



SD69 QUALICUM

EDUCATION COMMITTEE OF THE WHOLE

TUESDAY, SEPTEMBER 17, 2019

3:30 to 5:00 p.m.

LIBRARY - BALLENAS SECONDARY SCHOOL

(Location to be determined each month)

Mandate:

To discuss and make recommendations to the board on the general directions for education in the district, and to serve as a vehicle for regular reports to the board on educational programs and services.

AGENDA

Facilitator: Trustee Laura Godfrey

1. **ACKNOWLEDGEMENT OF TRADITIONAL TERRITORIES**
2. **SHARED LEARNING**
 - i. **Emotional Learning Support Teachers** – Natalie Nelson/Kerri Christie attachment
3. **DISCUSSION**
 - i. **School Codes of Conduct** attachments
 - ii. **Alternative Education Update**
 - iii. **Summary of What Schools are Working on This Year**
4. **UPDATES**
 - i. **Vaping**
 - ii. **Student Engagement**
 - iii. **District-Wide Planning Day – Dr. Ross Greene**
 - iv. **Immunization Confusion**
5. **QUESTION PERIOD**
6. **NEXT MEETING DATE:**
 - **Tuesday, October 15 at 3:30; Location TBD**
7. **ADJOURNMENT**

“Too often we forget that discipline really means to teach, not to punish.

A disciple is a student, not a recipient of behavioral consequences.”

Dan Seigel



SD69 QUALICUM

DRAFT

“The number and quality of children’s relationships is a critical determinant of their ability to be resilient.”

*The Boy Who Was Raised as a Dog,
Bruce D. Perry and Maia Szalavitz*

**EMOTIONAL
LEARNING SUPPORT
TEACHERS**

**Kerri Christie
Natalie Nelson**

School District #69



Who we are:

Kerri Christie — kchristie@sd69.bc.ca

I have worked in School District 69 since 2006 in a variety of roles from grades 4 –11. After working in a classroom where the students experienced trauma, I began to look for answers to the behaviours I was witnessing. This led me to a new understanding of my students and the necessity of safe and supportive learning environments to increase academic success. My personal and professional development has since been focused around understanding how the brain develops, functions and potential disruptions to these processes.

Natalie Nelson — nnelson@sd69.bc.ca

Natalie is a teacher and an administrator who has found her niche as a trauma informed educator. Building on the belief that “kids do well if they can” and questioning “why this behaviour and why now?” Natalie blends the research of Bruce Perry, Ross Greene and Stuart Shanker into constructing learning environments that create and sustain learning readiness for all students.

Our role:

To support teachers in understanding, identifying and addressing the impacts of trauma in their classrooms by sharing tangible practices and strategies that incorporate research and build a common vocabulary.

Possible reasons to connect with us:

- Further personal understanding of brain development and trauma-informed practice in education
- Experiencing unexpected difficulties or behaviours from a student or group of students
- Receive feedback on current classroom practices based on brain development principles.
- New teachers or experienced teachers who feel overwhelmed by their current class configuration
- Desire to build community and self-regulation strategies within your classroom and/or school

“Kids do well if they can.”

Dr. Ross Greene

Ways we can support teachers:

- Deepen understanding of the prevalence of trauma and the impact on learning and brain development
- Assist teachers in developing personal self-awareness and stress management techniques in order to effectively model for students
- Support teachers in gathering information about specific learners and reframing student behaviour
- Use the collaborative and proactive solutions approach to address challenging classroom behaviours
- Share tangible, practical strategies to support learners
- Support in collaboratively planning and implementing the strategies
- Develop lessons for students to learn about mindfulness and the brain

Ways we can support professional learning communities (PLC):

- Staff meeting presentations
- Professional development workshops
- Identify resources available
- Facilitate book study groups

Damage to 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.

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. 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.

Food

To help support the environment and reduce litter we ask you send reusable containers. Any garbage/food waste will be sent back home.

Please send your child with a nutritious recess snack and lunch which can be eaten within 15 to 20 minutes.

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/expression, or age.

Special Consideration:

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 behavioral nature.

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

Technology

Digital citizenship is expected, relayed, and monitored by staff. We follow SD69 Board Policy 5056 (Internet Access and Network Citizenship). Students are expected to follow the guidelines described on the Computer/Internet Usage Agreement provided at the beginning of the school year.

Electronic devices such as cameras, cell phones or tablets cannot be used on school property unless directed and supervised by a staff member. Any electronics being used without direct supervision or educational purposes shall be confiscated and returned to a parent.

Recess

During these times students will be outside whenever possible. Please send your child to school with appropriate clothing for all weather conditions.



Arrowview Elementary School

650 Bennett Road
Qualicum Beach, B.C. V9K 1N1
Phone: 752-3875 Fax: 752-7291
Principal: Ms. Autumn Taylor
Vice-Principal: Mr. Adam Stefiuk

CODE OF CONDUCT

It is the responsibility of all members of the Arrowview Elementary School community 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 pillars to guide behavior in all areas of the school.

We are Safe
We are Respectful
We are Responsible
We are Kind

Each classroom develops additional guidelines and procedures suitable for the age of the children. Infractions of regular classroom procedures will be dealt with by the classroom teacher.

Students who persistently fail to follow the school rules or playground guidelines will be dealt with through the discipline, strategies, and consequences listed in this pamphlet.

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 or stolen it is not the school's responsibility to find or replace that item. When these items are lost or damaged it can cause emotional stress for students and lead to disruption of the learning environment.

Any toys that resemble weapons will be confiscated and are not to be on school property (this includes water pistols).

Dress Code

We follow guidelines outlined in SD69 Board Policy #7003.

