

## **D. W. POPPY SECONDARY SCHOOL**

### **CODE OF CONDUCT**

#### **How Our Graduate Profile Directs Our Expectations for Acceptable Behaviour:**

The Graduate Profile is the vision statement for the District. Its purpose is to describe the attributes of students graduating from Langley schools. All curriculum, administrative and teacher practice, assessment, evaluation and reporting processes, will be directed toward the achievement of this vision.

#### **Progression of Expectations**

It is recognized that discipline is learned over time with the modeling and support of the family and school community. Therefore, the youngest and less mature of our students require more time to learn how to behave in acceptable ways. Every situation has unique circumstances. As students mature it is expected that students demonstrate greater self-discipline and increasingly better performance aligned with the Graduate Profile.

#### **Ethical and Respectful Citizens**

Who act in caring, principled and responsible ways, respecting the diversity, gender, age, race, ability and cultural heritage of all people and the rights of others to hold different ideas and beliefs.

##### **What this looks like.....**

- respecting self, others and the school
- helping to make the school a safe, caring and orderly place
- appreciating the impact of technology (eg. cell phones) upon others
- “Making a Big Deal” with the purpose of accessing help for those in need (eg. helping a classmate access counselling support)
- informing a “trusted” adult in a timely manner (in advance, if possible) of incidents of bullying, harassment, intimidation, discrimination or other BC Human Rights Code contraventions

**What this doesn't look like....A Respectful Citizen would not.....**

- disrupt the learning of others and learning environment
- directly or indirectly cause harm to the physical or emotional well-being of others
- bully, harass or intimidate others
- interfere with an orderly environment creating unsafe conditions
- use threats, physical violence, retribution against a person who has reported the incidents
- participate in or knowingly associate with illegal acts, such as:
  - possession, use or distribution of illegal or restricted substances (eg. drugs, alcohol, tobacco, fireworks)
  - possession or use of weapons (eg. knives, chemical sprays, handmade weapons or implements to harm others)
  - theft or damage to property (eg. stealing of iPods, vandalizing lockers, writing on someone's textbook)
  - promoting hatred or discrimination (eg. wearing clothing with a "hate groups" logo, laughing at racial jokes, encouraging isolation of someone because of their ethnicity)
  - threats of intimidation (ie. verbal, text-messaging, gestures)
  - use technology tools for the purpose of harm to others or the community (eg. e-mail , internet use, text-messaging, social networking sites, phones, etc.)
  - use technology tools (eg. phones, internet) that would place others at risk (eg. using a cell phone during school lockdowns)

## **Democratic Participants**

Who, as Canadian and global citizens, make knowledgeable decisions, and take actions which consider the needs of others, show historical awareness and are in accordance with the principles, laws, rights and responsibilities of a democracy.

### **What this looks like.....**

- solving conflict in peaceful ways
- understanding behavioural impact on others
- being knowledgeable of types of “Discrimination”, advocates non-discriminatory practice and reports concerns to administration

### **What this doesn't look like....A Democratic Participant would not.....**

- ignore illegal acts or inappropriate behaviour
- purposely exclude or ostracize others with ill intent
- discriminate on the basis of gender, race, sexual orientation, culture etc.
- publish (print or electronic) or display any notice or symbol that indicates discrimination or is likely to expose a person or group to hatred or contempt
- discourage restorative resolutions or the seeking of help
- knowingly avoid social learning opportunities (eg. skipping school assemblies)
- ignore their responsibilities for the impact of their actions in the local community and global community

## **Self-directed Individuals and Skilled and Knowledgeable Learners**

Who in pursuit of personal and career goals display a strong work ethic, initiative, responsibility and a commitment to life-long learning while maintaining a balance in their lives.

Who demonstrate high standards of performance in reading, writing, listening and speaking; mathematics; the natural, applied and social sciences; the Fine Arts; the Applied Skills and information technologies.

