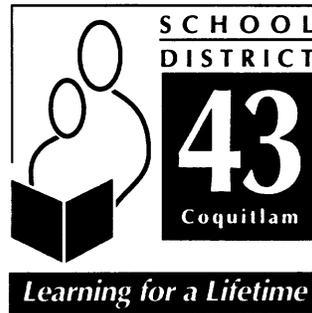
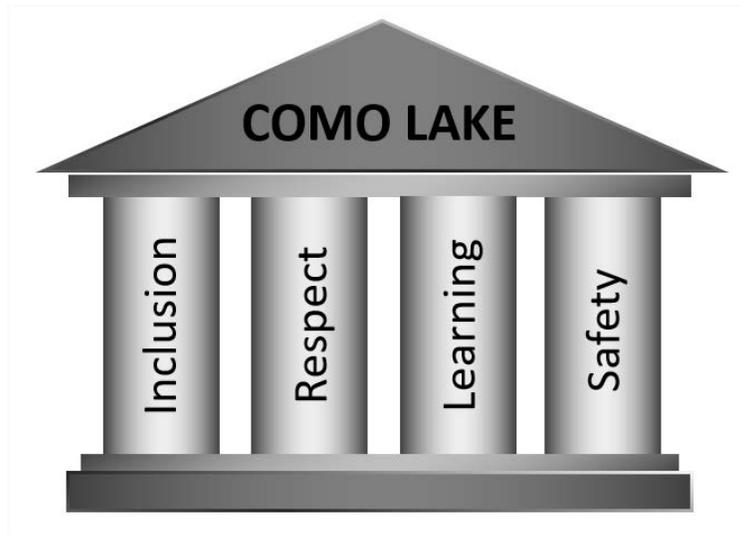


Code of Conduct

2019 – 2020



Como Lake Middle School



1. INTRODUCTION

Como Lake Middle School has operated as a middle school in the Coquitlam School District since September 1997. Middle schools are designed to meet the needs of pre-adolescent and adolescent students. The timetable includes all core subjects as well as a rotation of Explorations classes, to provide students with a well-rounded, exciting and interesting curricular experience.

Students of this age need constant assurance and reassurance, reminding, role-modeling, acceptance and guidance. Behavioral expectations are built with the school community members' input, which makes these expectations more effective than a pre-produced list of rules. Middle school students respond positively to continual references to appropriate ways to behave.

2. KEY ELEMENTS

a. **Process: "All British Columbia schools include students, parents and staff in the development and review of Codes of conduct."**

The process for developing the Code of Conduct at Como Lake Middle School began in 2007 when students, parents and staff were asked to identify the top four beliefs or concepts upon which they believed Como Lake should base its Code of Conduct. From this feedback, the concepts respect, safety, learning, and inclusion were to be the four pillars of Como Lake Middle School.

In 2008, the staff and students went through the process of identifying the areas of the school students felt were safe and unsafe, determining the rights and responsibilities of all Como community members as they relate to the 4 Pillars, as well as developing descriptive statements outlining acceptable and unacceptable behaviors.

Since 2008, we have been working towards developing a vision of what our community is and what we aspire to be. Staff and students generated ideas and let them sink into our planning and reflections. We have now formalized these ideas in our credo.

Our Credo:

- *We matter*
- *We belong*
- *We shine*
- *We are Lakers!*
- *We contribute*
- *We are passionate*
- *We are valued*

b. **Communication: "Expectations regarding acceptable conduct are made known to all students, parents and school staff, as well as to temporary staff or visitors. Protocols while acting as ambassadors of the school also are made known to students, parents, coaches and involved members of the greater community."**

Our current school Code of Conduct is available on our school website and are published in the students' day planners. The four pillars are visible throughout the school. The Code of Conduct will be sent home annually to be signed by parents/guardians and students.

2. KEY ELEMENTS, con't

- c. **Implementation: “Behavioral expectations outlined in codes of conduct are consistently taught and actively promoted. Responses to unacceptable behavior are based consistently on sound principles and are appropriate to the context.”**

Since 2007, Como Lake has been developing its school goals, behavior/discipline model and Code of Conduct. They have been based in part on the positive principles of Restitution in Education, Restorative Practices, Effective Behavior Support Model and Building Safe School Communities, with support from Ministerial Order M276/07, the BC Human Rights Code and School District Policy #17. Working with these processes and guidelines, which are built on dignity, respect, and clear expectations, Como Lake underwent an extensive process and asked for input and feedback from staff, parents and students.

