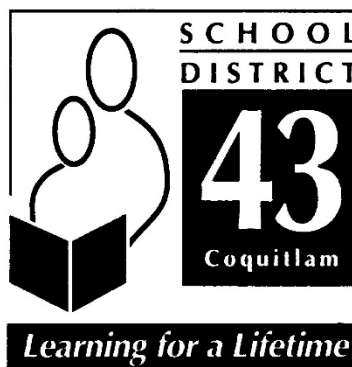


École Montgomery Middle School

Code of Conduct 2026-2027



École Montgomery Middle Code of Conduct

I. INTRODUCTION

This Code of Conduct is a result of collaboration between the parents, students and staff of the École Montgomery Middle 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 safe, caring and orderly schools are developed by committed, thoughtful school communities using appropriate and ever-improving policies, procedures and practices. École Montgomery Middle School's Code of Conduct outlines school expectations and acceptable student behaviour, as directed by the School Act 85 (2) (c) and the 2007 Ministerial Order, "Provincial Standards for Codes of Conduct".

II. CODE OF CONDUCT: KEY ELEMENTS

1. Process

The École Montgomery Middle School Administration coordinated a process of gathering input from students, parents and staff. Students gave input through their core classes and Community Circles. Staff members gave input and made recommendations through staff and pro-d meetings. Parents were invited to provide written or verbal feedback. The result is a code of conduct that represents the values and beliefs of our school community. The School Leadership Team, staff, PAC and students review the Code of Conduct annually.

2. Communication

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

- Our school code of conduct is posted on our school website and, as such, is available to the public: <http://www.sd43.bc.ca/school/montgomery>
- Our school code of conduct is distributed at the beginning of each year to all staff, parents and students
- The code of conduct is included in the student planner which each student receives.
- When students start at our school mid-year, they receive the code of conduct in their planner and we ask parents to review the code with their child.
- The code of conduct is posted near the office along with information about what it means to be a school using Restorative Practices together with our Student and Staff Charters.
- Monthly newsletters which include aspects of the code conduct and updates on meetings for PAC parents
- Key elements will be reviewed with students during opening week with Monty Culture School Sessions and taught explicitly throughout the year as part of our R.O.C.K.S. School Responsibility Program and during school wide assemblies.

3. Implementation

Each student receives direct instruction on our school's code of conduct during the first weeks of school. Parents are asked each September to read and discuss the section of the planner to ensure that the code of conduct has been reviewed. This supports that there is reinforcement of the code of conduct both at home and school. At the beginning of each school year expectations are clearly stated through a week of explicit Monty Culture Sessions with the school administration and Team teacher discussions. As well, all fieldtrip notices require parents sign indicating their understanding that students are responsible for adhering to the school's code of conduct while on fieldtrips and outings.

1. Use of Restorative Practices as a method to help students deal with solving problems.
2. Creation of Class Charters, School and Staff Charters, Technology Charters and other in class based Social Emotional Learning (S.E.L.) activities.
3. Continuation of a SEL committee with a re-focus on the following priorities:
 - a. Restorative Practices
 - b. Monty ROCKS (Respect, Organization, Cooperation, Kindness, and Safety)
 - c. The implementation of bystander program in 2026-27
4. Use of consequences for serious conduct concerns (usually in partnership with restorative practices), regarding but not limited to behaviour and hate speech/actions.
 - a. Learning packages for acts of hate leading to significant consequences including suspension for repeated infractions.

4. Monitoring and Review

The Code of Conduct undergoes annual review and revision, ensuring opportunities for all stakeholders to have a voice in assessing the effectiveness of the code of conduct in addressing current school safety issues. Our S.E.L. Committee will work to develop this code of conduct into a document that fully reflects the progress of our school with an emphasis on Restorative Practices that are used throughout our Restitution Model of building a safe culture.

Classroom Meetings and School Assemblies involve the following:

- Classroom meetings focusing on developing the Five Social Competencies of self-awareness, self-management, social awareness, relationships skills and responsible decision making all focusing on strategies and techniques for students to use when dealing with stress and inappropriate conduct and work issues.
- The process of monitoring students' behaviour and reviewing school wide expectations is one that involves all staff at team level meetings and individual teacher conversations.

5. Alignment

Administration from our community of schools (elementary, middle and secondary) 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.

A strong degree of alignment in core values is evident among schools in the community.

École Montgomery Middle School's Code of Conduct is aligned with our school district Code of Conduct policy (Policy 17)

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

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.

Closure of Schools for Extreme Weather Conditions – AP 132

In the case of extreme weather conditions, the Superintendent or designate has authority, on behalf of the Board, to temporarily close a school.

