Conduct is continuously monitored through observation, data gathering and self-reflection to ensure codes reflect current and emerging situations and are contributing to school safety. Our Code of Conduct is reviewed and improved in light of evidence gathered and/or relevant research, and are revisited as part of a regular cycle of policy review. Through the Articulation process, Family of Schools discussions and District information, we ensure that our Code of Conduct is compatible between schools in the community and across elementary, middle and secondary levels.

Statement of Purpose

Ranch Park Elementary 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 indigenous identity, 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.

Conduct Expectations

The following are statements that reflect the expectations for student conduct while at school, while going to and from school and while attending any school function at any location. The statements reflect what is considered acceptable conduct and unacceptable conduct:

Acceptable conduct

- Respecting self, others and the environment
- Helping to make the school a safe, caring and orderly place
- Informing a “tellable adult”, in a timely manner (in advance if possible) of incidents of bullying, harassment or intimidation
- Engaging in purposeful learning activities in a timely manner
- Acting in a manner that brings credit to the school
- As per Section 8 of Human Rights Code of British Columbia, students shall not discriminate against others on the basis of the indigenous identity, race, religion, colour, ancestry, place of origin, marital status, family 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 above bases.
- 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 otherwise

Unacceptable conduct

- Behaviours that:
 - Interfere with the learning of others
 - Interfere with an orderly environment
 - Create unsafe conditions
- Acts of:
 - Bullying which includes but is not limited to physical or verbal intimidation, verbal harassment and cyber bullying, occurring on and off of school property. This includes using /naming a physical illness, disability or condition to threaten, harass or intimidate others.
 - Physical violence
 - Retribution against a person who has reported incidents
- Illegal acts, such as:
 - Possession, use or distribution of illegal restricted substances
 - Possession or use of a weapon
 - Theft or damage to property
- A search by school officials of a student under their 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.

Rising expectations

- expectations for personal responsibility and for self discipline increases as students rise through the grades
- student behaviour is always considered in the context in which it occurs. The age of the child, frequency of the behaviour, its seriousness or intensity, and the particular circumstances are taken into account.

Consequences

- as a School and District, we recognize the importance of modeling respectful and responsible processes for managing conflict. Whenever possible, we try to use a restorative approach to resolving conflict and teaching pro-social behaviors. The fundamental premise of restorative practice is that people are happier, more cooperative, productive, and more likely to make positive changes to their lives, when those in authority do things “with them”, rather than “to them” or “for them”. (International Institute for Restorative Practices <http://www.iirp.edu/what-is-restorative-practices.php>). As a result, a focus of behavior intervention should be to help an offender recognize and repair any harm done. Furthermore, the purpose is to teach the offender moving forward, and then reinforce positive behaviors, in order to return the offender to the school community stronger, and more resilient than before the offense. Every effort will be made to support all students. However, if there are ongoing conduct issues after having implemented restorative interventions, more traditional discipline approaches may be used, separate or in conjunction with restorative interventions.
- All disciplinary decisions will consider the individual and context, and responses to conduct issues will take into consideration the student’s age, maturity, and past conduct.
- responses to unacceptable conduct are pre-planned, consistent and fair.
- disciplinary action, wherever possible and appropriate, is preventative and restorative, rather than merely punitive
- 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.
- Consequences for inappropriate/unacceptable behaviour will be determined by the degree and /or repetitiveness of the student’s action and will be administered by the principal. A continuum of consequences that may be used are:
 - Discussion with principal using restorative approach
 - Discussion with principal followed by apologies (verbal or written)
 - Discussion with principal followed by parent notification and/or involvement.
 - Place student in a quiet area away from other students to complete assigned tasks.
 - Place student on a playground plan for recess and/or lunch for a specified time.
 - Student loss of privilege to attend field trips/school-wide events
 - Special consideration may apply to the imposition of consequences on a student with special needs if the student is unable to comply with the Code of Conduct due to a disability of intellectual, physical, sensory, emotional or behavioural nature

The Board will take all reasonable steps to prevent retaliation by a person against a student who had made a complaint of a breach of a code of conduct.

Notification of serious breaches of Code of Conduct:

- parents of student offender(s) – in every instance
- parents of student victim(s) – in every instance
- school district officials – as required by school district policy
- police and/or other agencies – as required by law
- all parents – when deemed to be important to reassure members of the school community that school officials are aware of a serious situation or incident and are taking appropriate action to address it



Policies and Administrative Procedures Overview

June 2022

Complete copies of the following policies and administrative procedures (APs) are available on the school district website: www.sd43.bc.ca (under Board of Education)

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
- 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. 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 School District 43 (Coquitlam) (SD43) social media and local radio stations. For more information visit:

www.sd43.bc.ca/NewsEvents/Pages/EmergencyInformation.aspx.

4. 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.

5. 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.

6. Race Relations – AP 205

The District 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.

7. Formal Intervention and Suspension of Students – AP 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.

8. 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, fear and discrimination.

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 SD43 personnel will seek a resolution to the problem as quickly as possible.