Clothing needs to be safe and appropriate for all learning environments. Students are not permitted to wear clothing which:

- feature symbols that promote the use of controlled substances, use vulgar words, pictures or drawings;
- are derogatory to a person's ethnic background, national origin, sexual orientation or disability;
- is considered unduly revealing;
- damages or marks school property;
- hampers participation in programs or activities.

As children spend most of their time running and playing we encourage them to wear appropriate footwear. Running shoes are an excellent choice of footwear for daily activities.

Inside shoes should be brought to school. Student participating in the gym require inside shoes.

Leaving School Property

All students are expected to remain within the school boundaries. For safety reasons student cannot leave the school grounds without verbal confirmation or written permission. Parents picking students up during the day must sign students out in the office.

Discipline, Strategies, and Consequences

Discipline, strategies and consequences are used to teach and guide students to appropriate behavior 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. Consequences are incremental, progressing from mild to severe. Reasonable steps will be taken to prevent retaliation against students who report breaches of the Code of Conduct.

When students disregard 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 a combination of consequences are employed.

While discipline is progressive there are instances such as violence toward self or others, outright defiance, 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.

Range of Strategies

Whenever possible staff use positive behaviour strategies when dealing with the Code of Conduct. Staff recognize students need choice in ways to self-regulate. Students are encouraged and supported to voice their needs for body/brain/sensory breaks, alternate work environments, adult/peer support or a variety of learning tools.

Students are encouraged to use TWA (talk, walk, ask) as a problem solving strategy.

Breaches of the Code of Conduct may require interventions. These interventions may include but are not limited to:

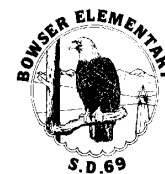
- ❖ Problem solving with staff
- ❖ Parent conference
- ❖ Time out or task assigned
- ❖ Service to school
- ❖ Completion of a "Think Sheet"
- ❖ Conference with Principal/Vice Principal
- ❖ Restitution/restorative practices
- ❖ Parent contact/involvement/pick up
- ❖ Behaviour/safety plan
- ❖ Loss of privileges i.e. field trips, recess
- ❖ Direct adult supervision at free times

In some cases:

- ❖ In-school suspension
- ❖ Reduced days
- ❖ Out of school suspension

In these situations we follow guidelines that are set by the School Act and district policies.

For students on individual behaviour plans, consequences outlined in their plan will apply.



Bowser Elementary Code of Conduct

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 to see their mistakes, and solve their own problems is fundamental. Bowser parents can help by consistently reinforcing high behavioural expectations at home, and in the community. Please appreciate that no two incidents or children, are alike. In examining misconduct and consequences, many aspects are measured: age of the offender, repeat or first event and seriousness of the offence. Sometimes the pure facts cannot be isolated because a reliable witness cannot be found, or has forgotten important details. With this progressive approach, consequences are incremental: they progress from mild to serious as misconduct reoccurs, and as the students get older. We seek to respond with fairness, with offenders of like age, abilities and behavioural history. We strive to balance consequences with the gravity of the offence.

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 'en 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;
- is considered unduly revealing;
- damages or marks the flooring surfaces
- hampers safe participation in programs or activities
- Hats and Hoods are not to be worn in the school

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 if boots are worn to and from school.



Bowser Elementary Code of Conduct

Valuables: It is highly recommended that students do not bring valuables to school.

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.

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, camera 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 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 MISBEHAVIOUR

| | |
|---|---|
| <ul style="list-style-type: none"> • Student Discipline Form • Think Sheet • Removed from activity or class • Time-out or task assigned • Classroom consequences • Student meets with principal • Recess or noon detention | <ul style="list-style-type: none"> • Attendance partial day • Parents telephoned • Student picked up by parents • Parents, student & staff meet • In-School Suspension (I.S.S.) • Out of School Suspension (O.S.S.) |
|---|---|

WE ARE A ZERO TOLERANCE SCHOOL

There is zero tolerance for violence, weapons, bullying, intimidation or harassment. As per Board Policy #7000 and 7000AP, 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 #7000 and 7000AP will be explained fully. Offending students will be subject to a progressive series of Out of School Suspensions (O.S.S.) as outlined in Board policy.

Traveling 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."

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, physical and mental disability, sex or sexual orientation.

PREVENTION OF RETALIATION

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

SPECIAL CONSIDERATIONS

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.

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



Collaborative Education Alternative Program (CEAP) Code of Conduct

We, the students and staff at the Collaborative Education Alternative Program (CEAP), are committed to promoting a safe learning environment that respects the rights of all individuals, values diversity, and is free from all forms of discrimination as per the BC Human Rights Code. In keeping with these principles and to further their aims, the purpose of this code of conduct is:

1. To establish and maintain appropriate balances among individual and collective rights, freedoms and responsibilities; and
2. To clarify and publish expectations for student behaviour while enrolled in the CEAP program, participating in school-related activities online, and while attending any school function or activities at any location.

In applying this code of conduct, we commit to adherence to the following principles:

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

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, physical or mental disability, sex, sexual orientation, gender identity or expression, and age.

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.

Student Rights and Responsibilities:

It is the personal responsibility of each student at CEAP to be aware of, support, and abide by the CEAP Code of Conduct and School District 69 policies. In the case of young students, it is expected that parents will support the student in reference to the rights, responsibilities and expectations outlined in this code of conduct.

These rights and responsibilities apply to all students while under the jurisdiction of CEAP. This includes student behaviour at the CEAP facility, while participating in community-based school-sponsored activities and when traveling to and from the CEAP facility. These rights and responsibilities apply to all CEAP students when they are visiting local schools during the school day. Students who contravene the Code of Conduct will be subject to a program of progressive discipline. This process will seek to clarify expectations, provide support for behavioural change, and assign appropriate and timely consequences for breaches of school rules and/or district policies.

