

RANCH PARK ELEMENTARY



CODE OF CONDUCT

School Year 2025-2026



Ranch Park Elementary School - CODE OF CONDUCT – 2025-2026
Updated June 2025

School Mission

The Ranch Park Elementary School community builds upon a common belief that all our students are capable, and we are committed to helping develop and grow intellectually, make positive social connections with peers and fostering an appreciation for being physically active. We embrace a growth mindset, and we believe that education is a shared responsibility of the home, of the school and our community.

1. PROCESS

At Ranch Park we strive to develop a positive and welcoming school culture and are committed to fostering an optimal environment for learning. Members of our school community share a commitment to maintaining a safe, caring and orderly school. We focus on the prevention of problems and use school-wide efforts to build community, fostering respect, inclusion, fairness and equity. The following is our school's Code of Conduct in which we have set what we consider to be clear expectations for acceptable conduct. This Code of Conduct reflects the guidelines set out by the Ministry of Education's new provincial standards and the Coquitlam School District.

2. COMMUNICATION

Our Code of Conduct is woven into the school goals and communicated to parents through our student planner and our website, and newsletters, personal phone calls, emails, parent/teacher conferences and school events. The Student Planner and our website outline in detail the expectations regarding acceptable conduct. There are discussions at assemblies PAC Meetings and throughout the year, in classroom discussions with teachers, and/or administrator. Support staff, Noon Hour Supervisors, and TTOC's are all made aware of our Code of Conduct when they begin working with us or signing in at the office during a short-term stay with us.

3. IMPLEMENTATION

We begin implementation at the first full week of school. The Code of Conduct is reviewed in an assembly, and then followed up by classroom teachers. Our class charter and school charter process, EASE, Zones of Regulation, and Restorative Practices are used by different teachers and there is schoolwide student involvement in the development of skills and strategies for positive behaviour. Students are provided with strategies for managing social challenges and strengthening community connections. Teachers and support staff are actively involved in the implementation of the Code of Conduct and its review at various times throughout the school year, and when the need arises. Through the Articulation process, Family of Schools discussions and District information, we ensure that our Code of Conduct is compatible between schools in the community and across elementary, middle and secondary levels. The Code of Conduct outlines school expectations and acceptable school behaviour as directed by School Act 85(2)(c).

Ranch Park works with students with a lens on Restorative Practices. 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-isrestorative-practices.php>). As a result, the focus of behavior intervention should be to help an offender recognize and repair any harm done.

Furthermore, the purpose is to teach the offending individual about moving forward, and then reinforce positive behaviors, to return the individual to the school community stronger, and more resilient than before the incident(s) that created issues not in line with our Code of Conduct.

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.

4. MONITORING AND REVIEW

We continually review and check to ensure our Code of Conduct reflects situational needs or events that arise regarding students' safety and well-being. The office keeps a record of recurrent behaviour issues, and we work with individual students through the principal, counselor, all in cooperation with the parent, with a goal to successfully impact positive behaviours and outcomes. The Code is detailed and supports our efforts with students and their families, as well as with the adults in our school. If it should be necessary due to circumstances when we must make an addition or improve upon the Code, it will be done by June of that school year. Staff and PAC will discuss the Code in June and make any changes necessary for the following school year.

5. ALIGNMENT

Ranch Park recognizes that our Code of Conduct must be aligned with the principles of Restorative Practices recommended in the Safe and Orderly Schools Manual. We ensure that our Action Plan for Learning focuses on using the First People's Principles of Learning and Human and Social Development to continually focus on a growth mindset.

6. STANDARDS

Conduct Expectations

Ranch Park believes in and promotes the values in the BC the Human Rights Code of British Columbia, respecting the rights of all individuals in accordance with the law. *As per Section 8 of the Human Rights Code of British Columbia, students shall not discriminate against others, or class of persons, regarding any accommodation, service or facility customarily available to the public because of the Indigenous identity, race, religion, colour, ancestry, place of origin, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity, or expression, or age of that person or class of persons.*

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. Interventions will not discriminate against a student who cannot meet an expectation because of a disability.* 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 the school sponsored function, or activity or otherwise.

Ranch Park Code of Conduct

We believe that students can conduct themselves in a socially responsible manner, while at school, while going to school and while attending any school function at any location.

Acceptable conduct

- ☐ Ranch Park students will demonstrate and respect themselves, others and the environment
- ☐ Ranch Park students will help to make the school a safe, caring and orderly place
- ☐ Engaging in purposeful learning activities in a timely manner

As learners progress in age and grade, we expect that they will demonstrate increasing personal responsibility and self-discipline.

Unacceptable conduct

We will treat all serious behaviour that has a negative impact on self and others with the care and attention required. This may include but is not limited to:

- Behaviour that interferes with the learning environment
- Any acts of bullying, cyber-bullying, harassment, or intimidation (may include physical, verbal and cyber-bullying on or off school property) – See District Policy #17
- Discrimination of any form including Indigenous identity, race colour, gender, religious beliefs, sexual orientation, ancestry or national origin
- Theft or damage to property
- Possession or use of a weapon
- Possession, use or distribution of illegal or restricted substances
- Misuse of cyberspace/cell phones, electronic devices, computers. Students are to be aware that they may be subject to discipline (or if applicable, confiscation of personal property) for the misuse of technology if it negatively impacts the school environment)
- Using/naming a physical illness, disability or condition to threaten, harass, or intimidate others in the community

Rising expectations, Consequences and Notification

- Staff assist students as they learn to take responsibility for their unacceptable conduct, learning how to repair harm caused, and when possible, make amends
- If the behaviour continues or is targeted, then we may increase supervision and communicate with the family

When harm has occurred the following four restorative questions will be discussed ○

What happened?

- *What were you thinking at the time?*
- *Who has been affected by what you have done? In what way/* ○ *What do you think you need to do to make things right?*

When the incident in question inflicted harm on another person, four additional questions will be asked on behalf of the person(s) harmed:

- *What did you think when you realized what had happened?* ○ *What impact has this incident had on you and on others?*
- *What has been the hardest thing for you?*
- *What do you think needs to happen to make things right?*

- If the behaviour continues or is targeted, then we may increase supervision and communicate with the family
- If the behaviour continues, then we will refer to a larger team to find solutions to support the child (services, supervision, limited and adaptations and notify the parents to attend a meeting regarding the concerning behaviour
- All intervention will happen with the aim to strengthen each child and all reasonable steps will be taken to ensure a student who files a complaint to provides information regarding a breach of the code of conduct will not endure retaliation (Ministerial Order 276/07/6

Special consideration may apply to the imposition of consequences on a student with special needs if the student is unable to comply with the Code of Conduct due to an intellectual, physical, sensory, emotional or behavioural nature

Notification

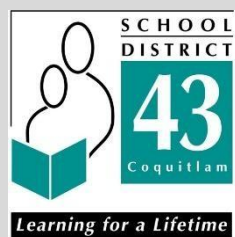
Parents and guardians will be notified should there be a serious breach of the Code of Conduct. If a serious breach of the Code of Conduct involves other students, the following parties will receive notification:

- Parents/guardians of student causing harm
- Parents/guardians of student victim(s)
- School district officials, if deemed necessary
- Police and/or other agencies – as required by law

Please note that notification to parents will include details of the incident, not of consequences issues to specific children other than their own.

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 and Chief Information Officer Stephen Whiffin, at swhiffin@sd43.bc.ca.



Policies and Administrative Procedures Overview June 2025

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 multidisciplinary 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.

Personal Digital Devices ins Schools

All cellular phones or similar personal communication devices are to be appropriately stored. 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.

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.

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