

**GLEN ELEMENTARY SCHOOL**  
***CODE OF CONDUCT 2023- 2024***



# ÉCOLE GLEN ELEMENTARY

## CODE OF CONDUCT

### I. INTRODUCTION

School cultures are shaped by the values and attitudes of the people they involve: school staff, students, parents and the wider community. In a safe, caring, and orderly school community, like École Glen Elementary, the personal commitment of its members to create and maintain a respectful, welcoming, and nurturing environment is explicitly stated.

At Glen, we have a shared goal of encouraging socially responsible behaviours that contribute to the school community, solve problems in peaceful ways, value diversity and defend human rights. The staff, students and parents of Glen focus on the knowledge and skills required to be socially responsible citizens who act in caring and principled ways, respecting the diversity of all people and the rights of others to hold different ideas and beliefs.

The purpose of this document is to provide a basic framework and common expectations for École Glen Elementary students and parents. The guidelines reflect the new provincial standards for "Code of Conduct", as directed by the School Act 85 (2)(c).

### II. CODE OF CONDUCT: KEY ELEMENTS

#### 1. Process

Glen's Code of Conduct was developed through a collaborative and communicative process that involved members of the school community: students, parents, and staff.

- Discussions, presentations, input to and from staff at Glen School
- Discussions, presentations, input to and from PAC
- Discussions and input to and from representative students from student leadership
- Discussions, presentations and confirmation from the School Planning Council (SPC)

#### 2. Communication

Expectations regarding acceptable behavior are made known to all students, parents and school staff, as well as to temporary staff and visitors. Protocols, while acting as ambassadors of the school, are also made known to students, parents, coaches and involved members of the greater community.

Provincial Standards for Codes of Conduct Order:

Authority: *School Act*, sections 85 (1.1) 168 (2) (s.1)

Ministerial Order 276/07 (M276/07) ~ Effective October 17, 2007

Orders of the Minister of Education

Ministerial Order 4 (c) (d)

4. Boards must ensure that schools within their school district

(c) provide codes of conduct to employees of the Board who are assigned to a school during the school year when they are so assigned.

(d) provide the codes of conduct to students who start attending a school during the school year and their parents when the students start attending the school.

The Glen Code of Conduct and the associated expectations will be:

- Explained and discussed with students at all grade levels
- Updated and revised as necessary; revisions communicated in school newsletters and in TOC folders
- Discussed with PAC and SPC
- Communicated to parents by sending home a copy of *Glen's Code of Conduct* in the student planner and by posting the *Glen's Code of Conduct* on our website

### **3. Implementation**

The elements in the *Glen Code of Conduct* will be implemented in numerous ways throughout the school year. Strategies and structures utilized will include:

- school assemblies, direct classroom teaching and discussion
- student group work
- regular morning Public Address (PA) announcements
- Teachers, Counselor, Youth Worker, EAs, Office Staff and Noon-Hour Supervisors, with Administration, review common expectations
- on-going modeling by all adult members of the school community

### **4. Monitoring and Review**

- *Glen's Code of Conduct* will align with our annual *Action Plan for Learning*
- We will monitor, assess, and revise as and/or if necessary, based on the specific needs of the students within our school community
- The effectiveness of our Code of Conduct will be evaluated by reviewing data to assist our staff track trends and identify areas requiring further development. The data gathered will be from:
  - Fall and Spring school-wide assessments related to the Action Plan Learning
  - Collaborative discussions with PAC, students (Student Leadership Committee), parents and staff will occur should and/or if this need arises

### **5. Alignment**

*Glen's Code of Conduct* is aligned with:

- other elementary schools in the district as well as the family of schools in our geographical area
- It is also in alignment with our District Code of Conduct and *Safe, Caring and Respectful Schools*

Discussions with the members of our community of schools take place regularly throughout the school year. Structured opportunities to discuss these issues occur during select Superintendent Meetings.