Expectations of Students for Program Participation

CEAP Students (represented or supported by their parents as required) are expected to:

- Engage in regular weekly communication with their program teacher, either face-to-face, by email or telephone;
- Contribute to and work through the student learning plan created by setting personal goals;



Collaborative Education Alternative Program (CEAP) Code of Conduct

- Work to complete all learning activities to the best of their abilities, as outlined in the learning plan; and
- When required, attend face-to-face or virtual sessions, meetings or school-based tests and examinations.

Expectations of Students for use of Email, Online Platforms and Social Media Networks

As an online, Distributed Learning school, we recognize that students often use email, online platforms, social media networks, cell phones and other devices to communicate with one another and teachers. These are helpful communication tools; however, these tools also present inherent risks to the safety and well-being of all if the technology is used inappropriately. As they use various technology platforms and tools, students must abide by the school's Code of Conduct, the [School Board policy 5056, "Internet Access and Network Citizenship"](#), and the [CEAP Program "Social Media Guidelines"](#) found on our website (www.ceap.ca). These guidelines define boundaries for acceptable behaviour online and provide important awareness and safety information to students and parents. Students are expected to follow guidelines set by the teacher for the use of mobile devices in the school learning environment.

Acceptable Conduct:

Students will:

1. Be cooperative, courteous and respectful in dealings with students, school staff, teachers, administrators and school visitors.
2. Respect the rights of others: Students will not take items that do not belong to them and will not threaten or interfere with other students.
3. Carry out directions by school staff, teachers and administrators.
4. Take care of the books, technology equipment and learning materials provided to them.
5. Use computer technology available at CEAP to facilitate the learning process in reference to their educational program. Social Networking technologies and tools must be used for the purposes intended by teachers, and according to the guidelines of this Code of Conduct and school and district policies and guidelines referred to in this Code of Conduct.
6. Follow the specific policy and school guidelines set for hygiene and food consumption set in reference to public health standards and students having anaphylaxis or other life threatening allergies. Further information can be found at:
 - a. [Guidelines For Food and Beverage Sales in B.C. Schools](#)
 - b. [School District No. 69 Board Policy 8005: Student Health – Common Medical Conditions](#)
 - c. [School District No. 69 Board Policy 8005: Administrative Procedures](#)
7. Treat the school building and grounds with care, including the prevention of litter.
8. Have no contact with alcohol, drugs, tobacco, e-cigarettes, or weapons during the school day while at school or on the school grounds, or in attendance at any school sponsored event in the community at any time.
9. Act as responsible members of the school district student community, by being respectful and cooperative when visiting other local school campuses.
10. Act as responsible members of the school neighborhood, by being courteous to people living in the school neighborhood area, refraining from disturbing or disrupting their daily activities and being respectful of their property.



Collaborative Education Alternative Program (CEAP) Code of Conduct

Unacceptable Conduct:

Students will not:

1. Disturb or interfere with the learning of others.
2. Disturb or interfere with a safe, orderly learning environment.
3. Create unsafe conditions.
4. Bully, harass or intimidate, either physically or in the online environment.
5. Use physical violence.
6. Use retribution against a person who has reported incidents.
7. Possess, use or distribute illegal or restricted substances (ex: drugs, alcohol, tobacco, e-cigarettes)
8. Possess or use weapons.
9. Steal or damage property.
10. In reference to their use of technology and online platforms:
 - a. Access, upload, download, or distribute pornographic, obscene, sexually explicit, hateful or racist material;
 - b. Violate any local, provincial, or federal legislation;
 - c. Violate copyright or otherwise use the intellectual property of another individual, or organization without permission;
 - d. Vandalize, damage, or disable the property of another individual or organization;
 - e. Access another individual's materials, information, or files without permission.
 - f. Publish personal information about oneself or others without prior consultation and approval by a teacher, or without prior approval from individuals cited.

Rising Expectations:

As students mature, expectations regarding conduct increase. Therefore, it is expected students will grow in their understanding that they are responsible for their actions and need to demonstrate self-discipline and respectful behaviour. As well, because CEAP often involves students in multi-grade activities, spanning K – 12, it is expected that older students will act as positive role models and demonstrate mentorship and care towards younger students, examples being use of language and behaviour.

Consequences:

The severity and frequency of unacceptable conduct, as well as the age and maturity of students, is considered when disciplinary action taken. We will adhere to the following principles:

1. Where applicable, responses to unacceptable conduct are governed by the [School District 69 policies as published on the District 69 website](#).
2. Responses to unacceptable conduct are fair and consistent.
3. Disciplinary action, wherever possible, is preventative and restorative, rather than merely punitive.



Collaborative Education Alternative Program (CEAP) Code of Conduct

4. Students, as often as possible, are encouraged to participate in the development of meaningful consequences for violations of the established code of conduct.

Notification

School administrators and teachers have the responsibility to advise other parties of the serious breaches of the Code of Conduct. We will notify other parties as follows:

1. Parents of student offender(s) – in every instance.
2. Parents of student victim(s) – in every instance.
3. School district officials – as required by school district policy.
4. Police and/or other agencies – as required by law.
5. All parents – when deemed to be permissible by law and important to reassure members of the school community that school officials are aware of a serious situation or incident and are taking appropriate action to address it.

Suspensions

Suspensions are issued when students fail to respond to other disciplinary measures, or when more severe consequences are warranted and it becomes necessary to temporarily remove a student from the school. Parents will be notified of any suspensions.

While the administration has the authority to suspend a student for up to five days, the length of the suspension depends upon the circumstances. For more serious offences, students may be suspended to the school board (over 5 days). Students are not to be on the school grounds, nor can they participate in any school-sponsored activities during the period of their suspension. Suspended students are responsible for maintaining schoolwork while suspended and must meet with the Principal prior to their return to classes. Students under suspension during exam periods will be provided with arrangements to write exams.

