

Mission Statement

Our mission is to develop inquiring, respectful and industrious young people who help make a better world by being critical, creative and compassionate thinkers.

Code of Conduct

Objective

In partnership with staff and parents, our goal at Chute Lake Elementary is to enable students to be cooperative, confident, life-long learners in a safe, caring and respectful environment.

Students as Learners

At Chute Lake Elementary School, students are expected to exhibit a commitment to learning and to achieving success. We have guidelines for appropriate student behaviour that reflect the school's philosophy of respect for self and others. The guidelines show that students are expected to take personal responsibility for their behaviour. This responsibility applies not only to their academic duties, but also to their use and care of school facilities, equipment, textbooks and supplies. Each responsible student contributes to the well-being and success of everyone at Chute Lake Elementary School. We believe:

- every child has the right to receive a quality education and learn together in a positive, caring environment
- self-esteem builds success
- the quality of education is improved if staff, parents and students respect each other
- we must help students develop responsibility for their behaviour

Chute Lake 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, family status, physical or mental disability, gender or sexual orientation.

Behaviour or communication that discriminates based on any of the prohibited grounds listed will be treated seriously by our school.

Code of Conduct: Guiding Principles

Discipline is a complex issue. Expectations must be clearly stated, and consequences must be consistently applied. On the other hand, the real key to good discipline is to prevent inappropriate behaviour from occurring in the first place. The staff feels that, if staff and students build a rapport and that if students feel positively connected to the school, they will be less likely to misbehave. A proactive approach to discipline is the most effective method of achieving a school climate that is conducive to both teaching and learning. Indeed, while our school Code of Conduct is guided by the principle that all members of the school community have a right to work and learn in a safe, positive and supportive environment, the notion of consequences is also guided by the idea that all school Codes of Conduct will incorporate initiatives to encourage appropriate behaviour. As such, strategies are in place, and will be further implemented to:

- increase the potential for the student to achieve academic and social success (e.g., preparedness, use of effective listening skills, productive work habits, etc.)
- promote goodwill and harmony among members of the school community (e.g., inclusion, acceptance, respect, fairness, etc.)

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- increase the potential for the student to be an active contributing member of society (e.g., involvement in school and community service activities; participation in community-based field trips; involvement in co-curricular activities, etc.)

The notion of consequences is also guided by the following principles:

- discipline must **ALWAYS** involve learning and may require punishment (or consequences) behaviour is learned; therefore, behaviour can be influenced and acceptable behaviours can be taught and learned
- selection of appropriate consequences will acknowledge that punishment, in and of itself, does generally not have long term benefits for students
- school codes of conduct help individuals develop self-discipline and the ability to co-operate with others
- discipline in the positive sense encourages students to understand the fundamental values that are essential to the well-being of both the individual and society, and to accept responsibility for the consequences of their actions

Code of Conduct: Roles and Responsibilities

Students

All students are expected to contribute to an orderly and safe learning environment. To carry out this responsibility, it is expected that students will:

- treat all staff, volunteers and peers with consideration and respect
- take responsibility for their behaviour when they are on or near school premises, off school grounds and participating in a school-related activity, and while traveling on a school bus operated by the board
- participate in the development of school and classroom Codes of Conduct
- respect the right(s) and property of others in the school community
- learn and practice methods to resolve conflict in a peaceful and respectful manner
- comply with the Codes of Conduct of the classroom, school and the Board
- attend school regularly and punctually
- help support our classmates in making the right choices

Teachers (and Support Staff)

It is the duty of all teachers to take all reasonable steps necessary to create and maintain an orderly and safe learning environment. In carrying out this duty, it is expected that teachers will:

- involve students in the development of classroom Codes of Conduct
- practice methods to resolve conflict in a peaceful and respectful manner
- employ strategies to recognize appropriate behaviours in their classrooms
- communicate to students the possible consequences of inappropriate behaviour
- report to the principal or other authorized persons, any student who persistently behaves in inappropriate ways, or any situation involving a potential threat to the safety of school members
- apply school and classroom Codes of Conduct consistently
- communicate with parents regularly
- engage in professional development opportunities, where available, to develop skills and strategies in classroom management and promoting appropriate behaviour
- communicate with other teachers regarding behaviour of children in that teacher's class
- treat students with patience, consistency and fairness







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Parents


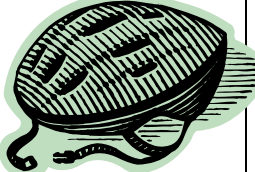



Parents have a duty to support their children in achieving learning success. In carrying out this duty, it is expected that parents will:

