

# **Code of Conduct**

## **2025-26**



### ***Pinetree Secondary School***

*School Mission: Working with our community, we are dedicated to preparing our students for success in a rapidly changing world by providing a supportive learning environment, which recognizes and respects individual differences, encourages students to challenge personal limits, and promotes excellence.*

### **ACCEPTING CHALLENGES TOGETHER**

*Pinetree staff are committed to providing:*

*Professionalism, Fairness, Role Modelling*

*A Caring Attitude*

*A Safe Environment*

## I. INTRODUCTION

Pinetree Secondary is committed to promoting and maintaining a safe, caring and orderly school environment, as outlined in the *Safe Caring and Orderly Schools Guide* [A Guide for Safe, Caring and Orderly Schools](#). The following document is comprised of the guiding process utilized to create Pinetree Secondary's Code of Conduct, and the expectations for all members of the Pinetree Community. These guidelines adhere to District, Ministry and School Act Standards and reflect provincial standards for "Codes of Conduct", as stated below:

*School Boards and schools are entrusted, through the School Act, with authority to establish codes of conduct. While recognizing the autonomy of these bodies and acknowledging the efforts they have already undertaken to ensure school climates are as positive as possible, the provincial standards described below are provided to assist them in developing consistent and coherent policies and practices in their communities. Although most schools have codes of conduct in place, it is expected that all British Columbia schools will revisit existing codes and/or develop new codes of conduct reflecting the provincial standards (Safe, Caring and Orderly Guide, page 15).*

## II. CODE OF CONDUCT: KEY ELEMENTS

The expectations outlined in Pinetree's Code of Conduct apply to behaviour at school, during school organized or sponsored activities, and behaviour beyond these times (including online behaviour) that negatively impacts the safe, caring, orderly environment of the school, and/or student learning.

### 1. Process

Our Code of Conduct is reviewed with students at assemblies, with staff at staff meetings, and with parents at Parent Advisory Council (PAC) meetings. Questions, discussions, and suggestions are equally valued, and all stakeholders are given an opportunity to provide feedback and make recommendations for improvement.

### 2. Communication

The Code of Conduct is communicated to students, parents, and staff, as well as to visitors and other district staff. The Code of Conduct is explicitly 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. Our Code of Conduct is communicated through the agenda book/app, on my43, in newsletters and is discussed with students in September at grade-wide assemblies. Ongoing communication with parents happens in PAC and at parent meetings throughout the year.

### 3. Implementation

Our school Code of Conduct has been, and continues to be, embedded in the teachings of our staff members. They make every effort to teach, model, and encourage socially responsible behaviours. Expectations in Pinetree Secondary's Code of Conduct are also reinforced through numerous structures such as:

- Restorative process when possible \*
- PACK classes (9-12)

- Newsletters
- Staff meetings/PAC meetings/Pro-D settings
- My43 website
- Grade-wide assemblies

\* Our role in our school community is to teach positive social behaviour, and we work with our students to help them be proactive in situations where conflicts may arise. When conflicts or miscommunications do arise, we aim to use a restorative approach in attaining resolutions and we work on teaching students the skills needed to work through these types of situations. As part of the restorative process, students learn how to recognize the harm caused as well as how to repair the harm that has been caused. As a result, students learn how to engage positively with the members in our community and return to the school community after the incident better equipped with tools to positively interact with others. Note that while every effort is made to ensure that all students are supported, ongoing conduct issues may need to be addressed through more traditional approaches to discipline. These may be implemented along with restorative approaches or on their own. The disciplinary process implemented, and the decisions made are specific to each student and their circumstances.

#### **4. Monitoring and Review**

Conduct is continuously monitored to ensure codes reflect current and emerging situations and are contributing to school safety. Codes of conduct are reviewed and improved in light of evidence gathered and/or relevant research and are revisited as part of a regular cycle of policy review.

If school staff, students or parents recognize behaviour not covered by the Code of Conduct, they can bring this forward to the school administration for potential inclusion in the Code. Each year, additions or revisions are considered with each group before the Code of Conduct is submitted to the District. Additions or changes to district policies are also reviewed each year and implemented in the Code of Conduct, as necessary.

#### **5. Alignment**

Pinetree Secondary's Code of Conduct is aligned with the *Safe, Caring and Orderly Schools* document and is compatible between schools in the community and across elementary, middle and secondary levels.

#### **6. Standards**

Pinetree Secondary School promotes the values expressed in the BC Human Rights Code to respect the rights of all individuals in accordance with the law and prohibit discrimination based on race, colour, Indigenous ancestry, place of origin, religion, marital status, physical or mental disability, sex or sexual orientation. As well as through discriminatory publication and discrimination in accommodation, service, and facility in the school environment.

