



CHEMAINUS SECONDARY SCHOOL (CHSS)

CODE OF CONDUCT 2026-2027

(Educative • Preventative • Restorative)

OVERVIEW

Policies

Codes of Conduct are in alignment with all policies and procedures, specifically: AP 104: District Code of Conduct; Policy 25: Identity, Belonging and Connection; and Safer Schools Provincial Standards for Codes of Conduct Ministerial Order.

As per the Ministerial Order, all Cowichan Valley schools' Codes of Conduct have at their core the intention to be educative, preventative, and restorative in practice and response.

Codes of Conduct are not a list of school rules.

The Code exists to help make the school a safe, caring, and orderly environment for learning and working.

Educative, Preventative, and Restorative

Conduct decisions will align with District and Ministry guidelines and will be employed with consistency and equity. Whenever possible, responses will be educative, preventative, and restorative, rather than punitive. Students will be encouraged to participate in the development of meaningful outcomes to promote learning and growth. The primary function of addressing student conduct will be to correct, educate, and develop positive, contributing members of the school community.

All codes of conduct will include special considerations for age and ability: Codes will be understanding of, and sensitive to, students with diverse abilities that interfere with their ability to understand or follow expectations.

Special considerations may apply in these circumstances. Some students externalize behaviours that may appear to violate the code of conduct. These circumstances should be approached sensitively and case by case in an educative, preventative, and restorative way.

STATEMENT OF PURPOSE

The Chemainus Secondary School Code of Conduct supports a safe, caring, and orderly learning environment by balancing the rights, freedoms, and responsibilities of all members of our community. The expectations in this Code apply on school grounds, during all school-organized activities, and beyond school settings when behaviour affects the safety or well-being of the school community.

The Code also applies to digital behaviour, recognizing that online actions and digital citizenship can positively or negatively impact student learning and the school environment.

CHSS is committed to fostering a community where all students belong, feel safe, and are supported to learn. Expectations apply in person and online, and in any situation where behaviour influences the well-being of our community. Everyone in our community (students, staff, guests, and parents or guardians) is responsible for promoting and protecting the values that underlie our code of conduct.

A. ACCEPTABLE STUDENT CONDUCT

How students are expected to conduct themselves at school, while attending a school function — including events that take place after school hours or off school property — or when engaging in other conduct that impacts the safe, caring, or orderly nature of the school.

Students are expected to:

- respect self, others, and the school
- help make the school a safe, caring, and orderly place
- inform a “tellable” adult in a timely manner of incidents of bullying, harassment, or intimidation
- engage in purposeful learning activities in a timely manner
- act in a manner that brings credit to the school
- actively participate in learning by attending classes regularly
- bring appropriate attire and materials for class
- strive for personal excellence
- demonstrate kindness (see Glossary)
- be upstanders by intervening if it is safe to do so, walking away from unsafe situations, or getting help from a trusted adult when witnessing unsafe behaviour
- practice responsible digital citizenship

B. UNACCEPTABLE STUDENT CONDUCT

Students are expected to avoid behaviours that negatively impact the school community. The examples below are illustrative, not exhaustive.

Behaviours that:

- interfere with the learning of others, including their emotional well-being
- interfere with an orderly environment
- create unsafe conditions
- create unsafe conduct during transportation or in personal vehicles (including buses and other school-related travel)

Acts such as:

- bullying, harassment, or intimidation
- physical violence
- retribution against a person who has reported incidents
- racism, intolerance, or hate-based actions
- misrepresentation, cheating, or unsafe or unethical use of artificial intelligence
- violation of digital citizenship at home, after hours, at home or in the community
- violation of cell phone policy

Illegal acts such as:

- possession, use, or distribution of illegal or restricted substances
- possession or use of weapons or weapon replicas
- theft or damage to property

C. RISING EXPECTATIONS

As students grow older and more mature, it is our expectation that they will be held to a progressively higher standard of personal responsibility and self-discipline and will accept increasing consequences for inappropriate behaviour.

