

ADMINISTRATIVE REGULATIONS

TITLE: CODES OF CONDUCT

CATEGORY: EDUCATION

NUMBER: 1080

CIRCULATING UNTIL JULY 17, 2024

I. Rationale

Each school's Codes of Conduct is designed to foster a safe, caring, and orderly environment for all members of the school community. These regulations are grounded in the principles of respect, inclusivity, and accountability, aiming to support the educational and personal growth of each student.

II. Codes of Conduct

A. School Codes of Conduct Development

1. Principals shall work with their students, staff and the Parent Advisory Council to develop an appropriate code of behaviour for their school.
2. The following elements are to be included in a school's code of conduct:
 - a. **Rationale**
 - i. A statement of purpose that provides a rationale for the code of conduct, with a focus on safe, caring and orderly school environments.
 - b. **Non-Discrimination**
 - i. One or more statements that address the prohibited grounds of discrimination.
 - ii. All members of the school community must adhere to the principles of the [BC Human Rights Code](#), particularly [Sections 7 and 8](#), ensuring no individual is discriminated against on the basis of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age.
 - c. **Acceptable and Unacceptable Behaviour**
 - i. One or more statements about what is Acceptable and Unacceptable Behaviour.

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- ii. **Acceptable Behavior:** Includes, but is not limited to, respecting the rights of others, participating actively and constructively in learning opportunities, and treating school property and the property of others with care.
 - iii. **Unacceptable Behavior:** Includes aggressive behaviors such as bullying, harassment, and discrimination, whether within school premises or during activities that impact the school community.
 - d. **Consequences of Unacceptable Behavior**
 - i. One or more statements about the consequences of behaviour.
 - ii. Consequences should be restorative in nature rather than punitive, considering the student's age, maturity, and special needs if these students are unable to comply with the code of conduct due to having a disability of an intellectual, physical, sensory, emotional or behavioral nature.
 - iii. The focus is on educating students to understand the impact of their actions and fostering their ability to make reparative steps.
 - e. **Prevention of Retaliation**
 - i. An explanation that the school will take all reasonable steps to prevent retaliation against a student who has lodged a complaint or been involved in a complaint process.
 - f. **Use of Personal Digital Devices**
 - i. **Definition:** Personal digital devices, as defined under the Provincial Standards for Codes of Conduct Order, means any personal electronic device that can be used to communicate or to access the internet, such as a cell phone or a tablet.
 - ii. One or more statements in school codes of conduct about restricting the use of personal digital devices at school for the purpose of promoting online safety, focused learning environments, and student well-being. The statements about

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restricting the use of personal digital devices at school must address the following matters:

- a) **General Restrictions:** Personal digital devices shall be used responsibly. Their use during instructional time is restricted unless explicitly permitted for educational purposes.
- b) **Instructional Use and Digital Literacy:** Devices may be used for instructional activities under the supervision of staff to support digital literacy and as part of structured learning.
- c) **Age and Developmental Stage:** Codes of conduct must address the use of personal digital devices that is appropriate to a student's age and developmental stage. For example, elementary school codes of conduct should take a more restrictive approach, while secondary schools may allow for progressively greater flexibility and student agency in using personal digital devices.
- d) **Accessibility and Accommodations:** Codes of conduct must address accessibility and accommodation needs. This might involve the use of personal digital devices to support students with disabilities or diverse abilities as outlined in students' support plans and Individual Education Plans. Codes of conduct should allow for the use of assistive technology on personal digital devices at school to support student accessibility, communication, and autonomy where it enhances what is available through district-provided devices. Examples of assistive technology could include devices or programs that support students with hearing loss or voice, speech or language disorders. Codes of conduct might allow for the use of tools such as augmentative and alternative

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communication (AAC) devices, text to speech and speech to text programs or devices, translators, timers, calendars, and reminder software to promote accessibility and to facilitate participation.

- e) **Health and Medical Needs:** Students may use devices for health-related reasons with prior approval.
- f) **Equity to support learning outcomes:** Codes of conduct should include considerations to ensure personal digital device restrictions do not disproportionately impact some students more than others. For example, codes of conduct may reflect access to devices facilitated by the school to support students who do not have access to internet or devices outside of school and who therefore might use technology at school.
- g. **Annual Review and Distribution**
 - i. The codes of conduct will be reviewed at least annually by the school's stakeholders, including staff, parents, and the Parent Advisory Council.
 - ii. A copy of the code of conduct will be provided to the Superintendent annually for filing.
 - iii. At the beginning of each school year, and throughout the school year for new enrolments and staff assigned to the school, the updated codes of conduct will be distributed to all students, parents/guardians, and staff as well as be displayed prominently within the school and on the school website.
- h. **Implementation and Enforcement**
 - i. Principals are responsible for the enforcement of these codes. Regular training and updates will be provided to ensure all staff members understand and effectively implement the conduct guidelines.
 - ii. Members of staff are expected to recognize that the code of conduct specifies ideal behaviour and that students may need

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help in learning what is acceptable/unacceptable behaviour. Staff can expect students to become more responsible on a gradual basis and to become increasingly accountable for their own behaviour.

Received:

References: Sections 6,7,17,20,22,26,65,79 and 85 of the *School Act*;
Sections 7 and 8 of the *BC Human Rights Code*;
Ministerial Order 276/07
Ministerial Order No. M89