

Downtown Family of Schools

Elsie Roy Elementary
Lord Roberts Elementary
King George Secondary



ACADEMIC MISCONDUCT AND CODE OF CONDUCT POLICY

Collated June/2017

CODE OF CONDUCT AS PER KING GEORGE SECONDARY

The *Code of Conduct* is intended to foster an environment of communication built on individual effort and mutual respect among students, teachers and administrators, with the common goals of achieving progress, development and success.

It is expected that all members of the King George community have the right, under the BC Human Rights Code, to an environment that is free of discrimination, harassment, bullying, cyberbullying, intimidation and violence, either physical or psychological. The Code of Conduct applies while at school, at a school-related activity, or in other circumstances where engaging in the activity might have an impact on the school environment.

In keeping with these guidelines it needs to be understood that as students become older, more mature and move through successive grades they are expected to develop increasing personal responsibility and self-discipline. There are increasing consequences for inappropriate behavior. Special considerations may apply to students with special needs due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature. When behaviours interfere with the learning of others, interfere with an orderly environment, or create unsafe conditions, there will be consequences. The above cited behaviours are examples and are not an all-inclusive list. The severity and frequency of unacceptable conduct as well as the age, maturity and special needs (if any) of individual students are considered in determining consequences. Disciplinary action, whenever possible, is restorative rather than merely punitive.

The principal or designate has a responsibility to inform other parties of serious breaches of the code of conduct. These parties may include: staff, parent(s) of student offender(s), parent(s) of student victim(s), school district officials, police and/or other agencies, as required by law and/or all parents. The school will ensure that reasonable steps are taken to prevent retaliation against a student who has made a complaint of a breach of the Code of Conduct.

PROMOTE DRAGON'S "ROAR"



**RESPECT
ON TIME
ACTIVE LEARNING
READY TO LEARN**

SHARED VALUES

We all have the right to a positive school environment and with that right comes responsibility. The expectations for all members of the school community are to:

1. Attend and be on time
2. Use appropriate language at all times
3. Treat every person with respect and dignity
4. Respect community, school, and personal property
5. Act in a safe and courteous manner
6. Be supportive of and prepared for learning for all.

ATTENDANCE AT SCHOOL

Acceptable reasons for absence are: Illness, parental request, school field trips, and school business.

Students who are absent for illness should have parents phone the school and upon returning, present to subject teachers a signed note from home indicating the reason for the absence and the dates involved. Students who expect to be absent at parental request should have their parents phone the school and provide a signed note in advance. Once subject teachers have signed the note, **it must be brought to the office**. A form is then filled out and attached to the note so that the school records can be updated.

No student is allowed to leave the school premises during instructional time without signing out in the office.

Students are responsible for all work missed during absences. Students must take the initiative to immediately find out what work was missed and how it can be made up. When tests and examinations are missed, absent students may receive a mark of zero. Students are to notify the teacher that they will be missing a test, presentation, assignment or project

EXTENDED ABSENCES

Families that choose to take their children out of school for non-health related extended absences should know that these absences are not excused absences. Families are required to notify the school prior to the absence. Teachers are not to be expected to provide work nor give extra time for assignments. Assessment of student learning is ongoing during the school year. Test, quiz and assignment scores contribute to overall student assessment. **Marks lost for non-health related extended absences may affect student learning and the final grade and may impact a student's ability to pass their courses.** We respectfully request that families use Christmas break, March break, and summer holidays if they choose to take their children out of town for extended periods of time.

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LATES: Students who are late for classes without a note from a parent/guardian or a member of staff, may need to make up the time.
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CELLULAR PHONES AND OTHER TECH DEVICES

Use of cell phones and other various technological devices are left to the discretion of each individual teacher. Devices which interfere with student learning may be confiscated and returned to the student at the end of the day or to a parent/guardian.

PLAGIARISM

The Downtown Family of Schools aspire to develop honest, ethical and accomplished students capable of being responsible citizens in Canadian society. Educational achievement reflects an individual student's subject area performance and honestly acquired skill, knowledge and ability.

Plagiarism demonstrates a lack of integrity and character that is inconsistent with the goals and values of the Downtown Family of Schools. Excellent written expression of well-formulated ideas is a fundamental skill for academic and career success. Plagiarism interferes with the assessment and feedback process that is necessary in order to promote academic growth. Plagiarism defrauds the instructor with a false view of a student's strengths and weaknesses. It may prevent further improvement in areas of weakness and delay the student in reaching his or her potential.

