



Chilliwack  
Middle School

# Chilliwack Middle School

## Student Handbook 2021-2022



Mrs. P. Gosal  
Principal

Mr. R. Pastorchik  
Vice Principal

46354 Yale Road  
Chilliwack, BC V2P 2R1  
Tel: 604.795.5781 Fax: 604.795.4312  
email: [cms@sd33.bc.ca](mailto:cms@sd33.bc.ca)  
website: [cms.sd33.bc.ca](http://cms.sd33.bc.ca)

This agenda belongs to:

Name: \_\_\_\_\_



be **C**ourageous

be **H**onest

be **A**ccepting

be **R**esilient

have a **G**rowth Mindset

have **E**mpathy

be **R**espectful

strive for **S**uccess

**CHILLIWACK MIDDLE SCHOOL**

**Home of the Chargers**



*The purpose of this handbook is to ensure that all students and parents/guardians have acquainted themselves with the policies and expectations of Chilliwack Middle School.*

## **GENERAL INFORMATION**

- Office hours are 7:30 am to 4:00 pm.
- Our school hours are 8:37 am to 2:34 pm.

Chilliwack Middle School is a busy and active school! We keep you updated via:

- Chargers' Update – weekly email newsletter
- School website: [cms.sd33.bc.ca](http://cms.sd33.bc.ca)
- Notices/classroom information.

## **CLOSED CAMPUS**

Chilliwack Middle School is a closed campus.

- Only students who attend Chilliwack Middle School are permitted to be on school grounds during the school day.
- Once students arrive at school, they must remain on the school grounds for the remainder of the day.
- Students who have to leave during the day must provide a note or confirmation from home before signing out.
- Students must sign out at the office before leaving and, if returning prior to the end of the school day, must sign back in at the office.

## **VISITORS**

Parent/Guardians and visitors who need to enter the school must book an appointment via CMS website, email or telephone. Upon entering the building all visitors will need to sanitize their hands and sign into the visitor log.

## **EMERGENCY PROCEDURES**

Throughout the school year we will hold emergency drills, including fire, hold and secure, lockdown, earthquake and evacuation drills to better prepare our school for a possible threat or disaster situation.

In the event of a 'real' situation, our foremost priority is to ensure the safety of our students and staff, therefore it is vital that trained emergency personnel are able to accomplish their work unimpeded - please do not attempt to communicate with students or the school office – we will make every effort to communicate to our entire community as we are able.

## **Inclement Weather Information**

Inclement weather conditions such as freezing rain, significant snowfall or high wind can occur during the fall and winter months. In such conditions, decisions on the opening or closure of school district facilities are made by the Superintendent of Schools, in consultation with management and supervisory staff.

In the event of extreme weather conditions:

- Check the School District website [www.sd33.bc.ca](http://www.sd33.bc.ca)
- To receive up-to-date information on school closures and information on the buses tune into radio stations:

**STAR FM (98.3 FM) or The Drive (89.5 FM),.**

- Reports will start after 6:00 a.m. and will be repeated often.

In the event that there is inclement weather but the school remains open, it is the parent's decision, based on their assessment of the relative safety of travel conditions, as to whether or not their children attend school.

## **STUDENT FEES**

- A basic fee of \$25.00 covers costs related to student agenda book, presentations and activities.
- While we rely on student fees to provide the services listed above, we are committed that no child should be disadvantaged due to financial restraints.
- **Optional fees:** \$35.00 for the Yearbook and \$2.00 Parent Advisory Council donation

Students participating in various programs can expect other charges throughout the year.

Athletic Fees vary by sport and will be communicated to all student athletes prior to the start of the sport season.

Band students will have a music instrument fee. King's Music provides band instruments on a rent-to-own policy. The actual rental agreement will be between the student and the rental company. An instrument rental night is held in early September.

*Payment is required in advance of all activities. Please note that we do NOT accept personal cheques. All payments must be by Cash, Debit Card, Visa or MasterCard.*



## **ATTENDANCE: THE FIRST STEP TO SUCCESS**

Regular attendance has been proven a major factor contributing to student success and achievement.

