

KYUQUOT ELEMENTARY SECONDARY SCHOOL CODE OF CONDUCT 2025-2026



Purpose

Kyuquot Elementary Secondary School has the responsibility to provide clear guidelines and expectations that ensure a **safe, respectful, inclusive, and positive climate for learning**. All members of the school community are expected to uphold the core principles of **respect for self, others, property, and the environment**. This Code of Conduct shall apply to students during **any school-related activity**, including time spent **on school grounds, while traveling to and from school, during field trips or extra-curricular activities, and within virtual environments** connected to school programs. This ensures consistency of expectations across all learning environments.

Conduct that disrupts the school environment or negatively affects others will be addressed through **restorative, reflective, and age-appropriate interventions**.

Student Roles and Responsibilities/ School Code of Conduct:

Kyuquot Elementary Secondary students are expected to demonstrate respectful and safe actions at school. We feel it is desirable to have a structured environment in which students know what is expected of them. It is important that students in our school pursue their work and activities in a manner that allows them to do their best. The maintenance of these high standards has a positive influence on academic achievement and on the development of agency, voice and choice that we want to encourage in our students.

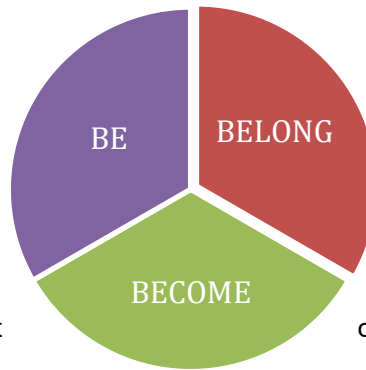
Close communication and cooperation between school and home is essential for consistency and the maintenance of high standards of behavior at school. Please take the time to review the **Guidelines for Success, School Code of Conduct** and **Dress Guidelines**:

GUIDELINES FOR SUCCESS

All students in Kyuquot Elementary Secondary have the rights to **BE, BELONG, and BECOME**

BE

- **BE SAFE** – We all work and happy place.
- **BE KIND** – We respect property, feelings, and
- **BE OURSELVES** – We we are.
- **BE HEARD** – We know that



together to make our school a safe
each other's right to learn,
identity.
are each unique and valued for who
our voices and ideas matter.

BELONG

- **IN OUR CLASS** – Our classroom is a space where we feel safe, welcomed, and supported to learn.
- **IN OUR SCHOOL** – Our school reflects who we are and what we value as a learning community.
- **IN OUR ACTIVITIES** – We are included and supported in all opportunities, regardless of where we are on our learning journey.

BECOME

- **OUR PERSONAL BEST** – We show up ready to learn, grow from mistakes, and strive for success with a positive mindset.

School Code of Conduct

Be Safe

Examples:

- Follow school rules and adult directions
- Keep hands, feet, and objects to yourself
- Use kind words and actions
- Use school technology appropriately and safely

Be Kind

Examples:

- Respect yourself and others
- Be honest and truthful
- Care for property and feelings
- Refrain from rough play or playfighting
- Place all litter in the correct bins

Do Your Personal Best

Examples:

- Attend school every day and be on time
- Participate with a positive mindset
- Understand mistakes are learning opportunities
- Take care of personal and shared belongings
- Focus during lessons and stay on task

Dress Code

Our dress code reflects the values of **dignity, equity, and respect** for the learning environment. It applies to all students regardless of age or gender.

- Dress for the weather (footwear, outerwear) and outdoor activities
- Avoid clothing with offensive or inappropriate images or messages
- Choose clothing that supports a respectful and inclusive learning environment

Use of Personal Digital Devices

Kyuquot Elementary Secondary School is committed to fostering a safe, respectful, and focused learning environment for all students. We recognize the role digital technology plays in our students' lives, both as a tool for learning and communication. Our approach to personal digital device use is grounded in **equity, safety, respect for privacy**, and the development of **responsible digital citizenship**.

Our guidelines help students build skills in digital responsibility, in line with BC's curriculum goals for *Personal and Social Awareness*.

