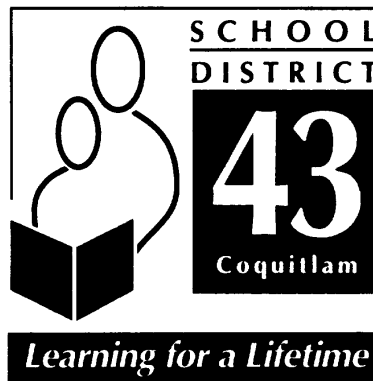


Code of Conduct 2014 – 2015



“École Glenayre Elementary School”

School Mission: Our Mission is to create an environment that celebrates every child’s unique strengths and supports different learning styles and rates of development. We encourage open communication between parents and school staff to help each child meet their individual potential.

I. Introduction:

This Code of Conduct has been developed in accordance with ministry requirements as outlined in the Safe, Caring and Orderly Schools’ document.

Our school has developed this Code of Conduct with input from our school Parent Advisory Council, the School Planning Council, students and teachers. Our Code of Conduct will be communicated to students, parents, staff and community members.

Our Code of Conduct will be included in students' planning books, posted in classrooms and distributed in newsletters.

Our Code of Conduct will be taught proactively, will be reinforced, and will be monitored.

Each year our Code of Conduct is reviewed to ensure that it actively reflects our community needs, as well as aligning with current district and provincial school safety initiatives.

II. Code of Conduct Key Elements:

1. Process

Our school developed this Code of Conduct with input from our School Planning Council, students and teachers. This document was then circulated to our School Planning Council, Parent Advisory Council and staff for revision. In May and June 2014, a formal review of the Code of Conduct involved members of our PAC and the Principal. As a result of the 2014 Teacher Job Action teachers declined to participate in the annual review. This code was reviewed to ensure that it continues to reflect our school community and its values.

2. Communication

Our Code of Conduct is communicated to students, parents, staff and community members. It is included in students' planning books and posted on our school website. The revised Code of Conduct was presented to the school staff and to the PAC at the June 2014 PAC meeting. Each student and parent is required to read and sign the Code of Conduct in the fall of 2014. Our Code of Conduct is provided to all staff members who are assigned to our school during the school year. Our Code of Conduct is also provided to students, and their parents, who enroll at our school during the school year.

3. Implementation

Our Code of Conduct is taught proactively by teachers in the classroom environment; it is reinforced by regular announcements and continues to be monitored for relevance to the emerging needs of our school community. Along with the Code of Conduct, positive social emotional skills are taught and recognized through our school-wide GRIFS program. Throughout the year the values of our GRIFS program are taught to students in class, assemblies and school-wide events. As well we celebrate and recognize positive behavior through our weekly GRIFS draw, announcements, assemblies and newsletters. The Code of Conduct is also modeled to students by staff and parents.

4. Monitoring and Review

The Code of Conduct was last reviewed in June 2013. The review process included parents, staff, students and administration. As a result of the 2014 Teacher Job Action teachers declined to participate in the annual review. It was then presented to our Parent Advisory Committee, staff and School Planning Council for approval. The Code of Conduct was presented to the staff and the PAC in June 2014 for review.

5. Alignment

The Code of Conduct was designed following dialogue with our family of schools. It follows the District and Provincial guidelines utilizing the template that was provided by our District.

6. Standards

École Glenayre Elementary School subscribes to 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, physical or mental disability, sex or sexual orientation – in respect of discriminatory publication and discrimination in accommodation, service and facility in the school environment.

a) Statement of Purpose

- Establish and maintain a safe, caring and orderly environment for purposeful learning
- To clarify and outline school expectations and acceptable student conduct both at school and when on school-approved functions (e.g. field trips).

b) Conduct Expectations

These expectations apply to behavior at school, during school-organized or sponsored activities, and behavior beyond these times (including on-line behavior) that negatively impacts the safe, caring or orderly environment of the school, and /or student learning.

Acceptable conduct is demonstrated by:

- Respecting oneself, others, and the school and community facilities
- Engaging in responsible behavior in all learning and extra-curricular activities
- Helping to ensure that the school environment is a safe, caring and inclusive place for all to learn and play
- Modeling respectful and responsible behavior at school, and in the community

Unacceptable conduct:

The school will treat seriously, behaviour or communication that discriminates based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation (prohibited grounds set out in the BC Human Rights Code).

Unacceptable conduct is demonstrated by behaviors that:

- Interfere with the learning and teaching environment of any school member
- Create an unsafe or dangerous learning environment
- Demonstrate a lack of caring for oneself, others and the school community

- Display unkind acts or hurtful behaviors towards others (unkind/put down words, exclusion, physical violence, intimidation/bullying*)

*Bullying includes, but is not limited to, physical and verbal intimidation, verbal harassment or cyber bullying, occurring both on and off school property. (Policy 17)

****Behaviors cited above are examples only and do not compromise an all-inclusive list.****

Rising Expectations

As students in our school mature and progress from Kindergarten to Grade 5, there is a rising expectation of personal conduct and behavior. Social and emotional developmental milestones will be considered when working with students to develop positive behaviours or remediate unacceptable behaviours. Students are expected to:

- Model positive behaviors for their peers and for younger students
- Support and reinforce appropriate behavior with all community members
- Demonstrate better self-regulation and implement conflict resolution skills with consistent reinforcement and practice throughout their years at our school

c) Consequences

Our school will take all reasonable steps to prevent retaliation by any person against a student who has made a report of a breach of a code of conduct. Consequences will be applied to unacceptable student conduct, at an age- or developmentally appropriate level. Our guiding principle is that students can learn from their mistakes and the focus of our consequences should be restorative, rather than punitive, wherever possible and appropriate. Consequences will be implemented based on the severity and the frequency of the behaviors. Some of the possible consequences and remedies could include:

