

# DISTRICT STUDENT CODE OF CONDUCT

## RESOURCE BOOK (V.3 SEPTEMBER 2021)

This resource book includes the District Student Code of Conduct Administrative Procedure 350, resources and a rubric of possible responses and interventions to guide practice, template letters for Levels 1, 2 and 3 suspensions and the process for documenting student conduct and suspension through the MYED Conduct Module.

The resource book is intended to be a quick reference for this information.

The District Student Code of Conduct (AP 350) is a procedure that is intended to reflect current expectations of practice. As such, updates to AP 350 will be completed as they are made through the District's Administrative Procedures Working Group. PVPs are to ensure the School Code of Conduct remains reflective of the District Student Code of Conduct and in compliance with the Provincial Standards For Codes Of Conduct Order (School Act, sections 85(1.1) 168 (2) (s.1) [Ministry Safe and Caring School Communities](#)).

In February of 2021, the Board approved the following changes to AP 350:

- Outlining specifically the parties to advise of serious breaches of the code of conduct, including parents of the student offender, parents of the victim, school district officials, police and other agencies as required by law, and all parents where school officials are aware of a situation or incident and need to reassure members of the school community that officials are taking appropriate action to address it;
- Ensuring that, after a serious breach of the code of conduct, a follow up process is implemented to ascertain whether certain individuals or groups within the school community will require ongoing support;
- The inclusion of a definition for *acts of hate*, being verbal, physical, written, cyber or social acts of bias, prejudice, and bigotry based on race, colour, ancestry, ethnic origin, religion, socio-economic status, gender, sexual orientation, physical or mental ability, or political beliefs;
- That *acts of hate* may be carried out by individuals or groups and are directed against specific persons or property and that in some cases, acts of hate may be considered to be criminal offences;
- Recognition that certain *acts of hate* may be reported to the police for the possibility of criminal charges and discipline. The level of discipline will depend upon the particular circumstances of the case and may include suspension, change in educational program or if the student is over the age of 16, removal from the educational program; and that
- When considering implementing a restorative justice process the Principal must exercise discretion based on all relevant facts and should involve both district staff and appropriate members of the school community in the decision-making process.

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<b>Administrative Procedure 350</b>	<b>File: AP 350</b>
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## DISTRICT STUDENT CODE OF CONDUCT

The District is committed to fostering safe and caring schools that promote mutual respect, cooperation and social responsibility and support optimal learning. Our procedures promote the creation and maintenance of safe, inclusive, equitable, welcoming and nurturing school environments.

District schools are inclusive environments which value all students and families regardless of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation, or gender identity/expression.

Schools have clear expectations of acceptable behavior set out in their School Codes of Conduct. We subscribe to the belief that schools are places where students are free from harm and places for students to form strong relationships.

We further believe that the effective management of student discipline, congruent with our philosophy, is a necessity to establish safe and caring environments that foster learning, school connectedness and healthy living. Prevention and intervention strategies applied at the school level and supported at the District level are the foundations of a safe and caring school in which students learn to solve problems in peaceful ways, to value diversity and to defend human rights.

We promote understanding and acceptance of the interactive roles required to achieve safe and caring schools and believe that responsibility for safe and caring schools is shared among many partners including the District, schools, students, parents, community groups, social agencies, Vancouver Coastal Health, the Ministry of Children and Family Development and the Vancouver Police Department and RCMP (at UBC).

The District is committed to a District code of conduct that upholds safe, inclusive, equitable, welcoming, nurturing and healthy school environments. To this end, the District code of conduct promotes clear behavioural expectations of respectful and responsible citizenship that lead to a culture of safety, caring and respect amongst everyone in our schools and programs and at all school-events and activities.

### 1.0 Responsibilities

1.1 District administration responsibilities include:

- 1.1.1 Supporting schools in developing preventative and responsive interventions to discipline concerns;

- 1.1.2 Ensuring that each Principal, in consultation with staff, parents and, when appropriate, students, establishes a code of conduct for his/her school that is consistent with the District Code of Conduct for students and which reflects provincial standards;
  - 1.1.3 Ensuring that schools are not places where discrimination is practiced or tolerated. To that end, each school code of conduct shall contain the following statement:  
*“Students shall not discriminate against others on the basis of the race, religion, colour, ancestry, place of origin, marital status, family status, age, sex or sexual orientation, gender identity, or physical or mental disability, or for any other reason set out in the Human Rights Code of British Columbia, nor shall a student publish or display anything that would indicate an intention to discriminate against another, or expose them to contempt or ridicule, on the basis of any such grounds.”*
  - 1.1.4 Providing opportunities for staff to acquire the knowledge and skills necessary to develop and maintain learning and working environments that are safe, welcoming, inclusive and respectful of the diverse social and cultural needs of our community;
  - 1.1.5 Providing a variety of supports and programs for students who require proactive interventions to address behavioural needs;
  - 1.1.6 Supporting adherence to a fair and consistent range of consequences, including suspension and change in educational programming, for student misconduct;
  - 1.1.7 Implementing, overseeing, and monitoring Administrative Procedure 165 Appendix D - Violent Threat Risk Assessment; and
  - 1.1.8 Encouraging involvement in parent education opportunities offered by schools or partners of the District concerning knowledge and skills parents can acquire to assist them in parenting.
- 1.2 Principal responsibilities include:
- 1.2.1 Developing positive, safe and caring school cultures and focus on health promotion, and implementing school-wide efforts to foster respect, inclusion, fairness and equity and to increasing student connectedness to school, as well as to developing students’ social and emotional competencies and skills;
  - 1.2.2 Establishing and annually reviewing, in collaboration with staff, students, and parents/guardians, the School Code of Conduct, in compliance with Ministry of Education regulations and the District Code of Conduct. The School Code of Conduct will be communicated by displaying it in a prominent area in the school, by placing it on the school’s website, and by distributing copies to the school community;
  - 1.2.3 Informing students and parents/guardians that the School Code of Conduct applies at school, during school-organized or sponsored activities, on school buses, and any behaviour even if outside of school or school hours,(including on-line behaviour), that negatively impacts the safe, caring or orderly environment of the school, and/or student learning;
  - 1.2.4 Informing students and parents about the District’s policy, procedures and programs with respect to intoxicating and controlled substances;
  - 1.2.5 Taking reasonable steps to prevent retaliation against a student who has made a complaint about a breach of the District or School Code of Conduct;
  - 1.2.6 Responding to threats and reports of threats of violence by implementing the Violent Threat Risk Assessment process;

- 1.2.7. Advising impacted parties of serious breaches of the code of conduct, unless there are compelling reasons not to release this information (e.g. the release of the information would undermine the health, safety or welfare of a student or other person). Parties include:
- 1.2.7.1 parents of the student offender, in every instance
  - 1.2.7.2 parents of the victim, in every instance
  - 1.2.7.3 Director of Instruction
  - 1.2.7.4 District staff as applicable
  - 1.2.7.5 VPD/RCMP as appropriate or as required by the Criminal Code
  - 1.2.7.6 Community Support Resources as appropriate (MCFD, VCH)
  - 1.2.7.7 Other parents and staff where disclosure is necessary to protect the health, safety or welfare of a student or students
- 1.2.8 Ensuring that, where appropriate, a follow up process is implemented to ascertain whether certain individuals or groups within the school community will require ongoing support.
- 1.2.9 Ensuring all staff speak and act toward students with respect and dignity and deal judiciously with them, always mindful of their rights and sensibilities; and
- 1.2.10 Adhering to Board policies and administrative procedures.
- 1.3 Students are expected to learn and mature as they move through successive grades, and as such the expectations progress towards increasing personal responsibility and self-discipline, as well as increasing consequences for inappropriate conduct/unacceptable behavior.
- Student responsibilities include: (please note this is not an all-inclusive list)
- 1.3.1 Demonstrating commitment to learning by coming to school prepared to learn and by contributing to a safe, caring, positive, inclusive, and peaceful environment;
  - 1.3.2 Neither taking part in nor condoning (provoke, encourage or make a spectacle of) any form of violence, including bullying, harassment, threat-making, intimidation, verbal, sexual, physical or online abuse and harassment, or discrimination in any form including discrimination on the basis of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability or challenge, gender, sexual orientation or age.;
  - 1.3.3 Seeking to prevent violence and potentially violent situations, and demonstrating their social responsibility by reporting such situations;
  - 1.3.4 Not possessing, using or displaying any weapon, replica weapon or toy weapon, on any school property or at any event that is organized or sponsored by a school;
  - 1.3.5 Demonstrating, when utilizing the Internet, social media, email or other electronic forms of communication, appropriate digital behaviour:
  - 1.3.6 Not attending school or school functions while in possession of or while under the influence of any intoxicating, banned or controlled substances;
  - 1.3.7 Showing respect for the property of others by refraining from littering, theft, vandalism, graffiti and other inappropriate behaviours related to property;
  - 1.3.8 Not smoking any substance, nor use vaporizers or e-cigarettes on school and other District property;
  - 1.3.9 Using respectful language and refrain from using obscenities and derogatory language;

- 1.3.10 Practicing academic honesty and personal integrity by not participating in or encouraging plagiarism, cheating, theft of evaluation instruments, use of unauthorized aids, or false representation of identity; and
- 1.3.11 Attending school in appropriate dress that is not obscene and does not promote alcohol or drugs, display offensive language or images, encourage discrimination or present a health or safety problem or cause a disruption.

