

SUMMIT MIDDLE SCHOOL

Code of Conduct (2025/2026)



INTRODUCTION

The Code of Conduct applies to all school-related events. This includes activities that take place before school, during instructional time, and after school.

Process

The Code of Conduct for 2025-2026 was reviewed in June 2025 with the Parent Advisory Council, staff during a staff meeting, and with grade groups of students at the end of the 2024-25 school year.

Communication

- introduced to staff at the September staff meeting and reviewed at various times throughout the year
- reviewed in teams at team meetings
- included on the school website
- the district and school Codes of Conduct will be posted on the school website September and parents will review it with their child. Students and their parents will acknowledge that they have read both Codes of Conduct by completing and submitting the online form.
- reviewed by coaches and teacher sponsors for teams and clubs

Implementation

Staff members will:

- teach, model, and encourage socially acceptable behaviour, such as how to solve problems in peaceful ways
- educate parents regarding restorative practices through personal conversations, at Parent Advisory Council (PAC) meetings, and in school newsletters
- engage in conversations about restorative practices and how to respond to unexpected behaviour, during collaborative meetings and staff meetings
- engage in conversations with students to help them learn to take responsibility for their actions and help them to see the harm that they have caused others
- model, teach and direct students about the importance of establishing a school culture built on trust. Trust is essential to building positive relationships within our school community and will be established by following through with commitments to ourselves, peers, staff members and parents/guardians.

Monitoring and Review

Evidence of continuous improvement:

- administration, school counsellor and/or youth worker will check back with students who have self-referred, as well as students referred by a teacher or supervisor
- administration will communicate on a regular basis with noon hour supervisors regarding student behaviour over the lunch hour
- administration will communicate on a regular basis with caretakers regarding evidence of mischief or vandalism on the part of students

- team Leaders may make presentations to the school's Parent Advisory Council
- teachers will use common language in their daily discussions with students and in communicating student learning to parents
- staff will review our Action Plan for Learning (APL) goals in May/June

Alignment

- Our Action Plan for Learning (APL) goals include an effort in promoting executive functioning and more independence in student self-regulation. Other goals include an informal goal of inclusion and allyship to ensure all students feel physically and emotionally safe at school. This goal will target students' sense of belonging, connectedness, and respecting the rights of all members of our community. Feeling safe to learn at school are key values our staff and students can explore, engage in, and expand upon over the course of their middle school experience through:
 - A focus on student growth (growth mindset), trust and the idea of building a community from individual classrooms, to teams, to the school, and extending out to the community.
 - Recognizing personal strengths, attributes and values that can positively impact a community, especially in collaboration with others.
- members of our APL committee may make a presentation to the PAC in September
- if students from other schools are involved in vandalism at our school, school administration will contact the schools of the students involved. CERA (Communities Embracing Restorative Action) will facilitate meetings between persons causing the harm, the person harmed, and the community at large.

STANDARDS

Statement of Purpose

- to establish and maintain safe, caring, and orderly environments for purposeful learning
- to establish and maintain a school community where self-respect and respect for others is valued

Conduct Expectations

As per Section 8 of Human Rights Code of British Columbia, students shall not discriminate against others on the basis of the 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.

8 (1)A person must not, without a bona fide and reasonable justification...

(b)discriminate against a person or class of persons regarding any accommodation, service or facility customarily available to the public because of the Indigenous identity, race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person or class of persons.

More on this information can be found here:

A.) Expected Behaviours

Students are expected to:

- attend class regularly and arrive on time
- take responsibility for their actions
- respect themselves first so that they are able to give respect to others and the environment
- be considerate and respectful of our neighbours in the local community (local shopping plaza, townhouse complexes, and neighbouring schools)
- use electronic devices safely and respectfully, and abide by school and district rules regarding use of such devices
- wear suitable and appropriate attire for the school learning environment
- arrive no earlier than 7:30 am and stay no later than 4:30 pm unless involved in school sanctioned extracurricular activities (*Please note, there is no supervision before the school warning bell 8:25 am or after school dismissal time 2:46 pm*).

