



Code of Conduct 2011 – 2012



Montgomery Middle School A Rights Respecting School

Updated May 2011

Montgomery Middle School is a community of learners and leaders focused on the nature and needs of young adolescents as they prepare for a lifetime of learning in the 21st Century.

Montgomery Middle School Code of Conduct

I. INTRODUCTION

This Code of Conduct is a result of collaboration between the parents, students and staff of the Montgomery Middle School Community and is designed to reflect and clearly communicate what we, as a school community, value and expect in terms of student behaviour.

We believe that safe, caring and orderly schools are developed by committed, thoughtful school communities using appropriate and ever-improving policies, procedures and practices.

Montgomery Middle School's Code of Conduct outlines school expectations and acceptable student behaviour, as directed by the *School Act 85 (2)(c)* and the 2007 Ministerial Order, "Provincial Standards for Codes of Conduct".

II. CODE OF CONDUCT: KEY ELEMENTS

1. Process

The Montgomery Middle School Planning Council coordinated a process of gathering input from students, parents and staff. Students gave input through their core classes. Staff members were given the opportunity to view the draft copy, provide feedback and recommendations, and participate in discussions. Parents were given access to the draft document and were given an opportunity to provide written or verbal feedback. The result is a code of conduct that represents the values and beliefs of our school community.

The School Leadership Team, SPC, staff and students review the Code of Conduct annually.

2. Communication

The school will take the following steps to communicate expectations to students and the greater school community:

- Our school code of conduct is posted on our school website and, as such, is available to the public
- Our school code of conduct is distributed at the beginning of each year to all staff, parents and students. Specifically,
- The code of conduct is included in the student planner which each student in our school receives in early September and is expected to use each day
- The code of conduct is provided to new staff who join our school mid-year
- When students start at our school mid-year, they receive the code of conduct in their planner and parents sign that they have reviewed the code.
- The code of conduct is posted near the office along with information about what it means to be a Rights Respecting School.

3. Implementation

Each student receives direct instruction on our school's code of conduct during the first weeks of school and parents are asked each September to read, discuss and sign the section of the planner that indicates the code of conduct has been reviewed. This ensures that there is reinforcement of the code of conduct at home. At the beginning of each school year expectations are clearly stated through a school assembly with the school administration and Team discussions. As well, all fieldtrip notices require parents sign indicating their understanding that students are responsible for adhering to the school's code of conduct while on fieldtrips and outings.

During the 2011/2012 school year Monty Middle School will be moving away from our previous Social Responsibility structure and will work on becoming a "Rights Respecting School" (RRS).

Rights Respecting Schools (RRS) is an initiative of UNICEF Canada's Global Classroom program. This initiative uses the United Nations Convention on the Rights of the Child as the basis for enhancing an inclusive, participatory and respectful school culture for children and adults.

As a framework for educational improvement, the initiative helps schools address the whole learning environment through a consistent, rights-based approach. It is premised on the understanding that in order for children to want to achieve, they have to feel included, that they belong and that they matter. It brings children into early contact with the universal ideals of respect for oneself and for others, in the school community and in an interdependent world.

Implementation of this program will begin in May 2011 with the following steps:

1. Formation of a plenary committee made up of staff, students, parents and possibly other community partners, to set direction for implementation of the program. (May 2011)
2. Workshops for Staff to examine children's rights and the RRS program. (June 2011 and ongoing)
3. Implement RRS program with students through school wide activities (Sept 2011) as part of first week for 2011-2012 school year.
4. Direction from this point forward will be driven by RRS committee which will be created through the plenary committee following implementation.

4. Monitoring and Review

The Code of Conduct undergoes annual review and revision, through both the School Planning Council and the staff, ensuring opportunities for all stakeholders to have a voice in assessing the effectiveness of the code of conduct in addressing current school safety issues. Our RRS Committee will work to develop this code of conduct into a document that fully reflects the progress of our school in becoming a Rights Respecting School.

5. Alignment

Administration from our community of schools (elementary, middle and secondary) met to compare our respective codes of conduct and school-wide discipline systems. Although it is recognized that there is a need for some school-wide autonomy, schools are attempting to strive for continuity in terms of language used with students regarding safety and belonging. A strong degree of alignment in core values is evident among schools in the community. Specifically, Cape

Horn Elementary, one of our feeder schools, is also a Rights Respecting School, a partnership we plan to foster in the coming years.

Montgomery Middle School's Code of Conduct is aligned with our school district Code of Conduct policy (Policy 17) and is also supported by Policy 18 (Violence, Intimidation, and Possession of Weapons), Administrative Procedure 355 (Suspension of Students), Section 85 of the School Act, Policy 13 (Appeals Regarding Student Matters) and the BC Human Rights Code.

