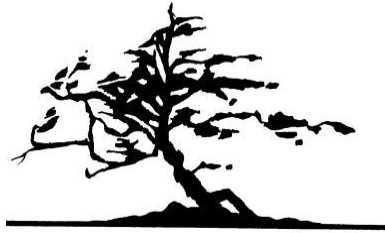


Code of Conduct



Ucluelet Secondary School

“U.S.S in partnership with our communities is committed to encouraging students to achieve their maximum potential in academic, social, and cultural endeavors, producing responsible, knowledgeable and involved citizens.”

CHARTER OF RIGHTS AND RESPONSIBILITIES

Every individual has the **right** to an environment which is physically and emotionally safe and **responsibility** to contribute to the safety of others.

Every individual has the **right** to be treated with respect and the **responsibility** to treat other people and their surroundings respectfully.

Every individual has the **right** to learn in a supportive environment and the **responsibility** to learn while contributing positively to the learning environment.

Every individual has the **right** to be treated fairly and the **responsibility** to be honest and accountable for their actions.

USS STUDENTS ARE:

READY

RESPECTFUL

RESPONSIBLE

Be Ready

- ï Arrive on time to learn
- ï Arrive with all appropriate learning materials and equipment to every class
- ï Work independently and as a member of a group

Be Respectful

- ï Listen to adult instruction
- ï Cooperate with others
- ï Include others
- ï Use school-appropriate language
- ï Respect diversity

Be Responsible

- ï Contribute to a safe environment by keeping oneself & others out of harm's way
- ï Help others in the school & community
- ï Participate in school & community activities
- ï Maintain a clean physical environment
- ï Respect school & personal property
- ï Identify, describe, and follow class, school, & district expectations
- ï Informing a trusted adult of incidents of bullying, harassment, or intimidation.

Student Code of Conduct

Responsibility for student conduct rests with the individual student, but responsibility for school-based discipline is shared between teachers and administrators. Parents and counselors play an important, supportive role in the discipline process, and can be valuable resources to teachers and administrators in better understanding the student and the possible reasons for their behaviour.

Whenever possible, the process for dealing with infringements of the Charter of Rights and Responsibilities and the Student Code of Conduct will involve progressive discipline in which the severity of interventions increase as to the frequency of the violations. This approach recognizes and reinforces the educative rather than punitive aspect to student discipline and provides an opportunity for students to demonstrate an ever-increasing understanding of the concept of 'rights and responsibilities'.

Progressive discipline also means that a series of teacher-based and administrator based interventions will be employed in an attempt to effectively manage both individual classrooms and the school at large. Many of the initial interventions are teacher-based, but there will be instances of inappropriate behaviour where the initial intervention rests with an administrator or security officer and the opportunities for progressive discipline are severely limited. A mutually supportive combination of classroom and school-wide management systems, however, will help establish a preventative school environment conducive to student learning.

Policies versus Procedures

Application of the Student Code of Conduct is outlined in a series of policies and procedures. Policies are based on the School Act and Regulations and clearly identify processes and consequences for inappropriate student behaviour. Policies can be either District-wide or school specific, each of which is subject to appeal.

Procedures are different in that they typically address lesser behavioural concerns and lack the rigidity in process associated with many stated policies. Identification of common misbehaviours and suggested strategies are included in this section. Repeated violations of these behaviours would constitute non-compliance and be addressed within that context.

Teacher Based Interventions

With respect to student conduct and deportment, a teacher's primary responsibility is to manage their classroom. To this end, teachers will employ a variety of strategies to address inappropriate classroom behaviour.

Administrator Based Interventions

In addition to the various strategies employed by classroom teachers, administrators are empowered to suspend students or to recommend their withdrawal to the Board of School Trustees. Suspensions are either in-school or out-of-school, while student withdrawal can be from individual classes or from school entirely. The application of these options depends on the severity of the incident, the frequency of its occurrence and the nature of previous interventions.

Consistency in Application

For the Student Code of Conduct to be implemented effectively, it must be consistently applied by all school personnel. Expectations of student behaviour must not vary from day to day or from classroom to classroom. Teacher expectations of student behaviour should be clearly stated and discussed with students throughout the school year.

Unacceptable Conduct

The following behaviors are deemed unacceptable. This list includes several examples of unacceptable behaviors and is not intended to be all inclusive:

Behaviors that:

- ï Interfere with the learning of others
- ï Interfere with an orderly environment
- ï Create unsafe conditions

Acts of:

- ï Bullying, harassment, or intimidation
- ï Physical violence
- ï Retribution against a person who has reported incidents

Illegal acts, such as:

- ï Possession, use or distribution of illegal or restricted substances
- ï Possession or use of weapons
- ï Theft of or damage to property

Any conduct that negatively impacts upon school learning environment may be subject to discipline, whether or not that conduct occurs on school grounds or at a school event. Conduct that occurs off school grounds may still be the subject of discipline under school and school board policies.

