

Ecole Banting Middle School

**Code of Conduct Guidelines:
2021 - 2022**



Home of the Blaze

June 2021

École Banting Middle School Code of Conduct 2020-2021

I. INTRODUCTION This Code of Conduct is a result of collaboration between the parents, students and staff of our school community and is designed to reflect and clearly communicate what we, as a school community, value and expect in terms of student behaviour. It should be pointed out that we believe that the primary responsibility for the development of character, morals and strong values, rests with the parent and the family. The school acts as a support system for reinforcing positive behaviour that is taught, reinforced and expected by parents and guardians at home. That being said, the only way that we, as a school community, can help our students reach their full potential, is to work together as a team. Decisions will be made by school personnel, in consultation with parents, based on the content of this document, which reflects what our school community values and believes in.

II. CODE OF CONDUCT: KEY ELEMENTS

- 1. Process:** The Code of Conduct is reviewed annually. This process is collaborative and actively involves the PAC, teachers and student reps. Changes each year represent our stakeholder groups. The result is a code of conduct that represents the values and beliefs of our school community.
- 2. Communication:** The school will take the following steps to communicate expectations to students and the greater school community:
 - Expectations regarding behavioural conduct will be E-mailed home and posted on our website
 - Parents will be asked to read this and fill out an online acknowledgment that they have read it
 - Expectations will be stated clearly at the first school assembly during the first week of school in September
 - Each classroom teacher will thoroughly review school-wide and classroom expectations with their class at the beginning of September and will be reviewed throughout the year
 - The school code of conduct will be discussed and reviewed at our first staff meeting, first team leader meeting, and our first support staff meeting (including noon hour supervisors).
 - The school code of conduct will be attached to the WCB form all employees must sign when they are new to a building and will also be added to all TOC plans/TOC books and support staff plans/books.
 - The school code of conduct will be posted on the school website
 - Specific behavioural expectations will be posted in the classroom in the form of the classroom charter
 - Reminders will be given to individuals, teams or the whole school as deemed necessary throughout the school year

3. Implementation

- Each class will receive direct instruction on issues regarding bullying, intimidation and harassment by the end of September
- The school will continue to use the 6 R's (see 6b) which clearly outlines student expectations for both in school and out of school activities.
- School-wide responsibilities are discussed with students about behaviour on both a structured and incidental basis. Parents are contacted when there is a behavioural issue and we discuss our Code of Conduct and ask for follow up at home, so students understand that the school and home are on the same page with the Code of conduct.
- Our extra-curricular programs, based completely on voluntary contributions on the part of the staff and parent volunteers, is designed to engage students in positive activities, enhancing their school experience and giving them additional opportunities to learn about the concepts of respect, responsibility, safety, sportsmanship, etc.
- Behaviour incidences are discussed individually with staff members at team leader meetings, PAC meetings, team meetings, Case Management meetings, and at some staff meetings. At these meetings, we discuss trends, patterns and have open and frank dialogue regarding reviewing and improving our code of conduct and school-wide proactive and reactive behavioural strategies

4. Monitoring and Review

- Our school uses a system of behaviour referral forms, which allow us to track the number and type of behavioural incidents. These incidents are tracked on a regular basis and are available for all staff to view
- SBT and Teaming – we have weekly School Based Team Meetings to identify and support students who require additional behavioural support. In addition, each team meets at least once per week to specifically discuss and plan how to support students that require additional assistance and mentorship.

5. Alignment

- Administrators from our family of schools meet annually to compare our respective codes of conduct and school-wide discipline systems. Although it is recognized that there is a need for some school-wide autonomy, schools are attempting to strive for continuity in terms of language used with students regarding safety and belonging.

6. Standards

a) Statement of Purpose

- To continue to establish and maintain a respectful, safe, caring and orderly environment which enables a positive learning environment for all.
- To clarify and outline school expectations and acceptable student conduct while at school, in the community and while acting as school ambassadors during field trips, sports outings, etc. This includes any activity at any time in any location that will have impact on the school environment.

b) Conduct Expectations:

Acceptable Conduct: Our school's conduct is summarized by "The Six R's"

- **Relationships:** Relationships are healthy connections between students and adults in the school setting that foster positive social interaction and establish a nurturing environment of trust and support. Our actions are expected to help maintain and strengthen caring relationships.