District Bylaws & Policies

For your reference, please see this link to [Board Bylaws, Policies and Administrative Procedures.](#)

Lost or Stolen Technology or Mobile Devices

CEAP will not be held responsible for any misplaced, lost, stolen, or broken technology items or mobile devices brought to school by students.

Last Updated: April 09, 2019

Dress Code

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

- 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

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. EES follows SD69 Board Policy 5003 (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.



ERRINGTON ELEMENTARY SCHOOL

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, gender, sexual orientation, gender identity/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 the Code of Conduct.

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.

Revised June 2019



Errington Elementary School
PO Box 80; 1390 Fairdowne Road
Errington, B.C. V0R 1V0
Phone:250-248-8446 Fax:250-954-1593
Principal: Mrs. Sheila Morrison
Vice-Principal: Ms. Jennifer Fehrmann

CODE OF CONDUCT

We are a kind, caring, inclusive learning community where we strive to instill a sense of belonging. It is the responsibility of all members of the Errington Elementary School community to use common sense and to develop and maintain a considerate and cooperative environment. We have established the following pillars to guide behaviour:

- ❖ 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 intervention and consequences listed in this pamphlet.

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.

In the classroom

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 that are taught at school.

Intervention and Consequences

Intervention and consequences are used to teach and guide students to demonstrate appropriate behavior 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. Intervention 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 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. Further, 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
- Think Sheet
- Increased supervision
- Reduced area/range
- Recess or lunch hour detention
- Counselling
- 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).

CODE OF CONDUCT

École Oceanside Elementary School strives to develop an inclusive community of respectful, enthusiastic, conscientious learners in a safe, caring and supportive setting. We use common language across the various school environments and we invite families to do the same. This supports consistency between home learning and school learning.

Our Code of Conduct is based on:

- RESPECT**
- RESPONSIBILITY**
- COOPERATION**
- PEACEFULNESS**

We show RESPECT by:

- Dressing appropriately for all the school learning environments. This aligns with the District policy
- Speaking respectfully to adults and students and by following instructions
- Choosing appropriate words, volume and tone for all interactions
- Appropriately using electronic devices (with the teacher's permission)
- Only using the camera or recording functions of electronic devices when a teacher has given permission, the other person(s) has/have given permission, and the teacher is directly supervising; appropriate use is always expected
- Honouring the privacy of others, including personal property
- Thoughtfully using and caring for school technology and equipment
- Following the classroom guidelines with respect to hats, gum and items from home (Please remove hats during National Anthems, and for assemblies).

We show RESPONSIBILITY by:

- Doing our personal best each day
- Making responsible choices while riding on the school bus to and from school and for fieldtrips and events
- Bringing all necessary assignments and supplies to class
- Wearing footwear appropriate for all activities including field trips, gym and shop
- Putting all litter in the garbage and recycling in appropriate containers
- Remembering that we are a scent aware school – please do not wear any fragrances
- Arriving at school on time. Please stop at the office for a welcome slip when you arrive late so we can greet you 😊
- Following our classroom community guidelines
- Using class time wisely for our learning and allowing others to do the same
- Using strategies to self-regulate which help us calm ourselves and focus on our learning
- Acknowledging our mistakes and seeking to repair relationships
- Taking responsibility for our mistakes and taking steps to repair relationships and make positive choices

We show COOPERATION by:

- Helping one another in our classrooms and school
- Working and learning with a variety of students
- Including others in our games and play, inside the school and on the playground
- Using safe actions in classrooms, hallways, on stairs and outdoors
- Choosing our words and actions carefully and respectfully

We show PEACEFULNESS by:

- Listening to different ideas and learning to appreciate others and their viewpoints
- Treating others the way we would like to be treated

- Treating school, staff and student property with respect
- Being honest and keeping our word
- Keeping hands and feet to ourselves
- Using strategies to solve problems such as: **WITS, DIRE, LEADS, MENTOR**

BEING PART OF A POSITIVE LEARNING COMMUNITY MEANS:

- Being courteous to staff, students, and to EOES guests
- Making our best effort and asking for assistance, when needed
- Participating fully, taking risks with our learning and supporting others to do the same
- Collaborating with and encouraging others to do their best
- Demonstrating inclusion with our words and actions

Each teacher will also discuss what these expectations look and sound like in specific classrooms and other school environments.

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, physical or mental disability, sex, sexual orientation, gender identity and age.

At EOES, we also recognize that each child and each situation must be considered in terms of both the rights of the individual and the rights of the EOES community. We acknowledge that special consideration may be given to students who are unable to comply with expectations due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature and we will work with each student accordingly.

Concerning behaviours are those that:

- Interfere with the learning of others, including their emotional well-being
- Interfere with the learning environment
- Interfere with a safe environment either within the school or outside on the playground
- Involve:
 - Bullying, harassment or intimidation
 - Physical violence
 - Retribution against a person who has reported incidents
 - Illegal acts, such as:
 - Possession, use or distribution of illegal or restricted substances
 - Possession or use of weapons
 - Theft or damage to property

At times, corrective measures are used to assist students in making positive choices during their time at school. In all situations, communication to and from home is an important part of the process of helping students solve problems and/or conflicts. We apply restorative practices with a focus on accountability, fair outcome, reconciliation and remediation.

Students who have not followed the Code of Conduct shall receive firm, fair and progressive consequences that are appropriate for elementary school students (ages 4-14).

