



Student Handbook

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Ms. T. Banks
Principal

Ms. L. Goodridge
Vice Principal

I've been considering the phrase "all my relations" for some time now. It's hugely important. It's our saving grace in the end. It points to the truth that we are all related, that we are all connected, that we all belong to each other. The most important word is "all." Not just those who look like me, sing like me, dance like me, speak like me, pray like me or behave like me. ALL my relations. That means every person, just as it means every rock, mineral, blade of grass, and creature. We live because everything else does. If we were to choose collectively to live that teaching, the energy of our change of consciousness would heal each of us—and heal the planet. — Richard Wagamese, *Embers* (p. 36)

This planner belongs to: _____

Core teacher: _____

Division/Homeroom #: _____

ÉCOLE MOODY MIDDLE SCHOOL OF THE ARTS

Bell Schedule 2023-2024

Monday – Thursday		Friday	
Band 7:50 – 8:40		Band / Choir 8:15 – 9:00	
Warning Bell	🔔 8:40	Warning Bell	🔔 9:00
Daily Art/ Circle 1	8:45 – 9:55	Daily Art/ Circle 1	9:05 – 10:50
2	9:55 – 10:45		
<i>Nutrition Break</i> 10:45 – 10:55 🔔		<i>Nutrition Break</i> 10:50 – 11:00 🔔	
3	11:00 – 11:50	2	11:05 – 12:45
4	11:50 – 12:40	BRICK	
<i>Lunch</i> 12:40 – 1:15 🔔		<i>Lunch</i> 12:45 – 1:15 🔔	
5	1:20- 2:10		
6	2:10 – 3:00	3	1:20 – 3:00



IMPORTANT DATES – 2023-2024

SEPTEMBER	
5	School Opens
13	Photo Day
22	Pro-D Day (District) – Schools not in session
26	Parent and Student Orientation/Open House
30	Truth and Reconciliation Day
30	Orange Shirt Day – Every Child Matters
OCTOBER	
2	Truth and Reconciliation Day Stat – Schools not in session
9	Thanksgiving – Schools not in session
11	Photo Day Re-takes
18	Grade 6 Immunizations
20	Pro-D Day (Provincial) – Schools not in session
27	Grade 6 Immunizations follow-up
NOVEMBER	
9	Remembrance Day ceremony
10	School Closure Day
13	Remembrance Day Stat – Schools not in Session
21-23	Communicating Student Learning 3-way conferences
DECEMBER	
7	Winter Concert
21	Report Cards are published
23-January 7	Winter Vacation – Schools not in session
JANUARY	
8	Schools re-open after Winter Vacation
29	Focus Day Pro-D Day – School not in session
FEBRUARY	
19	Family Day – Schools not in session
23	Pro D Day (District) – Schools not in session
28	Pink Shirt Day
MARCH	
9	Report Cards are published
15	Last day of school before Spring Break
18-28	Spring Break – Schools not in session
29	Good Friday – Schools not in session
APRIL	
1	Easter Monday – Schools not in session
2	Schools re-open after Spring Break
9-11	Communicate student learning conferences
12	Terry Fox Run
19	Pro-D Day (District) – Schools not in session
29	Grade 6 Immunizations
MAY	
6	Grade 6 Immunizations follow-up
20	Victoria Day – Schools not in session
23	Presentation of Learning Event Tentative
JUNE	
5	Pro-D Day (School-Based) – School not in session
6	Year-End Music Concert
27	Last School Day / Report Cards are published
27	Year-End Recognition Assembly/Grade 8 Leaving Ceremony
28	Administrative Day – Schools not in session

GENERAL INFORMATION

ÉMMSOTA stands for École Moody Middle School of the Arts.

A more comprehensive version of our Code of Conduct is at <http://www.sd43.bc.ca/school/moody/About/COC/Pages/default.aspx#/=>

STUDENT ACTIVITY FEE (Annual)

All students pay a student activity fee of \$35.00 which finances student activities, agenda books, and exploratory course expenses. Please pay during the first week of school. We encourage the use of School Cash Online (<https://sd43.schoolcashionline.com>) which provides receipts electronically and is set up for parents through our website. Anyone who finds this fee a personal financial hardship should contact Ms. Goodridge (Vice Principal) or Ms. Banks (Principal).

LOCKS AND LOCKERS

Students will be assigned a locker *and lock* and are expected to keep them in their original condition. Students are not to move to another locker or to exchange or share lockers or locks with other students unless approval is given. The locker is school property and may be inspected occasionally. Administrators have the right to check lockers without the student's permission if they feel it is necessary. **In order to provide security for their belongings, students are strongly advised to keep their lock combinations confidential.**

TEXTBOOKS

Textbooks are often issued by the teacher who will record the condition of the book. Students are responsible for their textbook(s) which may be used for all or part of the year. A charge will apply for lost or damaged textbooks.