- **Respect:**

- Respecting the rights of others
- Respecting others' belongings and school property
- Respecting our school environment
- Respecting ourselves by striving always to be the best that we can be

- **Responsibilities:**

- Being responsible for the actions that we take and the consequences of those actions. Banting is a community. Be a leader; assist and guide those who require assistance and guidance. Be involved.

- **Rights:**

- Our school community expects that the rights of all to feel safe and to learn will be respected at all times. The rainbow flag we have at our entrance embodies this.
- Understanding the relationship between rights and responsibilities

- **Rules:**

- Our school has rules so that we all know what to expect and what is expected of us as individuals
- Our rules are developed by the members of our school community
- Our school rules are posted in every classroom in the form of a classroom charter

- **Routines:**

- Our routines are simple day to day expectations that we all need to do automatically and which help make our school run in an orderly manner

Unacceptable Conduct

- Anything which interferes with the rights of anyone in our school community to feel safe and to learn.

- École Banting Middle School promotes the values expressed in the BC Human Rights Code respecting the rights of all individuals - Students shall not discriminate against others on the basis of race, religion, colour, ancestry, place of origin, 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.

- Anything which demonstrates a lack of caring for oneself and anyone else in the school community, specifically, any behaviour which might, either intentionally or not, result in a member of our school community feeling bullied, harassed, intimidated or excluded, including:

- o Physical violence of any kind
- o Cyberspace misconduct: Threatening, harassing, unkind or disrespectful communication through the use of technology/electronic media such as Snapchat, Instagram, other social networking sites, email, text messaging, cellular phones, chatrooms, use of webcams, etc.
- o Putdowns, teasing, name calling, unkind/inappropriate gestures or actions
- o Discriminatory behaviour such as a verbal, written or gestured comment regarding any aspect of a person in our school community
- o Exclusion of others

- Illegal acts such as possession of fireworks, a weapon or replica weapon, or possession of illegal substances such as E-cigarettes, vapes, drugs or alcohol. Weapons include, but are not limited to, knives of any kind, all BB guns and any other item which could be used to intentionally harm another person.
- Theft or vandalism to school property or the property of individuals within the school community

****These behaviours are examples only. This is not intended to be an all-inclusive list.***

Rising Expectations - As students in our middle school mature and progress from grade six to eight, there is a rising expectation of personal conduct and exemplary behaviours.

Students are expected to:

- Make choices which model positive behaviour for their peers and younger students
- Engage in leadership activities which 'give back' to the school community
- Accept an increasing degree of responsibility for their actions
- Assist others in making responsible, mature decisions

c) Consequences

The core of the word discipline is the word disciple – to learn. Progressive discipline in our school will continue to focus on helping students learn to make more positive choices in the future.

- Consequences will be applied in cases where students choose not to meet the expectations of our school community and will be implemented based on the severity and frequency of the behaviour. Mitigating factors will always be taken into account.
- Consequences and support will be preventative and restorative as opposed to punitive • Consequences will focus on the repairing of relationships where necessary so that further problems do not arise.
- Students should be aware that they may be subject to discipline for on or off campus misuse of technology if it negatively impacts the school environment.
- Some disciplinary methods could include one or more of the following consequences:
-Most all situations involve some restorative justice or restorative action
 - o Discussion at the classroom, team or office level
 - o Reflection papers
 - o Reflective time
 - o Making up lost time

- o Community service
- o Small group mediations
- o School or community counselling
- o Removal of privileges
- o Individual behaviour support plans
- o Informal suspension – in school or out of school
- o Formal suspension as per District Code of Conduct – in school or out of school
- o RCMP involvement

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:

Depending on the nature of the unacceptable behaviour, the school staff will contact the following people, in a timely manner:

- The parent or guardian of the student who has broken the code of conduct (this may be through a written note to be signed, an email or a phone call, depending on the severity of the issue)
- Parents of a victim of bullying or intimidation will be notified directly
- Coquitlam School District officials will be contacted as required by school district policy if there has been a breach of district policy
- Police and other agencies as required by law
- The school staff and community as deemed appropriate by the school and/or district administration

SPECIFICS TO ECOLE BANTING MIDDLE SCHOOL

The middle years of growing up-ages 11 through 14 are times of rapid physical, mental, and emotional change for early adolescents. These young people learn best in an educational environment that encourages them to convert their energy and enthusiasm into knowledge and skills. Middle schools provide that environment.

