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Always growing
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QUALICUM SCHOOL DISTRICT

EDUCATION COMMITTEE OF THE WHOLE

TUESDAY, SEPTEMBER 19, 2023

2:30 p.m.

VIA VIDEO CONFERENCING

Join on your computer, mobile app or room device

[Click here to join the meeting](#)

Meeting ID: 277 413 195 39

Passcode: 4DawuV

Facilitator: Julie Austin

Mandate:

To discuss and make recommendations to the Board on aspects of teaching, learning and educational equity. We will strive to have all students receive whatever they need to develop to their full academic and social potential and to thrive every day

AGENDA

We would like to give thanks and acknowledge that the lands on which we work and learn are on the shared traditional territory of the Qualicum and Snaw-Naw-As (Nanoose) First Nations People.

1. **SCHOOLS AND/OR PROGRAMS**
 - a. FESL Achievement Updates (Grad Rates/Provincial Assessments/Others) – Peter
 - b. Preliminary Enrolment Numbers – Gill
 - c. School Codes of Conduct (Att) – Peter
2. **ENVIRONMENTAL STEWARDSHIP AND CLIMATE ACTION**
3. **SOCIAL JUSTICE AND EQUITY**
4. **SHARED LEARNING**
5. **INFORMATION**
 - a. Coffee with Trustees
6. **ITEMS FOR DISCUSSION TO MOVE TO THE BOARD MEETING**
 - a. Framework for Enhancing Student Learning Report – Peter
7. **UPCOMING TOPICS**
 - Daycare and Childcare/Early Learning
 - French Immersion
8. **NEXT MEETING DATE:**

Tuesday, October 17 at 2:30 p.m. via video conferencing
9. **ADJOURNMENT**



ARROWVIEW ELEMENTARY

CODE OF CONDUCT

The Arrowview Elementary School Code of Conduct has been developed in collaboration with staff, students, and parents and guardians to maintain a safe, caring, and orderly school environment, as per the Ministry of Education and Childcare guidelines, and in support of Qualicum School District policy, and the laws of BC and Canada.

The Code of Conduct reflects Sections 7 and 8 of the **BC Human Rights Code**, which protects the rights of all individuals from discrimination based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, and age. We are a community that celebrates and values the diversity of our members.

Arrowview has four pillars to guide conduct and ensure a caring environment.

CARING MATRIX			
We are Safe:	We are Respectful:	We are Responsible:	We are Kind:
<p>Solve problems peacefully. Use Talk, Walk away, Ask as a strategy. Keep our bodies (hands and feet) to self. Follow directions of school staff. Wear appropriate safety gear (eg. helmets) when travelling to school on bike or scooter. Walk bike/scooter while on school property. Refrain from bringing toys which resemble weapons (including water guns). Stay home when sick. Wash hands and cover sneezes/ coughs. Remain within school boundaries unless supervised by staff or guardian.</p>	<p>Treat others the way we wish to be treated, on school grounds, field trips (bus), coming and going from home, and in our community. While on a bus abide by SD69 Transportation guidelines. Arrive to school dressed appropriately for school activities and weather. Follow dress code guidelines outlined in SD69 District Policy 700 (eg. not wearing clothes which feature symbols that promote the use of controlled substances, have vulgar words, pictures or drawings; are derogatory to a person's ethnic background, national origin, sexual orientation or disability; damages or marks school property; hampers participation in programs or activities).</p>	<p>Take care of our bodies with enough sleep, healthy food, exercise and cleanliness. Take care of our environment by reducing garbage, using reusable items, and composting. Leave personal toys or devices at home (unless permission from teacher). Keep school grounds and learning spaces clean and tidy. Use media/ technology according to SD69 District Policy and ensure the privacy of others. <i>Avoid taking photos of others without permission from a teacher or Admin.</i> Demonstrate digital citizenship expectations with all technology.</p>	<p>Speak kindly and positively about others. Avoid teasing and name-calling. Participate respectfully using words and actions to include others. Use school materials, library books and devices with care so they are ready for the next person. Advocate for others when they need help. Treat nature on school grounds and other outside spaces with respect and care. Leave creatures in their natural habitat. Participate in school teams, clubs and invite others to join you!</p>



ARROWVIEW ELEMENTARY

CODE OF CONDUCT

When we make mistakes:

Discipline, strategies, and consequences are used to teach and guide students to demonstrate appropriate behavior. Positive discipline provides the opportunity to grow, and helps children understand and take **responsibility** for their actions empowering them to resolve problems peacefully, make amends to others, and to learn from making a mistake.

Problem-Solving Strategies

Whenever possible staff use positive supports and recognize the importance of self-regulation strategies when dealing with the Code of Conduct. Students are encouraged and supported to use their voice and request breaks (body, brain, sensory), alternate work environments, adult or peer support, or a variety of learning tools. Students are encouraged to use **TWA (Talk, Walk, Ask)** as a problem-solving strategy.

Each classroom has a consistent set of guidelines, expectations and routines suitable for the age and needs of the children. To encourage appropriate behaviour, classroom teachers use a variety of positive behaviour management strategies and reinforcements.

Safe Reporting:

The Board of Education for the Qualicum School District will take reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of the Code of Conduct.

Responsibility to Inform Other Parties:

School officials may have the responsibility to advise other parties/agencies of serious breaches of the Code of Conduct, including parents, school district officials, RCMP, and MCFD.

Unacceptable Behaviours may include:

- Harassment, intimidation, threats (including social media/ cyber).
- Harming self or others (violent behavior)
- Destructive behavior of school property (*A student who damages school property or the personal belongings of another member of the community may be required to pay for repairs and/or replacement*).

Range of Responses to Unacceptable Behaviour:

In responding to concerns, we will consider a student's academic, social-emotional and physical development including **age, maturity, and special needs**. Special considerations may apply to students with special needs who are unable to comply with a code of conduct due to having a disability of an intellectual, physical, sensory, emotional, or behavioural nature. Whenever possible, we strive will focus on responses that are restorative rather than punitive.

Suspension

In accordance with the School Act, Sec. 85(2)(ii) and (d) the Board authorizes the Principal or designate of any school in the district to suspend a student from attendance at school for up to five days. Suspensions may be for the following reasons:

- A. Because a student is willfully and repeatedly disrespectful to a teacher or to any other employee of the Board carrying out responsibilities approved by the Board.
- B. Because the behaviour of the student breaches the District Code of Conduct or policy and/or has a harmful effect on others or the learning environment of the school.
- C. Because the student has failed to comply with the School Code of Conduct.

