

Skyline Alternate School Code of Conduct 2025-2026

Our Mission is to share a commitment to creating a healthy environment, which encourages respect for self and others, fosters individual growth through the pursuit of excellence, and promotes a sense of belonging in the school and the larger community.

Purpose

Part of ensuring that our Mission can be fulfilled is tied to the conduct of students and staff. The School Code of Conduct sets the standards of behavior expected at Skyline Alternate School and provides the information for the basis of behavioral instruction and accountability. The purpose of the Code of Conduct is to establish and maintain a safe, caring and orderly environment required for purposeful learning. The code provides appropriate balances between individual and collective rights, freedoms, and responsibilities. Also, the Code clarifies and publishes expectations for student behaviour while going to and from school, at school, and while attending school functions or activities at any location. Parents, coaches and involved members of the greater community must adhere to and promote the School's Code of Conduct while acting as ambassadors of the school.

The Code of Conduct applies to all students. Accommodations will be made for students with disabilities who are unable to fully comply with the Code of Conduct.

Conduct that occurs outside of school hours and apart from school activities is not normally investigated and acted upon unless there is an impact on students at the school.

Development and Regular Review

Annually, the school administration will work collaboratively with school staff, students, and parents to review, adapt, and enhance our existing Code of Conduct to be suitable and appropriate for our ever-changing learners and their needs. Our goal is to reflect current and emerging situations that contribute to school safety.

Our Code of Conduct will be shared and reviewed with schools within the district to ensure consistency across grade levels and with current district policies.

Conduct will be consistently monitored to ensure that the Code of Conduct reflects current and emerging situations and are contributing to school safety through formal and informal behavior data, student, parent, and staff perception, learning community leader meetings, staff meetings, and school-based team meetings.

Communicating Expectations

Student expectations for appropriate behavior will be communicated regularly in classrooms, athletic programs, school clubs, administrator visits, student handbooks, announcements, and school wide assemblies. The Code of Conduct will be posted in the school, on the school website and emailed to parents and guardians. Student Handbooks are available at the office and posted on the school website.

Staff members will be provided a copy of the school's Code of Conduct in the Staff Handbook. Temporary staff are provided with a copy of the school's Code of Conduct in the TTOC Handbook.

Active Teaching and Promotion of Expectations

Time will be allotted in the first few weeks of school, and at regular intervals throughout the year, for teachers and administrators to teach and promote school-wide expectations to students. Appropriate behaviour is taught, encouraged, modelled, practiced, and acknowledged, thereby increasing student self-respect and positive social behaviour.

Student Rights and Responsibilities

All students have rights and responsibilities, these rights and responsibilities include:

The right to:

- be treated fairly and with respect and dignity
- be free from discrimination in any form
- be safe
- to a quality educational program

The responsibility to:

- always behave safely and responsibly
- come to school prepared, on time and ready to learn
- show respect for themselves, for others and for those in authority
- refrain from bringing anything to school that may compromise the safety of others
- follow the established rules and take ownership for their own actions

Student Expectations

Students will be expected to conduct themselves in such a way as to help create a culture of trust and security in which they may grow in confidence as a result of their actions and achievements. The school believes that acceptable student conduct, based on respect for oneself, respect for others, and respect for property is essential to the development of responsible citizens. The following are examples of acceptable behaviour to keep Skyline Alternate School a safe, caring and orderly community:

- all students feel safe, valued, and trusted, and have the opportunity to develop, assume and maintain responsibility and self-motivation.
- be a good citizen of the school community both in person and online by contributing positively and refraining from harm to self or others
- abide by school rules regarding personal digital devices
- respecting self, others and the school by contributing to an inclusive and accepting school environment
- acting in a positive, honest and straight forward manner
- all students feel supported without fear of retaliation in reporting unsafe conditions, actions, or potential incidents.
- informing an adult, in a timely manner (in advance if possible) of incidents of bullying, violence, racism, harassment, intimidation or any other act that causes harm to our school community; by-standers are expected to report and prevent such harmful actions.
- engaging in purposeful learning activities in a timely manner
- attending school and classes regularly
- students avoid illegal acts such as but not limited to possession, use or distribution of illegal or restricted substances; possession or use of weapons; and theft of or damage to property
- respecting authority and adhering to classroom, school, and district rules and policies

- there is a joint effort to learn and a feeling of mutual respect among staff, students, and parents
 - to be accountable for their behaviour and responsive to reasonable, related and respectful consequences
 - expectations for student behaviour increase as they become older and more mature.
- All student expectations listed in this Code of Conduct are not exhaustive but are cited as examples.

