



# Big Lake Elementary School

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## Big Lake Elementary Mission, Vision, and Values

### *MISSION*

Working collaboratively in an environment which promotes both confidence and excellence, we will enable students to develop a lifelong enthusiasm for learning and a caring, inclusive attitude toward our community and the world.

### *VISION*

Our vision is to unlock the full potential of every student. In pursuit of this vision, our school is committed to inspiring life-long learners, fostering a student-centered thinking culture, providing a safe, inclusive learning environment, and welcoming parent and community involvement.

### *VALUES*

The school values form the word BEAVERS relating to our long-time mascot.

**Beautiful – Energetic – Artistic – Visible – Excellence – Respect - Sportsmanship**

## SCHOOL CODE OF CONDUCT

### **A. Purpose**

The purpose of the Code of Conduct is to inform all members of the school community of our shared obligations and responsibilities to ensure a safe, caring, orderly school environment where students feel a sense of belonging and pride in their school. The plan is designed to establish and maintain a safe and caring atmosphere which allows for individual growth, risk taking, and the development of social understanding in a learning environment.

These conditions apply while students are at school, while travelling to and from school, and while attending any school function at any location.

### **B. Development and Regular Review**

1. The Big Lake Elementary School Code of Conduct was originally created using input from students, parents, and staff members. These stakeholder groups continue to be included in the development of this document as it is reviewed and updated. Reviewed & updated in consultation with members of PAC executive - October 2022.

At the beginning of each year, students, staff and parents are reminded of the Code of Conduct, which is sent home to each family in the Student Handbook/Planner. Families may provide feedback at this time. Changes to the Code of Conduct will be made in the Spring.

3. Conduct is consistently monitored by students, staff and parents to ensure Codes reflect current and emerging situations and are contributing to school safety.

### **C. Communicating Expectations**

The Code of Conduct is provided to families in September or when they register throughout the year, discussed with students in September, inserted in the TTOC handbook and displayed on the school bulletin board.

### **D. Active Teaching and Promotion of Expectations**

The teacher/principal uses class time to ensure behavioural expectations are explicitly taught and promoted.

The Code of Conduct includes an emphasis on strategies of positive behavior support. The following are examples of the ways the school is providing opportunities to celebrate success.

- Initiatives to promote positive behaviours throughout the year including the 8 Successful Learner Traits framework (activities and lessons), MindUP curriculum, healthy schools framework, and activities and lessons from ‘Zones of Regulation’ program.
- The students have opportunities to extend their knowledge and talents through many activities outside of the regular classroom, such as rural sports teams, art workshops, winter sporting events, winter camp, extra-curricular events, music and dramatic activities.

- The school traditionally has an active Student Citizenship group where students chose to offer their skills and talents, based on their interests, to make contributions to maintain and improve the school environment and physical space.
- Buddy Bench - promote inclusiveness.

#### **E. Expectations of Acceptable Conduct**

1. Acceptable behaviour creates an atmosphere of trust and security in which students may grow in confidence as a result of their actions and achievements. Behaviours that we believe will facilitate this are:
  - to attend school regularly and follow the rules of the school
  - to participate willingly and engage in purposeful learning activities in a timely manner
  - to respect themselves, others, personal property and the environment
  - to be accountable for their behavior
  - to participate in creating a safe, positive, inclusive environment
2. These conditions apply while students are at school, while travelling to and from school, while attending any school function at any location, and while acting as ambassadors of the school.
3. School District 27's policy regarding the possession or use of weapons is as follows:

**The Board of Education considers the possession or use of any weapon by anyone on school premises to be a serious threat to the school environment and to the safety of both students and staff.**

**Weapon:**

- a. Anything that is used, or intended to be used, or is designed to be used to put someone in fear; or
  - b. Anything used or intended for use in causing death or injury to persons whether designed for that purpose or not; or
  - c. Anything used, or intended for use, to threaten or intimidate any person and, without restricting the generality of the foregoing, includes any replica weapon or firearm as defined in the Criminal Code (s. 84).
4. Prohibited grounds of discrimination set out in the *BC Human Rights Code*, as they relate to the school environment (s.7).

**People are protected by virtue of their, real or perceived, race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, age, sexual orientation or gender identification and therefore should not be subjected to discriminatory actions, including publication or discrimination of service.**

The contents of this Code of Conduct acknowledge that if there is a conflict between this code and the Human Rights Code then the Human Rights Code shall prevail.

