

CODE OF CONDUCT

For

Baldonnel Elementary School

Updated September 2019

PROCESS: The Code of Conduct has been developed over a period of years at our school planning day and professional development days. Teachers and parents have been part of this process. In September of each year, the Code of Conduct is taught to all students. Throughout the year, the Code of Conduct is reviewed at staff meetings and targeted behaviors are re-taught to the students.

PURPOSE: Baldonnel School is a safe, positive, respectful learning environment where students and staff value the virtues of: Safety, Responsibility, Respect and Kindness.

School Based Team:

The role of the team is to support students, teachers, and parents by helping develop plans for students who are chronically having difficulty following the classroom and school expectations. To provide a structured problem-solving process that will ensure effective intervention practices are implemented for each student or 'issue' brought to the team. School based team: Administrators, Learning Assistant, Aboriginal Support worker, School Counsellor, and District Itinerants. As a staff we meet and have discussions regarding behaviour, complete classroom profile of needs, review discipline data and develop strategies to improve behavior of the general school population. From the data collected, this committee brings forward focuses of social skills to be developed.

Rising Expectations:

We understand that behavior 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, behavior expectations will be on a continuum to reflect the child's developmental stage.

UNACCEPTABLE CONDUCT: Any conduct that is harmful to self; makes another person feel unsafe either physically, or emotionally; or interferes with the learning environment. For example:

Behavior that:

- Interferes with the learning of others
- Interferes with an orderly environment
- Creates unsafe conditions

Acts of:

- Bullying, harassment, intimidation
- Physical violence

Illegal acts, such as:

- possession use or distribution of illegal substances

- possession or use of weapons
- theft of or damage to property

School-wide System:

- The classroom teacher should deal with minor problems. Major problems should be referred to the office. If a teacher feels that the problem is continuing with the student it is important to call the parent first. If problems persist refer to office.
- Classroom teacher should keep minor referrals in a file and record the contact time and date with parents. Major incidents should be recorded on the district assess program to help collect the required

RUBRIC FOR CONSEQUENCES

The classroom teacher keeps a record and enters information on the district program.

Contact parent if behaviour is a regular occurrence.

All majors may require administrative decision and parent contact.

LEVEL	DEFINITION	EXAMPLES	PROCEDURES
MINOR	Behaviors that do not require administrator involvement, do not significantly violate rights of others, do not put others at risk or harm or are not chronic.	Inappropriate Language Physical contact Impudence Disruption Property misuse	Speak with the student about incident. Describe the expected behavior Complete minor incident slip Re-teach the appropriate school wide behavioral expectation If the incident is a reoccurring problem, inform the parents. If it continues after parents have been contacted, proceed as a major rule violation and develop a pre-corrective intervention
MAJOR	Behaviors that require administrator involvement, significantly violate rights of others at risk of harm, or are chronic.	Abusive Language Fighting/Physical Aggression Defiance, disrespect, insubordination Non-compliant Harassment/bullying Disruption	Speak with the student about the incident. Describe the expected behavior. Enter behavior on the district data site (assess.) Take the student to the office or send a runner for the administrator immediately. Press the emergency

			button if needed. Review the specific events Determine the appropriate consequences Develop plan for completing the consequences Administrator will inform the parent. Develop pre-corrective intervention School based team will help develop strategies to support the child.
DISTRICT	Behaviors that require district staff support because the behavior presents a safety risk to self or others; or is continually interfering with the learning environment	Physical injury to others Threatening the safety of others or self Total noncompliance with the adults Continual disruption of the learning environment.	Speak with the student about the incident. Administrators will review the specific events Determine the appropriate consequences Inform the parent School based team will review case and develop examine strategies to support the student A Team based meeting will be held If unable to support at the school level then the child will be referred to the District conduct committee.

What programs/practices are being used to address safe schools/create positive school and classroom environments?

- We continue to develop and implement a School wide behavior model.
- Focus on positive behaviors
- Focus on being proactive
- Engaging the students in programs at recess and lunch
- We have team based meetings to review our data and develop plans to support students

- Continue to build and develop community.

Evidence of effectiveness:

- The number of office referrals
- At risk students are being more successful in their classrooms and are causing fewer problems in the school
- Students are more respectful
- Review of classroom profiles and meeting needs.

Parental and Community Involvement:

- We work closely with Children's Mental Health, the Ministry of Children of Families, and North Peace Community Resources
- Parents will continue to have input on the development of our Code of Conduct
- Ongoing meetings with individual parents to form a partnership to support their child
- Discussions at PAC meetings
- Continue to develop communications skills and build connectedness throughout our school community.

Digital Citizenship

- With the explosion of use of technology over the last decade, a whole new set of expectations and skills are introduced to students; that we as parents never had when we went to school. Below is a synopsis of the 9 elements of Digital technology. You can also find this on our Baldonnel Elementary School webpage: https://baldonnel.prn.bc.ca/?page_id=1477

The Nine elements of Digital Citizenship

- 1 **Digital Access:** This is perhaps one of the most fundamental blocks to being a digital citizen. However, due to socioeconomic status, location, and other disabilities- some individuals may not have digital access. Recently, schools have been becoming more connected with the Internet, often offering computers, and other forms of access. This can be offered through kiosks, community centers, and open labs. This most often is associated with the digital divide and factors associated with such. ^[18]
- 2 **Digital Commerce:** This is the ability for users to recognize that much of the economy is regulated online. It also deals with the understanding of the dangers and benefits of online buying, using credit cards online, and so forth. As with the advantages and legal activities- there is also dangerous activities such as illegal downloads, gambling, drug deals, pornography, plagiarism, and so forth.
- 3 **Digital Communication:** This element deals with understanding the variety of online communication mediums such as email, instant messaging, Facebook messenger, the variety of apps, and so forth. There is a standard of etiquette associated with

- each medium.
- 4 **Digital Literacy:** This deals with the understanding of how to use various digital devices. For example, how to properly search for something on a search engine versus a database. How to use various online logs. Oftentimes many educational institutions will help form an individual's digital literacy.
 - 5 **Digital Etiquette:** As discussed in the third element, digital communication, this is the expectation that various mediums require a variety of etiquette. Certain mediums demand more appropriate behavior and language than others.
 - 6 **Digital Law:** This is where enforcement occurs for illegal downloads, plagiarizing, hacking, creating viruses, sending spams, identity theft, cyber bullying, and so forth.
 - 7 **Digital Rights and Responsibilities:** This is the set of rights digital citizens have such as privacy, speech, and so forth.
 - 8 **Digital Health:** Digital citizens must be aware of the physical stress placed on their bodies by Internet usage. They must be aware to not become overly dependent on the Internet causing eyestrain, headaches, stress problems, and so on.
 - 9 **Digital Security:** This simply means that citizens must take measures to be safe by practicing using difficult passwords, virus protection, backing up data, and so forth. ^[19]

NOTE: Please keep in mind that both parents/guardians and students must sign computer/technology user agreements (see links to agreement contracts) before students have access to computer technology at school and any breach of the contract may result in partial or complete loss of computer privilege.