- Students are responsible for obtaining and completing missed assignments.
- The school will notify parents about irregular attendance and tardiness.
- Parents should call the school if their child will be absent or to send a written note to excuse their child from school.
- Call **604.795.5781 press 1 when prompted to report student absence.** *We ask that you leave the date, the child's name, how long they will be away and reason for absence.*
- If an absence is anticipated for two or more days, please contact the teacher directly to request homework.

### **Lates**

- Students are expected to arrive at school on time.
- Parents should phone the school or provide a note when their child will be late for school.
- When students are late, they must report to the office and sign in.
- Classroom lates are the responsibility of the classroom teacher who may also assign a consequence.

### **Assignments for students on extended absences**

If parents choose to take their child out of school, the many daily classroom activities they miss cannot be duplicated through worksheets or assignments. The students may well have cultural or travel experiences during such an absence which contribute to their overall development, but it is unavoidable that school work will suffer. Teachers are not responsible for providing work in advance to students who miss school due to vacations taken during school time. Parental contact to the teachers is expected if students have extended absences.

## **MEDICAL ALERTS**

Parent/guardians should contact the school and ensure we have the most up to date medical alert information.

## **INJURY OR ILLNESS AT SCHOOL**

- Students who become ill at school should inform their teacher and then report to the office.
- If a student is unable to attend classes due to injury or illness, parents will be notified and the student will be sent home.

- In the event of a serious injury (or illness) the parent or other adult listed on the emergency contacts will be contacted.
- An ambulance will be called by school personnel if, in our judgment, this mode of transportation is necessary for the safety and well-being of the injured student.

## **NUT AWARE**

- While peanut butter and nuts are allowed at school, please note that some of our students have life threatening allergies to some food products including peanuts.
- If nut products are brought to school, students must be extra cautious to clean and not leave any food residue in the eating area.
- Students are strongly encouraged to avoid nut products.

## **SCENT SENSITIVE SCHOOL**

Some of the students and staff have allergies or sensitivities to perfumes, colognes, body sprays. To protect the quality of air in the school students are asked not to bring perfumes or body sprays to school. Applying spray on scents is not allowed anywhere inside the school. If you wish to use spray on scents, please do so sparingly at home before coming to school.

Non-spray deodorant is allowed and encouraged.

## **MEDICATIONS**

Chilliwack Middle prefers arrangements to be made for students to take any medications at home. If a student is using a prescribed medication and is required to bring this to school, please:

- inform the school about this medication
- make sure your son/daughter only brings a minimal amount to school.

If students require medication to be administered or dispensed by school staff on a regular basis:

- "Request for Administration of Medication at School" form, which is available at the office. The form must be completed by a doctor, signed by a parent/guardian, and returned to the school.
- Students' medication will be kept in a safe and secure location.



## **TEXTBOOKS**

- Students are responsible for their textbooks.
- If a textbook is lost or damaged, a replacement cost will be charged to the students.

## **GYM STRIP**

- Students are encouraged to dress appropriately for all weather and activities.
- Parents must provide a note or doctor's note for a student to be excused from PHE class.

## **LOCKS AND LOCKERS**

School lockers are school district property and are subject to searches by administration at any time. Each student is assigned a locker and is responsible for the contents and conditions of that locker. Some general guidelines that we encourage students to follow in regards to locks and lockers are:

- keep lockers locked at all times
- keep lockers neat and tidy
- do not disclose lock combinations to anyone
- students are responsible for any damage to their locker

## **PERSONAL PROPERTY**

- Students should not bring unnecessary items, valuables, or large amounts of money to school.
- The school cannot be responsible for theft.
- Students should NOT give their locker combination to any other student or leave anything of value unlocked in the gym change rooms.
- If an item is lost, students should immediately report the loss to their teacher and check the "Lost and Found".

## **LOST AND FOUND**

- Small lost and found items are kept at the main office for students to reclaim.
- Items such as jackets, sweatshirts, lunch boxes, etc. are kept in a container in the main hallway across from the office.

## **MOBILE DEVICES**

- **Students are not permitted to use mobile devices during the school day unless directed by a teacher.**
- During instructional time, students will place their mobile devices in Phone Charts in each classroom.
- During break and lunch, students are not permitted to use their mobile devices and they should leave their mobile devices in their lockers or the Phone Charts.
- Non-compliance will result in the confiscation of the mobile device for the duration of the school day.
- Parents/guardians are asked to refrain from texting students during instructional time.

