



Code of Conduct 2025-2026

SCOTT CREEK MIDDLE SCHOOL
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Principal: Mr. Daren Fridge
Vice-Principal: Mr. Anthony Veltri

Scott Creek Code of Conduct

CODE OF CONDUCT: KEY ELEMENTS

1. Process

The Scott Creek Code of Conduct outlines the school expectations and acceptable student behaviour. Input is gathered from our students, parents, and staff. Students give input through their core classes and student surveys. Staff members are given the opportunity to view the document, provide feedback and make recommendations to update the code of conduct. Through our PAC, parents are given access to the document and an opportunity to provide written and verbal feedback. The result is a document that represents the values and beliefs of our school community.

2. Communication

The school will take the following steps to communicate expectations to students and the greater school community:

- Expectations regarding behavioural conduct will be included in the student handbook which each student in our school receives in early September.
- Parents will be provided access to the Code of Conduct information on our website, in our fall newsletter and through the student handbook.
- Expectations will be clearly stated through Community discussions and School Assemblies with the school administration in the first weeks of school.
- Each classroom teacher will review school-wide and classroom expectations with their class at the beginning of September.
- The school Code of Conduct will be posted on the school website.
- Through the staff handbook, and introduced at the staff meeting in September, the Code of Conduct will be made available to all full-time and part-time staff.
- Reminders of expectations will be given to individuals, teams or the whole school as deemed necessary throughout the school year.

3. Implementation

Each student will receive direct instruction from our staff about our school's code of conduct during the first week of school through our "Foundations Week" activities. This year students will be introduced to the 7 Teachings, which are: respect, love, wisdom, humility, honesty, truth, and courage. During the first week of the school year, students will be introduced to these 7 teachings as the foundation for behaviour, direction, and guidance for the school year. Follow-up lessons and discussions will continue throughout the year and will be the basis for school-wide assemblies each month. These teachings are included as the foundation for the Human and Social Development Goal and the Indigenous Goal for Scott Creek's APL. Administration and Staff Leaders meet with students on a regular basis throughout the year to reinforce school expectations and the Code of Conduct.

Staff will also engage in conversations about restorative practices and how to respond to unexpected behaviour. This will be done through staff meetings, collaborative team meetings and professional development sessions.

4. Monitoring and Review

Our school's Team Leaders will meet regularly to identify issues and set direction for initiatives relating to Social and Emotional Learning, Student Safety, and sense of belonging for our students. The code of Conduct is continually discussed throughout the year with staff and students and is monitored to ensure that it continues to reflect the expectations of the school.

Our administrators use a Restorative Approach to discipline. Students are guided through a process of reflection focusing on respect, responsibility, relationship-building, and relationship-repairing.

5. Alignment

Administrators from our family of schools have met to compare our respective codes of conduct and school-wide discipline systems. Although it is recognized that there is a need for some school-wide autonomy, schools are attempting to strive for continuity in terms of language used with students regarding safety and belonging.

Our Code of Conduct is aligned with District policies, administrative procedures, and the BC Human Rights Code. Our Code of Conduct also aligned with our APL goal, in the area of Human and Social Development and the Core Competencies of Communication and Personal and Social Awareness and Responsibility, (i.e., self-management, self-awareness, social awareness, relationship skills, responsible decision making).

6. Standards

- to establish and maintain safe, caring, and orderly environments for purposeful learning.
- to establish and maintain appropriate balances among individual and collective rights, freedoms, and responsibilities.
- to clarify and publish expectations for student behaviour while at school, while going to and from school, and while attending any school function or activity at any location

7. Personal Digital Devices in Schools

- All cellular phones or similar personal communication devices are to be appropriately stored during the school day. Digital devices of any kind are only to be used at the discretion of your teacher when identified as appropriate for your learning environment or because of unique circumstances.
- Any use of personal digital devices at school is subject to all other expectations for conduct and use of technology, including AP 140.2 – Digital Responsibility for Students.

Scott Creek Middle School promotes the values expressed in the BC Human Rights Code. Students shall not discriminate against others on the basis of indigenous identity, race, colour, ancestry, place of origin, marital status, family status, age, religion, gender identity or expression 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.

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.

Conduct Expectations

Acceptable Conduct

We expect all school members to:

- Respect and comply with all applicable federal, provincial, and municipal laws.
- Respect the needs of others to work in a learning and teaching environment.
- Respect the authority of school staff and other people in positions of responsibility at school and in the community.
- Demonstrate honesty and integrity.
- Respect and follow specific school and classroom rules and policies.
- Engage in purposeful learning activities in a timely manner.
- Respect self, others, and school.
- Help make Scott Creek safe, caring, and orderly.

- Act in a manner that brings credit to themselves or the school.
- Inform a “tell-able” adult, in a timely manner (in advance, if possible) of incidents of bullying, harassment or intimidation
- Show care, understanding or compassion for members of the school or community that are less privileged.
- Help other students to learn.

Unacceptable conduct

We expect all school members to refrain from:

- behaviours that:
 - interfere with the learning of others
 - interfere with an orderly environment
 - create unsafe conditions.
- 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
- Banned items such as:
 - electronic cigarettes
 - vapes

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

“This We Believe” for School District 43 Middle Schools

GUIDING PRINCIPLES

Middle schools in School District 43 are designed to meet the specific developmental needs of 10 - 14-year-olds. These two guiding principles are integral for addressing the social, emotional, physical, and intellectual needs of young adolescents.

We believe that young adolescents require challenging, stimulating curriculum taught by competent, compassionate, committed, collaborative and flexible professional staff who set high expectations, and who respond to diverse learning needs.

We believe in a school community that is inclusive, safe, welcoming, and supportive so that middle school students are valued, known, and connected, and are encouraged to develop their independence and sense of responsibility.

Rising expectations

Scott Creek recognizes that as a transition from elementary to high school expectations of student behaviour must be appropriate to both the grade level and psychological development of the student. As students move progressively through the grades, we have rising expectations of conduct.

- Learning and discerning about acceptable and unacceptable behavior
- Increasing levels of personal responsibility and self-discipline
- Increasing consequences for unacceptable behavior
- Increasing support for students when necessary, by utilizing parental involvement along with teacher, community teachers, Learning Services, Counseling, and district Learning Inclusion Support

Consequences

Responses to unacceptable conduct are pre-planned, consistent, and fair. Disciplinary action, wherever possible, is preventative and restorative, rather than merely punitive. Students, as often as possible, are encouraged to participate in the development of meaningful consequences for violations of the established code of conduct.

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.

Notification

We believe that timely and ongoing communication between teachers, students, parents, and administration is essential when addressing student behavior. Parents are communicated to in regard to unacceptable behaviour and violations of the code of conduct in a timely manner:

- Parents of student offender(s) – in every instance
- Parents of student victim(s) – in every instance
- 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.

Restorative Questions

When working with school members in restorative conferences and/or circles, four questions will be discussed:

- What happened?
- What were you thinking at the time?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

When the incident in question inflicted harm on another person, four additional questions will be asked on behalf of the person harmed:

- What did you think when you realized what had happened?
- What impact has this had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?