

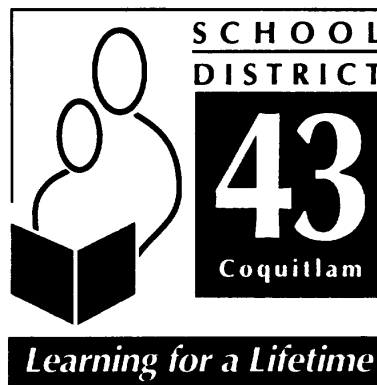
# Code of Conduct 2013-2014



**June 2013**

**“Mountain Meadows Elementary”**

*School Mission: “At Mountain Meadows Elementary School we strive, as a community of teachers, parents and students, to promote social responsibility, lifelong learning, and academic success in a safe and caring environment.”*



## **I. INTRODUCTION**

Mountain Meadows 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 or 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. Developing, encouraging and preserving a safe, caring and orderly school continues to be a priority for the entire Mountain Meadows School Community. A positive culture at the school continues to be of high importance to both staff and parents. Socially responsible behaviours are reinforced through a range of both formal and informal programmes, and progress towards meeting expectations is monitored through continuous assessment.

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

### **1.Process**

#### **May-June 2013**

Staff reviewed the code of conduct at the June staff meeting. Staff were also invited to sit on a committee to discuss and review the code. Staff generally felt some revisions were necessary in the area of the current Code of Conduct Theme.

At the May PAC meeting, and in the minutes of that meeting, parents were reminded that the Code of Conduct was on the school sharepoint site, and that they could review it and provide the Principal with any feedback or suggestions for improving it. The Code of Conduct was given to the Executive for review and any interested parents were given the opportunity to provide feedback at that time. The SPC were then given the opportunity to provide feedback on any changes they would like to be made.

### **2. Communication**

The Code of Conduct matrix reflecting positive behaviour expectations will be revised and printed for **every classroom to display**, a large one will be put in the hallway and it will be posted on **the sharepoint site**. This revision will occur in September for all new staff to be involved and will include input from all students including new students that have recently arrived.

During the 2011-2012 year, it was decided to move the Code of Conduct along with the other district forms to an online process. Parents will be sent a letter in September explaining the process and an opportunity to complete the forms using school computers. This will continue for September 2013.

Staff will be asked to do an orientation about the Code of Conduct so that we have a common approach and use consistent language when communicating with **students during the first week of school.**

An **Assembly will be held in early September** regarding the Code of Conduct to reinforce aspects of the Code. The Code of Conduct Matrix will be on **display in the front hall** of the school so all visitors to Mountain Meadows see it as soon as they enter the school.

For **temporary staff, the Code will be given to them by the secretary** upon entering the school along with the SOC- Safety Orientation Checklist.

**Noon hour supervisors will be given a copy of the Code to carry** around with them at noon hour to refer to when speaking to students.

The formal "Code of Conduct" document will be placed in the school Sharepoint web site at the beginning of the 2013 school year. [www.sd43.bc.ca/elementary/mountainmeadows](http://www.sd43.bc.ca/elementary/mountainmeadows) and any new students/staff that arrive throughout the year will be provided with a copy of our school's code of conduct.

A display will be put up in the front foyer of our school in September to display the code and the behavior matrix.

### **3. Implementation**

All students will attend an assembly at the beginning of each year to raise student awareness of the content of the Code of Conduct. The Code will be posted in every classroom of the school as well as in the main entrance by our Teaching Assistant. The Code of Conduct has been aligned with the attributes described in the "The Virtues Project", and matches many of the expectations within the BC Social Responsibility performance standards as well as with our **feeder school, Scott Creek Middle.**

The Leadership Club also has jobs within the school which models and demonstrates aspects of the Code..( Office, morning announcers, K, Grades 1-3, Library, Computer, Assembly Crew, Equipment, Recycling )

The first week of September activities work on creating community and caring in family groups. They are used to raise awareness about social responsibility and positive behaviours. We will continue to work as a school to model and teach both personal/social responsibility on an ongoing basis, and will respond to unacceptable behaviour by referring to the expectations outlined in the Code.

A Key component to any implementation plan is the curricular connection. For the 2013-2014 school year, the Principal, who is also the teacher Librarian will teach social

responsibility school wide using a variety of fiction and nonfiction books. Some examples of titles include

I can Be Anything by Jerry Spinelli  
Don't Laugh at Me by Steve Seskin  
Unstoppable Me and Incredible You by Dr. Wayne Dyer  
When Sophie Gets Angry by Molly Bang  
Mr. Peabody's Apples by Madonna  
My Secret Bully by Trudy Ludwig  
The Recess Queen by Alexis O'Neill

The school will be implementing a school wide focus on Self Regulation. Each month, at the monthly assembly, we will be introducing a component of self regulation, and then celebrating our success at the next assembly. Eight assemblies have been planned for the year.

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

We will continue to monitor student behaviour using a variety of methods including the performance standards for Social Responsibility and using playground, classroom and office referral data charts.

