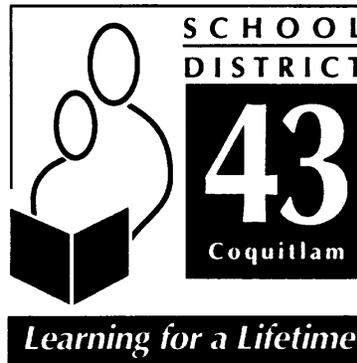


Code of Conduct 2022 - 2023



Port Moody Secondary School June 30, 2022

At Port Moody Secondary our mission is to engage all students in a dynamic learning environment that creates responsible citizens, able to meet life's challenges.

Port Moody Secondary Code of Conduct

I. INTRODUCTION

Port Moody Secondary School's Code of Conduct outlines school expectations and acceptable student behaviour as directed by the *School Act* 85(2) (c). The Code of Conduct applies, while at school, at school-related activities and in other circumstances where engaging in the activity will have an impact on the school environment, including various electronic communications. The Code of Conduct is communicated to all students, parents, and staff annually, including district staff and visitors as deemed necessary. Each year the Code of Conduct is reviewed to reflect the school community's 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 reviewed annually in late spring, to determine whether any amendments are necessary. We have presented the code to PAC to seek feedback and annually post the code on the school website. Teachers and students are continually consulted as we seek to evolve and strengthen our practices.

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 also are made known to students, parents, coaches and involved members of the greater community."

The Code of Conduct is communicated and distributed to students, parents, staff, as well as to visitors and other district staff. Students are made aware of our Code of Conduct annually at the beginning of each school year during opening assemblies. In September, parents are asked to sign an E-Form acknowledging that they have read and understood our Code of Conduct. Throughout the year there is ongoing dialogue with both parents and students as challenges arise. Newly assigned staff and students registering mid-year will also receive the Code of Conduct. The Code of Conduct is available on the Port Moody Secondary website, in print in the office, in the student agenda and displayed on the student bulletin board outside the office. The Code of Conduct is taught, reinforced, and monitored.

3. Implementation

“Behavioral expectations outlined in codes of conduct are consistently taught and actively promoted. Responses to unacceptable behaviour are based consistently on sound principles and are appropriate to the context.”

Our Code of Conduct applies to all members of the Port Moody Secondary Community. As a school, we recognize the importance of modelling respectful and responsible processes for managing conflict. All staff strive to model socially responsible behaviour and maintain an active presence within the school. Adults are in constant communication with students to encourage social responsibility and positive action. We utilize a group of leadership students, known as SOAR students, to teach, model, and reinforce our Code of Conduct during scheduled sessions with classes of Gr. 9 students.

Whenever possible, we try to use a restorative approach to resolve conflict and teach pro-social behaviors. We see our role, as a school community, to work with our students to be proactive in addressing conflicts in a respectful and effective manner. 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-restorativepractices.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.

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.

4. Monitoring and Review

“Conduct is continuously monitored to ensure codes reflect 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 Principal, Vice Principals, the PAC, and the staff will review the Code of Conduct yearly in order to monitor its efficacy. 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, including: the Code of Conduct itself, and the communication strategies. Both Ministry (ex. School Learning Survey) and school-based surveys will yield a further source of information.

5. Alignment

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

Port Moody Secondary’s Code of Conduct builds upon the codes of our community Elementary and Middle Schools. Periodically, the different levels engage in dialogue to ensure consistency in language and expectations.

6. Standards

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
- not be in possession or under the influence of drugs and/or alcohol

The Human Rights of all are valued and protected. The Board believes that schools must not be places where discrimination is practiced or tolerated. District #43 (Coquitlam) Policy 17(4) states, *“As per Section 8 of Human Rights Code of British Columbia, students shall not discriminate against others on the base of 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.”