## **BANNED SUBSTANCES & WEAPONS**

**The following are not allowed and are banned from all School District 33 sites:**

- All alcohol products, illegal substances and its paraphernalia, and all tobacco, e-cigarettes or vaping products.
- Any type of weapon, including imitations and anything that can be construed as a weapon.

Parents/guardians will be contacted immediately if there is an infraction relating to banned substances or weapons. These types of infractions will lead to a consequence. The RCMP may also become involved.

## **SOCIAL MEDIA**

As our students navigate their in-person and Social Media friendships, the school counsellor and administration are often asked to intervene or mediate conflicts between students. We encourage students to make good choices while on Social Media. At the same time, we ask parents/guardians to monitor and supervise students access to and use of Social Media.

## **LEARNING SUPPORT SERVICES**

Learning Support Services is a team of teachers and support works who help students with a variety of academic, behavioural, and social-emotional concerns. For more information, please contact our school counsellor.





## **HALLWAY & SCHOOL GROUND BEHAVIOUR**

In all areas behaviour and language must be respectful and suitable for school. Profanity, inappropriate touching, bullying, fighting, horseplay, and similar behaviours are not allowed. We ask that students who have issues with another student do the following:

- Ask them to stop
- Inform an adult
- Seek intervention from the school counsellor
- Inform Vice Principal or Principal

## **DRIVEWAY AND PARKING LOT**

- All posted signs must be followed.
- All traffic must enter via the Yale Road entrance and exit via Charles Road.
- Students must be aware of vehicles when using the crosswalk.
- Parents picking up and dropping off should use the right lane closest to the school as their student enters/exits the car so the traffic flow is maintained.

## **BIKES, SKATEBOARDS & SCOOTERS**

- Helmets must be worn at all times.
- Bikes/Scooters/Skateboards must be in the bike container.
- Bike container open and supervised from 7:50 – 8:42 am and 2:32 – 3:00 pm
- Bikes cannot be retrieved during the day.
- All storage is used at your own risk.

**We seek to support indigenous learners and include traditional ways of knowing in the curriculum for all learners.**

## **COMMUNICATION**

Education is a shared process between home and school, and good communication is an excellent starting point for resolving issues that may arise. School staff welcome the opportunity to talk with you about your child's education. If you have a concern or question about your child's education, the following steps will help ensure an effective line of communication.

### Step 1: Teacher

Please set up an appointment by contacting the teacher or the school so that your concern can be heard without distractions. They know your child well and most concerns can be addressed at this level of communication.

### Step 2: School Administration

If you need extra assistance with your concern or question, your school Vice Principal and Principal are here to assist you.

### Step 3: District Staff

If you have questions that you feel were not resolved at your child's school, contact the School District Office at 604.792.1321 and ask for the District Supervisor responsible for the school. The receptionist can provide the name of this contact person. If not resolved at this level, your questions will proceed to the Superintendent.

There are many opportunities to form a relationship with your child's teacher and the school:

### **Parent/Teacher Conferences**

During the conference you may wish to share important things about your child. Let the teacher know about your child's interests and about anything that might affect their learning at school.

### **Parent Advisory Committees (PACs)**

Parents and guardians who are informed about and committed to their children's education make a positive difference in their children's quality of learning. All parents and guardians are automatically PAC members at their children's school(s). Some things your PAC does:

- Work to enhance communication and cooperation among students, school, home and community.
- Advise on local school decisions.
- Assist in setting school policies.
- Sponsor programs and forums.
- Volunteer in the schools.



## CODE OF CONDUCT

### Statement of Purpose

This Code of Conduct supports socially responsible behaviour and allow members of the school community (Students, Staff, Parents, and Visitors) to be fully informed of common expectations for appropriate behaviour.

### Process

The Code of Conduct is reviewed annually at the January Parent Advisory Meeting in which staff and students are invited to participate. The Code of Conduct should reflect the needs of the school community and adhere to district and provincial expectations.

### Communication

The Code of Conduct is reviewed through positive behaviour stations attended by all students on the first week of school. The Code of Conduct is reviewed for all students after spring break and with students and parents that register during the school year. It is also posted on the school website.