Procedures: As a general expectation, parents are to be advised that schools are open. If parents believe the local conditions are unsafe, they may keep their child at home or arrange his/her early dismissal. If schools are to be closed before classes begin, an announcement will be made by 6:30 a.m.

on the school district website and school websites. Announcements may also be made on School District 43 (Coquitlam) (SD43) social media and local radio stations. For more information visit:

www.sd43.bc.ca/NewsEvents/Pages/EmergencyInformation.aspx.

Digital Responsibility for Students – AP 140-2

The District endorses the provision of district-wide network and Internet services to support student learning. While there are many benefits, there is also potential for misuse. Students are not permitted to create, distribute or access any material which is not suitable for classroom learning.

When using technology, district electronic mail (email) services, social networking, collaboration, blogging, media sharing tools, in relation to their role, students and staff are expected to act as appropriate digital citizens as laid out in the procedures. Cellular phones and all similar personal communication devices are to be stored in lockers during the school day. Digital devices of any kind are only to be used under the direction of your teacher for the purpose of supporting learning or due to unique circumstances (i.e. diabetes). 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.

Tobacco and Vapor Products Free Environment – AP 171

All school property is designated “tobacco and vapor product free”. Therefore, every person, including a student, employee or visitor, is prohibited from smoking, using tobacco or vapor products of any kind, or holding lighted tobacco on school property at any time, including non-school hours.

Race Relations - AP 205

The District acknowledges the challenge of becoming responsive to the needs of a pluralistic society and affirms that the racial, ethno-cultural, linguistic and religious diversity of its students, staff, and community is a source of enrichment and strength for Canada. As an educational institution, the District has a special responsibility to develop positive values, attitudes, knowledge and practices by developing a framework which will promote and support equity, justice and access to all.

Suspension of Students – AP 355

The effective management of student discipline is a necessity in establishing safe, caring and orderly school environments that foster student learning needs. When student misconduct occurs, the school and district must respond fairly, quickly, and effectively, imposing a disciplinary consequence that is appropriate to the circumstances and that reinforces for the student involved and students generally, appropriate standards of student behavior.

The Principal has overall responsibility for the maintenance of student discipline and school rules. Under the general supervision of the Superintendent and subject to administrative procedures, a Principal and/or Vice Principal has the authority to suspend or remove a suspension imposed on a student.

Personal, Discriminatory, and Sexual Harassment – AP 356

The District recognizes the right of all students and staff members to learn and work in an environment free from personal, discriminatory or sexual harassment. The District, all staff members, students and people within school communities shall have a responsibility to promote, monitor and maintain learning environments and workplaces that are free from harassment, fear and discrimination.

Resolution of Student or Parent School Concerns – AP 380

The District encourages students and/or parents to discuss their questions or concerns regarding the education of their children with school personnel as early and as directly as possible.

Procedures: Students or parents who disagree with or wish to question decisions or actions that are taken by teachers and/or administrators are expected to seek a resolution by pursuing the following steps:

A. Teacher or Classroom Level Problem

1. Discuss the matter directly with the teacher whose judgement or decision is being questioned.
2. If not resolved, discuss your concern with the Principal.
3. If still unsatisfied with the outcome, discuss your concern with the Assistant Superintendent (contact the board office at 604-939-9201).
4. Unresolved matters may be referred to the Board as per Board [Policy 13](#).

B. Principal or School Level Problem

1. Discuss directly with the Principal the action, policy, procedure or practice being questioned.
2. If not resolved, refer to the Assistant Superintendent (see contact information above).
3. If not resolved, refer to the Board as per Board Policy 13.

6. School Standards

École Montgomery Middle School promotes the values expressed in the BC Human Rights Code respecting the rights of all individuals in accordance with the law – prohibiting discrimination based on race, colour, ancestry, place of origin, religion, marital status, physical or mental disability, sex or sexual orientation.

a) Statement of Purpose

- o To establish and maintain a safe, caring, and orderly environment for purposeful learning.
- o To establish and maintain appropriate balances among individual and collective rights, freedoms, and responsibilities.
- o To clarify expectations for behaviour while at school, on the way to and from school, and while attending school functions or activities at any location.
- o To assist children in developing socially responsible behaviours, showing a developing awareness of their role as ethical decision-makers and moral citizens.
- o To assist all member of our school community to become self-aware and open to learning about inequalities in society, privilege, and the importance of being an ally.

b) Conduct Expectations - Acceptable conduct:

At Monty, our high expectations for behaviour are expressed through our slogan, "Monty R.O.C.K.S." It stands for:

R	–	Respect
O	–	Organization
C	–	Cooperation
K	–	Kindness
S	–	Safety

We recognize the importance in modeling respectful, responsible and clear processes for managing conflict. Whenever possible we try to use a restorative approach to resolving conflict and teach pro-social behaviors.

