

Tyee Elementary Code of Conduct



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

At Tyee, we believe in enabling learners to reach for personal excellence in a supportive, stimulating environment following Montessori principles. We encourage and guide all students to take responsibility for their learning and actively participate in a broad range of learning experiences.

The Purpose of our Code of Conduct is:

Tyee's School Code of Conduct has been created to uphold a safe, inclusive, equitable, welcoming, nurturing, and healthy school environment. Our Code of Conduct promotes clear behavioural expectations for 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.

- 1) To encourage the development of socially responsible behaviour.
- 2) To foster a safe, respectful, and welcoming learning environment for all students, staff, and parents.
- 3) To clearly communicate behavioural expectations to the school community.

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.

Acceptable Conduct

Respect For Self, Others, and The Environment Looks Like This:

In the classroom and library	<ul style="list-style-type: none">• Be on time, prepared for class and on task• Listen and speak to others with respect• Make sure that your teacher always knows where you are• Respect one's own and others' property• Respect Internet Policy
In the hallways and stairways	<ul style="list-style-type: none">• Walk quietly• Pay attention to what/who is around you
When eating lunch	<ul style="list-style-type: none">• Stay seated• Use quiet voices• Eat your lunch/snacks and clean up after yourself
On the playgrounds	<ul style="list-style-type: none">• Include others in your play• Play safely• Stay on school grounds and in designated areas

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	<ul style="list-style-type: none"> • Keep hands, feet, and unkind words to yourself • Solve problems by talking and/or seeking help
In the washroom	<ul style="list-style-type: none"> • You are there to go to the washroom • Flush the toilet, wash your hands • Throw paper towels in the garbage only • Report problems to an adult
Everywhere	<ul style="list-style-type: none"> • Demonstrate grace and courtesy • Dress appropriately for school • Make good choices that demonstrate respect for self, respect for others, and respect for the environment.

Grace and Courtesy:

Grace and courtesy are an important part of the Montessori curriculum and set the tone for respect and kindness in our school. The entire Tyee Community (students, staff, parents) strives to demonstrate Grace and Courtesy by adopting these guidelines:

- Be respectful
- Be safe and keep others safe
- Be responsible
- Solve problems peacefully
- Greet others, such as "Good Morning"
- Say "Please" and "Thank you"
- Hold the doors for others
- Make way for younger children and adults
- Wait in line for your turn
- Enter classrooms quietly
- Respect the environment and other people's spaces
- Be honest
- Treat others the way you would like to be treated!

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.

Family Involvement:

Tyee's Code of Conduct was established to ensure each child's and each staff member's safety. We ask for student and parental support in honouring our commitment to ensuring the safest learning environment for all. Parents can help in the following ways:

1. Discuss the Code of Conduct with your child.
2. Be in close contact with your child's teacher.
3. Reach out to school principal should you have any questions.

Learning is a wonderful adventure. Let's all make it so for students, staff, parents, and our greater community!

If parents and or guardians have concerns regarding violations of the Code of Conduct that relate to their child, they should address these concerns with the classroom teacher and /or administration.

Unacceptable Conduct and Consequences

As a community, we respect the rights of all individuals in accordance with the law and prohibit discrimination 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.**

Most minor inappropriate behaviours will be addressed by the classroom teacher or intervening adult in the environmental context where the behaviour occurred. The purpose of the intervention is to re-teach the expectation and / or missing social skill. In matters concerning safety or ongoing disruption of the learning environment, the administration will become involved.

Behaviours (both acceptable and unacceptable) cited in the code of conduct are examples only and not an all-inclusive list. Some examples of unacceptable conduct include:

- Interfering with the learning of others
- Disrespecting others (name-calling, swearing, teasing)
- Bullying, harassment, intimidation, or threats
- Racist, homophobic, or sexist comments/behaviour
- Stealing
- Vandalism (wilful destruction of property)
- Using physical violence
- Accessing inappropriate sites on the Internet
- Saying mean things about others in person or via e-mails or blogs
- Playing pranks on others

Disciplinary action, wherever possible, is restorative rather than merely punitive. 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 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.

Make Amends Plan:

At Tyee, we reflect upon our choices, take responsibility for our actions, and make amends with grace and courtesy.

Level 1: When a student breaks the code of conduct

Some examples are:

- Interfering with the learning of others
- Creating unsafe conditions (running in halls, roughhousing, throwing snowballs, riding bicycles, skateboards, scooters or in-line skates on school property during active school hours)
- Disrespecting others (name-calling, swearing, teasing)
- Not respecting property (littering, ripping or writing on someone else's work or school property, causing damage to school property)

Most of these choices are minor and can be solved with the teacher and student(s), and sometimes may involve a small group or class meeting. A decision will be made with the student and the teacher about appropriate restorative action (apology, act that gives back to the individual/school).

Level 2: When a student repeatedly breaks the code of conduct

A discussion takes place with the student, teacher, and principal. A collaborative decision will be made about appropriate restorative action and the student will complete a "Make Amends Plan," a copy of which is sent home. The teacher or principal may also request a meeting with the parents, or vice-versa.

Level 3: When a student breaks the code of conduct in a serious way

Some examples include:

- Bullying, harassment, intimidation, or threats
- Ignoring others who bully, harass, intimidate or threaten rather than seeking help
- Racist, homophobic, or sexist comments/behaviour
- Theft
- Non-compliance; willful disrespect
- Very unsafe behaviour (leaving school grounds/class)
- Vandalism (willful destruction of property)
- Using physical violence
- Accessing inappropriate sites on the Internet
- Saying mean things about others in person or via e-mails, blogs or social media
- Playing unkind or harmful pranks on others

The teacher(s), parent(s), student, and principal will confer and devise the next level of intervention for the student to succeed in school. A decision will be made about the appropriate restorative action and the student will complete a "Make Amends Plan."

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.

Please note: 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

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 9:00 a.m. to 3:00 p.m. 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.