

Mission Statement

At École Jules Quesnel, we value the diversity of our community, and the uniqueness of every child. Our purpose is to provide a safe, caring, and educationally rich environment for all our French Immersion students. We strive to help them develop their individual potential and to become socially responsible citizens and caring lifelong learners.



School Slogan: SUPER

Sécuritaire (Safe)
Unique (Unique) & Uni/e (United)
Poli/e (Polite) & Positif/ve (Positive)
Empathique (Empathetic)
Respectueux/euse (Respectful)

Racism and discrimination will not be tolerated in our school.

Statement of Purpose

The Code of Conduct exists to uphold a safe, inclusive, equitable, welcoming, nurturing, and healthy school environment. It was reviewed by students, staff, and families in June 2023.

Promote clear behavioural expectations of respectful and responsible citizenship that leads to a culture of safety, caring and respect amongst everyone in the school and programs and at all school-events and activities

The Code of Conduct applies at school, during school-organized or sponsored activities, on school buses, and any behaviour even if outside of school or school hours, (including on-line behaviour), that negatively impacts the safe, caring, or orderly environment of the school, and/or student learning.

Conduct Expectations:

- Respecting self, others, and the school
- Contributing to a safe, caring, positive, inclusive, and peaceful environment
- Seeking to prevent violence and potentially violent situations, and demonstrating social responsibility by reporting such situations
- Engaging in purposeful learning activities

Unacceptable Conduct

“Students shall not discriminate against others on the basis of Indigenous identity, race, religion, colour, ancestry, place of origin, marital status, family status, age, sex or sexual

orientation, gender identity/expression, or physical or mental disability, or for any other reason set out in the Human Rights Code of British Columbia, 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.” **Racism and discrimination will not be tolerated in our school.**

Behaviours that interfere with the learning of other, interfere with an orderly environment, or create an unsafe environment.

- Acts of bullying, harassment, intimidation, or physical violence
- Illegal acts, such as possession, use or distribution of illegal or restricted substances
- Theft or damage to property

Note: Behaviours (both acceptable and unacceptable) cited in the code of conduct are examples only and not an all-inclusive list. In addition, our school will not accept discrimination for any physical or mental characteristics.

Rising Expectations

Students are expected to learn and mature as they move through successive grades, and as such the expectations progress towards increasing personal responsibility and self-discipline, as well as increasing consequences for inappropriate conduct/unacceptable behavior.

Retaliation Prevention

All reasonable steps will be taken to prevent retaliation against a student who has made a complaint of a breach of a code of conduct.

Consequences

- Disciplinary action, wherever possible, is restorative rather than merely punitive. The school will treat seriously any behaviour that discriminates based on Indigenous identity, race, religion, colour, ancestry, place of origin, marital status, family status, age, sex or sexual orientation, gender identity/expression, or physical or mental disability.

- Repetitive or severe unacceptable behaviour may result in increased severity of subsequent disciplinary action. The age and maturity of students are considered when determining appropriate consequences.
- Special considerations may apply to students with special/diverse needs if these students are unable to comply with a code of conduct due to having a disability/challenge of an intellectual, physical, sensory, emotional, or behavioural nature.
- Responses to unacceptable conduct are consistent and fair.
- Students, as often as possible, are encouraged to participate in the development of meaningful consequences for violations of the established code of conduct.

Notifications

The principal or designate has a responsibility to inform other parties of serious breaches of the code of conduct. These parties include:

- Family of student offender(s) and family of student victim(s) in every instance.
- School District officials
- Police and/or other agencies, as required by law.
- School community, when deemed necessary, to reassure members that school officials are taking appropriate action.

Suspensions

In accordance with the School Act, Sec. 85 (2) (ii) and (d), the Board authorizes the principal or designate of any school in the district to suspend a student from attendance at school for up to five days.

Suspensions may be for the following reasons:

- a) because a student is willfully and repeatedly disrespectful to a teacher or to any other employee of the Board carrying out responsibilities approved by the Board;
- b) because the behaviour of the student breaches the District Code of Conduct or other policy and/or has a harmful effect on others or the learning environment of the school;

- c) because the student has failed to comply with the School Code of Conduct.

Suspensions over five days are made in consultation with the appropriate Director of Instruction as per [District Student Code of Conduct, AP 350](#). As per AP 350 7.7 an educational program must be provided.

**École Jules Quesnel School's
Circle of Courage Code of Conduct**

Our Code has adopted an Indigenous medicine wheel concept called the Circle of Courage shared with us by Dr. Martin Brokenleg. It emphasizes social and emotional growth in one's life. As the Circle of Courage proposes, it is important for children to grow and develop through the spirit of belonging, mastery, independence, and generosity.

Belonging I can be a respectful part of a group.	Belonging is an understanding that you are significant and that relationships of trust are important, so that the child can say, "I am loved."
Mastery I can set and achieve goals.	Mastery is an understanding that you are capable and that you are learning to cope with the world, so that the child can say, "I can succeed."
Independence I can be independently responsible.	Independence is an understanding that you are powerful on the inside and that you have the will to make choices, so that the child can say, "I have the power to make decisions."
Generosity I can contribute positively to others.	Generosity affirms that you are a genuine human, and that your character is nurtured by concern for others, so that the child can say, "I have a purpose for my life."

Expectations Explained through the Circle of Courage

Spirit	What it looks like . . .
Belonging	Be generous with your time, materials, and talents Care about the feelings of others and help those who are hurt or in need Respect the feelings, rights, and bodies of others Give people their space when they need it for thinking, learning, and working Be inclusive and welcoming, make sure no one feels left out Treat others as you want to be treated
Mastery	Come to school ready to learn and always prepared to do your best Eat nutritious food, get lots of exercise, and plenty of rest Set personal goals and make plans to achieve them Achieve through a growth mindset Take pride in your achievements and celebrate growth See mistakes as opportunities to learn
Independence	Take responsibility for your actions and lead by example Know yourself - be a self-regulated learner Be a creative, critical, and flexible thinker Be aware, choose, act, and reflect
Generosity	Respect and take care of our environment Be helpful and cooperative with adults and other students at school, at home, and in our community Stand up against injustice - report behaviour that is unsafe, disrespectful, or bullying Solve problems in a fair and peaceful manner