



**APEX
CODE OF CONDUCT
2025-2026**

STANDARDS

Apex 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, color, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person or class of persons – with respect of discriminatory publication and discrimination in accommodation, service and facility in the school environment.

a. Statement of Purpose

- to establish and maintain a safe, caring and orderly school culture in which purposeful learning can take place
- to promote and encourage this culture for all members of the Apex community
- to clarify and publish expectations for student behaviour while at school, while going to and from school, and while attending any school function or activity at any location
- to establish an appropriate balance between individual and collective rights, freedoms and responsibilities

To meet the purposes listed above 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 Assistant Superintendent Stephen Whiffin, at swhiffin@sd43.bc.ca.

b. Conduct Expectations

As per Section 8 of Human Rights Code of British Columbia, a person shall not discriminate against a person or class of persons regarding any accommodation, service or facility customarily available to the public because of the Indigenous identity, race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person or class of persons.

c. Acceptable conduct

The following guidelines outline the behavioral expectations for all students at Apex. The language developed around behavioral expectations was determined by the students and staff.

Acceptable:

Safety

- A. When I move through the school, I am aware of my surroundings and give other people personal space.
- B. I know when and how to get help for myself or others, when something is not right.

Respect

- A. I recognize disrespectful behaviour and I take action.
- B. I clean up after myself and remind others to do the same.

Inclusion/Welcoming

- A. I use good manners consistently and greet people in a welcoming manner.
- B. I make an effort to include and get to know others in my school community.

Learning

- A. I come to class prepared and willing to participate and learn.
- B. I consistently strive to do my best in every assignment.

Unacceptable:

Safety

- A. I am loud and offensive when I move through the school and interfere with the safe feelings of others.
- B. I move through the school in a reckless fashion and I have no regard for the personal space or safety of others.

Respect

- A. I interfere with others' learning
- B. I take advantage of times when no one is looking to break rules and use offensive language.

Inclusion/Welcoming

- A. I refuse to respond when spoken to and make no effort to include others I don't know well.
- B. I physically or verbally attack people.

Learning

- A. When I arrive at Apex, I am unprepared to learn.
- B. I don't take responsibility for my learning and I distract others.

d. Rising expectations

As students grow and mature from grade six to eight, there are rising expectations of responsibility and accountability. Students are expected to always strive to display "A" and "B" behaviors in all four of our pillar areas. Team building activities and ongoing classroom activities have a focus on positive behaviors and expectations for making the school a better place. Students are recognized for their positive contributions.

e. Personal Digital Devices in Schools

All cellular phones or similar personal communication devices are to be appropriately stored during the school day. Digital devices of any kind are only to be used at the discretion of your teacher when identified as appropriate for your learning environment or because of unique circumstances.

Any use of personal digital devices at school is subject to all other expectations for conduct and use of technology, including AP 140.2 – Digital Responsibility for Students.

CONSEQUENCES

a. Restorative Practice and Progressive Discipline

At Apex, we recognize the importance of modeling respectful and responsible processes for managing conflict. Whenever possible, we try to use a restorative approach to resolve 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". 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 be made with respect to the individual and context, and responses to conduct issues will take into consideration the student's age, maturity, and past conduct. Recognizing that every student is an individual, special consideration 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.

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 in other circumstances where engaging in the activity will have an impact on the school environment.

Examples of Apex's approach to progressive discipline include:

- clearly outlined behavioural expectations for all students
- regular and timely recognition for positive behaviours, as well as contributions to the school culture and climate
- team and teacher interventions
- loss of privileges
- office referrals
- parent notification
- restorative practices and restitution
- tracking systems and follow-up
- alternative locations for suspension
- informal or partial-day suspensions
- in-school or formal suspensions

b. School/Team Level Intervention

The school looks to a variety of interventions depending on the circumstances and individuals involved. It may involve and is not limited to conflict resolution strategies, in-school counseling, behavioral plans, and mediation/circle groups. The following steps may also take place when student's behavior is a continual concern.

- The student will be given a warning.
- The student will be moved within the classroom. Behaviour expectations will be reviewed either at the next break or at the end of the day.
- The parent may be asked to come pick up the student.
- A student may be transitioned to other programs.

c. Suspensions

School suspensions may result from extreme unacceptable behaviour and are considered most serious. Suspensions, both formal and informal, can be given for any behaviour that makes other students or staff feel unsafe or unwelcome within the school community, including but not limited to:

- fighting, violence, or Intimidation
- bullying or cyber-bullying
- theft
- vandalism
- possession of weapons, drugs, alcohol or tobacco (including electronic cigarettes and vaporizers)
- defiance

d. Notification

School officials may be required to advise other parties in the event of serious breaches of the Code of Conduct, including:

- parents of student offender(s)
- parents of student victim(s)
- 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

In situations where a student or adult makes a worthy complaint regarding a breach of the Code of Conduct, every attempt will be made to ensure the safety of the reporting individual and to prevent any retaliatory action by any person because of the disclosure.

e. Resolution

Once the restorative and/or disciplinary process is complete, where necessary or requested, a meeting may be held which could involve:

- other students affected, victim(s) or witness(es)
- teacher(s) or support staff
- administration
- parent(s)

The purpose of the meeting would be restorative in nature. In serious cases, regular follow-up with the counsellor or administration may be implemented. Students with repeated negative behaviors may be referred to the district level for interventions which may have broader options for solutions.

SCHOOL DISTRICT NO. 43 POLICIES AND ADMINISTRATIVE PROCEDURES

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

1. District Code of Conduct

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

As per Section 8 of Human Rights Code of British Columbia, a person must not discriminate against a person or class of persons regarding any accommodation, service or facility customarily available to the public because of the Indigenous identity, race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person or class of persons.

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Violence, Intimidation and Possession of Weapons

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.

4. Suspension of Students

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.

5. Race Relations

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.

6. **Personal, Discriminatory, and Sexual Harassment**

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.

7. **Digital Responsibility**

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.

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8. **Tobacco and Vapour Products Free Environment**

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.

9. **Closure of Schools for Extreme Weather Conditions**

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.

10. **Resolution of Student or Parent School Concerns**

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:

Teacher / 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.

Principal / 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.

Parent Signature

Date

Student Signature

Date