- ERASE is an online anonymous reporting tool that serves the safety needs of today's students. ERASE is a secure and confidential place for students to share information about anything that concerns them at school. Students do not need to provide their name unless they wish to be contacted. Below is a link to ERASE, the anonymous online provincial reporting tool, that students can use to report any situations that make them feel unsafe while at school.



Unacceptable Conduct:

Any behaviours that are in contravention of the student expectations listed above are considered unacceptable conduct.

Students must refrain from lying, cheating and stealing.

Students will be held responsible for damage to school property, including buildings and equipment, whether willful or negligent.

The school has no tolerance for any type of discrimination including racism and gender violence, bullying, threatening, intimidation, harassment, weapons, assaults or the pre-meditation of violence in person or online and may result in immediate discipline and/or suspension.

Possessing or using any type of weapon, explosives, fireworks, firecrackers, tasers, bear/pepper sprays or any other items capable of or intended to be used to threaten, intimidate or cause bodily harm, including fake weapons that can be perceived as real weapons may result in immediate discipline and/or suspension.

Drugs and drug paraphernalia (including vape pens containing illicit substances) are not tolerated or allowed on school property at any time. Students who are under the influence of, possess, use, gift, provide to other students or sell illicit substances will be the subject to appropriate disciplinary action including suspension and their conduct may be reported to the authorities. The school recognizes that some substances may create dependencies that are treatable conditions and strongly encourages students to seek treatment voluntarily and confidentially for substance abuse.

The Skyline Alternate School Code of Conduct is aligned with district policies, administrative procedures and the BC Human Rights Code. Skyline Alternate School promotes the values expressed in the BC Human Rights Code, respecting the rights of all individuals in accordance with the law - prohibiting discrimination based on, "Indigenous identity, race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, age or lawful source of income of that

person or class of persons, or of any other person or class of persons”(BC Human Rights Code).

The school will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of the Code of Conduct. Any retribution or threat of retribution by a student/parent towards another student in a breach of the Code of Conduct matter will be dealt with as a highly serious matter, and the student who is being threatened will be protected from the threat with all means available to the school including involvement of the RCMP if necessary.

All unacceptable behaviours listed in this Code of Conduct are not exhaustive but are cited as examples.

Consequences for Unacceptable Behaviour

Any behaviours that are contrary to the student expectations are considered unacceptable conduct may result in progressive discipline including suspensions or expulsion. Disciplinary action, wherever possible, is preventative and restorative, rather than solely punitive. Disciplinary action is considerate of students with special needs if these students are unable to fully comply with the Code of Conduct due to a diagnosed disability of an intellectual, physical, sensory, emotional, or behavioural nature. When dealing with students, the administrator may adjust the consequence or disciplinary action based partially on the maturity level and/or grade level of the student. Further, what is an appropriate consequence or disciplinary action for a senior student may not be appropriate for a junior student. As school is a place of ongoing learning, the expectations for acceptable behaviour increase for students as they become older, more mature and move through the successful grades. Therefore, students will be expected to demonstrate an increasing personal responsibility and self-discipline and will receive increasing consequences and restitution for inappropriate behaviour.

