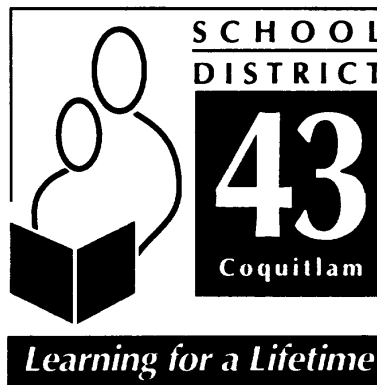


Code of Conduct 2016– 2017



Eagle Mountain Middle 2016-2017

School Mission: At Eagle Mountain Middle, learners are at the centre, and connected by community, inquiry, innovation and social emotional learning. The school is focused on deep student learning, empowered by technology and inspired by our natural environment.

I. INTRODUCTION

Eagle Mountain Middle School's Code of Conduct outlines school expectations and acceptable student behavior as directed by the *School Act 85(2)(c)*. The Code of Conduct applies while at school, at school-related activities and in other circumstances where engaging in the activity will have impact on the school environment, including various electronic communications. The code of conduct also pertains to transitions between school and home at the beginning and end of the school day. The Code of Conduct is communicated to all students, parents, and staff annually, and other district staff and visitors as deemed necessary. The Code of Conduct is taught, reinforced and monitored. Each year the Code of Conduct 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", was drafted in the spring of 2005, and formalized with students, parents, staff and district staff in autumn of that same year. The Code of Conduct is reviewed annually in late spring, to determine whether any amendments are necessary. We have presented the code to PAC to seek feedback, and have posted the code on the website with a request to have parents review and comment on the document. Teachers have been consulted through team leader and staff meetings and have advocated for their students in this process.

Eagle Mountain Middle has an effective behavior support plan in place to support the code of conduct by focusing on expected behavior in the school. A process was undertaken over six years ago that developed school wide expectations which were driven almost entirely by staff and students, with updates communicated to the PAC and Coquitlam School District. Three years ago we added to our code of conduct by fully implementing a restorative justice approach to creating and maintaining 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, coaches and involved members of the greater community."

Each year teachers go over The Code of Conduct with the students. Parents are asked to sign that they have read and discussed the Code with their children. The Code is also posted on the website and contained in the staff handbook, where it is supplemented with the student responsibilities process to be used at Eagle Mountain Middle.

Behavior expectations are communicated to students over the announcements and to parents in newsletters (as particular issues arise). When students need to take responsibility for

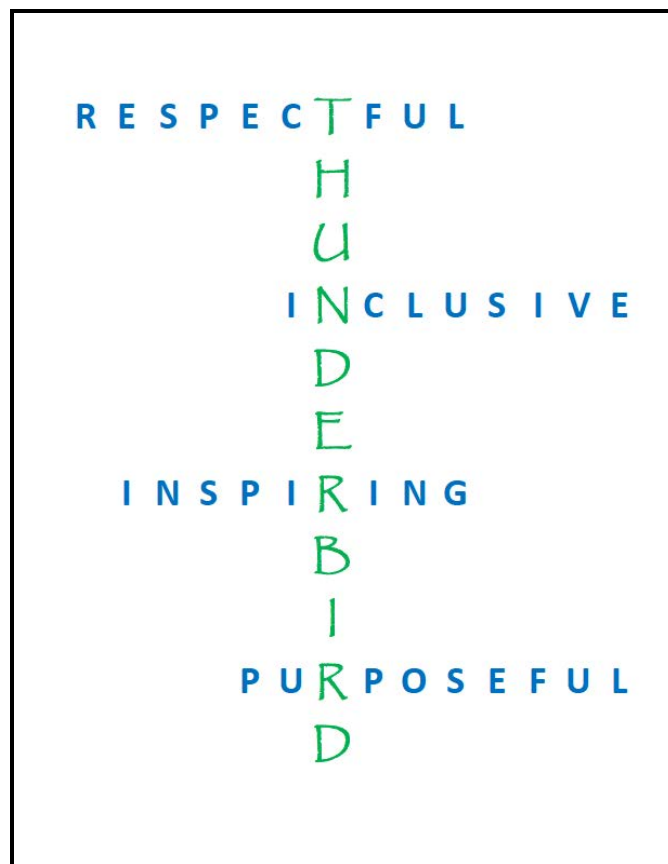
harm/damage that they have caused, the discussion between student and adult will always contain reference to expected behaviors, alternative choices the student might have made and a plan to make things right. The elements of these discussions are also reported to the parent if they are called about the issue.

3. Implementation

“Behavioral expectations outlined in code of conduct are consistently taught and actively promoted. Responses to unacceptable behavior are based consistently on sound principles and are appropriate to the context.”

The Eagle Mountain Middle School community believes it is important to establish a safe, caring environment where everyone belongs and feels connected. In the 2014-2015 school year we had staff and students collaborate through a number of class and team meetings, as well as professional development sessions with staff, to create our “Thunderbird Code”. The Thunderbird Code will be implemented in classrooms and teams through ongoing activities and meetings, and school-wide through assemblies and special events. The Thunderbird Code defines the core values and qualities of positive school citizens who are:

- Respectful – of others and property
- Inclusive – of others
- Inspiring – in their actions and learning
- Purposeful – in their positive actions and learning



Our code of conduct applies to all members of the Eagle Mountain Middle community. We use our code to model, teach and encourage positive behavior. 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 tastes of independence, will make mistakes and errors in judgment and will encounter peer conflict. We see our job, as a school community, is to work with our students, both victims and offenders, to address 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 proactive method of addressing conflicts in a respectful and effective manner.

