

## Coast Salish Elementary

*Álmelh - To care for your kids*

Sásq'ets is the Halq'eméylem word for Sasquatch and was chosen the Coast Salish Elementary community as our identity in fall of 2022.

*As Sásasq'ets we are caretakers and protectors of our land, we step out gently, are quiet and humble.*



Coast Salish Elementary School Mission:

A learning community connecting through shared histories, stories and place.

### Introduction:

Coast Salish Elementary opened in September 2022. As the school opened we set out to create a safe, caring, connected and inclusive learning community which honoured our indigenous name. We value social-emotional learning and behaviours that contribute positively to the classroom and school community. Much of our learning in this area has been centered around the First People's Principles of Learning and forging a strong connection between our community and our lands.

*We acknowledge we are on the ancestral unceded territory of the k<sup>w</sup>ik<sup>w</sup>əłəm (Kwikwetlem First Nation). We thank the k<sup>w</sup>ik<sup>w</sup>əłəm who continue to live on these lands and care for them, along with the waters and all that is above and below.*

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### **Process:**

Prior to the school opening a draft Code of Conduct was created by Mr. Pearse, the principal at the time. During the 2022-2023 school year the Coast Salish Code of Conduct was developed through a collaborative process that involved all members of the community: students, parents and staff. This process involved:

- Staff collaboration during staff meetings to determine core staff values
- Student involvement during class time
- Parent presentation / Collaboration during P.A.C. meetings in December 2022 and January 2023

The Code of Conduct was reviewed with parents, students and staff at the end of the 24-25 school year.

### **Communication and Implementation**

The Code of Conduct will be communicated with our community in several ways. Each year, following the revision process, the Code will be posted on our school website and sent out to all families. The Code of Conduct will also be shared explicitly with parents via PAC Meetings, and staff via Staff Meetings.

Classroom teachers will review the code of conduct with their students regularly, and use it to collaboratively establish classroom specific expectations in their classrooms. The Code of Conduct will be explicitly

referred to when working through specific breaches of the Code of Conduct with students.

### **Monitoring and Review**

This Code of Conduct will be reviewed annually by staff, parents and where appropriate, students. Teacher observations along with parent and student input will be used to inform future changes to the Code of Conduct.

### **Alignment**

Coast Salish is using the same process as other nearby elementary schools to create and update our Code of Conduct. Much of our Code is aligned with the First People Principles of Learning and the process of Truth and Reconciliation. Our staff will continue to move forward with current best practice and look for up to date research to ensure our Code of Conduct is aligned with not only others in our community, but also current thought and research.

### **Standards**

Coast Salish Elementary 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 publication and discriminatory publication and discrimination in accommodation, service and facility in the school environment.

Our Code of Conduct complies with the School Act 85 (2c), the Safe, Caring, and Orderly Schools Guide, and the Ministerial Order 276/07. In addition, the District expects that our School Code of Conduct is aligned with the District Code of Conduct for Students (*Policy 17*), “Violence, Intimidation and Possession of Weapons” (*Policy 18*), and “Suspension of Students” (*Administrative Procedure 355*).

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### Conduct Expectations

The Coast Salish Conduct 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.

### Acceptable Conduct

Students are expected to:

- Take care of self, others and our place
- Help create and maintain a safe environment
- Follow the individual rules, guidelines and instructions of all classroom teachers and staff
- Take pride in their school and respect the surrounding community.
- Appropriately store all cell phones or similar personal communication devices during the school day. These are only to be used when identified as appropriate at the discretion of teachers/staff. Any use of personal digital devices at school is subject to all other expectations for conduct and use of technology including AP 140.2—Digital Responsibility for Students
- Not discriminate against others on the basis of the race, indigenous identity, religion, colour, ancestry, place of origin, marital status, family status, age, sex, sexual orientation, gender identity or expression, or physical or mental disability, as per Section 8 of the Human Rights Code of British Columbia.

Furthermore, as per Section 7 of the Human Rights Code of British Columbia, “No student shall publish or display anything that would indicate an intention to discriminate against another, or expose them to contempt or ridicule, on the aforementioned bases.” Students may be subject to discipline under the school and/or District Code of Conduct for any conduct which has the effect of negatively impacting the school environment, whether that conduct occurs on or off School District property, at a school sponsored function or activity, or otherwise.