Suspensions over five days are made in consultation with the Director of Instruction as per Board Policy 701: Student Discipline and Section 4 of its attendant Administrative Procedure which states an educational program must be provided.

Bowser Elementary - Code of Conduct

(Updated May 2023)



PURPOSE/RATIONAL

To ensure a safe environment, and to protect the rights of all, these four simple rules are in place at B.E.S.

1. **Be Safe**
2. **Be Respectful**
3. **Be Cooperative**
4. **Be Prepared**

It is our expectation that all people in our school will conduct themselves according to these rules. Through discussion and learning, staff and parents guide students to a better understanding of themselves, and work towards safe, respectful and cooperative relationships.

PHILOSOPHY OF BEHAVIOUR

Our philosophy of behaviour and application of "Consequences for Misbehaviour" is progressive and tempered with professional judgments. Intervention strategies and preventative measures are employed whenever possible. Helping students gain greater awareness in regards to their mistakes, and to actively learn to apply appropriate solving problem strategies. Bowser parents can help by consistently reinforcing high behavioural expectations at home and in their community. Please appreciate that no two incidents or children are alike. In examining misconduct and consequences, many aspects are measured: age of the offender, whether it is a first time or repeat offence, and the nature/seriousness of the offence. Sometimes the pure facts cannot be isolated because a reliable witness cannot be identified, or display clarity regarding important details. With this progressive approach, consequences are incremental as they progress from mild to serious if misconduct reoccurs, and as the students get older. We seek to respond with consistency and fairness. We strive to **balance our actions and the consequences with the gravity of the offence** and to help students identify and reflect on their mistakes/actions and problem solve as individuals.

PLAYGROUND EXPECTATIONS:

- **Boundaries:** The fence around the grounds indicates the boundary for the school. The parking lot is out of bounds during the day as well as the area on the top field where the Cultural Learning Center is.
- **"IN and "OUT" Days: Recess and noon break** are OUT times unless designated by the supervisor. OUT days: all students are expected to be outside, dressed for the weather. If *heavy* rain begins after students are outside, two bells indicate "IN", and require all students to come inside. IN days: all students are expected to remain inside. Students should be in their classrooms, the library, the computer lab, or in club activities. Students should be sitting down and quiet, except in gym activities. An announcement will be made for IN days.
- **Skateboards, Roller blades, Scooters, Bikes, and Heelies:** For safety reasons we do not permit these vehicles to be ridden on the grounds at recess, and noon breaks, or before and after school. Helmets must be worn while on said equipment on route to and from school.
- **Leaving the Grounds:** All students are expected to remain within the school boundaries from arrival to dismissal. Leaving the grounds is not permitted for safety reasons

GENERAL EXPECTATIONS:

Clothing and Footwear: At BES students are NOT permitted to wear clothing which:

- features symbols which may promote the use of controlled substances, use vulgar words, pictures or drawings
- are derogatory regarding a person's ethnic background, national origin, religious belief, sexual orientation or disability;
- damages or marks the flooring surfaces
- hampers safe participation in programs or activities
- hats and hoods are not to be worn in the school hallways or at assemblies. Classroom hats / hoodies in the classroom is up to the discretion of the teacher.

Shoes: Children are running around and playing on a daily basis. Students should be encouraged to wear appropriate footwear. The school recommends running shoes for daily wear.

Inside Shoes: We have an "inside shoes" expectation at B.E.S. The students should wear their inside runners in P.E., noon sports in the gym, and in the building if boots are worn to and from school.

Valuables: It is highly recommended that students do not bring valuables or special items to school that could be lost or pose a distraction.

Food: Please help us be environmentally friendly and reduce litter by sending lunches and recess snacks in recyclable containers, or minimal packaging. Please send your child with a nutritious lunch that can be eaten within fifteen to twenty minutes and a healthy recess snack.

Bowser Elementary - Code of Conduct

(Updated May 2023)



STUDENT USE OF TECHNOLOGY

At BES we recognize that technology and devices are important tools both for education and safety. We also insist upon a healthy and safe school community. Use of computers, cell phones, cameras and/or other wireless communication devices is strictly under the direction and with the permission of the teacher. Good digital citizenry is expected throughout the BES campus. We strongly encourage play time to be social and active for our students. Devices are to be in backpacks while at school. Devices are not to be out or used at lunch, recess or before or after school unless explicitly allowed by a teacher. Devices out on the school grounds without permission can be taken and held until parental contact is made.

POSSIBLE CONSEQUENCES FOR MISCONDUCT

<ul style="list-style-type: none">● Student Discipline Form● Think Sheet● Removed from activity or class● Time-out or task assigned● Teacher administered classroom consequences● Student meets with Principal/Vice Principal	<ul style="list-style-type: none">● Restorative Practices are explored● Discussion with parents/guardian regarding misconduct● Recess or noon detention and/or reassignment● Attendance change - partial days● In-School Suspension (I.S.S.)● Out of School Suspension (O.S.S.)
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WE ARE A ZERO TOLERANCE SCHOOL

There is zero tolerance for violence, weapons, bullying, intimidation or harassment regardless of race, colour, ancestry, place of origin, religion, marital status, family status, physical and mental disability, sex, sexual orientation, gender identification or expressions, and age. As per Board Policy #700 and #700AP, all reported incidents will be investigated. When confirmed the incident will be recorded on an Incident Report Form, parents contacted and copies of the form placed in student files. Parents of offending students will be required to meet with the principal at which time Board Policy #700 and #700AP will be explained fully. Offending students will be first subjected to opportunities to solve the problem(s) through restorative practices, and can be subject to a progressive series of Out of School Suspensions (O.S.S.) as outlined in Board Policy, if the problem(s) cannot be solved through restorative practices.

TRAVELLING TO AND FROM SCHOOL

Parents and students must remember that riding the school bus is a privilege. Our Code of Conduct also includes the following School District No. 69 (Qualicum) provision: "When traveling to and from school students are expected to conduct themselves in accordance with the Code of Conduct of the school. Students who contravene the Code of Conduct, while traveling to and from school, in circumstances which adversely impact the welfare of other students or the learning atmosphere of the school, may be subject to discipline." This can include no longer riding the bus for a duration of time.

BC HUMAN RIGHTS

Our school supports the values expressed in the BC Human Rights Code respecting the rights of all individuals in accordance with the law – prohibiting discrimination based on race, colour, ancestry, place of origin, religion, marital status, family status, socioeconomic status, appearance, gender identity or expression, political belief, physical and mental disability, sex, sexual orientation, gender identification or expressions, and age.

