

Sir James Douglas Annex School **Code of Conduct**



(Date Reviewed June 19, 2024)

All student codes of conduct are created in alignment with VSB [AP 350-District Code of Conduct](#).

Statement of Purpose

Sir James Douglas Annex is committed to uphold a safe, inclusive, equitable, welcoming, nurturing, and healthy school environment.

- Promote clear behavioural expectations of respectful and responsible citizenship that lead to a culture of safety, caring and respect amongst everyone in the school and programs and at all school-events and activities
- The School 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.
- Douglas Annex is a K-3 French Immersion School in the Southeast corner of the city of Vancouver.

Conduct Expectations

- **Acceptable Conduct**
 - 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.

- **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:

- Parent(s) of student offender(s) and parent(s) 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.

As outlined in the District Code of Conduct, effective July 1, 2024,

Personal Digital Device Usage

To foster a safe and focused learning environment for students, the use of personal digital devices, that distract from learning, such as cell phones, tablets and electronic devices, are restricted during school hours and on school property. Educators and school staff will continue to model digital citizenship in the classroom and avoid the use of personal digital devices for non-instructional purposes.

Personal digital devices are restricted for the instructional day. This includes class time, recess and lunch during school hours of 9:00am to 3:00pm. Personal digital devices must be turned off or placed on silent mode and out of sight for the entire school day.

The use of personal devices is permitted under the following circumstances:

- For educational purposes, as directed by the educator in the classroom.
- For health and medical purposes as outlined in an Individual Education Plan or Student Safety Plan.
- To support special or diverse educational needs, such as assistive technology related to Individual Education Plans or Student Support Plans.

The expectation is that students will follow the direction of the educators. Students who repeatedly do not follow the personal digital device policy may be asked to store their personal digital devices with an administrator for the remainder of the day.

The Vancouver School Board is not responsible for the loss, damage, or disappearance of personal digital devices that students decide to bring to school.

A regular review of the school's Code of Conduct guidelines for personal digital devices are essential to ensure their effectiveness and relevance in addressing current issues and meeting the evolving needs of students, teachers, and parents. Adjustments to the Code of Conduct may be necessary to ensure that school

guidelines remain relevant and effective in promoting a conducive learning environment. Changes may be prompted by emerging incidents that highlight the need for enhanced measures to protect student well-being and privacy.


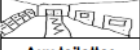




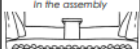
School Motto

Take Care of Yourself
 Take Care of Others
 Take Care of this Place
 Racism will not be tolerated in our school.

Les niveaux de voix

0		Silence
1		Espion secret
2		Voix d'intérieur
3		Voix d'extérieur

Matrice appliquée à l'ensemble de l'école Douglas Annex
 Douglas Annex School-Wide Matrix

À notre école <small>At our school</small> 	<ul style="list-style-type: none"> • Nous sommes en sécurité. We are safe. • Nous sommes attentionnés. We are caring. • Nous sommes respectueux. We are respectful.
Dans le couloir <small>In the hallway</small> 	<ul style="list-style-type: none"> • Nous marchons vers notre destination. We walk to where we are going. • Nous utilisons une voix de niveau 0. We use a voice level 0. • Nous gardons nos mains et nos pieds pour nous. We keep our hands and feet to ourselves. • Nous gardons notre place en ligne. We keep our place in line.
Aux toilettes <small>In the washroom</small> 	<ul style="list-style-type: none"> • Nous laissons la lumière allumée. We leave the light on. • Nous utilisons une voix de niveau 1. We use a voice level 1. • Nous respectons l'intimité des autres. We give others privacy. • Nous nous lavons les mains et nous utilisons 1 essuie-mains. We wash our hands and use 1 paper towel. • Nous retournons en salle de classe quand nous avons fini. We return to class when we are done.
Dans la salle à manger <small>In the lunchroom</small> 	<ul style="list-style-type: none"> • Nous restons assis. We stay seated. • Nous mangeons notre propre dîner. We eat our own lunch. • Nous recyclons et nous jetons nos ordures. We recycle and throw away our garbage. • Nous écoutons les surveillantes. We listen to the supervision aides. • Nous utilisons une voix de niveau 2. We use a voice level 2.
Sur le terrain de jeux <small>On the playground</small> 	<ul style="list-style-type: none"> • Nous utilisons l'équipement de façon sécuritaire. We use the equipment safely. • Nous attendons notre tour sur l'aire de jeux. We take turns on the play equipment. • Nous gardons nos mains et nos pieds pour nous-mêmes. We keep our hands and feet to ourselves. • Nous incluons les autres dans nos jeux. We include others in our play. • Nous pouvons utiliser une voix de niveau 3. We can use a voice level 3.
À la bibliothèque <small>In the library</small> 	<ul style="list-style-type: none"> • Nous utilisons une voix de niveau 1. We use a voice level 1. • Nous nous servons d'un bâton pour nous aider à trouver et à rendre nos livres. We use a baton to help us find and return our books. • Nous gardons nos mains et nos pieds pour nous-mêmes. We keep our hands and feet to ourselves. • Nous gardons la nourriture et les boissons hors de la bibliothèque. We keep food and drinks outside of the library.
Pendant l'assemblée <small>In the assembly</small> 	<ul style="list-style-type: none"> • Nous rentrons et nous sortons en utilisant une voix de niveau 0. We enter and exit at voice level 0. • Nous restons assis sur nos fesses. We stay seated on our bottoms. • Nous gardons nos mains et nos pieds pour nous. We keep our hands and feet to ourselves. • Nous applaudissons seulement. We use clapping only. • Nous attendons le signal de silence. We watch for the quiet signal.

Voix de niveau 0: silence	Voice Level 0: silence
Voix de niveau 1: espion secret	Voice Level 1: secret spy
Voix de niveau 2: voix d'intérieur	Voice Level 2: indoor voice
Voix de niveau 3: voix d'extérieur	Voice Level 3: outdoor voice