- Restitution
- Timeout
- Conflict resolution strategies
- Small group mediation
- School or community counseling
- Behavior plans
- Informal suspension
- Formal suspension: District Code of Conduct: Suspension Process – Level I, II or III (for serious or dangerous behavior)

*** Special considerations may apply to the application of consequences on a student with special needs if the student is unable to comply with this Code of Conduct due to a disability of an intellectual, physical, sensory, emotional or behavioural nature.

d) Notification

When serious breaches of the code of conduct occur, school staff, based on their professional judgement and discretion, will contact the following when appropriate:

- Parents of the student offender (s)

- Parents of the student victim (s)
- Coquitlam School Board officials will be contacted as required by school district policy
- Police and other agencies as required by law
- School staff and school community as deemed appropriate by the school / district administration

School District No. 43 (Coquitlam) Policies and Administrative Procedures

Complete copies of the following policies and administrative procedures are available for your viewing at the school office and on the district website:

www.sd43.bc.ca

1. District Code of Conduct – Policy 17

The Board believes it has a responsibility to establish expectations of students as part of its governance role for the District. The Board further believes that the responsibility for student discipline in school is shared among students, staff and parents. Students have a responsibility to respect the rights and dignity of others and to become actively and productively involved in their own academic learning and social growth. Educators are responsible for establishing a positive school climate in which structure, support and encouragement assist the students in developing a sense of self-discipline and responsibility. Parents are responsible for establishing a positive learning atmosphere in the home, knowing school policies and procedures, supporting the school in the enactment of these policies and procedures, and encouraging their children to understand and respect these policies and procedures. To support these aims, the Board has established a District Code of Conduct for Students, which shall be followed in all schools.

Specifically

The Board believes that appropriate student conduct, based on respect for oneself, respect for others, and respect for property is essential to the development of responsible citizens. To this end students are expected to:

- be aware of and obey all school rules;
- attend classes punctually and regularly;
- work cooperatively and diligently at their studies and with home assignments;
- respect the rights of all persons within the school including peers, staff and parents;
- respect the legitimate authority of the school staff;
- respect the school's physical school facilities;
- respect the ethnic diversity of our school community;
- behave in a safe and responsible manner at all times; and
- not threaten, harass, bully, intimidate or assault, in any way, any person within the school community
- not be in possession or under the influence of drugs and/or alcohol

2. Violence, Intimidation and Possession of Weapons - Policy 18

The Board considers any act of violence, intimidation or the possession or use of a weapon by anyone on school property and at school events to be a serious threat to both students and staff. It authorizes principals and vice-principals to impose appropriate consequences upon any individual threatening the safety and welfare of students and/or staff.

3. Suspension of Students – AP (Administrative Procedure) 355

The Board grants, under the general supervision of the Superintendent of Schools to each principal and vice-principal, the authority to suspend or remove a suspension imposed on a student.

4. Race Relations – AP 205

School District 43 acknowledges the challenge of becoming responsive to the needs of a pluralistic society and affirms that the racial, ethno-cultural, linguistic and religious diversity of its students, staff, and community is a source of enrichment and strength for Canada.

As an educational institution, the District has a special responsibility to develop positive values, attitudes, knowledge and practices by developing a framework which will promote and support equity, justice and access to all.

5. Personal, Discriminatory, and Sexual Harassment – AP 165

The District recognizes the right of all students and staff members to learn and work in an environment free from personal, discriminatory or sexual harassment.

The District, all staff members, students and people within school communities shall have a responsibility to promote, monitor and maintain learning environments and workplaces that are free from harassment.

6. District-Wide Network and Internet Appropriate Use – AP 140

The District endorses the provision of district-wide network and Internet services to support student learning. While there are many benefits, there is also potential for misuse. Students are not permitted to create, distribute or access any material which is not suitable for classroom learning. (See also our district brochures “Appropriate Use Guidelines for the Internet” and “Appropriate Use Guidelines for E-Mail”.)

7. Smoke Free Environment – AP 171

The Board declares that all buildings under its jurisdiction and all school grounds shall be designated “smoke free”. This “no smoking” policy shall be followed by students, staff, parents and visitors at all times.

8. Closure of Schools for Extreme Weather Conditions – AP 132

In the case of extreme weather conditions, the Superintendent of Schools has authority on behalf of the Board, to temporarily close a school.

Procedures: As a general expectation, parents should be advised that schools are open. If parents believe the local conditions are unsafe, they should keep their child at home or arrange his/her early dismissal. If schools are to be closed before morning classes begin, an announcement will be made on local radio stations CKNW (980), CKWX (1130) and CBC (690) by 8:00 am if possible.

9. Resolution of Student or Parent School Concerns – AP 380

The District encourages students and/or parents to discuss their questions or concerns regarding the education of their children with school personnel as early and as directly as possible.

Procedures: Students or parents who disagree with or wish to question decisions or actions that are taken by teachers and/or administrators are expected to seek a resolution by pursuing the following steps:

A. *Teacher or Classroom Level Problem*

1. Discuss the matter directly with the teacher whose judgement or decision is being questioned.
2. If not resolved, discuss your concern with the principal.
3. If still unsatisfied with the outcome, discuss your concern with the Zone Assistant Superintendent.
4. If unresolved, contact the Superintendent of Schools.
5. Unresolved matters may be referred to the Board.

B. *Principal or School Level Problem*

1. Discuss directly with the principal the action, policy, procedure or practice being questioned.
2. If not resolved, refer to the Zone Assistant Superintendent.
3. If not resolved, refer to the Superintendent of Schools.
4. If not resolved, refer to the Board.

It is expected that School District personnel will seek a resolution to the problem as quickly as possible