

Kootenay Discovery School (KDS) - School District #5 – Code of Conduct

Mission Statement of School District #5 (Southeast Kootenay)

To provide students with equitable, quality educational opportunities in a safe, supportive environment through the efforts of a caring, professional team in cooperation with students, parents and communities.

Guiding Principles

We believe:

- that all students and staff have a right to learn and work in a safe, respectful and productive environment.
- a positive, productive and responsible attitude will create strong communities.
- that everyone can learn to make appropriate choices for themselves and for others.
- that all communication needs to be based on courtesy and mutual respect.
- that diversity among students and staff is to be respected, but commonly accepted rules for conduct will apply to all. Age, maturity, cognitive ability and previous behaviour will be taken into consideration when defining unacceptable behaviour and the consequences that follow.

General Guidelines for Success

Everyone shares the responsibility of behaving in ways that will make our schools a special place where people are valued and where excellence in performance is the commonly shared goal. Inappropriate behaviour is that which disrupts the teaching and learning environment of the school, creating greater difficulty for students to have success.

Successful Students are:

Where they are supposed to be and on time.

They make constructive use of the educational opportunities they are provided. Being late to school or to class causes a disruption to the learning of all students.

Prepared and on task in school.

“***Prepared and on task***” means bringing the required books and materials, completing assignments as directed and taking the initiative to ask for help when required. It also means being mentally and physically prepared for success. Getting adequate sleep, maintaining a healthy diet and exercise and avoiding the use of alcohol or narcotics enables the student to take full advantage of their education.

Respectful of the rights and responsibilities of others.

Respectful students value that everyone has the right and responsibility to learn and work in a safe and respectful environment.

Rules for Behaviour

All schools have the responsibility to develop a Code of Conduct, which will encourage acceptable and responsible student behaviour. The Code of Conduct is reviewed yearly with the participation and involvement of staff, parents and community members. Changes are made to the Code of Conduct to reflect current and emerging situations and to contribute to school safety. Students are required to follow all guidelines, rules and procedures while in attendance at school, during all school-sponsored activities such as field trips and extracurricular events and while riding on the school bus or waiting for the bus to arrive.

At the beginning of the year and on entrance to a new school in the district, the school staff will clarify the School's Code of Conduct and any rules and procedures that apply in individual classrooms. Expectations for student behaviour will be taught and reinforced on a regular basis throughout the school year. Once the rules are discussed and understood, they will set the standards of conduct for students and staff. It is also important to remember that the school is operating within a community and within a society in general. There are expectations for behaviour outside of the school setting that also apply while attending school.

Whenever possible and appropriate, consequences for breaches of a code are restorative in nature rather than punitive. This may involve Restorative Justice or other forms of restorative problem solving for minor difficulties and involve Restorative Justice or other restorative forms of problem solving in conjunction with other disciplinary approaches for more serious offenses. In all cases, the school officials may have a responsibility to advise other parties of serious breaches of the code of conduct, not limited to but including: parents, school district officials, police and other agencies. The board will take all reasonable steps to prevent retaliation against a student who has made a complaint of a breach of a code of conduct.

The following principles are universal to all schools in School District #5 and apply to every student.

Consequences for Unacceptable Conduct

Level One

Unacceptable Conduct at **Level One** includes:

- Theft
- Vandalism, littering or willful damage to school or staff or student property
- Tobacco use on school property (**School District Policy 7.1 Tobacco Free District**). A **Smoking Area** will be defined by the school, **off school property**. Students are discouraged from smoking at any time. If smoking is a choice that is **accepted by the parent** for the student, the student will be directed to use the **Smoking Area** for that purpose.
- Comments, displays or actions made to students or staff that express racial stereotypes, racial hatred, sexual stereotypes, sexual hatred, sexual orientation stereotypes or sexual orientation hatred, made directly, written or via electronic communication (**School District Policy: 3.2 Creating Safe Schools, 7.13 Non-discrimination, 3.35 Sexual Orientation, 3.5.3 Student Acceptable Use of Electronic Communication Systems in Schools**)
- Comments, displays or actions made to student or staff, which intimidate, threaten the safety of, harass or bully, made directly, written or via electronic communication. (**School District Policy: 3.2 Creating Safe Schools, 3.5.3 Student Acceptable Use of Electronic Communication Systems in Schools**)
- Creating a safety hazard for others. This includes student behaviour that has the potential to harm others or self, to include running in crowded areas, tripping, pushing, and not keeping hands and feet to oneself. (**School District Policy: 3.2 Creating Safe Schools, 3.5.3 Student Acceptable Use of Electronic Communication Systems in Schools**)
- **Inappropriately dressed for work.** Attending school is coming to work. Students need be appropriately dressed for success and for a work environment, which means being dressed in a fashion that demonstrates respect for oneself and for others. **The following are examples of dress that are not acceptable for a professional work environment include:**
 - revealing clothing, midriff baring shirts/blouses, backless shirts/blouses, cut-off tops, tube tops, strapless tops, spaghetti straps (less than one inch in width)
 - skirts, shorts, or slits in skirts or shorts, that are higher than mid-thigh
 - shirts that expose cleavage or midriff
 - pants that reveal undergarments
 - pajama pants or tops, bedroom slippers
 - underwear worn as outside clothing
 - muscle shirts, undershirts
 - hats, head rags, headbands, hair picks or scarves
 - shirts or other clothing with insulting or suggestive messages which promote sex, hatred, violence, alcohol, tobacco, or illegal substances
- **Absent or tardy.** If attending a class is part of your learning plan, attend each class, be prepared and attentive and remain in class until dismissed by the teacher. Be aware of, and follow, the classroom rules as posted or distributed by individual teachers. If you are under the age of 19 years, obtain parental and school permission before leaving the school at an unscheduled times.
- **Use of cell phones or personal electronic devices during class time.** Cell phones and video games are to be turned off and put away while attending class. If you are given the permission to use a personal listening device, it must be done in a fashion so that others cannot hear what is being played.
- **Inappropriate use of school computers.** School computers are to be used for teacher-directed school assignments and research. No personal e-mails, downloading of music or inappropriate content, or non-class related searching is allowed.