Plagiarism includes but not limited to:

- Taking someone else's assignment or portion of an assignment and submitting it as your own
- Submitting material written by someone else or rephrasing the ideas of another without approval of the individual, or giving the author's name or source.
- Presenting the work of tutors, parents, siblings, or friends as your own.
- Submitting purchased papers as your own
- Submitting papers from the internet written by someone else as your own.
- Supporting plagiarism by providing your work to others, whether you believe it will be copied or not.

Responsibility of Teacher:

- Enforce this policy consistently. Inform students of consequences.
- Work with the teacher-librarian to educate students on proper forms of citing references
- Work on students' attitudes towards cheating. Create an atmosphere where it is not acceptable. Positive peer pressure encouraged.
- Minimize the opportunity to cheat.
- "0" for work or test. No make-ups!
- Report all incidents to administration.

Responsibility of Counsellor:

- To counsel student around the whole issue of cheating, its meaning and consequences (long and short term).

Responsibility of Administration:

- Meet with student and go over incident. Refer to counsellor.
- Possible letter home; contact parent/guardian .
- Record type of cheating, date, student, teacher, action taken.
- To see that consequences are in place.
- To encourage consistency among all staff.
- Student may be suspended or transferred.

CHEATING

Cheating demonstrates a lack of integrity and character that is inconsistent with the goals and values of the Downtown Family of Schools. Education is based on learning specific skills, forming lifelong work habits, and developing mature coping skills according to each student's unique abilities. Cheating robs students of their opportunity to become competent. Assignments should be considered individual unless the instructor states otherwise.

Cheating includes, but is not limited to:

- Copying, faxing, emailing, or in any way duplicating assignments that are turned in wholly or in part, as original work.
- Exchanging assignments with other students, either handwritten or computer generated, whether you believe they will be copied or not.
- Using any form of memory aid during tests or quizzes without the expressed permission of the instructor.
- Using a computer or other means to translate an assignment from one language into another language and submitting it as an original translation.
- Giving or receiving answers during tests or quizzes. It is your responsibility to secure your papers, so other students will not have the opportunity to copy from you or the temptation to do so.
- Taking credit for group work when you have not contributed an equal or appropriate share toward the final result
- Accessing a test or quiz for the purpose of determining the questions in advance of its administration.

Cheating Policy Consequences

- The student will lose credit for the work.
- The incident will be recorded and forwarded to the administration.
- The student may not be eligible for reference letters from staff.
- The student may not be eligible for school based scholarships for that academic year.
- The student may be suspended or transferred.

All incidents of plagiarism or cheating will be dealt with in a serious manner. Among other consequences, plagiarism or cheating will result in loss of credit for the assignment or test. Please see student code of conduct document for more detailed list of expectations and consequences.

COMPUTER/ INTERNET USE

School Computer use and network access is available to all students. Students must complete the School Internet Safety Agreement at the beginning of the year (see below). The smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines respecting use. The terms and conditions are outlined in detail in the agreement.

The terms and conditions for network users are intended to ensure the efficient, ethical and legal utilization of the network resources. None of the terms and conditions is optional; violation of any provision will result in the termination of access privileges. There will be no use of social networking sites (eg. Facebook; Myspace, Twitter etc), or internet chat, unless specific permission of a teacher has been given for learning and/ or assessment purposes. A student user who violates any provision may be subject to disciplinary action up to and including suspension.

Students who choose to bring their own internet capable devices (iPod, iPad, smartphone, netbook, or laptop computer) are entirely responsible for its security. The school is not responsible for loss, damage or theft.

SCHOOL INTERNET SAFETY AGREEMENT

Please review the following Rights and Responsibilities for your child's participation in learning activities using the Internet. Take some time to discuss these with your child.

These Rights and Responsibilities are based on the Vancouver School Board's Guidelines for Online Learning:

Rights:

- Student users have the right to be safe on-line.
- Student users have the right to access information that is free from hate propaganda, sexist, homophobic, racist, pornographic or obscene content.
- Student users have the right to access selected educational network resources.

Responsibilities:

- When accessing on-line information all users will maintain the behavior outlined in our School's Code of Conduct (See student agenda or website for school's code of conduct).
- Safe Behavior: Students will not reveal or post personal information (last name, address, phone number, pictures, passwords or school name) on the Internet.
- Respect for others: Students will be polite and use appropriate language. Students will refrain from making comments that could offend others.