### Social Responsibility

We are guided by the following four aspects of Social Responsibility for B.C. Schools as identified by the B.C. Ministry of Education:

- Contributing to the classroom and school community
- Solving problems in peaceful ways
- Valuing diversity and defending human rights
- Exercising democratic rights and responsibilities

All members of the school community shall not discriminate against others on the basis of race, colour, ancestry, place of origin, religion, family or marital status, physical or mental disability, age, sex or sexual orientation, physical appearance or for any other reason set out in the Human Rights Code of British Columbia, nor shall anyone publish or display anything that would indicate an intention to discriminate against another, or expose them to contempt or ridicule on the basis of any such grounds.

### Resolving Conflict and Promoting Pro- Social Behaviour.

*"The long term goal of any behaviour intervention should be to raise young adults who can independently make thoughtful decisions that are considerate of their community."*(Discipline without Stress, Dr. Marvin Marshall, 2002)

As a school we recognize the importance in modeling respectful and responsible processes for managing conflict. Whenever possible we try to use a restorative approach to resolving conflict and teaching pro- social behaviours.

**Restorative Practice:** the fundamental premise of restorative practices is that people are happier, more cooperative and productive, and more likely to make positive changes when those in authority do things with them, rather than to them or for them. (International Institute for Restorative Practices) <http://www.iirp.edu/what-is-restorative-practices.php>

The focus of behaviour interventions should be to recognize and repair the harm done, teach and reinforce positive behaviours and return the person to the community stronger and more resilient than before the offense. <http://www.iirp.edu/what-is-restorative-practices.php>

Every effort will be made to support students. However, if there are ongoing conduct issues after having implemented restorative interventions, disciplinary actions may need to be taken.

Decisions will be made with respect to the individual. Responses to conduct issues will take into consideration the student's age, maturity, and past conduct. Interventions will not discriminate against a student who cannot meet an expectation because of a disability.

Reasonable steps will be taken to prevent retaliation against the person who reported a code of conduct issue.

### School Expectations

Framework for communicating culture of respect and growth

**Positive:** Expectations should emphasize that individuals focus on what they should do, not what they shouldn't do.

**Choice:** Expectations should emphasize student choice and responsibility.

**Reflection:** The long-term goal of any behaviour intervention should be to raise young adults who can independently make thoughtful decisions that are considerate of their community. (Discipline without Stress, Dr. Marvin Marshall, 2002)



### **Chilliwack Middle School as a Caring Community:**

Students are encouraged to consider the following guidelines for decision making.

- **Taking Care of our Community and Our Reputation**
- **Taking Care of Each Other**
- **Taking Care of Ourselves**

### **Bullying**

#### **Taking Care of Each Other**

It is the responsibility of all members of our community to work towards a healthy and respectful learning environment in which all members are treated with courtesy and respect.

Students and staff have the right to a learning environment free from bullying, cyber-bullying, harassment, intimidation and dishonesty. Inappropriate prejudicial behaviour, speech or attire towards a group or individual is unacceptable.

We strive to provide a safe environment where members of the school community feel safe to voice their opinions without the fear of intimidation or unreasonable use of authority. For further information: <https://www2.gov.bc.ca/gov/content/erase>

**Bystanders:** If you are concerned that something you see might be bullying, it is important to do something. Things you can do to make a difference include

- Check with victim that they are alright
- Tell an adult (teacher) or Vice-Principal/Principal

Let the aggressor know that their actions are not appropriate in your school. This last intervention should only be done if you are confident you can safely intervene.

**Possible Resolutions:** We take all concerns of intimidation and harassment seriously. While punitive school consequences are possible outcomes of reported intimidation and harassment, whenever possible we try to use a restorative approach to resolving conflict and teach pro- social behaviours. Mediation, restorative conferencing and student reflection are some of the processes that we have found to be effective in promoting individual resiliency and empathy.

### **Hands-off**

#### **Taking Care of Each Other**

Respecting each-others space is an important part of being a safe community. Hands-off, means hands-off! It applies to two areas. First in terms of 'affection', it means students can give brief, non-romantic hugs as well as hold hands. That's it! No arms around each other, kissing, etc.

The second meaning of Hands-Off is to keep your hands and feet to yourself. Pushing, shoving, kicking, slapping, etc., is not allowed in our school, even if you are just "joking" or "playing around". No "hands on" play on school grounds.

