



XXXX: Safe, Caring and Orderly Schools (A/P)

Approved: 24 06 11
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DEFINITIONS

“District Discipline Committee” means a committee chaired by the Assistant Superintendent or designate whose membership shall include at a minimum one Director of Instruction and two school-based administrators.

“Board Discipline Committee” means a committee chaired by the Superintendent whose membership shall include a minimum of four trustees.

“Alternatives to Suspension” means any discipline or restorative activity intended to educate a student about expected behaviour that does not involve removing a student from their normal involvement in their educational program.

“Student Suspension” means to suspend a student’s participation in classroom and/or school activities.

“Swarming” means to be involved in luring someone to a location in order that the individual can be violently attacked by two or more other persons. To be included in a swarming event an individual may be the one to lure the victim, be involved in violence toward the victim, recording and/or sharing the incident, or acting as a bystander supporting the incident.

“Discipline Hearing” means a meeting of either the District Discipline Committee or the Board Discipline Committee where both the offender and parents/guardians shall be present to provide information related to the offense. The administrator managing the offense at the school level shall also be present.

REGULATIONS

1.0 CODE OF CONDUCT

- 1.1 The school principal shall ensure that the schools Code of Conduct is consistent with applicable School Act, Regulations and Ministerial Orders and the District’s Student Code of Conduct (Appendix I).

2.0 CODE OF CONDUCT VIOLATION

Within the limits of the School Act and Board Policy, the principal or designate, has



paramount authority for student behaviour and, while exercising discretion, may utilize a variety of progressive disciplinary actions. Responses to unacceptable conduct should be pre-planned, consistent and fair, and, whenever possible, disciplinary action should be preventative and restorative, rather than merely punitive. Students with diverse abilities should be supported in a way that strengthens rather than diminishes their participation in the school community.

- 2.1 Relevant parties shall be notified of serious breaches of the Code of Conduct as follows:
 - 2.1.1 Parents or guardians of the student offender – in every instance as soon as possible.
 - 2.1.2 Parents or guardians of the victim – in every instance as soon as possible.
 - 2.1.3 Police and other agencies – as required by law.
- 2.2 All parents or guardians will be notified where school officials are aware of a situation or incident and deem it necessary to reassure members of the school community that officials are taking appropriate action to address it.
- 2.3 Schools will develop school wide plans to help students self-regulate so that they may meet the expectations of the district and school codes of conduct.
- 2.4 At any point in a breach of school or district codes of conduct the district may initiate a Threat Assessment Protocol as per AP 5007.

3.0 ALTERNATIVES TO SUSPENSION FROM A SCHOOL

- 3.1 Schools will, in every instance, use student suspension as a last resort when addressing code of conduct violations. Unacceptable behaviour by a student shall be seen as an opportunity to teach students how to positively interact with other people and their environment.
- 3.2 Schools will implement restorative justice at every opportunity and will use the concept of 'circle' to attempt to restore both the victim and the offender to the school community.
- 3.3 Alternatives to suspension from a school may include but not be limited to:
 - a) In – school but out of class alternative working location
 - b) Behaviour plans
 - c) Educational assignment related to the offence



d) Meetings with parents or guardians

4.0 STUDENT SUSPENSIONS FROM SCHOOL FACILITY

In some situations, Code of Conduct violations may result in a decision to suspend a student's participation in school activities. Where a student suspension is imposed, the principal or designate shall be guided by the following in determining an appropriate response to unacceptable student conduct:

4.1 IN SCHOOL SUSPENSION (ISS)

- 4.1.1 Student will be temporarily removed from the regular classroom to continue their studies in an alternate location within the school.
- 4.1.2 Parents or guardians will be contacted regarding reasons for the temporary removal from class as well as the expectations for and duration of the ISS.

