

# **Code of Conduct 2011 – 2012**



**June 2011**

## **School Mission:**

**At Dr. Charles Best Secondary we shall provide a positive, caring environment for learning where students strive to achieve their potential for excellence.**

# **Dr. Charles Best Code of Conduct**

## **I. INTRODUCTION**

The purpose of this document is to provide a basic framework of common expectations for Dr. Charles Best. The guidelines reflect the new provincial standards for “Codes of Conduct”, as stated below:

School boards and schools are entrusted through the School Act with authority to establish codes of conduct. While recognizing the autonomy of these bodies and acknowledging the efforts they have already undertaken to ensure school climates are as positive as possible, the provincial standards described below are provided to assist them in developing consistent and coherent policies and practices in their communities. Although most schools have codes of conduct in place, it is expected that all British Columbia schools will revisit existing codes and / or develop new codes of conduct reflecting the provincial standards.

(Safe, Caring and Orderly Guide, page 15)

## **II. CODE OF CONDUCT: KEY ELEMENTS**

### **1. Process**

School staff, students, and parents, through the SPC and PAC, have reviewed the current code of conduct to meet the Ministry requirement of page 15 of A Guide for Safe, Caring and Orderly Schools.

### **2. Communication**

“Expectations regarding acceptable conduct are made known to all students, parents and school staff, as well as to temporary staff or visitors. “Procedures” while acting as “representatives” of the school also are made known to students, parents, coaches and involved members of the greater community.”

At the beginning of each year a copy of the school code of conduct is sent home in our August mail out parents. Students and parents are asked to review and sign a form indicating that they have read the code of conduct. As well, student agendas are distributed to all students and staff. The agenda contains pertinent information regarding the procedures followed in the school as well as the expectations for student conduct. Included in the agenda are the School and District Codes of conduct. Staff review the Code of conduct with students in their opening advisory. Parents and students are advised of the school code of conduct through the school agenda, school newsletters, classroom visits by our student Buddy leaders, at assemblies, and at School Planning Council and PAC meetings. Our school code of conduct is also posted on our Parent Community sharepoint site and parent’s have been alerted to this site at Parent evening meetings. As

new staff and students enter the school throughout the year, the code of conduct is reviewed with them by our administrative or counselling team and/or by our student Buddy Leaders. Positive and pro-active problem solving strategies are an ongoing attribute of the school's culture. Every effort is made to teach and reinforce this to the students.

### **3. Implementation**

Through grade-wide assemblies, along with class-wide meetings throughout the school year, students are reminded about cooperation, safety, awareness of and respect for the rights of others and the School Code of Conduct in a positive manner. We believe this sharing provides each student a chance to reflect upon his or her personal responsibility to be a good citizen of Dr. Charles Best Secondary School. Throughout the year students are reminded of their rights and responsibilities and are taught strategies to find peaceful solutions to resolve conflicts.

Our School Code of Conduct is also actively discussed with the various groups within our school. The School Planning Council and the Parent Advisory Council will review the School Code of Conduct at the beginning of the year and a plan of implementation will be established. Any areas of concern which arise during the school year will be raised with these groups on an as-needed basis. In addition, staff will bring issues related to the School Code of Conduct to the monthly department head meeting where together, we will discuss, plan, and implement a course of action to address the particular concern(s).

Our school code of conduct has been and continues to be embedded in the daily teachings of our staff members. On a daily basis, all staff members contribute to helping students find ways to solve their problems and we continue to experience a high degree of success in this area. The established culture of support and respect at our school allows different student groups within our school, such as our Buddy Leaders and our Student Council, to propose and implement strategies to address conduct concerns. Our student involvement is an integral part of our school culture and of the implementation of our School Code of Conduct.

### **4. Monitoring and Review**

The conduct of students is reviewed at weekly Leadership Team meetings. These meetings include our Department Head meetings, our School Based Team meetings, our counsellor and administration meetings, and our regular administration meetings. In addition, less formal meetings occur on an on-going basis between our counsellors and administrators with the various departments with which they are assigned to liaise. These departments include all the different groups, (secretaries, custodians, SEA, youth workers, etc.), who are employed by the district and who work within our school.

The conduct of students and our School Code of Conduct are also reviewed by our parent and student communities. Annually, our School Planning Council and our Parent Advisory Council review the conduct and the effectiveness of the code on at least one

occasion. In addition to this, our parents and students take part in a satisfaction survey each year which highlight areas of concern which need to be addressed. These formal opportunities to monitor and review the conduct of our students and the code itself are augmented by less formal and often impromptu meetings with students, and individual parents, which indicate there is an area of concern in need of address. It is important to note that the intent is a pro-active problem solving approach.

## **5. Alignment**

Dr. Charles Best’s Code of Conduct is aligned with District policies, administrative procedures and the BC Human Rights Code; as well it aligns with schools within our geographic cluster to ensure consistency as students progress to the next level of their education. Our Code of Conduct is reviewed regularly to ensure consistency within our geographic cluster.