1.4 Parent/Guardian responsibilities include:

- 1.4.1 Informing themselves about the approach and goals of promoting a safe and caring school community through accessing District and school level resources;
- 1.4.2 Adhering to Board policies, administrative procedures and the School Code of Conduct when in attendance at school functions (including online and digital functions) and supporting all students by reinforcing and modeling appropriate social and digital behaviours;
- 1.4.3 Supporting students through co-operative school and parent/guardian partnerships regarding appropriate academic, social and emotional behaviours;
- 1.4.4 Supporting the school's and District's role in responding to behaviour that contravene District policies and procedures and reinforcing students' understanding of their behaviour and of the consequences arising;
- 1.4.5 Ensuring that their child/children (or child/youth in their care) attend school regularly and on time; and
- 1.4.6 Promptly reporting to the school their child/children's (or child/youth in their care) absence or late arrival.

## 2.0 Weapons

- 2.1 Weapons are defined as being anything used, designed to be used, or intended for use in causing injury to any person, or anything used or designed to be used for the purpose of threatening or intimidating any person. Students shall not possess or use any weapon, replica, or toy weapon on any school premises or activity organized or sponsored by a school. Only replica weapons designed for school theatrical production will be permitted for use in productions, drama classes, and rehearsals as authorized and permitted by the Principal or Vice Principal. Offences involving weapons shall result in significant consequences.

## 3.0 Acts of Hate

- 3.1 Students must never engage in acts of hate. Acts of Hate are defined as verbal, physical, written, cyber or social acts of bias, prejudice, and bigotry which incite hatred towards a person or persons based on their membership in a group protected under the provisions of the *Human Rights Code*, including race, colour, ancestry, ethnic origin, religion, socio-economic status, gender, gender identity, sexual orientation, physical or mental ability, or political beliefs. These acts may be carried out by individuals or groups and are directed against specific persons, groups or property. In some cases, acts of hate may constitute criminal offences under the *Criminal Code of Canada*. The District recognizes the serious impact of crimes of hate on individuals and the school community.

- 3.1.1 A student who commits an act of hate is subject to education interventions and discipline. The level of discipline will depend upon the particular circumstances of the case and may include suspension, change in educational program or if the student is over the age of 16, expulsion from the educational program.
- 3.1.2 In each case, the District will, in addition to determining appropriate discipline of the offender, consider what if any restorative or supportive actions are required to support the victims of acts of hate.
- 3.1.3 Where appropriate, acts of hate will be reported to the appropriate law enforcement authority (VPD/RCMP) for investigation.

#### **4.0 Intoxicating, Banned or Controlled Substances**

- 4.1 Persons under the suspicion of intoxicating, banned or controlled substances and persons using, marketing or distributing intoxicating, banned or controlled substances are not allowed on school premises or at any school-sponsored event.
  - 4.1.1. A student who is under the suspicion of, or using, an intoxicating or controlled substance during school hours, field studies or at a school-sponsored event is subject to education interventions and discipline. The level of discipline will take into account the particular circumstances of each case. Support measures may be used as an alternative to discipline or may occur in conjunction with discipline at the discretion of the Principal. Support measures may include meeting with school counselors and school Youth Engagement Workers, and educational programs focused on substance use.
  - 4.1.2 A student selling or distributing an intoxicating or controlled substance at school or at school-sponsored events will be subject to education and discipline. The level of discipline will depend upon the particular circumstances of the case and may include suspension, change in educational program or if the student is over the age of 16, expulsion from the educational program.
  - 4.1.2. Where appropriate, the selling or distributing intoxicating or controlled substances will be reported to the appropriate law enforcement authority (VPD/RCMP) for investigation.

#### **5.0 Searches**

- 5.1 A Principal may conduct or authorize a search of a student, personal property, including backpacks and personal electronic devices (including computers and cell phones), or locker if there are reasonable grounds to believe that school procedures have been or ~~is~~ are being violated and that evidence of the violation may be found in the location or on the device or person of the student searched. The search is to be conducted in a respectful manner and be minimally intrusive.
- 5.2 The following may constitute reasonable grounds for conducting a search:
  - 5.2.1 Information received from a third party believed to be credible;
  - 5.2.2 A staff member's or Principal/Vice Principal's observation; or
  - 5.2.3 Any combination of sources of information which the Principal considers to

be credible.

5.3 Where the Principal conducts a search of a student and the student may be subject to school-initiated consequences only, the following procedures will be observed:

- 5.3.1 The reason and purpose of the search will be clearly stated to the student(s);
- 5.3.2 The search will be conducted in a private area in a respectful manner; and
- 5.3.3 The search will be conducted in the presence of a second adult.

## **6.0 Conducting Interviews and Investigations**

6.1 The following procedures shall govern interviews and investigations:

- 6.1.1 Where the police wish to interview a student suspect on school premises, the Principal or Vice Principal will determine the appropriateness of conducting the interview on school premises.
- 6.1.2 When the student is of elementary school age, the parents/guardians must be notified prior to the police conducting an interview. The police are to be requested to delay any interview until the parent/guardian has been contacted and provided an opportunity to attend.
- 6.1.3 When the student is of secondary school age, where possible, the police are to be requested to delay any interview until the parent/guardian has been contacted and provided an opportunity to attend.
- 6.1.4 Where the police wish to conduct an interview with a student witness/potential student witness or student victim on school premises, the Principal or Vice Principal will determine the appropriateness of conducting the interview on school premises. Except in emergency circumstances, the parents/guardians will be contacted prior to the interview taking place.

## **7.0 Student Suspensions**

- 7.1 The District believes that: "appropriate [student] behaviour is essential to the development of responsible and self-disciplined citizens and essential to the operation of effective schools" ; therefore, in accordance with the School Act, Sec. 85(2)(ii) and (d), the District authorizes the Principal of any school in the District to suspend a student from attendance at school and to remove a suspension that they have imposed, provided that the Principal observes the conditions outlined in this Administrative Procedure.
- 7.2 During a suspension the student shall not attend the school, school property or any school related functions and/or extracurricular activity, unless invited at the explicit request of the Principal. For the purposes of this Administrative Procedure, "school function" includes any assembly, meeting or gathering of students, or student field trips for school purposes under the supervision or direction of the District, representatives of the District, or the teaching or supervisory staff in the course of their duties.
- 7.3 Suspensions may be for the following reasons:
- 7.3.1 Because a student is willfully and repeatedly disrespectful to a teacher or to any other employee of the District carrying out responsibilities approved by the District;

- 7.3.2 Because the behaviour of the student breaches the District Code of Conduct or policy and/or has a harmful effect on others or the learning environment of the school;
- 7.3.3 Because the student has failed to comply with the School Code of Conduct.

#### 7.4 In School Suspension

In some cases, as determined by the Principal, an in-school suspension may be issued. An in-school suspension refers to the in-school removal from classes and activities. During an in-school suspension the student would continue to attend school and would be provided with an educational program, however would do so under the direction of the Principal. In-school suspensions are informal and are not subject to the same requirements as a formal suspension served out of school.

#### 7.5 Restorative Practice

It is also recognized that in many instances a restorative response may have greater impact on improving behaviour, increase a young person's empathy, help to rebuild community and a sense of safety, and may prevent further incidents. When considering implementing a restorative justice process the Principal must exercise discretion based on all relevant facts and must consult with appropriate District staff and the impacted party/ies. Appropriate members of the school community may also be involved in the decision-making process as warranted as per Administrative Procedure 350 Appendix A Restorative Process.

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#### 7.6 Special Considerations

##### 7.6.1 Elementary Age Students

Formal suspensions of students in primary or intermediate grades in elementary schools is only to be done in exceptional cases. In the case of primary or intermediate students whose behavior warrants a removal from the classroom, administrators must work with parents and District staff to resolve the situation, which may include in-school suspensions or asking for the cooperation and agreement of the parents to keep the child at home for a determined period of time.

