



District Student Code of Conduct

School District 60 Peace River North

Mission:

All of our students will graduate, walking the stage with dignity and grace.

Dream Statement:

We are a community of learners striving together to build success for all. We have a safe, healthy and welcoming environment. Staff and students connect through caring and laughter.

All members of our learning community are valued and respected.

Cultural differences are honored. We all belong.

We nurture body, mind and spirit and believe in finding the beauty in every human being.

We provide a variety of learning environments, both in and outside of the classroom and through the integration of technology. With the help of our community partners, we involve students in authentic learning experiences.

Students discover and pursue their interests and strengths. They are actively engaged and are willing to step outside their comfort zone in order to challenge their learning.

We are excited about our learning. We take time to share our stories and celebrate success. We are proud to see students become more confident in their skills and abilities, open to on-going learning, and prepared to make a difference in our world.

Values:

The five core ethical values seen as most important to guide our daily lives include:

Respect

Compassion

Honesty

Responsibility

Relationships

Purpose for the Code:

- To ensure that School District 60 environments are safe, caring and orderly, by expecting Pro-Social behaviours
- Students are academically and socially successful.
- Provides a process by which students take ownership of acceptable and unacceptable behaviours and where conflict is used as an opportunity for growth.

Conduct Expectations:

Pro-social Behaviours	Promoting Pro-social Behaviours
<ul style="list-style-type: none"> • Independence • Belonging • Responsibility • Generosity • Mastery • Integrity • Respect • Accountability • Privacy • Dress Appropriately • Be Heard and Ask Questions • Common Sense • Attendance • Resourceful • Mentor • Safe • Learning • Compassionate • Global • Leadership • Make amends instead of excuses • Empathy • Interdependence (me to we) • Centered • Collaboration 	<ul style="list-style-type: none"> • Dignity intact • Evidence of effectiveness • Right to express self • Sensitive age/ gender/ developmental stages/ social situations • Process to support expectations • Proactive social/ emotional support. • Culturally rich and relevant • Actively teaching expected behaviours in all environments • Recognition of the value of the collaborative processes • Classroom circle talks/ meetings

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

The School District promotes the values expressed in BC Human Rights code respecting the rights of all individuals in accordance with the law. The School District 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, gender or sexual orientation (prohibited grounds set out in the BC Human Rights Code).

Unacceptable Conduct:

Unacceptable Conduct
<ul style="list-style-type: none">• Interferes with learning of others• Interferes with an orderly environment• Creates unsafe conditions• Bullying, harassment or intimidation including cyber-bullying• Physical violence• Retribution against a person who has reported incidents• Possession, use or distribution of illegal or restricted substances• Possession or use of a weapon• Theft or damage to property• Unexcused absences

Guiding Principles of Response:

The guiding principles of response are used to ensure that the rights of individuals and the general school population are considered.

Guiding Principles of Response
<ul style="list-style-type: none">• Logical consequences versus punishment• Consequences appropriate to the offence• Preserve the relationship/ attachment• Inclusive versus negative consequences• Restorative• Dignity intact• Exercise judgment/ relationships• Evidence of effectiveness• Student focused, shows students what they have done wrong and gives them ownership of the problem• Sensitive age/ gender/ developmental stages/ social situations• Proactive social/ emotional support• Culturally rich and relevant• Levels not lock-step• Ability to honor pain while dealing with unexpected behaviours• Healing Circle• Community service• Consideration of individuals with Special needs

Consequences:

Guiding principles (mentioned in above table) set parameters to ensure that unacceptable conduct is examined in light of individual circumstance, frequency and severity of behaviour. Guiding principles ensure that:

- Responses to unacceptable conduct are planned, consistent and fair.
- 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.
- Students that are referred to the conduct committee for problematic or severe behaviour will receive due diligence.
- Consequences for unacceptable behaviour may include, but are not limited to - community service, healing circles, suspension, placed on alternate learning programs, etc.
- Student(s) who are suspended for longer than 5 days or have committed a serious offense, will be referred to the District Conduct Committee (please see appendix for District Conduct Committee process).

Notification:

The school district has the duty to report unacceptable behaviour to involved personnel where deemed appropriate. This includes:

- Parents/ Guardians of student offender(s).
- Parents/ guardians of student victim(s).
- School district officials – as required by school district policy. Usually the principal of enrolling student and if necessary district staff (see conduct committee for details).
- 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 to address it.
- The School Board will take all reasonable steps to prevent retaliation against a student who has made a complaint of a breach of the code of conduct.

Rising Expectations:

We understand that behaviour like academics needs to be taught and the children's understanding of the concepts of respect, responsibility, and safety deepens with maturity and experience. Therefore, behaviour expectations will be on a continuum to reflect the child's developmental stage.