

# Cedar Community Secondary Code of Conduct

## Content Elements Expectations

### **Statement of Purpose:**

Cedar Community Secondary School strives to develop a safe, caring, inclusive and welcoming environment that promotes the rights and responsibilities of all who learn and work together,

The *Nanaimo Ladysmith Public Schools 2.10 Inclusion Policy* is based on the principles of respect, acceptance, safety and equity. It “affirms a learning environment that reflects diversity, inclusivity and equity is essential in supporting the highest level of individual growth and achievement.”

### **Reference to the BC Human Rights Code**

The *BC Human Rights Code* states that three of its purposes are to:

“(a) foster a society in British Columbia in which there are no impediments to full and free participation in economic social political and cultural life of British Columbia  
(b) promote a climate of understanding and mutual respect where all are equal in dignity and rights.  
(e) to provide a **means of redress** for those persons who are discriminated against contrary to this Code.”

It further states 8 1 (b) a person must not “discriminate against a person or class of persons regarding any accommodation, service or facility customarily available to the public because of the race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person or class of persons.”

The *Safe Caring and Orderly Schools: A Guide* states, schools should be places where students are free from harm, where clear expectations of acceptable behaviour are held and met, and where all members feel they belong.

NLPS Inclusion Policy states that all members of our school community “have the right to expect that policies, procedures, programs and communications are inclusive and respectful”

Administrative Procedure that support the school Code of Conduct include:

- AP 312 - Harassment, Intimidation, Bullying and Discrimination
- AP 344 - Code of Conduct
- AP 345 – Student Suspension
- AP 347 - Sexual Orientation and Gender Identity
- AP 250 - Honouring Diversity and Challenging Racism

### **Code Expectations**

Cedar Community Secondary School’s Code of Conduct expects that students will demonstrate socially responsible behaviours that reflect respect and safety at school and while attending a school function at any location.

Acceptable conduct refers to socially responsible behaviours that help to make the school a safe, caring and inclusive environment including:

- Contributing to the school community
- Solving problems in peaceful ways
- Valuing diversity
- Defending human rights

- Honour learning time as valuable
- Respectful interactions with students, staff and community members
- Speaking up and reporting incidents that demean others or threaten the personal or emotional safety of individuals or groups
- Dress in a manner which reflects purpose, decorum and cultural propriety
- Respect the law as it applies to yourself and others

Unacceptable conduct refers to behaviour that interferes with the safe and orderly environment of the school, either person-to-person basis or through social media, including, but not limited to:

- Engaging in incidents of harassment, intimidation, bullying or discrimination
- Interfering with the learning or orderly environment of the school or function
- Verbal threats of harm, swarming
- Interfering with the privacy of others
- Disrespect to others and their property
- Entry into, or use of other students or staff spaces or materials
- Illegal acts such as: theft or damage to property, possession or distribution of an illegal or restricted substance, possession, use of a weapon, or physical violence.

AP 344 - Code of Conduct states: “ Students with identifiable special needs might be unable to comply with a code of conduct due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature. Such students may require special consideration in the selection of appropriate forms of intervention to ensure that they are not subject to disciplinary or intervention measures as a direct or indirect consequence of having a special need.”

### **Rising Expectations (eg)**

Cedar Community Secondary School staff use this code of conduct and other related documents to teach students in appropriate social behaviour. There is an outline of progression of expectations held for students as they become older, more mature and move through successive grades. The expectations are educative, preventative and allow for many opportunities to teach the same social skill in a variety of ways.

### **Consequences**

NLPS Inclusion Policy states:

“The Board expects that all students, staff, and members of our school communities will adhere to a code of conduct that is educative, preventative and restorative in practice and response.”

#### **1. Restorative Practices**

- focus on creating conditions for students to learn self-discipline, fix mistakes, and return to the group/class/school strengthened.
- address the needs of those who have been harmed
- encourage the students, as often as possible, to participate in the development of meaningful, interventions through discussion or mediation to replace, repair or make “good” what has been taken, damaged, destroyed and/or defaced.
- response to the harm is meaningful in addressing the needs of all involved
- help students reclaim their self-esteem through self-evaluation, personal effort and restitution
- provide opportunities to model leadership
- emphasize the importance of positive relationships in building community and,
- speak to the obligation we all have to each other to move towards wholeness, restoration and

belongingness.