- **Responsible Participation:** Students will refrain from accessing resources not selected or approved by their teachers. Students will exit any inappropriate resources accidentally accessed. Students will inform a teacher if inappropriate resources are accidentally accessed.
- **Work Cooperatively:** Students will work with peers and staff to create a positive environment to enhance learning.
- Students will not use chat rooms, Instant Messaging, or other anonymous server programs unless directed by their teacher.

The use of the Internet at school is a privilege, not a right. Students who do not use the Internet responsibly risk losing Internet privileges at school.

The Provincial Learning Network (PLN) and Vancouver School Board (VSB) have taken precautions to protect our staff and students and schools by restricting access to controversial and inappropriate materials. The schools and teachers are also teaching students about responsible and appropriate behaviour when on the Internet.

As the Internet is an open and constantly changing environment the potential dangers always remain and PLN or VSB cannot guarantee that the access will be free from all controversial or inappropriate materials. The VSB will do their best to provide a safe and secure online learning environment for Vancouver Schools and their students.

Please return to your child’s teacher as soon as possible.

- I have reviewed the school’s Internet Safety Agreement and understand that my child will be using the Internet for his/her learning.

Name of Parent or Guardian: _____
(please print) *(signature)*

Name of Child: _____
(please print) *(signature)*

EDUCATIONAL ETHICS

King George Secondary School aspires to develop honest, ethical and accomplished students capable of being responsible citizens in Canadian society. Any of the following, but not limited to these, activities constitute a breach in educational ethics:

1. Plagiarizing, i.e., copying material from any source: students, the Internet, a tutor, using others’ ideas without acknowledging the source. This includes essays, assignments, homework submitted for marks, lab reports, computer programs, drawings, sketches, designs, video or audio tapes and all other assigned work.
2. Supplying unauthorized information or work of any kind to another student with the knowledge that it may be copied or used for marks.
3. Copying from another person’s test paper, or knowingly allowing another student to copy from your test paper.
4. Unauthorized communication of any kind during a test.

5. Bringing or using unauthorized materials/notes or equipment (including electronic translators, programmable calculators, computers, phones, camera phones, etc.) for a test.

PLAGIRISM POLICY CONSEQUENCES

- The student may receive a "0" for that particular work.
- The incident will be recorded on the student's file.
- The student may not be eligible for reference letters.
- The student may not be eligible for Honour Roll recognition.
- The student may not be eligible for school based scholarships for that academic year.
- The student may be suspended.

SCHOOL CONDUCT GUIDELINES

ILLEGAL DRUGS AND ALCOHOL

Students using, under the influence of, or possessing illegal or non-prescribed drugs or alcohol in the school, on the school grounds, or at any school-sponsored function are in violation of Vancouver School Board policy. Students may be suspended or transferred to another Vancouver School. The SACY and STEP programs may serve as an alternative to suspension or transfer at the discretion of the school administration.

SKATEBOARDING

Skateboarding is not permitted in the school, including the West End Community Centre.

SMOKING

Smoking or Vaping is not permitted on VSB school property including the West End Community Centre.

STUDENT PARKING

Neither the Vancouver Board of Education nor King George Secondary School is obligated to provide student parking. There is **no** student parking available on the school property. Vehicles may be towed at the owner's expense.

VANDALISM

Vandalism will be dealt with severely and is included in the District and School's Code of Conduct.

VIOLENCE PREVENTION

The Vancouver School Board Violence Prevention Policy states that violence of any kind will not be tolerated. This policy applies to students, employees and others, covers all School Board buildings and grounds and is in effect during any school-sanctioned activity. The school will treat seriously any behaviour or communication that discriminates based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, or sexual orientation (prohibited grounds set out in the B.C. Human Rights Code).

Violence comes in many forms: verbal or written threats, physical, emotional or sexual abuse or harassment. Any form of violence that would threaten the health, safety and welfare of students and/or staff is not acceptable. Any student found with weapons, involved in violent acts, or involved in soliciting others to commit an act of violence will be dealt with on an individual basis. In all cases, the school administrator will notify the student's parent or guardian. As well, one or more of the following actions may be taken depending on the nature and severity of the situation:

- the police may be contacted and the student may be charged with a criminal offence
- the student may be suspended, transferred to another school or expelled from the district
- the student may be placed in an alternative learning situation
- the student may be asked to participate in counselling

VISITORS / INTRUDERS

The Vancouver Board of Education policy allows for VBE personnel, VBE elected officials and VBE students from other schools, participating in sanctioned events, to be at King George. All other persons who are visiting the school are to report to the office. Anyone else found on the premises is liable to be charged under Section 177 of The School Act.

