

Code of Conduct 2018-2019



Cedar Drive Elementary

School Mission:

As a community, to provide education that encourages respect, responsible decision making, creativity, and academic excellence in a positive environment.

Introduction

This document reflects Cedar Drive's commitment to providing educational opportunities in a safe, caring, orderly, and respectful environment that encourages students to become responsible lifelong learners academically, socially, individually, and cooperatively. Reviewed with students in the classroom, posted on the public page of the school website, as well as a copy sent home to parents via the student agenda book, the Code of Conduct espouses appropriate behaviour, and is supported through a progressive discipline model.

Cedar Drive C.A.R.E.S. (Considerate, Accepting, Respect, Effort, and Safety) is the student-friendly term used to describe appropriate behaviour. These five strands apply to behavior in the classroom, in the hallways, on the playground, in the community (to and from school, on field trips and at sporting events, etc.) and at assemblies. We believe that we must take care of yourself, each other, and this place in order to ensure that Cedar Drive is a safe and nurturing educational environment.

Code of Conduct: Key Elements

1. Process

Cedar Drive C.A.R.E.S. (Considerate, Accepting, Respect, Effort, and Safety) reflects the key elements found in the Coquitlam School District's Safe Schools and Vision 2020 documents. These elements focus on the whole child and the responsibility for learning being placed on the student, parents/guardians, school and community. The Code of Conduct is reviewed and revised annually.

2. Communication

We believe that the Code of Conduct (and its implementation) is one of the cornerstones of a school-wide program developing social responsibility in students. We routinely promote our expectations, reinforce the positive language associated with our expectations and recognize when students have demonstrated exemplary behaviour consistent with our expectations.

In the 2018-2019 school-year the Code of Conduct will be:

- Published on the school website;
- Distributed to all grade 1 – 5 parents in the student planner;
- Distributed to all Kindergarten parents in the parent handbook;
- Parents will be asked to read Cedar Drive’s C of C and an excerpted version of the District’s C of C and sign that they have reviewed it with their children;
- Discussed as a central element of the first week activities and elements discussed regularly as part of the weekly school-wide assembly;
- Referred to in communication with parents;
- Discussed as a central element of a PAC meeting early during the school-year;
- Discussed routinely at staff meetings

3. Implementation

The staff use Talking Circle Time or Class Meetings, and school-wide assemblies to discuss and implement the behavioural expectations outlined in the school’s Code of Conduct. In addition, Social Responsibility resources are widely used throughout the grade levels. The Social Responsibility Performance Standards are used as a base-line to gage students’ expectations for their behaviours. Parents are asked to support the school-behaviour expectations at home with their children. The modeling of socially responsible behaviour is expected of all adults in the school, both employees and volunteers. With the revised curriculum now including the Core Competencies of Communication, Thinking and Personal and Social Responsibility, our Code of Conduct reinforces the competencies in all aspects of the learning at school.

How to appropriately navigate social situations is a learned behavior for some children. For several years, we have extended the provincial pink shirt / anti-bullying initiative, with a uniquely Cedar Drive twist. We encourage students to wear pink on the last Wednesday of every month and the theme is Kindness. At the classroom level students are encouraged to explore pro-social alternatives to unkind behavior. At the monthly Kindness Assembly, we take the opportunity, as a school, to re-emphasize and model the kind of behaviours we would like to see.

4. Monitoring and Review

The Code of Conduct is reviewed by staff annually. Office referrals are reviewed by the Principal, school-based Counsellor and School-Based Team, as appropriate. Individual behaviour plans are also developed, as needed, to support student learning and behaviour.

