

**Forest Grove Elementary**  
**CODE OF CONDUCT**  
**2025-2026**

**Principal – Ty Lytton**

## **Code of Conduct**

Our Code of Conduct is designed to encourage students to respect themselves and others and to strive to do their personal best in all ways. The purpose and goal of this Code of Conduct is to promote a safe, caring and orderly school environment. Forest Grove Elementary promotes the values expressed in the BC Human Rights Code respecting the rights of all individuals in accordance with the law - prohibiting discrimination based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation. It is expected that there should be no acts of discrimination in any regard, including publications, accommodation, service and facility in the school environment. The board and the school community will take all reasonable steps to prevent retaliation against a student who has made a complaint of a breach of this *Code of Conduct*. Efforts will be taken to maintain the dignity and right to privacy for members of our school community. Students, staff members, parents and coaches are required to meet the expectations outlined in this Code of Conduct.

## **Circle of Courage**



Our code has adopted a medicine wheel concept, “the Circle of Courage,” which 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. Research shows that children who are healthy both socially and emotionally are the best learners; children who display positive social-emotional traits are successful in school. (source: Brokenleg, Dr. Martin. 2007. *Reclaiming Youth at Risk: Futures of Promise: Reclaiming Youth Network*. “The Circle of Courage Philosophy”).

The general standard of behaviour for students falls under the following guidelines: Students must behave according to a Code of Conduct which recognizes the rights of,

- All students to learn
- School staff members to perform their duties
- Staff and students to work and learn in a safe environment
- Staff, students, and parents to be treated respectfully.

The expectations of this code of conduct are intended to include all school related activities while students attending school, travelling to and from school, and while attending any school function at any location.

Forest Grove Elementary community members...

- are RESPECTFUL,
- are ACCOUNTABLE,
- are INCLUSIVE and WELCOMING.

Expected general guidelines for behaviour of Forest Grove students:

<b>Belonging</b> - <u>I can be a respectful part of a group.</u> Belonging is an understanding that you are significant and that relationships of trust are important, so that you can say, "I am loved."
<ul style="list-style-type: none"><li>- Care about the feelings of others and help those who are hurt or in need</li><li>- Respect the feelings, rights, and boundaries and bodies of others</li><li>- Be inclusive and welcoming, make sure no one feels left out</li></ul>
<b>Mastery</b> - <u>I can set and achieve goals.</u> Mastery is an understanding that you are capable and that you are learning to cope with the world, so that you can say, "I can succeed."
<ul style="list-style-type: none"><li>- Learning takes time and patience</li><li>- Set personal goals and make plans to achieve them</li><li>- Take pride in your achievements and celebrate growth</li><li>- See mistakes as opportunities to learn</li></ul>
<b>Independence</b> - <u>I can be independently responsible.</u> Independence is an understanding that you are powerful on the inside and that you have the will to make choices, so that you can say, "I have the power to make decisions."
<ul style="list-style-type: none"><li>- Be mindful of the consequences of your actions</li><li>- Lead by example</li><li>- Know yourself - be a self-regulated learner</li><li>- Make safe and healthy choices</li></ul>

<b>Generosity</b> - <u>I can contribute positively to others.</u> Generosity affirms that you are a genuine human, and that your character is nurtured by concern for others, so that you can say, “I have a purpose for my life.”
<ul style="list-style-type: none"><li>- Be Kind to others</li><li>- Be willing to share</li><li>- Respect and take care of our environment</li><li>- Be helpful and cooperative</li><li>- Stand up against injustice</li><li>- Solve problems in a fair and peaceful manner</li></ul>



### **Consequences for failing to comply with behavioural expectations:**

When students demonstrate behaviour that is not in keeping with the ideas described above, a discipline response that is based on learning and restoration (making amends) is implemented. At Forest Grove, we reflect upon our choices, take responsibility for our actions, and make amends through a restorative action plan with consideration of the developmental levels, age, maturity and diverse needs of students.

#### **Level 1: Initial, Minor Incidents:**

Students can make mistakes; it's a natural part of the learning process. At these times we aim to acknowledge and learn from these mistakes. Most of these choices are minor and can be solved with the teacher and student(s) and may involve a small group or class meeting. A review of the Circle of Courage's qualities may be part of the restorative plan along with a decision - made with the student and the teacher - about appropriate restorative action (ex. apology, act that gives back to the individual/classroom/school).

#### **Level 2: Repeated Behaviour:**

At this point a discussion takes place with the student, teacher and principal or designate. The qualities from the Circle of Courage are reviewed with the student so they can assess their mistakes. A collaborative decision will be made about appropriate restorative action. The teacher or principal/designate may also request a meeting with the parents (or vice-versa).

#### **Level 3: Serious Problems/Refusal to change:**

The Circle of Courage presents opportunities for children to learn how to deal with conflict effectively. It is often during these bouts of conflict that children act in ways that are inappropriate or unacceptable.

Responses to escalated breaches of the Code of Conduct will vary based on the severity and context of the violation. There will be communication between the teacher(s), parent(s), student, and principal. The principal or designate will determine the level of intervention for the

student(s) to succeed in school. There will be consideration for others impacted in the school community. There may be the possibility of in school/out of school suspension.

