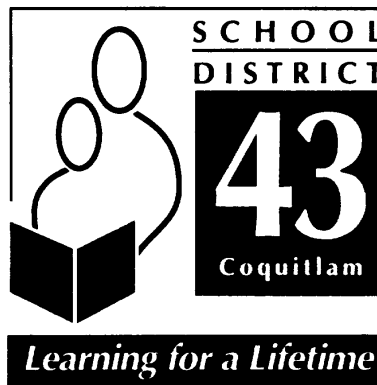


Code of Conduct 2026– 2027



Eagle Mountain Middle 2026-2027

School Mission: At Eagle Mountain Middle, learners are at the center, and connected by community, inquiry, innovation and social emotional learning. The school is focused on deep student learning, empowered by technology and inspired by our natural environment.

I. INTRODUCTION

Eagle Mountain Middle School's Code of Conduct outlines school expectations and acceptable student behavior 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 impact on the school environment, including various electronic and social media communications. The code of conduct also pertains to transitions between school and home at the beginning and end of the school day. The Code of Conduct is communicated to all students, parents, and staff annually, and other district staff and visitors as deemed necessary. The Code of Conduct is taught, reinforced and monitored. Each year the Code of Conduct is reviewed to reflect the school's community 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 is reviewed annually in late spring, to determine whether any amendments are necessary. Teachers have been consulted through team leader and staff meetings. We view the Code of Conduct as a living document that is referenced and discussed regularly.

Eagle Mountain Middle has an effective behavior support plan in place to support the code of conduct by focusing on expected behavior in the school. We have developed school wide expectations which are driven almost entirely by staff and students, with updates communicated to the PAC and Coquitlam School District. We have added to our code of conduct a restorative practice approach for creating and maintaining a peaceful environment for all students and staff. Foundational approaches include building in SEL instruction, self-regulation practices, proactive approaches to community building, and solving problems through discussion and RP principles as taught through the IIRP. Most recently we have added extended language around discrimination.

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

Each year teachers go over The Code of Conduct with the students. Admin hold Team meetings to discuss the code with students and to ensure expectations are understood to be school wide (for students and staff). Parents are asked to read and discuss the Code with their children. The Code is also posted on the website and contained in the staff handbook where it is supplemented with the student responsibilities process to be used at Eagle Mountain Middle.

Behavior expectations are communicated to students over the announcements, in assemblies and to parents in newsletters (as particular issues arise). When students need to take responsibility for harm/damage that they have caused, the discussion between student and adult will always

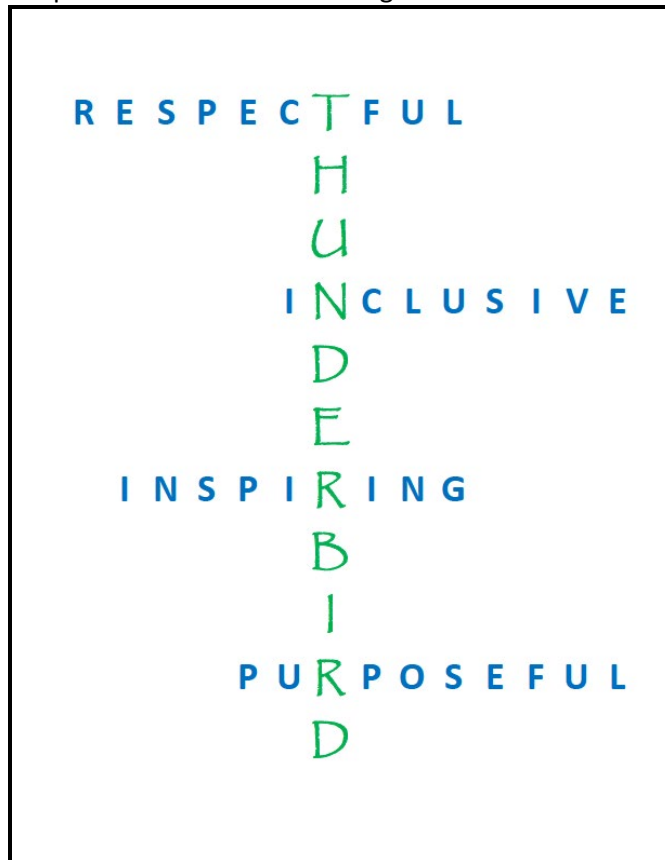
contain reference to expected behaviors, alternative choices the student might have made and a plan to make things right using a restorative approach lens. The elements of these discussions are also reported to the parent if they are called about the issue.

