

šx^wwəq⁰wəθət Crosstown School
Code of Conduct



(Date Reviewed June 19, 2024)

All student codes of conduct are created in alignment with VSB [AP 350-District Code of Conduct](#).

Introduction:

šx^wwəq⁰wəθət (Shwa'kwa-set) Crosstown Elementary is a caring community of learners. Our school community is actively working to establish a safe, inclusive, unified and supportive learning environment for all. We are committed to recognizing and addressing all forms of discrimination.

Racism and discrimination will not be tolerated in our school.

Having been given the Indigenous name šx^wwəq⁰wəθət (Shwa'kwa-set) which means 'The place from which one can catch the tide', we have a shared responsibility to honour and care for this place. We do this by empowering students to be C.R.O.W.S. when at school and in the greater community.

Statement of Purpose

šx^wwəq⁰wəθət Crosstown is committed to uphold a safe, inclusive, equitable, welcoming, nurturing, and healthy school environment.

- Promote clear behavioural expectations of respectful and responsible citizenship that lead to a culture of safety, caring and respect amongst everyone in the school and programs and at all school-events and activities
- The School Code of Conduct applies at school, during school-organized or sponsored activities, on school buses, and any behaviour even if outside of school or school hours, (including on-line behaviour), that negatively impacts the safe, caring, or orderly environment of the school, and/or student learning.

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Conduct Expectations

- Acceptable Conduct
 - Respecting self, others, and the school
 - Contributing to a safe, caring, positive, inclusive, and peaceful environment

- Seeking to prevent violence and potentially violent situations, and demonstrating social responsibility by reporting such situations
 - Engaging in purposeful learning activities
 - Students of ƛ̓x̓wəq̓ wəθət Crosstown Elementary are expected to be Caring, Responsible, Optimistic, Wise, and Safe (CROWS) in all school-related contexts. Please refer to the CROWS Matrix further description of Acceptable Conduct.
- Unacceptable Conduct

“Students shall not discriminate against others on the basis of Indigenous identity, race, religion, colour, ancestry, place of origin, marital status, family status, age, sex or sexual orientation, gender identity/expression, or physical or mental 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 any such grounds.” Racism and discrimination will not be tolerated in our school.

 - Behaviours that interfere with the learning of other, interfere with an orderly environment, or create an unsafe environment
 - Acts of bullying, harassment, intimidation, or physical violence
 - Illegal acts, such as possession, use or distribution of illegal or restricted substances
 - Theft or damage to property
 - [Click or tap here to enter text.](#)

Note: Behaviours (both acceptable and unacceptable) cited in the code of conduct are examples only and not an all-inclusive list.

- Rising Expectations

Students are expected to learn and mature as they move through successive grades, and as such the expectations progress towards increasing personal responsibility and self-discipline, as well as increasing consequences for inappropriate conduct/unacceptable behavior.
- Retaliation Prevention

All reasonable steps will be taken to prevent retaliation against a student who has made a complaint of a breach of a code of conduct.

Consequences

- Disciplinary action, wherever possible, is restorative rather than merely punitive. The school will treat seriously any behaviour that discriminates based on Indigenous identity, race, religion, colour, ancestry, place of origin, marital status, family status, age, sex or sexual orientation, gender identity/expression, or physical or mental disability.
- Repetitive or severe unacceptable behaviour may result in increased severity of subsequent disciplinary action. The age and maturity of students are considered when determining appropriate consequences.
- Special considerations may apply to students with special/diverse needs if these students are unable to comply with a code of conduct due to having a disability/challenge of an intellectual, physical, sensory, emotional, or behavioural nature.

- Responses to unacceptable conduct are consistent and fair.
- Students, as often as possible, are encouraged to participate in the development of meaningful consequences for violations of the established code of conduct.

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- **Notifications**

The principal or designate has a responsibility to inform other parties of serious breaches of the code of conduct. These parties include:

- Parent(s) of student offender(s) and parent(s) of student victim(s) – in every instance
- School district officials
- Police and/or other agencies, as required by law
- School community, when deemed necessary, to reassure members that school officials are taking appropriate action

- **Suspensions**

In accordance with the School Act, Sec. 85 (2) (ii) and (d), the Board authorizes the principal or designate of any school in the district to suspend a student from attendance at school for up to five days.