##### 7.6.2 Special Needs Students

Special considerations may apply to students with special/diverse needs if these students are unable to comply with a code of conduct due to having a disability/challenge of an intellectual, physical, sensory, emotional or behavioural nature. When the actions or behaviours of students with special needs may result in suspension, the specific needs of the student such as the age, special education designation and maturity of the student must be taken into account prior to a formal suspension being issued. Further, consultation with the Director of Instruction must occur prior to the formal suspension of any student with special needs.

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#### 7.7 Provision of an Educational Program

Students who are suspended from school, must be given an educational program. It is the responsibility of the Principal, to ensure that appropriate arrangements are made to provide that program.

## 8.0 Levels of Suspension

There are three levels of suspensions. Before a suspension is imposed, the Principal will assess all relevant circumstances including the seriousness of the infraction, the prior disciplinary record of the student, the impact of the conduct on the school community, and any expression of remorse demonstrated by the student. The Principal will determine the level at which a student is suspended, with consultation with the Director of Instruction where applicable. The level at which a student is suspended will depend upon all circumstances. Serious breaches of conduct that threaten the safety and welfare of others will be referred directly to Level Three for resolution by the Student Suspension Review Committee.

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### 8.1 Suspension Process

Consistent with the provisions of the *School Act*, *School Act* regulations, and Board policy, the District process for handling the suspension of students is outlined below.

- 8.1.1 The Principal has the authority to suspend a student up to and including a referral directly to Level Three for resolution by the Student Suspension Review Committee.
- 8.1.2 Following a behavior incident or breach of the Code of Conduct, the Principal must contact the parent before sending the student home and arrange an interview at the earliest convenient time. A student will not be sent home during the school day unless the Principal has made contact with the student's parents/guardians or emergency contact and informed them of the action being taken and the general reasons for those actions.
- 8.1.3 The Principal may send the student home without issuing a formal suspension for the purposes of supporting and overseeing a proper and thorough investigation of an incident. The Principal will determine either the appropriateness of a suspension and/or the length of the suspension based on the results of the investigation. This time period is considered a short-term absence and should not exceed two days before either the student returns to school or a suspension is issued.
- 8.1.4 If a suspension is issued, the days already absent from school will be counted towards the length of the formal suspension.
- 8.1.5 The Principal may determine that an immediate suspension without investigation is appropriate given the nature of an offence. The Principal will determine the Level of suspension in consultation with appropriate District staff as applicable or required.
- 8.1.6 The Principal shall report the suspension to parents/guardians in writing, including a brief statement of the reason for the suspension and the level at which the student has been suspended. A copy of this letter will be sent to the office of the Associate Superintendent responsible for student suspensions, and the school's Director of Instruction.
- 8.1.7 At all levels of the suspension process, parents or students may seek assistance from an adult advocate.
- 8.1.8 An educational program will be provided to the student during the student's suspension.

- 8.1.9 These procedures do not apply to in-school removal from classes and activities, or to informal arrangements made with parents/guardians for a full or partial day home educational program.

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8.2 Level 1 Suspension: 5 Days or Fewer

When a Principal suspends a student, they must, in addition to complying with the School Act, Sec. 85 and Administrative Procedure 350 – District Student Code of Conduct, follow these procedures.

- 8.2.1 A **Level 1** suspension must not be greater than 5 days in total. The day the suspension is issued is “day one” with up to the next 4 days constituting a **Level 1** period of formal suspension.
- 8.2.2 The Principal will contact the student’s parents/guardians or emergency contact, informing them of the actions being taken and the reasons for those actions.
- 8.2.2.1 If a suspension is issued immediately, the Principal must contact the parent/guardian prior to releasing the student from school. If contact is not made with the parents/guardians by the end of the school day, a suspended student can be released from the school’s care if in the judgment of the Principal the student’s safety and well-being are not at increased risk; and the Principal continues to attempt to make contact.
- 8.2.3 A suspension letter outlining the circumstances of the suspension will be sent to the parents/ guardians by the Principal or designate. A copy of the suspension letter will also be placed in the student file at the school.
- 8.2.4 The Principal must continue to maintain student access to an appropriate educational program.
- 8.2.5 Where appropriate, prior to a student’s return to school a meeting will be held with the parent/guardian, student and appropriate school staff to plan for the student’s successful return to the school.
- 8.2.6 Where appropriate, in-school suspensions are encouraged relative to appropriate resources.

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8.3 Level 2 Suspension: Over 5 Days

- 8.3.1 Level 2 Suspensions are made in consultation with the appropriate Director of Instruction who will work closely with the schools to effectively resolve over five day suspensions. The Director of Instruction may also call upon the District Principal of Alternate Programs to assist in effecting a resolution.
- 8.3.2 A suspension which begins as five days or fewer and then becomes, as a result of ongoing investigation, an over five day suspension is subject to the procedures as outlined for **Level 2** suspensions.
- 8.3.3 Where a Principal deems that a matter is sufficiently serious to warrant a suspension greater than 5 days, the principal must:
- 8.3.3.1 Advise the parent/guardian that the student is suspended for an

initial period of five (5) days in accordance with the above;

8.3.3.2 Advise the parent/guardian that the District is considering the imposition of a suspension of greater than five (5) days, and that a final determination will be made on the length of the suspension after the parent/guardian and student (where appropriate) have had the opportunity to meet and review the matter with the Principal and the Director of Instruction.

8.3.3.2.1 The Director of Instruction will chair the meeting and will be responsible for making the final determination, in collaboration with the Principal, and the District Principal for Alternate Programs on whether a suspension of over five days will be issued. If a suspension of over five days is issued the Director of Instruction will determine the length of the suspension and the resolution of the suspension;

8.3.3.3. If the decision is made to issue a suspension of over five days the Principal will advise the parents/guardians of the suspension in writing and will inform the parent/guardian of their ability to appeal under Board Policy 13 - Appeals procedure/VSB By-law 2;

8.3.3.4 When a student is not attending school as a result of a suspension their educational program shall continue, the Principal, in consultation with the appropriate teacher(s), must provide an educational program by assigning homework to be completed during the time of suspension.

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#### 8.4 Level 3 Suspension: Indeterminate

8.4.1 A **Level 3** suspension may be imposed where the conduct of a student is serious, or when the prior disciplinary record of the student indicates that a suspension at **Level 1** or **Level 2** is inappropriate. A **Level 3** suspension is an indeterminate suspension until the Student Suspension Review Committee (SSRC) has determined the educational program to be offered to the student and the conditions to be imposed upon the ending of a student suspension.

8.4.2 Serious breaches of conduct include, but are not limited to:

8.4.2.1 Physical assault

8.4.2.2 Sexual assault

8.4.2.3 Possessing or using weapons or threatening to use weapons

8.4.2.4 Threats to a student or staff member

8.4.2.5 Gang activity

8.4.2.6 Acts of Hate

8.4.2.7 Retaliation against a student

8.4.2.8 Failure to respond to **Level 1** or **Level 2** interventions

8.4.3 The SSRC will be comprised of the Associate Superintendent responsible for student suspension, the Director of Instruction, the District Principal of Alternate Programs (where appropriate), and the District Vice Principal, Educational Services. The Principal or designate attends the SSRC as do the family/student.

8.4.4 The Chair of the SSRC will be the Associate Superintendent.

8.4.5 The Chair of the SSRC shall convene a meeting of the SSRC within ten school days of being

notified that a student has been suspended to **Level 3** by the Principal. The suspended student and their parents/guardians will be notified in writing of the meeting. The parents, the student, and the school administration will be given the opportunity to be heard at this meeting.

- 8.4.6 The SSRC will consider all the information and make its determination as to the educational program to be offered to the student and the conditions to be imposed upon the ending of the suspension.
- 8.4.7 The Chair of the SSRC will communicate that determination in writing to the parents/guardians of the suspended student.
- 8.4.8 A District initiated transfer (administrative transfer) may result from a **Level 3** suspension and be imposed by the SSRC. If the SSRC determines that a District initiated transfer is appropriate, the SSRC will determine the location of the receiving school in consultation with other school and/or District resource staff, and the Principal will coordinate the transfer process. The decision to impose a suspension at **Level 3**, and the determination of the SSRC may be appealed under Board Policy 13 – Section 11 Appeal Procedure/ VSB Bylaw 2 – Section 11 Appeal Procedure.