### **Appropriate Clothing**

#### **Taking Care of Ourselves and our Community**

As a community of learners, we need to be considerate of other students and staff. Wearing appropriate attire for a school setting is important in supporting a productive and comfortable work environment. A few rules of thumb that will assist students in making good choices with their dress and attire include:

- Choose clothing that appropriately covers yourself and your underwear.
- Images on clothing should portray a positive message. Any promotion of drugs, alcohol, sexist, racist, or violent imagery is not appropriate for school.
- Conversations about student dress/clothing will be conducted discretely by a school staff member.
- Hats are allowed; however, please note:  
Each classroom teacher has their own rules and expectations within their classrooms so hats might be asked to be removed within some classrooms.
- Hoodies must be pulled back (removed) on school grounds and in the hallways. It is helpful for social and safety reasons to be able to easily recognize members of our community and identify and address any potential concerns. Occasionally students forget and when this occurs they will be reminded by staff to remove their hoodies on school grounds
- All backpacks, regardless of size, must be stored in student lockers or in the classroom as per teacher discretions. During break and lunch, backpacks must be stored lockers or in the classroom.





## **Voice and Manners**

### *Taking Care of our Community and our Reputation*

We are large community of over 700 students and staff. Making decisions that are respectful of others include:

- Using a normal speaking voice inside
- Use appropriate language – the same as would be expected in a classroom
- Good manners are like a magnet. When you use them, people want to be around you.
- If your group is not using the entire table, make room for others to sit down
- Sit on the seats, not the table tops

## **Language Use**

### *Taking Care of our Reputation / Community*

Using effective language appropriate for the setting is a valuable pro-social skill. Appropriate language is language that would normally be used within a home or work place. Swearing, cussing, etc., is not appropriate in our school. Occasionally mistakes are made and when this occurs one would be expected to apologize. Hopefully students will do this without being asked. This applies to every area in and outside of the school.

## **Being a Good School Citizen**

### *Taking Care of our Community*

Those that purposefully damage property at school are hurting our school's reputation, our personal comfort and are wasting valuable resources that should be used to improve technology, sports equipment, our library and other resources for students at CMS.

Report any type of vandalism to any supervising adult as soon as possible with as much information as possible.

## **Food Choice**

### *Taking Care of Ourselves and our Community*

Making healthy food and beverage choices help improve overall health, brain function and emotional health. We encourage you to bring nutritious food to school. We provide breakfast and lunch (soup) for any student who it would benefit.

Besides being very unhealthy, we ask that you not bring the following items into the school as they can be very messy or disruptive: *Energy drinks, Slurpees and Ice Capps*. These types of drinks will be confiscated and may be returned at the end of the school day.

## **Garbage**

### *Taking Care of our Community and Each Other*

Choices that prove we can take care of our community include:

- Clean up your eating area when you are finished.
- If you spill something you may need to ask a supervisor for assistance. Make sure you help with the clean-up.
- Place garbage in the garbage cans.
- Put your cans and juice boxes in the recycling bins.

## **Outside Areas, Front of School, Parking Areas**

### *Taking Care of Ourselves and Each Other*

### *Taking Care of Each Other*

Safe and considerate choices include:

- Walk your bikes and skateboards onto the school grounds in the morning. Don't ride or skateboard on school grounds.
- Roller blades must be removed when you enter the school.
- Do not cut in front of a moving vehicle. This is for the safety of you and others.
- Use the crosswalk by the front entrance to cross the driveway before and after school.
- Students are NOT to be hanging around any parked cars in either parking lot.
- Bikes, scooters and skateboards must be stored in the bins located behind the school.

## **Closed Campus**

### *Taking Care of Each Other*

### *Taking Care of Ourselves and Each Other*

Important for all student's safety that as a school we know where you are, and that all students stay on campus unless signed out with permission at the office.

Students are not allowed to leave school ground during school hours. All Middle Schools in Chilliwack have a "closed campus" policy.

When you notice someone in our hallways that clearly doesn't belong, please report this information to the office or any staff member. We want our school to be as safe as possible and we rely on our students to help us identify people who should clearly not be on our school grounds. Students are discouraged from speaking with strangers.



