

# ***Macdonald Consolidated School***

## ***Code of Conduct***

### **Mission/Purpose**

Macdonald Consolidated School (MCS) is a professional learning community that promotes responsibility, respect, and academic excellence in a safe learning and working environment.

All students, parents <sup>1</sup> and staff <sup>2</sup> have the right to be, and to feel safe in their school community. With this right, comes the responsibility of all to be accountable for actions, particularly ones that put at risk the safety of oneself or others.

The MCS *Code of Conduct* sets clear standards and expectations for behavior, and promotes academic and behavioral success for all students in which learning and safety are central. The focus is on the development of positive student behavior; however, the district also has a mandate to protect the safety of all individuals within the school system, and to take appropriate action whenever that safety is threatened or compromised.

### **Application**

The behaviour standards defined in this policy, the Department of Education Policy 703 and in the School Positive Learning Environment Plan apply to all participants in the public school system. It applies to activities on school property, on school buses and on other school system-organized transportation, at school-sponsored events, whenever the school is responsible for a student, whenever an individual is acting on behalf of or is representing the school and in all communications related to school events (e.g. meetings, phone calls and written correspondence between parents and staff, electronic communication, contacts with the public when fund-raising, out-of-school interactions based on in-school relationships).

### **Guiding Principles**

A positive learning and working environment is one in which:

- everyone in the school community is treated with respect and dignity;
- policies, expectations, and practices are clearly communicated to everyone;

- parents, staff and the community understand that social skills, self-discipline, compassion and ethics continue to be learned throughout life. Each of these partners<sup>3</sup> plays a role in teaching appropriate behaviors through instruction and by example;

<sup>1</sup> Parents includes guardians.

<sup>2</sup> Staff includes educators, support staff, bus drivers, outside professionals and volunteers.

<sup>3</sup> Partners includes parents, staff, community and other government agencies.

- students are responsible for their behaviour in accordance with their stage of development and to the extent to which their behaviour is voluntary. When disruptive behaviour is due to exceptional characteristics of a student and he/she is unable to control this behaviour, solutions must take the needs of the student and the student's classmates into account;
- students are educated about the expectations of the school learning community;
- students are taught the skills, attitudes and values essential for success and are consistently required to demonstrate expected behaviors; and
- emphasis must be placed on techniques and strategies that promote prevention and productive intervention.

## **Roles & Responsibilities**

The development, implementation and enforcement of the MCS Code of Conduct is a cooperative effort among students, parents, teachers and staff, administrators, District Office staff and the District Education Council (DEC). The roles and responsibilities of each member of the school community are critical to this process.

### **A. District Education Council/District Office**

The District Education Council, Superintendent, and District Office staff will offer support and guidance to all schools in order to promote positive learning and working environments in schools throughout the district by:

- developing policies and directives that guide the schools in the implementation and enforcement of the School District 6 Code of Conduct as it relates to the District Improvement Plan;
- seeking input from administrators and reviewing these policies regularly;

- establishing a process that clearly communicates the MCS Code of Conduct to all parents, students and staff in a manner that ensures their commitment and support;
- preparing student conduct reports and analyzing the behavioral data for staff and DEC;
- working collaboratively with schools to provide supports to meet the goals established by the District Code of Conduct and to deal effectively with the needs and actions of students whose behaviors are persistently in violation of the District Code of Conduct, despite the application of appropriate school strategies; and
- providing opportunities for all staff to acquire the knowledge, skills and attitudes necessary to develop and to maintain academic excellence and a safe learning and working environment.

## **B. School Administration**

Principals, with the support and guidance of their Parent School Support Committee, take a leadership role in the daily operation of a school.

Ms. Osborne-Whalen and Mrs. Whittaker-Brown provide this leadership by;

- creating professional learning communities dedicated to high academic and behavioral expectations within a safe learning and working environment;
- involving all staff and PSSCs in the development, implementation and on-going communication of the School Code of Conduct as part of the Positive Learning Environment Plan designed to teach students the behavioral skills, concepts and knowledge necessary to become respectful, responsible and self-disciplined learners;
- inputting behavior tracking data and analyzing the behavioral data with staff and PSSC;
- providing professional development opportunities and programs for staff; and
- collaborating with teachers and parents to develop effective *Positive Behavior Support Plans* for students exhibiting significant behavioral difficulties.

