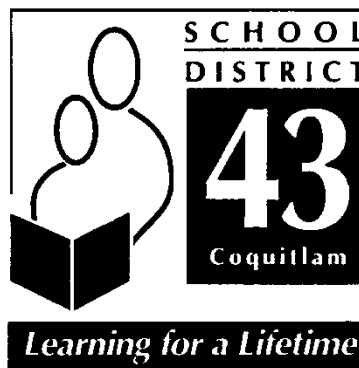


Code of Conduct 2026 - 2027



June 2026

École Maple Creek Middle School

School Mission:

At École Maple Creek Middle School we strive for personal excellence and promote enthusiasm for lifelong learning. We participate in and share

responsibility for creating a caring, safe and respectful community, while encouraging and maintaining positive relationships.

École Maple Creek Middle Code of Conduct

I. INTRODUCTION

This Code of Conduct is a result of collaboration between the parents, students and staff of our school community and is designed to reflect and clearly communicate what we, as a school community, value and expect in terms of student behaviour. We believe that the primary responsibility for the development of character, morals and strong values, rests with the parent and the family. The school acts as a support system for reinforcing positive behaviour that is taught, reinforced and expected by parents and guardians at home. The best way that we, as a school community, can help our students reach their full potential, is to work together as a team. Decisions will be made by school personnel, in consultation with parents/guardians, based on the content of this document, which reflects our school community values and beliefs. The Code of Conduct applies while at school, at a school-related activity or in other circumstances where engaging in the activity will have impact on the school environment.

II. CODE OF CONDUCT: KEY ELEMENTS

1. Process

The Code of Conduct is reviewed annually. This process is collaborative and actively involves the PAC, teachers and students. Changes each year represent our stakeholder groups. The result is a code of conduct 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 made available to students and families online and communicated to students in person.
- Each classroom teacher will thoroughly review school-wide and classroom expectations with their class at the beginning of September.
- Expectations will be stated clearly by administration to students in September.
- The school code of conduct will be discussed and reviewed at our first staff meeting, first team leader meeting, and our first support staff meeting (including noon hour supervisors).
- The school code of conduct will be available with the sign-in form and binders all employees must sign when they are new to a building and will also be added to all TOC plans/TOC books and support staff plans/books.
- The school code of conduct will be sent to families in September.
- The school code of conduct will be posted on the school website.
- Specific behavioural expectations will be communicated to students throughout the school year and throughout the school.

- Reminders will be given to individuals, teams or the whole school as deemed necessary throughout the school year.

3. Implementation

Each class will receive direct instruction on issues regarding bullying, intimidation and harassment by the end of September.

- The school will use a values approach to clearly outline student expectations for both in school and out of school activities. Core values will be identified at the classroom level, and connections made to school community values.
- School-wide responsibilities are discussed with students about behaviour on both a structured and incidental basis. Parents/guardians are contacted when there is a behavioural issue and we discuss our Code of Conduct, classroom values and school values, and ask for follow up at home, so students understand that the school and home are collaborative.
- Our extra-curricular programs, based completely on voluntary contributions on the part of the staff and volunteers, are designed to engage students in positive activities, enhancing their school experience and giving them additional opportunities to learn about the concepts of respect, responsibility, safety, leadership, collaboration, and more.
- Behaviour incidences are discussed individually with staff members at team leader meetings, PAC meetings, team meetings, case management meetings, and at some staff meetings. At these meetings, we discuss trends, patterns and have an open and frank dialogue regarding reviewing and improving our code of conduct and school-wide proactive and reactive behavioural strategies.
- When an incident arises, students will complete a restorative thinking form. Forms will be shared with the appropriate staff member(s), and may go home to families to sign.

4. Monitoring and Review

- Our school regularly communicates as staff members regarding behavioural incidents.
- Case Management Meetings and Teaming – we have weekly Case Management Meetings to identify and support students who require additional behavioural support. In addition, each team meets at least once per week to specifically discuss and plan how to support students that require additional assistance and mentorship.

5. Alignment

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

6. Standards

a) Statement of Purpose

- To continue to establish and maintain a respectful, safe, caring and orderly environment which enables a positive learning environment for all.
- To clarify and outline school expectations and acceptable student conduct while at school, in the community and while acting as school ambassadors during field trips,

and extra-curricular activities. This includes any activity at any time in any location that will have impact on the school environment.

b) Conduct Expectations

Acceptable conduct

Conduct at Maple Creek is guided by classroom charters or agreements, as well as overall school values. Staff and students contribute to the construction of classroom charters or agreements collectively. Staff and students have opportunities to provide input and feedback on school values. School values have a connection to the 7 Sacred Teachings as well as Restorative Practice.

- *7 Sacred Teachings*: Humility, Honesty, Respect, Courage, Wisdom, Trust, and Love
- *Restorative Practice*: The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and restoring relationships. We believe in working *with* our students—rather than *to* them, *for* them, or *not* at all.