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#### 8.5 Change of Educational Program: Students 16 And Over

- 8.5.1 If a student 16 years of age or older fails to apply themselves to their studies or fails to comply with the District and/or School Code of Conduct or the procedures or policies of the District, the Principal may counsel the student about how to best to pursue their educational program at either an alternate program, Adult Education Centre or Vancouver Learning Network.
- 8.5.2 Prior to facilitating a change in program the Principal must ensure that a meeting has occurred with the student and the parent/guardian.
- 8.5.3 It is the responsibility of the Principal to facilitate change of educational program transitions and to ensure the appropriate arrangements for the student to attend are in place.

### 9.0 Dispute Resolution

Parents/Guardians and students are encouraged to use the District's informal dispute resolution processes at the school or District level. The District's dispute resolution process is available at [https://www.vsb.bc.ca/\\_layouts/vsbwww/arch/default/files/conflict-resolution.pdf](https://www.vsb.bc.ca/_layouts/vsbwww/arch/default/files/conflict-resolution.pdf)

### 10.0 Appeals

10.1 Section 11 of the School Act gives parents the right to appeal certain decisions made by District employees. The right of appeal applies to decisions which significantly affect the health, education, or welfare of a student. While the determination of whether a decision or failure to make a decision 'significantly' affects a student's education, health or safety is made on a case-by-case basis, the following decisions are always appealable under the formal appeal process:

- 10.1.1 Disciplinary suspension of more than five (5) consecutive instructional days;
- 10.1.2 The transfer of a student from one school to another for disciplinary

reasons;

- 10.1.3 The exclusion of a student from school for a health condition;
- 10.1.4 Significant decisions regarding placement in an educational program (classroom or teacher preference issues would be included in this Level only in exceptional circumstances);
- 10.1.5 Grade promotion or graduation; and
- 10.1.6 Refusal to offer an education program to a non-graduated student sixteen (16) years of age or older

10.2 The procedures for filing a Section 11 Appeal are outlined in Board bylaw 2(i) and available at <http://www.vsb.bc.ca/sites/default/files/appeal-guide.pdf>.

*Vancouver School Board, School District No. 39 (Vancouver), Vancouver, B.C.*

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## Section 2:

# Supporting Guidelines for Administrators and Schools

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These Guidelines are intended to facilitate consistent practice throughout the District in alignment with **Administrative Procedure 350 District Student Code of Conduct**.

It is recognized that all student discipline is progressive in nature and must be age appropriate and reflect the intellectual and emotional development of the student. It is also recognized that a restorative, rather than punitive, response may have greater impact on improving behaviour, increase a young person's empathy, help to rebuild community and a sense of safety, and may prevent further incidents. In addition, Principals and Vice Principals must exercise discretion based on a broad range of factors including the following:

- the severity of the incident(s)
- the frequency
- the intensity of action
- the intent
- the age and maturity of the student
- possible disability issues (Special Needs designation of the student, if any)
- possible disabling conditions
- the impact on others/environment

### LEGISLATIVE CONTEXT

**Suspension and the B.C. School Act** (an excerpt from BC Ministry of Education *“Focus on Suspension: A Resource for Schools, pp.5-6”*)

It is important to understand the legislative context of school suspension. School boards, superintendents, and Principals are faced with the task of establishing systems of discipline in school districts and schools in keeping with the *School Act*. School boards in B.C. have the authority, but not necessarily the obligation, to establish local procedures for school discipline and suspension.

The discipline of a student while attending an educational program made available by a board or a Provincial school must be similar to that of a kind, firm and judicious parent, but must not include corporal punishment. (s. 76(3))

In B.C., when students under the age of 16 are suspended, the school still has an obligation to provide an educational program. The nature and extent of that program may vary according to local decisions and policies, but access to an educational program is guaranteed.

. . . a board has the power and capacity to make rules establishing a code of conduct for students attending educational programs operated by or on behalf of the board [and] respecting suspension of students and the provision of educational programs for suspended students . . . so long as the board continues to make available to those students an educational program . . . (s. 85 (2) (c) (i, ii), (d).

### ADMINISTRATOR'S POWERS/AUTHORITY

The *School Act* gives administrative officers (including Principals) the authority to suspend students.

An administrative officer of a school or the superintendent of schools may suspend a student of the school if the rules made under s. 85 (2) (c) by the board operating the school do not provide otherwise, and the suspension is carried out in accordance with those rules. (s. 26 (a), (b))

The [Principals'] responsibilities as stated in the School Regulations include administering and supervising the school, and specifically student conduct while at school or during school activities off school sites.

. . . the general conduct of students, both on school premises and during activities that are off school premises and that are organized or sponsored by the school and shall, in accordance with the policies of the board, exercise paramount authority within the school in matters concerning the discipline of students. (B.C. Reg. 281/98, s. 7 (g))

The duties of students regarding behaviour are outlined in the *School Act* as well:

A student must comply with the school rules authorized by the Principal of the school . . . attended by the student, and with the code of conduct and other rules and policies of the board . . .

## STUDENTS OVER THE AGE OF 16

School boards in B.C. have the authority to refuse to serve students over the age of 16.

. . . despite any other provision of this act, a board may refuse to offer an educational program to a student 16 years of age or older if that student has refused to comply with the code of conduct, other rules and policies referred to in s. 6 [duties of student] or has failed to demonstrate focused effort in an ongoing manner towards the educational program and studies. (s. 85 (3).) Only the Board of Education holds this authority.

## PART A: DISTRICT-WIDE CODE OF CONDUCT BEHAVIOUR RESPONSE RUBRIC

### Behaviour Guidelines for Administrators and Schools

The following behaviour rubric is designed as a resource for schools.

The behaviours listed are examples and are not intended to be an exhaustive list. Each behaviour could encompass a potential range of descriptions (e.g. whispering an answer during a test vs. a coordinated plan for cheating on a Provincial Exam). As a result, a recommended range of consequences are **stipulated rather than prescribed**.

Section 2: Supporting Guidelines for Administrators and Schools

<b>OFFENSE</b>  Recommended Minimum Intervention  Range of additional options depending on variables	<b>School Response</b> Behavioural, Restorative or Educational	<b>Suspension Under 5</b> School Level	<b>Suspension Over 5</b> District Level	<b>SLO</b>
<b>1. ASSAULT:</b> Physical threats or uninvited physical contact including violent actions. (Also see Fighting)	 <i>Consider referral to VTRA Process</i>			 NOTIFY SLO
<b>2. BULLYING:</b> The use of force, coercion, or threat, to abuse, aggressively dominate or intimidate. The behavior is often repeated and habitual. Bullying is a subcategory of aggressive behavior characterized by hostile intent, imbalance of power, and repetition over a period of time. Bullying is the activity of repeated, aggressive behavior intended to hurt another individual, physically, mentally, or emotionally.	 <i>Consider referral to VTRA Process</i>			
<b>3. CHEATING:</b> For example: copying, copyright violation, computer software violations, plagiarism, using “crib notes” falsifying records or scores, using a “writer”, etc.				
<b>4. CRIMINAL ACTS AS DEFINED BY LAW:</b> Federal criminal code or other federal statutes where the health, safety and security of the school or its students or staff is compromised.				 NOTIFY SLO
<b>5. CUMULATIVE VIOLATIONS:</b> Whereas despite appropriate school intervention, a student continues with unacceptable behaviour as defined in this document, it is assumed that subsequent interventions will follow a “progressive” discipline approach.				
<b>6. DEFIANCE OF SCHOOL AUTHORITY (INSUBORDINATION / WILLFUL DISOBEDIENCE):</b> Refusal to obey reasonable directions or requests of any staff member, including volunteers, aides, substitutes, secretaries, custodians, food service workers, bus drivers, etc.				
<b>7. DISRUPTIVE BEHAVIOR:</b> Conduct that interferes with the educational process (e.g. disruptive behavior in school, assemblies, school activities, or on school transportation).				
<b>8. EXTORTION:</b> Obtaining money or property by violence or threat of violence. Forcing or attempting to force another to do something against his or her will by threat of force.		 <i>Consider referral to VTRA Process</i>		 NOTIFY SLO
<b>9. FIGHTING (consensual):</b> Reciprocal physical contact by two or more persons with the intention of causing bodily harm.				