- support their children's teachers in their efforts to provide an education for their children
- participate in the development of school Code of Conduct
- reinforce the need for and value of appropriate behaviours
- communicate regularly with their children's school
- ensure that their children attend school regularly and punctually
- provide the school with accurate information about their child and their learning needs

School-Wide Behaviour Expectations

Academic Success	<ul style="list-style-type: none"> finish work on time 	<ul style="list-style-type: none"> be on time to school 	<ul style="list-style-type: none"> attend regularly 	<ul style="list-style-type: none"> use polite language 	<ul style="list-style-type: none"> be honest 	<ul style="list-style-type: none"> do not plagiarize (copy) 			
Respect	<ul style="list-style-type: none"> cooperate, listen & be polite to all 	<ul style="list-style-type: none"> take turns and share 	<ul style="list-style-type: none"> include others 	<ul style="list-style-type: none"> play safely 	<ul style="list-style-type: none"> report dangers to supervising adults 	<ul style="list-style-type: none"> leave rocks and snow on ground 	<ul style="list-style-type: none"> keep valuables at home 	<ul style="list-style-type: none"> recycle and toss litter in garbage 	<ul style="list-style-type: none"> look after school property
Playground	<ul style="list-style-type: none"> stay in approved areas 	<ul style="list-style-type: none"> share equipment 	<ul style="list-style-type: none"> play only safe games 	<ul style="list-style-type: none"> follow rules and be sportsmanlike 	<ul style="list-style-type: none"> be a problem solver 	<ul style="list-style-type: none"> seek supervising adult for help to solve problems 	<ul style="list-style-type: none"> use the adventure playground on scheduled days 		
Movement	<ul style="list-style-type: none"> line up and wait for teacher at exterior door before school and after recess 		<ul style="list-style-type: none"> politely greet others wipe feet on mats open doors for others 	<ul style="list-style-type: none"> turn my voice off and use only quiet feet 	<ul style="list-style-type: none"> stairwells: use hand-rails, keep to the right, walk calmly and face forward 	<ul style="list-style-type: none"> use only my eyes to look at displays 	<ul style="list-style-type: none"> walk on right side of corridors 	<ul style="list-style-type: none"> walk around people talking 	
Lunch Hour	<ul style="list-style-type: none"> wash hands chew politely 	<ul style="list-style-type: none"> eat my own food be aware of food allergies 	<ul style="list-style-type: none"> stay seated use a quiet voice 	<ul style="list-style-type: none"> clean up after myself push chair in 	<ul style="list-style-type: none"> listen to the lunch time monitors and supervisor 	<ul style="list-style-type: none"> be aware of good nutrition 	<ul style="list-style-type: none"> use vending machine at appropriate times 		
Bus	<ul style="list-style-type: none"> line up safely in front of the bus on sidewalk 	<ul style="list-style-type: none"> greet driver with a smile 	<ul style="list-style-type: none"> allow others to sit with me 	<ul style="list-style-type: none"> use a quiet voice 	<ul style="list-style-type: none"> stay seated until bus stops face forward 	<ul style="list-style-type: none"> follow the bus drivers rules 	<ul style="list-style-type: none"> keep the bus clean 	<ul style="list-style-type: none"> go straight home 	

School-Wide Behaviour Expectations

<p>Safety on Wheels</p>	<ul style="list-style-type: none"> dismount bikes at cross-walks 	<ul style="list-style-type: none"> walk bikes and scooters when entering school grounds 	<ul style="list-style-type: none"> keep scooters and skate-boards in areas designated by teachers 	<ul style="list-style-type: none"> exit school grounds walking bikes, scooters, hee-ies, skate- boards 	<ul style="list-style-type: none"> wear helmets 	<ul style="list-style-type: none"> bike racks out of bounds to students without bikes at school
<p>Washrooms and Fountains</p>	<ul style="list-style-type: none"> line up at fountains wait for turn count to 3 during turn 	<ul style="list-style-type: none"> use acceptable behaviour quiet voice respect the supplies wash hands with soap 		<ul style="list-style-type: none"> report adults in the washroom stay with buddy 	<ul style="list-style-type: none"> return quickly to class 	
<p>Assembly Concert</p>	<ul style="list-style-type: none"> sit on bottom hands & feet to self eyes and ears on speaker 	<ul style="list-style-type: none"> be quiet when i see the speaker respect others' personal space 	<ul style="list-style-type: none"> follow my teacher's rules at the start and end 	<ul style="list-style-type: none"> applaud with clapping 	<ul style="list-style-type: none"> enter and exit in an orderly manner 	
<p>Community</p>	<ul style="list-style-type: none"> use safety rules when crossing roads; use all crosswalks 	<ul style="list-style-type: none"> respect people's personal property walk on sidewalks 	<ul style="list-style-type: none"> carry your garbage and dispose in trash cans 	<ul style="list-style-type: none"> be respectful of people 	<ul style="list-style-type: none"> use manners with crossing guards and all members of our community 	<ul style="list-style-type: none"> be a great ambassador for the school!

