



## **STUDENT CODE OF CONDUCT**

Gleneagle Secondary School promotes the values expressed in the BC Human Rights Code respecting the rights of all individuals in accordance with the law – prohibiting discrimination based on race, colour, ancestry, place of origin, religion, marital status, physical or mental disability, sex or sexual orientation – in respect of discriminatory publication and discrimination in accommodation, service and facility in the school environment. The Code of Conduct for Gleneagle Secondary School outlines school expectations and acceptable student behaviour as directed by the *School Act 85(2)(c)*. The Code of Conduct is communicated to students, parents, staff, as well as to visitors and other district staff. The Code of Conduct is taught, reinforced and monitored each semester. Each year the Code of Conduct is reviewed to reflect the needs of the school community and to align with the district and provincial school safety initiatives, by a committee of parents, students, teachers and administrators.

### **PROCESS**

- Each year we have a committee of parents, students and staff who review the code of conduct to ensure that it reflects the needs of the school community and that it is aligned with district and provincial expectations. It was last reviewed by PAC, teachers, students and the principal and vice-principals in May 2014.

### **COMMUNICATION**

- Each spring the code of conduct is presented to the PAC and the School planning council for their review. Each September the code of conduct is included in the agenda book issued to each student, the contents of which are reviewed in homeroom during the first few weeks of school. It is also posted on the Gleneagle website and in the office and counseling area of the school.
- At the beginning of each school year students and parents are directed towards an online version of the school code of conduct or one sent home in our August mail out. Parents and students are asked to sign a form indicating they have read the code of conduct.

### **IMPLEMENTATION**

- The code of conduct is taught in a variety of ways mainly through interaction of students with their teachers, counselors and administrators.
- Agendas are distributed to students and staff and the school code is included in the agenda.
- Parents involved with School Planning Council and the PAC are involved in the review of the code. As well all parents are asked to review the code of conduct in the student planner with their son or daughter.
- Staff are asked to review the code at staff meetings, professional development sessions.
- Student leaders in the school are asked to model behavior that reinforces the expectations laid out in the code of conduct. As well student leaders present to new students about the expectations at Gleneagle in the first few weeks of school.
- Grade wide assemblies to review expectations for each individual grade

### **MONITORING AND REVIEW**

- Conduct is continuously monitored to ensure that the code reflects the current and emerging situations that are contributing to school safety. The monitoring function is achieved by regular communication through report cards formal and informal and meetings between parents, teachers, counselors, students and administration.
- Each spring the code of conduct is reviewed by the school planning council made up of parents and students. As well teachers are asked to review the code with their department heads and have concerns brought to the school leadership meetings.

### **ALIGNMENT**

- Codes of conduct are compatible between schools in our community
- The school code of conduct is aligned with district policies, administrative procedures and the BC Human Rights Code.

### **THE PURPOSE OF THE CODE OF CONDUCT IS 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
- students, while attending school and school sponsored functions and activities, shall be subject to the District Code of conduct for Students and the school's rules of conduct and department established by the Principal. 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.
- ensure a positive human rights environment that cherishes openness, diversity, fairness and equity
- encourage thoughtful and reflective citizenship

### **CONDUCT EXPECTATIONS**

- These expectations apply to behaviour at school during school organized or sponsored activities, and between these times (including on-line behaviour) that negatively impacts the safe caring or orderly environment of the school and /or student learning.

#### **Acceptable conduct is demonstrated by:**

- respecting oneself, others and the school facility
- taking ownership of the school facility by cleaning up after oneself and recycling where ever possible.
- engaging in responsible behaviour in all learning and school activities (*i.e. attend classes regularly and punctually; be prepared for class; complete all assignments and use good manners and good common sense; also use technology appropriately, including computers, Ipods, cell phones, etc. both on and off campus*)
- helping to ensure the school environment is a safe and caring place for all to learn
- informing an adult of an unsafe individual or behaviour
- modeling respectful and responsible behaviour at school, in the community and while acting as school ambassadors
- academic honesty. This is the foundation of our learning environment and is expected of all students
- suitable/appropriate attire for a learning environment
- asking any visitors to report to the office. Generally, student visitors are discouraged at Gleneagle, except if they are on official business.

