



June 2021

Centennial School

Code of Conduct
2021 / 2022

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 Secondary Code of Conduct

Introduction

The following document is comprised of the guiding process utilized to create Centennial Secondary School's Code of Conduct, and the expectations for all members of the Centennial School Community. The Code of Conduct outlines school expectations and acceptable student behaviour as directed by *The School Act* 85(2)(c).

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

Communication

Expectations regarding acceptable conduct are made known to all students, parents, and school staff, as well as to temporary staff or visitors. Protocols while acting as ambassadors of the school also are made known to students, parents, coaches, and involved members of the greater community. The Code of Conduct is reviewed annually to reflect the school's community needs, and to ensure that it is aligned with both the district and provincial safety initiatives.

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 and is available on our School App throughout the year.
- Provided to all new students who enroll throughout the year.
- Sent home with students to be reviewed and discussed with their families.
- Distributed to all staff at the beginning of the year, and provided to individuals who join the staff throughout the year.
- Communicated to parents through school newsletters, agenda, emails, and at the Parent Advisory Council.

Implementation

Behavioural expectations outlined in codes of conduct are consistently taught and actively promoted. Responses to unacceptable behaviour are based consistently on sound principles and are appropriate to the context.

- 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 expects community members to adhere to the Code of Conduct everywhere on school property. It is embedded in the classroom expectations and the lessons taught in each 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 of action may be implemented.
- Parent Advisory Council will have a role in the review of, and any modifications made to, the Code of Conduct.

Monitoring and Review

Conduct is continuously monitored to ensure the Code of Conduct reflects current and emerging situation and contributes to school safety. The Code of Conduct is reviewed and improved considering evidence gathered and/or relevant research and is revisited as part of a regular cycle of policy review:

- Weekly Summit meetings attended by administration, counselors, student services department head, and the youth care worker;
- Administration meetings;
- Department Head meetings;

- School Based Team meetings;
- Student based meetings such as Student Council (VOX) and Student Leadership;
- Parent based meetings such as PAC;
- Informal meetings between administration, counsellors, teachers, students, and families.

Alignment

Codes of Conduct are compatible between schools in the community and across elementary, middle, and secondary levels, as well as with:

- District and Provincial policies;
- 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 and school related activities, or in other circumstances where engaging in an activity will have an impact on the school environment.

Conduct Expectations

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 than conduct occurs on or off School District property, at a school sponsored function or activity, or otherwise.

Acceptable Conduct

- Being aware of and obeying all school rules.
- Respecting oneself, others, the school facilities, and the property of others.
- Engaging in responsible behaviour in all learning and school activities.
- Being on time and regularly attending all classes.
- Being prepared for class and completing all assignments.
- Working cooperatively and diligently at their studies.
- 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.
- Students shall not discriminate against others on the basis of race, colour, ancestry, place of origin, marital status, age, religion, sex or sexual orientation, or physical or mental disability, or for any other reason set out in the Human Rights Code of British Columbia (Section 7 and 8), 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.
- 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;
- Students shall not discriminate against others on the basis of race, colour, ancestry,

place of origin, marital status, age, religion, sex or sexual orientation, or physical or mental disability, or for any other reason set out in the Human Rights Code of British Columbia (Section 7 and 8), 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.

- Reflect unkind acts, unkind words, or hurtful behaviours toward others;
- Misuse of any forms of technology or communication (phones, computers, iPods/iPads, Gaming sites, Facebook, YouTube, or other social media);
- Are physically violent or engaging in any event that ends in assault;
- Tolerate physically violent or engaging in any event that ends in assault;
- Tolerate physical acts of violence or harassment;
- Act in a manner of retribution towards someone who reported unsafe or violent incidents, such as:
 - Possession or use of a weapon,
 - Possession, use or trafficking of illegal chemicals, drugs, or restricted substances,
 - Theft or damage to school/others' property, as well as vandalism or graffiti to school or others' property,
 - Smoking cigarettes, including electronic cigarettes (vapes) on school property, and
 - Gambling for money, goods and/or services (Note: Playing card games or other activities is acceptable without gambling for money, goods, or services, etc).

Rising Expectations

As students progress through grades nine to twelve, 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

Initially, consequences will be determined by school staff. 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 be include one or more of the consequences below:

- Students participating in meaningful and timely consequences for the unacceptable behaviour.
- Students participating in restorative justice mediation with those who have been harmed.
- School or community counselling.
- Interview with Teacher and/or Administration.
- Parent meeting with student and school staff.
- Conflict resolution strategies.
- Small group mediations.
- Informal suspension or “timeouts” at school or at home.
- Recovery costs / Community Service.
- Partial day school programs.
- Behaviour plans that may be implemented by school or district personnel.
- Formal suspension through District Code of Conduct:
 - Suspension Process: Level I, II, or III: These suspensions include both in-school and out of school suspensions.
 - Referral to police.
- Removal from school.
- Involvement of outside authorities (police, bylaw officers).

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 the Code of Conduct.

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 the Code of Conduct.

Special considerations may apply to the imposition of a consequence 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.

Notification

Depending on the nature of the unacceptable behaviour, the school staff will contact the following people in a timely manner:

- Have students inform parents directly about instances of unacceptable conduct;
- Parent(s) of the student offender(s);
- Parent(s) 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.

Centennial Secondary School Code of Conduct has used resources for this document from designated documents, specific passages, and definitions from the BC Ministry of Education Standards Department *Safe, Caring, and Orderly Schools Document: The Guide* Publisher: National Library of Canada Cataloguing in Publication Data, Victoria, British Columbia ISBN 0-7726-5120-5