Other examples of student expectations include:

- Report it—informing a “tellable” adult, in a timely manner (in advance, if possible) of incidents of bullying, harassment or intimidation
- **students shall not discriminate against others on the basis of the race, colour, ancestry, place of origin, marital status, family status, age, religion, sex or sexual orientation, 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**

Unacceptable conduct

- Safety and learning:
 - Anything which interferes with the rights of anyone in our school community to feel safe and to learn.
- Bullying, harassment, and Hate Language (*District Policy 17*):
 - Bullying, harassment, intimidation and all forms of Hate Language (Bullying includes, but is not limited to, physical or verbal intimidation, verbal harassment and cyber bullying, **occurring on or off school property**.)
 - Hate language (often called hate speech) is any form of spoken, written, or visual communication that attacks, demeans, or incites hatred against a person or group based on inherent characteristics, such as race, religion, ethnicity, gender, sexual orientation, or disability.
- Equity, Inclusion and Human Rights (*District Policy 17*):
 - École Maple Creek Middle School promotes the values expressed in the BC Human Rights Code respecting the rights of all individuals

- Students shall not discriminate against others on the basis of race, Indigenous identity, religion, colour, ancestry, place of origin, sex or sexual orientation, or disability, or for any other reason set out in the Human Rights Code of British Columbia (Section 7 and 8).
- Students shall not 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 must not 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.
- Respectful and Caring Behaviour:
 - Anything which demonstrates a lack of caring for oneself and anyone else in the school community, specifically, any behaviour which might, either intentionally or not, result in a member of our school community feeling bullied, harassed, intimidated or excluded, including:
 - Physical violence of any kind
 - Cyberspace misconduct: Threatening, harassing, unkind or disrespectful communication through the use of technology/electronic media such as Snapchat, Instagram, or other social networking sites, email, text messaging, cellular phones, chatrooms, use of webcams, etc.
 - Putdowns, teasing, name calling, unkind/inappropriate gestures or actions
 - Discriminatory behaviour such as a verbal, written or gestured comment regarding any aspect of a person in our school community
 - Exclusion of others
- Weapons, Illegal Substances, and Unsafe Items (*District Policy 18*):
 - Illegal acts such as possession of fireworks, a weapon or replica weapon, or possession of illegal substances such as drugs or alcohol
 - Weapons include, but are not limited to, knives of any kind, all BB guns and any other item which could be used to intentionally harm another person.
 - Use, possession, or distribution of electronic cigarettes, vaporizers, marijuana and other drugs including alcohol.
- Protection of Property:
 - Theft or vandalism to school property or the property of individuals within the school community.

****These behaviours are examples only. This is not intended to be an all-inclusive list.***

Rising expectations

As students in our middle school mature and progress from grade six to eight, there is a rising expectation of personal conduct and exemplary behaviours. Students are expected to:

- Make choices which model positive behaviour for their peers and younger students.
- Engage in leadership activities which give back to the school community.
- Accept an increasing degree of responsibility for their actions.

- Assist others in making responsible, mature decisions

Search

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.

Information

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 Assistant Superintendent and Chief Information Officer Stephen Whiffin, at swhiffin@sd43.bc.ca.

Personal Digital Devices in Schools

- Personal digital devices, including cell phones and similar communication devices, must be appropriately stored during the school day.
- Digital devices may only be used with staff permission for educational purposes or in exceptional circumstances.
- The use of personal digital devices must comply with all school expectations and AP 140.2 – Digital Responsibility for Students.
- Personal digital devices include, but are not limited to, **cell phones, smart watches, smart glasses, laptops, tablets, and iPads.**
- Students may not photograph, video record, or audio record other students, staff, or school activities without the knowledge and permission of those involved and the approval of a staff member.
- Recording, photographing, or sharing images, videos, or audio taken within the school or at school activities without permission is prohibited.
- École Maple Creek Middle School is a tech-free school environment outside of teacher-directed learning activities. **This includes before and afterschool inside the hallways.**

c) Consequences

Progressive discipline, behavioural support, and restorative practices in our school will continue to focus on helping students learn to make more positive choices in the future.

- Consequences will be applied in cases where students choose not to meet the expectations of our school community and will be implemented based on the severity and frequency of the behaviour. Mitigating factors will always be taken into account.
- Consequences and support will be preventative and restorative as opposed to punitive
- Consequences will focus on the repairing of relationships where necessary so that further problems do not arise.
- Students should be aware that they may be subject to discipline for on or off campus misuse of technology if it negatively impacts the school environment.
- Some disciplinary methods could include one or more of the following consequences:
 - Discussion at the classroom, team or office level
 - Reflection papers
 - Reflective time
 - Making up lost time
 - Community service
 - Small group mediations
 - School or community counselling
 - Restorative conferences and agreements
 - Removal of privileges
 - Individual behaviour support plans
 - Informal suspension – in school or out of school
 - Formal suspension as per District Code of Conduct – in school or out of school
 - RCMP involvement

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.

d) Notification

Depending on the nature of the unacceptable behaviour, the school staff will contact the following people, in a timely manner:

- The parent or guardian of the student who has broken the Code of Conduct (this may be through a written note to be signed, an email or a phone call, depending on the severity of the issue)
- Parents of a victim of bullying or intimidation will be notified directly
- Coquitlam School District officials will be contacted as required by school district policy if there has been a breach of district policy
- Police and other agencies as required by law
- The school staff and community as deemed appropriate by the school and/or district administration