## **CMS Behaviour Support and Intervention**

### **Level 1 – Classroom Teacher Support/Intervention with communication home.**

- Late to class and general attendance concerns
- Homework incomplete or missing
- Off task behaviour
- Disruptive (calling out, disturbing others)
- Use of electronic devices without permission
- Not prepared for class/lack of supplies
- Littering
- Blocking hallway/exit/loitering
- Inappropriate language
- Disrespectful behaviour towards staff or students
- Student out of class without permission (visiting others, no hall pass)

### **Level 2 – Student Services Support and Communication Home**

Counsellor, Case Manager (LA/RT), Inclusion Teacher, Youth Worker

- Ongoing Level 1 behaviours
- Ongoing attendance concerns
- Ongoing academic concerns
- Disrespectful/uncooperative behaviours
- Inappropriate Language

### **Level 3 – Vice Principal, Principal and Home**

- Ongoing Level 1 behaviours
- Ongoing attendance concerns
- Ongoing academic concerns
- Disrespectful/uncooperative behaviours
- Inappropriate Language
- Defiance (absolute refusal to comply to a reasonable request)
- Defiance/Insubordination/disrespect to CMS Staff, TTOCs, bus drivers, visitors
- Verbal bullying and abuse (threats, homophobic comments, racial slurs)
- Physical bullying (pushing, hitting, tripping, chasing)
- Social bullying (rumors, gossip, exclusion, online behaviour)
- Chronic attendance concerns
- Theft
- Fighting
- Banned substances and weapons

*Communication and support from home when problems arise at any level are integral to support appropriate behaviour interventions and the success of our students.*

*We are privileged to be working and learning on the Stó:lo unceded traditional territory of the Pilalt and Ts'elxwéyeqw tribes.*