PREVENTION OF RETALIATION

All reasonable steps will be taken to prevent retaliation against a student who has made a complaint regarding an incident, action or event that is in breach of the code of conduct.

SPECIAL CONSIDERATIONS

The school will ensure the safety of all students comes first and will be diligent in addressing these individual issues (ie. needs to state that however these are factors these students behaviours will still be addressed to ensure safety of all students). In application of our school's Code of Conduct, special considerations may apply to students with Special Needs if those students are unable to comply due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature. We strive to work with students with special considerations.

School officials have the right and responsibility to advise other parties/agencies of serious breaches of the Code of Conduct (ie: parents, school district officials, RCMP, MCFD).

Dress Code

Students will wear clothes and footwear that are appropriate for safe participation in educational programs and play activities at school. We expect that students do not wear clothing featuring:

- Words, pictures or symbols which promote the use of drugs and/or alcohol, or vulgarity.
- Words, pictures, or drawings that are derogatory to a person's ethnic background, national origin, religious belief, sexual orientation/gender identity/expression, or disability.

Technology

EES follows SD69 Board Policy 501 (*Acceptable Use of Technology*) and students are expected to follow the expectations outlined in the *EES Technology User Agreement*. Students are to refrain from inappropriate use of computers, cell phones, cameras, and/or other communication or wireless devices. Technology is expected to remain concealed in a student's backpack before and after school and left in the classroom during break times. Students are to follow classroom expectations for technology use during the school day. Digital citizenry is expected, relayed, and monitored by staff.

Traveling to and from school

Students are expected to conduct themselves in accordance with the school's Code of Conduct. Students who travel by school bus must abide by the regulations as set out in the Transportation Handbook and accept the authority of the bus driver.

Members of our school community support the values expressed in the BC Human Rights Code, respecting the rights of all individuals in accordance with the law - prohibiting discrimination based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, gender, sexual orientation, gender identity/expression, or age. Individuals have the right to be treated with respect and the responsibility to treat others with respect.

Prevention of Retaliation

All reasonable steps will be taken to prevent retaliation against a student who has made a complaint of a breach of the Code of Conduct.

Damage to Property

A student who intentionally damages school property or the personal belongings of another member of the community will be required to pay for repairs and/or replacement.

Errington Elementary School
PO Box 80;
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Errington, B.C.
V0R 1V0

Ph: 250-248-8446
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Reviewed June 2023



ERRINGTON ELEMENTARY SCHOOL

We acknowledge that we are on the traditional territory of Qualicum and Snaw'naw'as First Nation.

CODE OF CONDUCT

We are a kind, caring, inclusive learning community striving to instill a sense of belonging. We follow SD69 Board Policy 700 (*Safe, Caring, and Inclusive School Communities*). It is the responsibility of all members of the Errington Elementary School community to use common sense and to develop a considerate and cooperative environment. We have established the following pillars to guide our conduct:

- ❖ We are **SAFE**
- ❖ We are **RESPECTFUL**
- ❖ We are **RESPONSIBLE**

Each classroom will also develop additional guidelines and procedures suitable for the age and needs of the children. Infractions will be dealt with by school staff. Students who are unable to follow the expectations will be addressed through the interventions and consequences listed in this pamphlet.

SCHOOL WIDE PROBLEM-SOLVING STRATEGIES

Students are encouraged to establish healthy boundaries, take personal responsibility, and use appropriate problem solving strategies. Students are expected to use respectful words (*not physical actions*) and to access adult support as needed. Ultimately, students need to recognize their role in a problem, understand why it is a problem, and work towards a peaceful resolution to the problem.

In the classroom and other learning environments

Each classroom has a consistent set of rules, expectations, and routines specific to the grade level and class, based on being safe, respectful, and responsible. The classroom teacher uses a variety of positive behaviour management strategies and reinforcements to encourage appropriate behaviour.

On the playground

Students are expected to practice being safe, respectful, and responsible as they play. We expect students to use peaceful solutions to conflict by using the problem-solving strategies taught at school.

INTERVENTIONS and CONSEQUENCES

Interventions and consequences are used to teach and guide students to demonstrate appropriate behavior. Positive discipline provides opportunities to learn and grow, and helps children understand and be responsible for their actions, empowering them to resolve problems.

When students contravene the Code of Conduct, interfere with the rights of others or with the learning environment, they will be subject to consequences that balance with the gravity of the offence. Consequences are determined by the individual situation and no two incidents are alike. Variables such as the age of the child, whether it is a repeat offence, or the seriousness of the event all influence the potential consequence. Intervention and consequences are incremental, progressing from mild to severe. One or a combination of consequences are employed. Special considerations may apply to students who are unable to comply due to an intellectual, physical, sensory, emotional, or behavioural challenge.

While discipline is progressive there are instances such as violence toward self or others, outright defiance and non-compliance, or consistently disrupting the learning environment of others where a severe consequence is the initial consequence. In relevant circumstances, students may be subject to consequences prescribed in specific Board of Education Policies.

CONSEQUENCES FOR UNEXPECTED BEHAVIOUR MAY INCLUDE:

- Teacher conference with student
- Principal conference with student
- Parent contact/involvement
- Removal from the classroom
- Loss of privileges
- Time out (in or out of classroom)
- Think/Reflection Sheet
- Increased supervision
- Reduced area/range
- Recess or lunch hour detention
- Recommend counselling services
- Restitution
- Restorative justice
- In-school suspension
- Out-of-school suspension
- Behaviour contract
- Reduced day

School officials have the responsibility to advise other parties/agencies of serious breaches of the Code of Conduct (i.e. parents, district staff, RCMP, Ministry of Children and Family Development).

ÉCOLE OCEANSIDE ELEMENTARY SCHOOL CODE OF CONDUCT

(Revised 2023-2024)

École Oceanside Elementary School (ÉOES) is a kind, caring, inclusive learning community where we strive to instill a sense of belonging. It is the responsibility of all members of the Oceanside Elementary School community to engage in sound and level-headed interactions to develop and maintain a considerate and cooperative environment.



We have established the following pillars to guide behavior:

- ❖ We are **SAFE**
- ❖ We are **RESPECTFUL**
- ❖ We are **RESPONSIBLE**

Each classroom will also develop additional guidelines and procedures suitable for the age and needs of the children. Infractions will be dealt with by school staff. Students who persistently fail to follow the expectations will be addressed through the interventions listed in this document.

Dress Code

Students and staff will wear clothes and footwear that are appropriate for safe participation in educational programs and play activities at school. We ask that students & staff do not wear clothing that feature words, pictures or symbols which promote the use of drugs and/or alcohol, vulgarity, derogatory to a person's ethnic background, national origin, religious belief, sexual orientation/gender identity/expression, or disability.