**What this looks like....**

- attending school or work on a consistent basis without tardiness
- engaging in purposeful learning or training activities and applying efforts to the best of their abilities
- attending to learning or training in a timely manner and without distraction
- dressing in respectful and appropriate ways for a learning environment
- catching up on work missed due to illness or absence
- performing at an acceptable level in core subject areas

**What this doesn't look like...A Self-Directed Learner would not.....**

- miss school or work without a valid reason (eg. illness or family emergency)
- disrupt classroom instruction and work (eg. late, classroom misbehaviours, avoid or disengage from their learning activities, opportunities or obligations (eg. off task, work completion or participation))
- dress in disrespectful and inappropriate ways
- avoid personal responsibility for the Code of Conduct
- use technology tools (eg. cell phones, MP3) during instructional time, unless with the consent of a teacher

**Collaborative and Quality Contributors**

Who demonstrate communication skills and commitment in pursuing group goals and purposes. Who contribute to the development of quality ideas, products and performance through learning, talent, creativity, flexibility, critical thinking and problem solving skills.

### **What this looks like....**

- positively participating in the classroom and school community
- actively creating a climate of mutual respect and responsibility
- acting in a manner that brings credit to the school or local community

### **What this doesn't look like...A Quality Contributor would not...**

- use inappropriate communication (put-downs, swearing, gestures, etc.)
- disrupt a working team or environment
- obstruct the opinion, ideas or efforts of others
- sabotage group goals and commitments
- use the work environment for self-serving reasons
  
- discredit the reputation of people, the school or community (eg. poor field trip behaviour, gossip, littering or vandalism)

## **Consequences for Unacceptable Conduct:**

### **Discipline is.....**

TEACHING....Any consequences will always be planned, thoughtful and fair while being aimed at educating, therefore being preventative and restorative, rather than merely punishing. There is a responsibility to actively teach expectations as a regular, cultural part of our community.

LOGICAL....All members of the community must understand that when they behave in unacceptable ways, there will be a logical and fair response.

INDIVIDUAL....The response will depend on the frequency, severity, and special circumstances of the incidence, and the age and maturity of the individuals involved.

MAINTAINING AND NUTURING RELATIONSHIPS....The desire is to ensure the development of goodwill, positive relationships and dignity for all individuals impacted and for their community.

ADVOCACY....Whenever possible or appropriate, an advocate or mentor (eg. parent, special education case manager, aboriginal representative, etc.) will be present with the youth during the discipline process.

### **Progression of Interventions**

Interventions will be utilized and progress in relation to the seriousness and frequency of behaviour.

Where behaviour escalates over a period of time, reasonable attempts to involve parent discussion and notice will precede any formal suspension.

The types of interventions will be varied, the following list is not inclusive, but are examples of remedial and discipline interventions:

#### IN SCHOOL –

- Warnings
- Parent phone calls or meetings
- Classroom interventions
- School-Based Team interventions
- Letters to communicate concerns and strategies with parents
- Counsellor interviews or assessments
- Confiscation of items
- Strategic In-School Suspension/Detention (focused opportunities to work on offending behaviours)
- Strategic Out of School Work Package (to be completed with family, external counsellors or other support agencies)
- School or Community Service (service learning related to the Code of Conduct)
- Acts of Kindness

- Community Agency Support (eg. Food Bank service)
- \* Reimbursement/Replacement (resolution gesture related to Restorative Justice concepts)
- \* Removal/Modification of School Activities/Programming

OUT OF SCHOOL (In District) –

- \* Specialist Referrals
  - \* Intervention Programs
  - \* School Specialists
    - Outside Community Agencies (eg. Ministry of Children and Families, Langley Community Service, etc. )
  - \* Specialized Intervention Program for education and support
    - Project Resiliency Day Treatment
    - Restorative Action
- \* Suspension from the educational environment for a reasonable amount of time to ensure appropriate safety and planning for a future intervention

OUT OF SCHOOL (Out of District) –

- RCMP Victim Services and Restorative Justice Program
- Criminal Code Charges

## **SCHOOL SPECIFIC INTERVENTIONS – Suspension**

### **SUSPENSION FROM SCHOOL**

Should a student display inappropriate conduct that does not conform to the expected guidelines and regulations of the school, he or she may be suspended. Depending on the infraction, a student may be suspended for a period of up to and including five days. A student suspended home is responsible for keeping up with his/her school work and may visit with teachers after 2:45 p.m. to receive or turn in assignments.