LOST AND FOUND

Our "lost and found" is located in the Multi-Purpose Room (MPR). Anything found should be taken directly to the lost and found or brought to the office if the MPR is closed. Small or valuable items should be brought directly to the office. The lost and found is open every day during nutrition break and lunch. Students are responsible for the care and safety of all their personal belongings. **The school cannot accept responsibility for lost or stolen articles.** Unclaimed lost and found articles are regularly donated to a local charity.

VALUABLES

Unfortunately, every year, students have valuable items go missing. To prevent this, here are some suggestions:

1. Do **NOT** share lock combinations with others.
2. Leave all valuables in your personal locker when going to PE.
3. Lock bicycle securely to the bike racks outside.
4. Do not bring anything of significant or sentimental value to school.
6. All belongings, including clothing, should be clearly identified with student's name.
7. Note: Teachers are not expected to provide secure locations for safekeeping of laptops.

EMERGENCY/EVACUATION DRILLS

During any emergency or drill, students are expected to behave with the highest degree of conduct. In the event of a fire emergency, an alarm will sound. Students anywhere in the building must leave the school promptly using the nearest exit route or as directed by staff. Once outside, students must continue to move "**silently and safely**" to the designated (field) area, where they will line up by division. This procedure is practiced through the school year.

EARTHQUAKE POLICY AND PROCEDURES

In the event of an earthquake, district and school guidelines have been established regarding the protection and the evacuation of students from the school. It is important to note the following provincial reminders to parents:

1. Do not phone the school - we may be trying to reach you or emergency response services.
2. Check the school website for school/district messages in the banner at the top of the homepage.

3. When safe to travel, go to the school to collect your child - your child will NOT be released otherwise, with one exception. Your child may also be released to persons authorized on each child's 'Emergency Release form', completed at the beginning of each year.
4. If you are unable to reach the school, contact the designated guardian to collect your child. Always ensure your contact information at school is current.

LOCKDOWN DRILLS

There are four types of lockdown drills identified as **ROOM CLEAR, SHELTER IN PLACE, HOLD AND SECURE, and LOCKDOWN**. Two of these drills will be conducted this year and the local Port Moody police often support us during these drills and help us improve our procedures for keeping students and staff safe.

- A **ROOM CLEAR** order is called when it is necessary to move people away from a hazard/situation contained in one room/area. People will move to a designated room/area in a calm, orderly fashion.
- A **SHELTER IN PLACE** order is used if an environmental hazard/wild animal may impact the school. Typically, normal activities continue within the school. This is usually associated with an environmental hazard where hazardous materials are released into the atmosphere, for example, a chemical spill or gas leak in the immediate vicinity of the school. Shelter in place might also be used in the case of a wild animal in the vicinity of the school. When a Shelter in Place order is called, staff will close exterior doors and windows, and continue with normal activities in the school.
- A **HOLD and SECURE** is used if there is a security concern in the neighbourhood. Typically, normal activities continue within the school. This may occur if there is a police incident nearby (warrant execution, K9 track, etc.), a serious car accident near the school or a wild animal or other threat in the neighbourhood. During a HOLD AND SECURE, staff will secure classrooms, close windows, lock the door, and send attendance to the office.
- A **LOCKDOWN** is used if there is an immediate, active, on-going threat to students or staff. Normal activities in the school cease while awaiting police response. During a LOCKDOWN, staff will check hallways for students. Once students are secure in a classroom, teachers will secure and barricade doors, turn out lights, cover the windows, and move students out of line of sight of doors and windows.

FIELD TRIPS

Field trips are an extension of the classroom and thus all school rules apply. If a student has difficulty with school rules while inside the school or travelling on a bus, they may be denied the opportunity to participate on field trips.

SCHOOL FUNCTIONS

When students attend a school function, even when off school property, they are expected to demonstrate responsible behaviour. School functions include athletic events, concerts, camps, trips and other activities that are being sponsored by the school. All school rules and regulations apply at these functions. Students will be made aware of rules and expectations governing these events and it is the students' responsibility to follow them.

VISITORS

Parents and visitors on official business are welcome at ÉMMSOTA and must come to the office upon arrival to sign in and pick up a visitor pass. A courtesy call to the office prior to entering is always a courtesy that is appreciated.