## BEHAVIOUR EXPECTATIONS MATRIX

	Taking Care of our Community and our Reputation	Taking Care of Ourselves	Taking Care of Each Other
<b>Classroom</b>	<ul style="list-style-type: none"> <li>•Arrive on time</li> <li>•Follow teacher directions</li> <li>•Use appropriate language</li> <li>•Participate</li> </ul>	<ul style="list-style-type: none"> <li>•Do your best</li> <li>•Come prepared</li> <li>•Be an engaged learner</li> <li>•Listen with the intent to learn</li> <li>•Ask for help</li> </ul>	<ul style="list-style-type: none"> <li>•Be supportive of your classmates</li> <li>•Keep your hands and feet to yourself</li> <li>•Leave backpacks in lockers</li> <li>•Be nut/food allergy aware</li> </ul>
<b>Hallways</b>	<ul style="list-style-type: none"> <li>•Consider your actions</li> <li>•Use hall pass</li> <li>•Use appropriate language</li> <li>•Use the recycling and garbage bins</li> <li>•Respect displays and student</li> <li>•Keep entrances and exits clear</li> <li>•Be welcoming to guests</li> <li>•Report strangers/suspicious activity</li> <li>•Use lockers with care</li> </ul>	<ul style="list-style-type: none"> <li>•Be polite.</li> <li>•Use appropriate language and volume.</li> <li>•Walk quickly to your destination</li> <li>•Stay organized</li> <li>•Keep locker clean</li> <li>•Keep locker combination private</li> </ul>	<ul style="list-style-type: none"> <li>•Keep hands, feet, and body to yourself</li> <li>•Walk to the right of the hallway</li> <li>•Walk calmly</li> <li>•Encourage and help others</li> <li>•Follow instructions</li> <li>•Be respectful of custodial staff</li> <li>•Respect personal space and property</li> </ul>
<b>Outside Areas Front of School Parking Lot</b>	<ul style="list-style-type: none"> <li>•Follow staff instructions</li> <li>•Use the crosswalk &amp; sidewalk</li> <li>•Stay on campus during school day</li> <li>•Use garbage bins</li> <li>•Take pride in your school</li> <li>•Report strangers/suspicious activity</li> </ul>	<ul style="list-style-type: none"> <li>•Wear a helmet if using a bike, skateboard, scooter</li> <li>•Secure use the bike lock up</li> <li>•Use appropriate language</li> <li>•Obey traffic rules</li> </ul>	<ul style="list-style-type: none"> <li>•Stay clear of the parked cars</li> <li>•Be aware of traffic in the parking lot</li> <li>•Follow staff instructions for safety</li> </ul>
<b>Washroom</b>	<ul style="list-style-type: none"> <li>•Use for appropriate need</li> <li>•Return to class quickly</li> <li>•Properly dispose of garbage</li> <li>•Help keep the area clean</li> <li>•Report problems</li> </ul>	<ul style="list-style-type: none"> <li>•Wash your hands each time</li> <li>•Be private</li> </ul>	<ul style="list-style-type: none"> <li>•Wait your turn politely</li> <li>•Allow others to have privacy</li> </ul>
<b>Gym &amp; Change Rooms</b>	<ul style="list-style-type: none"> <li>•Properly use facilities/equipment</li> <li>•Keep hands, feet and objects to self</li> <li>•Use water fountain quickly</li> <li>•Use your own locker</li> </ul>	<ul style="list-style-type: none"> <li>•Always participate</li> <li>•Use assigned locker and lock</li> <li>•Listen to and follow instructions</li> <li>•Be prepared and on time</li> </ul>	<ul style="list-style-type: none"> <li>•Show sportsmanship</li> <li>•Respect everybody's abilities</li> <li>•Be encouraging</li> <li>•Keep hands, feet and objects to yourself</li> <li>•Use equipment as instructed</li> <li>•Follow staff instructions</li> </ul>
<b>Office &amp; Front Foyer</b>	<ul style="list-style-type: none"> <li>•Use appropriate language</li> <li>•If sent to the office proceed directly</li> <li>•If late, report to the office for a late slip</li> </ul>	<ul style="list-style-type: none"> <li>•Use manners</li> <li>•Wait in a single file line</li> </ul>	<ul style="list-style-type: none"> <li>•Be polite.</li> <li>•Until helped, wait patiently at the window</li> <li>•Trips to the office should be purposeful</li> </ul>
<b>Computer Lab &amp; Library</b>	<ul style="list-style-type: none"> <li>•Use equipment appropriately</li> <li>•Use appropriate language</li> <li>•Follow teacher directions</li> <li>•Report any problems immediately</li> <li>•Use the Internet appropriately</li> <li>•Keep the space clean and tidy</li> </ul>	<ul style="list-style-type: none"> <li>•Always make appropriate use of materials and equipment</li> <li>•Always use and return books/equipment in a timely fashion</li> <li>•Make good use of your time</li> </ul>	<ul style="list-style-type: none"> <li>•Keep hands, feet and objects to yourself</li> <li>•Use manners</li> <li>•Wait your turn at the printer</li> <li>•Take care of and return books, equipment, and resources</li> </ul>
<b>Multipurpose Room</b>	<ul style="list-style-type: none"> <li>•Use appropriate language</li> <li>•Use manners</li> <li>•Use recycle and garbage bins</li> <li>•Keep the area clean and tidy</li> </ul>	<ul style="list-style-type: none"> <li>•Clean up after yourself</li> </ul>	<ul style="list-style-type: none"> <li>•Keep hands and feet to yourself</li> <li>•Be nut/food allergy aware</li> </ul>
<b>Assemblies</b>	<ul style="list-style-type: none"> <li>•Walk in calmly</li> <li>•Stand for O' Canada</li> <li>•Remove hats</li> </ul>	<ul style="list-style-type: none"> <li>•Be engaged</li> <li>•Be attentive</li> <li>•Participate</li> </ul>	<ul style="list-style-type: none"> <li>•Listen to presenters</li> <li>•Keep hands and feet to yourself</li> <li>•Respond appropriately</li> </ul>

## Fair Notice

The Chilliwack School District and community partners are committed to making our schools safe for students and staff. As a result schools will respond to all student behaviours that pose a potential risk to themselves, other students, staff, and members of the community.

### **Student threat assessment protocol: Fair Notice**

#### **What behaviours initiate a student threat assessment?**

A student threat assessment will be initiated when behaviours include, but are not limited to, serious violence or violence with intent to harm, or kill, verbal/written threats to harm/kill others, Internet website/MSN threats to harm/kill others, possession of weapons (including replicas), bomb threats and fire setting.

#### **Duty to report**

To keep school communities safe and caring, staff, parents, students and community members must report all threat-related behaviours.