Behavior expectations are consistently modeled, taught and actively promoted throughout the school. At the beginning of each year, teachers take time to teach expected behavior. During the year, teachers and other staff take different focuses in response to identified needs throughout the school. Such a focus could be school-wide 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.

All staff model socially responsible behavior and they make their presence felt around the school during breaks. 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 known as “school ambassadors”, and all students in general, to model and encourage the creating and maintaining of a 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 by the school, to increase their connectedness and sense of belonging. Teams focus on creating that unique sense of belonging to a TEAM, especially during September, but also throughout the whole year.

Other parts of our implementation plan include anti-bullying initiatives, in combination with social emotional learning. Students and parents alike benefit from an understanding of the differences between, and the overlap between peer conflict, mean behavior and bullying (our district has provided a bulletin that addresses this).

Our school goal for 2015-2016 was focused on developing a Growth Mindset. Specifically our goal was to investigate: “How will teaching a growth mindset perspective continue to develop and enhance all students’ learning?” With the motto, “Effort does lead to success.” Over the course of this year, staff noted a shift in their students’ thinking abilities as the students began to meet challenges and look for ways to continue on in their learning rather than simply giving up. The language and thinking around “learning from mistakes” has become an integral part of our school culture and regular classroom conversations. For 2016-2017 our new goal, as outlined in our Action Plan for Learning (APL), will also contribute to deeper learning and developing positive school culture. The goal will have us teaching all students about developing deeper mathematical thinking. Specifically we want to know: “How can we better prepare students to understand the mathematical information presented to them about the world and use that information to further drive their thinking?” We believe this will further enhance both their overall social emotional well-being and academic learning.

4. Monitoring and Review

“Conduct is continuously monitored to ensure code 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 Principal, Vice Principal, the PAC, and the staff will review the Code of Conduct yearly in order to monitor its efficacy. Enrolling classroom teachers will go through a similar process involving consultation with students in homeroom classes. As a result of this consultative process, it will be determined whether any part of the school policy around conduct, behavior and response requires review, including: the Code of Conduct itself, and the communication strategies.

We will continue to monitor student behavior using a variety of methods such as performance standards, and anecdotal data. Both Ministry and school-based parent satisfaction surveys will yield a further source of information.

5. Alignment

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

The Eagle Mountain Middle Code of Conduct is closely aligned with the Codes of our elementary and secondary schools. Discussions were held with both groups prior to implementation in 2005. These discussions took place at District administrator meetings, as well as at regular “breakfast” meetings with the elementary schools. As well in the 2014-2015 school year copies of the Codes of Conduct from all levels from our family of schools were obtained and analyzed to ensure consistency in language and expectations.

6. Standards

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
- To establish and maintain appropriate balances among individual and collective rights, freedoms and responsibilities
- 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
- Ensure a positive human rights environment that cherishes openness, diversity, fairness, and equity
- Encourage thoughtful and reflective citizenship

Conduct Expectations

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 yourself and others on the school property*
 - *Dressing appropriately for a learning environment*
 - *Believing in yourself*
- Engaging in responsible behavior in all learning and school activities
 - *Attending class regularly*
 - *Participating fully in the learning and being prepared for class*
 - *Completing all assignments*
 - *Using good manners and common sense*
- Helping to ensure the school environment is a safe 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 behavior 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 behaviors that:

- Interfere with the learning and teaching environment
- Create an unsafe or dangerous learning environment
- Demonstrate bullying, harassment, intimidation or exclusion, such as:
 - *Physical or verbal bullying such as putdowns, name calling, gestures or actions*
 - *Cyber bullying, such as harassing, insulting or intimidating others through the use of technology such as computers, the internet, email, text messaging, cellular telephone, chat rooms or the like – 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*
 - *Students shall not discriminate against others on the basis of the race, religion, sex, or sexual orientation, or disability, or for any other reason as set out in the Human Rights Code of British Columbia, nor shall a student publish or display anything that would indicate the intention to discriminate against another, or expose them to contempt or ridicule, on the basis of any such grounds; and*
 - *Touching or teasing any person who does not want it (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, etc.)*

- *Possession or use of any weapons*
- *Theft of or damage to property*

* The behaviors 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.

Rising Expectations

Eagle Mountain Middle students are expected to learn and to mature and progress from grade 6 to 8 and should:

- Model positive behaviors for their peers and younger students
- Support and reinforce appropriate behaviors with themselves and others (self-regulation)
- Assist in peaceful resolutions to problems and seek adult help regarding unacceptable conduct
- Demonstrate increased self-control and implement conflict resolution strategies

Consequences

Consequences will be applied to unacceptable student conduct, and will be implemented based on the severity and frequency of the behavior, as well as on the age and maturity of the students. Progressive discipline methods will be implemented to alter the inappropriate and/or unsafe behavior. Consequences and support will be preventative and restorative, whenever possible and appropriate. 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 behavior
- Students participating in meaningful consequences for the unacceptable behavior
- Face to face meetings 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
- Behavior plans
- Formal suspension: District Code of Conduct suspension process – Level I, II or III (for serious or dangerous behaviors)

*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 behavioral nature.

Parent Notification

Due to the nature of the unacceptable behavior 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 or to the school/learning environment

- 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.