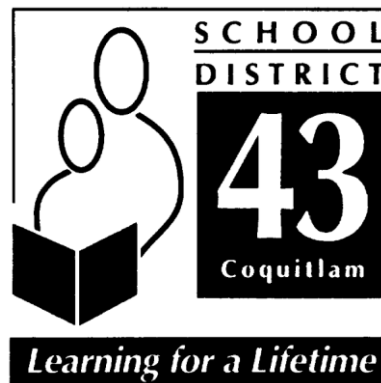


# **Miller Park Community School Code of Conduct 2018 – 2019**



## **Mission Statement**

**At Miller Park, we encourage each child to reach his/her educational potential and endeavor to create a safe, cooperative environment where students develop a positive self-image, empathy for others and an enthusiasm for learning.**

# **Miller Park Community School Code of Conduct**

## **I. INTRODUCTION**

The purpose of the Code of Conduct is to provide common expectations for the behaviour of all students at our school. At Miller Park Community School, all members of our school community, students, parents and staff are committed to ensuring that we provide a safe, caring and orderly environment. All community members share the goal of promoting and enhancing socially responsible behaviours that contribute positively to the school community, to solve problems in a peaceful way, and to value diversity and defend human rights. Our expectations are that students will maintain an attitude that is cooperative, courteous and respectful.

The Miller Park Community School Code of Conduct outlines school expectations and acceptable student behaviours as directed by the School Act #85 (2c). As per School District Policy 17, our Code of Conduct aligns with the School District's Code of Conduct and British Columbia's Human Rights Code.

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; 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

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

### **1. Process**

Miller Park's Code of Conduct was developed through a collaborative and communicative process that involved members of the school community: students, parents, and staff. Review discussions occur during PAC meetings, staff meetings, school-based team meetings, as well as with our students each year at assemblies and collaborative team gatherings.

## **2. Communication**

A variety of methods are used to share our Code of Conduct to the larger school community through the following:

- In September teachers instruct and review strategies that help students understand the expectations at Miller Park related to our Social Responsibility Matrix, WITS strategy, SHARP expectations, and our Self-Regulation goal using the Zones of Regulation curriculum materials.
- School Planner Information Package
- Parent sign-off form on website with parent e-forms – school policies
- Weekly Newsletters with associated topics and updates on meetings for PAC input
- PAC meetings
- Assemblies organized around school goals and Social Responsibility
- Parent Interviews with teachers, support staff and principal involving positive behaviour support and Restorative Practices.
- Staff review and discuss WITS, SHARP, Self-Regulation strategies through the Zones of Regulation and Restorative Practices as a common language for use throughout the larger school community at staff meetings and Pro-D days.
- Parents receive calendar information and reminders via our School Website [www.sd43.bc.ca/millerpark](http://www.sd43.bc.ca/millerpark) and Twitter [www.twitter.com/millerparkSD43](https://www.twitter.com/millerparkSD43).

## **3. Implementation**

Code of Conduct will be reviewed with all students as part of the Self-Regulation focus throughout the year. The Code of Conduct will be a major focus of our opening week activities by reviewing of our Social Responsibility Matrix, WITS strategy, SHARP expectations and Zones of Regulation curriculum; and will be used as a reference point on an ongoing basis as needed throughout the year in assemblies and staff meetings.

## **4. Monitoring and Review**

The Code of Conduct is part of PAC meetings, classroom meetings, circle activities, assemblies, and collaborative teacher meetings involve the following:

- Team level meetings focusing on developing self-regulation strategies and techniques for students to use when dealing with stress and inappropriate conduct. Self-regulation strategies and dealing with anxiety will be continued in small group work for some students with our counselor and/or youth worker.
- Restorative Practices are used for students who cause harm or have been harmed in the classroom through the use of “the Peace Table” and at the office through restorative conversations and actions to make things right.
- The process of monitoring student behaviours and reviewing school wide expectations is one that involves all staff at team level meetings.
- There is an Incident Referral System that uses a paper tracking system for behavioural and discipline infractions. These referrals are compiled about the offending student and consequences for their actions are outlined in the standards section of this code of conduct under consequences. Office referral data (student behaviour incident forms) is stored in a binder in the principal’s office. These Incident Referrals are reviewed by the Administration and Team Leaders to note their numbers, frequency and severity of misconduct. This data will be reviewed on an ongoing basis to find patterns or areas that need special attention or focus and then used to guide instructional programs.
- Referrals call for an action plan for learning that involves parental communication with the involved parties and several other key steps using Restorative Practices written responses and positive behavior support.

## **5. Alignment**

Miller Park's Code of Conduct is in alignment with Banting Middle School's Code of Conduct; and aligns with the Coquitlam School District's Code of Conduct Policy 17 of improving students' safety and sense of belonging.

## **6. Standards**

Miller Park Community School promotes the values expressed in the British Columbia Human Rights Code respecting the rights of all individuals in accordance with the law which prohibits 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.

### **Statement of Purpose**

- The purpose of the School Code of Conduct is to establish and maintain a safe, caring, welcoming environment for a positive learning and teaching climate.
- To ensure that all members of the school community understand and share the same behavior expectations. It is important that students and parents understand that students may be subject to discipline for on or off school property for misuse of technology (Cyber Bullying) if it negatively impacts the school environment.
- The Code of Conduct assists children in developing more socially responsible behaviours.

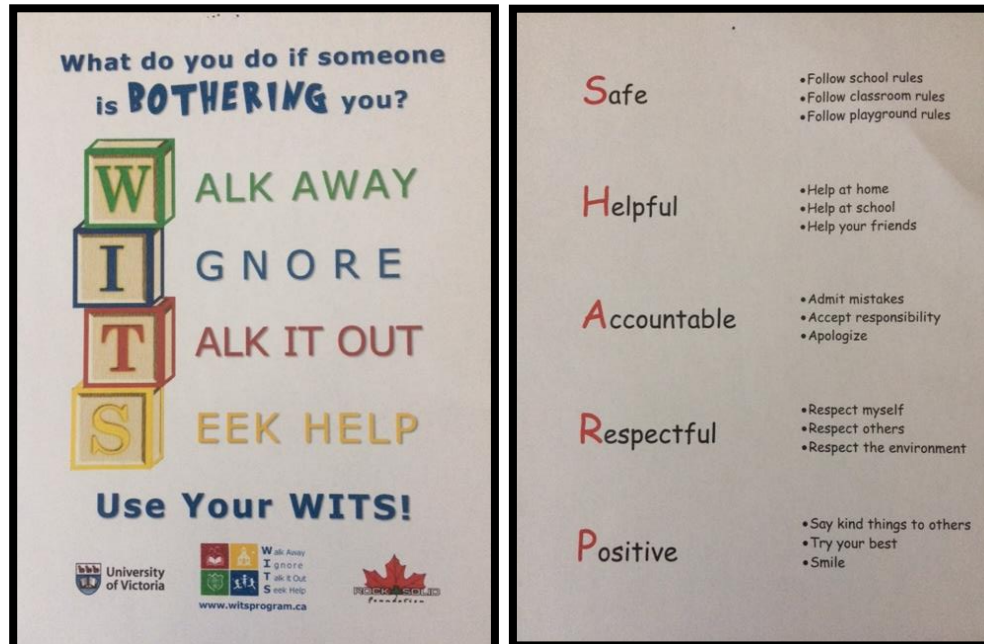
## **III. Conduct Expectations**

We expect acceptable conduct at Miller Park Community School while going to and from school and while attending any school activity at any location, 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.