a) Statement of Purpose

- support our school mission of engaging all students in a dynamic learning environment that creates responsible citizens, able to meet life’s challenges
- establish and maintain a safe, caring, and orderly environment for a positive learning and teaching climate
- clarify and outline school expectations and acceptable student conduct at school, in the community, and while acting as school ambassadors
- ensure a positive human rights environment that cherishes openness, diversity, fairness, and equity
- encourage thoughtful and reflective citizenship
- align with our commitment to growing a caring learning community
- align with our Port Moody Secondary Action Plan for Learning (APL)

Port Moody Secondary supports SOGI inclusive practices which encompass treating everyone with respect and ensuring that every member of the school community feel valued, safe, and represented. A Gender-neutral bathroom is located on the main floor.

b) Conduct Expectations

Acceptable conduct

- respecting oneself, others, and the school’s facility and grounds
- engaging in responsible behaviour in all learning and school activities (*attend classes regularly, in your seat by the second bell, prepared for class, participate thoughtfully, respect other classmates’ comments, complete all assignments, hand assignments in when due, ask for help when you need assistance, demonstrate good manners and good common sense*)
- helping to ensure the school environment is a safe and caring place for all to learn
- informing an adult of an unsafe individual, unsafe behaviour, and/or an unsafe or violent situation
- modeling respectful and responsible behaviour at school, in the community, and while acting as school ambassadors
- always citing your research sources (text, sound, music, graphics, pictures, video clips, etc.) ‘Ethics of Information Use’ (see Agenda App under ‘Intellectual Dishonesty’)
- dressing appropriately for the school learning environment in a manner that is respectful toward oneself and others
- exercising responsible digital citizenship (particularly social media use) **“District 43 Digital Responsibility for Students – Administrative Policy 140.2”**

Unacceptable conduct – The following are examples only and not an all-inclusive list.

- Behaviors that:
 - Interfere with the learning of others
 - Interfere with an orderly environment

- Create unsafe conditions
- Use and/or name a physical illness, disability, or condition to threaten, harass, or intimidate others in the community
- Acts of:
 - Bullying, harassment, or intimidation
 - Physical violence
 - Retribution against a person who has reported incidents
- Illegal acts, such as:
 - Possession, use, or distribution of illegal or restricted substances
 - Possession or use of weapons
 - Theft of or damage to property

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.

Student Threat Assessment Protocol

- A student threat assessment will be initiated by the school's multi-disciplinary Violent Threat Risk Assessment (VTRA) 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.

Important notes:

- Students may be subject to discipline under the school and/or District Code of Conduct for any action 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.
- Students are to be aware that they may be subject to discipline for on or off campus misuse of technology if it negatively impacts 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.

Rising expectations

- As students' progress through grades 9-12, behavioral expectations will rise so that:
 - student levels of maturity, personal responsibility and self-discipline will improve
 - consequences for unacceptable conduct in senior grades will likely result in more serious consequences.
 - Older students will model positive behaviors for their peers and younger students.

c) Consequences

- Consequences will be applied to unacceptable student conduct and will be implemented based on the severity and frequency of the behaviour, as well as on the age and maturity of the students. Progressive discipline methods will be implemented to alter the inappropriate and/or unsafe behavior. Consequences and support will be preventative and restorative, whenever possible and appropriate. Some of these methods could include one or more of the consequences below:
 - students participating in meaningful consequences for the unacceptable behaviour
 - school or community counselling
 - conflict resolution strategies including restorative practices
 - small group mediation
 - informal suspension or "timeouts" – at school or home
 - Community Service
 - partial day school programs
 - positive Behaviour supports
 - formal suspension: District Code of Conduct: Suspension Process –Level I, II or III (for serious or dangerous behaviors)
 - the school and District will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of a Code of Conduct
 - students who have previously breached the school's Code of Conduct may be precluded from participating in overnight activities and field trips.
- 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 behavioral nature.

d) Notification

- Depending on the nature of the unacceptable behaviour the member of the school staff may contact the following people:
 - parents/guardians of the student offender(s) will be contacted

- parents/guardians of the student victim(s) will be contacted
- Coquitlam School Board officials will be contacted as required by school district policy, i.e. Level I, II and III suspensions
- police and other agencies as required by law
- school staff and school community as deemed appropriate by the school administration and/or District #43 (Coquitlam) District administration