

Centennial School

Code of Conduct

2011/2012

June 2011

CENTENNIAL MISSION STATEMENT:

Centennial School will provide diverse educational opportunities for all students to experience success, to strive for excellence, and to appreciate the value of learning. These opportunities will be offered in an environment characterized by caring, respect, cooperation, communication and personal responsibility.

CENTENNIAL CODE OF CONDUCT

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Our Beliefs:

The students, staff, parents and community works together to teach, model and reinforce our behaviour expectations.

C: Cooperation (common effort for common benefit)

A: Accountability (an obligation or willingness to accept responsibility or to account for one's actions)

R: Respect (thoughtful and sympathetic regard)

E: Excellence

INTRODUCTION

The following document is comprised of the guiding process utilized to create Centennial's Code of Conduct, and the expectations for all members of Centennial School's Community. The guidelines adhere to District, Ministry and School Act standards, and follow a process to reinforce standards and address new issues as they arise.

PROCESS

The Centennial 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 VOX and student leadership, teachers are involved through staff meeting time, and parents have the opportunity to contribute through PAC and SPC.

COMMUNICATION

Centennial Secondary School's Code of Conduct outlines school expectations and acceptable student behaviour as directed by the School Act 85(2)(c). The Code of Conduct is reviewed annually to reflect the school's community needs, and to ensure that it is aligned with both district and provincial safety initiatives. The Code of Conduct is communicated to students, parents, school and district staff and visitors on a regular and ongoing basis. The Code of Conduct is:

- Posted on the school website and the community sharepoint site
- Included in the school planner that is provided to all students during the first week of September
- Provided to all new students who enroll throughout the year
- Posted on a bulletin board in the school's main hallway
- Sent home with students to be reviewed and discussed with their parents and/or guardians (both student and parent/guardian must sign the document to indicate their compliance with the school expectations as outlined in the Code of Conduct)
- Presented to students at grade assemblies which take place in September. The Code of Conduct is taught/reinforced at all subsequent school and grade assemblies throughout the school year
- Distributed to all staff at the beginning of the year, and provided to individuals who join the staff throughout the school year
- Communicated to parents through school newsletters, the school agenda, emails, and at Parent Advisory Council and School Planning Council meetings

IMPLEMENTATION

- Students are reminded of the school's Code of Conduct, their personal responsibility and citizenship throughout the year at grade wide assemblies.
- Staff members model the expectations of the Code of Conduct and guide students in decision making and problem solving.
- All school staff expect community members to adhere to the Code of Conduct everywhere on the school property. It is embedded in the classroom expectations and the lessons taught in each and every classroom.
- The tenets of the Code of Conduct are evident in sports activities, both at home and away, where a commitment to sportsmanship and fair play prevail.
- Students are encouraged to resolve conflicts through peaceful means such as mediation and to follow due process when resolving problems/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/course of action may be implemented.
- Parent Advisory Council and School Planning Council will have a role in the review and any modifications made to the Code of Conduct

MONITORING AND REVIEW

Student conduct and the school's Code of Conduct is monitored and discussed at:

- Weekly Summit meetings attended by the administration team, the counsellors, the district Aboriginal worker, the district behaviour consultant, the student services department head and the youth care worker
- Administration meetings
- Department Head meetings
- School Based Team meetings
- Student based meetings such as VOX and Leadership
- Parent based meetings such as PAC and SPC (once annually)
- Informal meetings between administration, counsellors, teachers, students and/or parents

ALIGNMENT

The Centennial Code of Conduct is aligned with:

- District and Provincial policy
- Administrative procedures
- The Human Rights Act
- The School Act
- The Criminal Code Of Canada
- Elementary and Middle School Partners in the Centennial catchment

STATEMENT OF PURPOSE

Centennial's Code of Conduct is in place to:

- establish and maintain a safe, caring and orderly environment for purposeful learning activities
- encourage thoughtful and reflective citizenship
- maintain appropriate balances among individual and collective rights, freedoms and responsibilities
- delineate and clarify expectations for student behaviour while at school/a school related activity or in other circumstances where engaging in an activity will have an impact on the school environment

BEHAVIOURAL EXPECTATIONS

These expectations apply to behaviour at school, during school-organized or sponsored activities, and behaviour beyond the school day (including on-line behaviour) that negatively impacts the environment of the school, student learning and/or student safety/well being.

ACCEPTABLE CONDUCT IS DEMONSTRATED BY:

- Respecting oneself, others, the school facility and the property of others
- Engaging in responsible behaviour in all learning and school activities
- Being on time and in regular attendance for all classes
- Being prepared for class
- Completing all assignments
- Using good manners and good common sense
- Using technology appropriately, both on and off campus
- Dressing appropriately for the school learning environment
- Helping to ensure the school environment is a safe and caring place for all to learn
- 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
- Academic honesty
- Using technology in an appropriate, safe and respectful manner

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
- Demonstrate academic dishonesty (cheating, plagiarism etc.)
- Create an unsafe or dangerous learning environment
- Demonstrate a lack of caring for oneself, others and/or the school community
- Are discriminatory in nature
- Reflect unkind acts, unkind words or hurtful behaviours towards others
- Misuse any forms of technology or communication (cell phones, computers, iPods, gaming sites, Facebook, Youtube etc.)
- Are physically violent or end in assault
- Tolerate physical acts of violence or harassment
- Act as retribution towards someone who reported unsafe or violent incidents
- Are illegal acts such as
 - Possession or use of a weapon
 - Possession, use or trafficking of illegal chemicals, drugs, alcohol, or restricted substances
 - Theft or damage to school/other's property
 - Vandalism or graffiti to school or other's property
 - Smoking on school property
 - Gambling for money, goods and/or services (Note: playing card games or other activities is acceptable without gambling for money, goods or service etc.)

