

Code of Conduct 2010 – 2011



Pitt River Community Middle School

School Mission Statement:

At Pitt River, we will provide a safe, active learning environment that prepares students for the challenges of the future

Pitt River Community Middle School Code of Conduct

I. INTRODUCTION

The Purpose of a Code of Conduct is:

- To establish and maintain a safe, caring and orderly environment for purposeful learning.
- To establish and maintain appropriate balances among individual and collective rights, freedoms and responsibilities.
- To clarify and publish expectations for students' behaviour while at school, while going to and from school, and while attending any school function or activity at any location.

Pitt River Middle School staff, parents and students, including those entering from grade 5, were involved in a process of developing a this Code of Conduct based on our collective belief of what is important to us, what matters about education and learning and the positive contributions we expect our students to make.

It has been reviewed and adjusted with student, staff and parent input on an annual basis to reflect school, community and provincial standards.

II. CODE OF CONDUCT: KEY ELEMENTS

1. Process

Pitt River Middle School community has previously undergone an extensive process to develop the school code of conduct. The staff, parents and students all had an opportunity to determine what they believed to be key components to building a safe, caring school culture through questionnaires, surveys and meetings. Key questions asked were:

- What do you want your school to look like?
- How do you want your school to feel?
- How should people be treated in your school?

Results were compiled and a team of staff members with the support of parents and students developed the CARES acronym:

C- for connections

A- for acceptance

R- for respect

E- for empathy

S- for safety

A logo was developed to provide a visual representation and teaching aid to reinforce the main components of the code of conduct. It can be found in the student agendas, classrooms and hallways.

CARES LOGO



For each aspect of CARES there is a four point scale to help individuals understand what kinds of behaviours are acceptable and unacceptable, level one and two being unacceptable, and level three and four being acceptable. This scale applies to every member of the Pitt River Community including teachers, staff, parents and students.

The CARES acronym continues to be used at Pitt River, and is referred to regularly in Rendezvous (advisory) classes, core classes, Exploration classes and at the office to recognize positive behaviours and to help students correct challenging behaviours. Student names are randomly drawn from the “Above and Beyond” box and pizza lunches or prizes are awarded every two weeks to students to acknowledge the positive behaviours they’ve shown.

2. Communication

Pitt River Middle School’s Code of Conduct is communicated to school staff, parents and students through a variety of ways including but not limited to:

- Introducing the CARES models to the incoming Grade 5’s at their elementary school as well as through new parent information night and newsletters home.
- The Student Planner includes a copy of the CARES logo/ expectations. Students new to the school throughout the year will be given a copy on arrival and expectations reviewed with them.
- Reinforcing the CARES model to all students by CARES activity days during the first week of school in September, and after Spring Break, as well as random ‘CARES Days’ throughout the year and at assemblies.
- In Rendezvous and Core classes, students are taught about CARES and what are acceptable and unacceptable behaviours.
- The Language of CARES is used to recognize all notable behaviours, both positive and negative across settings in the school
- Themes including CARES and Myself, My Building and My Environment are addressed on a rotating basis.
- The CARES logo has been given a place of honour and distinction in our front foyer.
- Copies of the Code of Conduct are available in the front of the office and given to new parents in registration package.
- The Code of Conduct is included in the Student Agenda which is provided to all students/parents who start attending during the school year.

- Beautiful native carvings in our front hallway are linked to the CARES logo and grade 8 students from 2006 wrote a story connecting CARES to the carvings and the Mighty Voyageur creed. This story is handed down to our incoming grade 5 students in May, with the expectation that they will, when they are in grade 8, do the same for the incoming grade 5's at that time.
- The Code of Conduct is reviewed with staff, students and PAC parents each year.
- Temporary staff and Noon Hour Supervisors receive an orientation package with the Code of Conduct included and it is brought to their attention to review.
- The CARES expectation and the Code of Conduct are posted on the school's website.

