



It is our mission to develop skills, nurture personal growth, and encourage life long learning in a supportive and respectful environment.

Tumbler Ridge Secondary School Student Code of Conduct

Statement of Purpose

One of the goals of our school for students to grow to be respectful, responsible, educated citizens. Tumbler Ridge Secondary School promotes and upholds the values expressed in the BC Human Rights Code respecting the rights of all individuals in accordance with the law – prohibiting discrimination based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation, gender identity or expression, or age. Discipline at TRSS is meant to redirect students toward ethical decision making and productive citizenship, as well as to confront students on inappropriate behaviour.

We believe that all students can learn to:

- be independent
- confront and overcome problems
- be decision makers
- access, analyze, and apply information
- use technology to facilitate learning
- be active and responsible participants in learning
- use everyday experiences to achieve their full potential
- be dynamic contributors to society

Student Rights and Responsibilities

All students shall treat everyone with dignity, respect, and equality. Students deserve to be provided with a learning environment that is free from physical, emotional, and social abuse.

- The three R's should guide student behaviour: **Ready** to learn, **Respect** for yourself and others, and **Responsibility** for your learning and actions.
- Students contribute to a climate of mutual trust and respect for effective learning, personal development, and social living.

Acceptable Conduct

Students and staff should be able to attend school in an environment where they feel comfortable, safe, free from threats, respected, and cared for socially, intellectually, physically, and emotionally.

To maintain a respectful environment, students:

- demonstrate courtesy and respect when dealing with peers, teachers, support staff, and school property.
- respect and cooperate with each other to develop a strong working relationship that maximizes learning in the school.
- do their utmost to preserve a clean, safe, and productive environment in and around the school.
- come to class with the proper materials.
- learn to be active learners and participate in all learning activities.
- attend school regularly and punctually.
- meet the expectations for student behavior while on the school property or involved in school sponsored or related activities (including field trips).
- inform teachers or administration if there is a violation of the code of conduct. The school assures that any concerns will be taken seriously and will remain confidential.

Unacceptable Conduct

Any behaviour that jeopardizes student and/or staff safety or interferes with student learning will not be tolerated at Tumbler Ridge Secondary.

Smoking, vaping, profanity, possession or use of illegal drugs (this includes paraphernalia), alcohol use, cannabis use, willful disobedience or opposition to authority, vandalism, theft, bullying or violence toward others, possession of a weapon, and verbal harassment are all behaviors that are inappropriate within the school setting.

High Expectations

As students get older and more mature, there is an expectation that their behaviour will reflect their growth. We therefore hold higher expectations for our older students, who may be subject to more progressive consequences if there is a violation of the code of conduct.

Consequences

Disciplinary action is meant first and foremost to be preventative and restorative rather than punitive. However, consequences for students' behaviour will be consistent and fair. Consideration will be given to students who are unable to comply with expectations. It is important for students to remember that "fair" does not mean "equal". Consequences will be fair because they will be distributed in relation to the nature, frequency and intent of the student's behaviour.

Students who have been suspended for misconduct may not attend extra-curricular activities in the same week as the suspension (including field trips, sports events etc).

Restorative Circles

Restorative circles are used when student behaviour affects others and/or the learning environment. The goal of restorative circles is to achieve fairness and justice while repairing and restoring relationships. This is accomplished by bringing those harmed together with others involved for a genuine conversation that promotes understanding the impact of one's behaviour on others. Concerns are addressed directly, truth-telling is viewed as essential, and appropriate ways for righting the situation are explored. Circles contribute to the social-emotional learning of students, as they allow students to share a sense of responsibility for finding meaningful resolutions.

Swearing/Profanity

Swearing is not acceptable for a school or workplace environment. When directed toward another person, swearing falls under the bullying and harassment policy (see below). TRSS therefore has a zero-tolerance stance with regards to students swearing or using vulgar language while in the school setting.

Bullying

Bullying is serious behavior that has three key features – all three must be present for the situation to be considered bullying:

1. **Power imbalance** -- One party clearly has power over the other(s), which may be due to age, size, social status, and so on.
2. **Intention to harm** -- The purpose of the bullying behaviour is to harm or hurt other(s) – it is intended to be mean and is clearly not accidental.
3. **Repeated over time** -- bullying behaviour continues over time and gets worse with repetition. There is a real or implied threat that the behaviour will not stop, and in fact will become even more serious.

The effect on the child who is being bullied is increased fear, apprehension, and distress.

Often by the time adults find out about what is happening, the child has tried many ways to stop the bullying but cannot do so on their own. Bullying behaviour will therefore be addressed swiftly as it is made known to the school Principal and/or Vice Principal.