4.2 SUSPENSION OF LESS THAN ONE DAY

- 4.2.1 Parents or guardians are contacted by telephone and informed that their child is being sent home.
- 4.2.2 Student is sent directly home and instructed to return to school the next day and if possible, accompanied by a parent/guardian(s).
- 4.2.3 If parent/guardian(s) cannot be contacted, the student is not to be sent home but may stay in the school in a supervised location until contact is made.
- 4.2.4 No formal written records are required.

4.3 SUSPENSION BETWEEN ONE AND FIVE DAYS

- 4.3.1 Parent/Guardian contact will be established by telephone and/or by personal interview prior to the student leaving the school. In the event that such contact is unsuccessful, reasonable efforts shall be made to keep the student at school until the normal closing time.
- 4.3.2 A confirming letter informing the parent or guardian of the circumstances of the suspension and the anticipated date of return is required.



- 4.3.3 The student will be re-admitted to school by the authorized person who imposed the suspension.

4.4 SUSPENSIONS OF MORE THAN 5 DAYS

- 4.4.1 Parent/Guardians contact will be established by telephone and/or by personal interview prior to the student leaving the school.
- 4.4.2 The student will be advised to take home appropriate and sufficient course materials to study at home.
- 4.4.3 A letter will be sent to the parent(s) or guardian(s) informing them of the circumstances of the suspension and advising them that they will be contacted by the office of the Superintendent. A copy of this letter will be sent to the Superintendent.
- 4.4.4 The District Disciplinary Committee will conduct a discipline hearing at its earliest practical opportunity to review the particulars of the incident and consider the length of suspension and conditions for re-entry.
- 4.4.5 Parents will be informed of the decision of the District Discipline Committee by the school administrator as soon as possible after a decision has been made and in writing by the chair of the Discipline Committee as soon as possible.
- 4.4.6 The District Discipline Committee may make recommendation for a student 16 years of age or older to be removed from all education programs in the district. This recommendation shall go to the Board of Education Discipline Committee as soon as possible for a decision on the recommendation.
- 4.4.7 Some infractions will go directly to a hearing of the Board of Education Discipline Committee. The decision to move a discipline hearing directly to the Board of Education Discipline Committee will be made by the Superintendent or designate in consultation with the school Principal. These infractions will include but not be limited to:
- Repeated instances of violent or threatening behaviour towards staff or students
 - Swarming
 - Bringing a weapon to school with the intention of harming another person
 - Repeated instances of selling drugs or alcohol at school
 - Other instances deemed a significant risk to the school community



4.4.8 The decision of the District Discipline Committee may be appealed to the Board of Education Discipline Committee who shall convene a meeting as quickly as possible to confirm or overturn the District Discipline Committee's decision. The student, parents/guardians and the Assistant Superintendent shall have opportunity to speak to the Committee prior to a decision.

4.4.9 The decision of the Board of Education Discipline Committee may be appealed to the Superintendent of Appeals at the Ministry of Education and Child Care.

5.0 ACCESS TO THE SCHOOL AND/OR SCHOOL FUNCTIONS

5.1 The purpose of out of school suspensions are to deny students access to any District school, grounds, field trip and/or school functions.

5.2 The student may make contact with the school ONLY by pre-arranged appointment with the principal or designate.

5.3 The student should take necessary books and instructional material home at the time of suspension or make arrangement with the principal at a later time.

6.0 PROVISION OF WORK ASSIGNMENTS BY THE TEACHER

6.1 Teachers are responsible for ensuring that work assignments are made available for students during suspension.

6.2 At the time of suspension administrative officers will discuss with students how they will become apprised of schoolwork assigned during their absence.

7.0 EVALUATION OF COURSE WORK COMPLETED DURING SUSPENSION

7.1 Assignments completed while on suspension will be evaluated according to the same criteria as for other students.

7.2 Students who have been suspended continue to be accountable for successfully demonstrating all learning outcomes in their courses.

