



## **CABE Secondary School**

*Coquitlam Alternate Balanced Education*

### **Code of Conduct**

2021– 2022

*“Commit Achieve Believe Engage”*

# CABE Secondary Code of Conduct

## Introduction

The CABE Code of Conduct applies to all students in the CABE community and includes students who attend school at the GOAL campus. It is important to note that both CABE and GOAL are closed campuses and all students are made aware of this fact during the intake process. The following document is comprised of the guiding process utilized to create CABE Secondary School's Code of Conduct, and the expectations for all members of the CABE Community. The Code of Conduct outlines school expectations and acceptable student behaviour as directed by *The School Act* 85(2)(c).

## Process

The CABE Community is involved in a process whereby all stakeholders are given an opportunity to provide feedback and make recommendations to improve the Code of Conduct. Students are provided with a voice through our Connections block, and staff are involved through staff meetings and collaboration time.

## Communication

The Code of Conduct is communicated and distributed to students, parents, staff, as well as to visitors and other district staff. Newly assigned staff and students registering mid-year will also receive the Code of Conduct. The Code of Conduct is also available on the CABE website, in print in the office, in the CABE start up package and displayed on the student bulletin board outside the office. The Code of Conduct is taught, reinforced, and monitored. Each year the Code of Conduct is reviewed to reflect the school community's needs, and to align with the district and provincial school safety initiatives.

## Implementation

Behavioural expectations outlined in codes of conduct are consistently taught and actively promoted. Responses to unacceptable behaviour are based consistently on sound principles and are appropriate to the context.

- Students are reminded of the school's Code of Conduct, their personal responsibility and citizenship throughout the year.
- Staff members model the expectations of the Code of Conduct and guide students in decision making and problem solving.
- All school staff expects community members to adhere to the Code of Conduct everywhere on school property. It is embedded in the

classroom expectations and the lessons taught in each classroom.

- Students are encouraged to resolve conflicts through peaceful means such as mediation and to follow due process when resolving problems or challenges.
- Staff will bring issues relating to the School Code of Conduct to monthly department head meetings where they can be discussed, and a plan of action may be implemented.

### Monitoring and Review

Conduct is continuously monitored to ensure the Code of Conduct reflects current and emerging situations and contributes to school safety. The Code of Conduct is reviewed and improved considering evidence gathered and/or relevant research and is revisited as part of a regular cycle of policy review.

### Alignment

Codes of Conduct are compatible between schools in the community and across elementary, middle, and secondary levels, as well as with:

- District and Provincial policies.
- Administrative procedures.
- The Human Rights Act.
- The School Act.
- The Criminal Code of Canada.

### Statement of Purpose

CABE's Code of Conduct is in place to:

- Establish and maintain a safe, caring, and orderly environment for a positive learning and teaching climate.
- Clarify and outline school expectations and acceptable student conduct at school, in the community and while acting as school ambassadors.
- Ensure a positive human rights environment that cherishes openness, diversity, fairness, and equity.
- Encourage thoughtful and reflective citizenship.
- Maintain appropriate balances among individual and collective rights, freedoms, and responsibilities.

## Conduct Expectations

Students may be subject to discipline under the school and/or District Code of Conduct for any conduct which has the effect of negatively impacting the school environment, whether that conduct occurs on or off School District property, at a school sponsored function or activity, or otherwise.

## Acceptable Conduct

- Being aware of and obeying all school rules.
- Respecting oneself, others, the school facilities, and the property of others.
- Engaging in responsible behaviour in all learning and school activities.
- Attend classes regularly, on time, and ready to learn.
- Being prepared for class, participating thoughtfully, and respecting other classmates' comments.
- Completing all assignments and submitting them on time.
- Academic honesty. **Ethics of Information Use'** requires students always citing your research sources (text, sound, music, graphics, pictures, video clips, etc.)
- Asking for help when needed and using good manners and common sense.
- Helping to ensure the school environment is a safe and caring place for all to learn.
- Dressing appropriately for the school learning environment that is respectful to oneself and others.
- Students shall not discriminate against others on the basis of race, colour, ancestry, place of origin, marital status, age, religion, sex or sexual orientation, or physical or mental disability, or for any other reason set out in the Human Rights Code of British Columbia (Section 7 and 8), 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.
- Informing an adult of an unsafe individual, behaviour, or situation.
- Modeling respectful and responsible behaviour at school, in the community, and while acting as a school ambassador.
- Using technology appropriately, both on and off campus, in a safe and respectful manner.
- Student phones are to be tuned off and stored in a backpack or on your person. Teachers may request students to use their phones as a learning tool in some designated subjects, i.e. Photography and P.E.
- being aware of the "**District 43 Digital Responsibility for Students -Admin Policy 140.2**" and behaving in a Socially Responsible manner in regard to social media and the use of technology.
- "**Cyberspace Misuse**": Students are to be aware that they may be subject to discipline for on or off campus misuse of technology if it negatively impacts on the school environment.