## **6. Standards**

École Glen Elementary School promotes the values expressed in the BC Human Rights Code respecting the rights of all individuals in accordance with the law. Ministerial Order 6 (b) Boards must ensure that the following elements are included in their codes of conduct:

*(b) a statement of purpose that provides a rationale for the code of conduct, with a focus on safe, caring and orderly school environments*

### **A) Statement of Purpose**

i) Our SD43 (Coquitlam) Board of Education supports School Administrators and staff in the maintenance of proper order and discipline that is consistent with the Board policy and believes that the responsibility for student discipline in school is shared among students, staff and parents.

ii) Students are expected to conduct themselves responsibly at school, while going to and from school and while attending any school function at any location.

iii) The purpose of the following sections is:

- To establish and maintain a safe, caring, and orderly environment for purposeful learning
- To assist children in developing socially responsible behaviours, showing a developing awareness of their role as ethical decision-makers and moral citizens

### **B) Conduct Expectations**

The rights and responsibilities of all Glen citizens are to:

- Have the right to have an environment that enables us to learn
- Respect individual differences and ethnic backgrounds of all Glen citizens
- Have the right to be treated in a courteous and respectful manner
- To have the right to fairness and consistency in discipline and awareness of rules in our school

### **Acceptable Conduct**

Students are expected to always act in a respectful and safe manner during the school day. This includes arriving at and leaving school and attending field trips and school functions at any location.

Take Care of Yourself, Take Care of Others, Take Care of Glen School

- Be aware of and obey all school rules

- Speak and behave towards other students, staff, guests, and parents so that your words and behavior does not cause injury or hurt to anyone- keep hands and feet to self at all times.
- Always behave in a safe and responsible manner
- Treat other students and staff members with caring and respect; refrain from all acts of bullying or mean behavior.
- Arrive to school on time and ready to learn
- Give every assignment the very best effort and complete homework
- Follow the individual rules, guidelines and instructions of all classroom teachers and staff
- Use computers and all technology responsibly and for the purposes of learning (cell phones and other technology is not to be used for entertainment and should not be visible to others without the express permission of a teacher).
- Walk in our hallways quietly and respectfully to allow others to learn and work

### **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". These are on the district website at [www.sd43.bc.ca](http://www.sd43.bc.ca) under News & Events/Publication

No student should be subjected to revenge, threat of revenge, or discipline because of filing a complaint of any kind.

It is recognized that false complaints may damage the reputation of, or be unjust to, students and therefore individuals will be held accountable for deliberately making a false claim.

### **E-Mail Uses**

- Sending and receiving electronic messages
- Sending and receiving files (called attachments)

### **These can include:**

- photos
- Web site addresses
- video
- music
- documents

You may have a variety of Web based e-mail accounts. At school, you may only use your school e-mail account only for educational purposes.

### **Definitions**

**Flame:** a verbal attack in electronic form—can be comprised of not-so-nice words and various forms of insults and put downs.

**Spamming:** the repeated posting of the same message to a news group to be obnoxious.

**Instant Messaging (IM):** like a discussion group, but in real time. Discussions can be more personal than in a discussion group.

**Real time:** interacting with others via instant messaging where responses are immediate, like in a real conversation.

**Distribution lists:** group e-mail addresses—one address serves multiple e-mail recipients.

**Personal Contacts:** a personal list created by an individual of e-mail addresses of friends and contacts for quick reference.

A search by school officials of a student under their authority or a search of student property may be undertaken if the school has reasonable grounds to believe a school rule has been or will be violated, and that the evidence of that violation will be found in the location or on the person of the student being searched. Students know that their teachers and other school authorities are responsible for providing a safe learning environment and maintaining order and discipline at school. As a result, they must know that, where reasonable grounds exist, this may require searches of students, their lockers and their personal effects and the seizure of prohibited items.

Students should also be aware that the schools may collect, use, and disclose personal information about students for the purposes of investigating and addressing student misconduct, safety and maintaining order and discipline in school. Such collection and use of student information may include information that is obtained from witnesses or collected from other secondary information sources (e.g. social media). All personal information of students collected by the school will be collected in compliance with and under the authority of the Freedom of Information and Protection of Privacy Act (ss. 26(a),(b), and(c)) and the School Act. Questions about the collection, use or disclosure of student personal information should be directed to the Associate Director of Information and Learning Technologies Stephen Whiffin, at [swhiffin@sd43.bc.ca](mailto:swhiffin@sd43.bc.ca).

### Unacceptable Conduct

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

Students whose conduct interferes with the learning, safety or well-being of others or him/herself.