8.0 REFUSAL TO OFFER AN EDUCATIONAL PROGRAM

8.1 The Board may refuse to offer an educational program to a student who is sixteen years of age or older and who

8.1.1 Persistently refuses to follow the rules and/or policies of the school or the Board; or



8.1.2 Continues to fail to apply themselves to their studies.

8.2 The Board will refuse to offer an educational program to a student who is sixteen years of age or older, where upon the evidence of the Superintendent, it is shown that the student and their family have been ensured due process, including

8.2.1 Provision of warning

8.2.2 Reasonable opportunity to conform,

8.2.3 Involvement of parents or guardians in the attempted remediation of the problem, and

8.2.4 Opportunity to appear at a Board Hearing

9.0 OTHER

9.1 No permanent record of suspension under this policy shall be entered on student records.

9.2 Further guidance in relation to this policy can be found in the following Policy and Administrative Procedures:

[Policy 320: Conveyance of Students](#)

[AP 5011: Sexual Orientation/Gender Identity](#)

[AP 5012: Physical Restraint of Students](#)

[AP 5016: Police Contact with Students in Schools](#)

[AP 5018: Exclusion Order](#)

[AP 5019: Technology Acceptable Use](#)

[AP 7000: Emergency Disaster](#)

[Policy XXX: Acceptable Use of Cellular Phones, Smart Watches, and Electronic Devices: Usage in Schools, on School Property or During School Related Activities](#)

[XXXX: Acceptable Use of Cellular Phones, Smart Watches, and Electronic Devices:](#)

[Usage in Schools, on School Property or During School Related Activities \(AP\)](#)

[AP 5007: Violent Treat Risk Assessment VTRA](#)

[XXXX Parent/Guardian Code of Conduct \(AP\)](#)

RESOURCES

School Act sections 2, 10, 26, 76, 85, 168

[Provincial Standards For Codes Of Conduct Order](#)

Ministerial Order M221/24

[Ministerial Order No. M89](#)

Policy 510 Safe, Caring and Orderly Schools

Policy XXX: Acceptable Use of Cellular Phones, Smart Watches, and Electronic Devices: Usage in Schools, on



School Property or During School Related Activities

XXXX: Acceptable Use of Cellular Phones, Smart Watches, and Electronic Devices: Usage in Schools, on

School Property or During School Related Activities (AP)

Legal Advice: Harris & Company LLP



APPENDIX I: DISTRICT CODE OF CONDUCT

Definitions

“personal digital device” means any personal electronic device that can be used to communicate or to access the internet, such as a cell phone or a tablet

The Board of Education of the Pacific Rim School District is committed to providing a safe, caring and orderly environment for all students, staff, parents or guardians and visitors. This code of conduct outlines, in general terms, the expectations of students, staff, parents and visitors and is to provide general direction to align with school codes of conduct.

In general, the Board expects all manners of conduct to meet the expectations as set out in all district policies and administrative procedures, including but not limited to the following ones:

- Policy 401 *Respectful Workplace*,
- Policy 511 *Sexual Orientation/Gender Identity*,
- Policy 510 *Safe, Caring and Orderly Schools*,
- Policy XXX: *Acceptable Use of Cellular Phones, Smart Watches, and Electronic Devices: Usage in Schools, on School Property or During School Related Activities*,
- XXXX: *Acceptable Use of Cellular Phones, Smart Watches, and Electronic Devices: Usage in Schools, on School Property or During School Related Activities (AP)*

The Board also expects all manners of conduct to meet the expectations of the prohibited grounds of discrimination set out in section 7 (Discriminatory publication) and section 8 (Discrimination in accommodation, service and facility) of the *Human Rights Code*, RSBC 1996, c. 210.

Expectations for Staff

The Board expects staff to work co-operatively with students, parents, the community and each other to model positive behavior and develop caring and nurturing school environments. In particular, the Board expects staffs to:

- Model and promote respectful, caring and inclusive behaviour for all members of the school community.
- Engage students in learning using instructional practices and resources in which students see themselves represented.
- Work within staff to develop a school code of conduct that aligns with and makes mention of the elements set out in the District Code of Conduct, and which meets the Ministry’s guidelines for school codes of conduct.