### **C. Teachers & Staff**

Teachers and school staff, with the leadership and support of Ms. Osborne-Whalen and Mrs. Whittaker-Brown, are expected to work in a professional and collegial manner in order to build a quality learning community, maintain order, maximize learning and hold everyone to the highest standard of respectful, responsible behavior.

Staffs uphold these high standards when they:

- teach, model and review the School Code of Conduct with *all* students;
- consistently enforce the School Code of Conduct with all students at all times;
- teach the behavioral skills detailed in the *Positive Learning Environment Plan* and require students to consistently display these behaviors within the school environment;
- develop and teach lessons consistently employing instructional strategies and classroom routines designed to maximize student learning within a well-structured invitational learning environment;
- actively supervise all students to prevent incidents and ensure that student behavior meets school standards and expectations;
- help students work to their full potential, develop their self-worth and prepare students to become productive members of society;
- communicate regularly and meaningfully with parents in a way that builds the parent-teacher partnership in education; and

### **D. Students**

Students are expected to adhere to the School Code of Conduct and to act in a manner which protects the safety and learning of all.

To meet the behavioral standards and expectations established by the school, students must:

- come to school prepared, on time and ready to learn;
- show respect for: themselves and others; rules and authority; learning and

teaching; school and personal property; and, the school and community environment;

- follow established rules, procedures, expectations and staff directions;
- demonstrate courteous, cooperative and considerate behavior;
- demonstrate honesty and integrity;
- complete assignments and produce quality work up to one's potential;
- be accountable for personal actions and the positive resolution of problems; and
- be dressed appropriately as outlined in school guidelines.

#### **E. Parents**

Parents play an important role in the education of their children and have a responsibility to support the efforts of school staff in maintaining a safe and respectful learning environment.

Parents fulfill this responsibility when they:

- show an active interest in their child's school work and progress;
- communicate regularly with the school and share pertinent information which impact their child's education such as illness, travel, extended absences, medical conditions, family situations, etc;
- contact the teacher if there are questions or concerns about classroom procedure(s), curriculum, or any incident involving their child;
- ensure that their child attends school regularly and on time; notifying the school of their child's absence or late arrival;
- understand and support the School Code of Conduct;
- encourage and assist their child in following the rules of behavior; and
- collaborate with teachers and administrators in dealing with disciplinary issues to develop effective *Positive Behavior Support Plans* if their child is experiencing significant behavioral difficulties.

## **F. Community Partners**

Schools work cooperatively with many community agencies, organizations and individuals in an effort to ensure student success. It is essential that all community partners actively support and respect the goals, expectations, rules and procedures of the local schools.

- creating or attempting to create a disturbance, using threatening or abusive language and speaking or acting in such a way as to impair the maintenance of order and discipline on school property. This is contrary to the Education Act and is an offence punishable under the Provincial Offences Procedure Act. Any person behaving in such a way can be removed from school grounds by staff members or those instructed to act on their behalf.

### **Disciplinary Action**

School District 6 requires every school to develop its own Code of Conduct consistent with the District Code of Conduct. *This document is Macdonald Consolidated School's response to this requirement.* In addition, each school will develop a Positive Learning Environment Plan which outlines how students will learn the behaviors, skills and attitudes required to meet established behavioral expectations. A Pyramid of Interventions has been developed for School District 6's Code of Conduct. MCS has developed its' own Pyramid of Interventions consistent with our supports and services offered through the school and community.

One of the goals of the School District 6 Code of Conduct is to help students learn appropriate, self-regulatory, productive behavior which enables them, increasingly, to meet their needs and to be successful in school. Therefore, we echo the same expectations consistent with those of School District 6 in our Code of Conduct.

In dealing with student behavior, MCS recommends that administrators, teachers and staff utilize four main types of strategies – prevention, instruction, correction and protection. Following is an overview of these strategies:

#### **A. Prevention**

The prevention of behavioral incidents is paramount. Recommended strategies can be whole school or for individual students.

Whole school examples, include but are not limited to:

- communicating and reviewing Code of Conduct expectations with staff and students;

- proactive programs and services offered by guidance and school intervention workers;
- modeling appropriate behaviors;
- establishing and practicing routines;
- actively supervising hallways, bus loading/unloading, cafeteria and playgrounds;
- on-going parental communication.

Individual student examples include, but are not limited to:

- modified timetables, schedules, breaks and recesses;
- changes in routines;
- removal of a student from a situation due to a lack of readiness to behave appropriately.

