

Forest Grove Elementary

School Code of Conduct 2020-21

A. Purpose

The Code of Conduct is to inform all members of the school community of our shared obligations and responsibilities to ensure a safe, caring and orderly school environment where students feel a sense of belonging, pride in their school, and where people in the school community are respectful and fair.

These conditions apply while students are in attendance at school, while travelling to and from school, and while attending any school function at any location.

B. Development and Regular Review:

The Forest Grove Elementary Student Code of Conduct will be reviewed annually by staff and parents (through CPAC) in September of each school year. The Student Code of Conduct will be continually monitored to ensure it is reflecting current and emerging situations throughout the school year. This Code will be discussed throughout the school year at staff meetings to determine whether changes to the Code need to be considered.

C. Communicating Expectations

The Code of Conduct is to be communicated to staff and students via the student handbook which will be supplied at the start of each school year by:

- Posting the Code on the wall by the front office.
- Sending home in the School Student/Parent Handbook.
- Presenting at the school each September.
- Reviewing during monthly school wide assemblies as needed.

D. Active Teaching and Promotion of Expectations

We have an effective behaviour support program which promotes and rewards positive actions, attitudes and school culture. Behavioural expectations are explicitly taught and promoted in class and during monthly assemblies. Teachers incorporate lessons into their classrooms. Behaviours are modeled and students actively participate in role plays or demonstrations of positive behaviour expectations.

E. Expectations of Acceptable Conduct

1. Acceptable behaviour needed to create an atmosphere of trust and security in which students may grow in confidence as a result of their actions and achievements include:

- Respect for self, others, property and environment.
- Accountability for behaviour.
- Mastery of learning.
- Safety for others and self.

2. The above behaviours are expected of students while they are at school, while travelling to and from school and while attending any school function at any location.

E. Expectations of Acceptable Conduct continued:

3. School District #27 considers the possession or any use of any weapon by anyone on school premises to be a serious threat to the school environment and to the safety of both students and staff. A weapon is defined as:

Anything used, or intended for use, to threaten or intimidate any person and, without restricting the generality of the foregoing includes any replica weapon or firearm.

4. The Code of Conduct shall address all the prohibited grounds of discrimination set out in the B.C. Human Rights Code, as they relate to the school environment.(s.7)

People are protected by virtue of their, real or perceived, race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, age, sexual orientation or gender identification and therefore should not be subjected to discriminatory actions, including publication or discrimination of service.

5. The Board of Education of School District #27 will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of the Code of Conduct.

6. Students, parents, coaches and involved members of the greater community while acting as ambassadors of the school will conduct themselves in a manner that reflects an understanding of acceptable behaviour, respect and decorum.

School Code of Conduct Requirements With Respect to the Human Rights Code

The Code of Conduct and the BC Human Rights Code

- The contents of this Code of Conduct acknowledge that if there is a conflict between this code and the Human Rights Code then the Human Rights Code shall prevail.
- With respect to the Human Rights Code, this School Code of Conduct in no way intends to discriminate against a person or class of persons because of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation of that person or class of persons.

Behaviour

While everyone in our school community behaves in a positive and responsible way most of the time, **Code of Conduct** violations will sometimes happen. When serious violations occur parents/guardians will be contacted.

The personal & physical safety of students is always a priority. We aim to make our school environment as safe as possible (physically and emotionally) for students, their parents & staff. We expect students to behave in a socially responsible manner **at all times**. A variety of strategies will be used to deal with problems that occur.

Where a student is physically, mentally, or emotionally handicapped, these consequences will be adjusted to reflect any impairments. The consequences for misbehaviour will progress as students become more mature, reach higher grade levels and are more cognizant of their deeds.

LEVEL 1 BEHAVIOURS:

These actions disturb the positive and orderly school environment and include:

<ul style="list-style-type: none">• Teasing• Talking loudly in class/out of turn• Lack or respect for others, environment, property• Failure to follow school rules• Uncooperative behaviour• Play fighting• Unsafe conduct• Out of assigned area	<ul style="list-style-type: none">• Lateness• Homework incomplete• Inappropriate physical contact• Inappropriate attire• Inappropriate assembly/audience behaviour• Throwing snow• Disrespecting other students (put downs)
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LEVEL 2 BEHAVIOURS:

