



FLESS CODE OF CONDUCT

Statement of Purpose

"There are always two choices. Two paths to take, one is easy. And its only reward is that it's easy" (Source Unknown). We all have the ability to choose. The Code of Conduct at FLESS has been developed based on one's ability to choose. If we respect ourselves and others, as well as the rights and responsibilities of others, then few guidelines are needed. We are proud of our school and we know that the main purpose of the time we spend at school is to gain knowledge and skills that will help us be successful in the future.

Conduct Expectations

As per District Policy No. 502.1 (Item 2.7), it is expected that students will respect the diversity of our school community and the BC Human Rights Code which prohibits discrimination on the grounds of: Race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, and age.

Acceptable conduct

Success comes from personal commitment and self-discipline. FLESS expects that its students will be conscientious in approaching their curricular and extra-curricular activities. Students are expected to:

- be punctual and have good attendance;
- be aware of and obey all school rules;
- not threaten, harass, bully, intimidate, threaten or assault in any way, any person within the school community. This includes cyber bullying.
- complete assignments and arrive to class prepared to work;
- comply with their teachers' expectations in their class work;
- not use tobacco products on the school grounds;
- absolutely refrain from the possession, use or sale of alcohol and prohibited drugs;
- show consideration, courtesy and respect to others and their property;
- walk quietly and safely to and from all activities;
- avoid the use of profane language and/or inappropriate gestures; treat all school property (walls, desks, lockers, etc.) with dignity, care and respect;
- report any vandalism or damage to school property to the office immediately upon discovery;
- be in classrooms during class time; (leaving the room requires the teacher's permission.)
- behave in law abiding ways; (school is NOT a sanctuary outside the law. Police advice/involvement will be sought as required.)
- be diligent in pursuing studies;

- use school and recreational equipment appropriately;
- play safe games that will not harm or potentially endanger ourselves or others: (Examples of dangerous games are: tackle football, throwing snowballs, and play fighting.)
- comply with the school dress code;
- comply with School District #91 policy on the use of cell phone in schools.

Unacceptable conduct

Clear guidelines for conduct in a variety of situations are established in the School Code of Conduct. Because discipline is a matter of learning, all consequences will be carefully considered in regard to what they teach the individual. Some consequences of misbehaviour will be unpleasant for students, but their primary purpose is not to punish. The messages underlying consequences are: "Your behaviour is unacceptable.", "You broke the rules and this is the consequence." or "How can you learn from this mistake?"

Unacceptable conduct includes behaviours that: interfere with the learning of others, interfere with an orderly environment, or create unsafe conditions. Some examples include:

Acts of:

- Physical/verbal/cyber bullying, harassment, or intimidation, threatening or violent behaviours while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school environment.
- Discrimination. Prohibited grounds of discrimination include:
 - Race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, and age.

Or illegal acts, such as:

- Possession, use, or distribution of illegal substances,
- Possession or use of weapons,
- Theft of or damage to property,
- The use of tobacco products on school property.

Rising Expectations

There is an expectation that as students grow older, mature and move through successive grades they develop a better understanding of what is expected of them. Students should show;

- Increased awareness of appropriate behaviour,
- Enhanced self-esteem and self-discipline,
- Developing understanding of fairness, equality and respect.

Consequences

Adult supervisors, teachers and administration will consider the severity and frequency of unacceptable conduct in determining disciplinary action. Disciplinary action will focus on corrective rather than on punitive measures. A documented progressive discipline approach will be used. The starting point for evaluating misconduct

includes a review of the individual incident, any behaviour logs on file, and current academic standing. Any misconduct that risks the safety of students or staff will result in a review of the student's placement. Some of these methods could include:

- School/community counselling
- Time outs/detentions
- ISS (In School Support Room)
- School/ community service and/or inter-agency involvement
- Behaviour plan
- Formal suspensions
- Parent meetings
- Mediation
- Restorative justice

Notification

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

- Have students inform parents/guardians regarding instances of unacceptable behaviour,
- Contact and inform parents/guardians regarding student's unacceptable behaviour,
- Inform the parents/guardians of students who have been identified as a victim of unacceptable behaviour,
- Inform school district as required by district policies,
- Inform staff and the school community as deemed appropriate by the school and/or district administration.