6. Standards

Montgomery Middle 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 publication and discrimination in accommodation, service and facility in the school environment.

a) Statement of Purpose:

- To establish and maintain safe, caring and orderly environments for purposeful learning.
- To establish and maintain appropriate balances among individual and collective rights, freedoms, and responsibilities.
- To clarify expectations for behaviour while at school, on the way to and from school, and while attending school functions or activities at any location.
- To assist children in developing socially responsible behaviours, showing a developing awareness of their role as ethical decision-makers and moral citizens.

b) Conduct Expectations:

Acceptable Conduct

At Monty, our high expectations for behaviour are expressed through our slogan, "Monty R.O.C.K.S." It stands for:

- R – Respect**
- O – Organization**
- C – Cooperation**
- K – Kindness**
- S – Safety**

Students are expected to:

- Understand and respect the rights of everyone in our community
- Treat all students and staff members with respect
- Act in a safe, caring and responsible manner, respecting personal space and property
- Engage in purposeful learning activities in a productive manner
- Respect the right of students to learn and teachers to facilitate learning
- Follow the individual rules, guidelines and instructions of all classroom teachers and staff;
- Take pride in their middle school and respect the surrounding community.

- Use computers, cell phones or electronic devices that may include cameras, text or video capabilities, appropriately and respectfully

Unacceptable Conduct

(Behaviours cited as unacceptable are examples only and do not represent an all-inclusive list.)

Behaviours that:

- Interfere with the learning of others
- Interfere with an orderly environment
- Create unsafe conditions

Acts of:

- bullying, harassment, intimidation (*Bullying includes, but is not limited to, physical or verbal intimidation, verbal harassment and cyber bullying, occurring on or off school property. District Policy 17*)
- rough play or physical violence
- retribution against others

Illegal acts, such as:

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

Students shall not discriminate against others on the basis of the race, religion, sex or sexual orientation, or 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.

Students may be subject to discipline under the school and/or District Code of Conduct for any conduct, including the use of technology, 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.

Rising Expectations:

As students gain maturity and knowledge, we expect a higher standard of responsibility, self discipline and accountability.

c) Consequences:

We believe that all children can learn socially responsible behaviors.

Consequences of not meeting behavioural expectations are based on what is best for the student. How can we best help him/her make a better choice next time? Consequences of unacceptable behaviour must take account of the student's age, maturity and special needs, if any.

Restorative and/or preventative, rather than punitive consequences will be applied in progressively escalating steps, depending on the severity and persistence of the difficulty.

Some possible consequences might be:

- apologize/fix problem
- discussion with teacher
- discussion with administrator
- written apology
- school service
- parent phone call
- parent meeting
- loss of noon hour/nutrition break
- school suspension
- out-of-school suspension

Note: Serious breaches of the code of conduct may result in a suspension when the child's presence at school creates an unsafe environment for him/herself, other students or school staff.

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, emotional or behavioural nature.

The school will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of a code of conduct.

d) Notification:

It is our desire to work with parents to help students make good choices and respect the rights of all members of our school community. Teachers and Administrators will phone home for many reasons, with both "Good News" and "Bad News" messages. Parents will often be asked to be involved in helping shape productive behaviour. The decision to notify parents will be made by school staff.

There will definitely be contact with home if any of the following occurs:

- If a student is absent or missing with no parent contact.
- If a student is involved in behaviour which is chronically unkind, interferes with the learning of others, is disrespectful or unsafe.
- If a student is frightened, intimidated, injured in any significant way, or is significantly upset.

For serious breaches of the code of conduct the following people will receive notification:

- parents of the student offender(s)
- parents of the student victim(s)
- school district officials – as required by school district policy
- police and/or other agencies – as required by law
- school staff & school community as deemed appropriate by the school and/or district administration 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.

Student Rights and Responsibilities

Through Rights Respecting Schools*, students learn they have a responsibility to respect their own rights and those of others (based on class charters).

Be Heard

Rights	Responsibilities
<p>Article 12 - You have the right to give your opinion, and for adults to listen and take it seriously.</p> <p>Article 13 - You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people</p>	<p>Respect others' right to share their views by asking what they think or want to do.</p>

Be Safe

Rights	Responsibilities
<p>Article 37 - No one is allowed to punish you in a cruel or harmful way.</p> <p>Article 39 - You have the right to help if you've been hurt, neglected or badly treated.</p>	<p>Students are responsible for their actions and should lead by example through proper, peaceful conduct.</p> <p>Respect others' right to protection from harm by being kind and stopping bullying</p>

Be Healthy

Rights	Responsibilities
<p>Article 24 - You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.</p>	<p>Students are responsible for living a healthy lifestyle, ie: getting plenty of rest, eating nutritious food and getting daily exercise.</p>

Be Yourself

Rights	Responsibilities
<p>Article 30 - You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.</p>	<p>Students have the responsibility to learn about other cultures as the opportunities arise and to be respectful and to be respectful of differences.</p>

* UN Convention on the Rights of the Child (1989)