Technology

Students are to refrain from inappropriate use of computers, cellular phones, cameras, and/or other communication/wireless devices. Technology is expected to remain in the school during break times. Digital citizenry is expected, relayed, and monitored by staff. ÉOES follows SD69 Board Policy 501 (Acceptable Use of Technology).

Traveling to and from school

When traveling to and from school, students are expected to conduct themselves in accordance with the school's Code of Conduct. Students who travel by school bus must abide by the regulations as set out in the Transportation Handbook and accept the authority of the bus driver.

School Wide Problem Solving Strategies

Students are encouraged to take personal responsibility and use appropriate problem-solving strategies. Students are expected to use words (not physical actions) and to access adult support as needed. Ultimately, we need to establish what the problem is, why it is a problem, and how we can solve the problem either individually or through small group discussions.

In the classroom

Each classroom has a unique set of rules, expectations, and routines specific to the grade level and teacher, based on being safe, respectful, and responsible. The classroom teacher uses a variety of positive behavior management strategies and reinforcements to encourage appropriate behavior.

On the playground

Students are expected to practice being safe, respectful, and responsible as they play. We expect students to use peaceful solutions to conflict by using the problem-solving strategies that are taught at school.

Intervention and Consequences

Intervention and consequences are used to teach and guide students to demonstrate appropriate behaviour and conduct. **Positive reinforcement and restorative justice** provide the opportunity to learn and grow and helps children understand and be responsible for their actions, empowering them to resolve problems. Intervention and consequences are incremental, **and can progress from mild to severe depending on each unique situation.**

When students contravene the Code of Conduct, interfere with the rights of others, or with the learning environment, they will be subject to **interventions** that balance with the gravity of the offence. **Interventions** are determined by the individual situation and no two incidents are alike. Variables such as the age of the child, whether it is a repeat offence, or the seriousness of the event all influence the potential **intervention**. Special considerations may apply to students who are unable to comply due to an intellectual, physical, sensory, emotional, or behavioural **challenges.**

While interventions tend to be progressive, there are instances such as violence toward self or others, outright defiance and non-compliance, or consistently disrupting the learning environment of others where a severe consequence may be the initial consequence. Further, in relevant circumstances students may be subject to consequences prescribed in specific Board of Education policies.

INTERVENTIONS FOR UNEXPECTED BEHAVIOUR MAY INCLUDE:

- Teacher conferences with student & families
- Principal conference with student & families
- Parent contact/involvement
- Removal from the classroom
- Loss of Privileges
- Time out
- Think Sheet
- Increased supervision
- Reduced area/range
- Recess or lunch hour detention
- Counselling
- Restitution
- Restorative justice (Circle)
- Behavior contract
- Reduced day
- In-school suspension
- Out-of-school suspension

School officials also have the responsibility to advise other parties/agencies of serious breaches of the Code of Conduct (i.e. parents, district staff, RCMP, Ministry of Children and Family Development).

Steps to Address Your Questions and Concerns

ÉOES wants to hear your questions and concerns, and we will make every effort to address them as quickly as possible. Please find below the steps to follow. In any situation, your child's classroom teacher is the first point of contact, if unresolved, please contact the school administration, who will help to resolve the issue.

	<p>Classroom Teacher</p>
	<p>The first place to go about any classroom-related questions or concerns is your classroom teacher. They can help you with:</p> <ul style="list-style-type: none"> · Any questions about the classroom · Classroom rules and consequences · Homework and assignments · Points of Progress Report questions · Concerning behaviour regarding your child · Pertinent medical or legal issues
	<p>School Counselor</p>
	<p>The school counselor is another student support that a parent can approach. If the concerns are of a behavioral or social nature, a counselor can be counted upon for assistance, and to work with the student.</p>
	<p>School Principal and Vice-Principal</p>
	<p>If you would like more information or if you have questions that are beyond the classroom, talk to your administration team. They can help with:</p> <ul style="list-style-type: none"> · Code of Conduct concerns · Safety and Security of students · School grounds concerns · Programming · Any unresolved issues from teachers
	<p>Superintendent of Schools</p>
	<p>Superintendents are responsible for the network of schools. They support school staff and can be contacted if you have questions that have not been answered or for help with:</p> <ul style="list-style-type: none"> · Suspension appeals · School transitions · Any unresolved issues from the administration team
	<p>Trustees</p>
	<p>Trustees are your elected community officials. They are available to help you with the following:</p> <ul style="list-style-type: none"> · Concerns about your community · Ideas and suggestions for the Board · Items on Board Agendas · Board policies under review · Board budget

False Bay School – Code of Conduct 2023-24

(Reviewed June 2023)



False Bay School
School District No. 69 Qualicum

CODE OF CONDUCT RATIONALE: It is the responsibility of all members of the False Bay Elementary School community to use common sense and to develop and maintain a safe, considerate, and cooperative atmosphere where we take care of ourselves, each other, and our school.

To ensure a safe environment and to protect the rights of all, the school community has established the following three school **expectations** to govern behaviour:

1. We are SAFE.
2. We are KIND.
3. We are RESPONSIBLE.

Classroom expectations that support our Code of Conduct: Each classroom develops additional guidelines suitable for the age of the children, and as such classroom procedures will be dealt with by the classroom teacher. These classroom expectations will focus on safety, kindness, and responsibility for our work, school property and maintaining positive relationships with others. Students who persistently act unsafely, with disregard for the well-being or property of others, or act with negligence toward their learning or other facets of their development will be dealt with through restorative strategies, discipline, or the consequences listed below.

BC Human Rights: Our school supports the values expressed in the BC Human Rights Code respecting the rights of all individuals in accordance with the law prohibiting discrimination based on race, color, ancestry, place of origin, religion, marital status, family status, physical or mental disability, gender, sexual orientation, gender identity or expression, or age.

Prevention of Retaliation: All reasonable steps will be taken to prevent retaliation against a student who has made a complaint of a breach of this code of conduct.

Special Considerations: In application of our school's Code of Conduct, special considerations may apply to students with unique needs if those students are unable to comply due to a documented disability of an intellectual or physical nature. It is the school's responsibility to share serious breaches of the Code of Conduct beyond the school (i.e. parents, school district officials, RCMP, Ministry of Child and Family Development).

School Dress Code: Clothing and footwear need to be appropriate for school, which is often working and learning outside in the environment. We ask students not to wear clothing with: offensive, violent, suggestive or hateful words or pictures, rude sayings or slogans, pictures or sayings involving alcohol, drugs, or tobacco. These guidelines apply for all school functions and events. We appreciate family cooperation, support, and understanding of these guidelines.

