

Central Community Elementary School Code of Conduct

Ey Kw'esé e'mí, Ts'elxwéyeqw, Pélohxxw qas te Sémá:th, mestíyeqw te xáxa témexw, ewólem qas syóys.

It is good that you are here, we are honoured to work, play and learn on the sacred territory of the Ts'elxwéyeqw (Chilliwack), Pil'alt and Sémá:th (Sumas) peoples.

Reconciliation

At Central Elementary, we are committed to reconciliatory actions and projects. This includes addressing the ongoing relationship with First Nations, Metis, and Inuit peoples. We strive to honour, acknowledge and recognize the right of Indigenous families and communities to retain shared responsibility for the education and well-being of their children, consistent with the rights of the child.

Purpose

We believe that all children have the right to learn in a culturally safe, compassionate and positive environment. Our expectations are students, staff, families, and community members will share an attitude that is kind to all. Our Code of Conduct is designed to provide guidelines for kind, respectful, and compassionate relationships while at the school or participating in any school-sponsored functions.

Stheqí XETÁM Sq'ó - Central Sockeyes S.W.I.M. Together

Be **Safe** - caring about the safety of all. For example, I can be mindful of my actions and know when to ask for help.

Be **Warm Hearted** - being kind, and compassionate to all. For example, I am kind and can include others.

Have **Integrity** - adding positively to our school community. For example, I can make positive choices even if nobody is watching.

Be **Mindful** - aware of how my body and words affect others. For example, I can have kind hands and kind words.

Student Dress Guidelines:

All [SD #33](#) Elementary school student clothing should be suitable for a school learning environment. Clothing and footwear should be appropriate for students to participate safely in all school activities (P.E., Recess, Lunch activities, etc.). 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.

Behaviours Requiring Support

Any behaviours that impact the safety and respect of others may require the support of an adult to discuss, offer time for reflection, or involve consultation with families. We follow a progressive approach of support and notification to families to match. Communication is a partnership and at any time you may connect with the classroom teacher, or they may connect with you regarding your child.

Positive Behaviour Support

Positive Behaviour Support begins with the goal of improving the student's ability to self-reflect on an incident and apply improved problem-solving strategies in the future. Our staff commit to using the strategies and principles of restorative justice. We respond to difficulties using the following:

- **PBS:** Explicit teaching of our behaviour matrix which can be found on [our website](#) by all staff in a variety of ways.
- **Restorative Practice:** Restoring relationships and supporting students to improve their ability to self-reflect will be applied in a fair and consistent manner, respecting individual rights, responsibilities, age, and maturity. The approach to restorative practice will meet the needs of the individual and the action.
- **Restorative Practice may look like:** Students will participate in reviewing expectations and reflecting with a trusted adult and have an opportunity to make the situation right or practice again. Students may need time in an alternative setting to use calming strategies with support or to decompress. Further, we will connect with the guardian/family to support the student at home following an incident. Ongoing behaviour will follow a progressive approach of support.

Safe & Caring School Environment:

We believe in a learning environment being free from acts of discrimination in any form including ethnicity, gender, gender identity or expression, religious beliefs, marital or family status, physical or mental disability, sexual orientation, ancestry, or national origin. Any activity that impacts this, will be addressed using the policy of Restorative Practice referenced above or referred to outside agencies.

Being Cyber Aware:

The responsibility to act kindly, respectfully and compassionately extends beyond the walls of our building to cyberspace/Cell Phones/Electronic Devices/Computers. [All Central families](#) are to be aware that any activity that impacts the safety of our learning environment, will be addressed using the policy of Restorative Practice referenced above, or referred to outside agencies.

The Chilliwack School District assumes no responsibility for the loss, destruction, or theft of any personal items brought to school, stored by the school or to any school related activity by a student (bikes, technology devices, musical instruments, etc.).

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



- Chilliwack School District [ADMINISTRATIVE PROCEDURE 321 STUDENT CODE OF CONDUCT](#)
- [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](#)
- [The Declaration on the Rights of Indigenous Peoples Act](#) (SBC 2019) Chapter 44, effective Nov 2019 and the UN General Assembly, United Nations Declaration on the Rights of Indigenous Peoples 14(2,3).
- [B.C. Ministry of Education: Safe, Caring and Orderly Schools A Guide](#) (Nov. 2008)

Effective September 2024