PARKING AND DROP OFF

Our aim is always to ensure pedestrian and traffic safety. Please adhere to the rules of the road, including speed limits and cell phone use, especially in the vicinity of our school entrance and drop-off area. Arriving early to school or dropping off your child on the surrounding streets and encouraging them to walk to school greatly eases traffic congestion. Drop off and pick up of students is permitted only on the south side of our parking lot in the designated areas. Pull ahead as far as possible to drop off your child and be aware of other pedestrians as you depart via the outside loop of the parking lot. Double parking and cars stopped without pulling over to pick up and drop off students is not permitted. Our parking lot is 10 km/hr. *maximum* and is locked nightly and on weekends.

MEDICAL ROOM

The medical room is in the general office area. It contains a medical cot and is designed to provide basic first aid. If students are ill and wish to use this facility, they must request the permission of their teacher, then report to the

school office. No medication can be provided by the school unless appropriate medication and medical forms, signed **annually** by a physician, have been submitted to the office. All accidents and emergencies must be referred to a teacher immediately. A student wishing to go home because of an accident or illness must check out at the office. The office will contact a parent or guardian prior to the student being permitted to leave.

SCENT AWARE

SD43 is scent aware. To protect individuals with fragrance sensitivities and to prevent others from developing them, please refrain from using scented products such as perfumes, body sprays, deodorants and soaps. Please opt for unscented products whenever possible.

LEARNING SERVICES

In addition to the regular classroom program, some students need additional support, instruction and resources to maximize their learning success at school. This support takes many forms and we are pleased to offer a wide range of services designed to meet those needs, including:

- Learning Assistance (for curriculum support)
- Gifted and Enrichment Services
- Skill Development (for modified programs)
- ELL Program (for English language learners)
- Counseling support
- Tutoring
- Lunch Program

A student or parent who feels one of these programs would be beneficial for the student should contact a teacher for more information.

LIBRARY LEARNING COMMONS

ÉMMSOTA has a part time teacher librarian who works closely with teachers and their students. Students are welcome to go to the Learning Commons with their teacher's permission. Sometimes teachers will bring the whole class into the Learning Commons to work on special research for their projects and inquiries. Students are responsible for caring for resources on loan and for noting the due date, returning them in good condition or paying for the replacement or repair of materials signed out to them. The Learning Commons is open regularly for student use in signing out and returning books, reading, homework, research, helping friends and classmates with their work, and meeting with other students to work on projects.

STUDENT RESPONSIBILITIES

At École Moody Middle School of the Arts, we work hard to create and maintain an environment that supports the right of every student to learn in a safe and respectful learning environment.

LEARNING

At École Moody Middle School of the Arts, we believe learning is at the heart of every moment of our day. We understand that each student is unique and not every student will learn at the same level or in the same way. However, we will do our best to meet the learning needs of each student by providing a variety of teaching styles, learning assistance, design adaptations or modifications, and by giving students multiple opportunities to demonstrate their learning. Cooperatively, teachers, parents and students create supportive conditions to allow all students at École Moody Middle School of the Arts to do their best.

Some days teachers may ask students to continue learning at home (outside of school time). This is an opportunity to supplement learning and help students progress in class. Putting the finishing touches on learning outcomes with major projects and presentations or reviewing class work at home helps students demonstrate understanding and learning. Parents may assist in this process by helping their child find a quiet place to work at a regular time. Parents may or may not be able to assist with the actual work, but this active support in seeing that the child takes the time to try on their own will make a difference.

Students who need extra time or support with their learning, or simply need a space or the resources at ÉMMSOTA may be given the opportunity to stay after school. If this becomes a necessary method to support the students'

learning, they may need to make an alternate arrangement to get home. With any alternate arrangements to the day, we appreciate parents' efforts to help support their child's safety, success, and learning.

SELF-REGULATED LEARNING & CORE COMPETENCIES

We strive to help develop each learner's ability to access strategies to be calmly focused, alert, ready to learn, and able to thrive in our school environment. Strategies to support this are also practiced in the Self-Regulation Room.

Core competencies are sets of intellectual, personal and social and emotional proficiencies that all students need in order to engage in deep and life-long learning. There are three identified core competencies: Communication, Personal and Social Responsibility, and, Critical and Creative Thinking. Competencies are evident when students are engaged in the 'doing' action in any area of learning.

CLOSED CAMPUS

Supervision and safety of students is paramount. Students are to remain on school property from the time they arrive until dismissed at the end of the day. Students may not, at any time, leave the campus for any purpose, such as to purchase food. Unless students are enrolled in music classes (e.g. band, choir) or engaged in extracurricular functions before and after school (e.g. sports teams, clubs, homework club, leadership events), students should strive to arrive about 10 minutes before our school day (and music starts) in the mornings and leave the school premises after school. We do not provide morning or after school supervision unless noted above.