The Code of Conduct is implemented through all classes throughout the year. As well, the first week of the school year is used to introduce or refresh the Como Code and specifically teach students behavior expectations around this Code. Teachers also use the Code as the basis of their classroom expectations and rules. Staff models the Code of Conduct all members of and visitors to our community.

Classroom teachers develop classroom charters with students at the beginning of the year. Teachers use community circles to review and confirm the expectations in the charters, our Code of Conduct and the four pillars. Teachers and students reflect on actions through restorative prompts and try to repair any harm done if appropriate.

- d. **Monitoring and Review: “Conduct is continuously monitored to ensure codes reflect current and emerging situations and are contributing to school safety. Codes of conduct are reviewed and improved in light of evidence gathered and/or relevant research, and are revisited as part of a regular cycle of policy review.”**

The Como Lake Code of Conduct is monitored throughout the year by staff and administration. Teams use weekly meetings to monitor, record and track both acceptable and unacceptable student behaviors. By tracking the conversations teachers and administrators have with students regarding behaviors, students receive more consistent reinforcement of acceptable behaviors and appropriate recognition for good behaviors. Students are also recognized for positive and kind behaviors. Each year, all partner groups are provided the opportunity to review and make changes to the Code of Conduct to be sure that the statements are useful and effective.

- e. **Alignment: “Codes of conduct are compatible between schools in the community and across elementary, middle and secondary levels.”**

The middle schools located in this geographic area of the school district (Como Lake, Montgomery, Maillard) continue to have conversations between all three levels in order to coordinate Codes of Conduct for all twenty schools, from Kindergarten through Grade 12. We are moving closer to greater alignment within our family of schools through our shared Social Emotional Learning Goals and by further implementing Restorative Practices collectively.

3. STANDARDS

Como Lake 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, mental 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 a safe, caring and orderly school culture in which purposeful learning can take place
- to promote and encourage this culture for all members of the Como Lake community
- to clarify and publish expectations for student behaviour while at school, while going to and from school, and while attending any school function or activity at any location
- to establish an appropriate balance between individual and collective rights, freedoms and responsibilities

To meet the purposes listed above a search by school officials of a student under their authority or a search of student property may be undertaken if the school has reasonable grounds to believe a school rule has been or will be violated, and that the evidence of that violation will be found in the location or on the person of the student being searched. Students know that their teachers and other school authorities are responsible for providing a safe learning environment and maintaining order and discipline at school. As a result, they must know that, where reasonable grounds exist, this may require searches of students, their lockers and their personal effects and the seizure of prohibited items.

Students should also be aware that the schools may collect, use and disclose personal information about students for the purposes of investigating and addressing student misconduct, safety and maintaining order and discipline in school. Such collection and use of student information may include information that is obtained from witnesses or collected from other secondary information sources (e.g. social media). All personal information of students collected by the school will be collected in compliance with and under the authority of the Freedom of Information and Protection of Privacy Act (ss. 26(a),(b), and(c)) and the School Act. Questions about the collection, use or disclosure of student personal information should be directed to the Associate Director of Information and Learning Technologies Stephen Whiffin, at swhiffin@sd43.bc.ca.

b. Conduct Expectations

As per Section 8 of Human Rights Code of British Columbia, students shall not discriminate against others on the basis of the race, religion, colour, ancestry, place of origin, marital status, family status, age, sex, sexual orientation, gender identity or expression, or physical or mental disability. Furthermore, as per Section 7 of the Human Rights Code of British Columbia, no student shall publish or display anything that would indicate an intention to discriminate against another, or expose them to contempt or ridicule, on the aforementioned bases.

3. STANDARDS, con't

c. Acceptable/unacceptable conduct

The following guidelines outline the behavioral expectations for all students at Como Lake Middle School. These guidelines are based on the four pillars that were determined by staff, students and parents. The language developed around behavioral expectations was determined by the students and staff.

Acceptable:

Safety

- A. When I move through the school, I am aware of my surroundings and give other people personal space.
- B. I know when and how to get help for myself or others, when something is not right.

Respect

- A. I recognize disrespectful behaviour and I take action.
- B. I clean up after myself and remind others to do the same.

Inclusion/Welcoming

- A. I use good manners consistently and greet people in a welcoming manner.
- B. I make an effort to include and get to know others in my school community.

Learning

- A. I come to class prepared and willing to participate and learn.
- B. I consistently strive to do my best in every assignment.

Unacceptable:

Safety

- C. I am loud and offensive when I move through the school and interfere with the safe feelings of others.
- D. I move through the school in a reckless fashion and I have no regard for the personal space or safety of others.

Respect

- C. I interfere with others' learning
- D. I take advantage of times when no one is looking to break rules and use offensive language.