#### **Unacceptable conduct is demonstrated by behaviours that:**

- interfere with the learning and teaching environment of any and all school members
- create an unsafe or dangerous environment
- demonstrate a lack of caring for oneself, others, the school facility and the school community including theft or damage to property
- demonstrate bullying: bullying includes but is not limited to physical or verbal intimidation, verbal harassment and cyber bullying occurring on or off school property.(District Policy 17)
- demonstrate any type of culture hazing, which could include any behaviour forced upon an individual through intimidation or physical violence
- discriminate against others on the basis of the race, religion, sex or sexual orientation, or 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.
- demonstrate unkind acts, unkind words or hurtful behaviours towards others; physical violence or assault; retribution towards someone who reported unsafe or violent incidents
- are illegal, such as possession or use of a weapon; possession, use, association with or trafficking of illegal chemicals, drugs, alcohol or restricted substances; theft of school or other's property; vandalism to school or other's property. The possession and/or use of e-cigarettes and other "smoking" devices whether or not drugs or nicotine is consumed using the device.
- are in association with those that are committing illegal acts

*Behaviours cited above are only some examples and not an all-inclusive list. Unacceptable conduct should be reported to teachers or the school administration.*

**As students progress through grades 9-12, 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 and could include the loss of Grad activities

### **CONSEQUENCES**

Consequences will be applied to unacceptable student conduct. The consequence will be implemented based on the severity and the frequency of the behaviour. Progressive discipline methods will be implemented to alter the inappropriate and/or unsafe behaviour. Consequences and the student support will be preventative and restorative. Some of these methods could include one or more of the consequences below:

- Students participating in meaningful consequences for the unacceptable behaviour
- School or community counselling
- Conflict resolution strategies
- Small group mediations
- In-school suspensions
- Community Service
- Recovery of costs
- Partial day school programs
- On campus restrictions
- Withdrawal or relocation to another learning environment
- Behaviour Plans
- Formal suspension: District Code of Conduct: Suspension Process, Level I, II or III (for serious or dangerous behaviours)
- special considerations may apply to the imposition of consequences on a student with special needs if the student is unable to comply with this Code of Conduct due to a disability of an intellectual, physical, sensory, emotional or behavioural nature.
- The school and school board will take reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of a code of conduct.
- Involvement of outside authorities (police)

### **PARENT NOTIFICATION**

Due to the nature of the unacceptable behaviour the school staff will contact the following people:

- Parents/guardians of the student offender(s)
- Parents/guardians of the student victim(s)
- Coquitlam School Board officials will be contacted as required by school district policy, e.g. 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 and/or district administration

The Gleneagle Secondary School Code of Conduct has used the structural set up, designated passages and terminology from the BC Ministry of Education Standards Department *Safe, Caring and Orderly Schools Document: The Guide*

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The Safe and Caring School Document can be found on the internet at [www.bced.gov.bc.ca](http://www.bced.gov.bc.ca)

## **SCHOOL DISTRICT NO. 43 (COQUITLAM) POLICIES AND ADMINISTRATIVE PROCEDURES**

Complete copies of the following policies and administrative procedures are available for your viewing at the school office and on the district website: [www.sd43.bc.ca](http://www.sd43.bc.ca) Board of Education/ Policies

### **1. District Code of Conduct – Policy 17**

The Board believes it has a responsibility to establish expectations of students as part of its governance role for the District. The Board further believes that the responsibility for student discipline in school is shared among students, staff and parents. Students have a responsibility to respect the rights and dignity of others and to become actively and productively involved in their own academic learning and social growth. Educators are responsible for establishing a positive school climate in which structure, support and encouragement assist the students in developing a sense of self-discipline and responsibility. Parents are responsible for establishing a positive learning atmosphere in the home, knowing school policies and procedures, supporting the school in the enactment of these policies and procedures, and encouraging their children to understand and respect these policies and procedures. To support these aims, the Board has established a District Code of Conduct for Students, which shall be followed in all schools.