Any student who wishes to go home for lunch must have a note of permission from a parent on file in the office. They must sign out and then upon returning, sign in at the office each time they go home for lunch.

ATTENDANCE - ABSENCES/LATES

Satisfactory progress with learning requires regular attendance. Therefore, students must attend every day. When a student is absent or late, **a parent/guardian** must contact the school by calling 604-461-7384, by emailing the school at moodymiddlesecretary@sd43.bc.ca or by completing an electronic Absence Report on our website (homepage/Quick Links/Absence Report). The school must also be notified of absences/lates in the same manner if distance learning is underway.

Students who frequently arrive late or struggle to attend daily often cannot do their best learning. Research has shown that students are more successful, engaged learners when they attend regularly and participate in school activities. Attendance is monitored by teachers and our school-based team. Parents will be contacted if a student's attendance is a concern.

Students are responsible for catching up on any missed work during absences. If students are absent for multiple days or for an extended period, parents are asked to contact teachers by email to request homework that can keep their child connected to their learning. All students can access TEAMS for school assignments as applicable. If you do not have email, please request homework by calling the office and classroom teacher to arrange for work.

EARLY DISMISSALS

If a student needs to leave school for an appointment, there are a few options to communicate this by contacting the office by phone, by providing a note to the office, by emailing moodymiddlesecretary@sd43.bc.ca or by completing an electronic Absence Report on our website (homepage/Quick Links/Absence Report). Students must sign out at the office before leaving and advise when they will be returning to school. When a student returns from an early dismissal on the same day, they are to report back to the office to sign in. Parents are advised to call the office upon arrival so the student may be released from school. Alternatively, parents may contact the office to provide consent for the student to be released from school via some other means such as public transit or walking.

DRESS EXPECTATIONS

Respectful School Clothing Statement of Purpose

School District 43 is committed to providing students with learning environments that are safe, responsive, and inclusive. The district recognizes that decisions about dress reflect individual expression of identity, socio-cultural norms, and, personal choice. As well, the responsibility for personal dress and grooming primarily resides with students and their parents. Clothing that is comfortable, clean, and modest best meets the needs of the middle school community.

École Moody Middle School of the Arts is a community which brings together many different families with varying values and cultural beliefs. The expectation of school culture is one of decency and respect for all students, staff, parents, and visitors. We ask that common sense be the guide and that as a community we are sensitive to others. Students are expected to wear clothing and jewelry that:

- Conform with established health and safety requirements for the intended activity.
- Do not represent or promote smoking, alcohol, or drugs.
- Use respectful language.
- Do not depict or promote violence, racism, sexism, or discrimination in any form.
- Are not intimidating to others.
- Allow us to recognize our students as part of the ÉMMSOTA school community by removing all hats and hoodies while inside the building including when on school sanctioned field trips.

Ultimately, the individual has the responsibility to apply the dress guidelines and we, as a community, have the responsibility to teach and guide the importance of respect and caring when necessary. If any person dresses in an inappropriate manner, the student will be advised personally and discretely and given an opportunity to meet SD43 guidelines. Respect for the learning environment is the guideline.

PROHIBITED ITEMS

In the interest of general safety, the preservation of school property and the maintenance of a calm learning environment, students are not permitted to bring the following items to school: fireworks, pepper spray, laser pointers, lighters or matches, smoking or vaping paraphernalia and weapons of any kind, including replica weapons.

PERSONAL TECHNOLOGY/BYOD

The use of personal technology continues to be an important tool used at École Moody Middle School of the Arts to empower the learning of our students. Examples of personal technology include electronic devices like tablets, and laptops (versus iPads and smartphones). Students must bring these items--charged and ready to use--to school daily and recognize that it is the sole responsibility of all students to ensure they are being used, stored, and secured properly at all times. ÉMMSOTA students are asked to put security locks/codes on all devices brought to school. When using technology, district approved platforms, district e-mail, social networking, collaboration, blogging, or media sharing tools on school property, during school sanctioned trips, and during school sanctioned educational opportunities, **students are expected to act as appropriate digital citizens.**

Students may use their personal technology in a responsible way before 8:35 am and after 3:00 pm anywhere on campus at ÉMMSOTA. When using technology off campus, students are still expected to use personal technology in a responsible way that adheres to our school Code of Conduct.