Consequence Options: alternative justice, parent contact, suspension, removal from the regular school setting, police. The “conflict resolution” style of bringing the children together will not be used in bullying situations until considerable time has gone by and all children are feeling safe enough to talk about what happened so that relationships can be healed.

Peer Conflict

Conflict between and among peers is a natural part of growing up and is different from bullying. Teenagers will have times when they disagree sharply with their peers and struggle to solve their own problems. They may even become so frustrated that they say mean things or act out physically.

If it's peer conflict you will be aware that these teenagers:

- usually choose to hang out together;
- have relatively equal power (similar age, size, social status, etc.);
- are equally upset;
- are both interested in the outcome; and
- will be able to work things out with adult help (after calming down).

Consequence Options: "Conflict resolution" approaches will be used for most students who find themselves in peer conflict. If the conflict turns into a physical altercation, the policy on fighting will be enforced before conflict resolution can begin.

Mean Behaviour

Teenagers may try out behaviours to assert themselves – sometimes saying or doing mean things – such as making fun of others, using hurtful names, taking something without permission, or excluding people. Despite the hurtful nature of mean behaviour, it is not usually bullying.

If it is mean behavior, usually:

- it is not planned and seems to happen spontaneously or by chance;
- it may be aimed at any child nearby;
- the child being mean may feel badly when an adult points out the harm they've caused.

Consequences Options: coaching conversation, parent phone call, break detention. These consequences will happen quickly, firmly and respectfully to stop the behavior, to let students know that their actions are hurtful and to re-direct them to more positive behaviour.

Personal Electronic Devices

Personal electronic devices include any device in possession of a student, including (but not limited to) phones, music players, cameras, and tablets.

Recent studies are confirming that overuse of social media and increased screen time, including overindulging in online gaming, is contributing to a wide variety of conditions in teens including social anxiety and depression.

With this in mind, it is our belief at TRSS that the best quality interactions students can have are face-to-face. Therefore, personal cell phones, music players, tablets, cameras, video cameras and other personal electronic devices must be in lockers or placed in

containers provided by teachers and not used during class time. The school provides students with access to computers and iPads to meet educational needs. It is our belief, therefore, that students do not need to use their personal technology during class time, unless there is a specific need defined by an education plan that the technology can address.

This means that unless it is defined in an education plan, **personal electronic devices must not see the light of day during class (as defined by the bell schedule), regardless of the student's location inside the school.** If there is a time when a student may need to use their phone during class time, the teacher will sharply define the timeframe and purpose for such use.

Teachers are authorized to confiscate students' personal electronic devices for the duration of the day the first time this policy is violated (see the forms appendix for a detailed progression).

Students are permitted to use cell phones and other personal electronics during breaks, but are strictly forbidden at all times from taking recordings or pictures which invade the privacy of others. This includes spreading videos, audio or pictures of staff or students with any type of social media (including but not limited to texts, social media websites or apps etc). **Students may never take video or recordings of staff at TRSS.**

Breaks

All students will follow the scheduled break times. Students may not leave class, the school building or school premises for an unscheduled break during class time. Students may leave class with permission from the teacher for bathroom breaks (or other breaks as defined by an individual education plan.)

Alcohol

Alcohol use is **illegal** for all students and is taken seriously at TRSS. If there is sufficient evidence that a student, while under school supervision, is (directly or indirectly) involved with the use of alcohol, the consequences may include suspension. The suspension will be reported to the Board of School Trustees.

Drugs

If there is sufficient evidence that a student, while under school supervision, is (directly or indirectly) involved with the use of illegal drugs, the consequences include a **minimum three-day** suspension. The suspension will be reported to the Board of School Trustees.

Prescriptions & Over the Counter Medications

From time to time, a student may need to take prescription medication. This is for personal use only, and for a timeframe determined by your doctor. If a student is found to be **distributing** prescription or over the counter medications, the medications will be **confiscated**, to be picked up by a parent/guardian at the end of the day. Further

discipline may include suspension (depending on the nature, severity and intent of the incident).

Cannabis

The use of cannabis and cannabis related products is **illegal for all students**. Regardless of age, students attending TRSS are prohibited from entering the school premises while under the influence of, or in possession of any Cannabis or related product. Cannabis and/or related products found within the school premises will be **confiscated**. Students who violate this policy will face suspension.