Inclusion/Welcoming

- C. I refuse to respond when spoken to and make no effort to include others I don't know well.
- D. I physically or verbally attack people.

Learning

- C. When I arrive at Como Lake, I am unprepared to learn.
- D. I don't take responsibility for my learning and I distract others.

d. Rising expectations

As students grow and mature from grade six to eight, there are rising expectations of responsibility and accountability. Students are expected to always strive to display "A" and "B" behaviors in all four of our pillar areas. Team building activities and ongoing classroom activities have a focus on positive behaviors and expectations for making the school a better place. Students are recognized for their positive contributions.

3. STANDARDS, con't

e. Dress Code:

We recognize that clothing is an avenue of personal expression, however, students are asked to wear appropriate clothing that communicates modesty and respect. This means not wearing articles of clothing which display alcohol, drugs, or inappropriate sexual or racial content. Also, students whose clothing choices amount to degrees of nudity (e.g. exposed underwear, buttocks, midriff, pectorals, and breasts) will be asked to put on different attire, such as PE strip or school clothing. Finally, sunglasses, hats and hoods are not permitted to be worn within the building. This permits the school to readily identify strangers and promotes face to face communication.

4. CONSEQUENCES

a. Restorative Practice and Progressive Discipline

At Como Lake, we recognize the importance of modeling respectful and responsible processes for managing conflict. Whenever possible, we try to use a restorative approach to resolve conflict and teaching pro-social behaviors.

The fundamental premise of restorative practice is that people are happier, more cooperative, productive, and more likely to make positive changes to their lives, when those in authority do things “with them”, rather than “to them” or “for them”. As a result, a focus of behavior intervention should be to help an offender recognize and repair any harm done. Furthermore, the purpose is to teach the offender moving forward, and then reinforce positive behaviors, in order to return the offender to the school community stronger, and more resilient than before the offense.

Every effort will be made to support all students. However, if there are ongoing conduct issues after having implemented restorative interventions, more traditional discipline approaches may be used, separate or in conjunction with restorative interventions. All disciplinary decisions will be made with respect to the individual and context, and responses to conduct issues will take into consideration the student’s age, maturity, and past conduct. Recognizing that every student is an individual, special consideration *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.

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 in other circumstances where engaging in the activity will have an impact on the school environment.

4. CONSEQUENCES, con't

Examples of Como Lake's approach to progressive discipline include:

- clearly outlined behavioural expectations for all students
- regular and timely recognition for positive behaviours, as well as contributions to the school culture and climate
- team and teacher interventions
- loss of privileges
- office referrals
- parent notification
- restorative practices and restitution
- tracking systems and follow-up
- alternative locations for suspensions
- informal or partial-day suspensions
- in-school or formal suspensions

b. School/Team Level Intervention

The school looks to a variety of interventions depending on the circumstances and individuals involved. It may involve and is not limited to conflict resolution strategies, in-school counseling, behavioral plans, and mediation/circle groups. The following steps may also take place when student's behavior is a continual concern.

- The student will be given a warning.
- The student will be moved within the classroom. Behaviour expectations will be reviewed either at the next break or at the end of the day.
- The student will be moved to another classroom.
- A student may be transferred into another class or team.

c. Suspensions

School suspensions may result from extreme unacceptable behaviour and are considered most serious. Suspensions, both formal and informal, can be given for any behaviour that makes other students or staff feel unsafe or unwelcome within the school community, including but not limited to:

- fighting, violence, or Intimidation
- bullying or cyber-bullying
- theft
- vandalism
- possession of weapons, drugs, alcohol or tobacco (including electronic cigarettes and vaporizers)
- defiance

4. CONSEQUENCES, con't

d. Notification

School officials may be required to advise other parties in the event of serious breaches of the Code of Conduct, including:

- parents of student offender(s)
- parents of student victim(s)
- school district officials – as required by school district policy
- police and/or other agencies – as required by law
- all parents – when 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 situations where a student or adult makes a worthy complaint regarding a breach of the Code of Conduct, every attempt will be made to ensure the safety of the reporting individual and to prevent any retaliatory action by any person because of the disclosure.

e. Resolution

Once the restorative and/or disciplinary process is complete, where necessary or requested, a meeting may be held which could involve:

- other students affected, victim(s) or witness(es)
- teacher(s) or support staff
- administration
- parent(s)

The purpose of the meeting would be restorative in nature. In serious cases, regular follow-up with the counsellor or administration may be implemented. Students with repeated negative behaviors may be referred to the district level for interventions which may have broader options for solutions.