

Greendale Elementary Community School

COMMUNITY CODE OF CONDUCT

WE LIVE AND THRIVE TOGETHER AS A COMMUNITY OF LEARNERS (STUDENTS, STAFF, FAMILIES AND GUESTS) WHEN:

- We connect in a safe and inclusive way, respecting all members of our community.
- We create relationships that value individual differences and collective responsibility.
- We contribute to a caring and welcoming environment by taking care of this place and each other.

We recognize that our students are developing as responsible participants of our community and therefore, we remain focussed on accountability for personal actions coupled with approaches that focus on empathy and the repairing of harm.

All are welcome at Greendale. Our community aims to be free from:

- **Discrimination of any form based on race; ethnicity; ancestry; sexual orientation, gender identity or expression; religion, place of origin, family status, physical, mental ability, or other factors**
- **Bullying or harassment: a persistent pattern of unwelcome aggressive behaviour that hurts others physically and or/emotionally**
- **Retribution against a person who has reported concerns**

Greendale Dress Code

Our student dress code supports our goal of inspiring students to learn while leaving primary decisions around clothing and style to students and families. Students will refrain from wearing clothing that contains discriminatory images, drug/alcohol references or imagery that negatively impacts a safe, welcoming learning environment.



Preparing Hearts And Minds For The Future

Expected Actions

We expect members of our community to act in ways that makes the school safe, equitable, kind, and inclusive.

Our community functions at its fullest through:

- Just, consistent, and reasonable expectations embedding student voice and choice
- Instructional design that promotes and reinforces pro-social skills
- Collaborative problem solving
- Restorative conflict resolution practices

Be Respectful to:

Self:

- always do and be your best
- be ready to learn
- make good choices
- walk calmly in hallways and common areas

Others:

- use good listening skills
- treat others with respect
- be honest and tell the truth

School Property:

- clean up after yourself
- ask before borrowing
- take good care of materials

Unexpected Actions

Unexpected behaviours or actions can interfere with personal safety, well-being, and learning.

Unexpected actions may damage relationships, disrupt learning, or undermine safety.

They consist of, but are not limited to:

- *Lack of respect or care for others*
- *Verbal (digital or face-to-face) harassment or physical aggression*
- *Destruction or misuse of property*
- *Actions that threaten the emotional or physical safety of others*
- *rudeness, swearing*
- *lack of respect for others, teasing*
- *unauthorized leaving school grounds*
- *fighting*
- *throwing objects (i.e. rocks, sticks, etc.) in unsafe ways*

Restorative Processes

WHERE POSSIBLE, WE:

- Include students in the development of meaningful interventions through discussion or mediation
- Focus on finding solutions to repair relationships and re-integrate the student back with their learning community
- Support students with time and space needed for co-regulation, reflection, and repair
- Create supportive conditions for students to learn and practice self-discipline
- Address injustices by addressing the needs of those who have been harmed and support restorative interventions

Responses to Unexpected Actions

To be equitable, responses must be flexible, and individualized. Responses may vary from student to student where an incident appears to be similar and will respect individual rights, needs, age or developmental level, and where students are in their learning journey. Responses will focus on restorative actions wherever possible. Serious incidents will result in communication with parents, school district officials, police, and/or other agencies as appropriate to support students involved.

Response process may include:

1. Staff review of expectations with student
2. Staff inform parents/caregivers
3. Meeting with staff, student and parents/caregivers

Possible Consequences:

- Loss of privileges
- Student contract or support plan that includes strategies, supports and resources
- Referrals to district or community resources for additional assessment or support

Fair Notice



Common programs and integrated services shall provide information to those who receive or are affected by their services. This is referred to as **Fair Notice** that such a multi-agency program/initiative exists. The Chilliwack School District is committed to providing a safe and inclusive environment for all staff, clients, students and community members, and as such, is a member of the Chilliwack Community Violence Threat Risk Assessment (VTRA or ARTO) Protocol.

WHAT IS A VIOLENCE THREAT RISK ASSESSMENT (VTRA) PROTOCOL?

The protocol is designed to enhance communication between all partners. It is incumbent upon the partners to share necessary and appropriate information that may initiate or facilitate the Assessment of Risk to Others (ARTO) process. It is a trauma-informed and equity-inclusion guided practice that utilizes and Assessment of Risk to Others (ARTO) process to:

- To ensure the safety of all individuals,
- Begin to understand the factors that contribute to the Individual of Concern's (IOC's) threatening or high-risk behaviour,
- View the Individual of Concern (IOC) as in need of intervention and support rather than discipline.
- Be proactive in developing an intervention plan that addresses the emotional and physical safety of the Individual of Concern (IOC). It may include disciplinary action but will include appropriate supports to aid in the Individual of Concern (IOC) in developing and using more appropriate strategies,
- Promotes the emotional and physical safety of all.

It is NOT a Disciplinary tool or response.

WHAT IS A THREAT?

A threat is an expression of intent to do harm or act out violently against someone or something. Threats may be verbal, written drawn, posted on the Internet, or made by gesture. Threats must be taken seriously, investigated, and responded to appropriately.

DUTY TO REPORT?

Often when we hear in the media about a violent incident, we learn that the Individual of Concern had made threats in advance of acting violently. To keep our communities safe, staff community members, students, and parents all need to act responsibly and report all threat-related behaviours and high-risk activities. This report can be made to any community partner of the Chilliwack VTRA/ARTO Protocol.

When a report of a threat is received by any member of this protocol, and upon screening it is determined the threshold for the "Categories of Action" is met, the Chilliwack VTRA/ARTO Protocol will be activated.

"Categories for Action" may include, but are not limited to:

- Serious violence or violence with intent to kill,
- Violence with intent to do serious bodily harm,
- Verbal/written threats to kill others ("clear, direct and plausible"),
- Verbal/written threats to do serious bodily harm ("clear, direct and plausible"),
- Social Media/Technology generated threats to harm/kill others,
- Possession of weapons (including replicas),
- Bomb threats (making and/or detonating explosive devices),
- Fire setting,
- Sexual intimidation or assault,
- Ongoing pervasive and targeted bullying and/or harassment,
- Gang related intimidation and violence,
- Hate incidents motivated by factors including, but not limited to, race, culture, religion, and/or sexual and gender diversity,
- Suicidal ideation or attempts as related to "Fluidity" or "Conspiracy to Two or More".

CAN I REFUSE TO PARTICIPATE?

It is important for all parties to engage in the process. If for some reason there is a reluctance to participate in the process, by either the Individual of Concern or parent/guardian, the threat assessment will continue in order to ensure and restore a safe and inclusive environment for all.