- Students may be subject to discipline under the School Code of Conduct and the District Code of Conduct for any breaches in this code of conduct.
- Students are expected to follow the expectations of the Miller Park school **Social Responsibility Matrix**, to use their **W.I.T.S.**, to act **S.H.A.R.P.** and be aware of their **Zones of Regulation** (descriptions and photos are provided below).

## Miller Park Social Responsibility Matrix

EXPECTATION	ALL SETTINGS	HALLWAYS	SCHOOL GROUNDS	CLASSROOM AT LUNCH TIME
<b>RESPECT OURSELVES</b>	<ul style="list-style-type: none"> <li>• Be prepared</li> <li>• Dress appropriately for cold or wet weather</li> <li>• Take care of personal hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Walk calmly and safely</li> <li>• Pick up litter or spilled snacks</li> <li>• Enter the hallways from outside calmly</li> </ul>	<ul style="list-style-type: none"> <li>• Play safely with others and use equipment properly</li> <li>• Stay within boundaries</li> </ul>	<ul style="list-style-type: none"> <li>• Use good table manners</li> <li>• Use a quiet, respectful talking voice inside the classroom and hallways</li> <li>• Be respectful to your lunch monitors</li> </ul>
<b>RESPECT OTHERS</b>	<ul style="list-style-type: none"> <li>• Be kind and use good manners</li> <li>• Share and include others</li> <li>• Listen actively</li> <li>• Keep your hands and body to yourself</li> <li>• Respect others' thoughts and opinions</li> <li>• Use appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>• Keep moving and walk on the right hand side</li> <li>• Use appropriate language and volume</li> <li>• Keep your hands and body to yourself</li> </ul>	<ul style="list-style-type: none"> <li>• Report unsafe behaviour</li> <li>• Use W.I.T.S. to solve problem</li> <li>• Be a good sport and include others</li> <li>• Be helpful</li> </ul>	<ul style="list-style-type: none"> <li>• Practice good manners</li> <li>• Respect differences in choices of food or clothing</li> <li>• Keep your hands to yourself</li> </ul>
<b>RESPECT ENVIRONMENT</b>	<ul style="list-style-type: none"> <li>• Reduce, reuse recycle</li> <li>• Throw garbage in cans</li> <li>• Ask before you borrow</li> <li>• Report vandalism</li> </ul>	<ul style="list-style-type: none"> <li>• Pick up garbage</li> <li>• Keep desks and work spaces clean</li> <li>• Wipe feet on mats</li> </ul>	<ul style="list-style-type: none"> <li>• Pick up litter</li> <li>• Take pride in the school environment</li> <li>• Report vandalism</li> </ul>	<ul style="list-style-type: none"> <li>• Clean up</li> <li>• Put all garbage in the proper container (including straws from juice boxes) and assist the recycling team by ensuring that juice containers are emptied and put into the recycling box</li> </ul>
EXPECTATION	LIBRARY COMPUTERS	ASSEMBLIES	GYM	BUS – Field Trips
<b>RESPECT OURSELVES</b>	<ul style="list-style-type: none"> <li>• Keep equipment in good order</li> <li>• Keep track of books and return them on time</li> <li>• Be familiar with routines</li> </ul>	<ul style="list-style-type: none"> <li>• Listen</li> <li>• Choose appropriate people to sit by</li> <li>• Use "Body Check" to demonstrate listening skills</li> <li>• Respond to performances respectfully</li> </ul>	<ul style="list-style-type: none"> <li>• Take care of personal hygiene</li> <li>• Play safe and try hard</li> <li>• Use proper footwear</li> </ul>	<ul style="list-style-type: none"> <li>• Sit down</li> <li>• Keep your hands and head inside bus windows</li> <li>• Keep your hands out of the aisle</li> <li>• Pick up any dropped items before leaving the bus</li> </ul>
<b>RESPECT OTHERS</b>	<ul style="list-style-type: none"> <li>• Wait your turn</li> <li>• Use a "quiet" voice</li> <li>• Work on your own computer</li> </ul>	<ul style="list-style-type: none"> <li>• Enter/exit quietly</li> <li>• Listen</li> <li>• Clap at appropriate times</li> </ul>	<ul style="list-style-type: none"> <li>• Be on time</li> <li>• Follow instructions</li> <li>• Play fair and include everyone</li> </ul>	<ul style="list-style-type: none"> <li>• Use a quiet voice</li> <li>• Keep hands and body to yourself</li> <li>• Thank the driver</li> </ul>
<b>RESPECT ENVIRONMENT</b>	<ul style="list-style-type: none"> <li>• Refrain from eating in these areas</li> <li>• Respect books and equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Take care to leave your area clean when leaving</li> </ul>	<ul style="list-style-type: none"> <li>• Return and care for equipment</li> <li>• Eat elsewhere</li> <li>• Clean up</li> </ul>	<ul style="list-style-type: none"> <li>• Care for the seats</li> <li>• Pick up after yourself</li> <li>• Close windows when you leave</li> </ul>