Vaping and Smoking

Vaping and Smoking are prohibited on school property. Vaping and Smoking are also illegal for anyone under the age of 19. Nicotine is a highly addictive substance and should not be consumed by minors. Vaporizers (Vapes), Electronic Cigarettes (E-Cigs) and JUULs have been connected to the sudden onset of serious lung conditions in teens. Cigarettes, vaporizers and any related products will therefore be **confiscated** if found within the school premises. Suspension will result if a student is found to be smoking or vaping on school property.

Fighting

Fighting includes pushing, shoving, punching and other 'hands-on' behaviours that carry the potential for serious injury or harm. Fighting creates a complete disruption to the school and learning environment, is not appropriate for the school setting and carries a minimum 3-day suspension.

Sign Out Procedures

Any student who leaves the building during school hours for any reason must sign out at the office. Permission to sign out must be granted by a parent or legal guardian through a signed note, text or phone call. Students who do not sign out and still leave the building will be considered skipping class and will be subject to disciplinary action.

Students taking Distributed Learning courses may complete their course work at school in the school library or from home. Students taking Distributed Learning courses are assigned a support block in the library at the commencement of their course. A sign-out permission form will go home at the beginning of the school year for all students taking Distributed learning courses. Parents wishing to allow their child to sign out during their Distributed learning support block can sign the form and send it back to TRSS.

Student Phone Calls

Students have access to an office phone to make phone calls to parents and guardians before school, during breaks, at lunch or after school. Personal phone calls will not be permitted during classes (as defined by the bell schedule). If a student emergency occurs during class time, the office phone is available for student use. Parent/guardian messages for students will be relayed at the next class break, unless it is an emergency. Students are permitted to text and take phone calls on their personal devices during lunch and break times.

Library Use

Students must follow library sign-in and cell phone use procedures before being allowed into the Library. Students who are loud, off-task, on their phones or who are otherwise not engaging in their educational purpose for being in the library will be asked to leave the library for the duration of the class. A progressive discipline approach may be used for continued behaviour issues in the library.

Appropriate Dress for School

The TRSS dress code reflects the commitment of the school to provide a learning environment that is safe, supportive, responsible, respectful and positive for staff, students, members of the community and visitors. A **dress code** establishes a balance between self-expression and the expectation of society for appropriate dress in a shared workplace and learning environment.

Dress that is inappropriate for the shared workplace and learning environment at TRSS includes immodest clothing or vulgarity as determined by the discretion of the Administration. Student dress should be appropriate for the school setting at all times and follow the following guidelines:

1. Clothing, hats, jewelry and accessories should have no reference to drugs, alcohol, racism, profanity, violence, discrimination or sexualization.
2. Clothing must provide appropriate coverage and be worn appropriately. It cannot be overly revealing:
 - Shorts, pants and skirts must be an appropriate length and fully cover the top and bottom of the buttocks at all times.
 - Underwear should be under clothes and not visible (with the exception of shoulder straps).
- Tops must cover the majority of your upper body
3. For safety reasons, footwear must be worn in all areas of the school at all times! **Outdoor footwear must be removed before going into the gym.**
4. Hats may be worn at school. Students may be asked to remove hats during assemblies. Individual teachers may ask for hats to be removed during class time.

A student who violates the dress code will be asked to change into appropriate clothing before returning to class. Failure to comply to the request or persistent violations of the dress code may result in progressive consequences.

TRSS Absenteeism/Late Policy

It is expected that all students will attend and be on time for classes. If a student cannot attend, parents/guardians please phone the school to inform the secretarial staff of the absence and the reason for it.

When a student is absent first thing in the morning, or first thing in the afternoon, and the parent has not informed the school, the secretary will attempt to contact the parent/guardian by phone to determine the reason for the absence.

Teachers implement classroom expectations with regards to students arriving late or students who have unexcused absences from class. These expectations will be outlined by the teacher at the beginning of the school year or course.

The following school-wide consequences will apply for students who choose to skip classes. They also apply to students who have missed excessive instructional time due to coming late to class for reasons that are unexcused.