Students are reminded of the following:

- a student's appearance must not disrupt or interfere with the educational process.
- dress and grooming may not create health or safety problems for the student or others who attend or work in the school. Clothing and footwear should be comfortable and appropriate for students to participate safely in all school activities including physical education, science, and Exploration classes.
- hats (beanies, caps, toques, bandanas or headbands) can be worn in the school hallways or classrooms
- hoods are not to be worn in the school hallways or classrooms
- sunglasses are not to be worn in the school hallways or classrooms
- chewing gum is not permitted in the school hallways or classrooms or on school grounds
- clothing items, including accessories, may not emphasize or promote alcohol, drugs, tobacco, swearing, racism, sexism, violence or anything else that is derogatory or in poor taste (such as "school sucks")
- backpacks are not to be carried through hallways, school grounds, or to be kept in classrooms
- All cellular phones, headphones/earbuds, or similar personal communication/digital devices are to be appropriately stored in lockers or "cell phone hotels" **during the school day (K-8)**. 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.
- the use of social media sites during instructional time is not permitted.
- aerosol containers (colognes, perfume, mists, or hairspray, for example) are not permitted at school or on school grounds. Avoid the use of heavily-scented non-aerosols and heavily-scented hand sanitizers
- *any student requiring a reminder will be advised personally and discretely, and given the opportunity to meet the above expectations*

B.) Undesirable Behaviours

The following behaviours are deemed unacceptable:

- interfering with an individual's rights to learn
- interfering with an individual's rights to feel safe
- discriminating against others on the basis of race, religion, gender, sexual orientation, disability, or for any other reasons set out in the Human Rights Code of British Columbia (Section 7 and 8)
- engaging in on-line or texting behaviour that would: indicate an intention to discriminate against another or expose them to contempt and ridicule, threaten, harass, or make unkind, untrue, or disrespectful communication
- *using/naming a physical illness, disability or condition to threaten, harass or intimidate others in the community*
- *swearing or using vulgar language*
- harming others physically, socially, emotionally, or verbally
- harassing, threatening, excluding or intimidating others
- watching or tolerating physical acts of violence or harassment without reporting it to an adult
- seeking revenge against others who report unacceptable conduct
- stealing or damaging others' property or school property
- possessing, using, or selling cigarettes, electronic cigarettes, vaporizers, or any type of electronic nicotine delivery system on school property (nor may these items be brought to school).
- bringing weapons or replica weapons to school
- buying, selling or advertising any item or service between students
- plagiarizing ideas, facts or written expressions.
- sharing homework, assignments, or information about tests or assessments of any kind
- leaving the school grounds at any time (after arrival and before dismissal) without being signed out by a parent or guardian in the office
- using cell phones, ear buds and other electronic devices:
 - a.) without teacher permission in classrooms
 - b.) in hallways, stairwells, bathrooms/change rooms or unsupervised rooms.
 - c.) to take photographs or videos of other students
 - d.) to view inappropriate materials at school

e.) to use social media during instructional time

Consequences

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.

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 student lockers and their personal effects and the seizure of prohibited items.

Rising Expectations

As students in middle school mature and progress from grade 6 to grade 8, there are rising expectations with regard to personal conduct and behaviour. Students are expected to increase their personal responsibility and self-discipline.

Restorative Practices

Each situation will be assessed individually, and where appropriate, a restorative process will be undertaken. Administration will meet with the individuals involved in the conflict separately, prior to students meeting with each other in a resolution meeting. While this process requires a significant investment of time, it is believed that, when students are given the opportunity to take responsibility for their actions (self-awareness) and make amends (repair the harm they have done to others or the relationship with others), more purposeful learning occurs. Support for the student is ongoing; administration, the school counsellor, and/or school youth worker will follow up with the student.

Considerations may apply to students with special learning needs if these students are unable to comply with aspects of our Code of Conduct due to having intellectual, physical, sensory, emotional, or behavioural challenges.

Consequences will be implemented based on a variety of factors with consideration to:

- student's behaviour history
- student's age
- severity of the misbehaviour
- frequency of the misbehaviour
- individual student needs

Notification

Depending on the nature of the unacceptable behaviour and the plan to move to a resolution, a member of staff may contact the following people:

- parents and/or guardians of the student offender(s)
- parents and/or guardians of the student victim(s)
- parents and/or guardians of the student witness(es)
- Coquitlam school district officials as required by district policy (e.g. regarding suspensions)
- police and other outside agencies, such as CERA
- other school staff, district support staff, and community supports as deemed appropriate by the school and/or district administration