In ensuring Centennial is a safe, inclusive environment for all members, discrimination, intimidation, harassment and/or bullying will not be tolerated and should be reported.

Discrimination (B.C. Human Rights Code): is an intentional or unintentional act which adversely affects a person or group on the basis of prejudice:

- Discrimination because of the race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation of that person or class of persons.
- Discrimination in accommodation, service and facility. A person must not, without a bona fide and reasonable justification,
 - (a) deny to a person or class of persons any accommodation, service or facility customarily available to the public, or
 - (b) discriminate against a person or class of persons regarding any accommodation, service or facility customarily available to the public

Intimidation (Ministry of Education – Developing and Reviewing Codes of Conduct, 2007):

Intimidation is the act of instilling fear in someone as a means of controlling that person. For example, any of the following behaviours could be considered intimidation:

- verbal threats: threatening phone calls, threats of violence against a person or property
- threats through email, text messaging or other electronic means/any new social networking technologies in the future
- physical threats: showing a weapon or replica, jostling, threatening to punch, stalking or following
- defacing or stealing victim’s property
- daring or coercing victim to do something dangerous or illegal
- extortion (demanding payment or goods for a victim’s safety)
- inciting hatred toward a victim
- setting up a victim to take the blame for an offence
- seeking retribution against a person who has reported incidents

Harassment (From Ministry of Education – Developing and Reviewing Codes of Conduct, 2007):

any unwelcome or unwanted act or comment that is hurtful, degrading, humiliating, or offensive to another person is an act of harassment. Of particular concern is such behaviour that persists after the aggressor has been asked to stop. Any of the following behaviours could be considered harassment and are unacceptable:

- condescending treatment that undermines another’s self-respect, name-calling, teasing, disrespectful comments
- gossiping, spreading malicious rumours, “dirty” looks, social ridicule, public embarrassment
- social isolation (“freezing out” or rejecting others), exclusion from a group, threatening to withdraw friendship
- repeated unwanted communication; unwelcome jokes, innuendoes, insults, or put downs; taunts about a person’s body, disability, religion, attire, age, economic status, ethnic or national origin
- insulting graffiti directed at an individual or group
- unwanted and uninvited sexual attention, particularly when it is intimidating, hostile, or offensive to the recipient

Bullying Behaviour (Ministry of Education – Developing and Reviewing Codes of Conduct 2007):

a pattern of repeated aggressive behaviour, with negative intent, directed from one person to another where there is a power imbalance. Bullying behaviour is a type of harassment and intimidation. This aggressive behaviour includes physical or verbal behaviour, and is an intentional and purposeful act meant to inflict injury or discomfort on the other person.

There are three critical conditions that distinguish bullying from other forms of aggressive behaviour including:

- *Power* (involves a power imbalance): Individuals who bully acquire their power through physical size and strength, through status within the peer group, and/or by recruiting support of the peer group.

- *Frequency* (repeated over time): Bullying is characterized by frequent and repeated attacks. It is this factor that brings about the anticipatory terror in the mind of the person being bullied that can be so detrimental and can have the most debilitating long-term effects.
- *Intent to harm* (intended to hurt): Individuals who bully generally do so with the intent to either physically or emotionally harm the other person.

RISING EXPECTATIONS

Centennial School is organized and operated on the assumption that students in a grade 9 – 12 school are progressing from adolescence to adulthood, and attending with the desire to participate, learn and grow. As students move progressively through the grades, we have a rising expectation in terms of conduct. It is expected that students' level of personal responsibility and self-discipline will increase, and consequences for unacceptable behaviour will reflect this expectation.

A student's medical, cognitive, social-emotional and personal profile must be considered in the determination of appropriate intervention and/or consequences. Therefore, the application of the school's code of conduct must take into account the student's ability to meet behavioural expectations.

CONSEQUENCES

Administrators, teachers, and support staff work hard to ensure appropriate educational, rehabilitative and/or restorative measures are in place to assist students in learning from their mistakes and making appropriate changes in their lives. Consequences will be implemented based on the severity and frequency of the behaviour. Progressive discipline methods will be applied to alter the inappropriate and/or unsafe behavior.

The following are examples (not an exhaustive or complete list) of outcomes or measures that may be recommended:

An interview with a teacher and/or an administrator	Partial or adjusted program
Assignment(s) requiring reflection	Referral to police and/or a judicial resolution system
Participating in a meaningful consequence for unacceptable behaviour	Recovery of costs
Detention	Community service
Parent assistance	Drug and alcohol education /treatment
Attendance contract	Anger management
Behavioural plan	Referral to a community agency
Conflict resolution strategies	In-school suspensions
Referral to counselling (school or community)	Formal suspension: District Code of Conduct: Suspension Process, Level I, II or III
Referral to family doctor	Placement in another school/alternate program
Referral to youth worker	
Peer/small group mediation	

NOTIFICATION

Depending on the nature of the unacceptable behaviour, the school staff will contact the following people:

- Parents of the student offender(s)
- Parents of the student victim(s)
- Police and other agencies as required by law
- Coquitlam School Board officials as required by school district policy
- Staff and school community members as deemed appropriate by the school and/or district administration