Guidelines for Use

1. **Instructional Time:** Devices must remain off and stored away (e.g., in lockers, backpacks, or purses) during instructional time unless explicit permission is given by the supervising staff member for learning purposes.
2. **Non-Instructional Time:** Devices may be used before and after school, during breaks, and at lunch—provided their use aligns with school expectations and does not interfere with safety, supervision, or the wellbeing of others.
3. **Respecting Privacy:** Taking photos, videos, or audio recordings of others without their knowledge and permission is strictly prohibited. Devices must never be used in private spaces such as washrooms, changerooms, or counselling rooms.
4. **Assessment Environments:** Devices are not permitted during quizzes, tests, or formal assessments unless accommodations have been formally approved, or instructor permission is granted.
5. **Responsibility and Security:** Students are responsible for securing their personal devices. The school is not liable for loss, damage, or theft of any personal electronic equipment.
6. **Digital Conduct:** Online activity during school time (including through school Wi-Fi) must reflect the values and expectations of the school and district Code of Conduct.
7. **Reporting Unsafe Use:** Students are expected to report any harmful, unsafe, or inappropriate online behaviour witnessed on personal or school devices to a trusted adult at school.
8. **Network Use:** By connecting to the district network, students understand that district IT staff may access device data when necessary to investigate inappropriate use.
9. **Restorative Responses:** If expectations are not followed, devices may be temporarily held by staff. A restorative process involving the student, their caregiver, and school personnel will follow to support understanding and future success.

Equity-Based Exceptions

Exceptions to the above guidelines may be made with discretion and compassion under the following circumstances:

- To support **accessibility and accommodations** for students with disabilities or diverse abilities, as outlined in an IEP or Learning Plan.
- To support **health or medical needs**, as discussed and approved by the school principal in collaboration with caregivers.
- To support **digital equity** for students with limited internet access outside of school, allowing them to complete schoolwork and maintain connection with family and peers.

Partnership and Communication

Expectations around digital device use are reviewed with students regularly and shared with families at the beginning of each school year. Student perspectives are welcomed when reviewing school technology use, to ensure policies support both well-being and learning.

Student Supports

When concerns arise, staff members use opportunities to guide students through reflective and restorative learning. Students may be referred to the:

- School Counsellor
- Indigenous Support Worker or Youth & Family Worker
- Supportive peer or adult mentor

Student Discipline and Problem Solving

Discipline is viewed as an opportunity for learning. In accordance with the **BC School Act**, special considerations may apply for students with disabilities or diverse abilities, **particularly where students are unable to comply with the Code of Conduct due to a disability of an intellectual, physical, sensory, emotional, or behavioural nature**. Responses to behaviour will be applied in a way that is equitable, inclusive, and supportive of student growth.

Expectations and consequences:

- Are age-appropriate
- Emphasize **restoration, accountability, and growth**
- Include reflection and alternative behavior planning
- May involve temporary loss of privileges (e.g., recess or field trip)

Behaviour that contravenes the Code of Conduct includes, but is not limited to:

- Violence, threats, or intimidation
- Harassment or bullying, including **cyberbullying**
- **Sexual harassment**
- Use, possession, or distribution of **illegal or restricted substances**, including vaping or alcohol
- Acts of **retaliation** against someone who has reported a breach of the Code

Serious behaviors may require immediate action, including contact with District personnel, families, or outside agencies. Examples include:

- Violence or threats

- Harassment or bullying
- Disrespect or defiance
- Damage or theft
- Possession of illegal items

Threat Assessment and Community Safety

We take **all threats seriously**, whether verbal, written, online, or implied. A formal Threat Risk Assessment may be initiated. Our priority is always the safety of all students and staff. The school will make **reasonable efforts to prevent retaliation** against any student or community member who brings forward a report or concern regarding a breach of the Code of Conduct.

Equity and Inclusion

Kyuquot Elementary Secondary is committed to **equity, belonging, and justice**. In accordance with the **BC Human Rights Code**, there will be no discrimination based on:

- Race, ancestry, or place of origin
- Gender identity or expression
- Sexual orientation
- Religion, family status, or disability
- Age or personal background

Partnership with Families and Community

Our school thrives when we work **together**. Families and caregivers are contacted:

- Immediately in cases of serious behavior
- When minor concerns become repeated patterns
- For collaborative planning and support

We thank families and community members for being active partners in fostering **kindness, learning, and belonging** for every child.