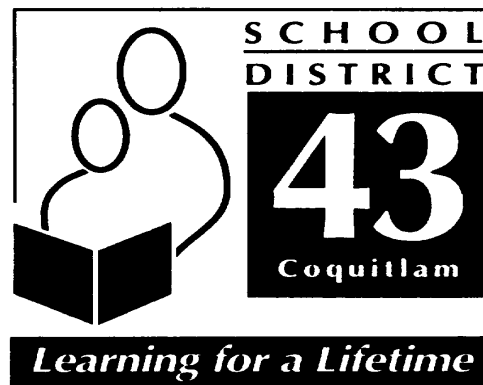


# Code of Conduct 2020 - 2021



## Kwayhquitlum Middle School

School Mission: “Kway empowers students to become mindful, resilient and engaged global citizens by nurturing the love of learning within an innovative and inclusive school community”

Déclaration de mission: “Kway habilite les étudiants à devenir des citoyens globaux soucieux, résilients, et engagés en entretenant l’amour de l’apprentissage dans une communauté scolaire innovante et inclusive”

# **Kwayhquitlum Middle School**

## **Code of Conduct**

### **I. INTRODUCTION**

School boards and schools are entrusted through the *School Act* with authority to establish codes of conduct. While recognizing the autonomy of these bodies and acknowledging the efforts they have already undertaken to ensure school climates are as positive as possible, the provincial standards described below are provided to assist them in developing consistent and coherent policies and practices in their communities. Although most schools have codes of conduct in place, it is expected that all British Columbia schools will revisit existing codes and/or develop new codes of conduct reflecting the provincial standards.

(Safe, Caring and Orderly Guide, page 15)

### **II. CODES OF CONDUCT: KEY ELEMENTS**

#### **1. Process**

Kwayhquitlum's Code of Conduct was developed through a collaborative and communicative process that involved all members of the school community: Students, parents, and staff. The Code of Conduct is reviewed with staff, students, and parents each year. It is an integral component of our PAWS program (Positive Attitude with Style).

The following was done for the 2020-2021 Code of Conduct Process:

- Discussed Kwayhquitlum's Code of Conduct with the Parent Advisory Council (PAC) and staff for development as per the B.C. Ministry of Education Guidelines specifically using the Provincial Standards for Code of Conduct Order, Developing and Reviewing Codes of Conduct: A Companion and the Safe, Caring and Orderly Schools Document.
- Kwayhquitlum's School Leadership Team met to discuss the process for the revision of the school's Code of Conduct according to the guidelines and consulted with our community of school's network to align our codes across the middle and secondary levels.
- The School Planning Council (SPC) and PAC reviewed the school's Code of Conduct.
- A Focus Group of students met to review the Ministry Guidelines and the present Codes of Conduct. Revisions were made.
- The School Planning Council (SPC) met to review the updated Code of Conduct.
- The final version of the Code of Conduct is printed and communicated to all Partner groups.

#### **2. Communication**

Expectations regarding acceptable conduct are made known to all students, parents and school staff, as well as to temporary staff and visitors. Our Code of Conduct is clearly posted on our school website and is accessible to the public. Additional copies are available in the office for families without Internet access. Expectations outlined in the Code of Conduct are communicated to regular staff members in a staff meeting at the beginning of the year. During the school year, temporary staff, noon hour supervisors, and new staff members are asked to review our Code of Conduct when they are so assigned. Protocols while acting as ambassadors of the school also are made known to students, parents, coaches and involved

members of the greater community. Copies of the Code of Conduct are displayed in prominent locations throughout the school including classrooms, staff room, conference room, and the school office.

The Code of Conduct is clearly presented in the student planner, which is distributed to each student at the beginning of the school year. Students and parents are asked to review the Code of Conduct, School Board Policies and Administrative Procedures at the beginning of the year and sign off indicating they reviewed and discussed expectations with their child. Families who arrive part way through the year are also given a planner and are asked to read and indicate they have reviewed and discussed expectations with their child.

### **3. Implementation**

Behavioural expectations outlined in codes 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 elements in the Code of Conduct will be implemented in numerous ways throughout the school year. Strategies and structures utilized will include direct classroom teaching and discussion, student group work, team activities, regular assemblies, theme weeks, regular P.A. announcements, monthly parent newsletter articles, as well as by ongoing modeling by all adult members (teachers, staff and parent volunteers) of the school community. Students involved in our Student Leadership Clubs regularly assist in implementation through modeling, team and school-wide assemblies, daily P.A. announcements, peer tutoring, assisting with friendship groups and special events.