3. Implementation

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

The Eagle Mountain Middle School community believes it is important to establish a safe, caring environment where everyone belongs and feels connected. The Thunderbird Code defines the core values and qualities of positive school citizens who are:

- Respectful – of others and property
- Inclusive – of others
- Inspiring – in their actions and learning
- Purposeful – in their positive actions and learning



Our code of conduct applies to all members of the Eagle Mountain Middle community. We use our code to model, teach and encourage positive behavior. We also acknowledge that pre-adolescence is a busy, active time of growth and development as children become teenagers. Young adolescents at this stage, where they are experiencing their first tastes of independence, will make mistakes and errors in judgment and will encounter peer conflict. We see our job as a

school community, to work with our students, both those who have been harmed and those who have done the harming, to address the harm that was done and facilitate a timely and mutually agreeable resolution. Using a restorative practices approach, we find that all involved parties benefit from this proactive method of addressing conflicts in a respectful and effective manner.

Restorative Practices – An integral part of Eagle Mountain Middle School's Code of Conduct

Restorative practices are processes that proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing. Restorative Practices are increasingly being applied in individual schools and SD43 to address youth behaviour, rule violations, and to improve school climate and culture. Restorative practices can improve behaviour between students, between students and educators, even between educators, whose behaviour serves as a role model for students. They allow each member of the school community to develop and implement school core values. Restorative practices allow individuals who may have committed harm to take full responsibility for their behaviour by addressing the individual(s) affected by the behaviour. Taking responsibility requires understanding how the behaviour affected others, acknowledging that the behaviour was harmful to others, taking action to repair the harm, and making changes necessary to avoid such behaviour in the future. In Restorative Circles, the four restorative questions will be discussed:

-What happened?

-What were you thinking at the time?

-What have you thought about since?

-Who has been affected by what you have done? In what way?

-What do you think you need to do to make things right?

The goals of these restorative practices are that...

1. Eagle Mountain Middle will be a safe, friendly and enjoyable learning environment.
2. EMM will foster an environment where everyone feels valued, respected, and included.
3. EMM will be a school where students are motivated to learn and staff enjoy meaningful and fulfilling work.

EMM's Action Plan for Learning for Human and Social Development for 2026/2027 is the building of positive community through the intentional structures of Restorative Practice (RP). Our whole staff will be undergoing an RP training session in September facilitated by the admin team who are certified RP trainers, along with our district RP Mentor, Sarah Keeler.

Behavior expectations are consistently modeled, taught and actively promoted throughout the school. At the beginning of each year, teachers take time to teach expected behavior. During the year, teachers and other staff take different focuses in response to identified needs throughout the school. Such a focus could be school-wide or by grade, depending on the issues identified. Aspects of self-regulation, appropriate specifically to children during the rapidly changing middle years are introduced and integrated into all school activities.

All staff model socially responsible behavior and they make their presence felt around the school during breaks. Adults are in constant communication with students to encourage social responsibility and self-regulation, and they communicate with their classes to emphasize points they feel need to be made on a wider scale.

We utilize our leadership students known as "school ambassadors", and all students in general, to model and encourage the creating and maintaining of a peaceful school environment.

Considerable time and energy is spent inviting all students to participate in and join in one or more of the many extra-curricular teams, clubs and activities offered by the school, to increase their connectedness and sense of belonging. Teams focus on creating that unique sense of belonging to a TEAM, especially during September, but also throughout the whole year.

4. Monitoring and Review

“Conduct is continuously monitored to ensure code 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 and Vice Principal will use a combination of hard data and street data to ensure that school code of conduct is relevant and effective. Student behavior will be monitored using a variety of methods such as performance standards, and anecdotal data. Both Ministry and school-based parent satisfaction 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.”

The Eagle Mountain Middle Code of Conduct is closely aligned with the Codes of our elementary and secondary schools. These discussions take place at District administrator meetings, as well as at regular meetings with our family of schools which include elementary, middle, and secondary schools.