5. The school will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of the Code of Conduct.

6. The conduct of students, parents, coaches and involved members of the greater community while acting as ambassadors of the school must align to create a safe, caring, and orderly environment where respect, responsibility, kindness, caring, and acceptance are upheld.

#### **F. Consequences for Unacceptable Conduct**

1. In the event a breach of conduct by a student occurs, certain behaviours have been highlighted with a disciplinary action plan on pages 5 and 6. These are set out to provide students, parents, and staff with a guideline for disciplinary proceedings and protocol. In no way is this list meant to be wholly comprehensive as situational variables must be considered in all cases to best meet the needs of all parties involved in disciplinary incidents. When levying consequences for unacceptable conduct, the following items will be considered.
  - a. Where consequences for unacceptable behaviour are concerned, whenever possible and wherever appropriate, consequences shall be restorative rather than merely punitive in nature.
  - b. When levying consequences for behaviours of a discriminatory nature, all parties involved will be addressed and a plan will be formulated to work toward improving overall school culture and morale.
  - c. Where appropriate, student's age, maturity and previous behaviour record may factor into discipline decisions.
  - d. Where appropriate special considerations may apply to students with special needs who may not be able to fully comply with a code of conduct due to a disability of an intellectual, physical, sensory, emotional, or behavioural nature.
2. As students become older and move through successive grades behaviour expectations increase. Discipline could be more severe for older students who do not demonstrate age-appropriate maturity and behaviour.
3. The use of suspension will be considered only when violation of the Code is serious or other consequences have been inadequate or ineffective.
4. In the case of serious breaches of the Code of Conduct school officials may have a responsibility to advise other parties about the incident such as: parents, school district officials, police and/or other agencies.

## **Levels of Unacceptable Behaviour**

### **Level 1 Behaviours**

The attending adult handles the following behaviours:

- Inappropriate classroom/playground/assembly behaviour
- Tardiness
- Lack of effort/incomplete assignments
- Minor disrespect (such as not listening)
- Inappropriate language
- Inappropriate dress
- Misuse of electronic devices
- Disregarding school rules
- Disruptive behavior
- Disruptive behavior on the bus

### **Level 2 Behaviours**

The following behaviours are initially dealt with by the attending adult-then reinforced by the office:

- Lack of respect (major)
- Inappropriate internet use
- Disrespecting teachers' personal space and belongings
- Inappropriate representation of school (field trips/athletics)
- Cheating or plagiarism (minor)
- Truancy
- Lying
- Minor inappropriate physical contact (first offence)
- Throwing snowballs
- Repeat disruptive behavior on the bus

### **Level 3 Behaviours**

The following behaviours require immediate office referral and intervention:

- Bullying/Harassment/Intimidation
- Inappropriate display of affection (sexually-orientated actions/suggestive behavior)
- Fighting/Assault/Gang Activity
- Direct disobedience
- Endangering safety
- Drug and alcohol infractions
- Possession/Use of a weapon
- Smoking/Tobacco use
- Criminal Acts as defined by the law
- Racism
- Theft (major)/vandalism (major)
- Continued disruptive behavior on the bus

## **School-Wide Consequences**

Schoolwide consequences are handled on a “case by case” basis and are at the discretion of the Principal. The following information is a guide and not a policy.

### **Level 1 Behaviours**

Behaviours 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.

- First offence: Inform the student of rule violated  
 Step 1 Remind student of expected behaviour  
 Reteach appropriate behaviour expectation
- Second offence: Restitution by the student.  
 Step 2 Documentation by the teacher
- Third offence: Home contact by the teacher  
 Step 3 Documentation by the teacher and referral sheet sent to office.
- Fourth offence: Move directly to “Level 2 – Step 2”  
 Step 4

### **Level 2 Behaviours**

Behaviours that require administrator involvement, significantly violate the rights of others, puts others at risk or harm, or are chronic.

- First offence: Inform the student of rule violated  
 Step 1 Remind student of expected behaviour  
 Restitution by the student  
 Home contact by teacher
- Second offence: Referral to administration  
 Step 2 Home contact by the teacher, counsellor or administration  
 1-3 day in-school suspension
- Third offence: Referral to administration by teacher  
 Step 3 Home contact by administration  
 1-5 days in or out of school suspension  
 Parent conference with administration before student returns
- Fourth offence: Move directly to “Level 3 – Step 2”  
 Step 4

### **Level 3 Behaviours**

- First offence: Referral to administration, parent conference with administration  
 Step 1 1 - 3 day in or out of school suspension
- Second offence: 1 - 5 days out of school suspension  
 Step 2
- Third offence: Referral to District  
 Step 3 Discipline Committee