

Sullivan Heights Secondary School Code of Conduct



Date Reviewed: September 2, 2025

PURPOSE

At Sullivan Heights Secondary School, we are committed to creating and sustaining a healthy, safe, and vibrant school community where every student and staff member thrives. Our purpose is to foster a positive, inclusive, and inspiring environment that supports each individual in working toward personal and collective excellence.

We believe that by upholding aspirational expectations for ourselves and others, we build a foundation of respect, kindness, and responsibility. In order to ensure that our school remains a welcoming and equitable place for all, every member of the Sullivan Heights Secondary community is expected to follow our School Code of Conduct.

Together, we strive to promote positive interactions, celebrate diversity, and encourage the development of strong, healthy relationships. We are dedicated to eliminating bullying, harassment, racism, discrimination, intimidation, hateful words and actions, as well as physical violence in any form. By working collaboratively and supporting one another, we create a learning environment where everyone feels valued, safe, and empowered to achieve their full potential.

CODE OF CONDUCT

In collaboration with staff, students, parents/ guardians, the School Code of Conduct is reviewed annually, in compliance with the Ministry of Education & Child Care regulations and the District Code of Conduct. The School Code of Conduct will be communicated through the school's website, distributed to the school community, and displayed in the school.

The following School Code of Conduct applies at school (including virtual learning environments), during school-organized or sponsored activities, on school buses, and any behavior that negatively impacts the safe, caring, or orderly environment of the school community, relationships and/or student learning – this may include activity online and away from school property.

A. Rising Expectations

1. School Community and Relationships

All members of the school community must:

- Respect their self, the rights of others, respect the differences in people, their ideas, and their opinions; show proper care and regard for school property and property of others.
- Demonstrate honesty and integrity.
- Contribute to a safe, caring, positive, inclusive, and peaceful environment.
- Seek to prevent violence and potentially violent situations and demonstrating social responsibility by reporting such situations.
- Respect and comply with all applicable federal, provincial, and municipal laws.

2. Student Learning Environment

All members of the school community must:

- Engage in purposeful learning activities.
- Respect the needs of others to work in an environment that is conducive to learning and working, including by ensuring that personal mobile technology (ie. cell phones) are only used during instructional time for educational purposes as directed by an educator.
- Demonstrate honesty and integrity throughout the learning process.
- Encouraging and welcoming all students into school and classrooms, keeping in mind personal circumstances outside the control of students.

3. Attendance & Engagement

All members of the school community must:

- Attend and engage in school daily and arrive to class on time.
- In situations when attendance is not possible, parents/guardians should contact the school to excuse their child's absence or late arrival.
- Students who must leave school early must sign out at the office. Students signing out must be able to provide the office with written permission from a parent or guardian for early dismissal. Students must not leave the school premises during class time without first notifying the office.
- Sullivan Heights does not grant or deny permission to any student to miss school for an extended period - that decision is the responsibility of parents and guardians. Extended absences, especially those five or more days long, seriously affect the teaching, learning, and evaluation process. We strongly caution parents and guardians from taking students on away

from school for extended periods of time during the school term. However, when this is absolutely necessary, students, parents, and guardians should discuss the matter in advance with the school administration and the subject teachers. The responsibility of teachers is to the students attending classes. In most cases, it is difficult for teachers to provide meaningful work for students on vacation. Students absent for more than 24 consecutive days may be withdrawn from classes. Please plan accordingly. Students are responsible for making appropriate and consensual arrangements to learn and demonstrate their learning.

3. Use of Technology

All members of the school community must:

- Our school district recognizes the value of using digital tools and devices to enhance student learning throughout the K-12 curriculum.
- Students are permitted to use district supported technology and their personal digital tools or devices for educational purposes in classrooms/learning spaces, as directed by an educator, and other spaces where students gather to do their work.
- Inappropriate use of technology and/or personal digital tools and devices may result in the removal of these devices from the above-mentioned spaces and the suspension of the use of devices in the school.
- Internet use, including the use social media sites, which is contrary to the intent of a school's Code of Conduct is strictly prohibited. This includes all forms of violence, threats, and harassment and discrimination directed at staff members, students, or any member of the school community. This applies to school, work and personal internet use.

- 4. Personal Digital Devices** are defined as any personal electronic device that can be used to communicate or to access the internet, such as a cell phone, tablet, laptop, or smartwatch. These devices are important tools which can be used to enhance learning and prepare children for the world in which they will work and live. Personal digital devices provide support for children who rely on these tools to access learning through services such as translation, adaptations for Individual Education Plans, medical support, health needs, or to provide equity of access to resources. The classroom teacher is responsible for the learning environment in the classroom, for guiding children to use personal digital devices appropriately, and for determining when personal digital devices should be used.