Restorative Practices:

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-restorative-practices.php>). As a result, a focus of behaviour intervention should be to help a wrongdoer recognize and repair any harm done. Furthermore, the purpose is to teach the wrongdoer moving forward, and then reinforce positive behaviours, in order to return the wrongdoer to the school community stronger, and more resilient than before the harm was done.

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.

RESTORATIVE PRACTICES PRINCIPLES

1. Restorative Practices focuses on harms rather than rules or persons and the consequent needs of those harmed, wrongdoer and communities.
2. Restorative Practices addresses obligations of the wrongdoer resulting from those harms, as well as the community's obligations to both the person harmed & wrongdoer.
3. Restorative Practices uses inclusive, collaborative processes.
4. Restorative Practices involves all individuals (the person harmed, wrongdoer, parents, students, staff, and faculty) who have a legitimate stake in a given situation.
5. Restorative Practices seeks to put right the wrongs that have been done, so that person(s) harmed feels safe and valued, and wrongdoer feels restored to the school community

At Montgomery students are expected to:

- *Follow Section 7 and 8 of Human Rights Code of British Columbia, as listed above in our Alignment Section*
- Understand and respect the rights of everyone in our community,
 - Including the right to learn and the right of teachers to facilitate learning
 - Treat all students, staff members and visitors with respect
 - Respect the surrounding community and take pride in their school
- Act in a safe, caring, and responsible manner, respecting personal space and property
 - Monty is a closed campus; students are to remain on property once they arrive until 3pm unless picked up by their parent/guardian
 - Walk when inside the building
 - Students are to keep their hands and feet to themselves at all times
 - Use responsible problem solving, use your words, walk away, ask for help
- Engage in purposeful learning activities in a productive manner
- Follow the annual Classroom/ School Charters for all community members.
- Follow acceptable Technology guidelines and use computers, and all other electronic devices appropriately and respectfully as instructed by the classroom teacher.
- Photos and videos taken by students require the direct permission of a teacher or staff member
- Personal devices (Laptops and cell phones) are for educational purposes only while at school. The use of social media platforms and chat platforms are not permitted while at school and can result in a limitation or no use of personal devices while at school.
- Cell phones are not to be in use between 8:43am and 3pm unless used under the supervision of a teacher and for an educational or medical reason (technology for learning).
- Phones will be collected if in use and securely stored in the office until 3pm.

Unacceptable conduct

(Behaviours listed as unacceptable are examples only and do not represent an all-inclusive list.) Behaviours that:

- Interfere with the learning of others
- Interfere with an orderly and calm environment, including not following the directions of staff or interfering with staff while they are working with another student.
- Using/naming a physical illness, disability or condition to threaten, harass or intimidate others in the community is unacceptable.
- Create unsafe conditions

Acts of:

- 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. District Policy 17)

- Hate language (often called hate speech) is any form of spoken, written, or visual communication that attacks, demeans, or promotes harm towards a person or group based on inherent characteristics, such as race, religion, ethnicity, gender, sexual orientation, or disability.
- Hate behaviour also includes defacing/vandalizing symbols honouring inclusion in schools including flags, artwork, displays, posters, or materials that affirm identity, culture, or belonging—undermines the safety and dignity of our school community. Acts such as vandalizing, altering, removing, or damaging these symbols communicate exclusion and can cause harm, even when not directed at a specific individual. Such actions are not acceptable and will be addressed as violations of our Code of Conduct.
- Rough play or physical violence
- Retribution against others
- Recording and/ or posting to social media other students engaged in illegal or violent acts or actions that break the school code of conduct.
- Possession, use, or distribution of illegal or restricted substances – cigarettes, electronic cigarettes, vape products, alcohol, drugs
- Possession and use of weapons, replica weapons or items used as potential weapons
- Theft or damage to property
- Selling items at school for profit, without approval from administration

Students may be subject to discipline under the school and/or District Code of Conduct for any conduct, including the use of technology, 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 Montgomery student or their 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 gain maturity and knowledge, we expect a higher standard of responsibility, self-discipline and accountability. We believe that all children can learn socially responsible behaviors.

a) Consequences:

- Consequences of not meeting behavioural expectations are based on what is best for the student. How can we best help them make a better choice next time? Consequences of unacceptable behaviour must take account of the student's age, maturity and special needs, if any. 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.