D. CONSEQUENCES OF UNACCEPTABLE CONDUCT

Consequences have the following expectations:

- responses to unacceptable conduct should be consistent and equitable.
- wherever possible, consequences should be educative, preventative, and restorative, rather than punitive or disciplinary.
- as often as possible, students should be encouraged to participate in developing meaningful consequences for violations of the code of conduct.
- we will always consider culturally appropriate, and/or culturally sensitive approaches to conduct and consequences of conduct.
- consequences are personalized to student context, diverse abilities, and current support plans
- repeated behaviours may result in escalation of consequences
- consequences focus on repairing harm, building skills, and restoring safety

E. STEPS TO ADDRESS UNACCEPTABLE CONDUCT:

Notification:

CHSS will promptly advise parents/guardians, district staff, or outside agencies of serious breaches. Communication will occur by one of the following:

- phone
- mail
- message
- email
- in person or virtual meetings

Prevention of retaliation:

CHSS and the board will take all reasonable steps to prevent retaliation against students who make complaints of the code of conduct. Retaliation will be addressed with a greater degree of seriousness than first transgressions.

F. PERSONAL DIGITAL DEVICES (PDDs)

PDD means any personal digital device that can be used to communicate, record, access the internet, process information, or interact with digital content. Examples include, but are not limited to, cell phones, smartphones, tablets, laptops, smartwatches, wireless earbuds, AI-enabled glasses, and other wearable or handheld devices with communication, recording, or internet capabilities.

CHSS PDD Policy:

- Grades 8-9: Zero PDD allowed in classrooms; they cannot be brought into classrooms (kept in locker or stay at home).
- Grades 10-12: PDD is away unless teacher gives permission and used for learning (phones on silent, PDD out of sight)

Note: In 2027-2028, zero PDD will include all grades 8 to 12, in 2028-2029

- No PDD in bathrooms or change rooms (except universal single use bathrooms).
- No recording, photos or videos, or posting of students/staff without consent.
- Teachers or other CHSS staff may direct PDD storage (such as in backpacks or lockers).

Violations may result in, but not limited to:

- temporary holding of the device by CHSS staff
- office pick-up at end of day
- parent/guardian retrieval
- required daily check-in/checkout of phone at office
- school requesting PDD remain at home
- RCMP involvement
- Detentions or suspensions

Exemptions for medical, accessibility, or IEP-related needs. Must be noted in MyEDBC or in IEP or learning plan.

CHSS and SD79 are not responsible for lost, broken, or stolen devices.

Student-friendly summary:

Use class time for learning. Keep your PDD away unless approved by your teacher for learning

G. STUDENT SUSPENSION

Suspension is one of many strategies in a complex problem-solving restorative process designed to support the student to address unacceptable conduct. Student suspension may be employed as part of the larger intervention process, which will be educative, preventative, and restorative. A parent or guardian, and the Associate Superintendent, will always be notified by the administration in the case of a student suspension.

At CHSS, we may employ two types of suspension:

In-School Suspension (ISS), in which the student remains at school under supervision to complete work and participates in restorative supports, and

Out-of-School Suspension (OSS), in which the student is temporarily removed from school when safety concerns or serious breaches occur, with academic work and re-entry planning provided.

All suspensions include ongoing communication with families and provision of schoolwork; families are expected to connect with the school to obtain and return assigned work. Before returning to regular classes, where appropriate, a re-entry meeting is held with the student and family—in person, virtually, or by phone—to support safety, positive behaviour change, restored relationships, and a successful transition back to class; plans may set agreed expectations, check-in timelines, supports or accommodations, and steps that promote the well-being of all involved.

CONCLUDING STATEMENT

Cowichan Valley Schools, including CHSS, ultimately strive to educate all students to be good citizens and make good choices. When student behaviour does not align with the code of conduct, an educative, preventative, restorative approach is utilized. When discipline is involved, our philosophy is to promote a change in student behaviour and use it as a learning experience.

GLOSSARY OF TERMS

- Actively — taking purposeful, focused steps to participate in learning — not just being physically present.
- Bullying — intentional or repeated harm (including online).
- Bystander/Upstander — choosing to seek help or intervene safely.
- Digital Citizenship — responsible, safe technology use.
- Discrimination — unfair treatment based on protected characteristics.
- Educative — Providing learning opportunities to understand and reflect on how their actions have impacts.
- Harassment — conduct that humiliates/intimidates.
- Intimidation — actions intended to create fear or compliance.
- ISS / OSS — In School Suspension / Out of School Suspension - defined above.
- Kindness — actions that show care and inclusion.
- Orderly — calm, predictable, respectful, and safe enough for learning to happen.
- Preventative — Proactively creating conditions that keep undesirable actions from happening.
- Restorative — Supporting students to participate in repairing, rebuilding, reinstating, redressing relationships.
- Restricted (PDDs) — phones away unless teacher-authorized.

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