When students do not adhere to the Code the Conduct staff will follow a pattern of progressive discipline. Consequences could include, but are not limited to, discussions with students, warnings, mediation, loss of privileges, detentions, attendance contracts, community service, restitution, school-based restorative processes or the community restorative justice program, referral to school Counsellors, Youth Engagement Workers and/or Indigenous Support Workers, referral to community agencies for counselling and/or additional supports, meetings, phone calls and/or letters to parents/guardians, detentions, in-school suspensions, out-of-school suspensions, indefinite school suspensions and up to and including expulsions. In cases of serious breaches of the Code of Conduct, the student may be referred to school district officials, police, restorative justice and/or other agencies.

Progressive discipline establishes a process of clear, timely, consistent, and documented communications with the student and their parents/guardians to reinforce an understanding of expectations, to provide opportunity to correct unacceptable behavior, and to ensure due process. The goal of progressive discipline is to modify specific behaviour and to encourage acceptable behaviour.

Suspension will be warranted when violation of the Code of Conduct is deemed serious or other consequences have been inadequate or ineffective. For serious offences students will be brought to the office, the parent will be contacted by the school and a registered letter of suspension describing the incident, and the type and length of the suspension will be sent home:

- Out-of-school suspensions (1-5 days); student is not permitted to be on or near school property.
- Indefinite school suspension (greater than 5 days); student is not permitted to be on or near school property.

For more information on school suspensions, please refer to AP 320 Student Suspension.

School Officials have a responsibility to advise other parents of serious breaches of the Code of Conduct:

- Parents of student offenders in every serious incident.
- Parents of student victims in every serious incident.
- School District Officials as required by school District Policy.
- Police and/or other agencies as required by law.
- All parents when deemed to be important to reassure community members that school officials are aware of a serious situation or incident and are taking appropriate action to address it.

Serious breaches of conduct that threaten the safety and welfare of others will be referred directly to an indefinite suspension including a review from a representative of the Superintendent.

Students, while attending school, school-sponsored functions, and activities, shall be subject to the District Code of Conduct as well as the school's Code of Conduct. Students may be subject to discipline under the school and/or District Code of Conduct for any conduct which has the effect of negatively impacting the school environment, whether that conduct occurs on or off School District property, at a school-sponsored function or activity, or elsewhere.

Personal Digital Devices

The Ministry of Education and Childcare and School District 27 Cariboo Chilcotin recognize that personal digital devices in schools can be used as a tool in learning, a means of communication for families and as entertainment. They can also be used to harm an individual and can be a distraction to learning. As such, the Ministry has created a provincial standard for personal digital device use in schools to ensure the safety of all.

“Personal digital device” means any personal electronic device that can be used to communicate or to access the internet, such as a cell phone or a tablet and includes the use of wired or wireless headphones/air pods.

At Skyline Alternate Program we value learning and growth. Personal digital devices can contribute to learning when used appropriately and can be a barrier to learning when used otherwise. As a result, personal digital devices are to be used in the following manner when attending Skyline Alternate School:

_____ **All personal digital devices must be put away during class time.** Personal digital devices should be turned off and/or ringers silenced. The goal of instructional time is to focus on learning without distraction or interruption. They are not to come out for any reason other than necessary medical monitoring and parents are required to communicate and coordinate these circumstances with the school principal. For students with an SLP the

school will provide electronic devices to support learning and to access required online learning resources when needed.

_____ **There may be limited occasions when students are invited to use personal digital devices for instructional purposes including digital literacy as directed by teachers during class time.** Access to guest Wi-Fi at Skyline Alternate School for this purpose will require pre-approval from administration.

_____ **Personal digital devices are prohibited in the following spaces as they pose a greater safety risk: washrooms and changerooms.** When leaving their classroom during instructional time, students will be expected to leave their device stored in the classroom.

_____ **AI Imaging & Recording for surveillance, manipulation or impersonation is prohibited at Skyline.**

_____ **Students who fail to comply with the school expectations on personal digital devices will face progressive discipline for breach of school rules.**

_____ For parent/guardians, the school understands that the need to communicate with your young adult is important. Personal digital devices provide a means of direct communication for families. **At any time, to communicate with your child, feel free to call the office and we will get a message to them to contact you.**

The staff of Skyline Alternate School recognize that they will role model using personal digital devices during instructional times other than for urgent or emergent circumstances. Administration reserves the necessity to use cell phone communication for purposes of student and staff safety and organization.