Rising Expectations

As students become older, more mature and move through successive grades it is expected that they have increasing personal responsibility and self-discipline. This may require consequences to increase as student expectations rise. It is also expected that there will be increasing consequences for inappropriate behavior when any inappropriate behavior is repeated.

Consequences

- ï Those in authority (adult supervisors, teachers, & administrators) will consider the severity and frequency of unacceptable conduct in determining disciplinary action.
- ï Some consequences are clearly set out by District Policy and therefore cannot be altered at the school level e.g., School District Drug & Alcohol Policy
- ï Disciplinary action will focus on corrective rather than punitive measures whenever possible
- ï Students, as often as possible, are encouraged to participate in the development of meaningful consequences for violations of the established Code of Conduct.

Notification

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

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

Absences

“Poor attendance has serious implications for later outcomes as well. High school dropouts have been found to exhibit a history of negative behaviors, including high levels of absenteeism throughout their childhood, at higher rates than high school graduates.³ These differences in absentee rates were observed as early as kindergarten, and students who eventually dropped out of high school missed significantly more days of school in first grade than their peers who graduated from high school. In eighth grade, this pattern was even more apparent and, by ninth grade, attendance was shown to be a key indicator significantly correlated with high school graduation.” (National Center for Education Statistics)

EXCUSED	UNEXCUSED explained	UNEXCUSED
<ol style="list-style-type: none"> 1. Student Illness 2. Health Appointments 3. Death in the Family 4. Observance of a Religious Holiday 5. Family Emergency 6. Personal Safety Issues 7. Principal's Discretion 8. Field Trip or other school related activity 	<ol style="list-style-type: none"> 1. Work Related Absence 2. Sleeping In 3. Transportation Issues 4. Baby-sitting for Parent 5. Non-school Sanctioned Event 	<ol style="list-style-type: none"> 1. Failure to substantiate absence within 2 days. 2. Failure to attend school event 3. In or around school but not in class. 4. Any absence not meeting the criteria outlined for “Excused” 5. Failure to sign out at the office

Responses to Absence

1- unexcused absence	2 - unexcused absences	3 - unexcused absences	4 or more unexcused absences
<ul style="list-style-type: none"> ï Teacher meets with the student ï Absence is flagged. ï Missed class time made up upon teacher request. 	<ul style="list-style-type: none"> ï Teacher makes contact with parent/guardian. ï Student is required to make up for the lost time (teacher discretion) 	<ul style="list-style-type: none"> ï Teacher informs Admin. ï Staff, admin, family meet to create support plan ï Student assigned to Homework Hall to make up time. 	<ul style="list-style-type: none"> ï Administration notified. ï Meeting with family to review support plan and adjust where necessary. ï Potentially look at alternate education models to support student success.

Extended Absence Policy

In the event a student is away for an extended absence the student, teacher, admin, and family will meet to develop a plan. A support plan may include, though not limited to, extra support time through our Homework Hall, and/or looking into alternate delivery models for the student's education (e.g., CHOICES/NIDES).

Signing Out: Students who are required to leave school prior to the end of the school day for any reason must check out through the office. ***A note, phone call, text, is required when checking out.*** Students who fail to check out or who do not bring a note within 48 hours will be marked as an unexcused absence.

Whenever possible, medical, dental and any other appointments should be made outside of school time. Students who become ill must also report to the office prior to going home so that the parents can be contacted.

Dress Code: considerations/respectful school culture

A school, like a place of business, expects appropriate attire. Students are expected to be respectful and not glorify illegal activities. Students should be able to express themselves in an appropriate way without impacting those around them.

The following dress code will apply at USS: clothing that is offensive and/or inappropriate (showing profane wording, allusions to alcohol, drugs, intercourse, weapons, racist slogans) are prohibited.

Use of Technology: *Cell phone use/electronic devices*

As cell phones and other technologies can be a distraction to learning, they are not permitted during instructional time unless otherwise directed by the teacher. Students can use their cell phones/electronic devices during the breaks, before or after school and at lunch.

If this rule is not followed, the electronic device will be confiscated and returned to the student at the end of their class. For students who repeatedly ignore this expectation their device will be brought to the office. If a parent needs to contact a child, they are asked to call the school office or contact them during one of their breaks.

For more information, please see School District 70's Acceptable Use of Cellular Phones, Smart Watches, and Electronic Devices: Usage in Schools, on School Property or During School Related Activities procedures and/or British Columbia's Ministry of Education: Personal Digital Device (Cell Phone) Restrictions in Schools Policy.

