

# ADMINISTRATIVE REGULATIONS

TITLE: DISTRICT AND SCHOOL STUDENT CODES OF CONDUCT

CATEGORY: EDUCATION

NUMBER: 1080

CIRCULATING UNTIL JANUARY 22, 2025

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## I. Rationale:

School District 46 is committed to fostering safe, caring, orderly schools that promote mutual respect, social responsibility, and support inclusive and flourishing learning environments.

Section 85 (1.1) of the School Act requires that Boards must establish, in accordance with Provincial Standards, a code of conduct for students enrolled in educational programs within the district.

The District Code of Conduct provides overarching guidelines and expectations for student conduct and is intended to guide School Codes of Conduct.

Each school's Code of Conduct is designed to foster a safe, caring, and positive environment for all members of the learning community. These codes are grounded in the principles of respect, inclusivity, and social responsibility and aim to support the educational and personal growth of each student.

## II. BC Human Rights Code:

A. School District 46 upholds that individuals in the school district have the right to access 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

([https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/00\\_96210\\_01](https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/00_96210_01)) must be part of a district and a school code of conduct.

B. All members of the school community must adhere to the principles of the BC Human Rights Code

([https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/00\\_96210\\_01](https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/00_96210_01)), 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. The BC Human Rights Code is a core element to the District and School Code of Conduct.

## III. Codes of Conduct:

A. Student Expectations, Rights and Responsibilities

1. School District 46 believes that the conduct of students should at all times contribute to a safe, caring, orderly and inclusive learning environment that positively contributes to the development of responsible citizens. Each student is expected to respect the rights and

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property of others, respect themselves and their own property, and adhere to the District and School Codes of Conduct.

## **B. Consideration for Students with Diverse Needs and Diverse Abilities**

1. School District 46 recognizes that codes of conduct cannot discriminate against a student who cannot meet a behavioural expectation.
2. Behavioural expectations and consequences will therefore take into account the needs of the student to ensure appropriateness.

## **C. Conduct Expectations**

1. 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:
  - i. 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.
  - ii. 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.
  - iii. Commitment - Students are expected to strive for their potential in all their school endeavours and follow school expectations in the school code of conduct.
  - iv. Attendance - Students are expected to attend school regularly as indicated in the School Act.
  - v. 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.
  - vi. Technology - Students are responsible for safe and appropriate behaviour and will conduct themselves in a responsible, decent, ethical and appropriate manner while using technology and school district networks as detailed in regulation 1170-Appropriate Use of District Technology and Network (<https://sd46.bc.ca/wp-content/uploads/1170-Appropriate-Use-of-District-Tech-and->

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[Network.pdf](#)). Furthermore, users will not use social media sites to be defamatory or harassing towards any person as detailed in regulation 1370-Social Media (<https://sd46.bc.ca/wp-content/uploads/1370-Social-Media-.pdf>).

vii. Substance Use - Students must adhere to restrictions on substance use per regulation 3240-Student Substance Use (<https://sd46.bc.ca/wp-content/uploads/3240-Student-Substance-Use-.pdf>).

viii. Behaviours - Student will refrain from unsafe and unacceptable behaviour which include but are not limited to:

**a. Behaviours that:**

- 1) Interfere with the learning of others, including their emotional well-being
- 2) Interfere with an orderly environment
- 3) Create unsafe conditions

**b. Acts, such as:**

- 1) Bullying, harassment, discrimination or intimidation
- 2) Physical violence
- 3) Retaliation against a person who has reported incidents

**c. Illegal acts, such as:**

- 1) Possession, use or distribution of illegal or restricted substances
- 2) Possession or use of weapons

**IV. School Codes of Conduct Development/Criteria:**

- A. Each school shall establish a committee consisting of staff, parents and students to develop a School Conduct of, which must comply with the Ministry of Education's Safe, Caring and Orderly Schools, BC Human Rights Code, Board Policies, and the District Code of Conduct. A copy of this code must be submitted to the superintendent's office by October 31st of each year.
- B. The Code of School Conduct will be reviewed annually by a committee of staff, students and parents/guardians/caregivers. The Code of School Conduct will be communicated to students and parents/guardians/caregivers annually and will include the following criteria:

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1. The following elements are to be included in a school's code of conduct:
  - i. **Rationale:** A statement of purpose that provides a rationale for the code of conduct, with a focus on safe, caring and orderly school environments.
  - ii. **Attendance:** A statement that indicates that regular attendance is an expectation of every student's learning program.
  - iii. **Non-Discrimination:**
    - a. One or more statements that address the prohibited grounds of discrimination.
    - b. All members of the school community must adhere to the principles of the BC Human Rights Code ([https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/00\\_96210\\_01](https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/00_96210_01)), particularly Sections 7 and 8 ([https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/00\\_96210\\_01#section7](https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/00_96210_01#section7)) as indicated above.
  - iv. **Acceptable and Unacceptable Behaviour :**
    - a. One or more statements about what is Acceptable and Unacceptable Behaviour.
    - b. 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.
    - c. Unacceptable Behavior: Includes aggressive behaviors such as bullying, harassment, and discrimination, whether within school premises or during activities that impact the school community.
  - v. **Consequences of Unacceptable Behavior**
    - a. One or more statements about the consequences of behaviour.
    - b. Consequences should be restorative in nature rather than punitive, considering the student's age, maturity, and diverse 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.