Suspensions may be for the following reasons:

- a) because a student is willfully and repeatedly disrespectful to a teacher or to any other employee of the Board carrying out responsibilities approved by the Board;
- b) because the behaviour of the student breaches the District Code of Conduct or other policy and/or has a harmful effect on others or the learning environment of the school;
- c) because the student has failed to comply with the School Code of Conduct.

Suspensions over five days are made in consultation with the appropriate Director of Instruction as per [District Student Code of Conduct, AP 350](#).

As per AP 350 7.7 an educational program must be provided.

As outlined in the District Code of Conduct, effective July 1, 2024,

Personal Digital Device Usage

To foster a safe and focused learning environment for students, the use of personal digital devices, that distract from learning, such as cell phones, tablets and electronic devices, are restricted during school hours and on school property. Educators and school staff will continue to model digital citizenship in the classroom and avoid the use of personal digital devices for non-instructional purposes.

Personal digital devices are restricted for the instructional day. This includes class time, recess and lunch during school hours of 9:00am to 3:00pm. Personal digital devices must be turned off or placed on silent mode and out of sight for the entire school day.

The use of personal devices is permitted under the following circumstances:

- For educational purposes, as directed by the educator in the classroom.
- For health and medical purposes as outlined in an Individual Education Plan or Student Safety Plan.
- To support special or diverse educational needs, such as assistive technology related to Individual Education Plans or Student Support Plans.

The expectation is that students will follow the direction of the educators. Students who repeatedly do not follow the personal digital device policy may be asked to store their personal digital devices with an


administrator for the remainder of the day.

The Vancouver School Board is not responsible for the loss, damage, or disappearance of personal digital devices that students decide to bring to school.

A regular review of the school's Code of Conduct guidelines for personal digital devices are essential to ensure their effectiveness and relevance in addressing current issues and meeting the evolving needs of students, teachers, and parents. Adjustments to the Code of Conduct may be necessary to ensure that school guidelines remain relevant and effective in promoting a conducive learning environment. Changes may be prompted by emerging incidents that highlight the need for enhanced measures to protect student well-being and privacy.

How Parents and Caregivers can help:

- Talk to your child about Ƨx^wwəq̄ wəθət Crosstown Code of Conduct
- Talk to your child's teacher right away if a problem arises
- Encourage your child to talk about problems and issues
- Encourage your child to take responsibility for his/her/their belongings, work, and behaviour
- Help your child to solve problems peacefully

 <p>Caring Crows offer kindness</p>	<p>HALLWAYS/STAIRS ENTRY/EXIT</p> <p>Use a quiet voice Keep hands to yourself.</p>	<p>PLAYGROUND</p> <p>Be kind to everyone. Introduce others.</p>	<p>BATHROOMS</p> <p>Keep it clean. Use a quiet voice.</p>	<p>COMMON AREAS</p> <p>Match your voice (library) activity. Be mindful of community neighbors.</p> <p>level of noise school and</p>
<p>Responsible Crows take ownership</p>	<p>Stay tight to the right. Carry your stuff. Following your teacher's say in the c, single fit,;</p>	<p>If you take it out, you bring it back. Ch&k with a adult before going in: e</p>	<p>supplies are needed. Leave ready for others.</p>	<p>Keep it clean, keep it green Know your boundaries Put your waste in the right place</p>
<p>Optimistic Crows bring a "can do" attitude</p>	<p>use positive language Show others what to do Let the class pass.</p>	<p>own your zone Know your own limits.</p>	<p>Be efficient- Flush, wash, Trash</p>	<p>Participate in activities Try your best.</p>
<p>Wise Crows think, live, and learn</p>	<p>Think with your eyes wait for a clear path</p>	<p>Learn from mistakes. Know when to ask for adult help. Talk problems out calmly?</p>	<p>Wait your turn. Know when to ask to go.</p>	<p>Focus on your expected activity Remember i.c.a.s.sroom Look with your =YES Know when to ask for adult help</p>
<p>Safe Crows do the right thing</p>	<p>walk calmly Stay in your own personal space Be kind to the personal space of others.</p>	<p>for all equipment Think with you Stay inside boundaries Follow the expectations</p>	<p>Respect others' privacy Respect unexcused ns</p>	<p>Feet on the ground, move and learn in the space Safety check first</p>

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