<b>OFFENSE</b>  Recommended Minimum Intervention  Range of additional options depending on variables	<b>School Response</b> Behavioural, Restorative or Educational	<b>Suspension Under 5</b> School Level	<b>Suspension Over 5</b> District Level	<b>SLO</b>
<b>10. FIRE SETTING:</b> Intentionally or recklessly setting a fire or causing an explosion	 <i>Consider referral to VTRA Process</i>			 NOTIFY SLO
<b>11. FORGERY:</b> Fraudulently writing the name of another person to appear as if the other person had signed, or falsifying times, dates, grades, addresses, or other data.				
<b>12. GANG ACTIVITY:</b> Activity that promotes or glorifies gang behaviour. When a student knowingly engages in gang activity on or around school grounds.	<i>Consider referral to VTRA Process</i>			 NOTIFY SLO
<b>13. RACIAL, CULTURAL, RELIGIOUS, GENDER IDENTITY HARASSMENT AND ACTS OF HATE:</b> Intimidating or harassing another person because of that person's race, color, gender identity, religious beliefs, sexual orientation, ancestry, national origin, or for any other reason.  Acts of hate may include, but are not limited to, a serious form of discrimination that takes the form of extreme displays of emotion, hostility or hatred. Acts of hate target individuals or groups that already experience stigma and prejudice. Acts of hate infringe on the dignity, integrity and safety of the people who are targeted.  Harassment or acts of hate may also include a threat to cause injury, property damage, or physical confinement or restraint of the person threatened, or any other act intended to substantially harm the physical or mental health of the person threatened.	 <i>Referral to VTRA Process</i>			 NOTIFY SLO
<b>14. SEXUAL HARASSMENT (Sexual Bullying)</b> Any unwanted sexually oriented actions or behaviour, conduct or material that a reasonable person ought to know is demeaning, offensive or disrespectful, such as sexual comments, rumours, showing sexual pictures, being flashed or mooned, being touched, grabbed or pinched in a sexual way, being intentionally brushed up against by someone in a sexual way, spiking or pulling down someone's pants, snuggies or wedgies or being listed in slam books with sexual comments that are circulated by other students.				 NOTIFY SLO
<b>15. INTOXICATING OR CONTROLLED SUBSTANCES</b> Under the influence of/ or possessing alcohol, drugs, inhalants or controlled substances and the illegal or unauthorized possession of prescription drugs. (as defined by the Controlled Drug and Substances Act (CDSA) )	 <b>SACY</b>			 NOTIFY SLO

<b>OFFENSE</b>  Recommended Minimum Intervention  Range of additional options depending on variables	<b>School Response</b> Behavioural, Restorative or Educational	<b>Suspension Under 5</b> School Level	<b>Suspension Over 5</b> District Level	<b>SLO</b>
<b>16. INTOXICATING OR CONTROLLED SUBSTANCES</b> Selling, buying and/or distributing. (as defined by the Controlled Drug and Substances Act (CDSA) )	 SACY			 NOTIFY SLO
<b>17. INAPPROPRIATE DRESS:</b> Dress or appearance that is neither obscene, promotes alcohol or drugs, displays offensive language or images, encourages racism or bigotry, presents a health or safety problem, or causes a disruption to the educational process.				
<b>18. INTERNET MISUSE</b> This includes, but is not limited to, the use of email or material posted to a website or sites to:  threaten or harass others ( <i>cyberbullying</i> ),  viewing or posting of indecent or obscene website content, or attempts to disrupt network or computer operations. Students are directed to contact a teacher or an administrator if they are in doubt about any situation that may constitute Internet misuse.				 NOTIFY SLO
<b>19. LEWD CONDUCT/INDECENT EXPOSURE:</b> Behaviour that is indecent or obscene, e.g., mooning, exposing oneself, sexual misconduct.				 NOTIFY SLO
<b>20. OBSCENITY OR PROFANITY:</b> Words or gestures that are offensive to accepted standards of decency (oral, written, gestures, or through computer networking communication).				
<b>21. OBSTRUCTION/INTERFERENCE WITH OR INTIMIDATION OF SCHOOL AUTHORITIES:</b> Interfering with the discharge of the official duties of district personnel by intimidation, force, violence, or passive resistance; failure to give name or the correct name.	 <i>Consider referral to VTRA Process</i>			
<b>22. POSSESSION OF STOLEN PROPERTY:</b> Knowingly receiving, retaining, possessing, concealing, or disposing of stolen property.				 NOTIFY SLO
<b>23. PUBLIC MISCHIEF:</b> Intent to mislead authorities to believe an offence has been committed or to wrongfully accuse another person.				

Section 2: Supporting Guidelines for Administrators and Schools

<b>OFFENSE</b>  Recommended Minimum Intervention  Range of additional options depending on variables	<b>School Response</b> Behavioural, Restorative or Educational	<b>Suspension Under 5</b> School Level	<b>Suspension Over 5</b> District Level	<b>SLO</b>
<b>24. RACISM / GENDER DISCRIMINATION</b> Discrimination based on the social construct of race or gender identity, ranging from a private dislike of an individual because of his or her apparent race, color, religious beliefs, ancestry, national origin, or on the perceived gender identity or sexual orientation of an individual or their family, to more serious offenses such as harassment, threats and violence	●	●	●	● NOTIFY SLO
<b>25. ROBBERY:</b> Taking another's property by force or threat of force.	●	●	●	● NOTIFY SLO
<b>26. TARDINESS:</b> Being late to class or school without a valid excuse.	●	●		
<b>27. THEFT</b>	●	●	●	● NOTIFY SLO
<b>28. THREATS:</b> Knowingly uttering, conveying, or causing in any manner another person to receive a threat to cause bodily harm.	● <i>Refer to Violence Threat Risk Assessment Process</i>	● <i>Refer to Violence Threat Risk Assessment Process</i>	● <i>Refer to Violence Threat Risk Assessment Process</i>	● <i>Refer to Violence Threat Risk Assessment Process</i>
<b>29. TRESPASS:</b> Entering or remaining unlawfully in school buildings, property, grounds, or at school- sponsored events or refusing to leave when asked to do so.	●	●	●	●
<b>30. TRUANCY:</b> Unexcused absence(s).	●	●		
<b>31. VANDALISM/MISCHIEF:</b> Destroying or damaging property, e.g. breaking windows, graffiti, defacing desks or lockers, damaging or destroying other peoples' belongings, interfering with or damaging electronic information systems, etc.	●	●	●	● NOTIFY SLO
<b>32. VERBAL ABUSE:</b> Directed at a teacher or at other persons of authority.	● =	●	●	

<b>OFFENSE</b>  Recommended Minimum Intervention  Range of additional options depending on variables	<b>School Response</b> Behavioural, Restorative or Educational	<b>Suspension Under 5</b> School Level	<b>Suspension Over 5</b> District Level	<b>SLO</b>
<b>33. WEAPONS AND EXPLOSIVES / INCENDIARY DEVICES / MATERIALS:</b> Possession or use of weapons, explosives, fireworks, firecrackers, or any other items capable of causing bodily harm, including “fake” weapons that can be perceived as “real” weapons.	 <i>Refer to Violence Threat Risk Assessment Process</i>			 NOTIFY SLO

## ANTI-RACISM RESPONSE PLAN FOR ADMINISTRATORS

When an act of racism, discrimination or hate occurs the following actions should guide the response of principals and Vice Principals.

1. **STOP AND INTERRUPT.** Wherever possible, intervene immediately to stop the discriminatory act, and acknowledge immediately what was said or done was inappropriate.
2. **IF POSSIBLE, NAME THE DISCRIMINATORY ACT.** “That comment is racist, or that comment is homophobic”. Choose your words carefully, focusing on the act (e.g. That comment is racist, as opposed to you are racist). If you are unclear about if the act is discriminatory, consult with your Director of Instruction. Remember that it is important that we address the action.
3. **SUPPORT THE IMPACTED INDIVIDUAL(S)** Secure their safety and talk with the individual about how you can support their well-being. Contact the parent/guardian of the impacted individual(s) as soon as practical/possible.

If the incident impacted many people, the supports should be scaled correspondingly. Additional supports could include: the school Critical Incident Response Team (CIRT), social and/or community resources and/or guidance counsellors for the victim, or other relevant counseling services. All staff are responsible for supporting any individual that has been impacted by or witnessed an incident of discrimination.

4. **ALLEGED OFFENDER** Remove the alleged offender(s) from the area and separate the parties, if necessary and as appropriate. Contact the parent/guardian of the alleged offender(s) as soon as practical/possible.

**5. REPORT THE INCIDENT TO THE DIRECTOR OF INSTRUCTION**

Consult your Director of Instruction immediately and prior to making any disciplinary decision and issuing any broad communication to the school community. If you cannot reach your DOI, contact the School Services Education Coordinator or District Vice Principals to reach a DOI (must be same day of incident).

