

Section 85 (1.1) of the School Act requires that Boards of Education must establish, in accordance with [Provincial Standards](#), a code of conduct for students enrolled in educational programs provided by the board. The Board of Education, School District No. 48 (Sea to Sky) recognizes its responsibility to provide a safe, caring and positive learning environment for all students. The establishment of a District Code of Conduct is intended to promote such an environment by providing students with guidance and direction on expectations for acceptable conduct. District expectations regarding the conduct of adults is referenced in [Policy 102 Respectful Workplace](#), [Policy 103 Sexual Orientation and Gender Identity \(SOGI\)](#), [Policy 104 Harassment and Discrimination](#), Policy 107 Anti-Racism, Policy 108 Accessibility, [Policy 106 Navigating District Concerns](#), and [Policy 204 Trustee Code of Conduct](#).

1. Safe, Caring, and Orderly Schools

The Board of Education expects schools to develop school cultures that foster optimal learning environments for learning, as outlined in [Diversity in BC Schools: A Framework](#) and [Safe, Caring, and Orderly Schools: A Guide](#). Therefore, school administration and staff will strive to:

- a. develop positive school cultures and focus on prevention;
- b. use school-wide efforts to foster respect, inclusion, fairness and equity;
- c. set, communicate and consistently reinforce clear expectations of conduct;
- d. teach, model and encourage socially responsible behaviors that contribute to the school community, solve problems in peaceful ways, value diversity and defend human rights;
- e. assume responsibility, in partnership with the wider community, for resolving safety concerns;
- f. work together to better understand issues such as bullying, harassment, intimidation, racism, sexism and homophobia, and to learn new skills to respond to them;
- g. respond consistently to incidents in a fair and reasoned manner, using interventions that repair harm, strengthen relationships and restore a sense of belonging;
- h. participate in the development of school-based procedures and practices that promote school safety;
- i. monitor and evaluate their school environments for evidence of continuous improvement; and,
- j. recognize and celebrate achievements, while acknowledging areas that need improvement.

2. BC Human Rights Code

The Board of Education believes all individuals in the school district have the right to an environment free from discrimination and acknowledges that certain kinds of discrimination as prohibited by sections 7 and 8 in the [BC Human Rights Code](#) must be a part of a district and school code of conduct.

- 2.1. The Board of Education expects students to not, without a bona fide and reasonable justification, publish, issue or display, or cause to be published, issued or displayed, any statement, publication, notice, sign, symbol, emblem or other representation that:
 - 2.1.1. indicates discrimination or an intention to discriminate against a person or class of persons, and/or;
 - 2.1.2. is likely to expose a person or group or class of persons to hatred or contempt because of the Indigenous identity, race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sexual orientation, gender identity or expression (see [Policy 103 Sexual Orientation and Gender Identity](#) for details), or age of that person or that group or class of persons.
- 2.2. The Board of Education expects that:
 - 2.2.1. a student is not discriminated against regarding any accommodation, service or facility customarily available to the public because of the Indigenous identity, race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental

- disability, sexual orientation, gender identity or expression (see [Policy 103 Sexual Orientation and Gender Identity](#) for details), or age of that student;
- 2.2.2. the prohibited grounds for discrimination are to be addressed by schools in each of their codes of conduct.

3. Conduct Expectations

The Board expects students to treat others with respect and courtesy and to conduct themselves in a manner which contributes to and promotes a safe, caring and orderly learning environment while engaged in school activities, both inside and outside of the school:

- 3.1. Respect - Students are expected to show respect for people, property, and the school's code of conduct. They are expected to act in a responsible manner and to be respectful of the rights of others at school and school activities wherever held.
- 3.2. Responsibility - Students are expected to gradually assume more responsibility for themselves, as individuals and members of society. They are expected to become more responsible for undertaking, organizing and completing their school work, and for contributing to and promoting a safe, caring and positive school environment.
- 3.3. Commitment - Students are expected to strive for excellence in all their school endeavours and follow all school expectations and rules for student work habits, attendance, and general behaviour.
- 3.4. Attendance - Students are expected to attend school regularly.
 - 3.4.1. The Board recognizes that there are some circumstances that may interrupt regular attendance, such as the interruption of bus service due to extreme inclement weather, emergency situations requiring the evacuation of or restricted access to school sites, and health concerns.
- 3.5. Attitude - Students are expected to participate willingly and diligently in their assigned work and to undertake school activities with a spirit of cooperation and fair play.
- 3.6. Online Activities - Students engaged in school-based activities in the online environment, regardless of whether they are inside or outside of school, are subject to the same expectations as above. Specific expectations, which applies to everyone, when using District information technology is found in [Policy 706 Acceptable Use of Information and Communications Technology](#).
 - 3.6.1. The use of information and communication technology to bully, embarrass, threaten or harass another person will not be tolerated. Such behaviours also include, but are not limited to those that are derogatory, defamatory, degrading, illegal, and/or abusive in nature.
- 3.7. Unacceptable behaviour includes, but is not limited to:
 - 3.7.1. Behaviours that:
 - a. Interfere with the learning of others, including their emotional well-being
 - b. Interfere with an orderly environment
 - c. Create unsafe conditions
 - 3.7.2. Acts, such as:
 - a. Bullying, harassment or intimidation
 - b. Physical violence
 - c. Retribution against a person who has reported incidents
 - 3.7.3. Illegal acts, such as:
 - a. Possession, use or distribution of illegal or restricted substances
 - b. Possession or use of weapons

- c. Theft of or damage to property

4. Smoking and Vaping

- 4.1. All schools and district properties are designated no smoking and no vaping.
- 4.2. The ban on smoking and vaping extends to all school property 24 hours a day, 7 days a week, regardless of whether or not school is in session. The ban also includes district vehicles, parking lots, sports fields, driveways, courtyards, and private vehicles parked on school property.

5. Bullying Behaviour

- 5.1. The District believes that even one incident of unwanted aggressive behaviour is serious and will have an effect on the individual(s) involved. An act of aggression does not need to happen repeatedly for it to be taken seriously.
- 5.2. According to the Ministry of Education and Child Care, bullying is defined as a pattern of repeated aggressive behaviour, with negative intent, directed from one person to another where there is a power imbalance.
- 5.3. Bullying behaviour could include, but is not limited to physical, verbal or digital behaviour, and is an intentional and purposeful act meant to inflict injury or discomfort on the other person. There are three critical conditions that distinguish bullying from other forms of aggressive behaviour.
 - a. Power: involves a power imbalance. Individuals who bully acquire their power through physical size and strength, including status within the peer group, and/or by recruiting support of the peer group.
 - b. Frequency: is repeated over time. Bullying is characterized by frequent and repeated attacks that can create anticipatory terror in the mind of the person being bullied. This fear can be so detrimental it can have long-term debilitating effects.
 - c. Intent to harm: is intended to hurt. Individuals who bully generally do so with the intent to either physically or emotionally harm the other person.

6. Harassment

- 6.1. Any unwelcome or unwanted act or comment that is hurtful, degrading, humiliating, or offensive to another person is an act of harassment. Of particular concern is such behaviour that persists after the aggressor has been asked to stop. Any of the following behaviours could be considered harassment:
 - a. Condescending treatment that undermines another's self-respect
 - b. Name-calling, teasing, disrespectful comments
 - c. Gossiping, spreading malicious rumours, "dirty" looks, social ridicule, public embarrassment
 - d. Social isolation ("freezing out" or rejecting others), exclusion from a group, threatening to withdraw friendship
 - e. Repeated unwanted communication
 - f. Unwelcome jokes, innuendoes, insults, or put downs, taunts about a person's body, disability, religion, attire, age, economic status, ethnic or national origin
 - g. Insulting graffiti directed at an individual or group
 - h. Unwanted and uninvited sexual attention, particularly when it is intimidating, hostile, or offensive to the recipient

7. Intimidation

Intimidation is the act of instilling fear in someone as a means of controlling that person. Some examples of intimidating behaviour include:

- a. Verbal threats i.e., threatening phone calls, threats of violence against a person or property
- b. Physical threats i.e., showing a weapon, jostling, threatening to punch, stalking or following
- c. Defacing or stealing victim's property
- d. Daring or coercing victim to do something dangerous or illegal
- e. Extortion (demanding payment or goods for a victim's safety)
- f. Inciting hatred toward a victim
- g. Setting up a victim to take the blame for an offense

