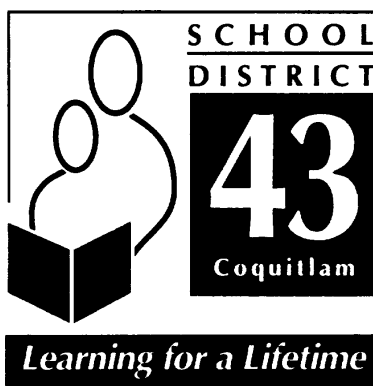


Code of Conduct Guidelines: 2022 - 2023



June 2022

School Mission: "At École Maple Creek Middle School we strive for personal excellence and promote enthusiasm for lifelong learning. We participate in and share responsibility for creating a caring, safe and respectful community, while encouraging and maintaining positive relationships."

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 made available to students and families online, and communicated to students in person.
- Parents will be asked to read the code of conduct and fill out an online acknowledgment that they have read it.
- Expectations will be stated clearly at the first school assembly in September.
- Each classroom teacher will thoroughly review school-wide and classroom expectations with their class at the beginning of September.
- 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 sent home in a newsletter to families in September.
- The school code of conduct will be posted on the school website.
- Specific behavioural expectations will be posted around the school in each classroom.
- 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 use a values approach to clearly outline student expectations for both in school and out of school activities. Core values will be identified, and connections made to the "Six Rs".

- ❑ 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 volunteers, are 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, leadership, collaboration, 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 an 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
- ❑ Case Management Meetings and Teaming – we have bi-weekly Case Management 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

Conduct at Maple Creek is guided by classroom charters, school values that staff and students can contribute to, and supported 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. Maple Creek 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
 - 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 our school
- **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 Maple Creek 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 (Section 7 and 8), 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:
 - Physical violence of any kind
 - 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.
 - Putdowns, teasing, name calling, unkind/inappropriate gestures or actions

- Discriminatory behaviour such as a verbal, written or gestured comment regarding any aspect of a person in our school community
- Exclusion of others
- Illegal acts such as possession of fireworks, a weapon or replica weapon, or possession of illegal substances such as 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

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:
 - Discussion at the classroom, team or office level
 - Reflection papers
 - Reflective time
 - Making up lost time
 - Community service
 - Small group mediations
 - School or community counselling
 - Removal of privileges
 - Individual behaviour support plans
 - Informal suspension – in school or out of school
 - Formal suspension as per District Code of Conduct – in school or out of school
 - 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

School District No. 43 (Coquitlam) - June 2022 Policies and Administrative Procedures Overview

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

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

1. 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; and
- 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. 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.

4. 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.

5. 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.

6. 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.

7. 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.

8. 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 SD43 social media and local radio stations. For more information visit www.sd43.bc.ca/NewsEvents/Pages/EmergencyInformation.aspx.

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)
3. If not resolved, refer to the Board as per Board Policy 13.

It is expected that school district personnel will seek a resolution to the problem as quickly as possible.

Please go to the school website and fill out the online permission forms for your child.

www.sd43.bc.ca/school/MAPLECREEK/