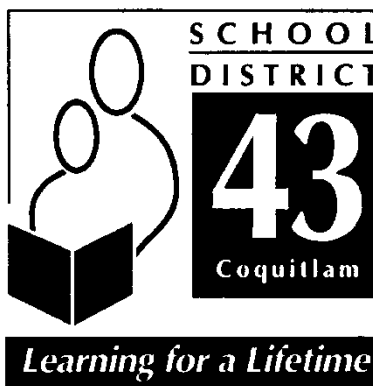


Code of Conduct 2025 – 2026



ÉCOLE MOODY MIDDLE SCHOOL OF THE ARTS CODE OF CONDUCT

I. INTRODUCTION

École Moody Middle School of the Arts' (ÉMMSOTA) Code of Conduct outlines school expectations and acceptable student behaviour as directed by the *School Act, section 85*. The Code of Conduct is communicated to students, parents, staff and other district staff. Our Code of Conduct is taught, reinforced and monitored. Each year it is reviewed to reflect the school's community needs, and to align with the district and provincial school safety initiatives.

II. CODE OF CONDUCT: KEY ELEMENTS

1. Process

"All British Columbia schools include students, parents and staff in the development and review of codes of conduct."

The code of conduct as set out in Section 6 of this document, "Standards", is updated annually with input from students, parents, staff and district staff. This Code of Conduct is thoroughly reviewed to determine whether any amendments are necessary.

ÉMMSOTA has a collaborative and progressive behaviour support plan in place to assist with the alignment of all stakeholders to the Code of Conduct by focusing on expected behaviour and restorative practice in our school. Each year we review and update our expectations to best reflect our values and beliefs in our learning community. Our focus is on a restorative justice approach to create and maintain a peaceful environment for all students and staff.

2. Communication

"Expectations regarding acceptable conduct are made known to all students, parents and school staff, as well as to temporary staff or visitors. Protocols while acting as ambassadors of the school are made known to students, parents, volunteers and involved members of the greater community."

The Code of Conduct, refreshed annually, is posted on our school website and published in our student handbook. Annually, teachers review it with our students in September and at ongoing points throughout the year. Parents are asked to acknowledge that they have read and discussed the code with their children. The Code of Conduct is also shared with staff, where it is supplemented with the student responsibilities process to be used at ÉMMSOTA.

Classroom lessons around our values and expected behaviour have been and will continue to be integrated into our culture beginning with our September community building activities and throughout the year.

Behaviour expectations are communicated to students: by their core teachers, via the daily announcements, in assemblies, during pod meetings and in our advisory groups called BRICK. Parents are provided with updates at PAC meetings, in newsletters, through teacher communications, in special e-mails or on our website in the *announcements* section as necessary. When students need to take responsibility for harm/damage that they have caused, the discussion between student and adult will always contain reference to expected behaviours, alternative choices the student might have made, and a plan to make things right. Parents are also contacted to discuss the issue.

Implementation

“Behavioural expectations outlined in the Code 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 École Moody Middle School of the Arts community believes it is important to establish a safe, caring environment where everyone belongs and feels connected. We do this by:

- Caring for and including others
- Respecting and accepting people
- Respecting and caring for property
- Showing safety for self and others

Our Code of Conduct applies to all members of the École Moody Middle School of the Arts community. We use our code to model, teach and encourage positive behaviour. We also acknowledge that pre-adolescence is a busy, active time of growth and development as children become teenagers. Young adolescents at this stage, where they are experiencing their first sense of independence, will make mistakes and errors in judgment and will encounter peer conflict. As part of the school community, the staff work directly with our students, both victims and offenders, to address and restore the harm that was done and facilitate a timely and mutually agreeable resolution. Using a restorative justice approach, and the Meta-Moment reflection strategies from the RULER program, we find that all involved parties benefit from this method of addressing conflict in a respectful and effective manner.