Between the hours of 8:35 am and 3:00 pm, students may have their devices with them in class for use to empower their learning during supervised class time as permitted by staff. Additionally, during these hours, students are not to use their personal technology such as a cell phone, especially not in the bathroom. Technology not intended for learning in the classroom should be safely stored in an assigned locker or at home. Wearing headphones or earbuds during Nut Break or Lunch is not permitted. Students are also not to use external speakers.

- Students violating this policy will have their devices removed until the end of the day.

- Students who have a second offence: the device will be stored at the office until a parent is able to pick it up outside of instructional hours. On a second offence students will also be required to leave their phone in the office during the school day for up to a month or at the next natural break (e.g. winter break).
- If there is a third offence, the student will lose their privileges to bring their personal technology to school for a period of time. Parents and ÉMMSOTA staff will determine a plan to respond to the student's needs.

ÉCOLE MOODY MIDDLE SCHOOL OF THE ARTS CODE OF CONDUCT

I. INTRODUCTION

École Moody Middle School of the Arts' (ÉMMSOTA) Code of Conduct outlines school expectations and acceptable student behaviour as directed by the *School Act, section 85*. The Code of Conduct is communicated to students, parents, staff and other district staff (and also to visitors if deemed necessary). Our Code of Conduct is taught, reinforced and monitored. Each year it is reviewed to reflect the school's community needs, and to align with the district and provincial school safety initiatives.

II. CODE OF CONDUCT: KEY ELEMENTS

1. Process

"All British Columbia schools include students, parents and staff in the development and review of codes of conduct."

The code of conduct as set out in Section 6 of this document, "Standards", is updated annually with input from students, parents, staff and district staff. This Code of Conduct is thoroughly reviewed to determine whether any amendments are necessary.

ÉMMSOTA has a collaborative and progressive behaviour support plan in place to assist with the alignment of all stakeholders to the Code of Conduct by focusing on expected behaviour and restorative practice in our school. Each year we review and update our expectations to best reflect our values and beliefs in our learning community. Our focus is on a restorative justice approach to create and maintain a peaceful environment for all students and staff.

2. 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 are made known to students, parents, volunteers and involved members of the greater community."

The Code of Conduct, refreshed annually, is posted on our school website and published in our student handbook. Annually, teachers review it with our students in September and at ongoing points throughout the year. Parents are asked to acknowledge that they have read and discussed the code with their children. The Code of Conduct is also shared with staff, where it is supplemented with the student responsibilities process to be used at ÉMMSOTA.

In 2017, the learning community of ÉMMSOTA engaged in a collaborative process involving all staff and students to update and implement our shared values. After a planning process with the school community, a clear set of values and expectations were published at ÉMMSOTA. Classroom lessons around our values and expected behaviour has been and will continue to be integrated into our culture beginning with our September community building activities.

Behaviour expectations are communicated to students: by their core teachers, via the daily announcements, in assemblies, during pod meetings and in our advisory groups called BRICK. Parents are provided with updates at PAC meetings, in newsletters, through teacher communications, in special e-mails or on our website in the *announcements* section as necessary. When students need to take responsibility for harm/damage that they have caused, the discussion between student and adult will always contain reference to expected behaviours,

alternative choices the student might have made, and a plan to make things right. Parents are also contacted to discuss the issue.

Implementation

“Behavioural expectations outlined in the Code of Conduct are consistently taught and actively promoted. Responses to unacceptable behaviour are based consistently on sound principles and are appropriate to the context.”

The École Moody Middle School of the Arts community believes it is important to establish a safe, caring environment where everyone belongs and feels connected. We do this by:

- Caring for and including others
- Respecting and accepting people
- Respecting and caring for property
- Showing safety for self and others

Our Code of Conduct applies to all members of the École Moody Middle School of the Arts community. We use our code to model, teach and encourage positive behaviour. We also acknowledge that pre-adolescence is a busy, active time of growth and development as children become teenagers. Young adolescents at this stage, where they are experiencing their first sense of independence, will make mistakes and errors in judgment and will encounter peer conflict. As part of the school community, the staff work directly with our students, both victims and offenders, to address and restore the harm that was done and facilitate a timely and mutually agreeable resolution. Using a restorative justice approach, we find that all involved parties benefit from this method of addressing conflict in a respectful and effective manner.

Behaviour expectations are consistently modeled, taught and actively promoted throughout the school. At the beginning of each year, teachers take time to teach expected behaviour directly to students. Each year, staff will be referencing our shared values that form the acronym, RESPECT.