Participating in a meaningful consequence may include:

- a 'do over' opportunity
- face to face meetings to address the harm done
- group or classroom circles to restore equity, balance and respect
- an act of service to make a positive contribution to the class, school or community
- school/community support to learn and practise problem solving or conflict resolution strategies
- reflective/thinking process that includes the opportunity to create a plan to restore the harm done

## **2. Student Suspension**

Discipline measures used with students should be viewed in the context of helping students achieve intellectual and social development. The purpose of suspension, or any other discipline strategy, should be to meet these provincial goals and to develop self-reliant adults. Suspension is one strategy in a more complex problem-solving process designed to support the student in changing inappropriate behaviour. Used judiciously, suspension can have positive effects, including:

- ensuring safety for everyone in the school community
- assigning clear consequences for a range of serious breaches of code of conduct
- providing the time for planning support for behaviour change
- promoting collaboration among family, school, and other community services to solve problems

To be equitable, consequences may vary from student to student where the misconduct appears to be similar. Intervention must be appropriate to the student's age, maturity, needs, exceptionalities, extenuating circumstances and the nature of previous intervention taking in consideration of the needs of the school.

Refer to **AP 344 Student Suspension**

### **Notification**

School administration may advise other parties or agencies of serious breaches of the code of conduct depending on the severity and/or frequency of misconducts and the impact on others and/or the school community. Illegal acts will be reported to the RCMP and/or District Administration to develop a safety plan that will include the components of education, prevention and restorative action.

### **Retaliation**

No student, school employee, parent, or volunteer may engage in reprisal or retaliation against a victim, witness, or other person who brings forward information about an act of harassment, intimidation, bullying, prejudice, or discrimination. Reprisal or retaliation is prohibited and will result, where appropriate, in discipline and/or in the filing of a complaint with other appropriate authorities.

### **Appeal Process**

The Board of Education recognizes and respects the fact that students and /or parents or guardians may sometimes disagree with decisions made by employees. The School Act of British Columbia gives parents or guardians and students (with parental consent) the right to express concerns or appeal certain decisions. This right of appeal applies to decisions that significantly affect the health, education or welfare of students. Information regarding the Board's appeal procedure and a copy of the formal appeal bylaw

can be accessed at [sd68.bc.ca](http://sd68.bc.ca) / Board Policies / 1000 Board Governance / 4.0 Bylaws. Prior to an appeal it is expected that school administration, students and parents or guardians will work to try to resolve concerns at the school level.

### Process Elements Expectations

Processes are in place to include students, parents and staff in development and review;

Students, parents, and staff have participated in the development and review;

- ***Student council, PAC, and staff are consulted on a bi-annual basis to develop and review the code of conduct. Newsletters and our school website are also a means of information distribution and notification of changes to stakeholders.***

Processes are in place to inform students, parents, and staff (including temporary staff and visitors) the expectations of acceptable conduct;

Procedures have been established to guide the conduct of students, parents, coaches, and involved members of the greater community while acting as ambassadors of the school;

- ***Expectations are shared to students and parents on the first day of classes, in bi-annual grade wide meetings, and through video resources created for explaining and modelling appropriate behaviors.***
- ***Expectations are posted to every representative in the school in the teacher resource package, TTOC booklet and Volunteer handbook.***
- ***The district inclusion policy is used as a guide for individuals or groups acting as ambassadors for our school. As well, teacher leaders and student leaders (peer tutors) are provided information and tactics to assist others in understanding expectations. (bootcamp for peer tutors)***

Strategies for actively teaching and promotion of the code of conduct behavioural expectations;

Code of conduct behaviour expectations are consistently taught and actively promoted;

- ***Administration, teachers, and student leaders model and promote socially appropriate behaviour through student interactions, participation in community and school activities and events, and weekly recognition assemblies. As well, weekly draws are made to highlight positive behaviors and attitudes. (Gotchas)***
- ***Interventions begin with on the spot conference and redirection. Students as often as possible are encouraged to participate in the development of meaningful consequences for violating the code expectations .***
- ***Cedar values are shared in our school motto (Respect, Commitment, Contribution and Collaboration) and identified through our daily philosophy that each student belongs in our Cedar family. Students are expected to reflect upon socially responsible behavior when self reporting competencies. Also, staff and students are active participants in creating school goals and managing the school climate.***

Processes are in place to monitor conduct to ensure codes reflect current and emerging situations and contribute to school safety;

Conduct is consistently monitored to ensure that the students are learning socially responsible behaviour that reflect current and emerging situations and are contributing to school safety;

- ***School learning surveys, suspension records, school based team notes, and weekly recognitions are means of monitoring student conduct.***

- ***Regardless of the nature or location of unacceptable behavior, or the staff member involved, the range of interventions begins with an on-the-spot conference or redirection.***
- ***Student Learning Surveys will be on the agenda at the earliest possible school staff meeting to discuss any emerging needs of our school community.***

Processes are in place to revisit/revise codes of conduct as part of regular policy review cycle;

Codes of conduct are revisited as part of regular policy review cycle;

- ***We consult on a bi-annual basis with key stakeholders including but not limited to the parent advisory council, student council, and staff committee to ensure that there is regular review of the code of conduct.***

Processes are in place to align codes of conduct between schools in the community and across elementary and secondary schools;

Codes of conduct are compatible between schools in the community and across elementary and secondary schools;

- ***Reference to NLPS Inclusion Policy AP 344, 345, etc.***