#### Statement of Purpose

- To establish and maintain a safe, caring and orderly environment within which to teach and learn
- 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 ensure a positive environment that values diversity, fairness, and equity

- To encourage thoughtful and reflective citizenship

#### Conduct Expectations

“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 aforementioned bases.”

#### *Acceptable conduct is demonstrated by:*

- respecting self, others and the school
- engaging in responsible behaviour in all learning and school activities (attending classes regularly, being prepared for class, completing all assignments, and being a respectful community member)
- helping to ensure the school environment is a safe, caring place for all to learn
- informing a “tellable” adult, in a timely manner (in advance, if possible) of incidents of bullying, harassment or intimidation
- modeling respectful and responsible behaviour at school, in the community, (including online) while acting as a school ambassador
- practicing ‘Ethics of Information Use’ (see ‘Intellectual Dishonesty’) by always citing research sources: text, sound, graphics, video, etc.
- Using washrooms and changing rooms for their intended purpose, not as a gathering space
- Dressing appropriately for the school learning environment that is respectful of self and others

#### *Personal digital devices in school:*

- Any use of personal digital devices at school is subject to all expectations for conduct and use of technology, including AP 140.2 Digital Responsibility for Students: Appropriate and responsible use of network and internet on or off campus
- All cellular phones or similar personal communication devices are to be appropriately stored during class time. Digital devices of any kind are only to be used at the discretion of the teacher when identified as appropriate for students’ learning environment or because of unique circumstances
- Students shall not discriminate against others on the basis of any accommodation, service or facility customarily available to the public because of the Indigenous identity, 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 is demonstrated by behaviours that:*

- interfere with the learning and teaching environment of any school community member
- create an unsafe or dangerous learning environment

- demonstrate a lack of caring for self, others and/or 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; and 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.

***Cyber-Bullying or transmitting or posting threatening, abusive, obscene, or harassing material:***

- All types of cyberbullying and posting of inappropriate material is subject to disciplinary action. Do not post comments or imagery on social media that are negative, derogatory, or inappropriate.

*All people have the right to not be touched, teased, humiliated or to be made uncomfortable or unsafe through or by means of:*

- physical violence or assault
- physical violence or any form of harassment as retribution towards someone who reported unsafe or violent incidents
- participating in a physical fight as a combatant or contributing to the fight by recording it using a cell phone camera
- swearing and use of inappropriate language
- acts of unkind words or hurtful behaviours; bullying, harassment, or intimidation
- inappropriate or misuse of network or internet (Facebook, 'X' (formerly Twitter), Instagram, Snapchat, Tik Tok, WeChat, and/or other social media sites) in a hurtful manner on or off campus; duplicating, storing, or transferring pornographic materials
- use of banned substances, including all tobacco products (cigarettes, electronic cigarettes, vaporizers, 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; extortion
- 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 services, etc.)

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

**Rising expectations**

- As students progress through grades 9-12, and become more mature, it is expected that they will show increasing personal responsibility and self-discipline
- There will be a system of increasing consequences for inappropriate behaviour as students' progress in grade level as older students are expected to model positive behaviours for their peers and younger students

**Consequences**

- 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
- The consequence will be implemented based on the severity and frequency of the

behaviour.

- Progressive discipline methods will be implemented to alter inappropriate and/or unsafe behaviour and consequences, and support will be preventative and restorative in nature.
- All reasonable steps will be taken to prevent retaliation by a person against a student who has made a complaint regarding a breach of code of conduct.

*Examples/strategies could include one or more of the following:*

- students participating in a meaningful consequence for the unacceptable behaviour
- school or community counselling
- conflict resolution strategies including Restorative Practices
- small group mediation
- informal suspension (at school or at home)
- partial day school program
- behaviour plan and/or safety plan
- formal suspension (as per District Code of Conduct)

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

#### *Suspension Process*

Level I, II or III (Level III: 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 implementation of consequences on a student with special needs if the student is unable to comply with this Code of Conduct due to a disability that is intellectual, physical, sensory, emotional, or behavioural in nature.

#### *Search and seizure*

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 any prohibited items.

Students should also be aware that the schools may collect, use, and disclose personal information about students for the purpose 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 and Chief Information Officer Stephen Whiffin, at [swhiffin@sd43.bc.ca](mailto:swhiffin@sd43.bc.ca).

### 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)
- 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

### *Resolution of Student or Parent School Concern – 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. 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 school district personnel will seek a resolution to the problem as quickly as possible.

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, Caring and Orderly Schools* Document can be found on the internet at [www.bced.gov.bc.ca](http://www.bced.gov.bc.ca)