Teachers refer to Kwayhquitlum's Code of Conduct through use of the school planner during their instructions/lessons for Health and Career Education and will revisit these expectations on a regular basis. In addition, Kwayhquitlum's Code of Conduct is also evident in our Community PAWS (Positive Attitude with Style) Matrix that is a guide for all members of the school community. The Matrix focuses on three main principles: Respect for others, respect for self, and respect for the environment. The guiding principles of the Matrix and the Code of Conduct, along with the Social Responsibility Performance Standards, are taught and modeled throughout the school year.

### **4. Monitoring and Review**

Conduct is continuously monitored to ensure codes reflect current and emerging situations and are contributing to school safety.

The Code of conduct is reviewed and improved in light of evidence gathered and/or relevant research and is revisited as part of a regular cycle of policy review. Data gathered from office referrals, classroom evaluations based on the "Social Responsibility Performance Standards," monthly school leadership discussions to identify areas requiring further development, and feedback from support staff, students, SPC, and PAC will be used to review, evaluate and monitor the Code of Conduct.

Kwayhquitlum's Code of Conduct aligns with our Achievement Plan for Learning's Social Responsibility Goal of Student Personal Accountability. We will monitor, assess and revise as and/or if necessary based on the specific needs of the students within our school community. Collaborative discussions with the SPC, PAC, students, and school staff will occur on a yearly basis to revisit and revise the Code of Conduct as prescribed the Ministry of Education.

## **5. Alignment**

Kwayhqitlum's Code of Conduct is aligned with the BC Human Rights Code, compatible with those from other middle schools in the district as well as the family of schools in our geographical area. It is also in alignment with the District Code of Conduct. Discussions with the members of our community of schools take place regularly throughout the school year. Structured opportunities to discuss these issues occur during district meetings such as superintendent meetings and middle level meetings.

## **6. Tobacco and Vapour Products Free Environment**

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.

## **7. Standards**

Kwayhqitlum Middle School promotes the values expressed in section 8 of the BC Human Rights Code respecting the rights of all individuals in accordance with the law – prohibiting discrimination based on race, colour, ancestry, place of origin, religion, marital status, family status, age, physical or mental disability, sex or sexual orientation, gender identity or expression. 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.

### **a) The purpose of Kwayhqitlum's Code of Conduct:**

- To establish and maintain safe, caring and orderly environments for purposeful learning (respect for self, respect for others, respect for environment);
- To establish and maintain appropriate balances among individual and collective rights, freedoms, and responsibilities (respect for self, respect for others);
- To clarify and publish expectations and acceptable student conduct at school, as representatives of the school community, while attending any school function or activity at any location and for any conduct that occurs off school property (while going to and from school), where there is a connection to the school for student behaviour while at school (respect for self, respect for others, and respect for the environment).

## **Conduct Expectations**

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

## **Acceptable conduct**

Students are expected to:

- Speak and act towards other students, staff and visitors to the school in a caring and respectful manner so that words and actions do not cause injury or discomfort to anyone;
- Help ensure the school environment is a safe and caring place for all to learn

- Report to a staff member, in a timely matter (in advance, if possible) of an unsafe individual or behaviour
- Engage in responsible behavior in all learning and school activities (attending classes regularly and on time, being prepared for class, completing all assignments thoroughly and in a timely manner, and using good manners and good common sense)
- Model respectful and responsible behaviour at school, in the community and while acting as a representative of the school.
- Treat other students, all staff members and visitors to the school with care and respect. Refrain from all acts of bullying – verbal, non-verbal, cyber or relational;
- Follow the individual rules, guidelines and instructions of all classroom teachers and staff
- Take pride in their middle school and respect the surrounding community
- Practice acceptable use of technology on or off school grounds according to the district Digital Citizenship for Students policy (<http://www.sd43.bc.ca/Board/Policies/Administrative%20Procedures/Administrative%20Procedure%20140-2.pdf>)

## **Clothing**

Although the responsibility for personal dress and grooming rests primarily with students and their parents, it has been found that clothing which is comfortable, clean and modest is most conducive to a positive and productive educational climate. The following guidelines are observed at Kwayhqitlum Middle School:

The school district 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 that they are personal.

