



<p>North Vancouver School District the natural place to learn™</p> <p>THIS IS AN IMPORTANT NOTICE. PLEASE HAVE IT TRANSLATED</p> <p>这是重要通知，请找人翻译。 這是重要通知，請找人翻譯。</p>	<p>Ceci est un avis important. Veuillez vous le faire traduire.</p> <p>Dies ist wichtige Nachricht Bitte lassen Sie sich die folgenden Seiten übersetzen</p> <p>これは重要なお知らせです。 どなたかに翻訳してもらいましょう。</p> <p>중요한 공지사항입니다. 이 내용을 번역해 주십시오.</p>	<p>Este aviso es muy importante. Pida que alguien se lo traduzca.</p> <p>Ito ay mahalagang patalastas. Mangyaring ipasalin ito sa inyong wika.</p> <p>بخواهید این اطلاعیه را برای شما ترجمه کند. این اطلاعیه مهمی است. لطفاً از کسی</p> <p>Đây là thông báo quan trọng. Xin nhờ người phiên dịch.</p>
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Norgate Xwemélch'stn Code of Conduct ~ *Earning Our D.R.U.M.*

STATEMENT OF PURPOSE:

Our school Code of Conduct serves to support all students' sense of belonging and well-being. We aim to help students develop a strong sense of self and deep appreciation for family, community, and the land. *Earning Our D.R.U.M.* is about being balanced in how we treat ourselves and others, developing caring relationships with each other, and being principled by doing what we know is right and acting in harmony with our environment. By demonstrating the characteristics associated with the D.R.U.M., we can maintain a safe and positive learning community.

"Learning involves recognizing the consequences to one's actions."

– First Peoples Principles of Learning (First Nations Education Steering Committee)

Developing understanding of how our actions impact others, events and our surroundings is at the heart of our Code of Conduct. Individual positive actions are helpful, however, it is only through collective positive actions that we can Earn our D.R.U.M.

"Learning is relational...and involves generational roles and responsibilities."

– First Peoples Principles of Learning (First Nations Education Steering Committee)

By valuing reciprocal relationships, we help our students recognize that when they contribute positively to the community, the community in turn supports them. We gain wisdom from the Coast Salish people to strengthen our understanding of how to honour each other, and we lean on Norgate Xwemélch'stn families when supporting students. Similarly, we seek to create opportunities for students to work and learn in partnership with one another. Older students are viewed as role models for younger students. At Norgate Xwemélch'stn, we aim to treat each other with compassion, to do our best, and to be our best as a learning community.

This Code of Conduct was developed in accordance with the School Act (Sections 6, 10, 85, 91), the School Act Regulations and the School District #44 Policy #302. All students and school community members, regardless of Indigenous identity, race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age have the right to enjoy a safe, inclusive, and welcoming learning environment as outlined by the BC Human Rights Code. To this end, we promote and teach how to treat one another with kindness, empathy, and compassion. We also have measures in place to prevent and respond to bullying.

Anyone who contravenes our Code of Conduct is subject to consequences as deemed appropriate by the school administration, in accordance with laws, legislation and school district policies.

Members of our school community work together to earn our **D.R.U.M.** by being:

D	Devoted & Determined by...	<ul style="list-style-type: none"> • Focusing on learning by doing my best to achieve my goals, and helping others achieve their goals • Demonstrating growth mindset – believing that with effort I can succeed • Persisting when I face a challenging learning task • Using my skills to help me think through, and figure out action plans related to learning problems/challenges • Taking risks in learning • Striving to be a good leader for others
R	Respectful & Responsible by...	<ul style="list-style-type: none"> • Listening to each other as equals; we are all equally important / Tkwaya7ntway • Valuing others' ideas and input of to develop our understandings • Respecting others' perspectives, feelings, and cultures – students, staff members, community members, elders • Using respectful words and actions • Keeping classroom and shared spaces neat and tidy • Showing respect for all school property (including playground, plants, trees etc.) • Meeting deadlines for assignments, and submitting best work • Helping in our school and community to have a positive impact • Staying with the group, and if needing a break, letting an adult know where I am going and why • Deciding which tools, methods, and resources to use to successfully complete learning tasks • Asking for help when needed • Being accountable for my actions; recognizing I have an important role in our community
U	Understanding & Uplifting by...	<ul style="list-style-type: none"> • Having an open heart and open mind • Listening to shared stories • Understanding that all families are different • Celebrating differences and being inclusive • Supporting each other in our community to feel good about who we are • Being optimistic and seeking to enjoy learning on my own and with others
M	Mindful & Moral by...	<ul style="list-style-type: none"> • Being mindful of how my behaviour impacts others in our school community • Keeping myself and others emotionally and physically safe by: <ul style="list-style-type: none"> <u>Emotionally:</u> <ul style="list-style-type: none"> - Using kind and caring words - Focusing on strengths - Treating others with dignity and respect - Being mindful for each other's feelings <u>Physically:</u> <ul style="list-style-type: none"> - Respecting others' personal space - Caring for others if they're hurt - Moving safely in indoor and outdoor spaces • Solving problems with an understanding of what is right • Being true to who I am and who I want to be • Reflecting on my learning, and thinking about ways to share and expand my knowledge and skills

SAFE & HEALTHY LEARNING at NXCE:

P'L7T TA MANÁTS'A. We Earn our D.R.U.M. at Norgate Xwemélch'stn and are honoured to receive teachings from Squamish Nation educators Sonja Nahanee and Swalkanexw Dallas Guss. Their teachings encourage students to be balanced by being mindful of their own and others' intellectual, spiritual, physical, and emotional wellbeing. Their teachings help the children understand that their actions have an impact, positive or negative, on themselves, others, and/or the environment.

