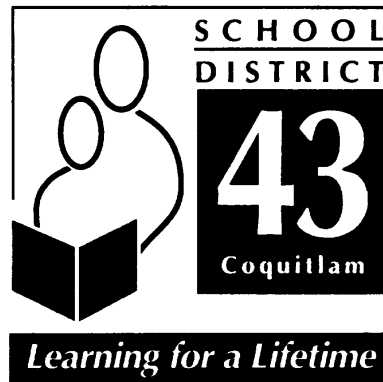


# Code of Conduct 2010 – 2011



**April 2010**  
(revised)

## **Terry Fox Secondary School**

### **School Mission:**

*Terry Fox Secondary school strives to create a challenging environment which fosters respect, courtesy and enthusiasm for learning.*

*Terry Fox strives to encourage students to show determination, commitment, and perseverance in the pursuit of their fullest potential.*

# **TERRY FOX SECONDARY SCHOOL CODE OF CONDUCT**

## **I. INTRODUCTION**

Terry Fox 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 communicated to students, parents, staff, as well as to visitors and other district staff. The Code of Conduct is taught, reinforced and monitored. Each year the Code of Conduct is reviewed to reflect the school's community needs, and to align with the district and provincial school safety initiatives.

### *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
- Establish an appropriate balance between individual and collective rights, freedoms, and responsibilities.
- Clarify and outline school expectations and acceptable student conduct at school, during school events, as representatives of the school in the community, and for any conduct that occurs off school property, where there is a connection to the school.
- Clarify and outline school expectations in relation to online postings, text messaging, and other electronic communications that negatively affect other members of the school community and student learning.
- Ensure a positive human rights environment that cherishes openness, diversity, fairness, and equity
- Encourage thoughtful and reflective citizenship

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

### **1. Process:**

All British Columbia schools include students, parents and staff in the development and review of codes of conduct. The following was done for the Code of Conduct process:

- A School Leadership Team met to discuss the process for the revision of the school's code of conduct according to the guidelines.
- A Focus Group of students met to review the Ministry Guidelines and the present Code of Conduct. Revisions were made.
- The SPC met to review the updated Code of Conduct.
- SPC and PAC members reviewed the school's Code of Conduct.
- A School Leadership Team met with other levels in our community of school's network to align across middle and secondary levels.
- The final version of the Code of Conduct is printed and communicated to all partner groups.

### **2. Communication:**

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

Each year, student handbooks are distributed to all students and staff. The handbook contains pertinent information regarding the procedures followed in the school as well as the expectations for student conduct. Included in the handbook is the Terry Fox Secondary Code of Conduct. Parents and students are advised of the school code of conduct through this handbook, school newsletters, assemblies, our website and at PAC meetings. Positive and proactive problem solving strategies are an ongoing attribute of the culture of our school. Temporary and new staff members are provided with an orientation package which includes the code of conduct. Students and families new to our school are similarly provided an orientation package upon registration through the counselling department. Our code of conduct is also accessible on our web page and available in the main office.

### **3. Implementation:**

On the first day of school and through grade-wide assemblies, and Homeroom, 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 Terry Fox 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 has been, and continues to be, embedded in the daily teachings of our staff members as evident by our Action Plan for Learning which has the goal to “*Improve students’ skills in positively solving problems and managing conflict*”. Every effort is made to teach and reinforce this to the students through our Character in Action Program which promotes and recognizes the four attributes: Integrity, Perseverance, Kindness and Leadership.

Throughout the year the staff is involved in the development, implementation and ongoing review of our code of conduct. At our first staff meeting of the year and at our first school based professional development day, time is given to review the staff handbook which includes the code of conduct. Collaborative discussions and written input is collated and reflected for the remainder of the year in our revised handbook, our Character in Action program, and at staff meetings, department meetings and CDMC meetings. 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. This is apparent from Student Focus Group feedback.

We recognize the active involvement of our parent community is integral to the successful development and implementation of our code of conduct. To this end we discuss and request feedback from our SPC and PAC at the start of the school year.