Middle school teachers, counselors and support staff understand the unique needs of early adolescence. Learning takes place in a safe, nurturing environment where students explore while discovering new talents and skills. This environment helps students build confidence and a positive self-image.

As young children mature and move towards adolescence, middle schools help them become aware of their physical and emotional changes, while at the same time developing skills that foster academic success. Through the middle years, students are encouraged to develop new learning-skills and self-directed techniques that prepare them for secondary and the years that lie beyond.

BANTING SCHOOL GOALS

- 1) **Enhancing inclusive restorative classroom practices that support the diverse academic and socioemotional needs of our learners via the new BC curriculum.**
- 2) **Supporting students in becoming increasingly independent and critical thinkers who:**
 - **take ownership of their learning and understand that risk taking is a part of personal growth**
 - **contribute in a positive manner to actively build and maintain a healthy school community**

BUILDING BANTING'S COMMUNITY

Our school motto is "PRIDE", which forms the foundation of school life at Banting. Banting PRIDE describes the appropriate behaviours for students in all locations of the school, is taught to students in classrooms and referred to throughout the school year.

Power of Courage
Respect & Responsibility
Inclusion
Determination
Empathy

Force de Courage
Inclusion
Empathie
Respect & Responsabilité
Ténacité
Eloquence

PARENT PHONE NUMBERS AND ADDRESS CHANGES

It is of paramount importance that the school has accurate records of parents' home and work numbers. **Please inform us immediately of phone number or address changes during the year**, so we can keep our records up-to-date.

MEDICAL ALERTS

If your child has a medical condition that requires precautionary treatment of medication at school or has symptoms of which we should be aware, please complete a **Medical Alert Form** found online in our community portal.

SCHOOL OFFICE

The school office is open from 8:00 a.m. until 4:00 p.m. Monday to Friday. The office staff will be pleased to assist you. The school number is 604-939-9247.

NEWSLETTER & COMMUNICATION

We send communiques via E-mail home an average of about twice a month. We advise parents and students to regularly check the Banting website for updated news, announcements, and calendar items.

BANTING PARENT ADVISORY COUNCIL (P.A.C.)

All Banting parents belong to the PAC and are encouraged to attend the monthly meetings. These meetings provide an opportunity for parents, school staff and community members to share ideas and discuss educational issues as they pertain to our middle school. Watch for meeting dates in our school newsletter, the PAC Newsletter or visit the PAC page of our community portal.

SCHOOL FEES & KEV

Activity fees support school wide activities for all students, such as: student leadership events, clubs, cultural performances, lock rental and replacement, and special event celebrations. If payment of the activity fee causes a financial hardship, please contact the school principal. Middle school activity fees are set by the School Board at \$35.00.

The District has moved to an online payment and permission portal called KEV. Notifications of field trips and other events that require payment or permission will be emailed via this portal.

VISITORS

In order to support a safe academic environment for all students, we have a No Visitors Policy. Only parents and people conducting business at the school are welcome. Relatives from out of town that are students or students from other schools who are on a non-instructional day, are not expected to visit during the school day. All visitors are asked to check in at the office upon arrival at the school.

COMMUNITY PORTAL

Be sure to check our community portal for information and updates. www.sd43.bc.ca/banting

TRAFFIC

We ask for your assistance when dropping off and picking up your children at school. Please drive with caution around our school and move forward in our limited drop off area. We suggest arriving at school after 3:10 in order to avoid and not contribute to the congestion. We ask everyone to please respect the posted signage, paying special attention to Exits and Entrances. Please ensure you are beside the curb when picking up or dropping off students eg.-no double parking.