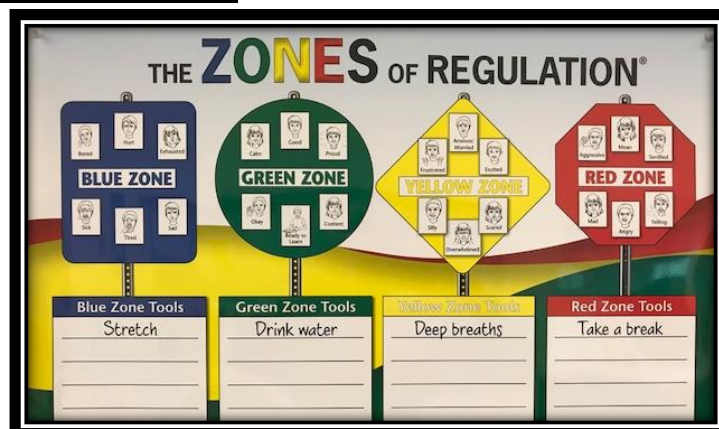


**S.H.A.R.P expectations defined:**

- **Safety** – Students are encouraged and taught to make safe decisions about personal safety.
- **Helpful** – Students are encouraged and taught different ways in which they can act to be a helpful citizen in and around the school and home community.
- **Accountable** – Students are encouraged and taught to be responsible for their behaviours, actions and take hold of their learning responsibilities.
- **Respectful** – Students are encouraged and taught to show and model respect for self, others, school community and their environment.
- **Positive** – Students are encouraged and taught to show pride in their work, to extend themselves to offer and engage in activities that promote growth and development and appreciation of others.

We are using the Zones of Regulation curriculum as part of our school goal within the Miller Park Action Plan for Learning for the 2018-2019 school year. This is reinforced at the classroom level, on the playground during unstructured play time, and at whole school events such as our collaborative assemblies.

**Zones of Regulation curriculum:**



## Appropriate Behaviour

### **Miller Park students are expected to:**

- Respect each other's feelings, bodies, property and each other's right to learn by using the review of head, heart and body to see how their actions can impact the learning environment.
- Engage in responsible behaviour in all learning and school activities by arriving at school on time, being ready to learn, listen to instructions, follow directions, stay on task and complete all work to the best of your ability.
- Help to ensure that the school environment is a safe and caring place for all to learn by including everyone and by reporting unsafe or unkind behavior to staff.
- Model responsible problem-solving skills at school and in the community by using your W.I.T.S. to solve problems in peaceful ways.
- Demonstrate S.H.A.R.P. behaviour – Safe, Helpful, Accountable, Respectful and Positive.