Consequences At Level One

The school will determine the specific consequences that apply, which may include any or all of:

- Direction from Staff
- Parent Conference
- Detention
- Restorative Justice or other forms of problem solving
- Changes within the classroom or to the student's schedule to enable all students to work productively

Level Two

Unacceptable Conduct at **Level Two** includes:



- Continued Unacceptable Conduct at **Level One**
- Instigating a fight, being a willing combatant in a fight, physically assaulting others (**School District Policy: 3.2 Creating Safe Schools, 3.5.3 Student Acceptable Use of Electronic Communication Systems in Schools**)

Consequences At **Level Two**

Suspension from regular school attendance for a period of not more than 5 school days (**School District Policy: 3.7 Student Suspension and Discipline**). The school will determine the specific consequences that apply which may include any or all:

- In-School Suspension
- Home Suspension
- Restorative Justice or other problem-solving approaches may be used in conjunction with suspension

Level Three

Unacceptable Conduct at **Level Three** includes:



- Continued Unacceptable Conduct at **Level Two**
- Dangerous behaviour. The intention to do harm, real or implied to self or others, to include: bomb threats, inappropriate use of the Fire Alarm system, inappropriate use of the Lock Down System, inappropriate use of 911 Emergency Response (**School District Policy: 3.2 Creating Safe Schools**)
- arson, weapons, setting off fire alarms, tampering with safety equipment (**School District Policy: 3.2 Creating Safe Schools**)
- Possession, trafficking or non-medical use of alcohol or drugs (**School District Policy: 3.9 Alcohol or Drugs – Possession, Trafficking or Non-Medical Use**)

Consequences At **Level Three**

Indefinite Suspension from regular school attendance for a period of not less than 5 school days (**School District Policy: 3.7 Student Suspension and Discipline**). The student's educational options for the remainder of the school year will be determined during a District Suspension Meeting. In addition to the indefinite suspension, the RCMP or other outside agencies may be involved. Restorative Justice or other problem solving approaches may be used in conjunction with suspension.

Reference:

Appeal Procedure

A student enrolled in an educational program in the School District or the parents of the student, shall be entitled to appeal a decision, including a failure to make a decision, of any employee of the Board which significantly affects the education, health or safety of the student pursuant to **School District Policy 1.3: Appeal Procedure Students/Parents/Guardians**.

Definition of Terms:

bullying - is the aggressive behaviour that may be a one time occurrence but is most often repeated attacks: physical, psychological, social or verbal, by those in a position of power, which is formally or situationally defined, on those who are powerless to resist, with the intention of causing distress for their own gain or gratification

cognitive abilities – the brain-based skills and mental processes that are needed to carry out any task - from the simplest to the most complex

combatant – a) a person who takes a direct part in the hostilities of a conflict (some forms may include: physical, armed); b) any threat or attempt to physically harm another person or any act which reasonably places another person in fear of physical harm, e.g., threatening or abusive language

cyber bullying - is carried out through an internet service, such as web site, email, chat room, discussion group or instant messaging; it can also include bullying through mobile phone (cell) technologies such as short messaging service (SMS) or more commonly known as text messaging

harassment – a) behaviour that is unwelcome or a behaviour that ought to be known to be unwelcome that excludes, intimidates, or denies the right of every individual to a safe and comfortable living environment; b) behaviour based on a student's race, sex, religion or disability that is unwelcome, unwanted, and/or uninvited by the recipient. It can be verbal, non-verbal, and/or physical and includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical contact of a sexual nature.

narcotics – a) the possession and use of illicit drugs, and the unlawful possession and use of alcohol is wrong and harmful; b) the term “narcotic” does not include prescriptions issued to the individual, aspirin or similar medications and/or cold medications that are taken according to product use recommendations and board policy; caffeine pills are considered drugs

on task - every adult and student has a right to teach and learn in a disruption-free environment; on task describes the individual who is actively and productively engaged in the learning opportunity provided

racial hatred - happens when a person is abused or put down because of their race; by reference to colour, race, nationality; including citizenship, ethnic and/or national origins

racial stereotypes - a generalized representation of an ethnic group, composed of what are thought to be typical characteristics of members of the group; the use of racial stereotype is usually demeaning even when the characteristics might be considered positive because it tends to discount the importance and uniqueness of the individual