DANGEROUS WEAPONS

A weapon is anything that is used to threaten or harm another person. Severe disciplinary actions will be taken against any student who is in possession of a dangerous weapon. Possession may lead not only to suspension or transfer but also to the laying of criminal charges.

NOTIFICATION

The school staff may have a responsibility to advise other parties of serious breaches of the code of conduct. For example:

- Parents of the student offender(s)
- Parents of the student victim(s)
- School district officials – as required by school district policy
- A threat assessment process may be initiated
- Police and/or other agencies – as required by law

CODE OF CONDUCT

AS PER LORD ROBERTS ELEMENTARY

LORD ROBERTS MISSION STATEMENT

“It is the collective responsibility of our school community to ensure the highest quality of learning experience for all students, with a focus on student engagement, lifelong learning and development in a safe, inclusive environment. Lord Robert’s learning community is committed to the development of inquiring, knowledgeable, caring and responsible citizens who will help to create a peaceful and sustainable world through intercultural and global awareness, understanding and respect.”

The school promotes the values expressed in the BC Human Rights Code respecting the rights of all individuals, prohibiting discrimination based on race, colour, ancestry, place of origin, religion, marital or family status, physical or mental disability, gender and real or perceived gender identity or sexual orientation.

The purpose of this Code of Conduct is to establish and maintain a safe and caring school environment with clear expectations and responsibilities. **At Lord Roberts we take care of each other.** Parents are their children’s first teacher and the strongest role models for positive and appropriate behaviour. Staff model positive behaviour for students. These expectations apply to behaviour at school, during school organized or sponsored activities, and behaviour beyond these times (Including on-line behaviour) that negatively impacts the safe, caring or orderly environment of the school, and/or student learning.

This is a simplified version from our Comprehensive Code of Conduct for students to help them understand it.

Each term, teachers are educating students on different components of this Code of Conduct. We see these as positive virtues that help all students to self-regulate, co-regulate others, grow as global citizens and resolve differences in positive ways. We teach the **ARMOUR** acronym to students which stands for:

Attitude is everything
Respect for others
Modelling fair play
Ownership for your actions
Understanding diversity

Responsible for our school

We teach about these virtues through school wide assemblies and classroom activities during the school year. During the 2017-18 school year, we will be beginning to teach the Second Step Program school wide. This is a social and emotional learning program that benefits all students.

WE TAKE CARE OF THE ENVIRONMENT

Be thoughtful, global citizens

- Respect differences
- Make responsible decisions
- Reduce, Reuse and Recycle
- Respect private property

On the Playground

- Play safe and model fair play with others
- Use garbage cans
- Respect nature

In the Community

- Use sidewalks to enter & exit school grounds (avoid staff parking lot)
- Keep to the right when walking on sidewalks during field trips and during lunch to respect other community members



Illustration by Mark A. Hicks, illustrator

We take care of others

Be empathetic, compassionate and caring

- Be a good listener
- Solve problems with words
- Ask for help if you need it

- Play fairly

In the Washrooms

- Leave washrooms clean and tidy
- Wash hands with soap

In the Lunchroom

- Sit and eat
- Clean up your lunch
- Recycle and compost what you can

We take care of ourselves

In the Hallways/Undercover Area

- Walk on the right
- Walk and talk quietly
- Watch where you are going

In Assemblies

- Enter quietly
- Use good manners
- Listen actively and attentively

STUDENTS WHO DO NOT EXHIBIT SOCIALLY RESPONSIBLE BEHAVIOUR

The following guidelines are used for dealing with students who are not being socially responsible, or whose behaviour interferes with learning or safety:

INITIAL, MINOR INCIDENTS:

- A discussion with an adult
- Referral to classroom teacher
- A “time out” for reflection

REPEATED MISBEHAVIOUR:

- Loss of privileges
- e.g. Time spent off the playground
- Removal of possession (e.g. , iPad, cellphone, skateboard, etc.)
- Staff informed
- Parents informed

SERIOUS PROBLEMS/ REFUSAL TO CHANGE:

- Discussion with administration
- Parents informed – behaviour plan developed; in school/out of school supervision

WHO YOU CAN CALL ON FOR HELP:

Your classroom teacher **First**, then the following people: Principal, Vice Principal, Secretaries, Counsellor, Youth and Family Worker, SWIS Worker

Age, maturity, developmental level and special needs of the students are considered when assigning consequences for unacceptable behaviour. Wherever possible, consequences will be preventative and restorative.

