

Vision & Values

The Titan Traits

STATEMENT OF PHILOSOPHY, GOALS AND OBJECTIVES FOR LANGLEY FUNDAMENTAL MIDDLE AND SECONDARY SCHOOL

- 1)The Fundamental Alternate program shall be an integral part of the existing school system.
- 2)The program shall not teach any doctrinal religious beliefs (its philosophy includes tolerance and respect of others.) The program(s) shall operate with a focus and emphasis upon a clearly defined set of goals, objectives, and standards of behaviour, which have traditionally been regarded as foundational to our Canadian society.
- 3) Specific rules of conduct and behaviour shall not be arbitrarily imposed on pupils without provision being made for them to understand the reasons for and purpose of those rules.
- 4)The philosophy shall include:
 - i.) **Respect for fellow students, teachers, and parents.** This comprises respect for human and property rights of others, respect for roles of legitimate authority in home, community, and country, and respect for the contributions of those more or less capable than oneself in given areas.
 - ii.) **Responsibility for one's actions** – The student shall receive more responsibility as he/she exhibits mature attitudes and self-discipline.
 - iii.) **Purposefulness** – The teachers shall be responsible for setting worthwhile goals, challenging yet consistent with the individual's potential, to advance the highest possible intellectual, creative, physical, social, and ethical development of the students. They shall assist students to understand the purpose of the goals and encourage the students to work towards them. Students shall be helped to learn how

to set worthwhile goals for themselves, and to recognize that effort towards such goals is essential and satisfying.

iv.) **Concern for others** – This shall include helpfulness in school and community; co-operation and harmony between individuals and groups throughout the school; tolerance towards those with whose ideas one disagrees; politeness and kindness. It precludes all kinds of violence, ridicule, and rude, profane or obscene language.

v.) **A sense of one's own self-worth** – This shall involve developing an awareness; in each student of the unique contribution he/she can make to his/her own well-being, and that of society, by fulfilling his/her capacity for clear, honest thinking, bodily fitness, and appreciation for non-materialistic concepts such as beauty, truth, creativity, and sensitivity to the needs of others.

5)The discipline within the program shall be of such as will arise from the practical and consistent application of this philosophy to the school society. The school shall provide an orderly, friendly, and just environment. The emphasis shall be upon discipline that is fair, firm and loving, consistent and purposeful, not arbitrary; self-discipline shall be the goal, but sufficient externally-imposed control shall be used to allow all students to develop the objectives set forth for the school. Every effort shall be made to ensure that the students understand the need for all rules and procedures, and their relationship to the promotion of the program's objectives. Many types of teaching methods and techniques are consistent with the concept of the Fundamental Alternate program, and we feel flexibility in this area should be left up to the professional judgment of the principal and teachers. However, it should be noted that our concern with purposeful goals set by teachers (see section 4: iii) and with the right of each pupil to an environment where he/she is enabled to best put forth effort toward that goal, will inevitably foster considerable attention to carefully planned, structured learning experiences, and to the importance of acquiring basic skills in a systematic, sequential manner.

6)The principal and teaching staff must be fully aware of, and committed to, the objectives of the Fundamental Alternate program philosophy. They shall freely choose to teach within the Fundamental Alternate program. Students can be encouraged to respect, affirm, and act upon those principles for which the program stands only if the teachers themselves by discussion and example affirm them. Likewise, it is obvious

that practical and specific application of these principles and standards can be successfully agreed upon and consistently implemented only by those teachers who themselves respect, affirm and act upon them.

7)The principal selected to this school must have the respect and support of the parents registering their son/daughter in the school. Unless this is so, the whole purpose of establishing the Fundamental Alternate program is negated.

8)The school shall have no set “catchment area”. Parents in any part of the district may register their son/daughter here, provided that they are prepared to support its goals and objectives. Parents of prospective students shall be provided with all available information about the school so that principles and philosophies are fully understood prior to registration. The principal shall maintain a registration list within the school. The registration procedure shall be as follows:

- . Langley residents with siblings in the same program
- . Langley residents
- . Non-Langley residents with siblings in the same program
- . Non-Langley residents

Langley School District Code of Conduct

The Langley School District believes that everyone has the right to learn and work in a safe, caring, healthy and orderly environment. All members of the school community are expected to maintain an attitude that is cooperative, courteous and respectful. It is a shared responsibility to demonstrate positive conduct while attending any school or District related activity, regardless of time and location.

Respect Yourself – care about your learning and yourself

Some examples include:

- make positive choices
- be on time and prepared to learn and do your best
- be a positive contributor to the learning environment

Respect Others – be considerate of the personal feelings, space and belongings of others

Some examples include:

- be polite, honest and communicate respectfully
- be responsible for your actions
- be respectful of personal and cultural diversity

Respect Property – respect the school's environment

Some examples include:

- treat school equipment with care
- clean up after yourself and recycle
- ask before borrowing property

Be Safe – follow school rules and expectations

Some examples include:

- use appropriate hallway etiquette
- report dangerous situations to staff
- follow protocols for positive digital citizenship

All members of the school community are expected to comply with the purpose and spirit of the British Columbia Human Rights Code (Section 7 and 8), including not engaging in discriminatory conduct on the basis of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity, political beliefs, and age.