Consequences for violation of Personal Digital Devices

Students who fail to adhere to the school and classroom guidelines for digital devices may be subject to the following:

- Have their device taken away
- Be prohibited from having a device on school property.
- Be suspended in accordance with AP 320—Student Suspensions

While at school students are expected to learn, play and socialize away from the daily distraction of personal digital devices. The general expectation is that students are not to be using personal digital devices during instructional time at school to promote a safe, equitable and positive learning environment throughout the day.

Definitions:

The following definitions may be useful in the development of codes of conduct so that everyone in the school community shares a common understanding of terms that appear in the codes. They are not legal definitions but have been commonly used in the school system.

Bullying behaviour: a pattern of repeated aggressive behaviour, with negative intent, directed from one person to another where there is a power imbalance. Bullying behaviour is a type of harassment and intimidation. This aggressive behaviour includes physical or verbal 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 including:

1. **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.
2. **Frequency:** is repeated over time. Bullying is characterized by frequent and repeated attacks. It is this factor that brings about the anticipatory terror in the mind of the person being bullied that can be so detrimental and can have the most debilitating long-term effects.
3. **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.

Cyber bullying: bullying behaviour which is carried out through any current or future online platforms on any electronic device. Could include but not limited, social media, texting and email.

Harassment: 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:

- condescending treatment that undermines another's self-respect, name-calling, teasing, disrespectful comments
- gossiping, spreading malicious rumours, "dirty" looks, social ridicule, public embarrassment
- social isolation ("freezing out" or rejecting others), exclusion from a group, threatening to withdraw friendship
- repeated unwanted communication
- unwelcome jokes, innuendoes, insults, or put downs, taunts about a person's body, disability, religion, attire, age, economic status, ethnic or national origin
- insulting graffiti directed at an individual or group
- unwanted and uninvited sexual attention, particularly when it is intimidating, hostile, or offensive to the recipient.

Intimidation: Intimidation is the act of instilling fear in someone as a means of controlling that person. For example, any of the following behaviours could be considered intimidation:

- verbal threats: threatening phone calls, threats of violence against a person or property
- physical threats: showing a weapon, jostling, threatening to punch, stalking or following
- defacing or stealing victim's property
- daring or coercing victim to do something dangerous or illegal
- extortion (demanding payment or goods for a victim's safety)
- inciting hatred toward a victim
- setting up a victim to take the blame for an offence

SOGI (Sexual Orientation & Gender Identity): all students deserve to be welcomed, included and respected in a safe learning environment, while being fully and completely themselves. No student should be excluded or bullied because of their sexual orientation, gender identity or gender expression

Safe schools: schools in which members of the school community are free of the fear of harm, including potential threats from inside or outside the school. The attitudes and actions of students, staff and parents support an environment that is resistant to disruption and intrusion and enables a constant focus on student achievement.

Caring schools: schools where it is known that a sense of belonging and connectedness – not just for students, but for everyone in the school community – is a necessary element in the creation and maintenance of a safe learning environment. Caring schools are ones in which members of the school community feel a sense of belonging and have opportunities to relate to one another in positive, supportive ways. All aspects of school life embrace and reflect diversity. The school is an inviting place for students, staff, parents and visitors. Staff members make conscious and concerted efforts to help other members of the school community feel connected.

Orderly schools: schools that are free from chaos and confusion, and alive with the sights and sounds of purposeful learning activities. Routines for repetitious activities are well established so students' minds and bodies are free to focus on the learning and development work at hand. A businesslike atmosphere exists, yet there is creativity and fun in abundance. Everyone in the school has work to do and does it in a timely way – and in a way that doesn't interfere with the learning and development of others. Everyone feels a sense of meaningful accomplishment, and feels the school is a good place to be. All members of the school community are informed about and exercise their rights and responsibilities as school citizens.

This document has been read and reviewed, and we understand the expectations as well as the consequences for violations.

Parent/Guardian

Date

Student

Date