Office and playground referrals are tracked daily, and records are kept on a spreadsheet for monthly review at the staff meeting. This information will identify which students need follow up and what areas **need additional supervision or more intense intervention**

In addition, a school wide self assessment survey to indicate how proficient our students are in self regulating will be administered in **September and then again in March.**

**The Code of Conduct will be reviewed again throughout the year in January at the PAC and Staff meetings.**

In order to ensure compatibility, we reviewed several Codes of Conduct of a number of schools in Coquitlam both during the process of creating our Code of Conduct submitted in June 2005, 2006 and 2007. There is considerable consistency in the Codes of schools within our district. We are confident that our Code of Conduct is aligned with the District Code of Conduct Policy 17. This Policy is signed off during the beginning of the year Policy Signoff procedure which is completed on line, indicating parents have read , acknowledged and agree to our Code of Conduct.

#### **6. Standards**

Mountain Meadows 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

publications and discrimination in accommodation, service and facility in the school environment.

#### a) **Statement of Purpose**

The purpose of the Code of Conduct is to:

Establish expectations for student behaviour

- To create congruency between the expectations of home, school and community in expectations for student behaviour
- To maintain a safe, caring and orderly environment for all

#### b) **Conduct Expectations Acceptable conduct**

Students are expected to **respect themselves, respect others, their school and the environment** while at school, while going to and from school, and while attending any school function at any location.

#### **Unacceptable conduct**

Behaviour which fails to respect oneself, the school or the environment is unacceptable at Mountain Meadows. These behaviours may include, but are not limited to:

- vandalism
- bullying\*, harassment or intimidation
- physical violence
- theft or damage to property
- discriminating against others on the basis of race, religion, sex or sexual orientation, or disability, as set out in the Human Rights Code of British Columbia. This includes publishing anything with an intention to discriminate against another, or expose them to contempt or ridicule

\* Bullying may include physical intimidation, (hitting or threatening to hit, or taking or threatening to take, money or belongings), verbal harassment or intimidation, such as teasing, taunting, insults, name calling, malicious gossiping or harassing, insulting or intimidating others through the uses of technology such as computers, the internet, e-mail, text messaging, cellular phone, chat rooms or the like. **Bullying may occur either on or off school property.**

#### **Rising expectations**

As students rise through the grades, they will be expected to continue to meet expectations in the Social Responsibility Performance Standards for their appropriate grade levels.

- student behaviour is expected to be characterized by greater self-control ("If I control my own behaviour, no one else has to.")
- students are expected to conduct themselves in a way that models all aspects of the Code of Conduct for younger students as they rise through the grades

- Students are expected to learn and practice self regulation skills

### c) **Consequences**

**Responses to unacceptable conduct are consistent and fair. Disciplinary action, wherever possible, is preventative and restorative.** Consequences implemented could include warnings, reminders, time outs, letters of apology, face to face apology, walking with the supervisors, litter clean-up, being sent to the office, or filling out a problem solving sheet to go home for parent signature. Restorative action/justice of some form is also used in intermediate and some primary classes. This occurs in the form of classroom meetings, conflict resolution, and private conferences between victims and perpetrators.

- Student behaviour is always considered in the context in which it occurs. The age of the child, frequency of the behaviour, its seriousness and the circumstances are taken into account. 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, or emotional or behavioural nature. When students are at risk of harming themselves or others, safety may be cause for students to be separated in order to be protected.
- Students are encouraged to solve problems with an increasing level of independence as they rise through the grades; very young children require a different degree of adult intervention to help them solve a problem than older children
- When misbehaviours are beyond independent student problem solving, staff members will become involved. Whenever staff become involved, tracking of student behaviour will occur through a classroom or playground referral (somewhat serious), or office referral (most serious) data.
- A student will be spoken to in a way that allows them to identify the unwise decision and identify a replacement behaviour that would align with the Code of Conduct
- When appropriate, thoughtful reflection will be encouraged in order that greater understanding of the effect the behaviour has on others is realized
- When appropriate the student will make an apology, verbally or in writing

Students may be subject to discipline under the school and /or District Code of Conduct for any conduct which has the effect of negatively impacting the school environment, whether that conduct occurs on or off School District property, at a school sponsored function or activity, or otherwise

### d) **Notification:**

Other parties will be notified in cases of serious breaches of the Code of Conduct.

- More serious behaviours, or repeats of behaviour, will be dealt with through an office referral - a communication between the teacher and the office which will be recorded - and a copy of the referral will be sent home. This data will also be tracked on a behaviour spreadsheet by the principal
- Parents will be informed by phone and a meeting will be set up between parents and school for serious, non-compliant behaviours or violent behaviour

- parents of students offender will be notified in every case
- parents of student victim will be notified in almost every instance
- school district officials will be notified as required by school district policy
- police and other agencies will be notified as required by law
- all parents - when it is 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

In accordance with the School Act, The Coquitlam School Board authorizes the Principal to suspend a student for five days or fewer. If there is a violation of a serious nature, the suspension is immediate.

Suspension may be for the following reasons:

☒☒ *Willful disobedience towards a teacher or another staff member;*

☒☒ *Violent acts including threats, bullying, intimidation, physical aggression or vandalism.*

The Principal will contact parents by phone and/or letter. The parent or guardian will be asked to return to school with their child to make a commitment to improve behaviour prior to the student returning.

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