

POSITIVE SCHOOL AND WORK CLIMATE

PREAMBLE

The Board of Education recognizes its responsibility in providing safe schools and a positive climate for all members of the school community in which each member will be able to develop fully to their potential. Although students who are engaged in school activities seldom become involved in displaying behaviour that has a negative effect on the school climate, such instances occur. When such instances occur and are in violation of this policy which constitutes the District Code of Conduct, the Board recognizes the need for appropriate forms of intervention.

POLICY

DISTRICT CODE OF CONDUCT

THE BOARD OF EDUCATION EXPECTS MEMBERS OF THE SCHOOL AND WORKING COMMUNITY TO TREAT OTHERS WITH RESPECT AND COURTESY AND TO CONDUCT THEMSELVES IN A MANNER WORTHY OF THE RESPECT OF OTHERS IN ORDER TO PROMOTE A SAFE AND POSITIVE SCHOOL CLIMATE. THIS INCLUDES RESPECTING THE PROPERTY OF OTHERS, NOT HAVING ANY INVOLVEMENT WITH ILLEGAL SUBSTANCES AND RESOLVING CONFLICT IN A NON-VIOLENT AND RESPONSIBLE MANNER.

THE BOARD OF EDUCATION SHALL CONSIDER THE CONDUCT OF ANY MEMBER OF THE SCHOOL AND WORKING COMMUNITY THAT ADVERSELY AFFECTS SCHOOL CLIMATE TO BE A SERIOUS BREACH OF THE DISTRICT CODE OF CONDUCT WHICH WARRANTS APPROPRIATE FORMS OF INTERVENTION.

OBJECTIVES

1. To provide a safe and positive climate for all District schools
2. To ensure the rights of individuals are balanced with the collective well-being of all members of the school and working community
3. To maintain a school environment that is free of: harassment, violence or intimidation, the possession or use of weapons, illegal substances, racism or prejudicial behaviour. These behaviours within the school environment are serious breaches of the District Code of Conduct and require appropriate disciplinary action.

Date Adopted: 1076-12; 1990-06
Date(s) Revised 1991-05, 1993-05, 2017-10
Other:

Cross References:
Statutory: S.A 85



REGULATIONS AND PROCEDURES

POLICY #5.08.01

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ADMINISTRATIVE REGULATIONS AND PROCEDURES

A. ADMINISTRATIVE GUIDELINES FOR CODE OF CONDUCT

1. District Staff and Principals, in setting the School Code of Conduct, will ensure congruence with the District Code of Conduct and will ensure consultation with staff, students and parents.
2. The School Code of Conduct will include District Code of Conduct expectations and will be sensitive to school community behavior standards.
3. The Principal shall ensure that the School and District Code of Conduct will be displayed in the school and brought to the attention of all students, parents and staff members on a regular basis.

B. ADMINISTRATIVE GUIDELINES FOR STUDENT INTERVENTION COMMITTEE

1. Structure

In order to ensure that there is a structure in place to facilitate the Intervention of students, the Board has established a District Student Intervention Committee. The committee's membership will include:

1. Managing Director, Safe and Caring Schools
2. Coordinator, Student Intervention
3. School Administrator appointed by the Burnaby Principals and Vice-Principals Association
4. Teacher appointed by the Burnaby Teachers' Association

A chairperson-recorder will be appointed annually by the Superintendent

2. Student Suspensions

a) The School Act (Section 85) authorizes the Board to establish a Code of Conduct for students attending educational programs operated by, or on behalf of, the Board

- When a student is in breach of the District Code of Conduct, the school shall make every effort to resolve issues at the school level without interrupting the student's educational program
- When there is a breach of the District Code of Conduct which is of a severe nature or cannot be resolved while the student remains in attendance at school, the Principal or Vice-Principal may suspend a student
- When there is a severe breach of the District Code of Conduct involving violence, intimidation, or weapons, a referral will be made to the Student Intervention Committee (see policy 5.10.01).

b) School Process for Student Suspensions

(1) Day of Suspension

- The principal will ensure that every effort is made to provide an opportunity for any student facing disciplinary action to provide a written or verbal statement to the principal
- Telephone contact will be made with parent/guardian informing them of the circumstances of the suspension and providing the parent/guardian with the opportunity to provide information verbally or in writing to the principal
- A letter by registered mail will be sent to the parent/guardian with copies to the Superintendent and Student Intervention Committee Chair and given to the student to take home

(2) Within five school days:

The school will make every effort to:

- Provide an opportunity for parents and student to meet with school personnel to attempt to resolve suspension issues
- Minimize the interruption to the student's educational program
- Reach a resolution which may include reinstatement, transfer to another educational setting, or withdrawal of the student at the parent's request

- Inform the parents of students under the age of 16 years, who are withdrawing their child from school, that they are responsible for ensuring that their child receives an educational program
- Notify the parent of the availability of school work for the student during suspension

(3) After five school days

- Telephone call will be made to the chair of the Student Intervention Committee indicating that a referral is in process
- Written referral accompanied by relevant student records and interventions attempted will be sent to the chair
- Parent will be notified of the referral by telephone and by registered letter

3. Committee Involvement Process

- a. Committee reviews the efforts made to date to resolve problems at the school level as presented by the school administrators
- b. Committee may meet with parents or guardians and student and consult with agency representatives if they are involved

Committee plans a course of action and the chairperson communicates the committee's decision to the school and parents.

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Date Adopted: 1976-12 1990-06
Date(s) Revised: 1991-05, 1993-05, 2017-10
Other:

Cross References:
Statutory: S.A. 85 WCA s. 115, 116, 117