

## Statement of Purpose

Nanaimo Ladysmith Public Schools is committed to creating learning environments that reflect diversity, inclusivity, and equity to support individual growth and achievement. (Reference: [AP 105 Justice Equity Diversity Inclusion](#))

## Reference to the BC Human Rights Code

The [BC Human Rights Code](#) states that a person must not ‘discriminate against a person or class of persons regarding any accommodation, service or facility customarily available to the public because of the race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person or class of persons’.

**[School Act](#) grants an administrator the authority to make decisions, assign consequences, conduct searches, confiscate illegal or dangerous items with the aim of ensuring school climates are positive, safe and inclusive environments.**

## Conduct Expectations

### Acceptable Conduct - Socially responsible behaviours that help make schools safe, caring, and inclusive environments:

- Contributing positively to the school community
- Solving problems in peaceful ways
- Valuing diversity and defending human rights
- Respectful interactions with students, staff, and community members
- Speaking up and reporting incidents that demean others or threaten safety
- Respecting the law as it applies to yourself and others
- Honouring learning time and maintaining academic integrity
- Demonstrating commitment to learning through regular attendance and being ready to learn

### Unacceptable Conduct - Behaviour that interferes with the learning or orderly environment of the school:

- Interfering with the learning or orderly environment of the school or any school function
- Engaging in harassment, intimidation, bullying, or discrimination in person or online
- Vaping or smoking on school grounds (prohibited on all school district property)
- Verbal threats, swarming, or physical violence
- Illegal acts including theft, property damage, possession/distribution of illegal substances, or weapon possession
- Disrespect to others and their property
- Breaching academic integrity
- Taking photos/videos or recording audio of others without explicit consent

## Personal Digital Device Restrictions:

Research demonstrates that restricting personal digital devices at school improves student wellness and academic focus. Personal digital devices at Secondary are restricted during instructional time and during school hours at Elementary. Devices are limited to instructional purposes and digital literacy appropriate to students’ age and developmental stage, under teacher direction.

### Considerations include:

- Restrictions during hours of instruction
- Use for instructional purposes and digital literacy
- Appropriateness to student’s age and developmental stage
- Accessibility and accommodation needs
- Medical and health needs
- Equity to support learning outcomes (Reference: [Provincial Standards for Codes of Conduct Order, Ministerial Order](#))

## Consequences:

SD68 expects all students, staff, and community members to adhere to conduct expectations that are **educative**, **preventative**, and **restorative** in practice and response. (Reference: [AP 602.1 Code of Conduct](#))

## Special Considerations:

Some students may be unable to comply with conduct expectations due to having an intellectual, physical, sensory, emotional, or behavioural disability. Such students require special consideration in selecting appropriate interventions to ensure they are not subject to disciplinary measures as a direct or indirect consequence of having a special need. (Reference: [AP 602.1 Code of Conduct](#))

### Restorative Practices focus on:

- Creating the conditions for students to learn self discipline, fix mistakes, and return to the school community strengthened
- Addressing the needs of those harmed
- Creating meaningful interventions through discussion or mediation
- Fostering positive relationships and community building
- Moving toward wholeness, restoration, and belonging

## Student Suspension:

Used judiciously as part of a comprehensive problem-solving process to support behaviour change, ensure safety, assign clear consequences, and promote collaboration among families, schools, and community services. Consequences vary appropriately based on student age, maturity, needs, and circumstances. (Reference: AP 602.12 Student Suspension)

## Retaliation Prevention:

No student, staff member, parent, or volunteer may engage in reprisal or retaliation against anyone who reports harassment, intimidation, bullying, or discrimination. Retaliation is prohibited and will result in appropriate consequences. (Reference: [AP 602.6 Harassment, Intimidation and Bullying Student](#))

## Appeal Process:

Students and parents may appeal decisions significantly affecting health, education, or welfare. Information regarding formal appeals is available through AP 502.2 Formal Appeals. Prior to formal appeals, concerns should be addressed at the school level. (Reference: School Act, [AP 502.2 Formal Appeals](#))

## Rising Expectations

Students are expected to demonstrate increasing maturity and social responsibility as they progress through successive grades, with age-appropriate expectations that are **educative** and **preventative**. (Reference: [Provincial Standards for Codes of Conduct Order](#))

### Meaningful consequences may include:

- Face-to-face meetings to address harm
- Circle processes to restore equity and respect
- Acts of service to benefit the school or community
- Support to learn problem-solving strategies
- Reflective processes to create restoration plans
- Educational opportunities to support learning

**Notification:** School administration may advise other parties or agencies of serious breaches of the code of conduct depending on severity, frequency, and impact, on others or the school community. Illegal acts will be reported to the RCMP and/or District Administration to develop safety plans, including **educative**, **preventative** and **restorative** action. (Reference: [AP 602.1 Code of Conduct](#))

## Supporting Administrative Procedures:

- 105 AP [Justice Equity Diversity Inclusion \(JEDI\)](#)
- 502.2AP [Formal Complaints and Appeals](#)
- 602.12AP [Student Suspension](#)
- 602.1AP [Code of Conduct](#)
- 602.19AP [Anti-Racism and Cultural Safety](#)
- 602.18AP [Sexual Orientation and Gender Identity](#)
- 602.3AP [School Attire Expectations](#)
- 602.6AP [Harassment, Intimidation and Bullying Students](#)