Potential consequences may include:

- Verbal warning
- Conference with teacher/supervisor
- Parental contact
- Referral to Counsellor, Vice-Principal or Principal
- In-school or out-of-school suspension
- Direction to the district suspension committee(s)
- Referral to Police, Fire or other appropriate authorities

WE ENCOURAGE ALL EOES COMMUNITY MEMBERS TO 'CATCH' OTHERS WHEN THEY ARE DOING THE RIGHT THING AND TO CELEBRATE SUCCESSES. 😊

Self-Management, self-control and self-regulation are important life skills that we teach children at school and practice daily. Sometimes children misunderstand interactions or they may have trouble navigating social situations or disagreements and they need clear strategies to help. At EOES, we help students to recognize their own emotional states and to use strategies they have practiced daily. Using these strategies at home and in the community also helps children build consistent skills. Well-regulated children mature into well-adjusted adults.

Primary



Intermediate



This Code of Conduct is reviewed each Fall in the classroom. Parent and guardians are also encouraged to review it with their child(ren) before signing below.

I have read and discussed the information and accept these school expectations:

Student Signature

Parent/Guardian's Signature

Date

Damage to 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.

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 Transportation Department.

Students who travel to school by bike are asked to store their bikes in the Bike Shed located beside the school.



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

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/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 a code of conduct.

Special Consideration:

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 behavioral nature.

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

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 5056 (Internet Access and Network Citizenship).



False Bay Elementary School
Main Road
Lasqueti, BC V0R 2J0
Phone: (250) 333-8813
Fax: (250) 333-8772
Vice Principal: Lesley LaCouvee

CODE OF CONDUCT

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 rules to govern behavior:

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

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.

Students who persistently fail to follow the school rules or playground guidelines will be dealt with through the discipline, strategies, and consequences listed in this pamphlet.

School Wide Understanding

At False Bay School we strive to work with a restorative justice model for resolving issues as they arise. Support is provided to teach and guide students toward safe and caring behavior and self-regulation.

All False Bay School staff work as a team to support our students and each student is considered individually.

In some situations students may be sent to talk with another member of staff. A time-out period from the classroom may be used as a consequence. When appropriate, parents will be informed so they are aware of difficulties and can follow up at home. In extreme cases, home suspension, or contact with parties or agencies may be involved.

Community Understanding

At False Bay School we value our special home, school and extended learning community partnerships working to help our students learn social responsibility. The staff encourages informal and formal conversation about how your children are getting along at school. We encourage and appreciate active community participation in our school.

In Safe and Caring School Environments Students...

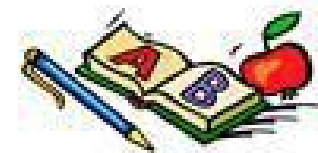
- ☐ are kind and generous
- ✓ demonstrate respect for all peoples' ideas and property
- ☐ work hard to ensure their own growth and assist in the growth of others through individual focus and commitment to learning
- ☐ practice positive behavior, social interactions and thoughtful problem solving strategies
- ☐ Work hard to make new students feel welcome
- ☐ Deeply respect their local environment and use energy and water wisely
- ☐ Persist even when things are difficult and uncertain until they understand and accept responsibility for the quality of their work and significance of their actions
- ☐ Work with all staff to create a safe, caring and orderly environment for everyone

False Bay School is free of acts of:

- ☐ Physical aggression such as pushing, hitting, kicking and threatening
- ☐ Verbal aggression such as mocking, sexist, homophobic or racist taunting and uttering threats towards students or staff
- ☐ Social alienation such as gossiping, mimicking and excluding
- ☐ Bullying, intimidation, discrimination, and/ or harassment as described in SD 69 Board Policy #7000 (Safe, Caring and Inclusive School Communities)
- ☐ Retaliation against a student who has reported a breach of the Code of Conduct or has breached the Code of Conduct.

RANGE OF STRATEGIES FOR INAPPROPRIATE BEHAVIOUR

- Teacher conference with student
- Parent contact/involvement
- Loss of privileges e.g. field trip
- Conference with Principal
- Time out
- Counseling
- Completion of a "think sheet"
- Restitution
- Restorative justice
- Detention
- Behavior contract
- Recess or lunch hour suspension
- Removal from the classroom
- In-school suspension
- Out-of-school suspension that follow the guidelines set out by the School Act and district policies
- Reduced day
- Service to school—Litter pick-up, sweeping sidewalks, etc.
- For students on individual behavior contracts consequences outlined in their contract will apply.





Kwalikum Secondary School

Code of Conduct: Responsibilities of Students

KSS students are expected to conduct themselves in a reasonable and responsible manner.

Guiding Principles for our Code of Conduct (Ministry of Education)

It is every member of our school community's responsibility to know and understand our Code of Conduct.

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 and mental disability, sex, sexual orientation, gender identity/expression, or age. School Officials may have the responsibility to advise other parties/agencies of serious breaches of the Code of Conduct (i.e.: parents, school district officials, RCMP, Ministry of Children and Family Development).

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.

Prevention of Retaliation – All reasonable steps will be taken to prevent retaliation against anyone who has reported a breach of the school's code of conduct.

COMMON COURTESY

- Show respect for others
- Conduct yourself in a safe, orderly, and considerate manner
- Know and abide by safety rules pertaining to each school area
- Drive with caution and consideration in the school parking lot and surrounding community
- Parking in designated areas only
- Dress appropriately for the school setting
- Use acceptable and appropriate language
- Refrain from displays of affection that are not consistent with a school environment (business)

ATTENDANCE

- Attend all classes.
- Notify your teacher as far in advance as possible for unavoidable absences (e.g. field trips, extra-curricular activities).
- Make appointments outside of the school time whenever possible.
- Discuss early dismissal and absences with the teacher of the class involved.
- Students are expected to be in class during class time unless permission is granted by the classroom teacher for them to work elsewhere

LATES

- Be on time for every class.