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- c. The focus is on educating students to understand the impact of their actions and foster their ability to make reparative steps.
- vi. **Prevention of Retaliation**
  - a. 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.
- vii. **Use of Personal Digital Devices**
  - a. School District 46 recognizes the importance of technology and a tool for supporting learning and preparing students for an increasingly connected world. Accordingly, schools are required to provide ongoing digital literacy and citizenship programming to ensure students develop the skills to participate safely and productively in modern society. While the district recognizes the importance of school context in determining restrictions appropriate to support their local community, it is expected that the code of conduct address the following standards as per the Ministerial Order ([https://www.bclaws.gov.bc.ca/civix/document/id/mo/mo/m0089\\_2024](https://www.bclaws.gov.bc.ca/civix/document/id/mo/mo/m0089_2024)).
  - b. **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 laptop or a tablet.
  - c. 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 restricting the use of personal digital devices at school must address the following matters:
    - 1) **General Restrictions:** Personal digital devices shall be used responsibly. Their use during instructional time is restricted unless explicitly permitted for educational purposes.

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- 2) **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.
- 3) **Age and Developmental Stage:**
  - a) Codes of conduct must address the use of personal digital devices that is appropriate to a student's age and developmental stage.
  - b) At elementary schools, personal digital devices are not to be present during the school day, this includes all non-instructional time such as recess and lunch. This does not include devices necessary for accessibility.
  - c) At secondary schools, codes of conduct may allow for progressively greater flexibility and student agency in using personal digital devices.
- 4) **Accessibility and Accommodations:** Codes of conduct must address accessibility and accommodation needs. This must 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 must 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 communication (AAC) devices, text to speech and speech to text programs or devices,

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translators, timers, calendars, and reminder software to promote accessibility and to facilitate participation.

- 5) **Health and Medical Needs:** Students may use devices for health-related reasons with prior approval.
- 6) **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.

**V. Annual Review and Distribution:**

- A. The codes of conduct will be reviewed at least annually by the school's stakeholders, including staff, parents, and the Parent Advisory Council.
- B. A copy of the code of conduct will be provided to the Superintendent annually for filing by October 31<sup>st</sup> of each school year.
- C. 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.

**VI. Implementation and Enforcement:**

- A. Principals are responsible for the enforcement of these codes. Ongoing training and updates will be provided to ensure all staff members understand and effectively implement the conduct guidelines.
- B. Members of staff are expected to recognize that the code of conduct specifies ideal behaviour and that students may need 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.

**VII. Compliance with the District Code of Conduct – Settings:**

- A. Students will abide by the District and School Codes of Conduct while at school, going to and from school, on school buses, at school-related activities whenever

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and wherever they occur, or in other circumstances where engaging in the activity will have an impact on the school environment.

## VIII. Consequences:

- A. When students violate the Code of Conduct despite proactive measures by schools, the District then recognizes the need for appropriate forms of intervention which whenever possible will focus on consequences that are restorative in nature rather than punitive.
- B. Depending on the nature and severity of the behaviour, suspensions may take place. More information on suspensions can be found in the District Student Suspension regulation (<https://sd46.bc.ca/wp-content/uploads/1320-Student-Suspensions.pdf>).

## IX. How to Seek Assistance:

- A. Students, parents and guardians can discuss any concern regarding a student's school experience with the classroom teacher, counsellor, and/or principal. Following conversations with school staff, parents/guardians can follow the steps in the How to Communicate with Us regulation (<https://sd46.bc.ca/wp-content/uploads/1162-How-to-Communicate-with-Us-ForFamilies-caregivers.pdf>).

## Received:

References: Sections 6,7,17,20,22,26,65,79 and 85 of the School Act  
([https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412\\_00](https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412_00))

Sections 7 and 8 of the BC Human Rights Code  
([https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/00\\_96210\\_01](https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/00_96210_01))

Ministerial Order 276/07 Ministerial Order No. M89  
([https://www.bclaws.gov.bc.ca/civix/document/id/mo/mo/m0089\\_2024](https://www.bclaws.gov.bc.ca/civix/document/id/mo/mo/m0089_2024))

Safe Caring and Orderly Schools  
(<https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teaching-tools/student-saftey/scoguide.pdf>)

B.C. Ministry of Education Core Competencies  
(<https://curriculum.gov.bc.ca/competencies>)



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