STUDENT ILLNESS

The office is not permitted to issue medication. Students who feel too ill to remain in class should obtain permission from the classroom teacher before reporting to the office. If your child will not be attending school for any reason, including illness, please notify the school by phone or online

ATTENDANCE

It is a joint parental and student responsibility to ensure that students are at school and on time every day. Attendance is taken each morning and the names of absent students are recorded at the office. If the office has not been informed of the child's absence by parents, an attempt will be made to contact them. This is for safety reasons.

Parents can help staff monitor attendance by phoning the office anytime to inform us of the child's absence each day the child is away. There is an answering machine for after hours or early calls. Alternatively, you can complete an Absence Report online in our community portal.

If a child must leave early for an appointment or other commitment, please notify the office by either submitting an Absence Report online indicating the time and reason for early dismissal, sending a note with the child or calling the office by 9:00 am. If a child is ill and wishes to go home early, a parent will be contacted and informed of the situation before the child is dismissed.

LATES

At Banting Middle School we believe it is very important that students arrive at school on time, ready to work. Being on time prepares students for work and other activities outside of school: a life skill necessary to succeed after graduation. Late arrivals have the dual effect of hindering a student's academic progress, as well as disrupting the teacher and the class as a whole, missing important information and calendar items as well as missing daily announcements.

If a student arrives late to school, he/she must sign in at the office. A student who is late once a month will be excused.

The second time late in a month, the student will be expected to complete a reflection sheet designed to help the student come up with a plan to arrive at school on time, and to inform parents.

On the third, and any subsequent late arrivals to school in a month, the student will owe back the time to the office. Students should arrive at the school by 8:30am to allow them time to go to their locker before the first bell.

CLOSED CAMPUS

Students are not allowed to leave the school grounds during school hours without written parental permission.

STUDENT RESPONSIBILITIES AND EXPECTATIONS

Since promoting success is our major goal, we have a code of rights and responsibilities, which, if adhered to, will promote student success.

- I have a **RIGHT** to learn in this school. It is my **RESPONSIBILITY** to attend all classes punctually, complete assignments and work cooperatively in the classroom.
- I have a **RIGHT** to hear and be heard. It is my **RESPONSIBILITY** to listen while others are speaking.
- I have a **RIGHT** to be respected in this school. It is my **RESPONSIBILITY** to treat others with respect - to not tease, harass or discriminate against other people.

- I have a **RIGHT** to be safe at school, and on the way to and from school. It is my **RESPONSIBILITY** to not threaten, intimidate or physically hurt anyone at school or on the way to or from school.
- I have a **RIGHT** to privacy and to my own personal space. It is my **RESPONSIBILITY** to respect the space of others, maintain school cleanliness and respect school property.

SCHOOL BEHAVIOUR

School boundaries will be clearly laid out at the first assembly. **Students are expected to follow boundary guidelines and stay within school property.**

- Students **may not** leave the school grounds without permission during the school day.
- All waste is to be placed in the appropriate place according to our recycling program.
- Students may play in the field and playground area, but **may not** play in the front of the school or side parking lots.
- Students **may not** play in the ravine.
- Students **must** follow the instructions of the noon hour supervisors.
- Bullying and rough play **will not** be tolerated.
- Smoking or vaping or possession of any said items is **not** permitted on or near school grounds.
- Gum is **not** allowed in school at any time.
- Skateboarding, scootering, biking and rollerblading is **not** allowed on school grounds.

ASSEMBLY BEHAVIOUR

School assembly programs will be presented throughout the year. They may include multi-media productions, speakers, and presentations by students, staff, parents, and professional performers from outside our community. At Banting Middle School we expect proper behavior in our assemblies. Procedures and behavioral expectations are as follows:

- Students are expected to **sit quietly with their class. Go to the washroom prior to an assembly** All waste is to be placed in the appropriate place according to our recycling program.
- Students are expected to **walk to and from assembly areas in a quiet and orderly manner and should be seated as quickly as possible.**
- Students are expected to be courteous. Appreciation is shown by applause rather than yelling, whistling, or shouting. **Derogatory sounds such as booing, chanting..etc. are not respectful and will not be tolerated.**
- To ensure a minimum amount of disturbance from the audience, students should **be alert to the person in charge of the program.**
- Students are to **remain seated throughout the program** until they are dismissed.

