

POLICY 310 STUDENT CODE OF CONDUCT

The Board of Education of School District No. 83 (North Okanagan-Shuswap) recognizes its responsibility in providing safe, respectful, and inclusive learning and working environments for all members of its school communities.

To maintain environments conducive to learning, the Board expects that student behaviour will comply with these student conduct expectations.

The Board further requires that Principals, in collaboration with the school community, will develop a school code of conduct that aligns with this policy.

Guidelines

1. Scope

1.1. The District Code of Conduct applies to students of the district engaged in, present at, or attending:

- a) School or any activity on school premises whether during a regular school day, outside the regular school day, or on a day that is not a school day;
- b) Travel on a school bus or other transportation contracted or arranged by the district or school;
- c) Any activity sponsored by, organized by or participated in, by the school regardless of the time or place;
- d) Any activity in and around the school premises occurring during the school day that involves the property of neighbouring residents; and,
- e) Any activity which may have a connection with the maintenance of order and discipline at a school.

1.2. A school principal has a responsibility and authority to respond to student misconduct occurring outside the school day or school-related or sponsored activities (e.g., cyberbullying in the evening) where the principal determines the conduct may negatively impact the school environment. The district and school will cooperate with outside agencies in cases where students violate the law.

2. Conduct Expectations

2.1. The Board expects students to conduct themselves in the following manner:

- a) Maintain courteous and respectful relationships with fellow students, teachers, support staff, and others involved in the school system;
- b) Respect public and personal property;

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- c) Adhere to all classroom, school and district rules and policies, and comply with Interior Health and any other provincial government directives;
- d) Comply with the reasonable directives of a teacher or other employee of the Board;
- e) Maintain appropriate standards of hygiene, dress and language;
- f) Attend school daily and promptly at the appointed hours;
- g) Work diligently and respectfully without disrupting the work of others;
- h) Demonstrate respect for all people, both in and outside school in compliance with the BC Human Rights Code;
- i) Demonstrate respect for diversity including, but not limited to, race, ethnicity, gender, age, ability, culture, ancestry, language, religious beliefs, sexual orientation, gender identity, and socioeconomic background.
- j) Personal digital devices will be restricted at school for the purpose of promoting online safety and focused learning environments. “Personal Digital Device” means any personal electronic device that can be used to communicate or to access the internet, such as a cell phone, tablet, smart watch, and IoT (Internet of Things) devices. All use of personal digital devices must be in compliance with Ministerial Order 89/2024 and Policy 122 Digital Citizenship whereby:
 - Use of student personal digital devices are intended for instructional purposes and to support equitable learning outcomes during hours of instruction, appropriate to a student’s age and developmental stage.
 - In elementary schools, students are encouraged to leave all personal digital devices at home. Any personal digital devices brought to an elementary school must be stored in a secure location, not on their person, not visible, and not used during school hours.
 - Personal digital devices may be used to support students with diverse abilities as outlined in students’ support plans and Individual Education Plans to address accessibility and accommodation needs.
 - Personal digital devices may be approved to support medical necessities.

2.2. The Board regards the following as examples of serious misconduct that are unacceptable in and around the district’s schools and workplaces:

- a) Bullying (including cyberbullying, inappropriate and irresponsible text messaging and internet communications) Appropriate, responsible behaviour with regard to all technology use is expected;
- b) Verbal or physical harassment, disrespect, intimidation, or threats;
- c) Physical or emotional violence;
- d) Discrimination contrary to the BC Human Rights Code;
- e) The possession, use and/or trafficking of illegal or restricted drugs, alcohol,

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- cannabis, and/or other harmful or age restricted substances;
- f) The possession and/or use of weapons;
- g) The possession and/or use of fireworks or incendiary devices;
- h) The possession and/or use of noxious or toxic substances; and,
- i) Retaliating against a person who has reported incidents of unacceptable behaviour described above.

3. Consequences for Unacceptable Conduct

- 3.1.** Where appropriate, consequences for unacceptable conduct should be preventative and restorative in nature and should provide students with opportunities for growth and reflection. Restorative and other measures, including student suspension and exclusion from school may be necessary for those occasions when efforts fail to result in a student complying with expected conduct standards. In such instances, disciplinary actions must recognize and adhere to certain principles.
- 3.2.** Each instance of student misconduct must be dealt with on an individual basis taking into consideration the individual circumstances of the student.
- 3.3.** Each case of student misconduct shall be dealt with as expeditiously as possible.
- 3.4.** Students who contravene the District or School Code of Conduct will be subject to discipline reflective of the age, maturity, and developmental level of the student and the severity and frequency of the unacceptable conduct:
- a) Disciplinary consequences should be progressive in nature;
 - b) As students become older, behaviour expectations change and consequences of unacceptable behaviour should reflect this;
 - c) Discipline will be fair, consistent, meaningful, and supportive for the purpose of making restitution and enhancing student responsibility and self-discipline.
- 3.5.** The Board recognizes that, from time to time, it may be necessary to suspend students from educational programs. It is expected that a variety of approaches and strategies will be used to address student behaviour, and that suspensions will be issued for only the most serious student conduct violations.
- 3.6.** For all students, the school administrator will ensure that:
- a) Such students have been adequately assessed;
 - b) Appropriate interventions are applied before discipline is considered;
 - c) The grounds for suspension are clear and appropriate;

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- d) Meaningful education programs or interventions are offered during any period of suspension;
- e) Planning is undertaken for successful re-entry of the student if suspension is imposed; and,
- f) In cases of property damage, the School Act assigns a liability for costs to the parents and student(s) involved.

3.7. In situations where a diverse learner may be unable to comply with a code of conduct due to a disability of an intellectual, physical, sensory, emotional, or behavioural nature, special considerations may apply.

4. School Code of Conduct

4.1. Each school shall establish a written School Code of Conduct, reflective of the District Code of Conduct, that will govern student behaviour and discipline. School principals will ensure these codes are:

- a) Reflective of the standards outlined in the Ministry of Education's Safe, Caring, and Orderly Schools Guide, 2008;
- b) Developed collaboratively with school communities;
- c) Made available to the public;
- d) Distributed to students, parents/guardians, and employees of the School Board at the beginning of each school year;
- e) Provided to students who enroll in the school during the school year;
- f) Displayed prominently in the school;
- g) Reviewed annually with staff, students, and parents/guardians; and,
- h) Actively incorporated in the classroom and school experience.