

Chilliwack Central Community School Code of Conduct

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

Territorial Acknowledgement:

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

At **Chilliwack Central Community School**, we believe that all children have the right to learn in a culturally safe, compassionate and positive environment. Our expectations are that students, staff, families, and community members will share an attitude that is kind to all.

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

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

Be **Warm Hearted** – being kind, and compassionate to self and others. 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.

Reconciliation

At Chilliwack Central Community School, we are committed to reconciliatory actions and projects. This includes addressing the ongoing relationship with First Nations, Metis, 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.

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, 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.

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.

Behaviours Requiring Support

Any behaviours that impact the safety, and respect of others may require the support of an adult to discuss choice, offer time for reflection, or involve consultation with families.

Positive Behaviour Support

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

PBS at our school is about Central Sockeye students being **Safe, Warm Hearted, Integral and Mindful**. This information is taught by classroom teachings using a Central Sockeye behaviour matrix, which can be found on [our website](#). We ask that you too, familiarize yourself and explore these teachings with your child.

Restorative Practice:

Restoring relationships and supporting students to improve their ability to self-monitor 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 individual students.



Behaviour Support through Restorative Practice may look like:

We believe in honoring the ability to reflect, and an opportunity to restore relationships following an incident. Students will participate in reviewing expectations with a trusted adult, and then the opportunity to make the situation right, or practice again. We also know that students may need time in an alternative setting to use calming strategies with support or decompress. Further, we will connect with the guardian and/or family to support the student at home following an incident.

Safe & Caring School Environments:

Central Elementary believes 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. A learning environment free from bullying, harassment, and marginalization; threat and intimidation, and/or abuse/violence of any form.

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 Sockeye families are to be aware that any activity that negatively impacts the safety of our learning environment, will be addressed using the policy of Restorative Practice referenced above, or referred to outside agencies including but not limited to the Chilliwack School District Executive Team.

Notification:

Communication is the foundation to all positive relationships. We believe that students deserve a full learning community to support and promote success. Communication is a partnership, and at any time you may connect with a staff member, or they may connect with you regarding your child.

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
- 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); found at <http://www.bced.gov.bc.ca/sco/>

Effective September 2023