BULLYING

Unacceptable bullying behaviors include but are not limited to:

Physical Bullying: This type of bullying includes hitting and kicking a person, or taking/damaging another person's property.

Verbal Bullying: Verbal bullies use words to hurt or humiliate another person. Verbal bullying includes name calling, insulting, making racist comments and constant teasing.

Relational Bullying: Relational or relationship bullies try to convince their peers to exclude or reject a certain person or people from their group of friends. This type of bullying is linked to verbal bullying and usually occurs when children (most often girls) spread nasty rumours about others or exclude an ex-friend from the peer group.

Reactive Victim: Reactive victims straddle a fence of being a bully and being a victim. These bullies are impulsive and react quickly to intentional physical encounters. In some cases reactive victims begin as victims and become bullies as they try to retaliate.

Cyber Bullying: Using a technological device to intentionally hurt or humiliate another person ie. Facebook, snapchat, Tic Talk, Instagram, email, texting

Sexual Bullying: This includes gender putdowns. Sexual bullying also includes touching a person in a sexual way which makes them feel uncomfortable.

Banting Middle School has a zero tolerance policy for bullying. Bullying is any sustained, targeted behaviour that causes or creates pain or injury to another person.

Characteristics of the Bully

1. Thinks life is a one- way street	My way is the right way. If I want to do something, it's right. If you want to do something, it's probably wrong, unless I say you're right.
2. Has a disregard of injury to others	I don't have to care what happens to anyone but me. I don't owe them. They owe me.
3. Has unrealistic expectations	I should be number one overnight. Winning is everything. If someone disagrees with me, they are putting me down.
4. Is always looking to take the easy way out	I'm not going to do any more than I have to. They should be glad I'm doing anything at all. I can always find a short cut. Too bad if they don't like it.
5. Believes lying is a way of life	I can get out of anything. My story is the right one. I can prove it, but I don't have to.
6. Refuses to accept responsibility for actions	They're lying. That's not how it happened. It's not my fault.
7. Has sense of superiority over others.	I'm going to go along with these guys 'cause I know they'll do things my way. What a bunch of wussies: I'm so much smarter than they are. I'm stronger and bigger.

How to Handle a Bully

1. Avoidance	Know when to walk away.
2. Humour	Use humour to defuse a bully who may be about to attack.
3. Be assertive	Tell the bully to "leave me alone!" Then walk away.
4. In general	Seek out friendly children and build friendships with them.
5. Give the right message	Avoid the victim stance by standing up straight, using good eye contact and a loud clear voice.
6. Get help	Tell an adult that you trust; a teacher, noon hour supervisor, counsellor, principal or vice-principal.

SOLVES

S – Stop. If you or someone else is in a conflict situation don't just let it happen or get worse. Make a choice to do something to stop it and *prevent* it from getting worse.

O – Own it. Ask yourself: Am I involved directly in this problem? Or am I involved indirectly? Either way, make a choice to own it on some level and take a stand. (Don't go for a ride on the 'SLED'. SLED is a useful acronym to remind us why people don't get involved. It stands for: S: scared; L: lazy; E: entertained; D: don't know what to do.)

L – Look, Listen and Learn. Try to find out what is going on by looking at facial expressions and body language. Find out what is happening and assess how serious it is so that you can do something.

V – Verbalize. Use your words. This is one of the most powerful ways to help problem solve. Some suggestions are: 'That's not cool'; 'Please stop'; 'You are forcing me to get some help'; or use distraction. If the problem is really serious, get some help from a trusted adult if at all possible.

E – Evaluate. Ask yourself the following questions: Are you satisfied with how you handled the problem? Are things alright now? How would you handle it differently next time? Do you need additional support?

S- Seek advice or report if necessary. Find some extra support by asking for some advice from a trusted adult or making a report to a trusted adult.