Through consultation with your DOI a comprehensive response plan inclusive of disciplinary action and/or restorative measures will be determined in alignment with AP 350 *District Student Code of Conduct* and AP 165D *Violent Threat Risk Assessment*, as appropriate. When a referral is made to complete a Violent Threat Risk Assessment (VTRA) the VTRA *Fair Notice* must be provided to the parent/guardian prior to the VTRA taking place. Here is the link to the VSB [Fair Notice Statement for VTRA](#).

6. **DOCUMENT WHAT OCCURRED.** Record names of witnesses and preserve any other pertinent evidence and information (papers, pictures, etc.). The PVP will immediately conduct preliminary fact-finding, in accordance with relevant procedures. At minimum, this will require a conversation with the involved parties. The PVP will seek to resolve issues early, wherever possible and as appropriate in the circumstances. PVPs may need to conduct a more thorough formal investigation after first consulting the DOI.

Keep all information private and confidential. Refrain from discussing reported incidents with anyone other than those who may need to know and keep all information discussed at meetings confidential.

**7. SUPPORT YOUR SCHOOL COMMUNITY**

Develop a communication plan in partnership with your admin team and your Director of Instruction.

Resource References

TDSB *Expected Practices for Understanding and Dealing with Discrimination*, June 2019 VSB AP 350 District Student Code of Conduct, AP 165B Violent Threat Risk Assessment (including Fair Notice) and AP 171 Non-Discrimination

## TEMPLATE

STUDENT THREAT RISK ASSESSMENT PROTOCOL:  
FAIR NOTICE TO OUR STUDENTS AND PARENTS/GUARDIANS/ CAREGIVERS

When referral is made to complete a Violent Risk Assessment, the following fair notice must be provided to the parent/guardian prior to the VTRA being undertaken. [VTRA Fair Notice](#)



## STUDENT THREAT RISK ASSESSMENT PROTOCOL:

### Notice to our students and parents/guardians/caregivers

*The Vancouver School District and our community partners are committed to having safe, caring and inclusive schools. In the event that a student makes a threat of violence or harm to other students, staff or the school community the school will initiate the VSB student risk threat assessment process.*

#### THE VSB STUDENT THREAT RISK ASSESSMENT PROCESS

#### What behaviours initiate a student threat risk assessment?

A Student Violence Threat Risk Assessment will be initiated for behaviours including:

- Serious violence or violence with intent to harm or kill;
- Verbal/ written/ drawn threats to harm or kill others;
- Online threats to harm or kill others;
- Possession of weapons (including replicas);
- Bomb threats;
- Fire setting;
- Acts of racism, discrimination or hate
- Sexual intimidation or assault; sextortion
- Gang related intimidation and violence

#### What is a threat?

- An expression of intent to do harm or act out violently against someone or something.
- Threats may be verbal, written, drawn, made through gestures or posted on the internet.

#### Duty to report threat making behaviour

Maintaining a safe, caring and inclusive school community is the responsibility of everyone in the school community. Students, staff, parents/ guardians/ caregivers and community members **must report** all threat related behaviours to their school administrator.

#### Duty to Respond

All threats must be taken seriously and require a response that includes investigation and intervention. Our goal is to respond to threats quickly and in a professional manner, so that we can maintain a safe and caring learning environment.

The school administrator will initiate the threat risk assessment process, according to district protocol. Each school has a multi-disciplinary School Threat Risk Assessment Team which includes the School Administrator(s), Area or School-based Counsellor(s), and School Liaison Police Officer. A school may also involve district resource staff and community partners such as Child and Youth Mental Health in the threat assessment process.

#### What is the purpose of a Student Threat Risk Assessment?

The VSB student threat assessment process is used to:

- To ensure the safety of students, staff, parents and others.
- To ensure a full understanding of the context of the threat.
- To understand factors contributing to the threat makers' behaviour.
- To be proactive in developing an intervention plan that addresses the emotional and physical safety of the threat maker.
- To promote the emotional and physical safety of all.

#### What happens in a Student Threat Risk Assessment?

- Information is gathered from multiple sources including open source digital publicly available data. This may include interviews with the threat-maker, student(s), staff and parents/ guardians/ caregivers to assess the level of risk.
- The School Threat Assessment Team examines the information collected and in consultation with community partners, determines the level of risk.
- Appropriate intervention plans are developed, implemented and shared with parents/guardians, staff and students, as required. Information shared throughout the risk/threat assessment process will respect the individual's right to privacy and the safety of all.

#### Can I refuse to participate in the threat assessment process?

It is important for all parties to engage in the Threat Risk Assessment process. However, if for some reason there is a reluctance to participate in the process, by the threat maker or parent/guardian, the threat assessment process will continue in order to ensure a safe and caring environment for all.

## PART B: GUIDELINES FOR SUBSTANCE ABUSE PREVENTION & INTERVENTION

### INTENT

The District is committed to creating safe and healthy learning environments and intends to respond to youths' needs where their education is being impacted by the use of alcohol and other substances. The District recognizes that substance use is often a symptom, that punitive approaches do not address underlying issues and that progressive, health promotion and early intervention efforts can reduce or reverse adolescent substance use.

The District seeks to focus on students' strengths, enhance social, emotional and mental health development, respect and invite youth voice and input, and strengthen connectedness and sense of belonging, in order to ensure high student retention and engagement in schools.

The District supports efforts designed to prevent and intervene in substance abuse among students. Support measures may be used as an alternative to discipline or may occur in conjunction with discipline at the discretion of the Principal. Support measures may include meeting with school counselors and school Youth Engagement Workers, and educational programs focused on substance use.

### PRACTICE

Possession, consumption, distribution, or use of alcohol or drugs at any school function is prohibited and contrary to school and district codes of conduct, and is therefore subject to disciplinary action, well as action taken by the school to support the student involved (including education, involvement in school prevention and early intervention activities, referral to relevant school staff such as Youth Engagement Worker, counselors, Community School Teams, Aboriginal Enhancement Workers, multicultural liaison workers and others) as per established District procedures and criminal code investigation by the VPD and the RCMP).

### DEFINITIONS

For the purposes of this document:

**“alcohol”** is any beverage containing alcohol, including beer, wine, cider and spirits;

**“drugs”** as referred to in the *Controlled Drugs & Substances Act* are *“substances, the possession of which is prohibited under the Controlled Drugs & Substances Act, or anything which contains such a drug or substance or any drug or substance designated a restricted drug under the Food and Drug Act, unless the person possessing or consuming the restricted drug was authorized under that Act to possess the drug”*;

**“school function”** includes any assembly, meeting, or gathering of students, or student field trips for school purposes under the supervision or direction of the Board, representatives of the Board, teaching staff, supervisory staff, or authorized volunteers in the courses of their duties;

**“staff”** refers to employees of the school district or authorized volunteers.

## PART C: LEVEL TEMPLATE LETTERS AND PROCESS OUTLINE

The following letter formats should be used to guide for appropriate and reasonable communications with parents/guardians.

**LEVEL 1 SUSPENSION TEMPLATE*****School Letterhead***

(date)

(Insert Parent Name)

(Insert Parent Address)

(Insert Parent Phone Number)

Dear (Parent/s):

**RE: (name of student), (grade of student), (date of birth): (MYED Student ID Number)  
LEVEL 1 SUSPENSION**

As the parent/legal guardian of (name of student), this letter is to inform you that under Section 85(2) (d) of the *School Act*, (name of student) has been suspended in accordance with VBE Administrative Procedure 350, Article 7.2 for (number of days and calendar dates of days suspension will be served) for a breach of the *District Student Code of Conduct*.

As per VBE Administrative Procedure 350, students are expected to (quote specific item from VBE Administrative Procedure 350 section 1.3 *Student Responsibilities* that applies to the conduct breach). On (date), (name of student) breached the above expectation by (provide a brief explanation of the incident that resulted in suspension).

During the suspension, (student) is not to be in or around the school site, at any time, unless prior arrangements have been made with the school administration. Homework will be made available and is expected to be completed.

On (date of student's scheduled return to school), (student name) is to meet with me at (time) to discuss his/her return to school and educational plan for the remainder of the school year. A parent or guardian will need to also attend this meeting.

Sincerely,

(your name and school administrator title)

cc: Mr. R Schindel, Associate Superintendent

(name), Director of Instruction

Student file

## LEVEL 2 SUSPENSION TEMPLATE

---

### **School Letterhead**

(date)

(Insert Parent Name)

(Insert Parent Address)

(Insert Parent Phone Number)

Dear (Parent/s):

**RE: (name of student), (grade of student), (date of birth): (MYED Student ID Number)  
LEVEL 2 SUSPENSION**

As the parent/legal guardian of (name of student), this letter is to inform you that under Section 85(2) (d) of the *School Act*, (name of student) has been suspended and in accordance with VBE Administrative Procedure 350, Article 7.3 for (outline 5 days and calendar dates of days) for a breach of the *District Student Code of Conduct* at this time. Further, please accept this as notice that a Level 2 suspension is being considered to address this matter, which would result in additional days of suspension beyond (last calendar day of day 5).