- Respond to breaches of the school code of conduct in ways which are preventative, educative and restorative in nature.
- Involve students, as appropriate, in the development of school codes of conduct and the accompanying consequences for breaches.
- Take account of the student's age, maturity and special needs, if any, when applying consequences of unacceptable behaviour. Special considerations may apply to students with special needs if these students are unable to comply with a code of conduct due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature.
- Respect their position of trust with students and parents and not abuse that trust for personal, sexual, material or ideological advantage.

The Board will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of a code of conduct.

Expectations for Students

The Board expects students to engage constructively and meaningfully in school educational and social activities. Positive student behavior is critical to ensuring productive and caring learning environments. All students should feel safe and cared for at school and students have a role to play in ensuring that occurs. In particular, the Board expects students to:

- Abide by their school code of conduct.
- Respect the rights of others.
- Engage in the educational program(s) provided.
- Model inclusive behavior both in educational and social settings.
- Respect and care for the educational resources provided including resource materials, school buildings and buses. Willful vandalism will result in student discipline and possible compensation (see Administrative Procedure 3124).
- Adhere to all school district policies.
- Refrain from unacceptable behavior, including bullying, cyberbullying, harassment, intimidation, threatening or violent behaviours while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school environment.
- Use technology in a safe and positive manner and not in a way that negatively impacts the school environment, students or staff. (see Appendix II)
- Act in a safe manner whenever school property is accessed (including outside instructional time) including not trespassing on school roofs.
- Solve problems in peaceful ways without resorting to violence of any kind



Expectations for Parents/Guardians

Parents and Guardians have the right to send their students to safe, caring and orderly schools. Parental involvement in school activities is necessary to develop collaborative relationships with school staff which will, in turn, promote learning and positive school cultures. In particular the Board expects parents and guardians to:

- Model respectful behavior when engaging in school district activities.
- Engage with school district staff in a respectful and productive manner.
- Work with schools to create meaningful and effective codes of conduct.
- Support school staff with enforcing the code of conduct and for explaining to students the necessity for positive behavioural interactions to develop caring, responsive and inclusive school and community environments.
- Ensure they are versed in the school district's restrictions on the use of personal digital devices at school for the purpose of promoting online safety and focused learning environments as set out in the XXXX: *Acceptable Use of Cellular Phones, Smart Watches, and Electronic Devices: Usage in Schools, on School Property or During School Related Activities administrative procedure.*



Appendix II: INFORMATION FOR PARENTS AND STUDENTS

Parents and guardians should be aware of the following should their child be targeted electronically:

INTERNET SERVICE PROVIDERS (ISPS) AND ALL CELL PHONE SERVICE PROVIDERS

- ISPs have Acceptable Use Policies (AUPs) that define privileges and guidelines for those using their services.
- ISP and cell phone service providers can respond to cyberbullying on their networks when informed that those guidelines have been violated.

PARENT AND STUDENT RESPONSIBILITY

- To report cyberbullying, parents and students need to document the concern. There are several ways to obtain that documentation:

Save the following from e-mail:

E-mail address.

Date and time received.

Copies of any relevant e-mails with full e-mail headers.

Save the following from Groups or communities:

URL of offending MSN Group site.

Nickname of offending person.

History of discussion.

E-mail address of offending person.

Date you saw it happen.

Save the following from Profiles you see on the web:

URL of Profile.

Nickname of offending person.

E-mail address of offending person.

Date you viewed this Profile.

Save the following from Chatrooms:

Date and time of chat.

Name and URL of chat room you were in.

Nickname of offending person.

E-mail address of offending person.

Screenshots of chatroom.



Report the concern to the ISP, and if it is connected to the school or district, to an administrator in your child's school. Provide a copy of the saved communication at the time the concern is lodged. Report the complaint to the police and provide a copy of the saved communication at that time.

**For more resources see the Ministry of Education and Childcare's website:
www.erase.bc.ca**

For help with the distribution of intimate images see the BC Governments *Intimate Images Protection Services* at 1-833-688-4381 or protectyourimages@gov.bc.ca