



# Code of Citizenship

## Sir James Douglas Elementary School (SJD)

In partnership with the Greater Victoria School District we are committed to working together with our communities to develop socially responsible students. Three principles guide our behaviour:

### SAFETY - RESPECT - RESPONSIBILITY

This means that as students, staff and parents we will:

ASPECT	SOCIAL RESPONSIBILITY (Adult Language)	SJD CITIZENSHIP CRITERIA (Student Language)
Classroom and School Community	<ul style="list-style-type: none"> <li>▪ Be welcoming, friendly, kind, and helpful</li> <li>▪ Participate in, commit to, and contribute to classroom learning and group activities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Work together</li> <li>▪ Work hard</li> <li>▪ Be on time, on task and prepared</li> <li>▪ Keep all areas clean; clean up messes</li> <li>▪ Care for school property</li> <li>▪ Help others</li> <li>▪ Choose purposeful activities</li> <li>▪ Use equipment and materials appropriately</li> <li>▪ Honour personal space</li> <li>▪ Be truthful</li> </ul> <p><b>Second Step:</b> Skills for Learning – *focus attention *listen with ears, eyes, and brain *use self-talk *be assertive *repair relationships</p>
Solving Problems in Peaceful Ways	<ul style="list-style-type: none"> <li>▪ Express feelings honestly</li> <li>▪ Manage anger appropriately</li> <li>▪ Listen to others politely</li> <li>▪ Apply appropriate reasoning to resolve problems</li> <li>▪ Explain a situation to clarify the problem</li> <li>▪ Select strategies to solve problems or issues</li> <li>▪ Get adult help to solve problems that cannot be solved on your own</li> </ul>	<ul style="list-style-type: none"> <li>▪ Apologize when necessary</li> <li>▪ Use kind words, voice level, and tone</li> <li>▪ Get help when necessary</li> <li>▪ Listen to others</li> <li>▪ Not tease with words or actions</li> <li>▪ Use our words to solve problems and work towards finding solutions</li> </ul> <p><b>Second Step:</b> How to Calm Down - *Stop *Name your Feeling *Calm Down – use belly breathing, counting, self-talk (I can do it!)</p> <p><b>Problem Solving - STEP UP</b></p> <p>S= Say the problem (without blame)  T= Think of solutions  E = Explore consequences  P = Pick the best solution (make your plan)</p> <p>Fair Ways to Play: Sharing, Trading, Taking Turns</p>

<p>Valuing Diversity and Human rights</p>	<ul style="list-style-type: none"> <li>▪ Treat others respectfully and fairly and not engage in unacceptable behaviour (i.e. bullying, cyber bullying, harassment, intimidation, threatening or violent behaviour)</li> <li>▪ Show interest in correcting injustices</li> <li>▪ Promote a climate of understanding and mutual respect where all are equal in dignity and right. BC Human Rights Code</li> <li>▪ Discrimination on the basis of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, and/or age will not be tolerated. (BC Human Rights Code Sections 7 and 8)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Play safely</li> <li>▪ No play fighting</li> <li>▪ Be a good digital citizen.</li> <li>▪ Keep hands and feet to self</li> <li>▪ Ask to borrow things from others</li> <li>▪ Make new friends/welcome others</li> <li>▪ Greet people</li> <li>▪ Include others</li> <li>▪ Be polite; use please, thank you, and excuse me</li> <li>▪ Encourage people</li> <li>▪ Move quietly</li> <li>▪ Wait your turn</li> <li>▪ Honour privacy</li> <li>▪ Be an active problem-solver when talking and listening</li> </ul> <p><b>Second Step:</b> Have Empathy and Compassion  *Empathy is feeling or understanding what others feel *Compassion is empathy in action</p>
<p>Exercising Rights and Responsibilities</p>	<ul style="list-style-type: none"> <li>▪ Show responsibility toward the classroom, school, community, and world</li> <li>▪ Make a difference by acting on opportunities for action</li> </ul> <p>Sources: BC Human Rights Code, Safe. Caring and Orderly Schools: A Guide, BC Performance Standards: Social Responsibility”: a Framework <a href="http://www.erasebullying.ca/">http:// www.erasebullying.ca/</a></p>	<ul style="list-style-type: none"> <li>▪ Strive to be active</li> <li>▪ Enjoy and respect displays</li> <li>▪ Keep coats/cubbies neat and tidy</li> <li>▪ Use the garbage cans/pick up garbage</li> <li>▪ Show respect; take care of equipment</li> <li>▪ Be organized before going out. (coats, snacks, washroom)</li> <li>▪ Conserve paper and school supplies</li> <li>▪ Make good choices</li> <li>▪ Move and play safely</li> <li>▪ Stay on school grounds</li> <li>▪ Wheels: walk it, lock it, leave it</li> </ul>