As per VBE Administrative Procedure 350, students are expected to (quote specific item from VBE Administrative Procedure 350 section 1.3 *Student Responsibilities* that applies to the conduct breach). On (date), (name of student) breached the above expectation by (provide a brief explanation of the incident that resulted in suspension).

During the suspension, (student) is not to be in or around the school site, at any time, unless prior arrangements have been made with the school administration. Homework will be made available and is expected to be completed.

In accordance with Administrative Procedure 350, Article 7.3, this matter requires the involvement of the Director of Instruction and additional District staff as required. After consulting with (name), Director of Instruction, I will contact you to arrange a meeting regarding this suspension. Following this meeting the Director of Instruction will advise you of the resolution of this suspension.

Sincerely,

(your name and school administrator title)

cc: Mr. R Schindel, Associate Superintendent  
(name), Director of Instruction  
Mr. D. Matear, District Principal, Alternate Programs  
Student file

### LEVEL 3 SUSPENSION TEMPLATE

#### **School Letterhead**

(date)

(Insert Parent Name)

(Insert Parent Address)

(Insert Parent Phone Number)

Dear (Parent/s):

**RE: (name of student), (grade of student), (date of birth): (MYED Student ID Number)  
LEVEL 3 SUSPENSION**

As the parent/legal guardian of (name of student), this letter is to inform you that under Section 85(2) (d) of the *School Act*, (name of student) has been suspended and in accordance with VBE Administrative Procedure 350, Article 7.4 effective (date) for a serious breach of the *District Student Code of Conduct*.

As per VBE Administrative Procedure 350, students are expected to (quote specific item from VBE Administrative Procedure 350 section 1.3 or 7.4.2 *Student Responsibilities* that applies to the conduct breach). On (date), (name of student) breached the above expectation by (provide a brief explanation of the incident that resulted in suspension).

In accordance with Administrative Procedure 350, Article 7.4, this matter has been referred to the Student Suspension Review Committee (SSRC), which is chaired by the Associate Superintendent. You will be contacted by a member of the review committee within ten (10) school days, to arrange a meeting time.

During the suspension, (student) is not to be in or around the school site, at any time, unless prior arrangements have been made with the school administration. Homework will be made available and is expected to be completed.

Sincerely,

(your name and school administrator title)

cc: Mr. R. Schindel, Associate Superintendent  
(name), Director of Instruction  
Mr. D. Matear, District Principal, Alternate Programs  
Student file

## **DETERMINING A LEVEL 2 (Over 5 Day) or LEVEL 3 (Indeterminate) SUSPENSION**

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### **STEP 1: DETERMINING WHETHER A SUSPENSION IS LEVEL 2 OR LEVEL 3**

1. Advise the parent/guardian and student that they are suspended and that you will be determining the level of suspension through consultation with the Director of Instruction. The suspension begins the first full day out of school, or Day 1.
  2. Call your DOI and discuss the case and strategies for support. **No time should lapse in making this contact.**
  3. In consultation with the Director of Instruction an initial decision will be made as to whether the suspension will remain a Level 1, or whether a Level 2 or Level 3 will be pursued.
  4. If the suspension remains at Level 1, the principal completes a regular Level 1 suspension and documentation process. See Level 1 template letter in *District Code of Conduct Resource Book*.
  5. It is imperative that the principal ensures during the suspension process, regardless of level, that an educational program (homework) is being provided to the student.
- 

### **STEP 2: ISSUING THE SUSPENSION**

#### **LEVEL 2 PROCESS FOR SCHOOLS**

1. First and foremost it is important to understand that a Level 2 suspension always starts by the principal formally suspending the student for an **initial period of 5 days as of the date of the offence**. The Principal issues the five day suspension using the Level 2 template in the *District Code of Conduct Resource Book* and submits letter to [suspensions@vsb.bc.ca](mailto:suspensions@vsb.bc.ca). This letter advises that the student has been suspended for an initial period of 5 days, and that a final determination in the length of the suspension (greater than five days) will be made following consultation with the Director of Instruction.
2. **A meeting is convened prior to the 5<sup>th</sup> day of the suspension.** The meeting is with the Principal, the Director of Instruction and the Parent/Guardian for the purpose of reviewing the suspension and determining the length of the suspension. The meeting may occur at the Education Centre or at the school. The Principal communicates the time and location of the meeting to the parent/guardian.
3. The Director of Instruction chairs the meeting. The Principal reviews the suspension with the parent/guardian and the terms for return to the school. The Director of Instruction determines whether a Level 2 suspension is issued when the timeframe required to put the terms of return in place necessitates additional days of suspension beyond the 5<sup>th</sup> day.
4. If additional days of suspension beyond the 5<sup>th</sup> day are not required the suspension ends and this meeting serves as the post suspension intake meeting, with the student resuming school attendance the following day. A follow-up letter documenting the meeting and the conditions of return to school, if any, should be provided to the parent/guardian by the Principal as soon as possible. **If the Director of Instruction determines that a Level 2 suspension is required, a second letter of suspension documenting the additional days is issued.** This letter is written by the Principal, following the template provided below. This letter documents the final length of the suspension (beyond 5 days), will set the date for return, conditions for return and outline any collaborative decisions reached between the home and school

regarding the student's educational program during the case conference, such as referral to an alternate or change in educational program location. Because the suspension has been greater than 5 days, this letter must advise parents/guardians of their ability to appeal under Board Bylaw 2, Section 11 Appeal procedure. The Principal also submits this 2<sup>nd</sup> letter to [suspensions@vsb.bc.ca](mailto:suspensions@vsb.bc.ca)

## LEVEL 2 RESOURCES and TEMPLATES

### SAMPLE - Level 2 Agenda

1. Welcome and Introductions
2. Review of Suspension
3. Conditions for Return to School
4. Commitments from Student and Family
5. Timeline for completion of suspension

Decision regarding Level of suspension **SAMPLE – 2<sup>nd</sup> Level 2 Template Letter for Principals**

#### School Letterhead

(date)

(Insert Parent Name)

(Insert Parent Address)

(Insert Parent Phone Number)

Dear (Parent/s):

**RE: (name of student), (grade of student), (date of birth): (MYED Student ID Number)  
LEVEL 2 SUSPENSION, SUBSEQUENT DAYS OF SUSPENSION**

As the parent/legal guardian of (name of student), this letter is to inform you that under Section 85(2) (d) of the *School Act*, (name of student) has been suspended for more than 5 days in accordance with VSB Administrative Procedure 350 (7.3). The suspension began on (date).

The decision to suspend (student's name) for more than 5 days was made by (name), Director of Instruction at our meeting with you and (student's name) on (date of meeting with DOI). At this time it was determined that the end date of the suspension would be (date suspension ends) due to the breach of the *District Student Code of Conduct* discussed with you. The conditions that (student's name) must meet upon his/her return to school were also discussed with you. These conditions included (list conditions ie. Behaviour Contract, Restorative Process, Change of educational program, SACY etc). We also discussed the possibility that should (student's name) be suspended again, a Level 3 suspension under VSB Administrative Procedure 350 (7.4) will be considered.

During the suspension, (student) is not to be in or around the school site, at any time, unless prior arrangements have been made with the school administration. Homework will be made available and is expected to be completed. (Name of principal) will be expecting to meet with (student's name) and yourself at (date and time) for the post suspension intake at (school name).

If you disagree with the length of the suspension you have the ability to appeal under Board Bylaw 2, Section 11 Appeal procedure.

