

Alberni District Secondary School Code of Conduct

School Mission Statement:

At ADSS it is our mission to provide every opportunity for our students to be successful in all endeavours and to help create citizens of a world that we cannot yet fully envision.

I. Introduction

The purpose of this document is to provide a basic framework and common expectations for ADSS. The guidelines reflect the new provincial standards for “Code of Conduct”, as stated below:

School boards and schools are entrusted through the School Act with authority to establish codes of conduct. While recognizing the autonomy of these bodies and acknowledging the efforts they have already undertaken to ensure school climates are as positive as possible, the provincial standards described below are provided to assist them in developing consistent and coherent policies and practices in their communities. Although most schools have codes of conduct in place, it is expected that all British Columbia schools will revisit existing codes and/or develop new codes of conduct reflecting the provincial standards. (Safe, Caring and Orderly Guide, page 15)

II. Code of Conduct: Key Elements

Process

School staff, parents, and students provided input through an on-line survey and a variety of meetings. School staff, the Parent Advisory Committee and the SPC have reviewed the current code of conduct to meet the Ministry requirement of page 15 of A Guide for Safe, Caring and Orderly Schools.

Communication

The Code of Conduct is reviewed with students at assemblies; in regular school classes; and the individual students in a counseling setting as required. The Code of Conduct is printed in the school agenda and also posted on the school's website.

Implementation

Behavioural expectations outlined in our Code of Conduct are consistently taught and promoted. Responses to unacceptable behaviour are based on consistently on school & district policies, and are appropriate to the context.

Monitoring

Conduct is continuously monitored to ensure codes reflect current and emerging situations and are contributing to school safety.

Alignment

ADSS's Code of Conduct will be based on our Charter of Responsibilities and Rights. (see page 2)

Standards

- A. Statement of Purpose - to establish and maintain a safe, caring, and orderly environment for purposeful learning.
- B. Conduct Expectations – expectations are based on the Charter of Responsibilities written below.

ADSS Charter of Responsibilities and Rights

You have the:

1. Responsibility to contribute to the safety of others and the right to an environment which is physically and emotionally safe.
2. Responsibility to treat people and the surroundings respectfully and the right to be treated with respect.
3. Responsibility to learn while contributing positively to the learning environment and the right to learn in a supportive environment.
4. Responsibility to be honest and accountable for their actions and the right to be treated fairly.

Acceptable Conduct is demonstrated by:

1. Respecting the intent of the Charter of Responsibilities and Rights.
2. Respecting the property and rights of others, including their right to an uninterrupted and harassment-free learning environment. This includes text-messaging and other electronic devices.
3. Modeling attitudes and behaviours that make ADSS a environmentally responsible community.
4. Informing an adult of unsafe individuals or behaviours.

Unacceptable conduct is demonstrated by:

1. Using foul language (offensive to the senses), profanity (religious) or making obscene (sexual) references.
2. Physically, socially, emotionally or verbally harming, harassing or threatening people, including retribution and the use of electronic harassment whether initiated in or out of the school. This may include, but not limited to:
 - Bullying, harassment, intimidation, or exclusion (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 or origin, political beliefs, religion, physical or mental disability, gender, sexual orientation, physical appearance or health; and all people have the right not be touched, teased, or humiliated.)
 - Physical or hurtful behaviours towards others which also includes physical violence or assault; retribution towards someone who 'reported' unsafe or violent incidents.
3. Instigating and /or, promoting a fight (electronic recording), fighting or assault.
4. Illegal acts: possession or use of a weapon; possession, use or trafficking of illegal chemicals, drugs or restricted substances; theft/vandalism to the school or another's property; exploitation.
5. Creating or promoting an unsafe learning/teaching environment.
6. Engaging in academic dishonesty (plagiarism, cheating etc.)
7. Ignoring reasonable requests by the school community.
8. Inappropriate use of technology in the school– computer, cell phone, iPod, etc.

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 subject to discipline under school and school board policies.

C. 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 behaviour when any inappropriate behaviour is repeated.

D. Consequences

- Those in authority (adult supervisors, teachers & administrators) will consider the severity and frequency of unacceptable conduct in determining disciplinary action.
- Disciplinary action will focus on corrective rather than punitive measures whenever possible. Learning is the core element of discipline and distinguishes it from punishment.
- Students, as often as possible, are encouraged to participate in the development of meaningful consequences for violations of the established Code of Conduct.

E. Notification

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

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