#### **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.

#### **What is a Threat Assessment Team?**

Each school has a Threat Assessment Team which is multi-disciplinary. The team may include Principal, Vice-Principal, District Resource Teacher, School Counsellor and Police.

#### **What is the purpose of a student threat assessment?**

The purposes of a student threat assessment are:

- To ensure the safety of students, staff, parents and others.
- To ensure a full understanding of the context of the threat.
- To understand factors contributing to the threat makers' behavior.
- To be proactive in developing an intervention plan that addresses the emotional and physical safety of the threat maker.
- To promote the emotional and physical safety of all.

#### **What happens in a student threat assessment?**

All threat making behavior by a student shall be reported to the Principal who will activate the protocol for the initial response. Once the team has been activated, interviews may be held with the student(s), the threat maker, parents and staff to determine the level of risk and develop an appropriate response to the incident. Intervention plans will be developed and shared with parents, staff and students as required.

#### **Can I refuse to participate in a threat assessment process?**

It is important for all parties to engage in the process. However, if for some reason there is a reluctance to participate in the process by the threat maker or parent/guardian, the threat assessment process will continue in order to promote a safe and caring learning environment.



## CORE COMPETENCIES

### Communication

**C**

1. Connect and engage with others
2. Acquire, interpret, and present information
3. Collaborate to plan, carry out, and review constructions and activities
4. Explain/recount and reflect on experiences and accomplishments

### Creative Thinking

**T**

1. Novelty and value
2. Generating ideas
3. Developing ideas

### Critical Thinking

**T**

1. Analyze and critique
2. Question and investigate
3. Develop and design

### Positive Personal & Cultural Identity

**PS**

1. Relationship and cultural contexts
2. Personal values and choice
3. Personal strengths and abilities

### Personal Awareness & Responsibility

**PS**

1. Self-determination
2. Self-regulation
3. Well-being

### Social Responsibility

**PS**

1. Contributing to community and caring for the environment
2. Solving problems in peaceful ways
3. Valuing diversity
4. Building Relationships

### Questions for Self-Reflection

#### Communication

- ▷ How do you show that you were listening thoughtfully? In what ways did your listening contribute to the group's understanding?
- ▷ What are some ways you like to use to show your learning?
- ▷ What do you do when you disagree with someone in your group discussion? How did you learn/develop that strategy?

#### Creative Thinking

- ▷ How do you come up with ideas when you want to make something new at school or at home?
- ▷ What helps you get new ideas?
- ▷ What makes you want to get new ideas or try something new?

#### Critical Thinking

- ▷ How does [a topic/question] tie in with what you have learned before? How has your thinking about [the topic/question] changed? What made it change?
- ▷ What strategies do you use to decide whether to believe something you read? How did you develop these strategies? What advice would you give a younger student about figuring out what is true?

#### Positive Personal & Cultural Identity

- ▷ What are your strengths as a learner and how do you learn best?
- ▷ What are some aspects that you value about your culture?
- ▷ What are some things about your culture that you would like other people to know?
- ▷ How do you use your strengths and abilities in your relationships & community?

#### Personal Awareness & Responsibility

- ▷ What are your learning goals? How did you come to choose that goal? What are you doing to work on that goal?
- ▷ What do you do to help yourself when you are feeling a bit discouraged about your work?
- ▷ What strategies do you use when you are feeling impatient?

#### Social Responsibility

- ▷ How do you use words and actions to encourage other students who might be feeling a bit sad or discouraged?
- ▷ What contributions have you made to our school that you feel good about? How did you get started doing that?

*To effectively communicate students' accomplishments and their progress towards the learning standards; teachers will use a reporting template that places an emphasis on learning as a continuum, that celebrates students' successes and describes learning in relation to the learning standards.*

Beginning	Developing	Applying	Extending
to acquire knowledge, skills, strategies and processes. With support, student is beginning to understand grade level concepts and competencies.	the ability to apply knowledge, skills, strategies and processes. Student is further developing their understanding of grade level concepts and competencies, but still requires support.	knowledge, skills, strategies and processes consistently. Student is working independently and is meeting grade level concepts and competencies.	knowledge, skills, strategies and processes creatively and strategically. Student can apply concepts and competencies innovatively in another context.