

Code of Conduct 2010 – 2011



May 2010

“Mountain Meadows Elementary”

School Mission: “At Mountain Meadows Elementary School we strive, as a community of teachers, parents and students, to promote social responsibility, lifelong learning, and academic success in a safe and caring environment.”



“Mountain Meadows Elementary” Code of Conduct

I. INTRODUCTION

Mountain Meadows School promotes the values expressed in the BC Human Rights Code respecting the rights of all individuals in accordance with the law – prohibiting discrimination based on race, colour, ancestry, place or origin, religion, marital status, physical or mental disability, sex or sexual orientation – in respect of discriminatory publication and discrimination in accommodation, service and facility in the school environment. Developing, encouraging and preserving a safe, caring and orderly school continues to be a priority for the entire Mountain Meadows School Community. A positive culture at the school continues to be of high importance to both staff and parents. Socially responsible behaviours are reinforced through a range of both formal and informal programmes, and progress towards meeting expectations is monitored through continuous assessment. We continue to benefit from highlighting specific "Virtues" (i.e. responsibility, tolerance, compassion, idealism, helpfulness, generosity, service and justice) as they are described in "The Virtues Project" through classroom lessons and daily Morning Messages. In addition, this year we have formulated a plan to dovetail the attributes as described in "The Virtues Project" with the language and actions included in our "Code of Conduct" matrix.

II. CODE OF CONDUCT: KEY ELEMENTS

1) Process

September 2005

Considerable time was devoted to reviewing our existing Code at our September Non-Instructional day. Members of the School Planning Council were invited to work with staff to evaluate, and make revisions to our current Code of Conduct. Esther Tiessen from the SPC attended and actively participated in this process.

September 2006

The School Planning Council met the following week to review the recommendations from the Non Instructional Day. They made further suggestions, such as altering "The Virtues Vouchers" to reflect the incorporation of the virtues with the Code. The idea that the Code matrix could be sent home with a section added to the matrix to allow parents to broaden it to include a descriptor of behaviours at home was put forth and after collaboration with staff, this was sent home with a school newsletter.

October 2006

Four classes in the school reviewed the Code and gave their feedback both individually and collectively. Their input was put on charts and considered for inclusion.

October/November 2007

Staff, parents and intermediate students reviewed and updated last year's Code of Conduct. The information in this bulletin will be placed on the sharepoint web site. The PAC will review the information at the November PAC meeting.

October 2008

Staff, parents and intermediate students reviewed and updated last year's revisions.

May 2009

Staff and parents were invited to review last year's revisions at the April 14th Pac staff meeting attached to the sharepoint internet site. They were given 2.5 weeks to respond in writing. Staff had an e-mail sent to them, and were given time at the April and May staff meetings to discuss the code. Noon hour supervisors and SEA's were given copies of the suggested improvement areas and asked to view the on-line sharepoint Code of Conduct. On May 20th, the SPC met to review, discuss and add to the Code of Conduct. After changes were made, the Code was sent to SPC members and staff with the updated changes.

March - June 2010

Staff reviewed the code of conduct at the March staff meeting. They were also invited to sit on a committee to discuss and review the code. Staff generally felt very few revisions were necessary. At the April PAC meeting, and in the minutes of that meeting, parents were reminded that the Code of Conduct was on the school sharepoint site, and that they could review it and provide Mr. Wiles with any feedback or suggestions for improving it. The SPC were then given the opportunity to provide feedback on any changes they would like to be made.

2. Communication

The Code of Conduct matrix reflecting positive behaviour expectations is printed on the back cover of all the Student Planners. Parents were asked to read the District Code of Conduct in the Student Planner, discuss it with their child, sign it, and send the planner back. The principal and teachers will then sign off that parents and students have read and signed off on the expectations. Staff was asked to do an orientation about the Code of Conduct so that we have a common approach and use consistent language when communicating with students. An Assembly will be held in October regarding the Code of Conduct to reinforce aspects of the Code. The Code of Conduct Matrix is on a bulletin board in the front hall of the school so all visitors to Mountain Meadows see it as soon as they enter the school. For temporary staff, the Code will be given to them upon entering the school on their first day at the school. Noon hour supervisors will be given a copy of the Code to carry around with them at noon hour. The formal "Code of Conduct" document will be placed in the school Sharepoint web site at the beginning of each year.