The safe and responsible use of personal digital devices is expected by all Surrey School District students, employees, volunteers, parents, guardians, and community members who are on school district property or interacting with students or staff. This includes the following:

- Those using personal digital devices need to abide by the school code of conduct as well as all Provincial and Federal laws and the British Columbia Human Rights Code. This includes not

using personal digital devices to engage or participate in bullying or harassment, discrimination, or defamation of character.

- At both elementary and secondary schools, personal digital devices can be used during class time to enhance learning at the direction of the classroom teacher. These devices should be used in a way that is respectful of other's learning and does not distract others in terms of light, sound, or by other means.
- Personal Digital Devices should not be used during lock down procedures or drills. The use of personal digital devices during this time may impact the emergency safety response.
- Surrey School District staff and students should not be recorded, visually or audibly, for any reason without their prior consent.
- The Surrey School District is not responsible for lost, missing, or damaged personal digital devices that students choose to bring to school.

Note:

A Principal or Vice Principal may conduct or authorize a search of a student, personal property (including personal digital devices), or locker if there are reasonable grounds to believe that school or District policies have been or are being violated and that evidence of the violation will be found in the location or on the person of the student searched. The search should be conducted in a sensitive manner and be minimally intrusive.

5. Identity & Cultural Safety

- In a safe learning environment, each learner and staff member feel and know their unique identity and cultural background are respected and they are free to be themselves without being judged, put on the spot, or asked to speak for all members of their group.
- Identity and cultural safety is also intended to prevent harm caused to students, staff, and community members.
- All staff and students have a right to feel safe and a right to individual sexual orientation, gender identity, culture, and religion. Discrimination of others' identities or cultures is unacceptable.

6. Academic Integrity

Students at Sullivan Heights are expected to demonstrate academic honesty and integrity in all of their classes on their activities and assignments. Conversely, intellectual dishonesty occurs when a student deliberately uses another person's work (written, electronic, and visual) and presents it as his or her own with the intent to deceive. Cheating also occurs when a student allows their work to be used in this way.

Examples of cheating and plagiarism include, but are not limited to:

- Submitting someone else's work as your own.
- Using ideas or words without attribution from books, magazines, song lyrics, internet, or other.
- Using unauthorized notes, books, or other materials during an exam.
- Writing or taking an exam for or as another student.
- Obtaining or providing unauthorized information prior to or during an examination through verbal, visual, or any unauthorized use of books, notes, and other materials.
- Altering or changing answers after the exam has been submitted.
- Altering or changing grades after the grades have been awarded.
- Borrowing and/or copying another student's homework and presenting it as your own.
- Use of internet, translators, electronic devices, cell phones, or artificial intelligence (AI) to complete assignments unless authorized by a teacher.

At the Teacher's discretion – consequences may include

- Students do not receive credit or a mark for work falsely submitted, or falsely obtained in an exam or test. Parents/guardians will be informed, and additional honest work and assessment will be required.
- Students referred to the administration. Depending on the circumstances (including repeated occurrences), suspension may occur.
- A written record of the concern filed in the office.

7. Appropriate Dress

- Sullivan Heights follows dress code expectations that balance individual expression, social convention, functionality, and community standards in alignment with District Policy 9410 – Safe and Caring Schools.
- Inappropriate dress or appearance is defined as dress that is either 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. Unacceptable Conduct

*All members of the school community must **not**:*

- Engage in acts of bullying (including cyber-bullying), harassment, intimidation, violence, or abuse of any form (verbal, physical, sexual).
- Discriminate against others, including on the basis of Indigenous identity, race, religion, color, ancestry, place of origin, marital status, family status, age, sex or sexual orientation, gender identity/expression, or physical or mental disability/ability, or for any other reason set out in the Human Rights Code of B.C., 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.”

Racism and discrimination are not permitted in our school by students, staff, and/or any community members. (i.e., including but not limited to the N-word and other racial slurs and insults, homophobic and transphobic slurs and insults, and other exclusionary behaviors and/or language.)