Unexcused Absences/Lates

1. **1-6 absences/lates:** The classroom teacher will notify parents/guardians when a student was late or missed several classes for reasons that are **unexcused**.
2. **7-12 absences/lates:** The teacher, parents/guardians (and the Learning assistant teacher, principal or vice principal as needed) will create a plan for positive change. This plan is documented and kept with the teacher.
3. **13 or more absences/lates:** Overall attendance information, and any other relevant information will be used during a formal school-based team **meeting** between the **student, school administrator, Learning assistant teacher, school counsellor** and **classroom teacher** to assess the student's capacity to successfully complete the individual course.
 - An individual plan will be created with the student and parents/guardians outlining specific next steps for the student.
 - o **NEXT STEPS** may include:
 - A schedule review and potential removal from the individual class (gr. 10-12).
 - Referral to learning assistance or counselling services
 - Expectation of make-up time after school where the student works to complete outcome work for the individual class.
4. If it is decided the student will be given another opportunity to improve his/her attendance, a review will be conducted **2 weeks** after this first meeting. If the student's absenteeism has continued, the **school administrator, school based team** member and **classroom teacher** will make a decision regarding the student's future in the class.
5. Continual, non-improving patterns of attendance problems may require a referral to the Ministry of Children & Family Department under BC's duty to report protocol.

6. Students who have an **unexcused absence** for an evaluation (such as a test or presentation) may not be given another opportunity to complete the evaluation until a parent meeting is held to determine the reason for the absence.
7. If a student has an unexcused **absence or late** for any part of a day, they may not attend special events, outside of school time, held on that day without administrative approval (e.g., school dances).
8. If a student has an unexcused **absent or late** for any part of a day, they may not attend extra- curricular events held on that day/weekend.
9. If a student is absent or late more than 20 times, they may not attend school dances, extra-curricular trips or other activities of the like until attendance shows improvement (no absences or lates for two weeks).

Skateboarding/Roller Blading/Scootering/Hoverboards

Students who choose to use these or related items on school property must wear protective equipment, which at minimum includes a helmet designed for this purpose. Students who are found not wearing protective equipment on school property will receive one warning, followed by progressive discipline.

Bicycles

Students are asked to park their bicycles in the bike rack located north of the school parking lot. Students are also reminded that they **must wear a helmet** while riding their bicycle. Students are encouraged to use a bike lock. Use of the bike rack or parking anywhere on school property is at the **student's own risk**. Students found not wearing a helmet while biking on school property will receive one warning, followed by progressive discipline.

Graduation Ceremony

Each year, the academic standing cut off for inclusion in the TRSS school Graduation ceremony will be within the first two weeks of June. The dates are not specific in this handbook as they change each year but will be reflected in the school's yearly calendar.

To be included in the graduation ceremony, Grads must demonstrate the following on or before the cut-off date.

1. Maintaining a grade of 50% or better in all core courses
 - a. Core courses are any course that a student requires for their graduation and may include electives. The determination of whether a course is considered "core" to the student's graduation is determined by the student's graduation path.
2. Meet the DL completion criteria by the DL cut-off date for core courses with a minimum grade of 50% or better. The DL cut-off date may change from year to year and will be communicated to students and parents.

Forms and Processes



Electronic Devices Policy 2020-2021

Electronic devices must not see the light of day during class (defined by the bell schedule) unless it is for a sharply defined educational purpose as directed by the teacher.

1st Offense

Teacher will keep device for the remainder of the day.

2nd Offense

Teacher will collect device and bring device to administration, to be collected by the student at the end of the day.

3rd Offense

Teacher will bring device to administration, to be collected by a parent at the end of the day after a meeting regarding the offense.

TRSS Responses to Intervention: Student Behaviour

* Administration is available for consultation at each level of intervention.

* At each level, documentation is kept.

RTI	Behaviours	Consequences/Intervention OPTIONS
Level 1 Teacher communication with student	Includes most first violations and minor repeated offenses * Distracted/talking in class * Homework not completed * Coming to class unprepared * Late for class * Not working/fooling around in class Cell phone out in class without <i>precise teacher permission</i> . Contravention of classroom rules Arguing with staff Misconduct in the gym Name-calling/teasing	Classroom Management Policies <i>Having a phone out without expressed permission from the teacher</i> more than once in a term falls under Level 2 of this RTI. Other classroom interventions (extra help, EA support, LAT support, Mentors) *These level 1 behaviours by nature may be ongoing for the entire school year, and may require strategic or intensive intervention with the school based team.
Level 2 Teacher communication between student and parent or guardian	Level one behaviour repeated habitually. Level 2 Behaviors – First offences Disrespect toward staff (i.e. mocking, ignoring, non-compliance) Swearing in the presence of staff (but not directed at or while in conversation with staff) Repeat misconduct in the gym Antagonizing a classmate	Level 1, plus parent communication Cell phone out in class without permission a second time in a term: parent communication, parent must pick up phone at the end of the day from the office. Student is in office detention after school until parent comes to pick up the phone. Work from another classroom – 1 class After School Detention In school suspension 1 day Circle Loss of gym privileges for up to 2 days (admin approval) Loss of computer privileges for 2 days (admin approval) Loss of extracurriculars until attendance improves (admin approval)
Administrator Involvement		
Safety Concerns	Leaving class without permission	Students will be sent back to class. If this happens repeatedly, teachers will call home and make a plan with parents.
Level 3 School Based Team, Crisis Intervention,	Habitual unexcused lates/absences Habitual breaking of class rules	Parent contact by administration. Standing in class may be affected (grades 10-12). Meeting with Administration, Parent, Teacher and Student