3. Implementation

All students will attend an assembly at the beginning of each year to raise student awareness of the content of the Code of Conduct. The Code is posted in every classroom of the school as well as in the main entrance. The Code of Conduct has been aligned with the attributes described in the "The Virtues Project", and matches many of the expectations within the BC Social Responsibility performance standards. The "Bee" Theme of "Be Caring, Be Responsible, Be Respectful and Be Safe" is a visible reminder of the Code which is in every classroom. The Leadership Club also has jobs within the school which models and demonstrates aspects of the Code. There will be an insert in the Student Planner which has activities related to virtues and The Code of Conduct. The first week of September activities work on creating community and caring in family groups. They are used to raise awareness about social responsibility and positive behaviours. We will continue to work as a school to model and teach both personal/social responsibility on an ongoing basis, and will respond to unacceptable behaviour by referring to the expectations outlined in the Code.

4. Monitoring and Review

The Code of Conduct has been reviewed by the Staff, the SPC and the PAC in order to monitor its efficacy. Recommendations will continue to be implemented.

We will continue to monitor student behaviour using a variety of methods including the performance standards for Social Responsibility and using playground, classroom and office referral data charts. The Grade 4 Parent satisfaction survey data will yield a further source of information. Student data is tracked via two methods: 1 Office and playground referrals are tracked daily, and records are kept on a spreadsheet for monthly review. These reviews are placed on the sharepoint site every second month, so that staff may see which students are being referred, the kind of infractions that are occurring and the location of the infractions. This information will identify which students need follow up and what areas need additional supervision. 2. Social Responsibility – **Solving Problems in Peaceful Ways** information will continue to be collected in May despite that no longer being a school goal. This information is done for every individual by teachers. They then place it on a classroom data sheet and the principal tabulates it on an Excel spreadsheet to how many and which students are in each category.

5. Alignment

In order to ensure compatibility, we reviewed several Codes of Conduct of a number of schools in Coquitlam both during the process of creating our Code of Conduct submitted in June 2005, 2006 and 2007. There is considerable consistency in the Codes of schools within our district. We are confident that our Code of Conduct is aligned with the District Code of Conduct Policy 17. This Policy was sent home in a package to remind all stakeholders of their roles and responsibilities regarding student discipline.

6. Standards

Mountain Meadows Elementary School promotes the values expressed in the BC Human Rights code respecting the rights of all individuals in accordance with the law – prohibiting discrimination based on race, colour, ancestry, place of origin, religion, marital status, physical or mental disability, sex or sexual orientation – in respect of discriminatory publications and discrimination in accommodation, service and facility in the school environment.

a) Statement of Purpose

The purpose of the Code of Conduct is to:

- Establish expectations for student behaviour
- To create congruency between the expectations of home, school and community in expectations for student behaviour
- To maintain a safe, caring and orderly environment for all

b) Conduct Expectations

Acceptable conduct

Students are expected to respect themselves, respect others, their school and the environment while at school, while going to and from school, and while attending any school function at any location.

- **Be Caring**
- **Be Responsible**

- **Be Respectful**
- **Be Safe**
- **"Be the best you can be"**

Unacceptable conduct

Behaviour which fails to respect oneself, the school or the environment is unacceptable at Mountain Meadows. These behaviours may include, but are not limited to:

- vandalism
- bullying*, harassment or intimidation
- physical violence
- theft or damage to property
- discriminating against others on the basis of race, religion, sex or sexual orientation, or disability, as set out in the Human Rights Code of British Columbia. This includes publishing anything with an intention to discriminate against another, or expose them to contempt or ridicule

* Bullying may include physical intimidation, (hitting or threatening to hit, or taking or threatening to take, money or belongings), verbal harassment or intimidation, such as teasing, taunting, insults, name calling, malicious gossiping or harassing, insulting or intimidating others through the uses of technology such as computers, the internet, e-mail, text messaging, cellular phone, chat rooms or the like. **Bullying may occur either on or off school property.**

Rising expectations

As students rise through the grades, they will be expected to continue to meet expectations in the Social Responsibility Performance Standards for their appropriate grade levels.

