

Chilliwack Central Community School Code of Conduct

At Chilliwack Central Community School, we believe that all children have the right to learn in a safe, caring and orderly environment. Our expectations are that students, staff, parents, and community members will maintain an attitude that is cooperative, courteous and respectful.

Central Sockeyes S.W.I.M.

Be **Safe** - caring about the safety of self and others
Some examples include:

- I can keep hands and feet to myself and use appropriate language
- I can adjust my actions to make sure I am making a positive impact
- I can be an active listener
- I can take responsibility for my actions

Be **Warm Hearted** - caring about others
Some examples include:

- I can recognize there are different points of view
- I can greet people respectfully
- I can include others
- I can speak and act kindly

Have **Integrity** – adding positively to our school community
Some examples include:

- I can use communication skills to promote teamwork
- I can clean up after myself
- I can leave others belongings alone
- I can be honest and tell the truth

Be **Mindful** – aware of how my body and words affect others
Some examples include:

- persevere when presented with a challenge
- I can use strategies to find peace in stressful times
- I can use strategies to manage my emotions
- I can take care of my belongings

Student Dress Guidelines:

All [SD #33](#) Elementary school student clothing should be suitable for a school learning environment. Clothing and footwear should be comfortable and appropriate for students to participate safely in all school activities. (P.E., Recess, Lunch activities) Clothing should demonstrate a respect for the school community and the [B.C. Human Rights Code](#). Any person dressed in an inappropriate manner, will be advised personally and discretely, and given an opportunity to meet the school dress guidelines.

Our Code of Conduct is designed to provide guidelines for appropriate student behaviour while under the jurisdiction of the school or at any school-sponsored functions.

Inappropriate Behaviour:

Inappropriate behaviour can consist of, but is not limited to:

- rudeness, swearing
- lack of respect for others, teasing
- defiant behaviour, insolence
- unauthorized leaving school grounds
- fighting (or play fighting)
- throwing objects (rocks, sticks, snowballs, etc.)
- running in the halls
- littering

Positive Behaviour Support

Our school participates in an initiative called Positive Behaviour Support (PBS). It is clear that children and adults alike, function best in a positive climate, where expectations are clearly understood.

PBS is a process for creating safer and more effective schools. PBS is not a program or a curriculum. It is a team based process for systemic problem solving, planning, and evaluation. It is an approach to creating a safe and productive learning environment where teachers can teach and all students can learn. Visit www.pbis.org for more information on this approach to school wide behaviour support systems.

PBS at our school is about Central Sockeye students being **Safe**, **Warm Hearted**, **Integral** and **Mindful** .

We have developed a unified set of behavioural expectations, and put them into a matrix which defines our expectations for behaviour in our school. You will see the matrix posted throughout the school and in classrooms.

Teachers explicitly teach these expectations on an ongoing basis. We ask that you, too, familiarize yourself with these expectations, and talk about them with your child. All documents can be found on our school's website.

At Central Elementary we look for the positive first and provide positive, immediate, frequent, and explicit feedback. We also have a school wide system for dealing with misbehavior. The first step is to document the incident on a Student AIDE Form.

AIDE stands for:

assistance, intervention, discipline, and education

PBS is a data driven system, and these forms provide valuable information for our PBS Committee. The key to a successful, positive school climate is the ability to predict possible problems, and to develop plans that promote success.

Consequences:

Consequences will be applied in a fair and consistent manner, respecting individual rights, responsibilities, age and maturity; and be restorative rather than punitive in nature. Special considerations may apply to students with special needs if these students are unable to comply with the code of conduct due to a disability of an intellectual, physical, sensory, emotional or behaviour nature.

Inappropriate behaviour typically has the following consequences:

- restorative reflection
- review of expectations and a timeout
- parents are informed
- short-term (in school or at home) suspension up to 3 days
- long-term suspension (over 3 days) or referral to district program
- consultation with police
- restorative circle process
- review of expectations and loss of privileges
- meeting with the parents
- expulsion

Safe & Caring School Environments:

Are Free From Acts Of:

- bullying, harassment, and marginalization
- violence in any form
- discrimination in any form including race, colour, gender, gender identity or expression, religious beliefs, marital or family status, physical or mental disability, sexual orientation, ancestry or national origin
- retribution against a person who has reported incidents
- threat and intimidation
- abuse in any form

Or Misuse Of:

- Cyberspace/Cell Phones/Electronic Devices/Computers - students are to be aware that they may be subject to discipline (or, if applicable, confiscation of personal property) for misuse of technology if it negatively impacts on the school environment.

Unacceptable conduct cited above are only some examples and not an all-inclusive list.

Do Not Tolerate the Presence Of:

- theft and vandalism
- weapons/replica (toy) weapons and explosives
- intoxicating or banned substances
- intruders or trespassers

All visitors to the school must first report to the office

Notification:

As circumstances warrant, administrators have a responsibility to advise other parties following a behaviour incident (major):

- Parent of student exhibiting major behaviours (in every instance)
- Parent of student on the receiving end (in every instance)
- Assistant Superintendent, Safe Schools team member and/or other District Staff
- Ministerial agencies and/or School Liaison Officer (Police)

Chilliwack Central Community School Code of Conduct has been structured to align with and adhere to the standards outlined in:

- The School Act 85(1.1) 168 (2) (s.1) Provincial Standards Ministerial Order 276/07, effective October 17, 2007
- B. C. Human Rights Code, (SD 36 Policy No. 10900 and Regulation No. 10900. 1)
- B.C. Ministry of Education: Safe, Caring and Orderly Schools A Guide (Nov. 2008); and Developing and Reviewing Codes of Conduct: A Companion (Aug. 2007), both found at <http://www.bced.gov.bc.ca/sco/>

: Effective September 2020.