Suspensions for five school days or less are issued at the discretion of the School Administration and may result in a scheduled interview with parent or guardians before a student's return. Suspensions in excess of five days may be issued following a meeting with the Principal.

#### **Some examples of suspendable offences are:**

##### **Alcohol/Drugs**

- Students are found in possession or under the influence of drugs or alcohol on or near the school premises while in attendance at school or at a school sponsored function.
- Students are found supplying drugs or alcohol to others either going to or coming from school, on the school premises or at school sponsored functions. In this situation, the students may also be referred to legal authorities.

##### **Disobedience**

- Students are willfully disobedient to a teacher or any other employee carrying out responsibilities approved by the school district.

##### **Theft**

- \* Any student that takes or removes the property of the school or of other students without permission. *Students may also be referred to legal authorities for further action.*

##### **Violence**

- Any student involved in a violent incident such as intimidation or fighting.



## **Willful Damage to Property**

- Any student who causes willful damage to school property or to the property of staff or other students will be held liable for such damage. *In certain situations the offenders may be referred to legal authorities for further action.*

## **Definitions:**

The following definitions may be useful in the development of codes of conduct so that everyone in the school community shares a common understanding of terms that appear in the codes. They are not legal definitions, but have been commonly used in the school system.

**Bullying behaviour:** a pattern of repeated aggressive behaviour, with negative intent, directed from one person to another where there is a power imbalance. Bullying behaviour is a type of harassment and intimidation. This aggressive behaviour includes physical or verbal behaviour, and is an intentional and purposeful act meant to inflict injury or discomfort on the other person.

There are three critical conditions that distinguish bullying from other forms of aggressive behaviour including:

1. *Power:* involves a power imbalance. Individuals who bully acquire their power through physical size and strength, through status within the peer group, and/or by recruiting support of the peer group.
2. *Frequency:* is repeated over time. Bullying is characterized by frequent and repeated attacks. It is this factor that brings about the anticipatory terror in the mind of the person being bullied that can be so detrimental and can have the most debilitating long-term effects.
3. *Intent to harm:* is intended to hurt. Individuals who bully generally do so with the intent to either physically or emotionally harm the other person.

**Bullying Bystander:** someone who supports the incident by observing, laughing or having knowledge of the incident and not seeking the appropriate assistance or intervention.

**Cyber bullying:** bullying behaviour which is carried out through an internet service such as email, chat room, blog, discussion group or instant messaging. It can also include bullying through mobile phone technologies and any new social networking technologies in the future.

**Harassment:** any unwelcome or unwanted act or comment that is hurtful, degrading, humiliating, or offensive to another person is an act of harassment. Of particular concern is such behaviour that persists after the aggressor has been asked to stop. Any of the following behaviours could be considered harassment:

- condescending treatment that undermines another's self-respect, name-calling
- teasing, disrespectful comments
- gossiping, spreading malicious rumours, "dirty" looks, social ridicule, public embarrassment
- social isolation ("freezing out" or rejecting others), exclusion from a group, threatening to withdraw friendship
- repeated unwanted communication
- unwelcome jokes, inuendoes, insults, or put downs; taunts about a person's body, disability, religion, attire, age, economic status, ethnic or national origin
- insulting graffiti directed at an individual or group
- unwanted and uninvited sexual attention, particularly when it is intimidating
- hostile, or offensive to the recipient

### **Teasing and Taunting**

Not all teasing is harmful. Playful teasing can be fun and constructive. Teasing can help young children develop social skills that they will need in adolescence and adulthood. Playful or good-humoured teasing occurs when it causes everyone to smile or laugh, including the person who is being teased.

