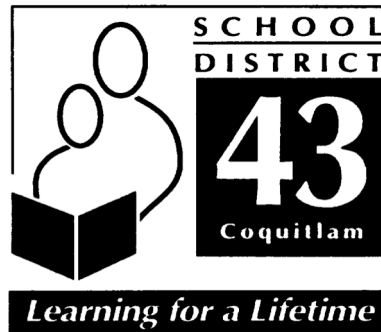


Code of Conduct 2011 – 2012



“Gleneagle Secondary”

School Mission: “At Gleneagle Secondary School we strive to create a unique and safe learning environment where we honour the diversity of the community by empowering our students to think critically, act responsibly, advance technologically and develop in a dynamic world.”



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 June 2011.

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 a copy of the school code of conduct is 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
- 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)
- 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.
- 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

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