## School District No. 61

### Elementary Code of Conduct

#### Cell Phones & Personal Digital Devices

***A 'personal digital device' is a student owned device that can be used to communicate or access the internet, such as a cell phone, tablet, smart watch, gaming device, and/or electronic toy. Earbuds and headphones connected to personal digital devices may also be restricted.***

Equity must be considered when using and directing the use of personal digital devices in a manner that is culturally responsive and inclusive. Accommodations such as access to a computer or Chromebook can be made for students without personal digital devices who may need access to the internet to complete schoolwork. The use of personal digital devices may support students with disabilities, diverse abilities, or medical needs as outlined in the student's support plan and Individual Education Plan and/or other agreed upon plans.

The use of personal digital devices is restricted during instructional hours to facilitate focused learning and promote online safety. It is expected that personal digital devices are always stored out of sight and on silent or airplane mode (this includes recess and lunch). Students are expected to follow protocols set by their school and/or teacher(s).

The use of personal digital devices during instructional hours is at the teacher's discretion and direction for the purposes of instruction and promoting digital literacy. Instructional time includes classroom settings, assemblies, guest speakers, field trips, and other events organized by school district staff.

The use of personal digital devices outside of instructional hours is not permitted on school grounds, during field trips, or other school activities.

No photos, video, or audio recordings will be taken of students or staff without consent from the individual or the individual's parent or caregiver for children under the age of 13.

The main office phone at the school may be used to make and receive calls if students and their parent(s) or caregiver(s) need to communicate during the school day.

We understand Sir James Douglas Elementary School is committed to providing each student a safe, comfortable, non-threatening environment that is conducive to learning.

- ❖ As is the case for academic learning, it is the responsibility of the SJD staff to explicitly teach behavioural expectations, correct student errors, teach the student to behave better tomorrow, and have students practice expected behaviours.
- ❖ Second Step is a research-based, teacher-informed, and classroom-tested teacher resource to promote the social-emotional development, safety, and well-being of children. (<https://www.secondstep.org/>) This program is used throughout our school by classroom teachers and the counsellor to teach students social skills. The references to Second Step in the table contain language your child will be familiar with from the program.
- ❖ It is expected as students get older that their behaviour will be more safe, respectable, and responsible.
- ❖ Consideration of special needs will also be taken into account.
- ❖ Serious breaches of the Code may result in parents, school district officials, police, and/or other agencies being notified if deemed necessary. Sir James Douglas Elementary School encourages students to take responsibility and ownership of their learning and behaviour. Consequences for breaches of the Code of Citizenship will focus on restorative actions whenever appropriate.
- ❖ Sir James Douglas Elementary School (Greater Victoria School District #61) will take all reasonable steps to prevent retaliation against a person who reports a breach of the Citizenship Code.
- ❖ It is expected all members of our school community (students, staff, parents, coaches, and community members) will follow the guidelines of our Code of Citizenship whenever they are acting as ambassadors of the school.

We have read and discussed this Sir James Douglas Elementary School Code of Citizenship and agree to abide by the guidelines outlined. We recognize that parents have a responsibility to assist the school in developing appropriate behaviours and concepts of responsibility in their children.

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Student's Name: \_\_\_\_\_ Student's Signature: \_\_\_\_\_

Div: \_\_\_\_\_

Parent's Name: \_\_\_\_\_ Parent's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Please return this form to your child's classroom teacher. Thank you.