Restorative Justice – a) puts the emphasis on the wrong done to a person as well as on the wrong done to the community; it recognizes that crime is both a violation of relationships between specific people and an offence against everyone: the greater community; b) involves the victim, the offender and the community in search for solutions, which promote repair and possibly reconciliation

sexual hatred - commitment to intimidate, harm or terrify not only a person, but an entire group of people to which the victim belongs (male or female)

sexual orientation - is a personal characteristic that covers the range of human sexuality from gay and lesbian, to bisexual, transgender and heterosexual orientations

sexual orientation hatred – the victimization of an individual based on that individual's sexual orientation

sexual orientation stereotypes – debunking myths: people with different sexual orientations come from all walks of life: rich, poor, different backgrounds and ethnic groups

sexual stereotypes – oversimplified statements and generalizations that are applied to all men and all women **suspension** - removal of a student from the regular school program for a period not to exceed 5 days (short-term) or for a period greater than 5 days (long-term); during the period of suspension, the student is excluded from all school- sponsored activities including practices, as well as competitive events, and/ or activities sponsored by the school or its employees

trafficking - any student selling drugs or alcohol during any time the school has jurisdiction over the behaviour of students will be reported to the RCMP

School Act – Ministry of Education – British Columbia

Power of the Board

85 (1) *For the purposes of carrying out its powers, functions and duties under this Act and the regulations, a board has the power and capacity of a natural person of full capacity.*

(1.1) *Without limiting subsection (1), a board must, subject to this Act and the regulations, and in accordance with Provincial standards established by the minister, establish a code of conduct for students enrolled in educational programs provided by the board.*

(2) *Without limiting subsection (1), a board may, subject to this Act and the regulations, do all or any of the following:*

(c) *make rules*

(i) **Repealed** 2007-22-4, effective September 4, 2007.

(ii) *respecting suspension of students and the provision of educational programs for suspended students,*

(iii) *respecting attendance of students in educational programs provided by the board,*

(d) *suspend students, in accordance with the rules under paragraph (c) (ii), so long as the board continues to make available to those students an educational program.*

(3) *Despite any other provision of this Act, a board may refuse to offer an educational program to a student 16 years of age or older if that student*

(a) *has refused to comply with the code of conduct, other rules and policies referred to in section 6, or*

(b) *has failed to apply himself or herself to his or her studies.*

Powers to suspend

26 *A principal, vice principal or director of instruction of a school or the superintendent of schools may suspend a student of the school if*

(a) *the rules made under section 85 (2) (c) by the board operating the school do not provide otherwise, and*

(b) *the suspension is carried out in accordance with those rules.*

Duties of students

6 (1) *A student must comply*

(a) *with the school rules authorized by the principal of the school or Provincial school attended by the student, and*

(b) *with the code of conduct and other rules and policies of the board or the Provincial school.*

S.D. #5 District Code of Conduct: Quick Reference

(Refer to the District Code of Conduct for more thorough analysis and explanations)

LEVEL	UNACCEPTABLE CONDUCT	CONSEQUENCES
<p>ONE</p>	<ul style="list-style-type: none"> • Theft • Vandalism, littering or willful damage to school or staff or student property • Tobacco use on school property • Comments, displays or actions made to students or staff that express racial and/or sexual stereotypes and/or prejudice • Comments, displays or actions made to student or staff, which intimidate/harass • Creating a safety hazard for others • Being inappropriately dressed for work • Unexcused Absence or Tardy • Use of cell phones or personal electronic devices during class time • Inappropriate use of school computers 	<p>May include any or all of:</p> <ul style="list-style-type: none"> • Direction from Staff • Parent Conference • Detention • Restorative Justice or other forms of problem solving • Change in classroom seating or student schedule
<p>TWO</p>	<p style="text-align: center;">↓</p> <ul style="list-style-type: none"> • Continued Unacceptable Conduct at Level One • Instigating a fight, being a willing combatant in a fight, physically assaulting others 	<ul style="list-style-type: none"> • In-School Suspension • Home Suspension • Restorative Justice or other forms of problem solving may be used in conjunction with suspension
<p>THREE</p>	<p style="text-align: center;">↓</p> <ul style="list-style-type: none"> • Continued Unacceptable Conduct at Level Two • Dangerous behaviour. The intention to do harm, real or implied to self or others, to include: bomb threats, arson, weapons, setting off fire alarms, tampering with safety equipment • Possession, trafficking or non-medical use of alcohol or drugs 	<ul style="list-style-type: none"> • Indefinite Suspension from regular school attendance for a period of not less than 5 school days • The student's educational options for the remainder of the school year will be determined during a District Suspension Meeting • In addition to the indefinite suspension, the RCMP or other outside agencies may be involved. • Restorative Justice or other forms of problem solving may be used in conjunction with suspension