R-responsible/responsable
E-educated/éduquée
S-supportive / soutenir les autres
P-positive
E-empathetic/empathique
C-creative/créative
T-tenacious/ténace

During the year, teachers and other staff will focus on various needs as they arise in the school. A situation could potentially be addressed school-wide, by pod, classroom or by grade, depending on the issues identified. Aspects of self-regulation appropriate specifically to children during the rapidly changing middle years are introduced and integrated into all school activities. Proactive measures the school has taken to foster strong relationships are to introduce an advisory block called BRICK. These small groups of grades 6, 7 and 8 students are led by a teacher who meet with their BRICK classes once per week. During this time, learning is structured within four areas connected to our school. One of the areas is entitled *Building Respect. Regular lessons created with this theme focus on RESPECT, restorative practice, school culture, personal and social competence and community circles.*

All staff model socially responsible behaviour and they make their presence felt during the continuity of instruction, accounting for breaks as well as the time before and after learning. Adults are in constant communication with students to encourage social responsibility and self-regulation, and they communicate with their classes to emphasize points they feel need to be made on a wider scale.

We utilize our leadership students, and all students in general, to model and encourage the creation and maintenance of a restorative, and peaceful school environment. Considerable time and energy is spent inviting all

students to participate in and join in one or more of the many extra-curricular teams, clubs and activities offered at the school, to increase their connectedness and sense of belonging. Pods focus on creating that unique sense of belonging and identity, especially during September, and also throughout the whole year during both online and face-to-face instructional time.

Other parts of our implementation plan include anti-bullying/kindness initiatives, in combination with social and emotional learning. Students and parents alike benefit from an understanding of the differences and the overlap between peer conflict, mean behavior and bullying.

3. Monitoring and Review

“Conduct is continuously monitored to ensure code reflects 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 is revisited as part of a regular cycle of policy review.”

Our Code of Conduct will be reviewed yearly by various representatives of the school community including the PAC, student leaders and the staff, in order to monitor its efficacy. Teachers will engage in a similar process involving consultation with students in homeroom and BRICK classes. As a result of this consultative process, it will be determined whether any part of the school policy around conduct, behaviour and response requires review, including: the Code of Conduct itself, the RESPECT values, and the communication strategies.

Throughout the year, we continue to monitor student behaviour using a variety of information channels including core/curricular competencies, office behavioural support data, classroom assessment data, MDI-7/MDI-8 results and anecdotal data. Ministry and school-based parent satisfaction surveys will yield a further source of information.

Our school community will engage in a process to highlight our shared values and Code of Conduct with special emphasis on building a respectful culture including one that relates to respecting the school’s physical school facilities. This will allow us to embrace updated and current language to reflect our new school culture, while maintaining our rich culture of care and respect.

4. Alignment

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

Our École Moody Middle School of the Arts Code of Conduct is closely aligned with the codes of our elementary and secondary schools. Recently, the codes of conduct from all levels from our family of schools were consulted to ensure consistency in language and expectations.

5. Standards

a. Purpose

The purpose of this Code of Conduct is to:

- establish and maintain a safe, caring and orderly environment for a positive learning and teaching climate
- outline and clarify school expectations and acceptable student conduct at school, on the way to and from school, and while attending any school function or activity at any location and within our online community
- ensure a positive human rights environment that cherishes openness, diversity, fairness, and equity
- encourage thoughtful and reflective citizenship

b. Conduct Expectations

Rising Expectations

École Moody Middle School of the Arts students share a culture of **RESPECT**.
R-responsible/responsible; **E**-educated/éduquée; **S**-supportive / soutenir les autres;
P-positive; **E**-empathetic/empathique; **C**-creative/créative; **T**-tenacious/ténace.

Students are expected to learn and to mature and progress through their 30 months of middle school and should:

- model positive behaviours for their peers and younger students
- support and reinforce appropriate behaviours with themselves and others (self-regulation) as outlined through the school's goals of RESPECT
- assist in peaceful resolutions to problems and seek adult help regarding unacceptable conduct
- demonstrate increased self-control and implement conflict resolution strategies
- engage in a restorative practice philosophy

Acceptable conduct is demonstrated by:

- respecting oneself, others and the environment
 - *caring for and including others*
 - *respecting and accepting all members of our school community*
 - *respecting and caring for property*
 - *cleaning up after oneself and others on the school property*
 - *dressing respectfully for a learning environment*
 - *believing in yourself with an "I make a difference" attitude*
- engaging in responsible behaviour in all learning and school activities
 - *attending class regularly and punctually*
 - *participating fully in learning activities and being prepared for class*
 - *completing all assignments well and in a timely manner*
 - *being polite and using common sense*
- ensuring the school environment is a safe, healthy and caring place for all to learn
 - *being a respectful participant*
 - *working cooperatively with others*
 - *being accepting of others' abilities and ideas*
- informing an adult of an unsafe individual or behaviour in a timely manner and in advance, if possible, for example, incidents of:
 - *fighting*
 - *bullying*
 - *harassment*
 - *intimidation*
- acting in a manner that brings credit to the school