STUDENT DRESS CODE

At Banting, we promote a professional learning environment. We recognize that clothing is an avenue of personal expression, however, students are asked not to wear articles of clothing which display alcohol, drugs, or inappropriate content. Students whose clothing choices amount to degrees of nudity (e.g. exposed buttocks, midriff, pectorals, and breasts), will be asked to put on different attire. Modesty and respect is the guideline. Hats and hoods/hoodies are not permitted to be worn within the building. This permits the school to readily identify strangers and promotes face to face communication.

PEDS (Personal Electronic Devices – cell phones, iPods, iPads, MP3's, computers, electronic games) & BYOD

At Banting, we understand PEDS are a part of everyday life, but it is important that they do not disrupt the learning environment. PED's will be permitted throughout the school (inside and outside) before and after school but must be in lockers during school hours. PED's should not be out between 8:38 – 3:00. This means no PED's out at nutrition break or lunch break. Classroom teachers may permit PED's in the classroom during classroom time or during breaks, under their supervision. This is the decision of each individual teacher and this must be respected. This means some classrooms or some areas may not permit PED's during certain times or at all.

PEDs should be used respectfully and responsibly. The content on a PED must be appropriate and any staff member can request to see or hear a PED at any time. For safety purposes, the volume level of the PED must be at a level that the individual using it can hear others around him/her in case of an emergency. PED's that are not connected to earphones or ear buds must be at a volume level that is quiet and does not disrupt others.

Banting is a BYOD school. We recognize that easy access to a computer can enhance students' learning. However, we recognize that just like pen and paper, computers are a tool. Internet safety and responsible use of a computer are part of the curriculum. The school has a limited number of computers for students who are unable to bring a computer to school. These will be signed out and are the students' responsibility until the end of the year. Misuse of the school computer will result in it being recalled. Regular consequences apply to BYOD devices. Students who are irresponsible, unsafe or engage in inappropriate behaviour while on their device during class time will have their access to the school Wi-Fi cut off.

PICTURES OR RECORDINGS ARE NEVER TO BE TAKEN AT SCHOOL INCLUDING BEFORE AND AFTER SCHOOL.

PEDs are NEVER to be present in washrooms or change rooms for ANY reason. Using a PED at Banting is a privilege. If it is abused, you may lose the privilege to have a PED at Banting. If PED use compromises the privacy or safety of a person at Banting, consequences can range from confiscation of the PED to suspension - or both.

THE SCHOOL IS NOT RESPONSIBLE FOR THE SECURITY OF PEDs AT ANY TIME.

STUDENT TELEPHONE USAGE

The office phone is available for student use during periods when classes are not in session. Calls are only to be made home to contact parents and should be as brief as possible. Students are required to get a phone permission slip or verbal permission from their teacher before they can use the office phone or classroom phone.

STUDENT PICTURES

The school picture program provides the school with student photos for our Emergency Preparedness Program. Students/Parents wishing to purchase color packs may do so at this time.

LOCKS AND LOCKERS

Each student will be assigned a locker and a lock. Lockers are the property of the school and the contents are subject to school supervision. Students may only use locks issued by the school. It is the students' responsibility to take care of their lockers and to ensure that their lock combination is kept secret. The school is not responsible for items lost from a locker. The school reserves the right to revoke locker privileges for neglect or abuse of the locker. If students lose or break their lock, there will be a new lock issued at a charge of \$5.00. Students may decorate the inside of the locker as long as it is in good taste and can be easily removed. Students are encouraged to bring a lock from home in order to safeguard their possessions in the P.E. change room.

VALUABLES

We encourage students to keep valuable items, including electronic devices, at home. The school will not be responsible if items are lost or stolen.

GYM CHANGE ROOMS

The gym change rooms are only for students who need to change into their gym clothes for PE. **It is important to remember to never bring and leave any valuables into the gym change rooms.**

MULTI – PURPOSE ROOM

The MP Room area is available for students who need to heat their lunch in the microwaves, or require hot water for their soup/noodles. Each team has a common area that has a hot water urn and two microwaves.