Discriminatory conduct includes publishing or displaying anything that could discriminate against another based on accommodation, service and facility, or expose them to contempt or ridicule, on the basis of the above grounds.

The Langley School District encourages positive conduct from all members of the school community. It is not acceptable to directly or indirectly engage in behaviour that is considered:

- dangerous, including fighting or assault (or play fighting)
- discriminatory
- disrespectful, rude or defiant
- interfering with the learning environment
- bullying (including cyberbullying), harassment, intimidation, threatening or violent indirect involvement (bystander) in incidents of violence, bullying or harassment
- retaliatory in nature
- unsafe, possessing weapons or replicas and explosives (such as fireworks/firecrackers)
- theft or vandalism
- plagiarism or cheating
- unauthorized leaving of school grounds
- the dangerous use of cars, bicycles, skateboards and other equipment
- possession, use, distribution of any illegal or restricted substances
- illegal, including smoking on school property
- misuse of technology and electronic devices

Forms of unacceptable conduct cited above are some examples and not an all-inclusive list.

Consequences

School safety is paramount. Consequences for behaviour not meeting the Code of Conduct will be applied in a manner that respects individual differences, age appropriateness and past conduct. Whenever possible, incidents will be resolved by discussion, mediation, restorative action, restitution and if necessary, meetings with parents or guardians. Every effort to support students, staff, parents and guardians, and to determine the root causes of behaviour will be made. While the District hopes that strategies are learning experiences, there are times where the following consequences may apply:

review of school and District expectations

loss of privileges (i.e. placement in an alternate setting, detention, modified schedule)

community service

consultation with School District Staff, RCMP, Fire Department and other community agencies

Violence Threat Risk Assessment (VTRA)

suspension (for both students and staff)

in the case of students, expulsion

in the case of staff, termination

in the case of parents and guardians, application of Section 177 of the School Act

The consequences cited above are only examples and not an all-inclusive list, and are not necessarily in progressive order. Decisions of District staff are eligible for appeal in accordance with District Policy No. 1205 – Bylaws of the Board – Student/Parent Appeals

The Langley School District Code of Conduct supercedes all previous District and individual school's Codes of Conduct in whatever form and has been structured to align with and adhere to the standards outlined in:

The School Act 85(1.1) 168 (2) (s.1) Provincial Standards Ministerial Order 276/07, effective October 17, 2007

B. C. Human Rights Code

B.C. Ministry of Education: Safe, Caring and Orderly Schools A Guide (Nov. 2008) and Developing and Reviewing Codes of Conduct: A Companion (Aug. 2007), both found at www.bced.gov.bc.ca/sco/

The Langley School District Fair Notice Protocol

School District No. 35 – Policy No. 7200 – Anti-Harassment and Anti-Discrimination Policy

School District No. 35 – Policy 6200 – Workplace Discrimination, Bullying and Harassment

School District No. 35 – Policy 1205 – Bylaws of the Board: Student/Parent Appeals

The Langley School District wishes to acknowledge the contributions of Safer Schools Together and the Burnaby School District for their contributions to this document.

Langley School District Dress Guidelines

The intent of a dress guideline is to set expectations to assist students, staff, and parents in decision-making with respect to clothing. It is not intended to be prescriptive nor punitive, but to provide a level of clarity so that correction or discipline is not required.

Dress guidelines are intended to incorporate individual preferences for students and their families to dress in a manner that they choose. Individual choice is however tempered by a responsibility to recognize that a school is a learning and working environment, in which there is an expectation of reasonableness.

Staff members have a responsibility to assist students in understanding and abiding by the District dress guidelines. Parents have a responsibility to support appropriate dress for the school and the workplace.

Clothing should be comfortable and allow a student to participate safely in activities such as physical education, science experiments, and/or shop projects. Clothing should demonstrate a respect for the school community. Clothing should meet standards of suitability that are typical of an office workplace and should not be offensive to others.

Articles of clothing that promote alcohol or drugs, that display offensive language or images, or that encourage sexism, racism or bigotry are not acceptable in a school. Clothing bearing direct or indirect messages or graphics referring to gang culture, sex or pornography, weapons or violence will not be permitted.

When there are differences in perspective, all involved have a duty to seek common understanding in a mutually respectful manner. Ultimately, the school administration has the responsibility to apply the dress guidelines when necessary. If any person dresses in an inappropriate manner, the student should be advised personally and discretely and given an opportunity to meet the District guidelines.

- See more at: <https://lfmss.sd35.bc.ca/student-life/district-code-of-conduct-dress-guidelines/#code-of-conduct>