<ul style="list-style-type: none">• Repetitive "Level 1" behaviours• Cheating• Lying• Bullying (Intimidation, racial slurs)• Physical aggression• Inappropriate internet sites• Non-compliance with teacher requests	<ul style="list-style-type: none">• Inappropriate representation of school (field trips/athletics)• Misuse of washroom or playground items• Swearing or offensive comments• Disrespecting teachers' personal space & belongings
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LEVEL 3 BEHAVIOURS:

Repeated Level 2 behaviours will be dealt with as Level 3 behaviour. These behaviours are highly disruptive. These incidents include:

<ul style="list-style-type: none">• Chronic behaviours• Drug & alcohol• Destruction of property/vandalism• Serious threat• Violence, fighting, threats• Leaving school grounds without permission• Serious harassment• Weapons	<ul style="list-style-type: none">• Skipping classes/school• Blatant defiance• Disrespect of a staff member• Swearing at staff members• Fire alarm• Matches/fires• Seriously inappropriate internet sites• Stealing
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Consequences for Unacceptable Conduct

Discipline is an opportunity for a student to learn from the experience by apologizing, discussing an appropriate consequence and making a plan to make it better for him/ herself and others. Consequences will be restorative in nature rather than punitive when possible so the student understands the impact of their behaviour. The supervising teacher/staff and/or principal will decide how to deal with students who choose to violate our school's Code of Conduct.

School officials have a responsibility to advise other parties of serious breaches of the code of conduct (e.g. parents, school district officials, police and/or other agencies).

LEVEL 1 CONSEQUENCES:

Students who engage in Level 1 behaviours will be asked to identify the inappropriate behaviour and describe the appropriate replacement behaviour. Students may receive a mild consequence designed to discourage the inappropriate behaviour from occurring in the future. Consequences for Level 1 behaviours may include but are not limited to:	
<ul style="list-style-type: none"> • Verbal correction • Loss of privileges • Detention 	<ul style="list-style-type: none"> • Time out • Clean up duty • Verbal apology

LEVEL 2 CONSEQUENCES:

Students who engage in Level 2 behaviours will be asked to identify the inappropriate behaviour and describe the appropriate replacement behaviour. Step 1 – Remind student of behaviour expectations Step 2 – Restitution by the student Step 3 – Home contact by the teacher. Discuss a student plan of action with the student. The incident will be documented. Additional consequences for Level 2 behaviours may include but are not limited to:	
<ul style="list-style-type: none"> • Verbal correction • Loss of privileges • Detention for a longer duration than a Level 1 consequence • Behaviour contract • Time out 	<ul style="list-style-type: none"> • Clean up duty • Written and verbal apology • Extended school day • Consultation of Principal with the parents to inform them of the behaviour

LEVEL 3 CONSEQUENCES:

Students who engage in Level 3 behaviours will be referred to the principal for immediate corrective action. After consulting with the parents and appropriate school and/or community/school district personnel, the principal will issue appropriate consequences and facilitate corrective action designed to help the student improve his/her behaviour. Consequences for Level 3 behaviours may include but are not limited to:	
<ul style="list-style-type: none"> • In school suspension • 1-10 day or Indefinite Suspension (away from the school, at the discretion of the principal) 	<ul style="list-style-type: none"> • Restitution • Behaviour contract • Input from school district personnel • Legal intervention (e.g. RCMP) • Parental escort at school

Communication Policy

If you have a concern or question regarding your child, please contact your child's teacher. Writing in your child's **Student Planner**, sending a note, phoning or leaving a message, can do this. Appointments made in advance are the most efficient way to raise concerns or questions with your child's teacher. Please don't drop in at the beginning of the day in hopes of raising a concern, as the teacher will not have time to address your concerns adequately.

*** Parent/Guardian Procedures for addressing questions or concerns ***

Step 1. Contact the teacher first. Then, if you feel that your child's teacher has not been able to address your concern to a level that you are comfortable with, you should:

Step 2. Contact the Principal: Mr. Mark Doolan at **250-397-2962**.

Step 3. If you are still not satisfied, you should:

a) Contact the Superintendent of Schools for SD#27 (Mr. Chris Vandermark) at **250-398-3809**

b) If still dissatisfied, Mr. Chris Vandermark will direct you to whom you should contact to continue with further complaints.

Additional Communications Avenues:

Newsletters and student planners provide families with school information throughout the year. Please take the time to read them, discuss them with your children, and keep them handy for future referral. In addition, our school web site (**forestgroveelementary.ca**) is used in an effort to enhance communication between the school, parents and our community.