Unacceptable conduct is demonstrated by behaviours that:

- interfere with the learning and teaching environment
- create an unsafe or dangerous learning environment
- demonstrate bullying, harassment, intimidation, violence or exclusion, such as:
 - *physical or verbal bullying such as putdowns, name calling, gestures or actions*
 - *Use/name a physical illness, disability or condition to threaten, harass or intimidate others in the community*
 - *bullying, such as harassing, insulting or intimidating others through the use of technology – students may be subject to discipline for on or off campus misuse of technology or any other conduct if it negatively impacts on the school environment*
 - *As per Section 8 of the 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.*
 - *touching or teasing any person who does not want it because all people have the right not to be touched, teased or humiliated*
 - are acts of retribution towards someone who reported unsafe or violent incidents
 - are illegal, such as:
 - *possession, use or distribution of illegal or restricted substances (tobacco, drugs, alcohol, fireworks of any kind, lighters, electronic cigarettes/vapes, etc.)*
 - *possession or use of any weapons*
 - *theft of or damage to property*
- * The behaviours cited are intended as examples only and are not an all-inclusive list.

- 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 the conduct occurs on or off School District property, at a school sponsored function or activity, or otherwise.
- 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.

Responses

When there is unacceptable student conduct, a restorative process begins. Progressive discipline methods will be implemented to alter the inappropriate and/or unsafe behaviour. Consequences and support will be preventative and restorative, whenever possible and appropriate. Consequences may be implemented based on the severity and frequency of the behaviour, as well as on the age and maturity of the student(s).

Some of these methods could include one or more of the following:

- students completing reflective behavior sheets that include an opportunity to create a plan to restore the harm caused by the behaviour
- students participating in meaningful consequences for the unacceptable behaviour
- face to face meetings with appropriate individuals to address the harm done
- small group or classroom circles to restore equity, balance and respect
- school or community counseling
- conflict resolution strategies
- informal suspension or “time-outs” at school or at home
- community service
- partial day school programs
- behaviour plans
- formal suspension: District Code of Conduct suspension process – Level I, II or III (for serious or dangerous behaviours)

*Special considerations may apply to the imposition of consequences on students 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.

Parent Notification

Due to the nature of the unacceptable behaviour the school staff will contact the following people:

- parents of student offenders in incidents of bullying, harassment or illegal activity
- parents of student offenders who interfere with the learning of others, or who show disrespect to others and to the environment – as determined by individual staff member dealing with the situation, possibly after a warning or two
- parents of student victims
- 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.

SCHOOL DISTRICT NO. 43 (Coquitlam) POLICIES AND ADMINISTRATIVE PROCEDURES

Complete copies of policies and administrative procedures are available for your viewing at the school office and on the district website: www.sd43.bc.ca Board of Education/Policies.

District Code of Conduct – Policy 17

The Board believes it has a responsibility to establish expectations of students as part of its governance role for the district. The Board further believes that the responsibility for student discipline in school is shared among students, staff and parents. Students have a responsibility to respect the rights and dignity of others and to become actively and productively involved in their own academic learning and social growth. Educators are responsible for establishing a positive school climate in which structure, support and encouragement assist the students in developing a sense of self-discipline and responsibility. Parents are responsible for establishing a positive learning atmosphere in the home knowing school policies and procedures, supporting the school in the enactment of these policies and procedures, and encouraging their children to understand and respect these policies and procedures.

Tobacco and Vapour Products Free Environment – AP 171

All school property is designated “tobacco and vapour product free”. Therefore, every person, including a student, employee or visitor, is prohibited from smoking, using tobacco or vapour products of any kind, or holding lighted tobacco on school property at any time, including non-school hours.

Violence, Intimidation and Possession of Weapons – Policy 18

The Board believes that schools are purposeful places where students and staff must be able to work, learn and play without the threat of physical or psychological harm. Schools are characterized by sensitivity and respect for all individuals, an environment of non-violence, clear student behavioural expectations and disciplinary practices that are enforced consistently and fairly. The Board acknowledges its role in providing secure learning environments which are safe from threats, violence or intimidation.

Student Threat Assessment Protocol

A student threat assessment will be initiated by the school’s multi-disciplinary Violent Threat Risk Assessment (VTRA) team when behavior includes, but is not limited to serious violence, violence with intent to harm, and behaviour that is exceptionally worrisome.

