

CODE OF CONDUCT

MOUNTAIN MEADOWS ELEMENTARY



The Mountain Meadows Mission

At Mountain Meadows Elementary 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.



MOUNTAIN MEADOWS ELEMENTARY CODE OF CONDUCT 2022 – 2023

INTRODUCTION

Mountain Meadows Elementary is committed to creating and maintaining a safe, caring and orderly community. Staff, students and parents work together to create a positive culture within the school and throughout the community. Students are taught and practice socially responsible behaviour in a variety of settings such as the classroom, hallway, playground and gymnasium.

The process and product do reflect the School Act Section 85 (2) (c)

KEY ELEMENTS of the CODE OF CONDUCT:

1. Process

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

Staff, students and parents have had input into the review and development of the Mountain Meadows Code of Conduct.

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, coaches, and involved members of the greater community.”

Students are made aware of the School Code of Conduct in a variety of ways: school assemblies, classroom discussions, family discussions, counselling sessions and administrative meetings. The Code of Conduct is on the school website and in the student planner. In September, parents are required to review with their children.

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 Mountain Meadows Code of Conduct was rewritten on May 17, 2019 during a school Professional Development Day. The school staff decided to simplify the Code of Conduct so it was easy for young children to remember while at the same time being timeless so that students can follow these tenets for the rest of their lives.

- **Take care of yourself**
- **Take care of others**
- **Take care of our environment**

3. Monitoring and Review

“Conduct is continuously monitored to ensure the 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, and are revisited as part of a regular cycle of policy review.”

The Code of Conduct will be reviewed yearly by the PAC and the school staff in order to monitor its efficacy.

We will continue to monitor student behaviour using a variety of methods such as performance standards, anecdotal data, counselling and office referrals. Student and parent satisfaction surveys are another source of information.

4. Alignment

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

The Code of Conduct is aligned with District policies, administrative procedures, and the B.C. Human Rights Code.

Our Code of Conduct will be shared among the elementary schools in our community, the middle school, and the high school to ensure compatibility and consistency.

5. Standards

The purpose of the Code of Conduct is to establish, clarify and maintain expectations for student behaviour in a safe, caring, and orderly environment.

Acceptable conduct is demonstrated by:

- Respecting oneself, others and the school facility
- Behaving in a safe and responsible manner at all times
- Knowing and obeying all school rules
- Being on time and in regular attendance for all classes
- Being prepared for class
- Using technology in an appropriate , safe and respectful manner both at school and at home
- Displaying good sportsmanship

Unacceptable conduct is demonstrated by:

- Theft of, or damage to property
- Vandalism
- Physical violence
- Behaviours including:
 - Harassment
 - Intimidation
 - Cyber bullying
 - Name calling
 - Excluding others
 - Being a bystander (cheering the bully on, not reporting an incident)
 - Discriminate 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.

Rising Expectations

As students advance through the grades, they will be expected to continue to meet expectations as outlined in the Personal and Social Core Competency realm for the appropriate grade level. The expectations placed upon them will increase as they become developmentally more responsible for their actions. Older students will be expected to conduct themselves in a way that models all aspects of the Code of Conduct for younger students.

Special consideration may apply to the imposition of consequences for 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.

Consequences

Responses to unacceptable conduct are prompt, fair, consistent and appropriate to the incident. Disciplinary action, wherever possible, is preventative and restorative.

Notification

The Principal and/or the classroom teacher will make every effort to inform and involve parents when dealing with ongoing behavioural issues. Parents are notified by the Principal if their child has been involved as an offender, victim or bystander in a concerning or serious incident. Other parties will be notified as required by:

1. School district as required by school district policy
2. Police and/or other agencies as required by law
3. 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 actions to address it.