3. Implementation:

The implementation of Pitt River School's Code of Conduct occurs through a variety of processes which include the following:

- Parents are invited to participate in helping develop/review the Code of Conduct through Parent Advisory committee, and School Planning Council. Parents are also asked to review/reinforce code with their child at home.
- School staffs are actively involved in the implementation process at Team Leader Meetings, Staff meetings, Collaborative Decision Making Committee meetings, use of Social Responsibility Performance Standards, attendance at school district and Provincial Professional Development opportunities.
- Temporary staff and Noon Hour Supervisors receive an orientation package with the Code of Conduct included and it is brought to their attention to review.
- A variety of strategies are taught and encouraged to promote socially responsible behaviours and reinforce Pitt River School's Code of Conduct.
- Students participate through Leadership groups in a variety of activities. During the first week of school, all students work in stations and are taken through a variety of lessons which teaches them about the CARES model. For example, they are presented with scenarios and asked how to problem-solve their way through some typical middle school issues such as appropriate dress, language, hallway greeting and behaviours.
- Students also connect CARES to a variety of situations such as taking care of the building, proper hallway manners, singing the National Anthem with pride and dignity, respectful washroom management. As well, students are involved in role-playing healthy and safe choices in food choices, nutrition and exercise.
- Promoting the positive image of our school, connecting with other schools in the South Side Family of Schools, setting goals for ways to make a difference in the community, and looking at ways to advertise fun things to do in the Tri-Cities are a few of the ways that are included as part of implementing CARES and the Code of Conduct.
- 'Random Act of Kindness Days' have been established and classes plan and put into action a variety of activities throughout the school and the community at large.

4. Monitoring and Review

Conduct is monitored through the use of two forms. Behaviour Incident Forms for tracking inappropriate student behaviour as identified as levels 1 and 2 on the CARES scale and "Above and Beyond" Forms for tracking appropriate student behaviour as identified as levels 3 and 4 on the CARES scale. Individual Teams and Administration

review these on an ongoing basis. Specific students and areas of concern are addressed as needed.

5. Alignment:

Pitt River Middle School's Code of Conduct is aligned with District Policies, Administrative Procedures and the B.C. Human Rights Code by reinforcing a safe, caring and orderly school through clearly defined expectations.

As a member of Port Coquitlam South Side Family of Schools we have also has looked at ways to have conversations between all three levels in order to coordinate and reinforce similarities between the Codes of Conduct.

Currently, Administration from Pitt River make three visits to our feeder elementary schools. These visits are designed to get to know the incoming students in a positive way and to begin to build connections with our new students. It provides an opportunity to introduce the students to CARES. We also have a grade 6 for ½ day in late May, in which new incoming students receive a pancake breakfast, and are paired with current students whom they shadow for ½ a day. Students show them around and talk about what middle school is like while doing structured activities together. During the last week of August, incoming grade six students are invited for a BBQ and a scavenger hunt to re-familiarize themselves with the layout of the school without any other students around. This was done in an effort to alleviate any stress or anxiety that new students might have.

6. Standards:

Pitt River Community 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

The implementation of the Pitt River Middle School code of Conduct is to:

- Establish, maintain and measure students', staffs' and parents' perception of the level of safety, caring and orderliness in the school environment for all members of the Pitt River School community, and it's friends and visitors.
- Establish and maintain a safe, caring and orderly environment for purposeful learning
- To establish and maintain appropriate balances among individual and collective rights, freedoms and responsibilities
- To clarify and publish expectations for students' behaviour while at school, while going to and from school and while attending any school function or activity at any location

b) Conduct Expectations

All students and staff are expected to:

-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 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.

A four point scale of acceptable and unacceptable conduct was developed around the CARES Acronym. These are general in nature and are not an all-inclusive list. They may be connected to individual acts of bullying, harassment, physical violence and illegal acts.

