

CJ Schurter School Code of Conduct



Our mission is to create a safe, welcoming environment where everyone is inspired and nurtured to develop skills to become confident, independent life-long learners who are respectful and kind.

Our Vision

C.J. Schurter School will:

- Be a learning environment where students want to learn, staff love to work and parents want to send their children.
- Honour and nurture students' individual strengths and passions, and support all students to develop their understanding of themselves and the world.
- Embrace inclusion and celebrate diversity so everyone feels comfortable, safe and valued in our caring environment.
- Have recognizable foundational goals that encourage community support and a staff that are adaptable and open to change.

OUR VALUES ARE
JOY
KINDNESS
COURAGE
RELATIONSHIPS





Acceptable Behavior

- Listen to teachers and Educational Assistants
- Use an indoor voice
- Speak kind words
- Walk in the hall
- Help others
- Respect others
- Invite others
- Follow the rules
- Respect school property
- Wear appropriate clothing for school
- Show kindness at all times

Unacceptable Behavior

- Not listening to adults in the school
- Verbal defiance
- Verbal abuse (swearing, threatening)
- Physical violence
- Leaving a space without permission
- Not following the rules
- Destroying school property
- Bullying
- Disrupting the learning of others

Kindness Counts at CJ Schurter School

Students will...

- Follow school values of joy, kindness, courage and relationships
- Come to school every day, prepared to learn
- Demonstrate respect for self and others
- Use WITS to solve problems and conflicts
- Work cooperatively with students and staff
- Follow school rules on school property, on the bus and at off-site activities
- Make good choices, even when no one is watching
- Follow instructions and respect the learning of others

Staff will...

- Serve as role models for students
- Communicate often with parents and guardians
- Demonstrate respect for all members of the school community
- Empower students to become positive leaders at school and in the community
- Implement instructional strategies and routines aligned with the Teacher Quality Standard that foster an inviting learning environment
- Maintain active supervision of all students, consistently reinforcing school rules and expectations to prevent incidents and ensure safety.
- Infuse the teaching of our values and the WITS into all aspects of the classroom and school activities to promote positive relationships and well-being.

Parents and Guardians will...

- keep the lines of communication open
- show an active interest in their child's learning and school work
- Demonstrate respect for staff and students
- Contact their child's teacher if there are questions or concerns
- Foster and encourage independence in their child
- Work as a team with staff to address challenges and concerns
- Help the student arrive at school on time and ready to learn
- Read the report card and attend parent teacher interviews

Bullying - What is it?

Bullying is physical, verbal or psychological behavior that is intentionally directed toward someone.

Bullying is intentionally aggressive behavior, repeated over time, that involves an imbalance of power.

Bullying is

targeted

repetitive

intentional

harmful

At CJ Schurter, we use our WITS



CSTAG

(Comprehensive School Threat Assessment Guidelines)

This is our threat assessment system. Administrators, learning support teachers and the wellness coach have been trained and will handle this. CSTAG is used when students have threatened other staff, students or themselves.

Proactive Classroom Management Strategies

- Take time to build relationships with students at the beginning of the year
- Announcement Shout Outs
- Recognition at monthly assemblies
- Student jobs (in class and around school)
- Positive reinforcement
- Classroom incentives (individual/whole class)
- Modelling positive behaviors
- Specialist support (Occupational Therapist, Speech Language Pathologist, Wellness, Psychologist)
- Clear and well established routines and expectations
- Differentiation (calm down corner, zones of regulation, movement breaks)
- Create and follow Behavior plans/Support plans
- Connect and communicate with home
- See CJS Continuum of Support for more classroom strategies

Type of Offence	Who deals with this?	Potential Courses of Action
Minor Offences • Refusal to follow directions • Refusal to complete work • Distracting other students • Not following rules or routines • Using inappropriate language • Arguing with staff • Social conflicts	Teacher	• Warning (verbal/non-verbal) • Inform student of the issue • Describe expected behavior • Discuss with people involved • Reset and redirect • Re-teach expectations • Time spent with a staff member • Miss out on something preferred
Major Offences • Verbal aggression • Property misuse or minor damage • Disrupting the learning environment • Theft	Teacher Other supports could be accessed, such as Learning Support Teacher, Wellness coach, psychologist	• Remove student from class • Move class to an alternate learning environment • Phone call to parent/guardian • Involve administration if necessary
Severe Offences • Physical Violence • Destruction of property • Threats • Bullying • Multiple major offences	Administrators	• Phone call home • Meeting with student and parents • Complete a Positive Behaviour Support Plan • Loss of in-school privileges • In school suspension • Out of school suspension • Cost of repairs assumed by parents