Students should not:

- As per Section 8 of Human Rights Code of British Columbia, students shall not discriminate against others on the basis of the race, colour, ancestry, place of origin, marital status, family status, age, religion, sex or sexual orientation, or physical or mental disability, or for any other reason set out in the Human Rights Code of British Columbia (Section 7 and 8), nor shall a student publish or display anything that would indicate an intention to discriminate against another, or expose them to contempt or ridicule, on the basis of any such grounds
- Behave in any way that interferes with the learning of others
- Use behaviours that create unsafe conditions in the school, on the playground or on field trips. Students may be subject to discipline under the school and/or District Code of Conduct for any conduct which has

the effect of negatively impacting the school environment, whether that conduct occurs on or off School District property, at a school sponsored function or activity, or otherwise

- Engage in acts of bullying, harassment, or intimidation. *Bullying includes but is not limited to physical or verbal intimidation, verbal harassment, and cyber bullying, occurring on or off our school property. (Policy 17)*
- Using/naming a physical illness, disability, or condition to threaten, harass or intimidate others in the community is unacceptable
- Use any form of physical violence
- Engage in acts of retribution against a person who has reported incidents
- Engage in computer use, on or off the school grounds, that creates a negative learning environment for others
- Possess, use or distribute illegal or restricted substances
- Possess or use weapons
- Engage in theft or damage to property

### Rising Expectations

Ministerial Order 6 (e)

6. Boards must ensure that the following elements are included in their codes of conduct:

*(e) an explanation that the board will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of a code of conduct.*

As students progress through École Glen Elementary School, they will assume the role of leaders. Our intermediate students are looked upon by the younger students to set good examples of socially responsible behaviours.

- Increasing personal responsibility and self-discipline
- Increasing consequences for inappropriate behaviours
- As students progress through their years at elementary school it is expected that the level of personal accountability will increase and that leadership skills will develop and progress, in preparation for successful middle school experiences

### C) Consequences

Ministerial Order 7 (b)

7. Further to Section 6 (c), boards must do the following in the statement about consequences of unacceptable behavior:

(b) include an explanation that special considerations may apply to students with special needs if these students are unable to comply with a code of conduct due to having a disability of an intellectual, physical, sensory, emotional, or behavioural nature.

Consequences to unacceptable conduct are pre-planned, consistent, and fair.

## **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 Assistant Superintendent. (Contact the Board office at 604-939-9201 or email [information@sd43.bc.ca](mailto:information@sd43.bc.ca).)
4. 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 Assistant Superintendent. (See contact information above.)

If not resolved, refer to the Board as per Board Policy 13.

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

- Disciplinary action, wherever possible, is preventative and restorative rather than merely punitive

- Students, as often as possible, are encouraged to participate in the development of meaningful consequences for violations of the established Code of Conduct

- Special considerations may apply to students with special needs if these students are unable to comply with a code of conduct due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature.

- Serious breaches of the Code of Conduct may result in a suspension when the child's presence at school creates an unsafe environment for him/herself, other students or school staff.

- Responses to unacceptable conduct may include any and/or all of the following:

- o Reflection sheet, discussion with the student, discussion with a staff member and student, discussion with administration, Team Documentation Form, Behaviour Incident Form (office referral), telephone call home, meeting with parent(s),
- o Community service to the school, adjusted break schedule, adjusted school schedule, additional supervision, restricted play areas, meeting with RCMP school liaison officer;
- o Mediation and/or conflict resolution (student to student)



- o Student initiated consequence (with guidance from administration)

#### **D) Notification**

Parents and guardians will be notified should there be a serious breach of the Code of Conduct. Parental involvement is necessary to help the child adjust his/her behaviour to meet Code of Conduct expectations. Where the breach of the Code of Conduct involves other students, the following parties will receive notification:

- Parents of student offender(s)
- Parents of student victim(s)
- School district officials, as required by school district policy
- Police and/or other agencies, as required by law
- All parents, when deemed to be important to reassure members of the school community that school officials are aware of a serious situation or incident and are taking appropriate action

#### **E) School District No. 43 (Coquitlam) School Policies**

The following district policies outline expectations for student conduct and are published in our student agendas.

- Policy 1-A-66      Smoke Free Environment
- Policy 11-B-77      District-Wide Network/Internet Appropriate Use
- Policy 11-B-83      District Code of Conduct
- Policy 11-B-84      Violence and Possession of Weapons
- Policy 11-B-85      Suspension of Students
- Policy 11-C-16      Race Relations
- Policy 111-A-32      Personal Discriminatory and Sexual Harassment