Technology: Students are to refrain from inappropriate use of computers, cellular phones, cameras and/or other communication wireless devices. Digital citizenry is expected, relayed, and monitored by staff. We follow SD69 Board Policy 501 (Acceptable Use of Technology). Personal devices are not allowed to be used during instructional hours for any reason, unless outlined by a teacher for school-related purposes.

Intentional Damage to Property: A student who intentionally damages school property or the personal belongings of another member of the community may be required to pay for repairs and/or replacement.

Traveling to and from school: When traveling to and from school, students are expected to conduct themselves in accordance with the school Code of Conduct. Students who travel by school bus must abide by the regulations as set out in the Transportation Handbook and accept the authority of the bus driver. Infractions of these rules and regulations will be dealt with by the bus driver, then the principal, and when necessary, the Transportation Department. Students who travel to school by bike are asked to store their bikes in the school bike shed.

Although all breaches to the Code of Conduct will follow a “restorative process” whenever possible, the following range of strategies can and may be used for inappropriate behaviour:

- Teacher & parent conference
- Loss of privilege (e.g. field trip)
- Conference with Principal
- Restitution (talk it out, clean up, apology, etc.)
- Behaviour contract
- Recess or lunch hour suspension
- In-school suspension
- Reduced school day
- Service to school - ex. tidying, sweeping, etc.
- Out-of-school suspension following the guidelines set out by the School Act and district policies.

The most appropriate strategy will be selected based on student age, maturity, and any individualized needs of the student, with an emphasis on restorative justice. For students on individual behaviour contracts, consequences in their contract will apply.

False Bay School is a place that encourages personal and global harmony and the love of learning in a spirit of joy and respect.



Nanoose Bay Elementary School



CODE OF CONDUCT

The Nanoose Bay Elementary School Code of Conduct has been developed in collaboration with staff, students, and parents and guardians to maintain a safe, caring, and orderly school environment, as per the Ministry of Education and Childcare guidelines, and in support of Qualicum School District policy, and the laws of BC and Canada. As well, it reflects Sections 7 and 8 of the BC Human Rights Code, which protects the rights of all individuals from discrimination based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, and age.

We are a community that celebrates and values the diversity of our members.

MATRIX

The NBES Matrix is designed based on BC's Core Competencies and the First Peoples Principles of Learning

We Care About Other by:	We Care About Ourselves by:	We Care About this Place by:
<ul style="list-style-type: none"> ✓ Communicating respectfully and using kind words ✓ Building positive relationships ✓ Being aware of how others may feel and taking steps to make them feel included ✓ Making choices that keep me and others safe ✓ Working with others to achieve a common goal ✓ demonstrating respectful and inclusive behaviour 	<ul style="list-style-type: none"> ✓ Persevering with challenging tasks ✓ Being a problem solver ✓ Asking for help when I need it ✓ Using strategies to recognize and manage my emotions ✓ Taking ownership of my goals, learning, and behavior ✓ Experimenting with different ways of doing things ✓ Exploring my identity 	<ul style="list-style-type: none"> ✓ Recognizing and respecting that we live and learn, on the territory of the Snaw'naw'as First Nation ✓ Being an important member of my school community ✓ Thinking about how my choices impact my community ✓ Recognizing the consequences of my actions ✓ Respecting the learning spaces, equipment, and opportunities

When we make mistakes we:
Take ownership of our behavior and its impact. With support, we work to fix what we can, and move forward in a positive way.

Behaviors We Do Not Accept:

Any behaviours that compromise the safety or well-being of any members of the school community, or the place that we learn.

Date reviewed: June 2023

Safe Reporting:
The Board of Education for the Qualicum School District will take reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of the Code of Conduct.
Responsibility to Inform Other Parties:
School officials may have the responsibility to advise other parties/agencies of serious breaches of the Code of Conduct, including parents, school district officials, RCMP, and MCFD.
Range of Responses to Unacceptable Behaviour:
Supporting students' academic, social-emotional and physical development. Whenever possible, we strive will focus on responses that are restorative rather than punitive.
Responses will take into consideration the student's age, maturity, and special needs. Special considerations may apply to students with special needs who are unable to comply with a code of conduct due to having a disability of an intellectual, physical, sensory, emotional, or behavioural nature.
Suspension
In accordance with the School Act, Sec. 85(2)(ii) and (d) the Board authorizes the Principal or designate of any school in the district to suspend a student from attendance at school for up to five days. Suspensions may be for the following reasons:
<ul style="list-style-type: none">a. because a student is willfully and repeatedly disrespectful to a teacher or to any other employee of the Board carrying out responsibilities approved by the Board.b. because the behaviour of the student breaches the District Code of Conduct or policy and/or has a harmful effect on others or the learning environment of the school.c. because the student has failed to comply with the School Code of Conduct.
Suspensions over five days are made in consultation with the Director of Instruction as per Board Policy 701: Student Discipline and Section 4 of its Administrative Procedure which states an educational program must be provided.



QUALICUM BEACH ELEMENTARY SCHOOL CODE OF CONDUCT

It is the responsibility of all members of the Qualicum Beach Elementary School community to develop and maintain a **safe** and **respectful** environment that protects the rights of the school community. We strive to create an atmosphere in our school community where we all can trust each other, demonstrate friendliness and show respect to self, one another and the school property.

School and Playground Expectations

Students are expected to behave in a **Safe and Respectful** manner in the school and on the playground. Students are encouraged to take personal responsibility and use an appropriate problem-solving strategy such as....

Walk away - Ignore - Tell them to stop - Seek an adult

Dress Code

Clothing and footwear need to be appropriate for school, which is our working and learning environment. We ask students not to wear clothing with:

- offensive, violent, suggestive or hateful words or pictures.
- rude sayings or slogans.
- pictures or sayings involving alcohol, drugs or tobacco.

These guidelines apply for all school functions and events. We would appreciate your cooperation, support and understanding of these guidelines.

Technology

Students are to refrain from inappropriate use of computers, cellular phones, cameras and/or other communication/wireless devices. Electronic devices should be turned off and kept in your locker or backpack during class time unless students have been given permission to use it for educational purposes. Videos and pictures can only be taken with the consent of the teacher and students. Personal devices should not be used at recess, lunch or between classes.

Damage to Property

A student who willfully damages school property or the personal belongings of another member of the community will be required to pay for repairs and/or replacement.

