



PARTNERS IN EDUCATION (PIE)

CODE OF CONDUCT

Partners in Education (PIE) has the responsibility to provide and ensure a safe and positive climate for learning. Our Code of Conduct provides a broad framework of behavioural expectations for students. It is expected that all members of the school community will uphold the underlying principles of the school code which include respect for self, others, property, and the environment.

Our Code of Conduct shall apply to all students during any school activity and will hold students responsible for their conduct on the way to and from school or at a school activity.

I) Statement of Purpose

The Purpose of our Code of Conduct is to communicate to all members of our school community a clear understanding of the behaviour expectations we have for our students. We provide PIE students with a safe and caring learning environment. We expect PIE students to respect others, themselves, and the environments in which school activities occur.

II) Conduct Expectations

Acceptable Conduct supports a positive learning environment. While at school, going to and from school (including on buses), and while attending any school function at any location it is expected that students will:

- Act in a safe and courteous manner
- Behave respectfully and care for fellow students and for those around them
- Apply themselves to the best of their ability in all aspects of their education
- Follow the directions and reasonable requests of staff members.
- Listen quietly to speakers and/or teachers during presentations as well as when instructions are being given
- stay within sight of parents and/or teachers

Unacceptable Conduct interferes with a positive learning environment. Some examples of unacceptable behaviours include:

- Interference with the learning of others
- Use of inappropriate or abusive language
- Any efforts to cause harm or discriminate against another person based on, but not limited to race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of the person or class of persons.
- Bullying, cyberbullying, harassment, intimidation, threatening or violent behaviours
- Possessing weapons or dangerous articles
- Possession, use, or distribution of illegal substances
- Theft of or damage to property
- All provisions stated in The Human Rights Code

Raising Expectations describe expectations that change over time as children grow and mature and become increasingly capable of making appropriate decisions and taking responsibility for their actions. As students progress through school, they are expected to: Acquire greater knowledge and understanding about their personal behaviour and its impact on others

- Learn and utilize appropriate decision-making strategies
- Demonstrate increasing self-discipline
- Take increasing personal responsibility for their actions and learning
- Be subject to increasing consequences for inappropriate behaviour

III) Consequences

Minor problems are dealt with on the spot through: discussion and reminders of expectations, or the possibility of logical consequences (eg. Misusing materials or equipment could lead to a loss of privileges for a specified period of time). Students who continue to make poor choices in spite of minor consequences, or whose actions fall in the “unacceptable” group will need to participate in a problem-solving session with a staff member. For the most serious of school level problems at the discretion of the principal (or designate), the consequences may include a suspension of participation in PIE events/ activities.

IV) Notification

Communication between families and the school is important to monitor a student’s progress. When students violate the Code of Conduct, depending on the nature or frequency of the incident, the school may contact:

- The parent(s)/caregiver(s) of the student in breach of the Code of Conduct
- The parent(s)/caregiver(s) of the student victim(s)
- School and District personnel – where appropriate
- Police and other agencies – where appropriate

V) Screens and Personal Digital Devices (PDDS)

Personal Digital Devices such as, but not restricted to, laptops, tablets, cellphones, calculators, watches and earbuds/headphones so long as they are being used in a positive manner may be used by the staff and students for instructional purposes, digital literacy, appropriate use based on age and developmental stage, accommodations within a students' Individualized Education Plan, accessibility, medical and health needs, and/or equitable support for learning outcomes.

During Secondary Class instructional times, devices will be stored away in silent mode during instructional time from "bell to bell" to ensure a focused learning environment. At the teachers discretion, an exemption may be made when the use of such devices supports a clear specific curricular objective and is part of instruction. Elementary classes will have devices stowed away from the start to end of the instructional time (bell to bell). If PDDS are being used as a distraction will lead to a discussion about the importance of online safety and focused learning environments with the principal.

As per AP 145, if using PDDS to take photos/videos/recording images of students or staff, written consent of the individuals, or their parents, is needed. Consent forms are available in the office.

The qathet School Board will take all reasonable precautions to prevent retaliation against a student who has made a complaint of a breach of the Code of Conduct.