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

In addition to daily monitoring by teachers, the conduct of students is monitored at weekly Leadership Team meetings, weekly School Based Team meetings, and

at regular counsellors – administrators meetings. Attendance monitoring and communication home occurs weekly. At the summation of each of our six reporting periods staff reviews academic performance, and behavioural incidents. It is important to note that the intent is a pro-active problem-solving approach. The code of conduct is reviewed at the start of the school year and again at the end of the year by staff, PAC and SPC.

**5. Alignment:**

Terry Fox Secondary’s Code of Conduct is compatible with those from other secondary schools in the district as well as the community of schools in our geographical area. It is also in alignment with the District Code of Conduct. Discussions with the members of our community of schools take place during regularly scheduled meetings throughout the year.

**6. Standards:**

**a.) Statement of Purpose:**

Terry Fox Secondary School promotes the values expressed in the BC Human Rights Code respecting the rights of 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.

**b.) Conduct Expectations:**

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

**Acceptable Conduct**

- Respecting oneself, others and the school facility
- Engaging in responsible behaviour in all learning and school activities (attending classes regularly, being prepared for class, completing all assignments in a timely manner, and using good manners and good common sense)
- Helping to ensure the school environment is a safe and caring place for all to learn
- Informing a “tellable” adult\*, in a timely manner (in advance, if possible) of an unsafe individual or behaviour
- Modeling respectful and responsible behaviour at school, in the community and while acting as a representative for the school
- Practicing acceptable use of technology on or off campus
- Being accountable for any conduct that occurs off school property where there is a connection to the school
- *\*Examples of “tellable” adults include teacher, counsellor, administrator, support staff; communication can take the form of person-to-person, phone, e-mail, or written*

### **Unacceptable Conduct**

- Interfere with the learning and teaching environment of students and staff.
- Create an unsafe, disorderly or dangerous learning environment.
- Demonstrate a lack of caring for oneself, others and the school community.
- Demonstrate bullying, harassment, intimidation or exclusion (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 abilities, gender, sexual orientation, physical appearance or health).
- Include acts of unkind words or hurtful behaviours towards others; bullying, harassment or intimidation; cyber bullying (harassing, insulting or intimidating others through the use of technology such as computers, the internet, e-mail, text messaging, cellular telephone, chat rooms or the like); clothing choice; physical violence or assault; retribution towards someone who reported unsafe or violent incidents while at school at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school environment.
- Include illegal acts, such as possession or use of a weapon; possession, use, or trafficking of illegal chemicals, drugs, alcohol, tobacco or restricted substances; gambling\*; theft of school or other's property; vandalism to school or other's property
- Students are not to engage in inappropriate activity which include illegal, obscene, harassing, threatening or intimidating acts using mobile and wireless Internet information technologies, computers, cell phones, electronic devices that include camera and video capabilities, or other mobile/wireless technology which take place at school or off school premises that results in a disruption in the school community or the creation of a poisonous learning environment or represents conduct that is harmful to the moral tone of the school or to the physical or mental well being of others. In cases where, upon investigation, this is deemed to have occurred discipline will be imposed upon a student or students.
- *\*Gambling behaviour is an emerging issue in secondary schools; gambling is an illegal activity for school age students and will result in progressive corrective measures.*

### **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 behaviours
- Understand that consequences for irresponsible or unsafe behaviour also escalate accordingly
- Understand that levels of maturity, personal responsibility, self-discipline, modeling 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 Graduation and Commencement activities.

There are however unacceptable behaviours that will result in more severe consequences and may bypass any progressive disciplinary steps. Examples might include weapons, assault or drug trafficking. (*Behaviours cited are only some examples and not an all-inclusive list*)

### **c.) 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. Whenever possible, and appropriate, consequences will focus on being restorative and preventative in nature. 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
- Alternative to suspension meetings and/or programs
- Small group mediations
- Informal suspension—at school or home
- Community service
- Partial day school programs
- 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 students with special needs if these students are unable to comply with a code of conduct due to having a disability of an intellectual, physical, sensory, emotional or behavioral nature.

*Terry Fox Secondary 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*

### **d.) 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) will be contacted
- Parents/ Guardians of the student victim(s) will be contacted as deemed appropriate by the school
- 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.