Leaving the Grounds

All students must stay within school boundaries from arrival to dismissal. ***Parents may take their child off school grounds; however, students must be signed in and out of the office.***

Discipline and Consequences

Discipline and consequences are used to teach and guide students to demonstrate appropriate behaviour and conduct. Positive discipline provides the opportunity to learn and grow and helps children understand and be responsible for their actions empowering them to resolve problems (practice restorative justice when possible). Discipline and consequences are incremental, progressing from mild to severe. When students contravene the

Code of Conduct, interfere with the rights of others, or with the learning environment, they will be subject to consequences that balance with the gravity of the offence. Consequences are determined by the individual situation and no two incidents are alike. Variables such as the age of the child, whether it is a repeat offence or the seriousness of the event all influence the potential consequence. One or combinations of consequences may be employed. Special considerations may apply to students with diverse abilities if those students are unable to comply due to an intellectual, physical, sensory, emotional or behavioral disability.

While discipline is progressive there are instances such as violence toward self or others, outright defiance and non-compliance or consistently disrupting the learning environment of others where a severe consequence is the initial consequence. Further, in relevant circumstances students may be subject to consequences prescribed in specific School Board Policies.

Possible Consequences for Inappropriate Behaviour

- Teacher conference with student
- Principal/VP conference with student
- Parent contact/involvement
- Removal from the classroom
- Recess or lunch hour detention
- Behaviour contract
- Reduced Day
- Counselling
- Loss of privileges
- Time out
- Restitution
- Restorative justice
- In-school suspension
- Out-of-school suspension

Guiding Principles for this Code of Conduct

Members of our school community support the values expressed in the BC Human Rights Code. respecting the rights of all individuals in accordance with the law—prohibiting discrimination based on race, color, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identify / expression, or age.

1. Prevention of Retaliation – All reasonable steps will be taken to prevent retaliation against a student who makes a complaint of a breach of a code of conduct.
2. BC Human Rights – Our school supports the values expressed in the BC Human Rights Code respecting the rights of all individuals in accordance with the law, prohibiting discrimination based on race, color, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identify / expression, or age.
3. Special Consideration - In application of our school’s code of conduct, special consideration may apply to students with Special Needs if those students are unable to comply due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature.

This document has been written with reference to (a) Provincial Standards for Codes of Conduct Order [Authority: School Act, sections 85(1.1) 168(2) (s.1)], to (b) Safe, Caring and Orderly Schools, A Guide (2004), and to (c) Developing and Reviewing Codes of Conduct: A Companion to (a) and (b) above.

DEFINITIONS:

Bullying occurs when one or more individuals target another with the purpose to harass or inflict verbal, physical, or emotional abuse. Bullying is different from ordinary conflict or quarreling. When bullying occurs, there exists a power imbalance:

- a) Intimidation occurs when one or more individuals target another with the intent of causing fear and apprehension through verbal and/or non-verbal threats.
- b) Discrimination occurs, for the purpose of this policy, when an individual is subjected to insults, ridicule, or alienation for reasons of: race (i.e. racism), religion, ethnic background, appearance, sexual orientation, disability, or gender.

c) Harassment occurs when one or more individual's verbal and/or non-verbal (e.g. gestures) behaviour towards others is, and is intended to be: insulting, humiliating, malicious, degrading or otherwise offensive.

School staff may have the responsibility to advise other parties/agencies of serious breaches of the code of conduct (i.e. parents, school district officials, RCMP, MCFD).



SPRINGWOOD ELEMENTARY SCHOOL CODE OF CONDUCT

It is the responsibility of all members of the Springwood Elementary School community to develop and maintain a **SAFE, KIND** and **FAIR** environment that protects the rights of the school community. Each classroom develops additional guidelines and procedures suitable for the age of the children.

All members of the Springwood community are expected to follow Springwood's 3 rules:

Be Kind Be Safe Be Fair

CODE OF CONDUCT:

The Springwood Elementary School Code of Conduct has been developed in collaboration with staff, students, and parents and guardians to maintain a safe, caring, and orderly school environment, as per the Ministry of Education and Childcare guidelines, and in support of Qualicum School District policy, and the laws of BC and Canada. As well, it reflects Sections 7 and 8 of the BC Human Rights Code, which protects the rights of all individuals from discrimination based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, and age.

We are a community that celebrates and values the diversity of our members.

TRAVELLING TO AND FROM SCHOOL

When travelling to and from school, students are expected to conduct themselves in accordance with the school Code of Conduct. This includes field experiences as these trips are extensions of the classroom. Students who travel by school bus must abide by the regulations as set out in the Transportation handbook and accept the authority of the bus driver. Infractions of these rules and regulations will be dealt with by the Transportation Department.

Students who travel to school by bike, skateboard, scooter or rollerblade are expected to wear appropriate safety gear (helmets are mandatory). For safety reasons we do not permit these to be ridden on school property.

LEAVING SCHOOL PROPERTY

All students are expected to remain within the school boundaries from arrival to dismissal. Parents picking students up during the day must sign students out at the office.

DAMAGE TO PROPERTY

A student who wilfully damages school property or the personal belongings of another member of the community will be required to pay for repairs and/or replacement.

PERSONAL PROPERTY

We advise parents and students that personal belongings such as toys and games remain at home. If a child has brought a toy or electronic device to school, and it is lost, stolen or damaged, it is not the school's responsibility to replace that item. Any toys that resemble weapons will be confiscated and are not to be on school property.

TECHNOLOGY

Students are to refrain from inappropriate use of computers, cell phones, cameras and/or other communication/wireless devices. Students must also be aware that they may be subject to discipline for misuse of technology if it has an unsafe or negative impact. Electronic devices should be turned off and kept in your locker or backpack during class time, unless students have been given permission to use the device for educational purposes. Personal devices should not be used outside of the classroom at SES from 8:35 am until the end of day, including recess and lunch.

No pictures posted or shared of students at school

RECESS

Recess breaks are OUT times whenever possible. Please make sure that your child has appropriate clothing for all weather conditions.

FOOD

To help support the environment and reduce litter, we ask that you send snacks and lunches in reusable containers. Please send your child with a nutritious recess and lunch which can be eaten within 15-20 minutes.

DRESS CODE

Clothing and footwear need to be appropriate for school, which is our working and learning environment. Students are not permitted to wear clothing which:

- features symbols which may promote the use of controlled substances, uses vulgar words, pictures or drawings;
- are derogatory regarding a person's ethnic background, national origin, religious belief, sexual orientation or disability.

The Springwood dress code follows our School District's Board Policy 700 and 700AP.

We have an 'inside shoes' expectation at Springwood. Students should wear their inside runners in the gym and music room. Classroom teachers may also expect inside shoes to be worn in the classroom.