## Inappropriate Behaviour

- Any conduct which has the effect of negatively impacting the school environment; students may be subject to discipline under the school and/or District Code of Conduct for any conduct whether that conduct occurs on or off School District property, at a school sponsored function or activity, or otherwise.
- Demonstrating a lack of respect for the feelings of others by not following the school or district code of conduct or by demonstrating behaviours that may include: bullying, cyber-bullying, harassment and marginalization, threats or intimidation, violence in any form, abuse in any form, discrimination in any form including race, color, ancestry, place of origin, marital status, family status, age, religion, sex or sexual orientation, or physical or mental 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 or be a part of retribution against a person who has reported incidents.
- Creating unsafe situations within the school which may include rudeness, swearing, fighting (or play fighting), defiant behavior, insolence or running in the halls.
- Creating unsafe or unwelcoming situations on the playground which can include throwing objects (rocks, sticks, snowballs, etc.), littering or unauthorized leaving school grounds.
- Misuse of Cyberspace/Cell Phones/Electronic Devices/Computers – students are to be aware that they may be subject to discipline (or, if applicable, confiscation of personal property) for misuse of technology if it negatively impacts on the school environment.
- 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 Associate Director of Information and Learning Technologies Stephen Whiffin, at [swhiffin@sd43.bc.ca](mailto:swhiffin@sd43.bc.ca).
- *Note: Forms of unacceptable conduct cited above are only some examples and not an all-inclusive list.*

## **Technology**

This is intended for parents and students to understand the role of technology for learning while at school. We have a comprehensive plan for technology which includes a computer lab for classes, a limited number of laptops for student work in the classroom, and iPad class sets for sign-out by teachers to compliment lessons.

### **Safety & Digital Responsibility**

We understand that students may have devices for communication with parents and care-givers, but use of any of these devices for learning will be under the direct supervision and discretion of the teacher. Further to that, students must connect to our school network via our Wi-Fi. Any use of personal data to access on-line content is strictly prohibited. Moreover, students will not be permitted to use cell phones, play video games or use social media while on school property except under specific permission by a supervising adult.

We have a device-free Recess and Lunch. All devices should be secured in backpacks in the classrooms at these times and when not in use during class. All cell phones need to remain in backpacks and turned off during the day. We also ask that parents **DO NOT** phone, text or e-mail your child on their personal devices during the school day. Any necessary communication during the school day is best facilitated through the main office where there are always adults available to assist.

When students have misused technology, they will be given a “3 strikes and you’re out” rule. First time they are given a warning, their device is taken away and given back from the office at the end of the day after a short conversation with the principal. Second time, parents are notified and the device must be picked up from the office by a parent at the end of the day. Third time, their device is taken and given back at a parent meeting with the student and principal. Then the student must turn in their device every morning and pick it up at the end of every day after that.

Devices are the student's and family's responsibility. There is a possibility of damage when devices are dropped or not stored properly. The school cannot take responsibility for damaged devices.

### **Digital Citizenship**

Any use of internet enabled devices by students at school is expected to follow our school and district code-of-conduct. There is also an [administrative procedure about digital responsibility](#). Our district has put together a website about digital responsibility here: <http://www.sd43.bc.ca/Resources/DigitalCitizenship>. Any behaviour that does not meet the expectations explained in our school code-of-conduct or these procedures may lead to student discipline, limitations on their network access privileges, and potentially suspension.

We strive to develop learners who are critical thinkers, problem solvers and decision makers. Our students are part of this rapidly changing world and we want them to become outstanding active participants and model digital citizens.



## **Miller Park Technology Rules defined:**

1. Using the technology equipment at Miller Park is a privilege, please follow all school district policies when using equipment.
2. Please follow all classroom rules for laptops and iPads, set up by your teacher and school.
3. When using the laptops and iPads, students need to be on task and understand the consequences of being off task.
4. The laptops and iPads are a learning device, their purpose is for education and they are not intended for gaming.
5. Miller Park technology equipment is not your own, please respect this boundary, and do not make any changes to the equipment.
6. Do not change any settings; this includes backgrounds, moving icons, deleting apps, photos and especially the iPad passwords, etc...
7. Students are not allowed to listen to music while working during school time unless given specific permission by a supervising teacher.
8. Students are not allowed to use any social media sites that includes chat rooms, games with chat feature, or check email while at school. Fresh Grade is the only exception.
9. Students need permission to use YouTube from their teacher.
10. Students must ask permission to take photos, audio and video of classmates and staff members. When the assignment is complete, please delete your photos. Students will not post any photos or video online in any forum.
11. Please report any damage or inappropriate material to your teacher immediately.