## **B. Instruction**

As an educational institution, MCS recognizes that students must be taught how to behave in accordance with school expectations. In this regard, it is recommended that school staff:

- continually teach, model and reinforce appropriate behavior;
- teach behavioral and social skills necessary for school success;
- provide leadership and other learning opportunities to all students;
- provide guidance and counseling;
- teach students how to seek staff assistance, if necessary, in order to resolve conflict peacefully.

## **C. Correction**

Reflecting the educational focus of the school system, inappropriate student behavior should be corrected whenever possible in such a way that the student improves their future performance. Recommended techniques include:

- review and practice appropriate behavior;
- provide tutorials on appropriate student conduct;
- assign special learning projects designed to improve student knowledge and performance related to school behavior;
- have students make up time lost and work missed due to unnecessary absence or tardiness;
- employ and analyze behavior tracking data to develop positive interventions;
- restitution;
- reconciliation;
- resolution (solve it and/or “make it right”);
- have the student write a plan for appropriate future action;
- community service within the school.

## **D. Protection**

As noted in this “MCS Code of Conduct”, MCS has an obligation to protect the learning and safety of all students. Recommended strategies include:

- modified timetables and schedules;
- restricted privileges;
- alternative work locations in the classroom or school;
- removal from class or school activity;
- detentions;
- in-school suspension;



- out-of-school suspension;
- modified/reduced school day;
- Out-of-School – Tutor Support Program;
- Alternative Education sites; and
- Distance Education.

Sometimes, despite the best efforts of school staff and parents to develop a *Positive Behavior Support Plan* and implement many interventions, a student's behavior does not improve. As a result the student may be placed on a long term out-of-school program.

### **E. Serious Misconduct**

Section 5 (B & C) of this code outlines the behaviours which are viewed as extreme and unacceptable in the New Brunswick public school system. Serious incidents could result in immediate suspension and loss of school privileges.

In these situations, the Education Act states that the school and the School District are obligated to provide students with an education. Ms. Osborne-Whalen and the Student Services Learning Specialist work with the parents to develop an Alternative Education Plan. Planning for a return to school, developing a transition plan and holding a re-entry meeting, are all important parts of the process.

### **F. Threat Assessment**

Another important aspect of creating and maintaining an environment where students, staff, parents and others feel safe is in the area of assessing potentially high risk student behavior: understanding the impact of trauma on schools and communities and understanding individual student behaviors within these systems. Both are essential to know in order to deal with the dramatic increase in student threat behavior.

School principals, counsellors, district staff, police, social workers, probation and mental health workers have been trained in Threat Assessment: Assessing Violence Potential and Protocols for Dealing with High-Risk Student Behaviors. The primary purpose of the multidisciplinary Threat Assessment Team protocol is to identify indicators that a student is moving towards violence against self or others and to intervene to decrease the risk, prevent injury, and support the student in receiving the help he or she needs to address the issues contributing to the high-risk behavior. Collaboration between disciplines is essential to assess and to intervene on behalf of students, schools and communities.

Strategies to Macdonald consolidated school include those mentioned above, and more specifically within the following parameters we practice the following (and not limited to):

***Preventative Measures:***

- Friendship club
- Tribes training for teachers and students
- Chess club
- Writing club
- Beyond the hurt
- Intramural opportunities
- Noon hour walking club
- Healthy Minds program
- Peer Helpers
- Roots of Empathy
- Bully Smart
- Rainbows
- Buddy Reading
- Office passes
- Agenda use
- Playground tracking forms/clipboards
- Kingston Soccer
- MCS Drama Club
- Ron Moorish Approach
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***Intervention Measures:***

- Analysis of behavior tracking data
- School Intervention Worker support
- Skills training sessions
- Peer mentor programming
- In/out of school suspension
- Behaviour support plans
- Tutor support (Zach White Foundation)
- Tutor Support (District office)
- Ron Moorish approach

***Corrective Measures:***

- Threat Assessment training
- Outreach to community partnerships
- Reduced schedules
- School Intervention Support/Resources and Methods Support

## References

- Department of Education Policy 703: Positive Learning Environment
- Department of Education Policy 705: Crisis Planning
- Department of Education Procedures- Keeping Our Schools Safe: Protocol for Violence Prevention and crisis Response in New Brunswick Schools
- Cameron, J. Kevin. *Threat Assessment Training Guide*- 2<sup>nd</sup> ed. Lethbridge, AB: Lethbridge Community College, 2004.
- Morrish, Ron. La Habra City School District, Code of Conduct
- MCS “Pyramid of Interventions.”