Taunting, or hurtful teasing, includes ridicule, name-calling, put-downs, and saying or doing annoying things. Unlike playful teasing, hurtful teasing may cause the person being teased to feel sad, hurt, or angry. More hostile teasing, which may include tormenting or harassing, may require ongoing intervention by a parent, caregiver, teacher, or school administrator.

**Discrimination (Human Rights Code)** An intentional or unintentional act which adversely affects a person or group on the basis of prejudice:

- **Discrimination in accommodation, service and facility** - A person must not, without a bona fide and reasonable justification (a) deny to a person or class of persons any accommodation, service or facility customarily available to the public, or (b) discriminate against a person or class of persons regarding any accommodation, service or facility customarily available to the public
- **Discrimination because of** the race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation of that person or class of persons

**Intimidation:** Intimidation is the act of instilling fear in someone as a means of controlling that person.

For example, any of the following behaviours could be considered intimidation:

- verbal threats: threatening phone calls, threats of violence against a person or property
- physical threats: showing a weapon, jostling, threatening to punch, stalking or following
- defacing or stealing victim's property
- daring or coercing a victim to do something dangerous or illegal
- extortion (demanding payment or goods for a victim's safety)
- inciting hatred toward a victim
- setting up a victim to take the blame for an offence

**Safe schools:** schools in which members of the school community are free of the fear of harm, including potential threats from inside or outside the school. The attitudes and actions of students, staff and parents support an environment that is resistant to disruption and intrusion, and enables a constant focus on student achievement.

**Caring schools:** schools where it is known that a sense of belonging and connectedness – not just for students, but for everyone in the school community - - is a necessary element in the creation and maintenance of a safe learning environment. Caring schools are ones in which members of the school community feel a sense of belonging and have opportunities to relate to one another in positive, supportive ways. All aspects of school life embrace and reflect diversity. The school is an inviting place for students, staff, parents and visitors. Staff members make conscious and concerted efforts to help other members of the school community feel connected.

**Orderly schools:** schools that are free from chaos and confusion, and alive with the sights and sounds of purposeful learning activities. Routines for repetitious activities are well established so students' minds and bodies are free to focus on the learning and development work at hand. A businesslike atmosphere exists, yet there is creativity and fun in abundance. Everyone in the school has work to do and does it in a timely way - - and in a way that doesn't interfere with the learning and development of others. Everyone feels a sense of meaningful accomplishment and feels the school is a good place to be. All members of the school community are informed about and exercise their rights and responsibilities as school citizens.

#### SCHOOL EXPECTATIONS/POLICIES

##### **Regular Attendance**

If a student is absent, the parent must telephone the school on the morning of the absence. *Synervoice* (an automatic absentee message system) will call home to advise parents of their child's absence. Parents are asked to call the school to explain (confirm) their child's absence.

##### **Dismissal**

Classes are dismissed for the day at 2:30 P.M.

In some cases it becomes necessary for students to leave school before the end of the school day. ***Students wishing to leave school early must sign out at the office. Failure to do so will be viewed as truancy.*** We expect students who are signing out to provide the office with the parent/guardian's written permission for the early dismissal. In cases where written permission is not provided, the office staff will contact parents or guardians for verification.

##### **Truancy**

Truancy is defined as "absence from class or school without a valid reason." The parents of the student will be contacted. The student and his/her parents may then be asked to meet with the Administration to discuss the reasons for the truancy as well as the terms upon which the student may continue to attend D. W. Poppy.