DISCIPLINE AND CONSEQUENCES

Discipline, strategies and consequences are used to teach and guide students to appropriate behaviour and conduct.

Positive discipline provides opportunity to learn and grow and helps children understand and be responsible for their actions empowering them to resolve problems. Consequences are determined by the individual situation, and no two incidents are alike.

When students contravene the Code of Conduct, interfere with the rights of others, or with the learning environment, they will be subject to consequences that balance the gravity of the offence. While discipline is progressive, there are instances such as violence toward self or others, outright defiance and non-compliance, or consistently disrupting the learning environment of others, where a severe consequence is the initial consequence. Reasonable steps will be taken to prevent retaliation against students who report breaches of the Code of Contact. Further, in relevant circumstances, students may be subject to consequences prescribed in specific School Board Policies.

Range of Strategies

Problem solving with staff

Restorative Justice

Counselling

Parent contact/involvement

Loss of privilege

In-school suspension

Restitution

Behaviour contract

Out-of-school suspension

PARENTS

- If you have a concern or question in regards to your child, please contact the classroom teacher.
- Please let the office know if your child will not be at school.
- Please send a note to inform teachers of changes in plan for student pick-up.
- Students will be asked to come into the building if not picked up by the last bell ending afterschool supervision.
- Please make sure you check at the office before entering school or going on the grounds.
- Please treat all staff respectfully. (Board Policy 606)

GUIDING PRINCIPLES FOR THIS CODE OF CONDUCT

Please see next page

Safe Reporting:

The Board of Education for the Qualicum School District will take reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of the Code of Conduct.

Responsibility to Inform Other Parties:

School officials may have the responsibility to advise other parties/agencies of serious breaches of the Code of Conduct, including parents, school district officials, RCMP, and MCFD.

Range of Responses to Unacceptable Behaviour:

Supporting students' academic, social-emotional and physical development. Whenever possible, we strive will focus on responses that are **restorative rather than punitive**.

Responses will take into consideration the student's **age, maturity, and special needs**. Special considerations may apply to students with special needs who are unable to comply with a code of conduct due to having a disability of an intellectual, physical, sensory, emotional, or behavioural nature.

Suspension

In accordance with the School Act, Sec. 85(2)(ii) and (d) the Board authorizes the Principal or designate of any school in the district to suspend a student from attendance at school for up to five days. Suspensions may be for the following reasons:

- a. because a student is willfully and repeatedly disrespectful to a teacher or to any other employee of the Board carrying out responsibilities approved by the Board.
- b. because the behaviour of the student breaches the District Code of Conduct or policy and/or has a harmful effect on others or the learning environment of the school.
- c. because the student has failed to comply with the School Code of Conduct.

Suspensions over five days are made in consultation with the Director of Instruction as per Board Policy 701: Student Discipline and Section 4 of its Administrative Procedure which states an educational program must be provided.



École Ballenas Secondary School



CODE OF CONDUCT

The École Ballenas Secondary School Code of Conduct has been developed in collaboration with staff, students, and parents and guardians to maintain a safe, caring, and orderly school environment, as per the Ministry of Education and Childcare guidelines, and in support of Qualicum School District policy, and the laws of BC and Canada. As well, it reflects Sections 7 and 8 of the BC Human Rights Code, which protects the rights of all individuals from discrimination based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, and age.

We are a community that celebrates and values diversity and inclusivity of our members.

EXPECTATION MATRIX

We Respect Others by:	We Respect Ourselves by:	We Respect this Place by:
<ul style="list-style-type: none"> ✓ Treating others with respect and dignity in the school, on our grounds, in the community, while on field trips, and on school buses. ✓ Respecting others' privacy, in person and online, and using technology and media safely and appropriately. ✓ Following the guidance of school staff. ✓ Being an upstander vs. a bystander ✓ Understanding that any form of discrimination and racism will not be tolerated in our school. 	<ul style="list-style-type: none"> ✓ Striving to get adequate sleep and proper nutrition. ✓ Prioritizing our mental health and appreciation for learning. ✓ Prioritizing our attendance and engagement in classes, but staying home when we are sick. ✓ Recognizing that vaping, smoking, and substance use is harmful to our growing brain and body, and respecting the policies in place to keep everyone safe. ✓ Acknowledging when we need connections with a trusted adult for advice, support, and/or help. 	<ul style="list-style-type: none"> ✓ Using school materials, library books, and devices with care. ✓ Keeping our classrooms, shared spaces, parking lot, and community clean and free from litter and vandalism. ✓ Moving safely around the campus and respecting the personal space of others. ✓ Being aware that we are members of the community and contributing positively to our neighbourhood and town. ✓ Treating nature on our grounds and other spaces with respect and care.

When we make mistakes we:

We take responsibility for our actions and impact. We work to make amends to whomever was harmed and we solve conflicts peacefully. We move forward and learn from our mistakes.

Safe Reporting:

The Board of Education for the Qualicum School District will take reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of the Code of Conduct.

Responsibility to Inform Other Parties:

School officials may have the responsibility to advise other parties/agencies of serious breaches of the Code of Conduct, including parents, school district officials, RCMP, and MCFD.

Range of Responses to Unacceptable Behaviour:

Supporting students' academic, social-emotional and physical development. Whenever possible, we will focus on responses that are **restorative rather than punitive**.

Responses will take into consideration the student's **age, maturity, and special needs**. Special considerations may apply to students with special needs who are unable to comply with a code of conduct due to having a disability of an intellectual, physical, sensory, emotional, or behavioural nature.

Suspension

In accordance with the School Act, Sec. 85(2)(ii) and (d) the Board authorizes the Principal or designate of any school in the district to suspend a student from attendance at school for up to five days. Suspensions may be for the following reasons:

- a. because a student is willfully and repeatedly disrespectful to a teacher or to any other employee of the Board carrying out responsibilities approved by the Board.
- b. because the behaviour of the student breaches the District Code of Conduct or policy and/or has a harmful effect on others or the learning environment of the school.
- c. because the student has failed to comply with the School Code of Conduct.

Suspensions over five days are made in consultation with the Director of Instruction as per the Board Policy 701: Student Discipline and Section 4 of its Administrative Procedure which states an educational program must be provided.



CEAP/PASS
Winchelsea Learning Centre



CODE OF CONDUCT

CEAP and PASS School Code of Conduct has been developed in collaboration with staff, students, and parents and guardians to maintain a safe, caring, and orderly school environment, as per the Ministry of Education and Childcare guidelines, and in support of Qualicum School District policy, and the laws of BC and Canada. As well, it reflects Sections 7 and 8 of the BC Human Rights Code, which protects the rights of all individuals from discrimination based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, and age.