Behaviour expectations are consistently modeled, taught and actively promoted throughout the school. At the beginning of each year, teachers take time to teach expected behaviour directly to students. All staff model socially responsible behaviour, and they make their presence felt during the continuity of instruction, accounting for breaks as well as the time before and after learning. Adults are in constant communication with students to encourage social responsibility and self-regulation, and they communicate with their classes to emphasize points they feel need to be made on a wider scale.

We utilize our leadership students, and all students in general, to model and encourage the creation and maintenance of a restorative, and peaceful school environment. Considerable time and energy is spent inviting all students to participate in and join in one or more of the many extra-curricular teams, clubs and activities offered at the school, to increase their connectedness and sense of belonging. Pods focus on creating that unique sense of belonging and identity, especially during September, and throughout the whole year.

During the year, teachers and other staff will focus on various needs as they arise in the school. A situation could potentially be addressed school-wide, by pod, classroom or by grade, depending on the issues identified. Aspects of self-regulation appropriate specifically to children during the rapidly changing middle years are introduced and integrated into all school activities. Proactive measures the school has taken to foster strong relationships are to introduce an advisory block called BRICK. These small groups of grades 6, 7 and 8 students are led by a teacher who meet with their BRICK classes once per week. During this time, learning is structured in areas of interest but also connected to our overall school focus on the RULER program (self-regulation and emotional awareness), restorative practices, personal and social competence and community circles.

Other parts of our implementation plan include anti-bullying/kindness initiatives, in combination with social and emotional learning. Students and parents alike benefit from an understanding of the differences and the overlap between peer conflict, mean behavior, and bullying.

3. Monitoring and Review

“Conduct is continuously monitored to ensure code reflects current and emerging situations and are contributing to school safety.” “Codes of Conduct are reviewed and improved in light of evidence gathered and/or relevant research is revisited as part of a regular cycle of policy review.”

Our Code of Conduct will be reviewed yearly by various representatives of the school community including the PAC, student leaders and the staff, to monitor its efficacy. Teachers will engage in a similar process involving consultation with students in homeroom and BRICK classes. As a result of this consultative process, it will be determined whether any part of the school policy around conduct, behaviour and response requires review.

Throughout the year, we continue to monitor student behaviour using a variety of information channels including core/curricular competencies, office behavioural support data, classroom assessment data, MDI Grade 8 results and anecdotal data. Student Learning Surveys will yield a further source of information.

Our school community will engage in a process to highlight our shared values and Code of Conduct with special emphasis on building a respectful culture including one that relates to respecting the school’s physical school facilities. This will allow us to embrace updated and current language to reflect our new school culture, while maintaining our rich culture of care and respect.

4. Alignment

“Codes of conduct are compatible between schools in the community and across elementary, middle and secondary levels.”

Our École Moody Middle School of the Arts Code of Conduct is closely aligned with the codes of our elementary and secondary schools. Recently, the codes of conduct from all levels from our family of schools were consulted to ensure consistency in language and expectations.

5. Standards

a. Purpose

The purpose of this Code of Conduct is to:

- establish and maintain a safe, caring and orderly environment for a positive learning and teaching climate
- outline and clarify school expectations and acceptable student conduct at school, on the way to and from school, and while attending any school function or activity at any location and within our online community
- ensure a positive human rights environment that cherishes openness, diversity, fairness, and equity
- encourage thoughtful and reflective citizenship

b. Conduct Expectations

Rising Expectations

Students are expected to learn and to mature and progress through their 30 months of middle school and should:

- model positive behaviours for their peers and younger students
- support and reinforce appropriate behaviours with themselves and others (self-regulation)
- assist in peaceful resolutions to problems and seek adult help regarding unacceptable conduct
- demonstrate increased self-control and implement conflict resolution strategies
- engage in a restorative practice philosophy

Acceptable conduct is demonstrated by:

- respecting oneself, others and the environment
 - *caring for and including others*
 - *respecting and accepting all members of our school community*
 - *respecting and caring for property*
 - *cleaning up after oneself and others on the school property*
 - *dressing respectfully for a learning environment*
 - *believing in yourself with an “I make a difference” attitude*
- engaging in responsible behaviour in all learning and school activities
 - *attending class regularly and punctually*
 - *participating fully in learning activities and being prepared for class*
 - *completing all assignments well and in a timely manner*
 - *being polite and using common sense*
- ensuring the school environment is a safe, healthy and caring place for all to learn
 - *being a respectful participant*
 - *working cooperatively with others*
 - *being accepting of others’ abilities and ideas*
- informing an adult of an unsafe individual or behaviour in a timely manner and in advance, if possible, for example, incidents of:
 - *fighting*
 - *bullying*
 - *harassment*
 - *intimidation*
- acting in a manner that brings credit to the school

Unacceptable conduct is demonstrated by behaviours that:

- interfere with the learning and teaching environment
- create an unsafe or dangerous learning environment
- demonstrate bullying, harassment, intimidation, violence or exclusion, such as:
 - *physical or verbal bullying such as putdowns, name calling, gestures or actions*
 - *Use/name a physical illness, disability or condition to threaten, harass or intimidate others in the community*
 - *bullying, such as harassing, insulting or intimidating others through the use of technology – students may be subject to discipline for on or off campus misuse of technology or any other conduct if it negatively impacts on the school environment*

- *As per Section 8 of the Human Rights Code of British Columbia, students shall not discriminate against others on the basis of indigenous identity, 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.*
- *touching or teasing any person who does not want it because all people have the right not to be touched, teased or humiliated*
- are acts of retribution towards someone who reported unsafe or violent incidents
- are illegal, such as:
 - *possession, use or distribution of illegal or restricted substances (tobacco, drugs, alcohol, fireworks of any kind, lighters, electronic cigarettes/vapes, etc.)*
 - *possession or use of any weapons*
 - *theft of or damage to property*

* The behaviours cited are intended as examples only and are not an all-inclusive list.

- 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 the conduct occurs on or off School District property, at a school sponsored function or activity, or otherwise.
- 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 Assistant Superintendent, Stephen Whiffin, at swhiffin@sd43.bc.ca.

Responses

When there is unacceptable student conduct, a restorative process begins. Progressive discipline methods will be implemented to alter the inappropriate and/or unsafe behaviour. Consequences and support will be preventative and restorative, whenever possible and appropriate. Consequences may be implemented based on the severity and frequency of the behaviour, as well as on the age and maturity of the student(s).

Some of these methods could include one or more of the following:

- students completing reflective “Meta Moment” sheets that include an opportunity to create a plan to restore the harm caused by the behaviour
- students participating in meaningful consequences for the unacceptable behaviour

- face to face meetings with appropriate individuals to address the harm done
- small group or classroom circles to restore equity, balance and respect
- school or community counseling
- conflict resolution strategies
- informal suspension or “time-outs” at school or at home
- community service
- partial day school programs
- behaviour plans
- formal suspension: District Code of Conduct suspension process – Level I, II or III (for serious or dangerous behaviours)

*Special considerations may apply to the imposition of consequences on students 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.

Parent Notification

Due to the nature of the unacceptable behaviour the school staff will contact the following people:

- parents of student offenders in incidents of bullying, harassment or illegal activity
- parents of student offenders who interfere with the learning of others, or who show disrespect to others and to the environment – as determined by individual staff member dealing with the situation, possibly after a warning or two
- parents of student victims
- school district officials – as required by school district policy
- police and/or other agencies – as required by law
- all parents – when deemed to be important to reassure members of the school community that school officials are aware of a serious situation or incident and are taking appropriate action to address it.

SCHOOL DISTRICT NO. 43 (Coquitlam) POLICIES AND ADMINISTRATIVE PROCEDURES

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

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

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.

Assessment of Risk to Others Protocol: An assessment of Risk to Others will be initiated by the school's multi-disciplinary 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. Anti-Racism – AP 205

The District acknowledges the necessity of becoming responsive in 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 to 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).
3. If not resolved, refer to the Board as per Board Policy 13.

It is expected that SD43 personnel will seek a resolution to the problem as quickly as possible.