

PINETREE SECONDARY SCHOOL CODE OF CONDUCT

2022 – 2023



Mr. J. Clarke
Principal

Mr. C. Martin, Mr. M. Rao, Ms. K. Zimmer
Vice-Principals

3000 Pinewood Avenue
Coquitlam, British Columbia V3B 7Y7

***HOME OF THE TIMBERWOLVES
ACCEPTING CHALLENGES TOGETHER***

Telephone: 604 464 2513
Fax: 604 937 8056

This is an important document. Please arrange to have it translated.

Ce document est important. On vous recommande de le faire traduire.

To jest wazny do kument. Prosimy o przetlumaczenie go.

此為重要文件,請翻譯成中文。

이것은 매우 중요한 서류입니다, 정확한 번역을 부탁드립니다.

این مدارک از اهمیت ویژه ای برخوردار است لطفا ترجمه شده آن را در خواست بنمایید.

CODE OF CONDUCT

I. INTRODUCTION

Pinetree Secondary School's Code of Conduct outlines school expectations and acceptable student behaviour as directed by the School Act 85(2)(c). Pinetree 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 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 year the Code of Conduct is reviewed to reflect the school's community needs, and to align with the district and provincial school safety initiatives.

II. CODE OF CONDUCT: KEY ELEMENTS

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

1. Process

The School Planning Council (SPC) reviews the 'Code of Conduct' document. All partnerships including parents, staff and students consult with their members and present suggestions and changes. The SPC collectively finalizes the Code of Conduct document.

2. Communication

The SPC reps communicate process and consultative collection of information. The document is published in the agenda book, on my43, and in newsletters. The Code of Conduct is discussed with students in September at grade- wide assemblies. Ongoing communication with parents happens in PAC and at parent group meetings throughout the year.

3. Implementation Implemented by numerous structures:

- PACK class (9-12)
- Student Council meetings
- Newsletters
- Staff meetings/PAC meetings/Pro-D settings
- my43 website
- Grade-wide assemblies

4. Monitoring and Review

The Code of Conduct is reviewed once a year in April or May. Ongoing review of the Code of Conduct is carried out in staff, student and parent settings.

5. Alignment

The Code of Conduct aligns with the Safe, Caring and Orderly Schools document. It is also aligned with Pinetree Secondary's social responsibility goal: To improve communication and connections between students, staff and community.

6. Standards

a) Statement of Purpose

- establish and maintain a safe, caring and orderly environment within which to teach and learn;
- clarify and outline school expectations and acceptable student conduct;
- ensure a positive environment that values, diversity, fairness, and equity;
- encourage thoughtful and reflective citizenship.

b) Conduct Expectations

Acceptable conduct is demonstrated by:

- respecting oneself, others and the school facility;
- engaging in responsible behaviour in all learning and school activities (attending classes regularly, being prepared for class, completing all assignments, and using good manners and common sense);
- helping to ensure the school environment is a safe and caring place for all to learn;
- informing an adult of an unsafe individual or behaviour or situation;
- modeling respectful and responsible behaviour at school, in the community and while acting as school ambassadors;
- practicing 'Ethics of Information Use' (see 'Intellectual Dishonesty') by always citing research sources (text, sound, graphics, video, etc.);
- dressing appropriately for the school learning environment that is respectful to oneself and others;
- adhering to SD43's "Digital Responsibility for Students", AP140-2;
- appropriate and responsible use of network and internet on or off campus;
- students shall not discriminate against others on the basis of the race, colour, ancestry, place of origin, marital status, family status, age, religion, sex or sexual orientation, or physical or mental disability, or for any other reason set out in the Human Rights Code of British Columbia (Section 7 and 8), nor shall a student publish or display anything that would indicate an intention to discriminate against another, or expose them to contempt or ridicule, on the basis of any such grounds;
- 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, demonstrated by behaviours that:

- interfere with the learning and teaching environment of any school members;
- create an unsafe or dangerous learning environment;
- demonstrate a lack of caring for oneself, others and the school community;
- negatively impact the school environment;
- demonstrate bullying, harassment, intimidation or exclusion (physical or verbal bullying such as putdowns, name calling, gestures or actions; discriminatory behaviours such as verbal, written or gestured comments regarding a person's race, colour, ancestry, place of origin, political beliefs, religion, physical or mental disability, gender, sexual orientation, physical appearance or health);

All people have the right not to be touched, teased or humiliated);
through or by means of:

- acts of unkind words or hurtful behaviours towards others; bullying, harassment or intimidation; physical violence or assault; retribution towards someone who 'reported' unsafe or violent incidents;
- inappropriate or misuse of network or internet (i.e. MSN, Facebook, twitter, Instagram, social media sites, etc.) in a hurtful manner on or off campus;
- use of banned substances such as all tobacco products (including cigarettes, electronic cigarettes or E-cigarettes and chewing tobacco) and alcohol on campus;
- illegal acts, such as possession or use of a weapon; possession, use, or trafficking of illegal chemicals, drugs or restricted substances; theft of school or other's property; vandalism to school or other's property;
- illegal acts, such as gambling for money, goods, services or any other items (note: playing card games or other activities are acceptable without gambling for money, goods or service, etc.);

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

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 serious consequences;
- older students will model positive behaviours for their peers and younger students;

c) Consequences

- 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 methods will be implemented to alter the inappropriate and/or unsafe behaviour. Consequences and the support will be preventative and restorative.

Some of these methods could include one or more of the following:

- students participating in meaningful consequences for the unacceptable behaviour;
- school or community counselling;
- conflict resolution strategies;
- small group mediations;
- informal suspension or time out
- partial day school programs;
- behaviour plans;
- formal suspension

Suspension Process

- Level I, II or III (for serious or dangerous behaviours)
 - responses to unacceptable conduct are pre-planned,
 - consistent and fair
 - disciplinary action, wherever possible, is preventative
 - as well as restorative, rather than merely punitive
 - students, as often as possible, are encouraged to

- participate in the development of meaningful consequences for violations of the established 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 in nature

Notification

- Depending on the nature of unacceptable behaviour, the school staff will contact the following people:
- parents or guardians of the student offender(s);
- parents or guardians of the student victim(s) will be contacted;
- Coquitlam School Board officials will be contacted as required by school district policy, e.g. Level I, II and III suspensions;
- police and other agencies as required by law;
- staff and school community as deemed appropriate by the school and/or district administration

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 District Manager of Information Services, Stephen Whiffin, swhiffin@sd43.bc.ca.

The *Pinetree 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 on the internet at www.bced.gov.bc.ca

Policies and Administrative Procedures

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.