5. Alignment

The Cedar Drive Code of Conduct is aligned with District policies, administrative procedures and the BC Human Rights Code. *As per Section 8 of Human Rights Code of British Columbia, students shall not discriminate against others on the basis of the race, religion, colour, ancestry, place of origin, marital status, family status, age, sex, sexual orientation, gender identity or expression, or physical or mental disability. 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.*

6. Standards

a) Statement of Purpose

- To provide a safe, caring and orderly learning environment that ensures physical and emotional safety while promoting socially responsible behaviour choices;
- Accepting personal responsibility for our actions is a crucial step towards becoming a thoughtful, independent and cooperative person;
- Helping students recognize their choices and make wise ones is crucial to their social and emotional development;
- Self-control and effective interpersonal communications are life skills that will benefit students in all aspects of their lives.

b) Expectations for Student Conduct

These expectations apply to behaviour at school, while going to and from school, and during school-organized or sponsored activities, including behaviour beyond these times (up to and including on-line behaviour) that negatively impacts the safe, caring or orderly environment of the school, and/or student learning.

Acceptable Conduct:

- Behave at all times in a manner that is respectful of self, others and the school;
- Demonstrate pride in self and the school and act in ways that brings credit to both;
- Where safe to do so, give others clear, appropriate feedback when their behaviour is inconsistent with the Code of Conduct;
- Report ALL incidents of violent or threatening behaviour to a supervising adult immediately;
- engaging in purposeful learning activities in a timely manner;
- Comply promptly with the age-appropriate directions of a supervising adult;

Unacceptable Conduct:

Behaviour that is deemed unacceptable include:

- Interfering with the learning of self or others;
- Behaviour that has some likelihood of injuring self or others or bringing emotional distress to others;
- Creates unsafe conditions;
- Behaviour or communication that discriminates against others;
- Bullying (physical, verbal, relational, cyber bullying), harassment, intimidation, violence, discrimination or possession of weapons;
- Inappropriate use of technology such as computers, the internet, e-mail, text messaging, cellular telephones or chat rooms;
- Defying the reasonable request or instruction of a supervising adult;
- Denying responsibility for your actions or the consequences of your actions;
- Illegal acts such as:
 - possession, use or distribution of illegal or restricted substances
 - possession, or use of weapons
 - theft or damage to property
- In addition:

- 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;
- Students should also be aware that the schools may collect, use and disclose personal information about students for the purposes 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 the Associate Director of Information and Learning Technologies Stephen Whiffin, at swhiffin@sd43.bc.ca.

Rising Expectations:

Cedar Drive students are expected to try to do their personal best; respect others, themselves and property; treat others in a safe and caring way. The display of these behaviours will vary in accordance with the age and maturity of the students as they progress through the grades. The Social Responsibility Quick Scales provide a continuum for the increase of personal responsibility and self-discipline at the progressing grade levels. Consequences are progressive and dependent on the type of behaviour and in some instances, the age of the students; but, consistent, natural consequences are the norm for all Cedar Drive students when misbehaviours occur.

c) Consequences

Consequences for unacceptable behaviour take into account the age and maturity of students as well as the severity, circumstances, and frequency of the offense. Consequences are **restorative**, rather than punitive, whenever possible and appropriate. Wherever possible the consequences will allow the student to make amends to victims of his/her actions and/or provide community service to compensate for time spent in dealing with the incident. Consequences are also consistent, fair and meaningful to help students learn to make better choices for themselves in the future.

Special considerations may apply to students with special needs if these students are unable to comply with the code of conduct due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature.

d) Notification

If students breach any area of the Cedar Drive's Code of Conduct, their parents are informed in a number of ways, dependent on the time, circumstance and nature of the

incident. Notification is on a case by case basis. Whether parents are contacted is determined by the nature and circumstances of the incident, the age and capacity of the child (victim and/or offender), any injury or potential for injury, whether the incident was isolated or part of a pattern. These factors will also determine the nature and timing of the contact.

Depending on the seriousness of the breach, school officials may contact:

- parents of the student offender;
- parents of the student victim;
- school district officials – as required by school district policy;
- police and/or other agencies as required by law;
- the school's parent community – where it is deemed necessary to reassure the community that the school officials are aware of a serious situation and are taking appropriate actions to address it;