Coquitlam Open Learning
CODE OF CONDUCT

Our Beliefs:
The students, staff, parents and community works together to teach, model and reinforce our behaviour expectations.
C: Cooperation (common effort for common benefit)
A: Accountability (an obligation or willingness to accept responsibility or to account for one's actions)
R: Respect (thoughtful and sympathetic regard)
E: Excellence

INTRODUCTION

The following document is comprised of the guiding process utilized to create the COL Code of Conduct, and the expectations for all members of COL Community. The guidelines adhere to District, Ministry and School Act standards, and follow a process to reinforce standards and address new issues as they arise.

PROCESS

The COL 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, parents and staff are all provided opportunity to participate and provide feedback: students though a school assembly, staff through a staff meeting, and parents through PAC and SPC.

COMMUNICATION

COL's Code of Conduct outlines school expectations and acceptable student behaviour as directed by the School Act 85(2)(c). The Code of Conduct is reviewed annually to reflect the school's community needs, and to ensure that it is aligned with both district and provincial safety initiatives. The Code of Conduct is communicated to students, parents, school and district staff and visitors on a regular and ongoing basis. The Code of Conduct is:

- Posted on the school website
- Provided to all students through the annual registration package to be reviewed and discussed with their parents and/or guardians (both student and parent/guardian must sign the document to indicate their compliance with the school expectations as outlined in the Code of Conduct)
- Posted on a bulletin board in the school's main hallway
- Reviewed with students at grade assemblies which take place in September and reinforced through ongoing discussion throughout the school year
- Distributed to all staff at the beginning of the year, and provided to individuals who join the staff throughout the school year
- Communicated to parents through school newsletters, emails, and at Parent Advisory Council and School Planning Council meetings

IMPLEMENTATION

- COL students are reminded of the school's Code of Conduct in September assemblies and as needed throughout the year. As a small school, there will be ongoing opportunities to bring students together to discuss community issues including issues of conduct
- Staff members model the expectations of the Code of Conduct and guide students in decision making and problem solving.

- All school staff expect community members to adhere to the Code of Conduct everywhere on the school property and in any online interactions within the community.
- The tenets of the Code of Conduct apply to all situations where students engage the community at large as a member of the COL.
- 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 meetings where they can be discussed and a plan/course of action may be implemented.
- Parent Advisory Council and School Planning Council will be involved in the review and any modifications made to the Code of Conduct.

MONITORING AND REVIEW
Student conduct and the school's Code of Conduct is monitored and discussed at:
- Weekly team meetings attended by the administration, the counselors/academic advisors, and the student services department
- Administration meetings
- School Based Team meetings
- Parent based meetings such as PAC and SPC (once annually)
- Ongoing feedback from the student body

ALIGNMENT
The COL Code of Conduct is aligned with:
- District and Provincial policy (See 'Policies and Administrative Procedures Overview - June 2021')
- Administrative procedures
- The Human Rights Act
- The School Act
- The Criminal Code Of Canada
- Elementary and Middle School Partners in the COL catchment

STATEMENT OF PURPOSE
COL'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/a school related activity or in other circumstances where engaging in an activity will have an impact on the school environment, including through online interactions

BEHAVIOURAL EXPECATIONS
These expectations apply to behaviour at school, during school-organized or sponsored activities, and behaviour beyond the school day (including on-line behaviour) that negatively impacts the environment of the school, student learning and/or student safety/well being:

ACCEPTABLE CONDUCT IS DEMONSTRATED BY:
- Respecting oneself, others, the school facility and the property of others
- Engaging in responsible behaviour in all learning and school activities
- Being on time and in regular attendance
- Being prepared for scheduled learning activities
- Completing all assignments

- Using good manners and good common sense
- 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
- 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
- Are discriminatory in nature
- Reflect unkind acts, unkind words or hurtful behaviours towards others
- Misuse any forms of technology or communication (cell phones, computers, iPods, gaming sites, Facebook, Youtube etc.)
- Are physically violent or end in assault
- Tolerate physical acts of violence or harassment
- Using/naming a physical illness, disability or condition to threaten, harass or intimidate others in the community is unacceptable
- Act as retribution towards someone who reported unsafe or violent incidents
- Are illegal acts such as
  - Possession or use of a weapon
  - Possession, use or trafficking of illegal chemicals, drugs, alcohol, or restricted substances
  - Theft or damage to school/other's property
  - Vandalism or graffiti to school or other's property
  - Smoking on school property
  - Gambling for money, goods and/or services (Note: playing card games or other activities is acceptable without gambling for money, goods or service etc.)

In ensuring COL is a safe, inclusive environment for all members, discrimination , intimidation, harassment and/or bullying will not be tolerated and should be reported.

Discrimination (B.C. Human Rights Code): is an intentional or unintentional act which adversely affects a person or group on the basis of prejudice:

- 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.
- 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

Intimidation (Ministry of Education – Developing and Reviewing Codes of Conduct, 2007):
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
- threats through email, text messaging or other electronic means/any new social networking technologies in the future
- physical threats: showing a weapon or replica, jostling, threatening to punch, stalking or following
- defacing or stealing victim's property
- daring or coercing 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
- seeking retribution against a person who has reported incidents

Harassment (From Ministry of Education – Developing and Reviewing Codes of Conduct, 2007):
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 and are unacceptable:
- 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, innuendoes, 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

Bullying Behaviour (Ministry of Education – Developing and Reviewing Codes of Conduct 2007): 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:
- *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.
- *Frequency* (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.
- *Intent to harm* (intended to hurt): Individuals who bully generally do so with the intent to either physically or emotionally harm the other person.

RISING EXPECTATIONS
COL is organized and operated on the assumption that students in a grade 8 – 12 school are progressing from adolescence to adulthood, and attending with the desire to participate, learn and grow. As students move progressively through the grades, we have a rising expectation in terms of conduct. It

is expected that students' level of personal responsibility and self-discipline will increase, and consequences for unacceptable behaviour will reflect this expectation.

A student's medical, cognitive, social-emotional and personal profile must be considered in the determination of appropriate intervention and/or consequences. Therefore, the application of the school's code of conduct must take into account the student's ability to meet behavioural expectations.

CONSEQUENCES

Administrators, teachers, and support staff work hard to ensure appropriate educational, rehabilitative and/or restorative measures are in place to assist students in learning from their mistakes and making appropriate changes in their lives. Consequences will be implemented based on the severity and frequency of the behaviour. Progressive discipline methods will be applied to alter the inappropriate and/or unsafe behavior.

The following are examples (not an exhaustive or complete list) of outcomes or measures that may be recommended:

An interview with a teacher and/or an administrator
Assignment(s) requiring reflection
Participating in a meaningful consequence for unacceptable behaviour
Detention
Parent assistance
Attendance contract
Behavioural plan
Conflict resolution strategies
Referral to counselling (school or community)
Referral to family doctor
Referral to youth worker
Peer/small group mediation

Partial or adjusted program
Referral to police and/or a judicial resolution system
Recovery of costs
Community service
Drug and alcohol education /treatment
Anger management
Referral to a community agency
In-school suspensions
Formal suspension: District Code of Conduct: Suspension Process, Level I, II or III
Placement in another school/alternate program

NOTIFICATION

Depending on the nature of the unacceptable behaviour, the school staff will contact the following people:
- Parents of the student offender(s)
- Parents 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