

Code of Conduct

2023-2024

Pinetree Secondary School

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) and this document reflects the provincial standard 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).

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

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 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, 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 meetings. Questions, discussions, and suggestions are equally valued.

2. Communication

Our Code of Conduct is communicated through the agenda book/app, 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 per year in the Spring. An 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.

6. **Standards**

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, caring place for all to learn;
- informing an adult of an unsafe individual, behaviour, or situation;
- modeling respectful and responsible behaviour at school, in the community, and while acting as a school ambassador;
- 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 of 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 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, demonstrated by behaviours that:

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

- demonstrate a lack of caring for oneself, 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; 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 to not 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. Facebook, 'X' (formerly Twitter), Instagram, Snapchat, or other 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, 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;
- 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:

- students' 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 frequency of the behaviour. Progressive discipline methods will be implemented to alter inappropriate and/or unsafe behaviour. Consequences and the support will be preventative and restorative.

Examples/strategies 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 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

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

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 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