Sincerely,

(your name and administer title)

cc: (name), Associate Superintendent  
(name), Director of Instruction  
Student file

## LEVEL 3 SSRC PROCESS for SCHOOLS

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### 1. MAKING THE DECISION WHETHER THE SUSPENSION is a LEVEL 3 and SUSPENDING the STUDENT

- **School** contacts **DOI** to discuss incident and whether incident warrants Level 2 or Level 3 suspension.
- The decision is made between **school** and **DOI** that incident warrants proceeding to a Level 3 suspension.
- **DOI** notifies **Associate** responsible for SSRC.
- **School** issues Level 3 suspension letter (see template on page 25 of *District Code of Conduct Resource Book*) and emails copy to **DOI**, with parent/**guardian** contact information and notes whether family requires translation support and the language as required. School completes MYED Conduct Module and submits suspension [suspensions@vsb.bc.ca](mailto:suspensions@vsb.bc.ca)
- **DOI** forwards letter and parent/**guardian** contact information to **District Vice Principal - DVP**

### 2. CONVENING THE SSRC

- **DVP** sets date for SSRC with panel and school.
- **DVP** contacts family with date and SSRC details within 10 days of the letter of suspension being issued and provided by the school.
- **DVP** arranges translation services for family if required.
- **DVP** confirms details with family via email.
- **DVP** sets agenda and shares with **DOI**. **DOI** and **school** meet to review or discuss prior to SSRC.
- **School** provides **DVP** with student documents as follows:
  - a) PSR Information Page from MYED, with picture of student.
  - b) Report Cards for school year
  - c) Attendance Report for School Year
  - d) Any other suspension letters on file for student, applicable behavior contracts or threat assessments.

### 3. SSRC HEARING

- **School** is represented by P or VP responsible for issuing the suspension.
- SSRC is chaired by **Associate**.
- **School** will be asked to provide overview of incident leading to level 3 suspension, why the incident warranted a Level 3 suspension, previous interventions applied to the student, behavior and academic history. SSRC will ask questions.
- **Family** is provided opportunity to respond and to discuss hopes for student's future/restitution. SSRC will ask questions.
- SSRC will be concluded by the **Associate**. **Family** will leave the building. SSRC will debrief with the **school**. SSRC will deliberate. Post deliberation **DOI** will advise **school** of decision/results.

### 4. POST SSRC and STUDENT PLACEMENT (*In the event that a student will be transferred or moved*)

- **SSRC Chair to place student**. SSRC Chair will advise **current school and receiving school** of placement.
- As needed, applicable **DOI** will then contact **receiving school** to support process for enrolling and timetabling the student.
- **SSRC Chair** and **DVP** prepare summary notes and letter of decision to parent.
- Information regarding ability to appeal included in letter of decision.

**Receiving school** enrolls and requests records. **School** completes Admin Transfer Form and transfer

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## Section 3: REPORTING CONDUCT and SUSPENSIONS USING THE MyEd CONDUCT MODULE

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### DIRECTIONS

All Documentation and QRG for the conduct module is available in the [MyEd BC Support Portal](#).

### OVERVIEW

The availability of the Conduct Module in MyEd provides the avenue for school administrators to use a consistent standard of data entry that creates a useful record of student behavior incidents and follow-up actions at the school or district level. As such the conduct module will enhance the following practices:

Documenting behavior support for students by

- A. Identifying types of conduct incidents
- B. Recording detailed information about specific incidents
- C. Retaining information for communication with parents/guardians, staff, and community support services.
- D. Retaining information that assists in identifying students for referral for behavior designations
- E. Retaining information that provides evidence of that students with learning designations are being supported appropriately

Documenting Student Disciplinary actions in order to

- A. Support progressive discipline
- B. Enhance consistent decision making
- C. Share student conduct information as appropriate

Document incidents and actions to provide parents/guardians with

- A. Information about specific incidents pertaining to their child
- B. Evidence that actions taken support progressive discipline.
- C. A record of support strategies used and personnel involved in responding to conduct incidents

Document incidents resulting in a Violent Risk Threat Assessment (VRTA) protocol

Provide reliable data for Safe and Caring Schools Initiatives

Provide reliable suspension data to district and school staff.

## REPORTING INCIDENTS AND ACTIONS

There are two categories of Incidents and Actions available for use:

**Mandatory** – any incident or follow-up action that falls within a mandatory category must be recorded in MyEd BC.

**Discretionary** – any incident or action that falls within a discretionary category may be reported in MyEd BC

The terms ‘mandatory’ and ‘discretionary’ refer only to the requirement to record information in MyEd BC – these terms are not prescriptive ie. A conduct incident in the ‘mandatory’ category does not trigger a mandatory follow-up ‘action’ or vice-versa.

The mandatory/discretionary categorization of incidents and actions is designed to ensure that data that is useful and relevant will be collected while leaving the recording of many incidents within the domain of the professional judgment of the school administrator(s). The mandatory/discretionary categorization is not to be interpreted as implying that all incidents on the mandatory list are ‘more serious’ than all incidents on the discretionary list.

The workflow design of the conduct module prevents the reporting of an ‘Action’ without the prior recording of an ‘Incident’.

### Mandatory and Discretionary Incidents and Actions

The table below lists the incidents and actions by category that are currently available in MyEd BC.

Mandatory Incidents	Discretionay Incidents	Mandatory Actions	Discretionary Actions
Alcohol-Poss	Academic Dishonesty	Admin. Transfer	Apology
Alcohol-Use	Behaviour	Change of Ed. Prog.	Behaviour Plan
Arson	Bus Misconduct	Drug & Alcohol Couns	Bus Susp
Assault	Cell Phone Misuse	Letter Home	Bus Warning
Attendance Issues	Concern-Admin	Parent Contacted	Cleanup Duty
Acts of Hate	Concern-Teacher	Parent Meeting	Community Service
Bullying	Dangerous Behaviour	Pay for Damages	Comp. Use Revoked
Chronic Lates	Defiance	Police Contacted	Conference
Disruptive	Digital Citizenry Co	Police Interview	Confiscation
Drug Possession	Discrimination	Referral-External	Contract
Drugs-Use	Dishonesty	Restitution	Counselling
Extortion	Disrespect	Restorative Practice	Detention
Fighting	Electronic Device	Search - Locker	Discussion
Harassment	Failing to Intervene	Search - Student	Mediation
Harm to Others - Delib	Failing to Report	Sent Home	Meeting
Instigation	Fire Alarm	Suspension - In School	No Action
Language - Derogatory	Fireworks	Suspension - Level 1	Note

Language Obscene	Graffiti	Suspension - Level 2	Refer to SBT
Left School	Horseplay	Suspension - Level 3	Referral-Internal
Online Abuse	Inapp. Clothing	Transfer-Parent Req.	Removed from Class
Online Harassment	Intimidation		Warning
Sexual Abuse	Left Class		
Theft	Littering		
Threat-making	Lying		
Trespassing	Missed Detention		
Vandalism	Non-Performance		
Verbal Abuse	Physical Aggression		
Weapon	Property Misuse		
	Smoking		
	Vaping		

## REPORTING INCIDENTS AND ACTIONS FOR STUDENTS WITH H DESIGNATIONS

Maintain an accurate and consistent conduct record for students with H and R designations. The conduct module will be a primary source of evidence indicating that a student's conduct has an ongoing impact on the school and the learning of that student. Conduct information is very useful in assessing whether it is appropriate to delist students with H and R designations and in identifying students for whom an H or an R designation may be appropriate.

Conduct information for H designated students will be very useful in future SPED audits.

## STANDARDS FOR REPORTING TEXTUAL INFORMATION

Information in the conduct module has the potential to be directly accessible by the other administrators and counsellors at your site. Since the information is part of the student record in MyEd it will follow the student when they change schools and school districts. As such it is important that all administrators establish and maintain a high standard of professional judgment when recording information about incidents, parent meetings and other

### Do

- i. Ensure information recorded in the conduct module is clear, concise, factual, and accurate
- ii. Maintain an objective stance
- iii. Protect the identity of other students involved in incidents by using only their initials
- iv. Re-read your notes prior to 'filing'.
- v. Assume all recorded information will be accessible to parents/guardians and students
- vi. Consult with colleagues and district staff regarding best practices

**Don't**

- i. Express opinions about a student's or parent/guardian's character, morals, ethics, beliefs etc.
- ii. Describe your own emotions
- iii. Use foul language except when quoting a student/parent/guardian
- iv. Make prejudicial statements regarding students, parents/guardians, or staff

### END DATING CONDUCT INFORMATION

Conduct 'Incidents' that are recorded in the conduct module can be 'end-dated' with an expiration date. Any record of an Incident with an expiration date that occurs during the current school year will be deleted from MyEd BC during the end of year rollover (EOYR) that occurs during the summer.

**Records of mandatory incidents should not be end dated.** Unless information is end dated or manually deleted by an administrator it will remain as part of the student's record indefinitely.

### REPORTING SUSPENSIONS

All suspensions must be reported in the conduct module with the appropriate action code ie. In School, Level 1, Level 2, or Level 3.

### SUSPENSION LETTERS

E-mail a copy of all suspension letters to [suspensions@vsb.bc.ca](mailto:suspensions@vsb.bc.ca)