6. Standards

Purpose

The purpose of this Code of Conduct is to:

- Establish and maintain a safe, caring and orderly environment for a positive learning and teaching climate
- To establish and maintain appropriate balances among individual and collective rights, freedoms and responsibilities
- Outline and clarify school expectations and acceptable student conduct at school, on the way to and from school, and while attending any school function or activity at any location
- Ensure a positive human rights environment that cherishes openness, diversity, fairness, and equity
- Encourage thoughtful and reflective (critical thinking) citizenship

Conduct Expectations

Acceptable conduct is demonstrated by:

- Respecting oneself, others and the environment
 - *Caring for and including others*
 - *Respecting and accepting all members of our school community*
 - *Respecting and caring for property*
 - *Cleaning up after yourself and others on the school property*
 - *Dressing appropriately for a learning environment*
 - *Believing in yourself*
- Engaging in responsible behavior in all learning and school activities
 - *Attending class regularly*
 - *Participating fully in the learning and being prepared for class*
 - *Completing all assignments*
 - *Using good manners and common sense*
- Helping to ensure the school environment is a safe and caring place for all to learn
 - *Being a respectful participant*
 - *Working cooperatively with others*
 - *Being accepting of others' abilities and ideas*
- Informing an adult of an unsafe individual or behavior in a timely manner and in advance, if possible, for example, incidents of:
 - *Fighting*
 - *Bullying*
 - *Harassment*
 - *Intimidation*
- Acting in a manner that brings credit to the school
- Acting in an inclusive manner to all members of our community, ensuring no discrimination (through act, exposure, or display) towards others on the basis of:
 - Race, colour, ancestry, place of origin, marital status, family status, age, religion, sex or sexual orientation, physical or mental disability or for any other reason set out in the Human Rights Code of B.C. (Section 7 and 8).

Unacceptable conduct is demonstrated by behaviors that:

- Interfere with the learning and teaching environment
- Create an unsafe or dangerous learning environment
- Demonstrate bullying, harassment, intimidation or exclusion, such as:
 - *Physical or verbal bullying such as putdowns, name calling, gestures or actions*
 - *Cyber bullying, such as harassing, insulting or intimidating others through the use of technology such as computers, the internet, email, text messaging, cellular telephone, chat rooms or the like – students may be subject to discipline for on or off campus misuse of technology or any other conduct **if** it negatively impacts on the school environment*
 - *Students shall not discriminate against others on the basis of the race, religion, sex, or sexual orientation, or disability, or for any other reason as set out in the Human Rights Code of British Columbia, nor shall a student publish or display anything that would indicate the intention to discriminate against another, or expose them to contempt or ridicule, on the basis of any such grounds; 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; and

- *Touching or teasing any person who does not want it (all people have the right not to be touched, teased or humiliated)*
- Are acts of retribution towards someone who reported unsafe or violent incidents that are illegal, such as:
 - *Possession, use or distribution of illegal or restricted substances (tobacco, drugs, alcohol, fireworks of any kind, lighters, electronic cigarettes, vapes, etc.)*
 - *Possession or use of any weapons*
 - *Theft of or damage to property*
- The behaviors cited are intended as examples only and are not an all-inclusive list.
- 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 the 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 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

Eagle Mountain Middle students are expected to learn and to mature and progress from grade 6 to 8 and should:

- Model positive behaviors for their peers and younger students
- Support and reinforce appropriate behaviors with themselves and others (self-regulation)
- Assist in peaceful resolutions to problems and seek adult help regarding unacceptable conduct
- Demonstrate increased self-control and implement conflict resolution strategies through restorative practice approaches

Consequences

Consequences will be applied to unacceptable student conduct and will be implemented based on the severity and frequency of the behavior, 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 following:

- Students completing reflective behavior sheets that include an opportunity to create a plan to restore the harm caused by the behavior
- Students participating in meaningful consequences for the unacceptable behavior
- Restorative practices including face to face meetings to address the harm done
- Small group or classroom circles to restore equity, balance and respect
- School or community counseling
- Conflict resolution strategies
- Informal suspension or “time-outs” at school or at home
- Behavior plans
- Formal suspension: District Code of Conduct suspension process – Level I, II or III (for serious or dangerous behaviors)

*Special considerations may apply to the imposition of consequences on students 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.

Parent Notification

Due to the nature of the unacceptable behavior the school staff will contact the following people:

- Parents of student offenders in incidents of bullying, harassment or illegal activity
- Parents of student offenders who interfere with the learning of others, or who show disrespect to others or to the school/learning environment
- Parents of student victims
- 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.