BREAKFAST PROGRAM AND LUNCH PROGRAM

Banting offers a breakfast program from 8:10 – 8:30 AM and lunch from 12:15 – 12:45PM for identified students. If you require this support, please contact the Banting office.

VENDING MACHINES

Beverage dispensers for water, fruit juices, and healthier snacks are available. Machines are to be used at your own risk as different companies service these machines. Students may only use the machines in the morning, at nutrition break, at lunch-time and after school, not during or between classes.

LUNCH DELIVERIES

Lunch deliveries by outside agencies, eg: Skip the Dishes, Uber Eats or pizza deliveries is not permitted.

COUNSELLOR

The counsellor's role in assisting students is multifaceted. The main areas are: counselling, consultation, coordination and education. The youth worker works closely with the Counsellor to assist with any problem students might be experiencing, as well as liaising with home.

STUDENT SERVICES

Banting Middle School, in keeping with the inclusionary model, integrates all students into grade appropriate teams. Students' individual needs are met within the classroom environment by classroom teachers, student support teachers and special education assistants. Students receive help in areas of specific weakness, as well as with course work and homework when needed. This additional support may take place within the regular classroom or may be delivered on a "pull out" basis.

STUDENT EVALUATION AND REPORTING

Formal reporting:

This reporting occurs three times during the year and will include:

- Anecdotal teacher comments
- We assess progress utilizing the Performance Scales

Exploratory classes will issue a separate report at the end of each of the four or five exploration periods. These will be sent home at the end of each academic term. As of 2021, all report cards are now posted on the SD43 Portal and are accessed by computer via an account you create. This account continues on to secondary school.

Informal Reporting:

There will be two informal reports during the year. Other forms of communication to parents may include telephone calls, letters or interviews by teachers, counsellors and/or administrators.

REPORTING STUDENT PROGRESS Performance Scales

Emerging: The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.

Developing: The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.

Proficient: The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.

Extending: The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

Parent/Teacher Conferences:

Early Dismissal days are scheduled to facilitate conferences between parents and teachers. Teachers will communicate with parents if a conference is needed outside these scheduled dates. You are encouraged to contact the teachers whenever you have a concern about your child's progress.

BANTING SERVICE AWARD

Each term, students who volunteer 7 hours within the school are awarded the BSA - Banting Service Award. This is done through 7 hours of community service work in the school per semester. Students can get the forms at the office and are responsible for recording their hours and having the supervisory staff member sign. Completed forms are to be handed in to homeroom teacher one week before the end of term.

P.E. REQUIREMENTS

All students must have proper PE clothing. This includes shorts, a T-shirt, and running shoes that are different from clothing worn the rest of the school day. Students are encouraged to bring a lock from home they may use during their PE block. Students will get the opportunity to purchase Banting PE clothing in the fall but should have other clothing available until it arrives. Students who are unable to participate in PE classes must bring a note from home. If a student is unable to participate for an extended period of time s/he must bring in a medical statement. Students who are unable to participate in classes will be expected to complete alternate assignments.

ATHLETICS AND EXTRA-CURRICULAR ACTIVITIES

Banting Middle School is proud to sponsor many exciting extracurricular and intramural activities. All students and staff are encouraged to participate. Depending on volunteer coaches and sponsors, we hope to offer all, or most, of the following activities:

FALL

Cross Country Running, Volleyball, Swimming

WINTER

Basketball, Wrestling

SPRING

Track & Field, Badminton, Rugby

Students who take part in extra-curricular teams will be charged between \$5 - \$10.00 per sport, depending on the sport, to cover operational costs such as referees, jerseys, tournament, and association fees. This will be collected

by each coach at the beginning of the sport's season. Ski and Snowboard Club, when offered, is generally in January/February.

1. 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. To support these aims, the Board has established a District Code of Conduct for Students, which shall be followed in all schools.