Our Shared Values



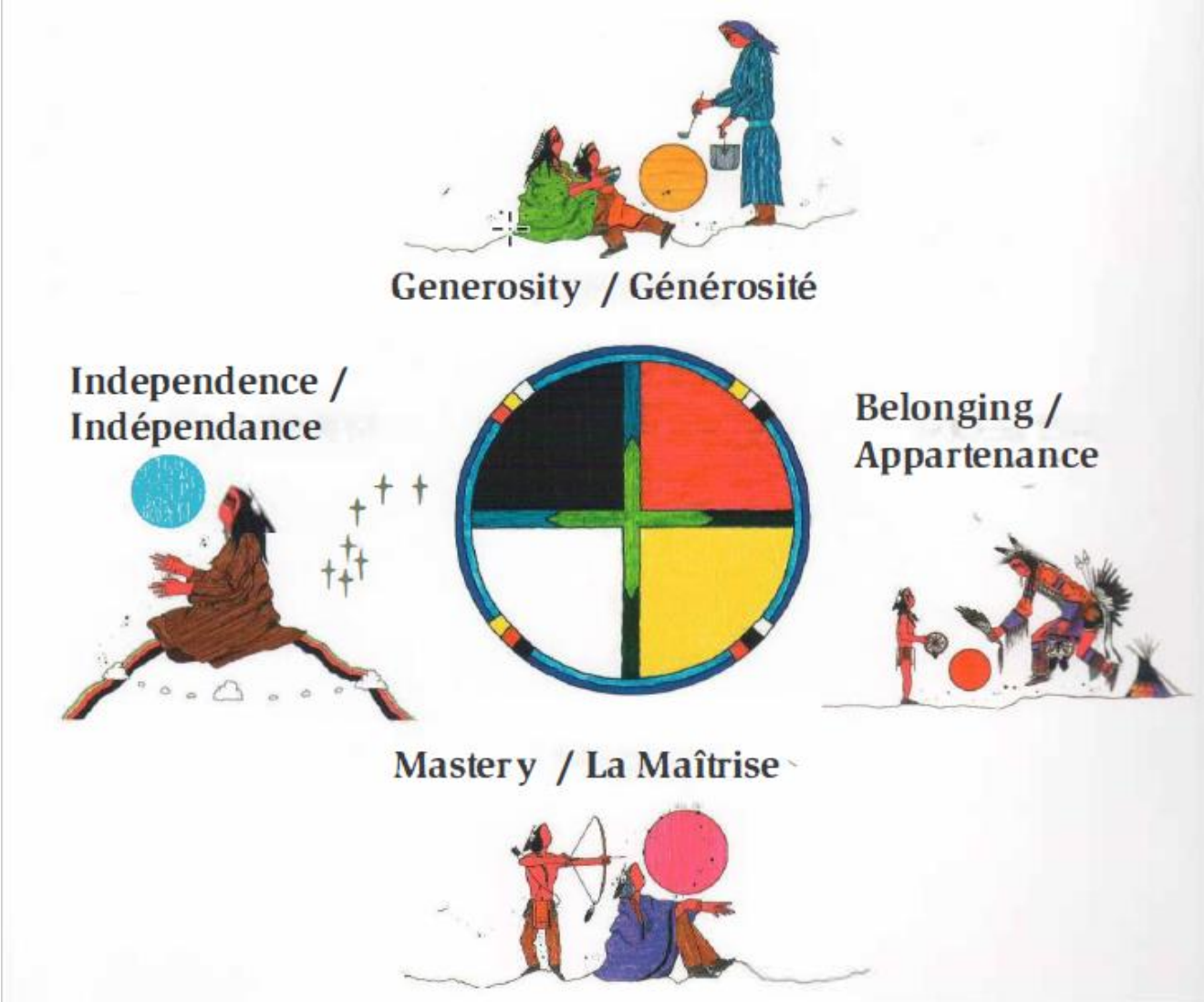
R- responsible	<i>responsable</i>
E- educated	<i>éduqué/éduquée</i>
S- supportive	<i>soutenir les autres</i>
P- positive	<i>positif/positive</i>
E- empathetic	<i>empathique</i>
C- creative	<i>créatif/créative</i>
T- tenacious	<i>tenace</i>

School Mission: At École Moody Middle School of the Arts, students will integrate and innovate through the arts to foster student learning, leadership, and social emotional development in a safe and caring learning environment.

The ZONES of Regulation®

<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>

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Brendtro, L., Brokenleg, M., & Van Bockern, S. (2019). Reclaiming Youth at Risk: Futures of Promise (Art by George Blue Bird). Bloomington, IN: Solution Tree.