

Code of Conduct

2013 – 2014

School Mission:

Within our community we strive to develop enthusiastic, respectful citizens who value diversity and learning and who pursue excellence in a safe and caring environment.

Introduction

The purpose of this document is to outline the key elements of our school code of conduct and to recognize that these elements will change and adapt to reflect the needs of our school community. It also provides a basic framework and common expectations that will benefit all schools throughout the province of British Columbia by establishing and maintaining a safe, caring, orderly environment in our schools.

CODE OF CONDUCT: KEY ELEMENTS

Process

School staff, Parent Advisory Council, students and the School Planning Council will review the current code of conduct annually to ensure it continues to meet the Ministry requirement of page 15 of A Guide for Safe, Caring and Orderly Schools.

- Code of Conduct was revamped in March 2007
- School Planning Council reviewed the Code of Conduct in May 2013
- Staff reviewed the Code of Conduct in May 2013
- Mary Hill PAC reviewed the Code of Conduct in May 2013
- Parents and students signed the Code of Conduct in September each year to confirm that they understood the expectations

Our plan is to continue to work together collaboratively to meet the provincial standards, as well as ensure these standards meet the current needs of our school. We will continue the initiative we started in September 2009 which focused on the “Seven Habits of Happy Kids” and on the Golden rule: Treat others the way you want to be treated.

Communication

Student conduct is reviewed throughout the school year, during our morning announcements and assemblies. Our expectations are also taught throughout the year in individual classrooms in the form of key behaviours and strategies being presented, discussed, and role-played. The Seven Habits and the Golden Rule were presented to the PAC and our goals outlined in school newsletters. The code of conduct is stated in print in all student agendas and a parent signature and a student signature are requested as acknowledgement.

- We work collaboratively with our parents and students to make our code of conduct more meaningful to all members of our school community
- The Code of Conduct is distributed to all employees of the board each September
- All employees of the board who are assigned to the school during the school year are provided with the Code of Conduct
- The Code of Conduct is displayed in a prominent area in the school

The Seven Habits of Happy Kids

Habit 1: Be Proactive

I am a responsible person. I take initiative. I choose my actions, attitudes and moods. I do not blame others for my wrong actions. I do the right thing without being asked, even when no one is looking.

Habit 2: Begin with the End in Mind

I plan ahead and set goals. I do things that have meaning and make a difference. I am an important part of my class and I contribute to my school’s mission and vision and look for ways to be a good citizen.

Habit 3: Put First Things First

I spend my time on things that are most important. This means I say no to things I know I should not do. I set priorities, make a schedule and follow my plan. I am disciplined and organized.

Habit 4: Think Win-Win

I balance courage for getting what I want with consideration for what others want. When conflicts arise, I look for third alternatives.

Habit 5: Seek First to Understand, Then to Be Understood

I listen to other people's ideas and feelings. I try to see things from their viewpoints. I listen to others without interrupting. I am confident in voicing my ideas. I look people in the eyes when talking.

Habit 6: Synergize

I value other people's strengths and learn from them, I get along well with others, even people who are different than me. I work well in groups. I seek out other people's ideas to solve problems because I know that by teaming with others we can create better solutions than any one of us alone. I am humble.

Habit 7: Sharpen the Saw

I take care of my body by eating right, exercising and getting sleep. I spend time with family and friends. I learn in lots of ways and lots of places, not just at school. I take time to find meaningful ways to help others.

Implementation

Behavioural expectations outlined in the code of conduct are consistently taught and actively promoted. Responses to unacceptable behaviour are consistently based on sound principles and are appropriate to the context. During the first month of each school year, students and teachers brainstorm how the Seven Habits work in our lives and what The Golden Rule looks like in the classroom, hallway, school, and school grounds. The Seven Habits and the Golden Rule are prominent in both classrooms and common areas of the school. The PAC and the SPC review the Code of Conduct each year in the spring and all parents and students sign the agenda each September to show that they have read and understood the expectations and that they will uphold them.