- Engage in Illegal acts, such as possession, use or distribution of illegal or restricted substances.
 - o Weapons or replica (toy) weapons (including laser pointers); explosives (including fireworks) and pepper or other obnoxious sprays.
 - o Intoxicating or banned substances (including alcohol, cigarettes, e-cigarettes (vaping), and drugs).
- Engage in theft or damage to property.
- Wear offensive clothing or unacceptable slogans imprinted on clothing, including the showing of weapons, violence and/or drugs.
- Engage in behaviours that interfere with the learning of others, interferes with an orderly environment, or create an unsafe environment.
- Intruders or trespassers are not permitted on school property (all visitors must first report to the office).
- Misuse school property or equipment, including use without permission. This includes safe and appropriate use of specific class equipment, school elevators, and other facilities.

Progressive Consequences

Progressive consequences are an approach that makes use of a continuum of interventions, supports, and learning consequences, building upon strategies that promote positive behaviours, while taking into account considerations or diverse abilities. When inappropriate behaviour occurs, strategies or measures are applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective, restorative and supportive of the harm that is caused. It provides an individualized

approach supportive of each student. With all student conduct and information, confidentiality of individuals is strictly adhered to.

Restorative Practices

We encourage students to reflect upon, take responsibility for their behaviour, and to restore and repair incidents which cause hurt and harm. A progressive consequence approach will be used to intervene and support appropriate behaviour. This may include, but is not limited to: verbal reminders, review of expectations, co-constructed behaviour commitments & agreements; conferencing with parents/guardians; loss of privilege(s); conflict mediation and resolution, peer mentoring, differentiated instruction, social and emotional learning interventions to promote positive prosocial student behaviour; and/or referral for support to a community agency or supportive services.

The school district will respond to any behaviour that discriminates based on Indigenous identity, race, religion, skin colour, ancestry, place of origin, marital status, family status, age, sex or sexual orientation, gender identity/expression, or physical or mental disability/ability.

Suspensions

In accordance with the School Act, Sec. 85 (2) (ii) and (d), the Board authorizes the principal or designate of any school in the district to suspend a student from attendance at school for up to five days. Suspensions over five days are made in consultation with the appropriate Director of Instruction as per District Student Code of Conduct, AP 350. As per AP 350 7.7 an educational program must be provided to the student.

If an Assessment of Risk to Others (ARTO) is initiated, prior to which, Fair Notice will be issued to the individual student, their parents/guardians, and the outcome of the assessment could result in suspension from school.

Further information regarding how suspensions are determined can be found in the above **Progressive Consequences** section.

Notifications

The principal or designate has a responsibility to inform other parties of serious breaches of the code of conduct. These parties include:

- Parent(s)/Guardian(s) of student offender(s) and parent(s)/guardian(s) of student victim(s) – in every instance;
- Assistant Superintendent, Safe Schools Department and/or other District Staff as appropriate;
- Ministerial agencies and/or School Liaison Officer (local police agency);
- School community, when deemed necessary, to reassure members that school officials are taking appropriate action.

C. Reporting Incidents of Bullying, Harassment, and/or Discrimination (Including Racism)

All Sullivan Heights students and staff are encouraged to report all incidences of bullying, harassment, and/or discrimination directly to their teacher, counsellor, vice-principal and/or principal. Students can also report any incidences using the Protecting Surrey Schools Together (PSST) website, (<http://www.psst-bc.ca>) which can be done anonymously. Interrupting and preventing all forms of bullying, harassment, discrimination and violence is a priority of all staff members of our school community and school district.

Students are encouraged to report concerns of relating to physical, emotional and/or cultural safety as it relates to themselves or others.

D. References

This Code of Conduct has been structured to align with, and adhere to the standards outlined in:

- The School Act 85 (1.1); 168 (2) (s.1); Provincial Standards Ministerial Order 276/07 (m276/07), effective October 17, 2007.
- BC Human Rights Code, as depicted in Surrey Schools Anti-Discrimination and Human Rights Policy No.10900; and Regulation No. 10900.1
- BC Ministry of Education: Safe, Caring and Orderly Schools, A Guide (November 2008) and Developing and Reviewing Code of Conduct: A Companion (August 2007), both found at <http://www.bced.gov.bc.ca/sco/>
- Surrey Schools – Safe and Caring School Handbook – policies, procedures and guidelines for schools found on <http://www.surreyschools.ca>
- Ministerial Order No. M 208: (a) a reference to each of the prohibited grounds of discrimination set out in section 7 (discriminatory publication) and section 8 (discrimination in accommodation, service and facility) of the Human Rights Code, RSBC 1996, c. 210

The Sullivan Heights Secondary School administration would also like to acknowledge Kwantlen Park Secondary School for providing permission for the use of their Code of Conduct as a template for the 2025/2026 update of our Code of Conduct. The inspiration of a usable, understandable, and appropriately-detailed Code of Conduct was immensely helpful in creating this document.