COMPLETE ALL ASSIGNMENTS (WORK HABITS)

- Arrive in class prepared to learn, with appropriate equipment/supplies, and with homework completed.
- Make arrangements with teachers for missed work.

ACADEMIC DISHONESTY

- Honesty and integrity are required to ensure an accurate measure of a student's academic knowledge.
- Plagiarism and cheating are the two most significant forms of academic dishonesty.
- When a student chooses to violate academic integrity, it is a behavior infraction. As a result, the teacher, with support from administration, will find an alternative way to assess the student's knowledge. The student will be expected to make up work or re-do tests on their own time.

RESPECT FOR PERSONS

- It is vitally important that we extend and demonstrate respect for all members of our school community in all our communications and interactions.
- Referring to Policy 8007, *Towards a Scent Considerate School/Workplace Environment*: the Board recognizes that health concerns may arise from exposure to scented products; therefore, employees and students shall refrain from using scented products when a known condition exists with sensitivity to these products. Please refrain from spraying any product in the school.

RESPECT FOR PROPERTY

- Respect the school property and the property of others.

SKATEBOARDING, ROLLERBLADING, BICYCLES AND SCOOTERS

- For safety reasons, students are not permitted to rollerblade, skateboard, or use scooters on school grounds before, during or after school (this includes lunch and class change times), unless this equipment is required for a supervised school activity and participants are wearing appropriate safety gear. Bicycles must be ridden on the roadways and trails only.

ZERO TOLERANCE

- For the use and/or possession of drugs, alcohol and tobacco products including e-cigarettes and vaporizers.
- For the possession of weapons, including replica weapons.

TRAVELING TO AND FROM SCHOOL (Including lunch and study blocks)

- 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 by adversely impacting the welfare of other students or the learning atmosphere, may be subject to discipline.

ELECTRONIC DEVICES:

- Please refer to Board Policy 5056 - Internet Access and Network Citizenship. Cell phone and electronic use during instructional time is at the discretion of the classroom teacher.
- Images, visual and auditory recording are not allowed without the express permission of the individual.
- Stand-alone calculators are required for tests as cell phones and other messaging devices are not permitted during tests/exams.

KSS Dress Code

The School District Policy 7000, refers to Safe and Caring School Communities. Dress guidelines are intended to incorporate individual choice; however, these are tempered by a responsibility to recognize that KSS is a learning and working environment, in which there is an expectation of reasonableness and appropriateness. 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. Articles of clothing that promote alcohol or drugs, that display offensive language or images, or encourage sexism, racism or bigotry are not acceptable at KSS. Clothing bearing direct or indirect messages or graphics referring to gang culture, sex or pornography, weapons or violence will not be permitted.

Dress Code Infractions: Students will be given a formal warning and will be required to adjust their attire appropriately.

Non-Smoking Policy

LEGISLATION

Provincial Government Legislation dictates that smoking or the use of vapour products are not permitted in schools or on school property. Administration procedure is to ensure that all school district facilities, vehicles and grounds are smoke free in compliance with the *Tobacco Control Act of British Columbia*.



REGULATIONS

All school district buildings, grounds, buses, and vehicles are smoke-free at all times. Smoking is not permitted at school or district sponsored events. Infractions or violations of this administrative procedure and its regulations shall result in appropriate discipline.

SCHOOL RULE

No smoking or the use of vapour products are permitted on or near school property, this includes electronic cigarettes and vaporizers, by anyone at any time, in accordance with legislation and in compliance with the *Tobacco Control Act of British Columbia*.

SUBSTANCE USE

Any student engaging in any of the following while under the jurisdiction of the school constitutes a breach of Substance Abuse Policy (No.7002): consumption of alcohol or illicit drug(s); being under the influence of alcohol or illicit drug(s); being in possession of alcohol or illicit drug(s) or drug paraphernalia.

Safe School Environment

The Board of Education:

- expects that students shall comply with rules, policies and/or codes of conduct to maintain an environment conducive to learning.
- shall consider any action of violence or intimidation on school premises to be a serious threat to the school environment and to the safety of students and staff. The Board of Education shall take appropriate action to ensure the safety of staff and students (Policy 7000 and Administrative Procedures)
- believes that all students, staff and volunteers should be provided a safe, secure and welcoming learning and working environment; therefore, acts of bullying, intimidation, discrimination, and harassment will not be tolerated (Policy 7000 and Administrative Procedures)
- believes that students, staff and volunteers have the right to a safe and secure school environment.
- shall consider the possession or use of any weapon or simulated weapon by anyone on or near school premises to be a serious threat to the school environment and to the safety of students and staff. A weapon is any instrument designed to inflict injury or intimidate another person, or any instrument that is used in this manner.
- shall take appropriate action or lay charges against any individuals involved. (Policy 7000 and Administrative Procedures)

Where an administrator reasonably believes that a person on or near school premises is in possession or has used a weapon, the administrator shall:

- immediately notify the police and the superintendent or designate,
- make reasonable attempts to minimize the risk of injury to any person,
- ensure the weapon is removed from school premises (confiscated),
- contact parent/guardian and file an Employee Report of Injury/Incident to Employer Form.

Resultant consequences will range from school disciplinary action to charges being laid by the police depending on specific circumstances.

Progressive intervention and restorative practices are used to assist students in returning to responsible conduct.



Code of Conduct 2019/20

"Enhancing our children's moral intelligence is our best hope for getting our kids on the right course so that they do act as well as think right."
(Michelle Borba, 2001)

Nanoose Bay Elementary strives to develop a community of respectful, compassionate, enthusiastic and conscientious learners. To support our students in their development, we use common language across our school and we invite families to use similar language to reinforce the learning students are engaged in while at school. We work to help students recognize that at any given moment they have the power to make positive, helpful choices.