Monitoring and Review

All members of the school staff continuously monitor student conduct. Acceptable behaviours are taught at the classroom level and encouraged at school assemblies. School staff and parents represented through the School PAC and School Planning Council will review the code of conduct on an annual basis. The Code of Conduct

Currently we:

- Monitor and review positive and negative behaviours
- Track these behaviours to identify patterns
- Promote and publicly recognize positive behaviours
- Attempt to apply consequences for negative behaviours in a consistent, meaningful and fair manner
- Grade Four students are surveyed each year to assess feeling of safety at school

Alignment

School codes are shared with the Southside Family of Schools to promote consistency and common themes for students as they move through their school career. An alignment is evident in the principles applied across the three distinct configurations of school settings for students at elementary, middle and secondary. As well, our code is reviewed by district staff to ensure that it aligns with district standards and expectations.

Statement of Purpose

The purpose of the Code of Conduct is to establish and maintain safe, caring and orderly environments for purposeful learning. Mary Hill Elementary School promotes the values expressed in 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, physical or mental disability, sex or sexual orientation – in respect of discriminatory publication and discrimination in accommodation, service and facility in the school environment.

Conduct Expectations

Acceptable Conduct

As a community we expect all our members including staff, students and parents to behave in the spirit of The Golden Rule – Treat others the way you want to be treated. This requires that all members of the school community will:

Take Care of Themselves by:

- being prepared to learn
- not tolerating disrespectful behaviour toward themselves
- taking pride in their identity
- informing a “tellable” adult in a timely manner of incidents of bullying, harassment or intimidation
- engaging in purposeful learning activities in a timely manner

Take Care of Others by:

- being safe and respectful toward others
- being cooperative and including others
- helping to make the school a safe, caring, kind and orderly place

Take Care of the Environment by:

- cleaning up after themselves
- recycling and conserving resources
- caring for school resources and property

Unacceptable conduct

All staff members have equal authority and responsibility to encourage appropriate behaviour and to deal with the inappropriate behaviour of students. Students shall not discriminate against others on the basis of race, religion, 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.

The following statements are cited as examples only and are not intended to be all inclusive. Those in authority, adult supervisors, teachers, vice-principals and principals will consider the severity and frequency of unacceptable conduct in determining appropriate disciplinary action.

Unacceptable conduct is behaviour that:

- interferes with the learning of others
- interferes with an orderly environment
- creates unsafe conditions
- willfully damages property of others

Unacceptable conduct is shown in actions that:

- involve bullying, harassment, or intimidation
- bullying includes but is not limited to physical and verbal intimidation, verbal harassment and cyber bullying, occurring on or off school property (Policy 17)
- involve physical violence
- demonstrate non compliance with those in authority

The above list depicts examples and is not inclusive of all unacceptable behaviours.

Rising Expectations

As students develop and become more mature it is expected that they will increase their level of self-discipline and personal responsibility. These expectations are embedded in the Ministry of Education's Performance Standards of Social Responsibility. These standards are developmental and categorized within the following descriptions:

1. Not Yet Within Expectations – the student shows little evidence of progress toward expected knowledge, skills, and attitudes.
2. Approaching Expectations: the student shows evidence of expected knowledge, skills and attitudes however the student needs support in some areas.
3. Meeting Expectations - there is clear evidence of expected knowledge, skills, and attitudes.
4. Exceeding Expectations - there is evidence of independent, voluntary application and extension of expected knowledge, skills, and attitudes.

Consequences:

When a student does not act in a respectful or responsible manner, it will be necessary for the school to have consequences to help the student re-establish positive behaviour. The following statements will guide the action taken:

- discipline of a student must be similar to that of a kind, firm and judicious parent, but MUST not include corporal punishment. (School Act Section 76(3))
- responses to unacceptable conduct are corrective and restorative in nature rather than punitive
- students as often as possible are encouraged to participate in meaningful consequences for violations of the code of conduct.