Chute Lake Elementary **Behaviour Curriculum**

#1 Academic Success

Expectations:

- complete all class and homework assignments on time and to the best of your ability
- listen to the feedback and suggestions for improvement provided by your teacher
- arrive at school on time so that you do not disrupt the class when entering
- inform the office if you are arriving late
- attend regularly as it is essential to maximizing school success
- be honest in your relationships with others - lying, stealing and cheating are forms of dishonesty and are unacceptable behaviours
- do not plagiarize; all students are expected to submit work that is original and represents their best efforts

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Behaviour Curriculum

#2 Respect People, Personal Property and School Property

Expectations:

- cooperate, listen and be polite to all staff, volunteers and peers
- treat others as you would like to be treated
- take turns and share
- decide upon the rules before you begin playing a game
- welcome and invite others to play
- play safely and help others
- report dangers to supervising adults
- leave rocks, snow, sand and other natural objects on the ground
- leave personal valuables at home (ie. games, CDs, MP3s, iPods, toys jewellery etc.)
- keep cell phones hidden safely away until after school
- be prepared to share it with others if bringing something to play with during breaks
- treat all school property and equipment with the same care and respect as you would your own valuable possessions
- use acceptable language with staff, adults and peers
 - * offensive language (verbal, written, implied or gestured) can lead to hurt feelings and further conflict
- put all litter/recycling in appropriate containers

Chute Lake Elementary

Behaviour Curriculum

#3 Playground and Equipment Use

Expectations:

- give others space to play safely
- adhere to the schedule for specific playground areas during recess/lunch breaks - as posted in each classroom
 - * balls are not permitted in any area at the front of the school. Soccer and football are field games
 - * our Adventure Playground area is designated for Primary students (K-Gr.3) on odd numbered days and for Intermediate students (Gr. 4-7) on even numbered days
- share playground equipment with others
- if borrowing items from your class equipment bin, return immediately following the play time
 - * advise your classroom teacher if class bins need replenishment (the gym equipment room is out of bounds to students)
- students are welcome to bring their own ropes for single or doubles skipping
- do not use Adventure Playground or pavement areas for tag and other running games
- use and share the open field areas to play running and tag games
 - * contact sports and games that involve physical contact are not permitted on school property (i.e. tackle football, body checking, booty and Red Rover)

- * follow rules and be sportsmanlike
- * agree on rules before play
- go ONLY DOWN the slide, one at a time and ensure the landing area is clear
- go ONLY FORWARDS and BACKWARDS when swinging
- no jumping off swings
- ball games:
 - * use designated gym wall on the field side and softer red rubber balls for wall-bouncing games
 - * play at least 10 meters away from any doorway
 - * do not throw balls at windows or roof
 - * do not use balls smaller than a tennis ball during the recess/lunch breaks
- ask a supervising adult's permission to retrieve equipment that has gone out of bounds (onto roads, parking lots and over fences)
- restrict climbing to adventure playground equipment (railings, fences, goal posts and backstops are out of bounds)
- leave pea gravel, barkmulch, rocks, snow, sand and other natural objects on the ground - do not throw, kick or collect it
- throwing, catching or kicking games are not permitted in the Adventure Playground
- driving areas in front of the school, the roof, dumpsters and parking areas are out of bounds for students and equipment.
- planters (areas with bark mulch and/or plants) are out of bounds
- see supervisors for help solving problems
- be a problem solver!
- stop activity and enter school quickly after the bell

Chute Lake Elementary **Behaviour Curriculum**

#4 Movement: Entering/Exiting our School Building/ Hallway

Hallway Expectations:

- walk in the hallways without talking
- walk in single file as a class along the right-hand side of the hall
- keep hands and feet to yourself
- leave bulletin boards, hallway displays and building fixtures alone
- walk on the right hand side in school stairwells
- return to class promptly
- work quietly in the hallway if teacher has assigned this as an additional work space
- keep the hallway clean and tidy
- walk politely around or behind people having conversations
- must have a phone pass to use the student phone

Entrance Expectations:

- arrive at school on time
- line up outside classroom door in a quiet, single line and wait for classroom teacher in the mornings
- keep hands and feet to yourselves and respect others' personal space