CODE OF CONDUCT AS PER ELSIE ROY ELEMENTARY

ELSIE ROY'S MISSION STATEMENT

It is the collective responsibility of our school community to ensure the highest quality of learning experience for all students, with a focus on student engagement, life-long learning and development in a safe, inclusive environment. Elsie Roy's learning community is committed to the development of inquiring, knowledgeable, caring and responsible citizens who will help to create a peaceful and sustainable world through intercultural and global awareness, understanding and respect.

Make the most of yourself, for that is all there is of you.

~ Ralph Waldo Emerson

Every person has the right to be treated with dignity and respect and be accepted, valued and loved through it all.

~ Cam Gordon

PURPOSE OF THE CODE OF CONDUCT

The purpose of the Code of Conduct is to state in clear terms the expectations of behaviour that will enable the members of our school community to achieve an ideal learning environment. An ideal learning environment is one that is safe, caring and orderly as well as vibrant with enthusiasm for learning. Attention is regularly given to maintaining an appropriate balance among individual and collective rights, freedoms and responsibilities.

THE GOLDEN RULE AND MANNERS

The Golden Rule, "Do unto others as you would have them do unto you," is a valued motto. As well, we value manners at Elsie Roy. Here are some examples:

1. Greet others, such as "Good Morning".
2. Use, "Please" and "Thank you".
3. Hold the doors for others.
4. Make way for younger children and adults.
5. Wait for your turn in line.

(See *Manners* section)

EXPECTATIONS OF CONDUCT BASED ON ELSIE ROY'S COMMUNITY COMMITMENT

Elsie Roy's Community Commitment sets the tone of respect and kindness for all members, children and adults, of our school community.

- **I am respectful.**
- **I am responsible.**
- **I am ready to learn.**
- **We are kind and safe together.**

These expectations apply to behaviour at school, during school-organized or sponsored activities and behaviour beyond these times (including on-line behaviour) that negatively impacts the safe, caring and orderly environment of the school and/or student learning.

HERE IS WHAT ELSIE ROY'S COMMUNITY COMMITMENT LOOKS LIKE ON A DAILY BASIS:

In the classroom and library

- Be on time, prepared for class and on task
- Listen and speak to others with respect
- Your teacher always knows where you are
- Respect one's own and others' property
- Respect Internet Policy

In the hallways and stairways

- Walk quietly
- Pay attention to what/who is around you

In the lunchroom

- Use please and thank you
- Stay seated while eating
- Use quiet voices
- Eat your lunch and clean up after yourself

On the playground

- Include others in your play
- Play safely
- Stay on school grounds and in designated areas
- Keep hands, feet and unkind words to yourself
- Solve problems by talking and/or seeking help

In the washroom

- You are there to go to the washroom
- Flush the toilet, wash your hands and turn off the taps
- Throw paper towels in the garbage only
- Report problems to an adult

Everywhere

- Demonstrate respect and manners
- Dress appropriately for school
- Do not discriminate

Students are encouraged to make good choices in accordance with our Community Commitment. Also, Elsie Roy Elementary School promotes the values of inclusion expressed in the BC Human Rights Code. 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.

CONSEQUENCES FOR BEHAVIOUR: MAKE AMENDS PLAN

At Elsie Roy 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 special needs of students, if any.

Make Amends Plan – Level 1: When a Child Breaks the Code of Conduct

Some examples are:

- Interfering with the learning of others
- Creating unsafe conditions (running in halls, roughhousing, throwing snowballs, and riding
- Bicycles, skateboards, scooters or in-line skates on school property)
- Disrespecting others (name calling, swearing, teasing)
- Not respecting property (littering, ripping or writing on someone else’s work or school property) Most of these choices are minor and can be solved with the teacher and student(s), and sometimes may involve a small group or class meeting. A decision will be made with the student and the teacher about appropriate restorative action (apology, act that gives back to the individual/school).

Make Amends Plan – Level 2: When a Child *Repeatedly* Breaks the Code of Conduct

A discussion takes place with the student, teacher and principal. A collaborative decision will be made about appropriate restorative action and the student completes a “Make Amends Plan” (of which a copy is sent home). The teacher or principal may also request a meeting with the parents (or vice-versa).