(5b) Supporting students to make healthy choice provides opportunities for students to develop their Core Competencies of Thinking, Personal and Social Responsibility and Identity and Communication. We actively teach and promote school wide virtues that illuminate and promote positive, universal character traits. We base our Code of Conduct and discussions regarding student choices on the following virtues:

- Respect
- Responsibility
- Cooperation
- Peacefulness

We encourage and expect members of our school community to develop personal problem solving skills. All people experience occasional conflict and we teach students the acronym 'TWA' as a simple way for them to independently resolve conflicts.

1. Talk to the person
2. Walk away from the problem
3. Ask an adult for help (5c)

In addition to developing personal problem solving skills, we recognize that there are times when adult assistance is required to resolve conflict. Students are encouraged to seek timely assistance in resolving such conflicts. When problems do occur, solutions may involve incremental consequences.

Children are encouraged to notify adults regarding serious misbehaviour by other students. All reasonable steps will be taken to prevent retaliation against any student who has reported another student's misbehavior. (5f)

Students are expected to follow the Code of Conduct on the way to and from school, in all areas of the school and in all play areas at the school.

We encourage and celebrate parent involvement with their children's education. We know that good communication between school and home as well as parent's active interest in our school community makes a difference in their child's social and academic progress. If parents have any information or concerns about student conduct at school, particularly around issues of safety, we ask that you discuss your concerns with your child's teacher or the principal or vice-principal as soon as possible.

Consequences for Unacceptable Behaviour:

We are responsible for providing a safe environment for all of our students. In the event of unacceptable behaviour, appropriate consequences or disciplinary action will follow. Teachers and administrators will determine the appropriate consequences and course of action.

Behaviours that require intervention are those that:

- interfere with the learning of others;
- interfere with an orderly environment;
- create unsafe or hurtful situations. (5d)

In cases where significant behaviour intervention is required, we will work closely with parents and staff to develop common understanding and language to support each other at school, and at home.

The criteria for determining appropriate consequences will:

- be in keeping with the child's developmental level; (5e)
- be dependent on the nature of the behaviour, including its intent, severity and frequency;
- include possibilities for restoring relationships; (5g)
- maintain the dignity of all parties.

Consequences may include:

- a letter of apology, acts of kindness, community or school service;
- establishing a behaviour contract;
- a regular, formal review of behaviour together with parent/student/teacher conferences;
- completion of a 'think sheet' by student (and sent home to parents);
- a detention, in-school or formal suspension. (Parents receive written notification regarding formal suspensions. A copy of the letter for a formal suspension is kept in the student's file). (5e)

The following are examples of behavior that are unacceptable at NBES and could result in suspension:

- willful disobedience, defiance; deliberately misleading adults in authority;
- stealing; deliberate dishonesty;
- bringing weapons, explosives, or illegal substances onto the school property;
- fighting, intimidating, harassing, threatening, or bullying.

The Nanoose Bay Elementary School community 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, physical or mental disability, sex, sexual orientation, gender identity/expression, or age. (5a)

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 behavioral nature. (5h)

The Principal or vice principal may advise other parties or agencies of serious breaches of the Code of Conduct (ie: parents, school district officials, RCMP, Ministry of Children and Family Development). (5i)



PASS/WOODWINDS ALTERNATE SCHOOL CONTINUING EDUCATION CENTRE (CEC) SD69

P.O. BOX 1798, PARKSVILLE, B.C., V9P 2H6 (250)248-2969 FAX (250)248-2914

LEAP/WOODWINDS/PASS STUDENT CODE OF CONDUCT

Date: _____ Student Name: _____ Phone # _____

PASS/WOODWINDS ALTERNATE SCHOOL IS A PLACE WHERE **YOUR SAFETY AND HAPPINESS IS MOST IMPORTANT. WE WELCOME YOU, AND WE EXPECT TO BUILD HONEST AND TRUSTING RELATIONSHIPS WITH YOU.**

WE PROVIDE THE FOLLOWING GUIDELINES BECAUSE THIS CODE OF CONDUCT HAS WORKED VERY WELL TO GIVE YOU A FOCUS FOR YOUR SUCCESS, ACHIEVEMENT, SAFETY AND HAPPINESS, FOR A LONG TIME.”

I will:

- Respect myself by working to the best of my ability on academics, relationships, and personal health and wellness.
- Respect other students, staff, and people in the community by using supportive thoughts, words and actions.
- Respect school property and environment by preventing theft, damage and waste.

I will not:

- Be involved in any activity that is physically or emotionally unsafe for any member of our school community, including myself. This includes any type of bullying, harassment, possession of weapons or any item perceived as such, threats, and inappropriate use of technology, including any type of electronic social networking deemed unsuitable to the learning environment by the teacher.

Attendance:

“**Full time**” students are expected to be in school from 9:00 a.m. to 2:45 p.m., Monday to Thursday. LEAP students will be in attendance Fridays 9:00 am until 12:00 noon.

“**Gradual Entry**” students and “**LEAP**” students will attend school on days and at times to be determined by the teacher, in consultation with the parent and student.

It is the student’s responsibility to:

- Be at school on time.
- Return on time from the generous breaks provided.
- Complete all academic assignments on time.
- Respect other students, staff, and people in the community by using supportive thoughts, words and actions.

“I understand that not following these principles will result in a review of my status as a student at PASS/Woodwinds. In the event of serious breaches of Code of Conduct, the principal may be required to advise other parties/agencies (parents; school district; officials; RCMP; MCFD).”

Student signature: _____

Parent/Guardian signature: _____

Staff signature: _____

Comments: _____

Note: A loss of three (3) contracts could result in the following: Return to Gradual Entry (GE); suspension to the Board; or the need to re-apply to Woodwinds School program.