#### **Specifically**

The Board believes that appropriate student conduct, based on respect for oneself, respect for others, and respect for property is essential to the development of responsible citizens. To this end students are expected to:

- be aware of and obey all school rules;
- attend classes punctually and regularly;
- work cooperatively and diligently at their studies and with home assignments;
- respect the rights of all persons within the school including peers, staff and parents;
- respect the legitimate authority of the school staff;
- respect the school's physical school facilities;
- respect the ethnic diversity of our school community;
- behave in a safe and responsible manner at all times; and
- not threaten, harass, bully, intimidate or assault, in any way, any person within the school community
- not be in possession or under the influence of drugs and/or alcohol

### **2. Violence, Intimidation and Possession of Weapons - Policy 18**

The Board believes that schools are purposeful places where students and staff must be able to work, learn and play without the threat of physical or psychological harm. Schools are characterized by sensitivity and respect for all individuals, an environment of non-violence, clear student behavioral expectations and disciplinary practices that are enforced consistently and fairly. The Board acknowledges its role in providing secure learning environments which are safe from threats, violence or intimidation.

### **3. Suspension of Students – AP (Administrative Procedure) 355**

The effective management of student discipline is a necessity in establishing safe, caring and orderly school environments that foster student learning needs. When student misconduct occurs, the school and District must respond fairly, quickly, and effectively, imposing a disciplinary consequence that is appropriate to the circumstances and that reinforces for the student involved and students generally, appropriate standards of student behavior.

The Principal has overall responsibility for the maintenance of student discipline and school rules. Under the general supervision of the Superintendent and subject to administrative procedures, a Principal and/or Vice Principal has the authority to suspend or remove a suspension imposed on a student.

**4. Race Relations – AP 205**

School District 43 acknowledges the challenge of becoming responsive to the needs of a pluralistic society and affirms that the racial, ethno-cultural, linguistic and religious diversity of its students, staff, and community is a source of enrichment and strength for Canada.

As an educational institution, the District has a special responsibility to develop positive values, attitudes, knowledge and practices by developing a framework which will promote and support equity, justice and access to all.

**5. Personal, Discriminatory, and Sexual Harassment – AP 165**

The District recognizes the right of all students and staff members to learn and work in an environment free from personal, discriminatory or sexual harassment.

The District, all staff members, students and people within school communities shall have a responsibility to promote, monitor and maintain learning environments and workplaces that are free from harassment.

**6. Digital Responsibility for Students – AP 140.2**

The District endorses the provision of district-wide network and Internet services to support student learning. While there are many benefits, there is also potential for misuse. Students are not permitted to create, distribute or access any material which is not suitable for classroom learning. (See also our district brochures "Appropriate Use Guidelines for the Internet" and "Appropriate Use Guidelines for E-Mail". These are on the district website at [www.sd43.bc.ca](http://www.sd43.bc.ca) under News & Events/Publications)

**7. Tobacco Free Environment – AP 171**

The Board declares that all buildings under its jurisdiction and all school grounds shall be designated "tobacco free". This "no tobacco" policy shall be followed by students, staff, parents and visitors at all times.

**8. Closure of Schools for Extreme Weather Conditions – AP 132**

In the case of extreme weather conditions, the Superintendent of Schools has authority on behalf of the Board, to temporarily close a school.

**Procedures:** As a general expectation, parents should be advised that schools are open. If parents believe the local conditions are unsafe, they should keep their child at home or arrange his/her early dismissal. If schools are to be closed before morning classes begin, an announcement will be made on local radio stations CKNW (980), CKWX (1130) and CBC (690) by 8:00 am if possible.

**9. Resolution of Student or Parent School Concerns – AP 380**

The District encourages students and/or parents to discuss their questions or concerns regarding the education of their children with school personnel as early and as directly as possible.

**Procedures:** Students or parents who disagree with or wish to question decisions or actions that are taken by teachers and/or administrators are expected to seek a resolution by pursuing the following steps:

**A. Teacher or Classroom Level Problem**

1. Discuss the matter directly with the teacher whose judgement or decision is being questioned.
2. If not resolved, discuss your concern with the Principal.
3. If still unsatisfied with the outcome, discuss your concern with the Assistant Superintendent. (contact the Board office at 604-939-9201 or email [information@sd43.bc.ca](mailto:information@sd43.bc.ca))
4. Unresolved matters may be referred to the Board.

**B. Principal or School Level Problem**

1. Discuss directly with the Principal the action, policy, procedure or practice being questioned.
2. If not resolved, refer to the Assistant Superintendent. (see contact information above)
3. If not resolved, refer to the Board as per Board Policy 13. It is expected that School District personnel will seek a resolution to the problem as quickly as possible.

Aboriginal Programs for students of Aboriginal ancestry are offered throughout the district. For information on these programs please contact your school, or the Aboriginal Education Department at 604-945-7386.