Students may attend school and school-related functions in dress of their choice provided that their choices:

- Conform with established health and safety requirements for the intended activity;
- Do not represent or promote alcohol or drugs;
- Use respectful language;
- Do not depict or promote violence, racism, sexism or discrimination; and
- Are not intimidating to others.

Ultimately, the school administration has the responsibility to apply the dress guidelines when necessary. If any person dresses in an inappropriate manner, the student should be advised personally and discretely and given an opportunity to meet school district guidelines.

## **Unacceptable Clothing Conduct**

- Clothing that promotes or advertises alcohol or drugs in any way is not permitted
- Clothing that does not meet the requirements of our Conduct Expectations

## Unacceptable conduct

Behaviours cited as unacceptable are examples only and do not represent an all-inclusive list.

- As per Section 8 of Human Rights Code of British Columbia, students shall not discriminate against others on the basis of the race, religion, colour, ancestry, place of origin, marital status, family status, age, sex, sexual orientation, gender identity or expression, or physical or mental disability. Furthermore, as per Section 7 of the Human Rights Code of British Columbia, no student shall publish or display anything that would indicate an intention to discriminate against another, or expose them to contempt or ridicule, on the aforementioned bases.
- Students may be subject to discipline under the school and/or District Code of Conduct for any conduct which has the effect of negatively impacting the school environment, whether that conduct occurs on or off School District property, at a school sponsored function or activity, or otherwise.

Students are expected to refrain from:

- Behaviours that:
  - interfere with the learning and teaching environment of students and staff (including clothing choices)
  - interfere with an orderly environment
  - create unsafe conditions
- Acts of:
  - Unkind words or hurtful behaviours towards others
  - bullying, harassment or intimidation
  - cyber bullying (harassing, insulting or intimidating others through the use of technology such as computers, the internet, e-mail, text- messaging, cellular phone, chat rooms or the like)
  - other behaviours not specifically identified, which include but are not limited to physical and verbal intimidation, and verbal harassment occurring on or off school property (District Policy 17)
  - Physical violence or assault
  - retribution against a person who has reported unsafe or violent Incidents while at school or at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school environment.
- Illegal acts, such as:
  - Possession, use or distribution of illegal or restricted substances including electronic cigarettes.
  - Possession or use of weapons
  - theft of or damage to property

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 Director of Information and Learning Technologies, Stephen Wiffin, at swiffin@sd43.bc.ca

## **Rising expectations**

As students mature and progress through their three years at middle school, it is expected that the level of personal accountability will increase and that leadership skills will develop and progress, in preparation for successful high school experiences.

While at middle school students are expected to:

- take responsibility for their actions;
- exhibit socially responsible behaviours;
- understand that consequences for irresponsible or unsafe behaviour also escalate accordingly;
- understand that levels of maturity, personal responsibility, self- discipline, modeling and leadership are expected to improve.

### **b) Consequences**

- Wherever possible and appropriate, the focus will be on consequences that are restorative in nature rather than punitive.
- Responses to unacceptable conduct may include any and/or all of the following: Discussion with the student, discussion with a staff member and student, discussion with administration, Team Documentation Form, Behaviour Incident Form (office referral), telephone call home, meeting with parent(s);
- Small group mediation and/or conflict resolution (student to student)
- Student-initiated consequence (with guidance from administration)
- School or community counseling
- Alternative-to-suspension meetings and/or programs
- Community service
- Behaviour plan
- Formal Suspension Level I, II or III for serious or dangerous behaviours
- Special considerations may apply to the imposition of consequences on a student with special needs if the student is unable to comply with these Codes of Conduct, due to a disability of an intellectual, physical, sensory, emotional or behavioural nature.

*Kwayhqitlum Middle will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a break of a code of conduct.*

- c) **Notification:** In instances where serious violations of the code of conduct have occurred, school officials may have a responsibility to communicate to other parties. These parties may include some and/or all of the following:
- Parents of all students who have been involved and affected;
  - School district officials, as required by school district policy;
  - Police and/or other agencies, as required by law;
  - All parents within the school community, in cases where it is important to reassure all members of the school community that school officials are aware of a serious situation or incident and are taking appropriate actions to address the matter.