Specifically: The Board believes that appropriate student conduct, based on respect for oneself, respect for others, and respect for property is essential to the development of responsible citizens. To this end students are expected to:

- be aware of and obey all school rules
- attend classes punctually and regularly
- work cooperatively and diligently at their studies and with home assignments
- respect the rights of all persons within the school including peers, staff and parents
- respect the legitimate authority of the school staff
- respect the school's physical school facilities
- respect the ethnic diversity of our school community
- behave in a safe and responsible manner at all times
- not threaten, harass, bully, intimidate or assault, in any way, any person within the school community
- not be in possession or under the influence of drugs and/or alcohol

2. 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 behavioral 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 behaviour includes, but is not limited to serious violence, or violence with intent to harm or kill, verbal/written threats to harm/kill others, internet/social media threats to harm/kill others, possession of weapons (including replicas), bomb threats and fire-setting.

3. Closure of Schools for Extreme Weather Conditions – AP 132

In the case of extreme weather conditions, the Superintendent or designate has authority, on behalf of the Board, to temporarily close a school.

Procedures: As a general expectation, parents are to be advised that schools are open. If parents believe the local conditions are unsafe, they may keep their child at home or arrange his/her early dismissal. If schools are to be closed before classes begin, an announcement will be made by 6:30 a.m. on the school district website and school

websites. Announcements may also be made on School District 43 (Coquitlam) (SD43) social media and local radio stations. For more information visit: www.sd43.bc.ca/NewsEvents/Pages/EmergencyInformation.aspx.

4. Digital Responsibility for Students – AP 140-2

The District endorses the provision of district-wide network and Internet services to support student learning. While there are many benefits, there is also potential for misuse. Students are not permitted to create, distribute or access any material which is not suitable for classroom learning.

When using technology, district electronic mail (email) services, social networking, collaboration, blogging, media sharing tools, in relation to their role, students and staff are expected to act as appropriate digital citizens as laid out in the procedures.

5. 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.

6. Race Relations – AP 205

The District acknowledges the challenge of becoming responsive to the needs of a pluralistic society and affirms that the racial, ethno-cultural, linguistic and religious diversity of its students, staff, and community is a source of enrichment and strength for Canada.

As an educational institution, the District has a special responsibility to develop positive values, attitudes, knowledge and practices by developing a framework which will promote and support equity, justice and access to all.

7. Formal Intervention and Suspension of Students – AP 355

The effective management of student discipline is a necessity in establishing safe, caring and orderly school environments that foster student learning needs. When student misconduct occurs, the school and district must respond fairly, quickly, and effectively, imposing a disciplinary consequence that is appropriate to the circumstances and that reinforces for the student involved and students generally, appropriate standards of student behavior.

The Principal has overall responsibility for the maintenance of student discipline and school rules. Under the general supervision of the Superintendent and subject to administrative procedures, a Principal and/or Vice Principal has the authority to suspend or remove a suspension imposed on a student.

8. Personal, Discriminatory, and Sexual Harassment – AP 356

The District recognizes the right of all students and staff members to learn and work in an environment free from personal, discriminatory or sexual harassment. The District, all staff members, students and people within school communities shall have a responsibility to promote, monitor and maintain learning environments and workplaces that are free from harassment, fear and discrimination.

9. Resolution of Student or Parent School Concerns – AP 380

The District encourages students and/or parents to discuss their questions or concerns regarding the education of their children with school personnel as early and as directly as possible.

Procedures: Students or parents who disagree with or wish to question decisions or actions that are taken by teachers and/or administrators are expected to seek a resolution by pursuing the following steps:

A. *Teacher or Classroom Level Problem*

1. Discuss the matter directly with the teacher whose judgement or decision is being questioned.
2. If not resolved, discuss your concern with the Principal.
3. If still unsatisfied with the outcome, discuss your concern with the Assistant Superintendent (contact the board office at 604-939-9201).
4. Unresolved matters may be referred to the Board as per Board [Policy 13](#).

B. *Principal or School Level Problem*

1. Discuss directly with the Principal the action, policy, procedure or practice being questioned.
2. If not resolved, refer to the Assistant Superintendent (see contact information above).
If not resolved, refer to the Board as per Board Policy 13.
3. It is expected that SD43 personnel will seek a resolution to the problem as quickly as possible.