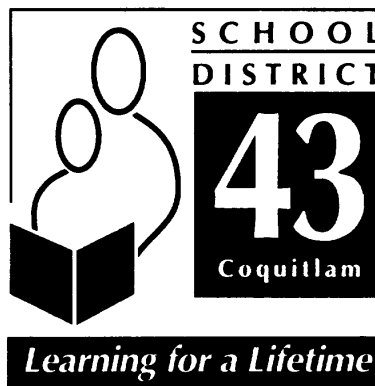


# Parkland Elementary

## Code of Conduct

### 2024 – 2025



**School Mission: "The mission of Parkland Elementary School is to foster a safe, nurturing and respectful environment where staff, parents and students work together to provide opportunities which enable all learners to maximize their intellectual, physical, aesthetic, social and emotional development."**

# **Parkland Elementary Code of Conduct**

## **Statement of Purpose**

The purpose of the school's code of conduct is to establish and maintain a safe, caring, and orderly environment for a positive learning and teaching climate.

We strive to develop a positive school culture and focus on prevention, using school wide efforts to build community, fostering respect, inclusion, fairness, and equity. Our aim is to communicate and consistently reinforce clear expectations of conduct and to teach, model and encourage socially responsible behaviours that contribute to the school community, solve problems in peaceful ways, value diversity and defend human rights. All school community members are expected to model these behaviours.

## **Conduct Expectations**

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**

Students and staff:

- They are expected to take care of themselves, take care of each other, and take care of our school.
- Are expected to make the school a safe, caring, and orderly place.
- Are expected to inform an adult ASAP (in advance, if possible) of any incidents involving bullying, harassment, or intimidation.
- Are expected to engage in purposeful learning activities promptly.
- Are expected to follow the guidelines of the Parkland Rights and Responsibilities document (see copy in the appendix)
- As per Section 8 of Human Rights Code of British Columbia, students shall not discriminate against others based on the 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 for mentioned 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**

Behaviour that:

- Interfere with the learning of others.
- Interfere with an orderly environment.
- Create unsafe conditions.

Acts of:

- Bullying, harassment, or intimidation (including using technology such as computers, the internet, email, text messaging, or chat rooms)
- Physical or verbal aggression or violence
- Retribution against a person who has reported incidents.
- Using or naming a physical illness, disability, or condition to threaten, harass or intimidate others in the community is unacceptable.

Illegal acts, such as:

- Possession, use or distribution of illegal or restricted substances.
- Possession or use of weapons
- Physically or verbally harming or threatening people
- Theft or damage to property

The above list outlines examples of acceptable and unacceptable conduct and is not inclusive of all unacceptable behaviours.

Any conduct that negatively impacts the school learning environment may be subject to discipline, whether that conduct occurs on school grounds or at school events. Conduct that occurs off school grounds may still be the subject of discipline under school and school board policies (e.g. field trips, on-line activity, etc.).

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.

### **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.

Students should also be aware that the schools may collect, use, and disclose personal information about students to investigate and address student misconduct, safety and maintain order and discipline in school. Such collection and use of student information may include information 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](mailto:swhiffin@sd43.bc.ca).

### **Rising expectations**

As students mature, it is expected they:

- Take increasing responsibility for their own actions.
- Exhibit more socially responsible behaviours.
- Understand the damage that is done when involved in irresponsible or unsafe behaviour.

### **Consequences**

When a student does not act in a respectful or responsible manner, it is necessary for the school to respond to the behaviour in a way that will help that student re-establish positive behaviour, and to repair relationships within the community. The goal of any intervention is to have a student return to the group strengthened by repairing the damage and mending/building relationships. Wherever possible and appropriate, the focus of the consequence(s) will be restorative in nature to create a learning opportunity for the student.

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 to move forward and reinforce positive behaviors, 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 implementing restorative interventions, more traditional discipline approaches may be used, separate or with restorative interventions. All disciplinary decisions will be made about the individual and context, and responses to conduct issues will consider the student's age, maturity, and past conduct.