RAP Protocol – a written response for students to formalize the ownership of their wrongful actions and to initiate brainstorming of more respectful choices that are available for student problem solving. Responses are kept in an incident referral book for the duration of a student's time at Montgomery.

- a. **Responsibility** – for offending actions
- b. **Actions** – what actions will be undertaken to set thing right for pain, suffering or damage done?
- c. **Plan and Promise**- commitment to not engage in further disrespectful activities All signed and dated by the student and parent/guardian

Conference Resolution Process – a collaborative discussion process that engages conflicting parties and witnesses to the event. In the conference/ circles, four restorative 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(s) harmed:

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

From (The International Institute for Restorative Practices, www.iirp.org)

Restorative and/or preventative, rather than punitive consequences will be applied in progressively escalating steps, depending on the severity and persistence of the difficulty.

Some possible consequences might include one or more of the following:

- Own and /fix problem
- Discussion with teacher/discussion with administrator
- Written letter to those harmed or affected

- Restorative Circle
- School/community service outside of class time
- Parent phone call/ parent meeting/ student timeout with parent guardian
- Loss of noon hour/nutrition break

b) Notification

It is our desire to work with parents to help students make good choices and respect the rights of all members of our school community. Teachers and Administrators will phone home for many reasons, with both “Good News” and school concerns. Parents will often be asked to be involved in helping shape productive behaviour. The decision to notify parents will be made by school staff. There will definitely be contact with home if any of the following occurs:

- If a student is absent or missing with no parent contact.
- If a student is involved in behaviour which is chronically unkind, interferes with the learning of others, is disrespectful or unsafe.
- If a student is frightened, intimidated, injured, upset in any significant way.

For serious breaches of the code of conduct the following people will receive notification:

- Parents of the student offender(s) and victim(s)
- School district officials (for formal suspensions) – as required by school district policy
- Police and/or other agencies – as required by law
- School staff & school community as deemed appropriate by the school and/or district administration. This would be to reassure members of the school community that school officials are aware of a serious situation or incident and are addressing it.

c) Respectful School Clothing:

Montgomery Middle School is a community of learning which brings together many different families with varying values and cultural beliefs. The expectation of school culture is one of decency and respect for all students, staff, parents, and visitors. We ask that common sense be the guide and that as a community we are sensitive to others. Students are expected to refrain from wearing clothing and jewelry that:

- advertise drug paraphernalia, drugs, liquor, or inappropriate items;
- displays words or pictures that are derogatory, insulting, racist, sexist, threatening, violent, homophobic or promotes sexual exploitation
- Hoods/hoodies are not to be worn covering the head within the building. This promotes face to face communication and identification. (Hats are permitted at teacher discretion)

Students should wear clothing that is respectful in terms of body image and visibility. Students whose clothing choices result in bodies being too visible for a school setting (e.g. exposed buttocks, midriff, pectorals, and breasts), will be asked to put on different clothing. Respect for the learning environment is the guideline.

d) Field Trips

Field trips (including camps) are a privilege, not a right. Students are expected to demonstrate appropriate and respectful behaviour prior to all field trips. Not doing so may result in the loss of participation in field trips.

September

- 8 School Re-Opens
- 25 District Pro D Day
- 30 Truth and Reconciliation Day

October

- 12 Thanksgiving Monday
- 23 Provincial Pro D Day

November

- 11 Remembrance Day (Stat Holiday)

December

- 18 Last Day before Winter Break
- Winter Vacation: Dec. 21 – Jan. 1*

January

- 4 School Re-opens (Monday)
- 25 School Based Pro D Day

February

- 15 BC Family Day – Holiday
- 26 District Pro D Day

March

- 12 Last Day before Spring Break
- Spring Break: Mar. 15-29*
- 26 Good Friday – Holiday
- 29 Easter Monday - Holiday
- 30 {Ó'ÍÚÚP w\$ Úμ\$Ωσ £Ÿ\$σ\$†bl

April

- 23 District Pro D Day

May

- 24 Victoria Day (Stat Holiday)
- 31 School Based Pro D Day

June

- 29 Last Day of school for students
- 30 Schools closed for Summer .0\$†Ξ

Montgomery Bell Schedule

	Mon – Thurs	Friday
Bell	8:35 am	8:50 am
School Starts	8:43 am	8:58 am
Morning Announcements 9:40 am – 9:50 am		
Nut Break	10:45 am – 11 am	
Lunch	12:40 pm – 1:20 pm	
Dismissal	3:00 pm	