*The following is a list of behaviours that will result in discipline; however, the list of unacceptable behaviours is not restricted to the examples provided:*

***Unacceptable Conduct is demonstrated by behaviours that:***

- Interfere with and/or compromise the learning and teaching environment of any school member.
- Create an unsafe or dangerous learning environment.
- Demonstrate a lack of caring for oneself, others and/or the school community.
- interferes, interrupts, shows a lack of caring, causes unsafe behaviours, harm to others or animals, dangerous behaviours, vandalism to the school property, or causes an unsafe situation.
- uses/names a physical illness, disability or condition to threaten, harass or intimidate others in the community is unacceptable
- engages in Cyberspace use in a hurtful manner or dangerous manner i.e., chat groups, Facebook, Twitter, Instant Messaging, texting, Snapchat Instagram, etc. (No Social Media during class time.)
- demonstrate bullying, harassment, intimidation, discrimination, or exclusion (*physical or verbal bullying such as putdowns, name calling, gestures or actions; cultural hazing; discriminatory behaviours such as verbal, written or gestured comments regarding a person's race, colour, ancestry, place of origin, political beliefs, religion, physical or mental disability, gender, sexual orientation, physical appearance or health; and all people have the right not to be touched, teased or humiliated.*)

**Acts of:**

- unkind words or hurtful behaviours towards others; bullying, harassment or intimidation; physical violence or assault; retribution towards someone who 'reported' unsafe or violent incidents.

**Illegal and Inappropriate Acts, such as:**

- possession or use of a weapon or of an object being used as weapon, including a "Toy or Imitation" weapon.
- possession (on your person or possessions, in the school or on the school grounds), use, or trafficking of illegal chemicals, all drugs or restricted substances and equipment including cigarettes, chewing tobacco, e-cigarettes (vaping, vaping juice and vaping equipment), hookah pipes, or other products.
- theft of school or other's property; and vandalism to school or other's property.
- the use of computers or phones, the Internet, and other social media to harass, threaten or intimidate others during school time and/or outside of school time. This includes inappropriate use which negatively affects our learning community, school, school district and/or the district's technology systems.
- the use of computers, cell phones and social media to take, send or store pictures or videos for "sexting" and "exploitation of yourself or others".
- gambling for money, goods, services or any other items (Note: playing card games or other activities is acceptable without gambling).

***\*\*\*Behaviours cited are only some examples and not an all-inclusive list.***

### Rising Expectations

As students progress through grades ten to twelve, behavioural expectations will rise so that:

- Student levels of maturity, personal responsibility, and self-discipline will improve,
- Consequences for unacceptable conduct in senior grades will likely result in more severe consequences.
- Older students will model positive behaviours for their peers and younger students.

### Consequences

Progressive consequences will be implemented based on the severity and/or the frequency of the behaviour and will be implemented to alter the inappropriate and/or unsafe behaviour. Consequences and the support will be preventative and restorative wherever possible, rather than punitive. Some of these methods could be include one or more of the consequences below:

- Students participating in meaningful and timely consequences for the unacceptable behaviour in order to give back to the community.
- School or community counselling.
- Students participating in restorative justice mediation with those who have been harmed.
- School or community service.
- Interview with Teacher and/or Administration.
- Parent meeting with student and school staff.
- Conflict resolution strategies.
- Small group mediations.
- Informal suspension or “timeouts” at school or at home.
- Cost restoration for school damage, vandalism and replacement of another person’s possessions.
- Partial day school programs.
- Behaviour plans and or safety plans designed to support the change in behaviour required.
- Formal suspension through District Code of Conduct:
  - Suspension Process: Level I, II, or III: These suspensions include both in-school and out of school suspensions.
  - Referral to police.
- Removal from school.
- Involvement of outside authorities (police, bylaw officers).

### **Consequences and the support will be preventative and restorative.**

- Restorative Principles & Discipline
- The school uses a “Pyramid of Interventions” to respond to inappropriate behaviour within the school community.
- Every consideration will be made to use a “restorative approach” whenever possible when resolving issues in the school.
- The approach is consistent for everyone and well communicated to parents and students.
- The Board will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of a code of conduct.
- The goal of any intervention is to have a student re-establish positive behaviour and to engage in purposeful learning. It is therefore important to note that the board will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of the Code of Conduct.

### Notification

Depending on the nature of the unacceptable behaviour, a member of the school staff may contact the following people:

- Parent notification is a key element in the school’s “Pyramid of Interventions”.
- Parents/guardians of the student offender(s) will be contacted.
- Parents/guardians of the student victim(s) will be contacted.
- Coquitlam School Board officials will be contacted as required by school. district policy, i.e. Level I, II and III suspensions.
- Police and other agencies as required by law.
- School staff and school community as deemed appropriate by the school administration and/or District #43 (Coquitlam) District administration.

CABE Secondary School Code of Conduct has used resources for this document from designated documents, specific passages, and definitions from the BC Ministry of Education Standards Department ***Safe, Caring, and Orderly Schools Document: The Guide*** Publisher: National Library of Canada Cataloguing in Publication Data, Victoria, British Columbia ISBN 0-7726-5120-5