

SUMMIT MIDDLE SCHOOL

Code of Conduct

Introduction

The revisions made to the Code of Conduct this year focus on the use of more concise, clear language, and elaborate in the areas of process and communication.

Code of Conduct: Key Elements

Process:

The Code of Conduct was developed and reviewed for the 2009/2010 school year, in consultation with parents, staff, and students. Through meetings and forums with students, staff, and parents, changes were made to reflect evidence gathered, and to ensure that the code reflects current and emerging situations. It is important to us that all members of the school community (staff, students, and parents) are supportive of decisions regarding the Code of Conduct.

Communication:

Each September, Summit's Code of Conduct is provided as part of the students' school planner. It is further discussed and practiced with students through school-wide assemblies, classroom activities, classroom and team meetings, and theme weeks. Communication to parents is achieved through the School Planning Committee (SPC) and the Parent Advisory Council (PAC) meetings, as well as on the school website. Professional development, staff meetings, and the staff handbook are methods used to communicate and review our School Code of Conduct with staff members. Summit further provides the Code of Conduct to support any temporary staff assigned to the school throughout the year.

Implementation:

Behavioural expectations outlined in the Code of Conduct are consistently taught and actively promoted in classrooms, hallways, and on school grounds. Responses to unacceptable behaviour are based on sound principles and are appropriate to the context. The Code of Conduct and the supporting "3Rs" are used in classrooms, school-wide assemblies, and on an as-needed basis, where appropriate.

Summit's Code of Conduct is universally communicated, understood, and embraced by the whole school community. Students are actively involved through first week activities, school-wide assemblies, team groupings, and theme days. In addition, implementation is assisted by student leaders and peer helpers. The staff is actively involved by: demonstrating and modeling socially

responsible behaviours, meetings, professional development, and using the Social Responsibility Performance Standards located in student planners. Parents, including the SPC and PAC, reinforce the code at home.

Monitoring and Review:

In order to track trends and identify areas requiring further development or change, the Code of Conduct is monitored and reviewed through data gathered from office referrals and classroom evaluations based on Social Responsibility Performance Standards. As well, the Code of Conduct is reviewed annually and improved on in light of evidence gathered. It is revisited as part of a regular cycle to ensure that the code is contributing to school safety.

Alignment and Standards:

Summit Middle School promotes the values expressed in the B.C. Human Rights Code, respecting the rights of all individuals in accordance with law – prohibiting discrimination based on race, colour, ancestry, place of origin, religion, marital status, physical or mental disability, gender, or sexual orientation.

Conduct Expectations:

These expectations apply to behaviour at school, during school organized or sponsored events/activities, and to behaviour beyond these times (including online behaviour that negatively impacts the safe and caring environment of the school and/or student learning).

Students are expected to:

- Learn and practice the 3R's (Respect for self, others, and the environment)
- Treat other individuals with care and respect
- Arrive at school on time with all materials and supplies needed for class, ready to work
- Give every assignment their very best effort and complete homework on time
- Follow the individual rules, guidelines, and instructions of all staff
- Demonstrate pride in the school and respect the surrounding community
- Model respectful and responsible behaviour at all times
- Report to a trusted adult, in a timely manner, incidents of bullying, harassment, or intimidation

Unacceptable conduct

- Interfering with the rights of anyone in our school community to feel safe and to learn
- Demonstrating a lack of caring for oneself, the environment, others or the school community
- Discriminating against others on the basis of race, religion, gender, sexual orientation, disability, or for any other reasons set out in the Human Rights Code of British Columbia

- Publishing or displaying anything that would indicate an intention to discriminate against another, or expose them to contempt or ridicule on the basis of any such grounds
- Physically, socially, emotionally, or verbally harming, harassing or threatening people

Unacceptable conduct includes but is not restricted to:

- A. Physical violence of any kind
- B. Cyberspace misconduct—threatening, harassing, unkind, untrue, or disrespectful communication
- C. Racist or sexist remarks or taunts
- D. Acts of unkind words or hurtful behaviours towards others—bullying, harassment, exclusion, intimidation, physical violence, or assault
- E. Illegal acts such as possession of a weapon, or possession/trafficking of illegal substances such as drugs or alcohol
- F. Retribution or intimidation of others who report unacceptable conduct
- G. Wearing clothing that might interfere with the learning environment of our school and does not support a business-like educational environment. This includes hats and outside jackets, inappropriate language/symbols displayed on clothing, or clothing that is too revealing.
- H. Watching or tolerating physical acts of violence or harassment
- I. Stealing, damaging property, or any form of academic dishonesty
- J. Plagiarism of ideas, facts, or written expression
- K. Sharing of homework, assignments, or information about tests or assessments of any kind
- L. Use of cell phones and/or other electronic devices in change rooms and washrooms. Use in classrooms, for curricular purposes, is subject to teacher discretion.
- M. Leaving the school grounds at any time (after arrival and before dismissal) without being signed out in the office by a parent and/or guardian.

Rising expectations

As students in middle school mature and progress from grade 6 to 8, there are rising expectations of personal conduct and exemplary behaviours. Students are expected to:

- Model positive behaviours for their peers and younger students
- Support and reinforce appropriate behaviours with one another
- Assist in peaceful resolutions to problems and seek adult help regarding unacceptable conduct
- Demonstrate increased self-control and exercise personal responsibility

Consequences

Consequences will be applied fairly, consistently, and in a timely manner to unacceptable student conduct, while maintaining the dignity of the individual. Consequences will be implemented based on the severity and frequency of the behaviour. Considerations will be made based on individual student needs and age. Progressive discipline methods will be implemented to alter the appropriate and/or unsafe behaviour and be preventative in nature.

- Teachers are the most appropriate people to deal with the majority of discipline issues.
- Each team has a discipline process, and will work together with the counselor and the Principal and/or Vice-Principal.
- Parents will be contacted early when an issue or a pattern of behaviour arises with a student.
- The Principal or Vice-Principal will deal with students who have exhausted the interventions made by teachers and support staff.
- The Principal or Vice-Principal will deal with all offences involving violence, weapons, illegal substances, and other serious offences.

Notification:

- Dependent on the nature of the unacceptable behaviour, a member of staff may contact the following people:
 - Parents and/or guardians of the student offender(s)
 - Parents and/or guardians of the student victim(s)
 - Coquitlam School District officials as required by district policy (e.g., regarding suspensions)
 - Police and other outside agencies, as required by law
 - School staff and community as deemed appropriate by the school and/or district administration
- Consultation with parents and/or guardians will occur in a timely manner.