



LANGLEY SCHOOL DISTRICT CODE OF CONDUCT

How Our Graduate Profile Directs Our Expectations for Acceptable Behaviour:

The Graduate Profile is the vision statement for the District. Its purpose is to describe the attributes of students graduating from Langley schools. All curriculum, administrative and teacher practice, assessment, evaluation and reporting processes, will be directed toward the achievement of this vision.

Progression of Expectations

It is recognized that discipline is learned over time with the modeling and support of the family and school community. Therefore, the youngest and least mature of our students require more time to learn how to behave in acceptable ways. Every situation has unique circumstances. As students mature it is expected that students demonstrate greater self-discipline and increasingly better performance aligned with the Graduate Profile.

Ethical and Respectful Citizens

Who act in caring, principled and responsible ways, respecting the diversity, gender, age, race, ability and cultural heritage of all people and the rights of others to hold different ideas and beliefs.

What this looks like...

- respecting self, others and the school
- helping to make the school a safe, caring and orderly place
- appreciating the impact of technology (e.g. cell phones) upon others
- “Making a Big Deal” with the purpose of accessing help for those in need (e.g. helping a classmate access counselling support)
- informing a “trusted” adult in a timely manner (in advance, if possible) of incidents of bullying, harassment, intimidation, discrimination or other BC Human Rights Code contraventions

What this doesn't look like...A Respectful Citizen would not...

- disrupt the learning of others and learning environment
- directly or indirectly cause harm to the physical or emotional well-being of others
- bully, harass or intimidate others
- interfere with an orderly environment creating unsafe conditions

- use threats, physical violence, retribution against a person who has reported the incidents
- participate in or knowingly associate with illegal acts, such as:
 - possession, use or distribution of illegal or restricted substances (e.g. drugs, alcohol, tobacco, fireworks)
 - possession or use of weapons (e.g. knives, chemical sprays, handmade weapons or implements to harm others)
 - theft of or damage to property (e.g. stealing of iPods, vandalizing lockers, writing on someone's textbook)
 - promoting hatred or discrimination (e.g. wearing clothing with a "hate groups" logo, laughing at racial jokes, encouraging isolation of someone because of their ethnicity)
 - threats or intimidation (i.e. verbal, text-messaging, gestures)
- use technology tools for the purpose of harm to others or the community (e.g. e-mail, internet use, text-messaging, social networking sites, phones, etc.)
- use technology tools (eg. phones, internet) that would place others at risk (e.g. using a cell phone during school lockdowns)

Democratic Participants

Who, as Canadian and global citizens, make knowledgeable decisions, and take actions which consider the needs of others, show historical awareness and are in accordance with the principles, laws, rights and responsibilities of a democracy.

What this looks like...

- solving conflict in peaceful ways
- understanding behavioural impact on others
- being knowledgeable of types of "Discrimination", advocates non-discriminatory practice and reports concerns to administration

What this doesn't look like...A Democratic Participant would not...

- ignore illegal acts or inappropriate behaviour
- purposely exclude or ostracize others with ill intent
- discriminate on the basis of gender, race, sexual orientation, culture, etc
- publish (print or electronic) or display any notice or symbol that indicates discrimination or is likely to expose a person or group to hatred or contempt
- discourage restorative resolutions or the seeking of help
- knowingly avoid social learning opportunities (e.g. skipping school assemblies)
- ignore their responsibilities for the impact of their actions in the local community and global community

Self-directed Individuals and Skilled and Knowledgeable Learners

Who in pursuit of personal and career goals display a strong work ethic, initiative, responsibility and a commitment to life-long learning while maintaining a balance in their lives.

Who demonstrate high standards of performance in reading, writing, listening and speaking; mathematics; the natural, applied and social sciences; the Fine Arts; the Applied Skills and information technologies.

What this looks like...

- attending school or work on a consistent basis without tardiness
- engaging in purposeful learning or training activities and applying efforts to the best of their abilities
- attending to learning or training in a timely manner and without distraction
- dressing in respectful and appropriate ways for a learning environment
- catching up on work missed due to illness or absence
- performing at an acceptable level in core subject areas

What this doesn't look like...A Self-Directed Learner would not...

- miss school or work without a valid reason (e.g. illness or family emergency)
- disrupt classroom instruction and work (e.g. late, classroom misbehaviours, avoid or disengage from their learning activities, opportunities or obligations

(e.g. off task, work completion or participation))

- dress in disrespectful and inappropriate ways
- avoid personal responsibility for the Code of Conduct
- use technology tools (eg. cell phones, MP3) during instructional time, unless with the consent of a teacher

Collaborative and Quality Contributors

Who demonstrate communication skills and commitment in pursuing group goals and purposes. Who contribute to the development of quality ideas, products and performance through learning, talent, creativity, flexibility, critical thinking and problem solving skills.

What this looks like...

- positively participating in the classroom and school community
- actively creating a climate of mutual respect and responsibility
- acting in a manner that brings credit to the school or local community

What this doesn't look like...A Quality Contributor would not...

- use inappropriate communication (put-downs, swearing, gestures, etc.)
- disrupt a working team or environment
- obstruct the opinion, ideas or efforts of others
- sabotage group goals and commitments
- use the work environment for self-serving reasons

- discredit the reputation of people, the school or community (e.g. poor field trip behaviour, gossip, littering or vandalism)