## ACADEMIC POLICY

### **Missing work due to absence from school...**

On occasion, parents decide to remove their sons or daughters from class for a variety of reasons. At Poppy we are proud of the quality of instruction that takes place in our classrooms. Student activities are usually made up of four components: instruction by the teacher, learning by the student, practice by the student, and a final assessment of the student's work. The whole process is a dynamic one and often depends on specialized facilities in the classroom and on interaction with other students.

In most instances it is not possible to replicate the instruction, the learning, or the practice. In addition, the assessment must, for the most part, be done here at school as well. Therefore, when students are absent, their achievement is adversely affected.

We respect parents' requests to remove their children from school for good reasons. However, if you are considering removing your son or daughter from school, please give teachers ample advance warning and be aware that **it may not be possible for youngsters to make up work or tests.**

### **Cheating and Plagiarism**

At D. W. Poppy, every student has the responsibility to participate in his or her own learning. "Cheating" is a broad term that encompasses any and all attempts by a student to dishonestly or unfairly give, use or obtain any information or material for a school test or assignment. "Plagiarism" is the act of presenting someone else's ideas and writing as your own. At Poppy, we value integrity and honesty. Cheating and plagiarism are serious breaches of conduct having a negative impact on students, teachers and the school. Consequences will be serious.

### **Bus Behaviour**

While riding on the school bus, students are expected to behave as they would at school. Bus drivers are expected to report unruly behaviour to the School Administration.

If, after having been warned, students persist in unruly behaviour, they may have their bus privileges suspended or revoked. Repeated offenses may result in a suspension.

## **Personal Technology Devices**

The use of all telecommunication, audio, and video devices, including cell phones, cameras and camera phones, is prohibited within the school unless authorized by the administration.

Students can possess such devices; however, these devices must not be visible and must remain turned off during the school day.

Listening devices without photo capability, such as Ipods and MP3's are distracting to the learning environment and are easily lost or stolen. ***These devices should not come to school.***

On field trips, cell phones are to be used only to communicate with the teachers or in an emergency. Casual conversation is prohibited. It is recommended that student cell phone numbers be listed on the field trip registration forms.

**PLEASE NOTE: PERSONAL TECHNOLOGY DEVICES ARE VALUABLE AND EASILY LOST OR STOLEN. SCHOOLS CANNOT BE RESPONSIBLE FOR THESE ITEMS AND THEREFORE WE STRONGLY RECOMMEND THAT STUDENTS NOT BRING THEM TO SCHOOL.**

## **STUDENT ACCESS TO THE INTERNET**

The purpose of computer access to electronic information through the Internet is to give you access to resources that will support the work that you do in the classroom. However, access to the Internet also introduces some potential risks. It is these risks that prompt us to provide you with information to make you aware of this issue.

There is potential for you to access improper information. This may range from mildly offensive jokes to obscene, pornographic, sexist, or racist materials.

The School District and this school do not permit access to such materials through the school networks and have taken steps to try to prevent access by filtering the systems.

Any person found gaining access to these types of materials will lose his or her access account and be subjected to an appropriate level of discipline.

Students are required to adhere to the School District's and D.W. Poppy's Acceptable Use Policy for access to information via the Internet. ***Students will be required to complete the Acceptable Use Policy forms and return them with both their signatures and the signatures of their parents before they will be allowed Internet access. Internet access passwords are to be kept confidential and are not to be shared with other students. Failure to adhere to these guidelines will result in the loss of Internet privileges.***

## **DRESS CODE**

D.W. Poppy Secondary has a dress code. Students are expected to dress modestly and in good taste. Clothing or jewelry that makes any reference to drugs, alcohol, sex, or rude or inappropriate language is not acceptable. Notwithstanding current fashion trends, the young people in our school are expected to be mindful of the dress code. Appropriate school dress should not be extreme, distracting or offensive to others working and learning in the building.

#### **SMOKING**

**Students smoking in any unauthorized area are liable for disciplinary action, including home suspension for repeated offenses.**