Make Amends Plan – Level 3: When a Child Breaks the Code of Conduct in a Serious Way

Some examples include:

- Bullying, harassment, intimidation or threats
- Ignoring others who bully, harass, intimidate or threat (being a silent bystander) rather than seeking help
- Racist, homophobic or sexist comments/behaviour
- Theft
- Non-compliance; wilful disrespect
- Very unsafe behaviour (leaving school grounds/class)
- Vandalism (wilful destruction of property)
- Using physical violence
- Accessing inappropriate sites on the Internet
- Saying mean things about others in person or via e-mails or blogs
- _ Playing pranks on others

The teacher(s), parent(s), student, and principal confer and devise the next level of intervention for the student to succeed in school. A decision will be made about the appropriate restorative action and the student completes a “Personal Agreement”.

SERIOUS BREACHES OF THE CODE OF CONDUCT

Choices that are made (such as weapon offences, violent behaviour causing injury to another person, lighting fires, stealing, or a major disruption in a classroom or school event) may result in an in-school or out-of-school suspension for up to five days. The authority to suspend students is given to the principal of the school. Please note that if there is a violation of a very serious nature, suspension will be immediate. In such circumstances, a letter will be placed in the child’s file. A conference with the student, parents, teacher and principal is required before the student can return to school. It may be necessary to contact others outside of the school such as district staff, police, MCFD or other community agencies.

FAMILY INVOLVEMENT

Elsie Roy’s 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:

- Discuss the Code of Conduct with your child.
- Be in close contact with your child’s teacher.
- Should you have any questions, please phone the school (604.713-5890). If you have already spoken to your child’s teacher, you may wish to speak with the school counsellor or principal.

MANNERS

Manners for children are ranked as the **most important quality** to nurture in the family home, with support from the school. Good Manners are **essential** for every child’s self-confidence and **success** in life. Parents and teachers must set good examples on how to be polite and respectful.

1. It’s not what you say, it’s how you say it. Are you using the right tone? Remember to speak through kindness. Also, is it an appropriate time to say what you wish to say? Ask yourself, “Is this the best time to have this conversation?” Ask to speak to friends in private and adults need to book appointments to speak with each other at a mutually convenient time.
2. Be on time. This is a form of respect. It tells others that your time is not more valuable than theirs.
3. Use polite words (like thank you, please, you’re welcome, May I, pardon, etc., both in person and on the phone) as they set you apart from those who are impolite.
4. If the door is closed, it is respectful and good manners to knock and wait for permission to enter.
5. Be respectful of other’s private possessions. If you want to borrow something, don’t just help yourself, always ask permission and return it to the lender in the same or better condition.

6. Always clean up after yourself, without being asked, no matter where you are!
7. When playing games with others, be humble when you win and graceful when you lose. If on a sports field, they need to know it is good etiquette to thank the opposing team, shake hands and say, "Well done!"
8. When eating in the lunchroom, please use restaurant manners. Chew with your mouth closed and use an inside voice.
9. Remember the Golden Rule: Do unto others as you would like have done unto you. For example, don't use embarrassment as a lesson; just put yourself in their position.

Learner Profile

These ten key personality traits help students thoughtfully reflect the kind of person they want to become. These traits, although highlighted in our Grade 6/7 International Baccalaureate Middle Years Program, also prove useful to our younger students.

Inquirer

I am naturally curious and enjoy learning. I am inquisitive about the world. I can conduct research by myself. I love learning and discovering new things.

Knowledgeable

I am knowledgeable. I can remember what I have found out. I can use this information in my life.

Thinker

I am thoughtful. I can solve problems and make good decisions. I do this independently.

Communicator

I am a communicator. I talk about my ideas and can express myself by writing and with pictures. I know more than one language.

Principled

I am principled. I am fair, honest and I take care of others. I follow the rules.

Open-Minded

I know that people are different and may do different things. I know that not everyone will think like me and I try to understand others.

Caring

I have a caring attitude towards people, animals and the environment. I want the people around me to be happy and I am sensitive to their needs.

Risk-Taker

I am a risk taker. I have the courage to try new things. I try to solve problems in a lot of ways and I tell people what I think is right.

Balanced

I am balanced. I am healthy and eat food that is good for me. I exercise and I understand that this is important in my life.

Reflective

I am reflective. I know what I am good at and what I am not. I try to think about these things and make changes when I can.