- enter through the door designated by classroom teacher
- wipe feet on the mats when entering the school
- greet other students and staff members politely
- hold doors open for adults
- enter classroom early, at lunch and recess only if invited and supervised by teacher
- enter classrooms quietly for lunch when supervisor indicates this time
- enter through the door designated by classroom teacher

Exit Expectations:

- walk safely when exiting the building, DO NOT RUN
- proceed immediately to bus line-up or to designated pick-up areas to wait for rides or caregivers
- use sidewalks for safety
- use crosswalks and walk directly home or to caregivers

Chute Lake Elementary **Behaviour Curriculum**

#5 The Lunch Lesson

Expectations:

- enter the school and classroom quietly and at a slow walking pace when the eating bell rings
- get your lunch and go to your seat quickly and quietly
- ensure that your hands are clean before eating
- eat using good table manners and speak quietly
- eat your own lunch and do not share your food
 - * DO NOT bring peanut or nut foods to school
- BE RESPECTFUL towards everyone
 - * appropriate tone of voice, message and body language
- stay in assigned seat until warning bell rings
- ask lunch monitors or supervisors for help
- clean up your desk and recycle appropriate materials when the warning bell rings
- do not leave your classroom unless given permission by either the student supervisor or classroom teacher

Chute Lake Elementary **Behaviour Curriculum**

#6 Bus Behaviour

Expectations - Waiting for the Bus:

- walk to the bus stop or line
- wait in a single file line at the designated area
- no games or running in bus zone or in front of the school
- respect personal space and property of others and keep hands and feet to themselves
- all school rules apply at bus stops and line-ups

Expectations - Boarding and Riding the Bus:

- load the bus in single file
- proceed directly to a seat and sit down appropriately
- sit three to a seat unless otherwise advised
- sit with your seats on the seat and your backs on the back of the seat (facing forwards)
- hold your backpacks on your laps
- keep all parts of your bodies to yourselves and within your own personal space (i.e. no hands or heads out window or in aisles)
- no eating or drinking on the bus
- remain seated until the bus comes to a complete stop
- show respect for your bus driver
- speak quietly
- only ride their designated bus - NO guests permitted

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#7 Safety on Wheels

Expectations:

- **BIKES:**
 - * enter the school ground from Quilchena Court or Lark Street
 - * dismount at the crosswalks or entrances and walk bikes to and from the bike rack
 - * wear helmets
 - * lock bikes to the designated bike racks
 - * bike racks are out of bounds to all students except for the purpose of parking and retrieving their own bikes
 - * walk bikes on school property

- **ROLLERBLADES/SCOOTERS/SKATEBOARDS/HEELIES:**
 - * remove rollerblades / heeies and get off scooters and skateboards immediately upon entering the school property
 - * walk on foot to exit school property before putting on rollerblades / heeies or mounting skateboards or scooters
 - * keep rollerblades, scooters or skateboards in the area designated by the teacher
 - * heeies are not to be "on wheels" while on school property

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#8 Washrooms & Drinking Fountains

General Expectations:

- keep your hands and feet to yourself and respect others' personal space
- be polite to others and wait to take a turn

Washroom Expectations:

- flush the toilet after each use
- unlock cubical door before leaving
- wash your hands after using the washroom
- use soap and toilet paper wisely
- keep washrooms clean and tidy (and dispose of garbage in appropriate garbage cans)
- respect others' privacy while they are using washroom facilities
- use washroom facilities appropriately; do not climb or stand on fixtures
- refrain from bringing food into the washrooms

Drinking Fountain Expectations:

- line up at the drinking fountain in a single file line
- join line at the end when waiting to use the fountain
- use a 3 second count when drinking at the water fountain so others do not have to wait too long for their turn
- avoid touching the fountain with your mouth

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#9 Assembly / Concert Etiquette

Expectations:

- enter the gym through designated doors and follow staff directions for seating
- cease talking immediately and listen when the speaker stands in front
- stand quietly when rising to sing O Canada - stand at attention, face the flag and sing appropriately
 - * DO NOT clap at any time during a Remembrance Day assembly
- demonstrate the five expectations as audience members
 - * still hands, still feet, closed mouth, eyes looking at the assembly leader or performers and ears listening
 - * sit flat on the floor (legs crossed), keep your hands and feet to yourself & respect the personal space of others
 - * focus on the performance or assembly leader and participants
- obey all quiet signals
- respond as invited by the performer (i.e. wait for cue from performer as when is the appropriate time to clap)
- follow staff direction, without talking, if emergency exit from the gym becomes necessary
- enter and exit assemblies at natural breaks
- join the end of their class line, by the teacher, if entering the assembly while it is in progress
- exit the gym quietly, through designated door and follow staff directions