The scale includes the following:

Acceptable conduct

- **Connections:**
 - I initiate positive interactions with everyone I meet
 - I partake in positive interactions with others
- **Acceptance:**
 - In contact with others, I find common ground and accept people for who they are
 - I happily accept and include others when asked
- **Respect:**
 - In all interactions, I leave the situation better than I found it;
 - I have an interest in making situations better and sometimes follow through
- **Empathy:**
 - I put others feelings and needs above mine
 - I consider others' feelings and needs
- **Safety:**
 - I always consider the consequences of my actions and choose to behave appropriately
 - I consider the consequences of my actions before I act and accept responsibility for my actions

Unacceptable conduct

- **Connections:**
 - I don't have positive interactions with others
 - I actively sabotage connections with others
- **Acceptance:**
 - I tolerate others' differences, but do little to accept them
 - I avoid or am negative towards other people who seem to be different in some way
- **Respect:**
 - I take responsibility for myself and do not see the need to support or defend others' rights
 - I cannot accept responsibility for my actions and blame others for my actions
- **Empathy:**
 - I only consider myself
 - I purposely try to hurt others' feelings

- **Safety:**
 - I do not consider the consequences of my actions;
 - I act with disregard and in an unsafe manner and do not accept responsibility for my actions

Rising expectations

- Students are expected to learn from their choices. As the students move through Middle School there is an increased expectation for personal responsibility and self-discipline and consequences for inappropriate behaviour. The staff and parent community expect that all third year middle school students (grade 8's) will provide frequent examples of appropriate behaviours as outlined in CARES, as models for younger students.
- Students are expected to carry their positive behaviours forward to their high school.

c) **Consequences**

- Teams review student behaviours on a weekly basis. When required, access can be made to other school supports such as the Counselor, the Youth Worker, School-based Team or Administration for further help.
- Responses to Level one and 2 behaviours on the CARES scale include:
 - Stopping the student and questioning him/her about behaviour
 - Asking the student to identify where, on the CARES scale, his/her behaviour fits
 - Asking what the behaviour expectations are and how the student plans to achieve this behaviour
 - Filling out the Blue Behaviour Incident Form with description and follow-up as needed
- In the event of fighting, bullying, aggression, disrespect and defiance or illegal behaviour, students are referred directly to the office and administration.. Students' behaviour is discussed using the CARES rubric. Appropriate consequences are given on an individual basis.
- *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 will be make.*
- *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.*

d) **Notification:**

- School staff, may, depending on the severity and frequency of unacceptable behaviour:

- Have students inform parents directly about instances of unacceptable consequences
 - Contact and inform parents directly about a students' unacceptable conduct
 - Inform the parents of students who have been the victims of unacceptable behaviour
 - Inform school district officials as required by district policies
- Staff will also inform parents (as needed) when good choices are made so that parents are the recipients of the positive efforts made (not just the negatives).

Electronic Device Policy

Pitt River has implemented a policy that allows students to carry electronic devices such as iPods and cell phones with them at all times. They are free to use them before and after school, and during break times. Classroom use is at the complete discretion of individual teachers. The impetus for this policy was to create an environment which allows for these devices to be used as learning tools in classrooms, and also allow students the freedom to enjoy them during their free time. This policy also allows teachers the opportunity to become more comfortable managing the use of these devices in their classrooms and a provides a forum for teaching students to use them appropriately; this is very important as it appears that as personal electronic devices evolve they will likely become a mainstay in classrooms of the future replacing laptops,

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POLICY:

Electronic devices (iPods and cell phones) can be carried at all times, **but only be used in classrooms at teacher discretion.** During break times, students can use the devices as long as it is in an appropriate manner.

General Expectations (Cell Phones): should not be used for social calls; ringers must always remain on silent; any texting during break times should be in the form of information sharing or positive social messaging.

General Expectations (iPods): volume must not distract others; earphones must be removed when speaking to an adult.

Inappropriate Use:

- Not following teacher instructions/classroom policy.
- Using the device in a negative way towards others
- Absolutely no photos/videos without teacher permission

Progressive Consequences for Inappropriate Use:

The first instance may result in the device being sent to the office where it can be picked up at the end of that day.

The second instance may result in an office referral and confiscation for a brief period; parents will also be contacted.

The third instance may result in loss of the privilege for a longer period of time (the length will depend on the circumstances).

***Any incident deemed serious enough could result in the immediate loss of this privilege for an extended period of time.**

****** As we are not mandating that students bring electronic devices to school, they do so at their own risk. The school assumes no responsibility for damage, loss, theft, etc.