Administration intervention	<p>Repeated IL2 behaviours (more than once)</p> <p>Level 3 First Offenses</p> <p>Swearing at staff</p> <p>Escalation of behaviour after being given direction from admin (severe non-compliance)</p> <p>Aggressive physical actions toward others (tackling, take-down, slapping, wrestling, physical intimidation etc.)</p> <p>Smoking/Vaping IN or ON school property</p> <p>Destruction/theft of school property and vandalism</p> <p>Pornography use on school technology (includes sexually inappropriate audio/videos/images)</p> <p>Stealing school property</p>	<p>Work from another class or the office for 1+ days if the issue is classroom discipline related. Follow-up with admin meeting.</p> <p>School Based Team Referral for Behaviour Intervention</p> <p>Restorative Practices</p> <p>Suspension</p> <p>Loss of privileges: 1 week up to remainder of the semester (admin intervention)</p> <p>Repayment of damaged property.</p>
Level 4 Administration intervention, outside agencies intervention	<p>Repeated level 3 behaviours (more than once)</p> <p>Habitual/Unexcused Absences (see absence policy)</p> <p>Level 4 First Offences</p> <p>Bullying/Cyber Bullying</p> <p>Fighting (punching, fist fighting, use of a weapon, kicking, tackling, potential for serious injury)</p> <p>Harassment of students</p> <p>Harassment of staff</p> <p>Drug or Alcohol use/possession</p> <p>Repeated, habitual non-compliance of the code of conduct</p>	<p>SBT Behaviour Action Plan</p> <p>Work from another class or the office for remainder of the semester</p> <p>Referral to the Ministry of Children and Family Services</p> <p>Counselling Referral</p> <p>3-5 day suspension</p> <p>Large Format Circle</p> <p>Loss of privileges for the remainder of the school year</p> <p>RCMP involvement if needed</p>
Level 5 Change of Academic program (home program)	<p>May include serious behaviour repeated so often that the safety of staff/students, or the respectful working environment of the school is endangered.</p> <p>Additional Behaviour: Violence toward staff</p>	<p>Change of Program</p> <p>Referral to the Board of Education</p>

Any student who is sent to the office will not be permitted to use their phone for the duration of their stay in the office.

At each level, equity and capacity for understanding and following the code of conduct are considered.

TRSS Non-Compliance Disciplinary Processes

Step 1: Re-directing behaviour toward the desired behaviour. Redirection can include quality time or detention minutes.

Step 2: If there is no change, classroom-level consequences are used and students are reminded of potential further consequences (increased detention time → relocation → removal from class → in-school suspension → out of school suspension).

Step 3: If there is still no change, then we move to relocation inside the classroom. The exception is that during assessments, we may relocate students as needed – not as a consequence but as a way to help with providing a quiet environment. Students may be at level 3 for an extended period of time as this can include a change in seating plan. If level 3 is showing signs of not working, then a school-based team referral is made for the creation of a behaviour intervention plan as a proactive step in helping the student gain necessary skills.

Step 4: If relocation doesn't work, then an office referral is made. The office referral usually takes the shape of the student working from the office or another classroom for the remainder of the block. At the end of the block, the student is sent for their break and resumes class for the remainder of the school day. If the non-compliance is habitual and not changing after both positive reinforcement and discipline measures are taken, suspension could result.

Step 5: If non-compliance continues in the office, or is habitual, the office referral turns into an in-school suspension for the remainder of the day. If the student manages their behaviour during this time, then the student may return to regular classes the following day.

Step 6: If there is no change in behaviour during an in-school suspension, this means the student is unable to be successful in the building at that time. This is where a suspension results and the consequences begin to escalate from 1 to 5 days. Suspensions are cumulative. Suspensions take into account the seriousness and intent of behaviour, so a suspension for serious non-compliance may result even if a previous suspension was given beforehand

Step 7: If behaviour plan isn't working after the first two-week check-in, the plan is evaluated for effectiveness and re-designed as needed. If the plan still isn't working after an additional two-week check-in, or if at any time the student is continuing to display serious non-compliance, the result is a program that has the student completing coursework part time from home.