### **School – Wide Consequences – A Guideline**

#### **LEVEL 1 BEHAVIORS**

Step 1 – Remind student of behavior expectations

Step 2 – Restitution by the student

Step 3 – Home contact by the teacher

Discuss a student plan of action with the student

Step 4 – Move directly to “Level 2 – Step 2”

#### **LEVEL 2 BEHAVIORS**

Step 1 – Restitution by the student

Discuss a student plan of action with the student

Step 2 – Referral to Principal by teacher

Home contact by Principal

1 to 2 days out of in school suspension

Parent conference with Principal to discuss student contract and behavior plan

Step 4 – Move directly to “Level 3 – Step 2”

#### **LEVEL 3 BEHAVIORS**

Step 1 – Referral to Principal

1 to 3 day in-school suspension **or** parent supervised home suspension

Parent conference with principal

Step 2 – 1 to 5 days out of school suspension

Step 3 – escalating suspension – Referral to Discipline Committee

**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 behaviour.

### **Serious breaches of the Code of Conduct**

*Suspensions:* In accordance with the School Act, Sec. 85(2)(ii) and (d), and SD27 AP 320, 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. 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. The behaviour of the student breaches the District Code of Conduct or policy and/or has a harmful effect on others or the learning environment of the school.
- c. 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 Policy. Serious breaches of conduct that threaten the safety and welfare of others will be referred directly to a suspension including a review from a representative of the Superintendent.

### **Family involvement**

Under the Freedom of Information and Privacy Protection Act and/or other relevant legislation, it may be necessary to advise other parties of serious breaches of the District Student Code of Conduct. This Code of Conduct was established to ensure each child and 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. Should you have any further questions, please phone the school at 250 397-2962.

Special considerations may apply to students with diverse needs if these students are unable to comply with a code of conduct due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature.

## **Digital Devices:**

We recognize that limiting personal device use while at school helps promote a focused learning environment and increases online safety. Our general expectation is to **please leave all digital devices home.**

Devices should not be accessed or used during school hours and will remain secured away. Specifically, students are not permitted to leave the classroom with their device during class time or break times and are not permitted to have them in bathrooms. Classroom teachers may set an appropriate range of classroom strategies for restricting use of digital devices. There may be times when devices are used specifically for instructional purposes and digital literacy; allowing for students' ages and developmental stages. Considerations will be made in regards to accessibility and accommodation needs, medical and health needs, and equity to support learning outcomes.

Students who fail to adhere to the school and classroom guidelines for digital devices may:

- Have their device taken away
- Be prohibited from having a device on school property

## **Development and regular review:**

The School Code of Conduct is reviewed annually with stakeholders to ensure it meets the ministry requirements and the needs of **School**.



SAFER  
SCHOOLS  
TOGETHER

## Student Violence Threat Risk Assessment (VTRA)

Fair Notice for Students and Parents

Cariboo-Chilcotin School District No. 27

Dear Students & Parents/Guardians,

Cariboo-Chilcotin School District is committed to creating and maintaining school environments in which students, staff, parents/guardians/caregivers, and others feel safe. Schools cannot ignore any threat of violence. This notice provides some information for students, parents and guardians about the approach to responding to potential threats.

### What is a threat?

A threat is an expression of intent to do harm or act out violently against someone or something. Threats may be verbal, written, drawn, posted on the internet, or made by gesture.

### Duty to report:

To keep school communities safe and caring, staff, parents/guardians/caregivers, students, and community members must report all threat related behaviour to the school principal.

### How to Report:

Members of the school community may contact the school office and ask to speak to the principal directly to report or make an online report through the [erase](#) link featured on the district and school websites.

### What is the purpose of a student threat assessment?

- To ensure and promote the emotional and physical safety of students, staff, parents, the student making the threat, and others.

- To ensure a full understanding of the context of the threat.
- To understand the factors contributing to the person of concern's (threat-maker's) behaviour.
- To be proactive in developing an intervention plan that addresses the emotional and physical safety of the person of concern.
- To promote the emotional and physical safety of all.

### What behaviours warrant a Student Violence Threat Risk Assessment to be initiated?

A student threat assessment will be initiated for behaviours including, but not limited to:

- Verbal/written threats to harm/kill others ("clear, direct, and plausible")
- Threats made via social media to harm, kill, or cause serious property damage
- Serious violence or violence with intent to harm and kill
- Indicators of suicidal ideation as it relates to fluidity (homicidal/suicidal)
- Weapon possession (including replicas)
- Bomb threats (or possession/det-

- Hate incidents motivated by factors including, but not limited to: race, culture, religion, and/or sexual orientation
- Sexual intimidation, sextortion, extortion or assault
- Domestic, interpersonal, relational violence
- Gang-related intimidation and violence
- Fire setting (contextual)

### Collection Notice:

The School District is subject to personal information privacy laws and will undertake the collection of this information in compliance with the requirements of such laws, including by limiting collection to information that is relevant and necessary to address a risk or threat and by ensuring that information is collected from online sources is only collected from open-source sites. The School District will not collect information as part of a threat assessment unless there is reason to believe that a threat exists. Information collected as part of a threat assessment may be provided to law enforcement authorities in appropriate circumstances.