SHSS Student Interventions

Note that strategies/ interventions chosen are student and situation specific

ATTENDANCE	HIGH RISK BEHAVIOUR	CLASSROOM BEHAVIOUR	LEARNING	SOCIAL EMOTIONAL
Absent without excuse, Late, Long Term Absence and/ or Frequently leaves during class	Substance use, Fighting & Horseplay, Bullying, Threats, Assaults and/or Weapons	Cheating, Plagiarism, Swearing, Unprepared and/ or Disruptive/ Disrespectful Speech/ Behaviour (May include H and R designations)	Not Capable, Difficulty with Assessments, Lack of Focus, Needs Adaptations and/ or Modifications, Work Incompletion or Work Refusal (May include A-G, P & Q designations)	Peer Conflict, Family Concerns, Dramatic Change in Demeanour/ Behaviour, Self-Harm, Suicidal Ideations and/ or Suspected Abuse (May include H and R designations)
TEACHER	TEACHER	TEACHER	TEACHER	TEACHER
<ul style="list-style-type: none"> Record electronically in MyEd Check MyEd for any special notes Classroom-level interventions Review student file in the office Meeting with student Contact with parents/ guardians Documentation of strategies Fill out Attendance Form after classroom-level interventions already completed Contact alpha Administrator 	<ul style="list-style-type: none"> Call the front office if an emergency ASAP (Local 0)– Admin/ SSL will come to class Documentation of incidence Notify alpha admin right away No further teacher intervention needed 	<ul style="list-style-type: none"> Classroom-level interventions Review student file in the office Review IEP in MyEd (if there is one) Meeting with student Contact with parents/ guardians Documentation of strategies Contact alpha Administrator and CC other in-school supports as appropriate (Counsellor/ YCW/ AYCW/ BASES/ Transitions) 	<ul style="list-style-type: none"> Classroom-level interventions Review student file in the office No IEP: Universal adaptations IEP: Universal & specific adaptations Meeting with student Contact with parents/ guardians Documentation of strategies Referral to HW Club CSL reports Contact alpha Counsellor, Case Manager (LST/ BASES/ ELL) and Administrator 	<ul style="list-style-type: none"> Speak with the alpha counsellor in an emergency ASAP Classroom-level supports Review student file in the office No IEP: Contact alpha Counsellor IEP: Specific classroom supports Meeting with student Documentation of strategies Contact alpha Counsellor and and CC other in-school supports as appropriate (Administrator/ YCW/ AYCW/ BASES/ LST/ Transitions)
ADMINISTRATION	ADMINISTRATION	ADMINISTRATION	COUNSELLOR/ ADMIN	COUNSELLOR
<ul style="list-style-type: none"> Meeting with student Consultation with teachers and other in-school supports Parent/ Guardian meeting Action plan (loop others in) Long-term leave form Referral to Hospital Homebound/ Visiting Teacher Attendance contract or referral to Transitions (admin discretion) Referral to SBT (liaise with alpha counsellor) Programming review 	<ul style="list-style-type: none"> Meeting with student Threat assessment Parent/ Guardian meeting Discipline Suspension (loop others in) Consultation with in-school supports Referral to the Substance Use Liaison District Counsellor involvement Referral to SBT (liaise with alpha counsellor if designation desired) Placement review 	<ul style="list-style-type: none"> Meeting with student Consultation with teachers and other in-school supports Alpha Administrator and counsellor confer as needed Parent/ Guardian meeting Discipline Action plan (loop teachers, counsellor and other in-school social supports in) Referral to SBT/ Student Support Monthly Meetings (liaise with alpha counsellor) 	<ul style="list-style-type: none"> Meeting with student Refer to Articulation Notes Consultation with Admin, classroom teachers/ LST/ BASES/ ELL/Transitions/ Gifted/ (A)YCW Parent/ Guardian meeting Action plan (loop others in) Connect to tutoring Timetable review Referral to SBT (liaise with case manager) Work incompletion/work/ refusal/ grades -> contact alpha admin, CC Counsellor 	<ul style="list-style-type: none"> Meeting with student Refer to Articulation Notes Consultation with Admin/ classroom teachers/ LST/ BASES/ ELL/Transitions/ Gifted/ (A)YCW Parent/ Guardian meeting Action plan (loop teachers and other in-school supports in) Ministry call if needed Referral to SBT or Student Support Meeting Suicide Risk Assessment Connect student/ parents with District/ Community supports