### **Standards**

“Dr. Charles Best 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 service and facility in the school environment.”

#### **A. 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;
- ensure a positive human rights environment that cherishes openness, diversity, fairness, and equity;
- encourage thoughtful and reflective citizenship.

#### **B. BEHAVIOURAL EXPECTATIONS**

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

#### **Acceptable Conduct**

Acceptable conduct is demonstrated by:

1. Respecting the property and rights of others, including their right to a safe, uninterrupted and harassment-free learning environment. This includes e-mail and other forms of cyber communication.
2. Engaging in responsible behaviour in all learning and school activities (*attend all classes regularly and on time, be prepared for class, complete all assignments, use good manners and good common sense and cooperate with the school community adults*).
3. Keeping the school building, grounds and adjacent areas clean and free of litter.
4. Helping to ensure the school environment is a safe and caring place for all to learn.
5. Refraining from using or possessing alcohol or other illegal drugs at school, anytime during the school day, and at school functions.
6. Informing an adult of an unsafe individual or behaviour.
7. Modeling respectful and responsible behaviour at school, in the community and while acting as school ambassadors.
8. Promoting student learning and academic honesty.
9. Using all electronic devices and computer programs / websites (including such things as cell phones, Facebook, Youtube, Twitter, etc.) in an appropriate manner that does not interfere with the learning of others or negatively impact on the well being of others in the Best Community.

Unacceptable conduct is demonstrated by:

1. Interfering with the learning and teaching environment of any school members or any form of cheating.
2. Physically, socially emotionally or verbally harming, harassing or threatening people, including retribution and the use of electronic harassment. It should be noted that electronic or other harassment that starts outside of the school but is brought to the school in such a way that students' learning and safety is put at risk will not be tolerated and will be dealt with as if the harassment had started in the school.

3. Behaviour which may include but is not restricted to: \* harassment, intimidation, exclusion or bullying (physical or verbal bullying such as putdowns, name calling, gestures or actions; 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).; physical violence or assault; retribution towards someone who 'reported' unsafe or violent incidents and illegal acts, such as possession or use of a weapon; possession, use, or trafficking of illegal chemicals, drugs or restricted substances; theft of school or another's property; vandalism to the school or another's property.
4. Creating or promoting an unsafe or dangerous learning or teaching environment.
5. Stealing or damaging property
6. Demonstrating a lack of caring for oneself, others and the school community.
7. Watching or tolerating physical acts of violence or harassment.
8. By discriminating 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.

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.

The above list depicts examples and is not inclusive of all unacceptable behaviours.

### **Rising expectations**

As students mature and progress through grades 9-12 behavioural expectations will rise so that students:

- take increasing responsibility for their own actions;
- exhibit more socially responsible behaviors;

- understand that consequences for irresponsible or unsafe behavior also escalate accordingly;
- understand that levels of maturity, personal responsibility, self-discipline, modelling and leadership are expected to improve;
- understand that consequences for unacceptable conduct in senior grades will likely result in more severe consequences and could include loss of Grad activities.

There are, however, unacceptable behaviours that will result in more severe consequences and may bypass any escalating consequence. Examples might include possession or use of weapons, or other objects used to inflict harm, physical violence, or drug trafficking.

### C. CONSEQUENCES

Initially, consequences will be determined by school staff and applied to unacceptable student conduct including, but not limited to, threats of bodily harm / intimidation either in person or using electronic devices. 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 include one or more of the consequences below:

- Students participating in meaningful and timely consequences for the unacceptable behaviour;
- School or community counselling;
- Conflict resolution strategies;
- Small group mediations;
- Informal suspension or “timeouts” – at school or home;
- Recovery Costs;
- Community service;
- Partial day school programs;
- Behaviour plans that might be implemented by school or district personnel;
- Formal suspension: District Code of Conduct: Suspension Process – Level I, II or III (for serious or dangerous behaviours). These suspensions include both in-school and out-of-school suspensions;
- Removal from school.

Note: 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 a code of conduct.

Note: 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.

#### **D. NOTIFICATION**

*The school will take measures to ensure parents are notified in a timely manner.*

School staff may, depending on the severity and frequency of unacceptable conduct:

- Have students inform parents directly about instances of unacceptable conduct
- Contact and inform parents directly about a student's unacceptable conduct
- Inform the parents of students who have been the victims of unacceptable conduct
- Inform school district officials as required by district policies
- Inform the police or other agencies as required by law
- Inform staff and the school community as deemed appropriate by the school and / or district administration

#### **Use of Cell Phones in the School Community**

Cell phones or electronic devices, which may include cameras, text or video capabilities, must not interfere with the learning environment of the classroom and must be used appropriately at school and during school activities. Students may be subject to discipline for **on or off campus** misuse of technology that negatively impacts an individual or the school community.