8. Use of Personal Digital Devices

- 8.1. "Personal digital device" means any personal electronic device that can be used to communicate or to access the internet, including but not limited to cell phones, tablets, and smart watches.
- 8.2. As per the [Provincial Standards of Conduct Order](#), the Board expects that the use of personal digital devices at school will be restricted for the purpose of promoting online safety and focused learning environments.
 - 8.2.1. At Elementary Schools, the following restrictions apply:
 - 8.2.1.1. Devices are restricted during the school day, including class time, recess, and lunch.
 - 8.2.1.2. Devices must be turned off and kept out of sight during school hours.
 - 8.2.2. At Middle/Secondary Schools, the following restrictions apply:
 - 8.2.2.1. Devices must be turned off and kept out of sight during instructional time.
 - 8.2.2.2. Usage during instructional time is permitted with explicit permission from the teacher for instructional purposes
- 8.3. Notwithstanding 8.2.1 and 8.2.2, the following exemptions apply:
 - 8.3.1. Accessibility and accommodation needs: the Board expects the needs of students with disabilities or diverse abilities as outlined in students' support plans and/or IEPs will be supported, such as assistive technology on personal digital devices at school to support student accessibility, communication, and autonomy.
 - 8.3.2. Medical and health needs: the Board expects that the needs of students with medical and health needs, as documented in school medical plans, will be supported, such as personal digital devices that monitor glucose levels for a student with diabetes.
 - 8.3.3. Equity purposes to support learning outcomes: the Board expects that any restrictions on the use of personal digital devices during instructional time will not disproportionately impact some students more than others. For example, device access may be granted to students so that they can use the district-provided internet to complete assignments if they do not have equal access to the internet at home, and/or if district-provided devices are unavailable.

9. Consequences

When students violate the District Code of Conduct despite proactive measures by schools, the Board then recognizes the need for appropriate forms of intervention which whenever possible will focus on consequences that are restorative in nature rather than punitive.

- 9.1. In cases of suspected assault, bullying and/or harassment, the District will work with police agencies as legally required.

- 9.2. Where a suspension of a student is determined to be an appropriate consequence, [Policy 504 Student Suspensions](#) will apply.
 - 9.2.1. Minor offences are defined as behaviours that have negative impact on individuals or the school community and have increasing impact when repeated over time (e.g. disruptive behaviour, poor language).
 - 9.2.2. Major offences are defined as behaviours that have significant negative impact on individuals or the school community, including (e.g. repeated minor offences).
 - 9.2.3. Serious misconduct is defined as behaviours that have a major impact on individuals or the school community. (e.g. assault, weapons, illicit drugs, racism).
- 9.3. Notwithstanding the above, in cases of damaged, destroyed, or lost district property resulting from the intentional or negligent act of a student, the student and their parent(s)/guardian(s) may be held jointly and severally liable for damages.

10. Consideration for Students with Diverse Needs and Diverse Abilities

- 10.1. The Board recognizes that codes of conduct cannot discriminate against a student who cannot meet a behavioural expectation.
- 10.2. Behavioural expectations and consequences will therefore take into account the needs of the student to ensure appropriateness.

11. Detention After School Hours

The Board recognizes that there are times when students may be detained after school hours.

- 11.1. Reasons for the detention may vary from student misconduct to the need to complete assigned course work.
- 11.2. Such detentions should not be for an unreasonable length of time and parents/guardians should be advised of the detention.
- 11.3. It is expected that appropriate measures will be taken to ensure the student's safe return home after the detention.

12. Compliance with the District Code of Conduct

Students will abide by the District and School Code of Conduct while at school, going to and from school, on school buses, at school-related activities whenever and wherever they occur, or in other circumstances where engaging in the activity will have an impact on the school environment.

13. School Codes of Conduct

All schools are also required to have Codes of Conduct that align and uphold the District Code of Conduct.

- 13.1. School Codes of Conduct are to be reviewed with staff annually, and to be clearly communicated to students and parent(s)/guardian(s)
- 13.2. School administrators are expected to follow all administrative procedures pertaining to School Codes of Conduct, including the tracking and annual reporting to the district of all related data, such as student achievement, work habits, incidents of misbehavior, suspensions, exclusions, and attendance.

14. Retaliation Concerns

Schools and the district will take necessary measures to prevent retaliation by an individual against a student who has made a complaint of a breach of a code of conduct.

15. How to seek Assistance

Students, parents and guardians can discuss any concern regarding a student's school experience with the classroom teacher, principal, vice-principal, or school counselor. If any of those adults are not available, students may also seek assistance from any teacher or support staff in the school. Please also see our [Policy 106 Navigating District Concerns](#).