### **Responses to unacceptable conduct are to be:**

- Pre-planned, consistent, and fair (keeping in mind that 'fair' is different from 'equal' and includes considerations regarding intentions, age, special learning, or behavioural needs etc.)
  - appropriate to their age, and to the nature and/or frequency of the misbehavior (i.e.: the response to a five-year-old hitting another student will be dealt with much differently than if a 10-year-old is involved in physical aggression).
  - Special considerations may apply to students with special needs if these students are unable to comply with a code of conduct due to an intellectual, physical, sensory, emotional, or behavioural disability. Such instances will be handled on a case-by-case basis.

If problem behaviour is on-going and more serious, the school-based team and child's parents may be consulted to create a behaviour plan that gives the child strategies to better monitor his or her own behaviour.

**Notification:**

Depending on the seriousness and frequency of student conduct, there is an escalation of parent notification.

- Minor instances are dealt with by the classroom teacher, or the staff member who witnesses or to whom the situation is reported.
- If similar situations arise for the same student, the principal is notified.
- The principal will be notified of all incidents at the school involving bullying, harassment, or intimidation.
- Depending on the circumstances, the student may be asked to reflect on the situation by completing a 'reflection worksheet' (see the appendix) which may require that the parent and teacher work with the student to repair the damage and re-establish the relationships.
- Parents of the student who did the harm are always notified of serious situations or repeat offences.
- Parents of the student who was harmed are always notified regarding the situation (personal details regarding the student doing the harm are not shared)
- Parents are also responsible for notifying the Teacher and/or the principal if their child is reporting bullying, harassment, or intimidation – do not assume we are aware.
- In severe situations where all other options are exhausted, there may be the possibility of suspension. It is understood that a suspension teaches the child nothing but provides school staff with time to develop a plan to support and to re-integrate the student. *The goal of any intervention is to have a student re-establish positive behaviour, and to engage in purposeful learning.*

If concerns are unresolved, School District personnel are notified as required by District Policy I-D-12.

# *Parkland Rights and Responsibilities*

**Rights:** To say that one has a right to something is another way of saying that an individual has a valid claim to it. The claim is valid because it is either proper or reasonable or both. Rights contribute to a standard by which we can judge our actions and guide our relationships with others.

**Responsibilities:** A responsibility is a duty or an obligation that must be fulfilled to account for one's conduct. Individuals capable of making their own decisions and determining their own actions take responsibility for the decisions they make and the consequences of their actions.

1. **You have a right to:** be treated fairly and with respect.

**You have a responsibility to:** treat others with respect and understanding. It is your responsibility to respect the authority of the school staff who are there to promote and protect the rights and freedoms of all.

2. **You have a right to:** get a good education and benefit from the good reputation of the school.

**You have a responsibility to:** be well behaved in class, keep up to date with classroom and homework assignments, attend school regularly, be on time for all classes, and act in such a way that the community will have respect for our school.

3. **You have a right to:** feel secure and be safe.

**You have a responsibility to:** not to do anything that may cause danger to yourself or others, and to inform staff if you suspect any danger in the school or on the school grounds.

4. **You have a right to:** expect your personal property to be safe.

**You have a responsibility to:** take proper care of school property and equipment, ask permission before using things that belong to someone else, and keep your belongings in a safe place.

5. **You have a right to:** be protected against threats to your health and well-being.

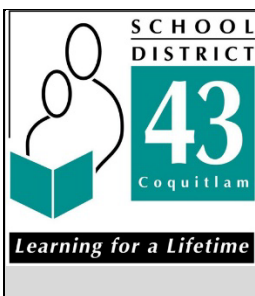
**You have a responsibility to:** look after your health - to eat healthy foods, get plenty of rest and exercise.

6. **You have a right to:** have a pleasant, clean, and well-maintained school and grounds.

**You have a responsibility to:** care for the school environment - keep it neat and clean and be prepared to remove litter.

7. **You have a right to:** make your own decisions.

**You have a responsibility to:** make sensible decisions and accept the consequences for your decisions



# 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](http://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](http://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. 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.