

Central Community School

Code of Conduct 2020-2021



We value community ...



and caring ...

School Mission:

"At Central Community School our mission is to foster lifelong learning, thinking and caring while promoting responsibility in a safe and nurturing environment."



Community



Acceptance



Respect



Engagement



Support





The Review Process, Communication and Implementation



As it stands right now, all current students at Central are aware of what a Code of Conduct is, as many of them have engaged in the process of building class charters in their class communities this past year and in previous years. They also know the purpose of a Code of Conduct, as this is stressed over the PA, through the student planner, during assemblies, in class meetings etc. However, in speaking to students last fall, most were unable to identify what Central's Code of Conduct was.

In speaking to our staff at a staff meeting in the early new year, the staff agreed to look at creating a Code of Conduct that could be easily understood, remembered and put in practice by all members of our school community. We brainstormed the values that were of

most importance to us as a staff and then we came up with four words that we would consider as acronyms for our revised Code of Conduct. These words were CARES, SHINE, SOAR and STRONG. The idea would be to have members of our school community each have a voice in selecting which one of these four words most resonated with them, and then, from there turn each of the letters into action statements about the values we had previously brainstormed. Staff and students each had an opportunity to cast a vote about their preferred word and the word CARES was chosen. As a result, our Central Code of Conduct will be "Central C.A.R.E.S.".

This process was shared with parents at a PAC meeting in the spring as well.

ALIGNMENT

As a school community our next step will be to align the list of brainstormed values that we brainstormed in the early new year with the letters C, A, R, E and S in the form of actions that will further align with our continuing APL goal around the theme of SEL: *"to use strategies and structures of self-regulated learning to enhance growth in SEL development and student enjoyment of literacy."* The Central Code of Conduct will continue to be reviewed annually to ensure that it is aligned with District procedures and the BC Human Rights Code. Once we have confirmed the action words associated with our newly adopted acronym, we will ask parents and caregivers to review our Code of Conduct with their children, and then have them indicate an understanding and acceptance of the Code by signing in the student planner. All teaching and support staff will model the values embedded in C.A.R.E.S., and ensure that classroom lessons and language align with the main messages of the Code of Conduct.

Once the acronym C.A.R.E.S. is converted into a revamped Code of Conduct, it will be widely communicated to our entire school community. We will consider creating a logo to represent our Code of Conduct, and as a school community we will look at developing a common language that can be used to communicate the main messages of our Central C.A.R.E.S. Code of Conduct. The Code will be embedded into our daily PA announcements, and when students in grades 3-5 have their next opportunity to submit planner cover designs for the 2021-2022 school year, one of the requirements of the planner cover designs will be the incorporation of Central C.A.R.E.S. into the design. This way, not only will the planner cover remind students that Central C.A.R.E.S. is part of our school fabric, there will also be an explanation of what C.A.R.E.S. stands for in the planner insert.

We will revisit the Code of Conduct review process each spring with all stakeholders in our learning community. Included in the review process will be ongoing discussions about how we can more successfully integrate C.A.R.E.S., and its intended messages more clearly and effectively with members of our community. We will continue to focus on empowering children at our school by involving them in meaningful leadership opportunities that develop problem-solving and peer mediation skills.

We will integrate Central C.A.R.E.S. through our:

- ▶ daily PA announcements with specific acknowledgement of C.A.R.E.S. acts
- ▶ planner cover that features Central C.A.R.E.S. prominently (starting in 2021-2022)
- ▶ weekly Fitness Friday sessions

- ▶ monthly assemblies and school-wide collaboration sessions
- ▶ ongoing discussions in classrooms and completion of community building class charters
- ▶ code-driven theme days, projects, SWAT events
- ▶ a proposed community mural that we will look at creating in the early new year of 2021
- ▶ inclusion of a page in the planner insert that asks students to document how C.A.R.E.S. can be applied both at school and at home
- ▶ renaming our student leadership “playground ambassadors” to “C.A.R.E.S. Ambassadors”
- ▶ involving students in class meetings to set personal & class goals, and self-assess progress
- ▶ daily check-ins using mood meter or other means

Standards: Statement of Purpose

Central Community School promotes the values expressed in the BC Human Rights Code respecting the rights of all individuals in accordance with the law - prohibiting discrimination based on race, colour, ancestry, place of origin, religion, marital status, physical or mental disability, sex or sexual orientation - in respect of



discriminatory publican and discrimination in accommodation, service and facility in the school environment.

The purpose of the Central Community School Code of Conduct is to establish and maintain a safe, caring and orderly environment for purposeful learning. It is also designed to outline expectations for student behaviour while at school, while getting to and from school and while attending any school activity both on site and off. It is meant to be transferable from school to home. The Code of Conduct is meant to assist children in developing awareness of their roles as ethical decision-makers and moral global citizens.

Standards: Conduct Expectations

The expectations outlined in the Central Community School Code of Conduct apply to behaviour at school, during school-organized or sponsored activities, and behaviour beyond these times (including on-line conduct).

Acceptable Conduct

Students are expected to help to make Central a safe, caring and orderly place. They are expected to respect themselves, others, the school and the environment while at school, while going to and from school and while representing Central or attending any school function at any location.



Unacceptable Conduct

The following are behaviours that we at Central Community School deem unacceptable: those that ...

- interfere with the learning of others or with an orderly environment
- create unsafe conditions
- are disrespectful to others
- involve bullying (including cyber bullying), harassment or intimidation
- involve theft or damage to property
- involve the possession, use or distribution of illegal or restricted substances or weapons
- discriminate against others on the basis of race, religion, sex or sexual orientation, or disability, as set out in the Human Rights Code of British Columbia
- use or name a physical illness, disability or condition to threaten, harass or intimidate others in the community



Rising Expectations

As students mature and rise through the grades, they will be expected to continue to meet expectations in the Social Responsibility Performance Standards for the appropriate grade level. The expectations placed upon them will increase as they become developmentally more responsible for their actions. Older students will be expected to conduct themselves in a way that models all aspects of the Code of Conduct for younger students.

Consequences

Responses to unacceptable conduct will be consistent, fair, and follow due process. It will always be a priority to maintain the dignity of children at all costs. Determining the proper consequences will take into consideration the respecting of individual rights, responsibilities, age and maturity. Consequences will be restorative rather than punitive in nature, and they will depend on the severity and frequency of the behaviour.

These consequences will typically follow inappropriate conduct at Central Community School:

- ▶ review of expectations and a time away
- ▶ review of expectations, written reflection and/or loss of privileges
- ▶ parents / caregivers are informed
- ▶ meeting with parents / caregivers
- ▶ meeting / debriefing with other children impacted and a restorative meeting with student(s) whose conduct was inappropriate
- ▶ short-term (in school or at home) suspension
- ▶ long-term suspension

Notification

School administration has a responsibility to advise other parties following a serious breach of the Central Community School Code of Conduct. As circumstances warrant, the following individuals will be notified following a serious behaviour incident:

- ▶ parent of student exhibiting serious misbehaviours
- ▶ parent of student on receiving end of misbehaviours
- ▶ Assistant Superintendent, Safe Schools Team member and/or other District staff
- ▶ Ministerial agencies and/or School Liaison Officer (Police)