## **Rising Expectations & Consequences:**

As students progress through their years at elementary school it is expected that the level of personal accountability will increase and that their leadership skills will develop and progress, in preparation for successful middle and high school experiences. As a school we recognize the importance in modeling respectful and responsible processes for managing conflict. Whenever possible we try to use a restorative approach to resolving conflict and teaching pro-social behaviors. We believe that all children can learn socially responsible behaviour.

Consequences will be applied in a fair and consistent manner, respecting individual rights, responsibilities, age and maturity; they will be restorative rather than punitive in nature. The focus of behavior interventions should be to recognize and repair the harm done, teach and reinforce positive behaviours and return the student to the community stronger and more resilient. 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.

## **Restorative Practices:**

As a school and District, we recognize the importance of modeling respectful and responsible processes for managing conflict. Whenever possible, we try to use a restorative approach to resolving conflict and teaching pro-social behaviors. The fundamental premise of restorative practice is that people are happier, more cooperative, productive, and more likely to make positive changes to their lives, when those in authority do things “with them”, rather than “to them” or “for them”. (International Institute for Restorative Practices <http://www.iirp.edu/what-is->

restorative-practices.php). As a result, a focus of behavior intervention should be to help an offender recognize and repair any harm done.

Furthermore, the purpose is to teach the offender moving forward, and then reinforce positive behaviors, in order to return the offender to the school community stronger, and more resilient than before the offense. Students will be asked a series of questions to help restore the conflict that has occurred as follows:

1. What happened?
2. What were you thinking of at the time?
3. What have you thought about since then?
4. Who has been affected by what you have done?
5. In what way have they been affected?
6. What do you need to do to make things right?

Every effort will be made to support all students. However, if there are ongoing conduct issues after having implemented restorative interventions, more traditional discipline approaches may be used, separate or in conjunction with restorative interventions. All disciplinary decisions will be made with respect to the individual and context, and responses to conduct issues will take into consideration the student's age, maturity, and past conduct.

### **Levels:**

Inappropriate behavior typically has the following consequences:

- Level 1 - Review of expectations at the classroom level and a possible time out.
- Level 2 - Review of expectations, movement to a secondary location in the classroom or just outside of the classroom, which may involve completing a rethinking plan or a restorative practices plan.
- Level 3 – Student is referred to Student Services, Support teachers, and/or Counsellor.
- Level 4 – Office referral. Restorative/Rethinking Meeting with Principal and students involved. Written responses may be sent home and/or Principal will contact parents by phone/e-mail.
- Level 5 - Parents are informed to pick up child and/or student works in alternate setting. A meeting with parents may also be required.

### **Notification:**

At the elementary school level, many students benefit on occasion, from adult intervention and guidance as they learn to make better decisions about their behavior. If there are ongoing behavioral issues after having implemented restorative interventions, disciplinary actions may need to be taken such as informal or formal suspensions based on the guidelines of the District Code of Conduct

- Parents of the student making the poor decision or causing harm will be contacted by phone and/or e-mail.
- Parents of any student harmed will be contacted by phone and/or e-mail.
- School staff will be informed as deemed appropriate by the school and/or district
- School District Personnel will be notified as required by school district policy, e.g. Level I, II, and III suspensions.
- Police and other social service agencies (MCFD) will be contacted as required by law.

Parents with concerns about their child should first contact the child's teacher first before contacting the office.