To help students learn important social, emotional and safe behaviours at school, teachers use a number of programs including, but not limited to, Second Step, Everyday Speech, Zones of Regulation, Social Thinking, and Open Parachute. Each of these programs is suited to different needs and age ranges. When students need support to regulate their emotions and behaviour, to learn and practice important social skills, to resolve conflicts, we view this as an opportunity for restorative practices. This means we aim to help the children involved restore the trust of the people directly involved in the conflict/problem, as well as show the larger school community they can and should be trusted to abide by the school's Code of Conduct.

Our school team emphasizes with students that they have the capacity to make their school a happy and positive place to learn, play and grow. We can help them, but *the students* actually have the greatest influence on the school's climate and culture. We thank families for reinforcing this message and helping your children follow the school Code of Conduct.

IMPORTANT SAFETY EXPECTATIONS:

Technology

Students can use the office student phone or personal device in the office, if urgent and approved by a staff member.

Students' electronic devices must be turned off and left in their backpacks during the school day, unless under the direction and supervision of a teacher for educational purposes. This includes during recess and lunch breaks.

Before using technology at school, students must have parent/guardian consent by way of the online "Acceptable Use of Technology Agreement" form.

Daily Outdoor Play

In all types of weather, and even when it is rainy, cold, or snowy, we will hope to have students go outside for outdoor play. We encourage students to dress appropriately for the weather – having rain gear, a warm jacket, and a hat would be ideal. Having a spare set of clothes at school is also strongly encouraged, in case clothes get wet or dirty. Though we have some spare clothes at the school, we do not have enough for everyone, so your help in providing extra clothes at school is appreciated. Being able to change will help students have a comfortable rest of their day!

Volunteers and Visitors

As a safety measure, all visitors must check-in at the Main Office. Visitors must wear a badge to be recognized by all students and staff. We ask that visits to classrooms from parents/family members are pre-arranged with teachers. If you would like to come in and meet with a teacher/other staff member, we respectfully request that you contact us at the school office or via direct email to set up a meeting time.

Volunteers are required to submit a volunteer application and to follow volunteer guidelines while respecting student privacy. As a volunteer, if you interact/work directly with students without direct supervision of a staff member, you will be required to supply a clear Criminal Record Check.

When picking students up early, we ask that parents/guardians and/or other approved contacts* check-in at the front office and wait there for the student(s) to come to the office.

**Please note: We can only legally release students to people who are on your approved contacts list, per the forms you submit at the beginning of the school year. If your child will be picked up by someone who is not on your approved list, please contact us in the school office to provide us with their contact information. Thank you!*

PROBLEM SOLVING PROCESS and COMMUNICATION:

Goal: To lift our students and strengthen a sense of belonging and identity within the community.

Norgate leans on the Xwemélch'stn community to blend Indigenous Knowledge and values to support students at school.

Small Impact Mistakes:

Behaviour impacts the learning environment and is dealt with promptly. Quick problem solving, redirection and reminders given; all staff members can handle. Students will take ownership over mistakes, problem solve and make a change for improvement.

Big Impact Mistakes:

Behaviour significantly impacts the learning environment and/or impacted the well-being of self and others. Staff refers student(s) to office for help or shares relevant information with case manager, counsellor or administration to support with the problem-solving process.

Big Impact Mistake Problem Solving Process:

- 1) EMPATHY: Privately listen to students. Use this as an opportunity to lift our students and strengthen a sense of belonging and identity within the community.
- 2) TIME: It takes time to problem solve. Students may require up to 90 min to regulate and be ready to problem solve effectively. If possible, solve the problem on the same day.
- 2) HONOUR IDENTITY and LISTEN: Listen to, acknowledge the student(s) and confirm that conversations are private. It is important to empathize with the student(s) and let them know that making mistakes is how we learn etc. This ensures a safe place to share. Fact-finding can be complicated and take a great deal of time, especially if bystander evidence is required.
- 3) ACKNOWLEDGE STUDENT NEEDS: Define the problem and find the purpose of the behaviour. The purpose behind the behaviour is valid. This is where natural consequences are given...often done collaboratively (Teacher, EA, Case Manager, Supervision Aide, Vice-Principal/Principal, etc.) often with student input.
- 4) SEEK UNDERSTANDING: Invite students to develop a plan. Questions are raised encouraging students to think about the family values, decide how to repair relationships and provide choice i.e., gifting, apology (written/oral), invitation to an experience, ...) and demonstrate ways to help make Norgate a better place.
- 5) COMMUNICATION: As part of the problem-solving process school personnel will communicate with families to discuss what happened, to outline steps needed to problem solve (including steps to repair relationships, ways to improve the learning environment), and to provide details for follow up.
- 6) FOLLOW-UP: Teacher/staff and parent follow-up, as appropriate, to support child.
- 7) RECORD KEEPING: The Principal and Vice-Principal keep record of communications with parents/guardians and decide whether to record student behaviour in our student information system (MYEd). Teachers do not have access.

By abiding by our Norgate Xwemélch'stn Code of Conduct, students make positive impacts in our school and community. Earning our DRUM reflects our learning community's values and brings clarity regarding behavioural expectations for students, community and staff members. Learning takes place in all school contexts – classrooms, hallways, playground, on field trips, during athletic activities and at community events. The Code of Conduct will be communicated to parents through the school website and at PAC meetings. Students, parents and staff will review the Code of Conduct annually.
Huy Chexw a (Thank you)