

Code of Conduct for Edith McDermott Elementary.

Statement of Purpose:

Edith McDermott Elementary's Code of Conduct has been created to support the learning and development of students and the maintenance of a safe, caring and orderly school environment. The purposes of the Code of Conduct are:

- 1.To encourage the development of life long socially responsible attitudes and behavior.
- 2.To foster a safe, respectful and welcoming learning environment for all students, staff and parents.
- 3.To clearly communicate behavioral expectations to the school community.

The Code of Conduct applies to all members of the school community at school, traveling to and from the school, at any school-related activity at any location, or any circumstance/activity that will have an impact on the school environment.

Conduct Expectations

As members of the school community, we believe in MAGIC:



Mutual Respect (for self, others and our environment)

Academics (maintaining a desire for life-long learning, setting goals and striving for personal excellence)

Growth (socially/emotionally and intellectually)

Imagination (maintaining a sense of curiosity and creativity)

Caring (demonstrating, empathy, understanding, sympathy and support)

Certain behaviors will be considered unacceptable, including but not limited to:

Unsafe behavior (such as physical violence, possession or use of weapons or replicas, possession, use, or distribution of drugs and/or alcohol)

Disrespectful or threatening language or behavior (such as racist, discriminatory, or homophobic comments, threatening/intimidating language or behavior)

Disrespectful behavior toward any property on site or the environment (such as damage or theft)

Any language (oral or written) or behaviour that deliberately degrades, denigrates, labels, stereotypes or incites hatred, prejudice, discrimination or harassment towards students or employees on the basis of their real and or perceived sexual orientation or gender identity.

Any behavior deemed by the principal, or designates, to run contrary to the EME beliefs.

Respect for Human Rights:

In fostering a community of respect, inclusion, fairness and equity, we expect persons to not discriminate based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age.

The Human Rights Codes [RSBC 1996, c210] will be respected:

Excerpt from Section 7 Discriminatory publication

- 7 (1) A person must not publish, issue or display, or cause to be published, issued or displayed, any statement, publication, notice, sign, symbol, emblem, or other representation that
- (a) indicates discrimination or an intention to discriminate against a person, a group, or class of persons, or
 - (b) is likely to expose a person or a group or class of persons to hatred or contempt

Excerpt from Section 8 Discrimination in accommodation, service, and facility

- 8 (1) A person must not, without a bona fide and reasonable justification,
- (a) deny to a person or class of persons any accommodation, service or facility customarily available to the public, or

(b) discriminate against a person or class of persons regarding any accommodation, service or facility customarily available to the public.

Expectations for student conduct for younger students differ from those for older students as they do for students with special needs who are unable to meet expectations due to a disability. It is expected as students move through successive grades, become older and more mature that they will be more socially responsible.

Responses to Conduct Issues

Responses to unacceptable conduct will be thoughtful, consistent and fair. (Which does not always mean equal) The focus of any intervention will be preventative and restorative in nature, rather than punitive.

Wherever possible, students will be encouraged to participate in the development of meaningful interventions through discussion and mediation.

Decisions will be made with respect to the individual. Responses to conduct issues will take into consideration the student's age, maturity and past conduct. Interventions will not discriminate against a student who cannot meet an expectation because of a disability.

Reasonable steps will be taken to prevent retaliation against the person who reported a code of conduct issue.

Every effort will be made to support students. However, if there are ongoing conduct issues after having implemented interventions, referral to the District's Learning Services for greater support may be made. If the matter involves a breach of provincial or federal legislature the police may be contacted as well. When responding to breaches in the Code of Conduct, school officials may inform a student's parent(s), the parents of other students who were involved, school district officials, the police or other agencies, or the parents of all students in the school depending on each situation individually.



Dress Code:

The school district is committed to providing students with learning environments that are safe, responsive, and inclusive. The district recognizes that decisions about dress reflect individual expression of identity, socio-cultural norms, and that they are personal.

Students may attend school and school-related functions in dress of their choice provided that their choices:

- Conform with established health and safety requirements for the intended activity;
- Do not represent or promote weapons, gang culture, alcohol or drugs;
- Use respectful language;
- Do not depict or promote violence, racism, sexism or discrimination; and
- Are not intimidating to others.

Ultimately, the school administration has the responsibility to apply the dress guidelines when necessary. If any person dresses in an inappropriate manner, the student should be advised personally and discretely and given an opportunity to meet school district guidelines.