



Code of Conduct

2024/2025



September 2024

SMILING CREEK ELEMENTARY

BE *Caring* THINK *Big* FEEL *Inspired*

MAKE A DIFFERENCE

INTRODUCTION

Members of the Smiling Creek community make a personal commitment to create and maintain a respectful, welcoming and nurturing environment. At Smiling Creek Elementary, we have a shared goal of encouraging socially responsible behaviours that contribute to the school community, solve problems in peaceful ways, value diversity and defend human rights. Smiling Creek 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 race, colour, ancestry, place of origin, religion, marital status, physical or mental disability, Indigenous identity, sex or sexual orientation – in respect of discriminatory publication and discrimination in accommodation, service and facility in the school environment.

Smiling Creek Elementary School's Code of Conduct outlines school expectations and acceptable student behaviour, as directed by the School Act, sections 85(1.1) 168 (2) (s.1), Ministerial Order 276/07 and the Safe, Caring and Orderly Schools Guide.

KEY ELEMENTS

Process

This code of conduct was reviewed by the staff, students, and parents of Smiling Creek Elementary over the course of the 2023-2024 school year with the purpose of personalizing it and making it our own.

Communication and Implementation

Essential elements of our code of conduct are in student planners which are given to students at the start of the year or at time of registration for new students. It will be discussed at the beginning of the year and reviewed throughout the year through assemblies, and classroom circles. Our Smile Squad is a group of socially responsible grade 4 and 5 students who help to teach our younger students through discussion and role play elements of our code of conduct.

All staff are expected to review and discuss our code of conduct with students. Our code of conduct will be available on our school web site.

Monitoring and Review

Major/repeated violations of our code of conduct are monitored and reviewed using behavior incident forms and in meetings with staff involved in working with those students. On an annual basis, near the end of each school year, our Code of Conduct will be discussed and reviewed by staff and shared with our PAC on an annual basis.

Alignment

Our code of conduct is consistent with the District Code of Conduct, School District 43 policy and procedures, the Safe, Caring and Orderly Schools Guide and current legislation. On an annual basis we will forward our code of conduct to these middle schools to better ensure that there is continued alignment with them.

The purpose of the Code of Conduct is

- To establish and maintain safe, caring and orderly environments for purposeful learning at Smiling Creek Elementary
- To clarify and outline 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 assist children in developing socially responsible behaviour, showing a developing awareness of their role as ethical decision-makers and moral citizens

Conduct Expectations

Acceptable conduct is demonstrated by modeling respectful and responsible behavior. These expectations apply to behavior at school, during school-organized or sponsored activities, and behavior beyond these times (including on-line behavior) that negatively impacts the safe, caring, or orderly environment of the school, and/or student learning.

Acceptable conduct includes:

- respecting self, others and the school
- 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

Unacceptable conduct

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, family status, age, sex, sexual orientation, gender identity or expression, Indigenous identity, 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 that basis.

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.

Examples of unacceptable conduct include:

- Behaviours that:
 - interfere with the learning of others
 - interfere with an orderly environment
 - create unsafe conditions
 - are disrespectful of others
- Acts of:
 - bullying (includes but is not limited to physical or verbal intimidation, verbal harassment, and cyber-bullying, occurring on or off school property)
 - physical violence
 - retribution against a person who has reported incidents
- Illegal acts, such as:
 - possession, use or distribution of illegal or restricted substances
 - possession or use of weapons
 - theft of or damage to property

Behaviours cited above are only some examples and not an all-inclusive list.

Rising expectations

- There will be a progression of expectations held for students as they become developmentally more responsible for their actions.
- As students advance through the grades they will be expected to continue to meet expectations in the Social Responsibility Performance Standards for their appropriate grade level. Students/Families are informed on their progress through comments on their report cards and informally through meetings, e-mails and phone calls.

- Over the kindergarten to grade 5 years, we expect increasing personal responsibility and self-discipline and will apply increasing consequences for inappropriate behaviour.
- Special consideration may apply to students with identified special needs if these students are unable to comply with our code of conduct due to having a disability of an intellectual, physical, sensory, emotional, or behavioral nature

Consequences

- Responses to unacceptable conduct are consistent and fair. Consequences will be applied to unacceptable student conduct. The consequence will be implemented based on the severity and the frequency of the behaviour. Progressive discipline and restorative justice methods will be implemented to alter the inappropriate and/or unsafe behaviour. Consequences and the support will be preventative, restorative and designed to educate the developing child. Students will, as often as possible, be encouraged to participate in the assignment of meaningful consequences.
- 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.

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 Assistant Superintendent Stephen Whiffin, at swhiffin@sd43.bc.ca.

Notification:

At the elementary school level many students benefit, on occasion, from adult intervention and guidance as they learn to make increasingly socially responsible choices for their behaviour. Parents will often be asked to be involved in helping shape productive behaviour.

For serious breaches of the code of conduct the following people will be contacted:

- Parents of the student offender(s)
- Parents of the student victim(s)
- School district officials – as required by school district policy
- Police and/or other agencies – as required by law
- School staff & school community as deemed appropriate by the school and/or district administration to reassure members of the school community that school officials are aware of a serious situation or incident and taking appropriate action to address it.



Policies and Administrative Procedures Overview

June 2024

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

*** This Policy is currently under review to include language about Personal Digital Devices in Schools as per a Ministerial Order. This policy will be adjusted by August 2024 and will be available on our website thereafter. Draft language will be included in the School Code of Conduct in the interim. ***

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.

Assessment of Risk to Others Protocol: An assessment of Risk to Others will be initiated by the school's multi-disciplinary 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.

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.

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. Anti-Racism – AP 205

The District acknowledges the necessity of becoming responsive in 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 to 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.