- If problem behaviour is on-going and more serious, The School Based Team and the parents may be consulted to create a behaviour plan to give the student strategies to monitor his or her own behaviour.
- 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.
- All reasonable steps will be taken to prevent retaliation by a person against a student who has made a complaint of a breach of a code of conduct

Notification:

There is a system for increased intervention and notification. School staff may, depending on the severity and frequency of unacceptable conduct, employ one or more of the following steps:

- **Classroom based intervention.** Teachers may use a variety of strategies such as progressive removal, loss of privileges etc. any of which may result in a visit with the principal. Parents will be notified of serious or repeat concerns.
- **School based intervention.** If behaviour continues to be a concern then parents, principal, teacher and relevant others are to be involved in problem solving and appropriate consequences.
- **District based intervention.** If behaviour continues, or in the event of willful destructive, dangerous or defiant behaviour, the principal, parents, relevant school and district staff are to be involved in problem solving and appropriate consequences. This may involve suspension.

Note: The goal of any intervention is to have a student re-establish positive behaviour, and to engage in purposeful learning.

Where appropriate, the student who has been victimized, as well as his or her parents will be notified, and involved in the resolution process. If concerns are unresolved, School District personnel are notified as required by Administrative Procedure 380.

School District No. 43 (Coquitlam) School Policies

1. District Code of Conduct - Policy II-B-83

Policy: The Board supports principals and school staffs in the maintenance of proper order and discipline that is consistent with Board policy, and 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.

Regulations: The Board of School Trustees 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 and take pride in 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, 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.
- * **Bullying** includes but is not limited to physical or verbal intimidation, verbal harassment and cyber bullying, occurring on or off school property.
- ** 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.

The Board of School Trustees considers any act of violence, intimidation or the possession or use of a weapon by anyone on school property and at school events to be a serious threat to both students and staff. It authorizes principals and vice-principals to impose appropriate consequences upon any individual threatening the safety and welfare of students and/or staff.

3. Suspension of Students - Policy II-B-85

The Board of School Trustees grants, under the general supervision of the superintendent of schools to each principal and vice-principal, the authority to suspend or remove a suspension imposed on a student.

4. Race Relations - Policy II-C-16

The School Board is committed to provide and maintain a learning and working environment in which racial, ethnic, cultural and religious differences are recognized and valued. These differences must not be the basis of any discrimination. Within these parameters, the Board promotes respect for the individual in all his/her diversity and assistance to students to overcome barriers to reaching their potential.

5. Personal, Discriminatory, and Sexual Harassment - Policy III-A-32

The Board of School Trustees recognizes the right of all students and employees to learn and work in an environment free from personal, discriminatory or sexual harassment.

The Board, all employees, students and people within school communities shall have a responsibility to promote, monitor and maintain learning environments and workplaces that are free from harassment.

6. District-Wide Network and Internet Appropriate Use - Policy II-B-77

The Board 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. (See also our district brochures "Appropriate Use Guidelines for the Internet" and "Appropriate Use Guidelines for E-Mail".)

7. Smoke Free Environment - Policy I-A-66

The Board of School Trustees of School District 43 (Coquitlam) declares that all buildings under its jurisdiction and all school grounds shall be designated "smoke free". This "no smoking" policy shall be followed by students, staff, parents and visitors at all times.

8. Closure of Schools for Extreme Weather Conditions - Policy II-C-40

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

Regulations: As a general expectation, parents should be advised that schools are open. If parents believe the local conditions are unsafe, they should keep their child at home or arrange his/her early dismissal. If schools are to be closed before morning classes begin, an announcement will be made on local radio stations CKNW (980), CKWX (1130) and CBC (690) by 8:00 am if possible.

9. Resolution of Student or Parent School Concerns - Policy I-D-12

Policy: The Board of School Trustees 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.

Regulations: 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 Zone Assistant Superintendent.
4. If unresolved, contact the Superintendent of Schools.
5. Unresolved matters may be referred to the Board through a Trustee.

B. Principal or School Level Problem

6. Discuss directly with the principal the action, policy, procedure or practice being questioned.

1. If not resolved, refer to the Zone Assistant Superintendent.

2. If not resolved, refer to the Superintendent of Schools.

3. If not resolved, refer to the Board through a Trustee.

4. It is expected that School District personnel will seek a resolution to the problem as quickly as possible.