- student behaviour is expected to be characterized by greater self-control ("If I control my own behaviour, no one else has to.")
- students are expected to conduct themselves in a way that models all aspects of the Code of Conduct for younger students as they rise through the grades
- students are using the second step program in primary classrooms
- class meetings are a key component to discuss social responsibility with intermediate students; teachers also review report cards comments and what expectations are in that area
- the Circle of Friends program is used with special needs students
- the bully beware program is used in grades 1/2
- daily announcements and surveys on virtual classrooms are used to gather and disseminate evidence

c) **Consequences**

Responses to unacceptable conduct are consistent and fair. Disciplinary action, wherever possible, is preventative and restorative. Consequences implemented could include warnings, reminders, time outs, letters of apology, face to face apology, walking with the supervisors, litter clean-up, being sent to the office, or filling out a problem solving sheet to go home for parent signature. Restorative action/justice of some form is also used in intermediate and some primary classes. This occurs in the form of classroom meetings, conflict resolution, and private conferences between victims and perpetrators.

- Student behaviour is always considered in the context in which it occurs. The age of the child, frequency of the behaviour, its seriousness and the circumstances are taken into account. Special considerations may apply to the imposition of consequences on a student with special needs if the student is unable to comply with this Code of Conduct, due to a disability of an intellectual, physical, sensory, or emotional or behavioural nature. When students are at risk of harming themselves or others, safety may be cause for students to be separated in order to be protected.
- Students are encouraged to solve problems with an increasing level of independence as they rise through the grades; very young children require a different degree of adult intervention to help them solve a problem than older children
- When misbehaviours are beyond independent student problem solving, staff members will become involved. Whenever staff become involved, tracking of student behaviour will occur through a classroom or playground referral (somewhat serious), or office referral (most serious) data.
- A student will be spoken to in a way that allows them to identify the unwise decision and identify a replacement behaviour that would align with the Code of Conduct
- When appropriate, thoughtful reflection will be encouraged in order that greater understanding of the effect the behaviour has on others is realized
- When appropriate the student will make an apology, verbally or in writing
- Students may be subject to discipline under the school and /or District Code of Conduct for any conduct which has the effect of negatively impacting the school environment, whether that conduct occurs on or off School District property, at a school sponsored function or activity, or otherwise

d) **Notification:**

Other parties will be notified in cases of serious breaches of the Code of Conduct.

- More serious behaviours, or repeats of behaviour, will be dealt with through an office referral - a communication between the teacher and the office which will be recorded - and a copy of the referral will be sent home. This data will also be tracked on a behaviour spreadsheet by the principal
- Parents will be informed by phone and a meeting will be set up between parents and school for serious, non-compliant behaviours or violent behaviour
- parents of student offender will be notified in every case
- parents of student victim will be notified in almost every instance
- school district officials will be notified as required by school district policy
- police and other agencies will be notified as required by law
- all parents - when it is deemed to be important to reassure members of the school community that school officials are aware of a serious situation or incident and are taking appropriate action to address it

In accordance with the School Act, The Coquitlam School Board authorizes the Principal to suspend a student for five days or fewer. If there is a violation of a serious nature, the suspension is immediate.

Suspension may be for the following reasons:

- *Willful disobedience towards a teacher or another staff member;*

- *Violent acts including threats, bullying, intimidation, physical aggression or vandalism.*

The Principal will contact parents by phone and/or letter. The parent or guardian will be asked to return to school with their child to make a commitment to improve behaviour prior to the student returning.