We are a community that celebrates and values the diversity of our members.

Matrix

We Care About Others by:	We Care About Ourselves by:	We Care About this Place by:
<ul style="list-style-type: none"> ✓ Being safe in our behaviours and not causing harm to others or our environment ✓ Respecting others' privacy, boundaries and identities ✓ Understanding that others have different perspectives and experiences ✓ Following the requests of the adults in the building ✓ Understanding that discrimination will not be tolerated in our school ✓ Having pride in ourselves and our reputation 	<ul style="list-style-type: none"> ✓ Accepting responsibility for our actions ✓ Understanding our actions have consequences ✓ By doing our best to take care of our bodies and our brains ✓ Attending regularly ✓ Striving to consistently complete our individual tasks ✓ Working collaboratively with others to set and attempt to achieve our goals 	<ul style="list-style-type: none"> ✓ Keeping our classrooms and all shared spaces clean ✓ Being mindful of our no waste policies and environmental foot print ✓ Offering support to others ✓ Being community focused ✓ Taking care of our learning environment and the tools we use to complete our tasks ✓ Recognizing that our decisions can affect more than ourselves and can be far reaching

We need to work with others so we will:
Take responsibility. Practice restitution. Learn from our mistakes. Know that each day is a new day for ourselves and others.

Behaviors We Do Not Accept:
These may include discrimination, bullying, cyberbullying, harassment, intimidation, threatening, unable to complete tasks due to being under the influence, or violent behaviours,

Date reviewed: June 13/23

Safe Reporting:

The Board of Education for the Qualicum School District will take reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of the Code of Conduct.

Responsibility to Inform Other Parties:

School officials may have the responsibility to advise other parties/agencies of serious breaches of the Code of Conduct, including parents, school district officials, RCMP, and MCFD.

Range of Responses to Unacceptable Behaviour:

Supporting students' academic, social-emotional and physical development. Whenever possible, we strive will focus on responses that are **restorative rather than punitive**.

Responses will take into consideration the student's **age, maturity, and special needs**. Special considerations may apply to students with special needs who are unable to comply with a code of conduct due to having a disability of an intellectual, physical, sensory, emotional, or behavioural nature.

Suspension

In accordance with the School Act, Sec. 85(2)(ii) and (d) the Board authorizes the Principal or designate of any school in the district to suspend a student from attendance at school for up to five days. Suspensions may be for the following reasons:

- a. because a student is willfully and repeatedly disrespectful to a teacher or to any other employee of the Board carrying out responsibilities approved by the Board.
- b. because the behaviour of the student breaches the District Code of Conduct or policy and/or has a harmful effect on others or the learning environment of the school.
- c. because the student has failed to comply with the School Code of Conduct.

Suspensions over five days are made in consultation with the Director of Instruction as per **Board Policy 701: Student Discipline and Section 4 of its Administrative Procedure which states** an educational program must be provided.



Kwalikum Secondary School



CODE OF CONDUCT

The Kwalikum Secondary School Code of Conduct has been developed in collaboration with staff, students, and parents and guardians to maintain a safe, caring, and orderly school environment, as per the Ministry of Education and Childcare guidelines, and in support of Qualicum School District policy, and the laws of BC and Canada. As well, it reflects Sections 7 and 8 of the BC Human Rights Code, which protects the rights of all individuals from discrimination based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, and age.

We are a community that celebrates and values diversity and inclusivity of our members.

EXPECTATION MATRIX

We Respect Others by:	We Respect Ourselves by:	We Respect this Place by:
<ul style="list-style-type: none"> ✓ Treating others with dignity in the school, on our grounds, in the neighbourhood, while on field trips, and on school buses. ✓ Respecting others' privacy, in person and online, and using technology and media safely and appropriately. ✓ Following the guidance of school staff. ✓ Being an upstander vs a bystander. ✓ Understanding that discrimination and racism will not be tolerated in our school. 	<ul style="list-style-type: none"> ✓ Ensuring we get enough sleep and proper nutrition. ✓ Prioritizing our attendance and engagement in classes, but staying home when we are sick. ✓ Prioritizing our mental health and appreciation for learning. ✓ Recognizing that vaping, smoking and substance use is harmful to our growing brain and body, and respecting the policies in place to keep everyone safe. ✓ Acknowledging when we need connections with a trusted adult for advice, support or help. 	<ul style="list-style-type: none"> ✓ Using school materials, library books and devices with care. ✓ Keeping our classrooms, shared spaces, parking lot and community clean free from litter and vandalism. ✓ Moving safely around the campus and respecting the personal space of others. ✓ Being aware that we are members of the community and we conduct ourselves positively in town and the surrounding area. ✓ Treating nature on our grounds, and other outside spaces with respect and care.

When we make mistakes we:

Take responsibility. Make amends to whomever was harmed. Solve conflicts peacefully.
Learn through our mistakes.

Behaviours We Do Not Accept:

Vaping/smoking on school property; vandalism; any form of bullying, racism or discrimination; any form of harassment, threatening or violent behaviours; the possession of weapons, including replica weapons; the possession or use of drugs, alcohol or paraphernalia.

Safe Reporting:

The Board of Education for the Qualicum School District will take reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of the Code of Conduct.

Responsibility to Inform Other Parties:

School officials may have the responsibility to advise other parties/agencies of serious breaches of the Code of Conduct, including parents, school district officials, RCMP, and MCFD.

Range of Responses to Unacceptable Behaviour:

Supporting students' academic, social-emotional and physical development. Whenever possible, we strive will focus on responses that are **restorative rather than punitive**.

Responses will take into consideration the student's **age, maturity, and special needs**. Special considerations may apply to students with special needs who are unable to comply with a code of conduct due to having a disability of an intellectual, physical, sensory, emotional, or behavioural nature.

Suspension

In accordance with the School Act, Sec. 85(2)(ii) and (d) the Board authorizes the Principal or designate of any school in the district to suspend a student from attendance at school for up to five days. Suspensions may be for the following reasons:

- a. because a student is willfully and repeatedly disrespectful to a teacher or to any other employee of the Board carrying out responsibilities approved by the Board.
- b. because the behaviour of the student breaches the District Code of Conduct or policy and/or has a harmful effect on others or the learning environment of the school.
- c. because the student has failed to comply with the School Code of Conduct.

Suspensions over five days are made in consultation with the Director of Instruction as per board policy 701: Student Discipline, and Section 4 of its Administrative Procedure which states an educational program must be provided.