POLICY

The Board of School Trustees believes that all students, staff and volunteers should be provided a safe, secure and welcoming learning and working environment. To that end, acts of bullying, intimidation, discrimination, and harassment will not be tolerated. The school has a no smoking policy. Students are to maintain a minimum of 80% attendance during school hours.

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 and mental disability, sex, sexual orientation, gender identity/expression, or age. School Officials may have the responsibility to advise other parties/agencies of serious breaches of the Code of Conduct (i.e.: parents, school district officials, RCMP, Ministry of Children and Family Development).

Guiding Principles for this Code of Conduct:

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

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.

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.**

Notification

School administrators and teachers have the responsibility to advise other parties of the serious breaches of the Code of Conduct. We will notify other parties as follows:

1. Parents of student offender(s) - when necessary.
2. Parents of student victim(s) – when necessary
3. School district officials – as required by school district policy.
4. Police, MCFD and/or other agencies – as required by law.
5. All parents – when deemed to be permissible by law and important to reassure members of the school community that school officials are aware of a serious situation or incident and are taking appropriate action to address it.

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**



QUALICUM BEACH ELEMENTARY SCHOOL CODE OF CONDUCT

It is the responsibility of all members of the Qualicum Beach Elementary School community to use common sense and 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 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 appearance need to be appropriate for school, which is our working and learning environment. Hats and other headwear will be removed at the door. Clothing with offensive, violent, suggestive or hateful words or pictures, rude sayings or slogans, as well as any clothing or jewelry that promotes alcohol, drugs, tobacco or violence, and/or which distracts students from learning, or is unsafe, is not appropriate. Summer wear such as halter-tops, tube tops, spaghetti strap shirts, short shorts or skirts, "muscle shirts" or other "beach" clothing is not appropriate for general school wear. Tops should go to the waist, and skirts, shorts, and necklines need to be appropriate. Bare midriff, chest, and/or underwear should not be showing. 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. Students must also be aware that they may be subject to discipline (or, if applicable, confiscation of personal property) for misuse of technology if it has an unsafe or negative impact. Electronic devices should be turned off and out of sight 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.

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.

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.**

For Parents

- ✓ Please use our drop-off zone in the identified area – no parking or loitering in this area.
- ✓ Please refrain from using the bus drop-off zone and the staff parking areas in the morning and after school.
- ✓ Please send notes to inform teachers of changes in plans for student pick-up.
- ✓ Remain during assemblies/presentations for their entirety out of respect for all participants.
- ✓ We strongly encourage regular attendance and punctuality for your child at school.

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. 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 Special Needs 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 conference with student
- Parent contact/involvement
- Removal from the classroom
- Completion of a "think sheet"
- Recess or lunch hour detention
- Behaviour contract
- Reduced Day
- Counseling
- 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).

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 and mental disability, sex, sexual orientation, gender identity or expression and 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 the Code of Conduct.

Special Considerations

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 behavioral nature.

School officials 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).

Technology

Students are to refrain from unsafe use of computers, cellular phones, cameras and/or other communication/wireless devices. Technology is expected to remain in the school during our recesses.

Preventative Actions

- Friendship and Buddy activities
- Think Sheets
- Solving problems in peaceful ways (TWA)
- Counselling
- Parent Newsletters
- First Nations support
- Education Assistant support
- D.A.R.E. (Drug Abuse Resistance Education)
- Class meetings
- Anti-Bullying focus
- High school tutors
- Grand buddies
- Big Brother and Big Sister Program
- Restorative Justice Circle
- ENITY
- Peer Leaders

At S.E.S. we use T.W.A.:

T- Talk - Tell them to stop

W- Walk - Walk away

A - Ask - Ask an adult to help

Springwood Elementary School

Code of Conduct



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

**Be Kind
Be Safe
Be Fair**

In and Out Days

Recess and noon breaks 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 when students are outside, two bells indicate "IN" and all students are required to come inside.

In Days

All students are expected to remain inside. Students should be in their classrooms, the library, or in club activities.

Skateboards, Roller Blades, Heelies, Scooters, and Bikes

For safety reasons we do not permit these to be ridden on the grounds before school or after school.

Leaving the School Property

All students are expected to remain within the school boundaries from arrival to dismissal. For safety reasons, leaving the grounds is not permitted.

Dress Code

The Springwood dress code follows our School District's Policy #7003.

Food

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

General Expectations

Clothing and Footwear

At SES 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;
- is considered unduly revealing;
- damages or marks the flooring;
- hampers safe participation in programs or activities.

As children spend most of their time running around and playing, we encourage them to wear appropriate footwear. The school recommends running shoes for daily wear.

Inside Shoes

We have an "inside shoes" expectation at SES. Students should wear their inside runners in P.E., noon sports in the gym, and if boots are worn to and from school.

Valuables

It is highly recommended that students do not bring valuables, toys, trading cards, etc to school.

Discipline & Consequences

Consequences for Misbehavior May Include:

- Problem solving with staff
- Parents called
- In-School Suspension
- Part-day attendance
- Behavior contract established
- Daily behavior checklist
- Suspension to the Board
- Think Sheet
- Recess or noon detention
- Student picked up by parents
- Time out or task assigned
- Classroom consequences

When students are not caring, respectful, and safe, they need to be held accountable for their actions. We want to help children learn from their mistakes and to repair the harm done. Each incident is looked at, and each child is considered as an individual. Consequences become more serious with the number of incidents and age of the child.

Behaviors that require intervention

- interfere with the learning of others
- interfere with an orderly environment
- create unsafe conditions

If an incident is of a serious nature or if it is a continuing problem behavior, parents/guardians are informed and the student may be referred to the school based team for intervention. Together the home and school will develop a plan to support the child to make positive changes in behavior. The plan, often called a behavior contract, includes positive reinforcement, consequences and communication.