Chute Lake Elementary **Behaviour Curriculum**

#10 Our Community

Expectations:

- walk on sidewalks when available
- use safety rules when crossing roads
- be respectful of others' property (i.e. do not pick flowers /fruits, do not walk on lawns)
- keep the neighbourhood tidy, carry your litter to a garbage can
- follow all school rules from the time you leave home for school until you arrive back home; or are in the care of caregivers off the school grounds at the end of the day
- remember that we are always ambassadors of our school and that our behaviour in the community reflects on our entire school
- be respectful towards others at all times
- show your appreciation to others who take the time to make a difference for everyone (ie. patrollers, parent volunteers, staff)

DISCIPLINE LEVELS

Chute Lake Elementary School

LEVEL 1 BEHAVIOUR (MILD)

- ❖ Failure to follow directions of school staff
- ❖ Incomplete homework
- ❖ Teasing
- ❖ Disruption of learning
- ❖ Dishonesty
- ❖ Inappropriate assembly or audience behaviour
- ❖ Minor vandalism
- ❖ Tardiness
- ❖ Bringing inappropriate items to school (electronics, etc.)
- ❖ Inappropriate physical contact (pushing, pinching, an unwelcome touch etc.)
- ❖ Lack of respect for others' environment and property
- ❖ Inappropriate language
- ❖ Inappropriate clothing

LEVEL 2 BEHAVIOUR (MODERATE)

- ❖ **Repetitive Level 1 behaviours**
- ❖ Inappropriate use of computer
- ❖ Non compliance with adults
- ❖ Inappropriate sexual behaviour (minor)
- ❖ Inappropriate representation of school (on field trips, sports teams, towards a TOC, etc.)
- ❖ Dangerous use of sticks and the throwing of rocks or snowballs
- ❖ Pushing, shoving
- ❖ Bringing dangerous items to school (lighters, lasers, matches, etc.)
- ❖ Dishonesty- lying, cheating, or stealing
- ❖ Misbehaviour during safety drills
- ❖ Misuse of washroom
- ❖ Defiance to authority

LEVEL 3 BEHAVIOUR (SEVERE)

- ❖ Chronic Level 1 & 2 behaviours (with intent)
- ❖ Drugs or alcohol
- ❖ Destruction of property (vandalism)
- ❖ Serious theft
- ❖ Fighting or Violence/Threats
- ❖ Leaving school grounds
- ❖ Weapons
- ❖ Inappropriate behaviour (major)
- ❖ Truancy
- ❖ Defiance
- ❖ Swearing at an adult
- ❖ Misuse or fire equipment
- ❖ Fire starting
- ❖ Sexual misconduct, harassment or assault
- ❖ Illegal activity
- ❖ Acts of discrimination or racism
- ❖ False notification to emergency services
- ❖ Bullying (including continued teasing and put downs)

BEHAVIOUR CONSEQUENCES

Chute Lake Elementary School

LEVEL 1 BEHAVIOUR (MILD)

- ❖ Teacher or supervisor directly responsible for the misbehaving child deals with the behaviour.
- ❖ Student is given the opportunity to correct the behaviour (reflection, apology)
- ❖ May include consultation with parent or referral to administrator.
- ❖ Misbehaviours are reported/communicated to the child's classroom teacher.

LEVEL 2 BEHAVIOUR (MODERATE)

- ❖ Students involved in Level 2 behaviours are brought to the office and are seen by administration.
- ❖ The child's parents must be contacted by a teacher or administrator.
- ❖ Appropriate measure will be taken (such as detention, behaviour contract, community and school supports, loss of privileges, in-school suspension, referral to the appropriate community agency, out of school suspension, meeting with parents, school discipline committee review, suspension beyond five days, etc.) and appropriate staff notified.

LEVEL 3 BEHAVIOUR (SEVERE)

- ❖ Referral directly to administration.
- ❖ Action taken that is appropriate for this level of behaviour, up to and including a directed work station or suspension (in or out of school).
- ❖ Parent/Guardian along with appropriate school and district staff are notified (along with community agencies, if/when necessary).

Code of Conduct: Tracking

- ❖ We believe in a progression of increasing personal responsibility, and consequences for inappropriate behaviour and self-discipline expectations as students become older, more mature, and move through the successive grades. Consideration will be given to students' developmental ability to adhere to the code of conduct when determining consequences.
- ❖ All students referred for Levels 2 & 3 behaviours will be tracked in our school database. Teachers or supervisors will complete behavioural tracking forms and submit these to the administration for review.