### Unacceptable Conduct

Actions or words causing injury or discomfort:

- interferes with the learning of others
- physically or verbally harms or threatens people (including the use of technology such as computers, the internet, email, text messaging, or chat rooms)
- creates unsafe conditions
- theft or damage to property
- acts of bullying, includes but is not limited to physical and verbal intimidation, harassment and cyber bullying (District Policy 17)
- retribution against a person who has reported incidences
- using / naming a physical illness, disability or condition to threaten, harass, or intimidate others

The above list outlines examples of acceptable and unacceptable conduct and is not inclusive of all unacceptable behaviours. Students shall not discriminate against others on the basis of race, religion, sex or sexual orientation, or disability, or for any other reason set out in the Human Rights Code of British Columbia, nor shall a student publish or display anything that would indicate an intention to discriminate against another, or expose them to contempt or ridicule, on the basis of such grounds (Policy 17, no. 4).

Any conduct that negatively impacts the school learning environment may be subject to discipline, whether or not that conduct occurs on school grounds or at school events. Conduct that occurs off school grounds may still be the subject of discipline under school and school board policies (e.g. field trips, on-line activity, etc.).

### Rising Expectations

As the students in elementary school mature and progress from Kindergarten to Grade 5, there is a rising expectation of personal conduct and positive behaviour. Students are expected to:

- increase personal responsibility and self-discipline
- have increased consequences for inappropriate behaviour

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### Search and Seizure

A search by school officials of a student under their authority or a search of student property may be undertaken if the school has reasonable grounds to believe a school rule has been or will be violated, and that the evidence of that violation will be found in the location or on the person of the student being searched. Students know that their teachers and other school authorities are responsible for providing a safe learning environment and maintaining order and discipline at school. As a result, they must know that, where reasonable grounds exist, this may require searches of students, their lockers and their personal effects and the seizure of prohibited items.

### Consequences

When a student does not act in a respectful or responsible manner, it is necessary for the school to have consequences that will help that student re-establish positive behaviour. The goal of any intervention is to have a student return to the group strengthened by re-establishing positive behaviour and to be able to engage in purposeful learning. Wherever possible and appropriate, the focus of the consequences will be restorative in nature in an effort to create a learning opportunity. Where possible, students are encouraged to participate in the development of meaningful consequences for violations of the code of conduct.

Students may be subject to discipline under the school and/or District Code of Conduct for any conduct which negatively impacts the school environment, whether that conduct occurs on or off School District 43 property, at a school sponsored, or at a non-school sponsored, activity. Consequences for students should be appropriate to their age, and to the nature and/or frequency of the misbehavior. Special considerations may apply to students with special needs if these students are unable to comply with a code of conduct due to an intellectual, physical, sensory, emotional or behavioural disability. Such instances will be handled on a case by case basis. Students will receive consequences in a timely, fair, judicious, and responsible manner with consequences for unacceptable behaviour that consider the students' age, maturity, and special needs, if any. (Policy 17, no. 2. no 2.4).

Responses to unacceptable conduct may include any

or all of the following: discussion with the student or staff member and student, discussion with administration, School Based Team, Office Referral, telephone call home, and meeting with parent(s). Consequences may include mediation or conflict resolution (student to student) or student-initiated consequence..

Students should be aware that the school may collect, use and disclose personal information about students for the purpose of investigating and addressing student misconduct, safety and maintaining order and discipline in school. Such collection and use of student information may include information that is obtained from witnesses or collected from other secondary information sources (e.g. Social media). All personal information of students collected by the school will be collected in compliance with and under the authority of the Freedom of Information and Protection of Privacy Act (ss.26(a), (b), and (c)) and the School Act. Questions about the collection, use or disclosure of student personal information should be directed to Assistant Superintendent Stephen Whiffin, at [swhiffin@sd43.bc.ca](mailto:swhiffin@sd43.bc.ca).

### Notification

At the elementary school level, many students benefit from adult intervention and guidance as they learn to make better decisions about their behavior. Parents will often be asked to assist in encouraging positive behaviour. School officials are responsible to advise parents of serious breaches of the Code of Conduct. (Examples of serious breaches of the code of conduct are bullying, harassment or intimidation, physical violence, stealing, graffiti, cheating, and unsafe behaviours). Notification in the context of serious breaches will include:

- parents of student offender(s) – in every instance
- parents of student victim(s) – in every instance
- school district officials – as required by school district policy
- police and/or other agencies – as required by law
- all parents – when deemed to be important to reassure members of the school
- community that school officials are aware of a serious situation or incident and are taking appropriate action to address it