

School District 6 - Code of Conduct
Quispamsis Elementary School – Code of Conduct –

PLANNING FOR STUDENT SUCCESS AT QUISPAMISIS ELEMENTARY SCHOOL

The goals of the school are to create an environment where students can learn and teachers can teach.

The behaviour guidelines are three simple reminders –

- 1) Hands off, please
- 2) Words off, please
- 3) Feet off, please

Our goal is to help students learn appropriate, self-regulatory, productive behavior that enables them, increasingly, to meet their needs and to be successful in school.

In dealing with student behavior, School District 6 recommends that administrators, teachers and staff utilize four main types of strategies – prevention, instruction, correction and protection. Following is an overview of these strategies that are in use in our school:

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 – Ron Morrish – School Wide Training

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:

- Ron Morrish - 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

Recommended strategies include:

- modified timetables and schedules;
- restricted privileges;
- alternative work locations in the classroom or school;
- removal from class or school activity; NVC Training
- detentions / indoor room time;
- in-school suspension;
- out-of-school suspension;
- modified/reduced school day;
- Out-of-School – Tutor Support Program;
- Alternative Education sites where available

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 that 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. The school administrator 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 necessary parts of the process.

F. Threat Assessment – (See Chart – Decision Tree in Principal's Office)

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, counselors, 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.

----- District 6 Guidelines for our school -----

1.0 Mission/Purpose

School District 6 is a professional learning community that promotes responsibility, respect, and academic excellence in a safe learning and working environment.

All students, parents ¹ and staff ² 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 School District 6 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.

2.0 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).

3.0 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 partners³ plays a role in teaching appropriate behaviors through instruction and by example;

¹ Parents includes guardians.

² Staff includes educators, support staff, bus drivers, outside professionals and volunteers.

³ 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.

4.0 Roles & Responsibilities

The development, implementation and enforcement of the District 6 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 District 6 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.

The Principals and Vice-Principals 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 their administrative team, 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
- collaborate with administrators and parents to develop effective *Positive Support Plans* for students experiencing significant behavioral difficulties.

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 district, 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.

5.0 Behavioral Standards & Expectations

- A.** Within the school learning community, all staff, students, parents and other partners are required to:
- treat one another with dignity and respect at all times;
 - respect the rights of others and treat others fairly;
 - show respect for school property and the property of others;

- take appropriate measures to help those in need;
- respect persons who are in a position of authority;
- respect the right of others to work in a safe environment dedicated to learning and teaching;
- comply with all applicable school rules and laws;
- demonstrate honesty and integrity; and
- respect differences in people, their ideas and opinions.

B. The following behaviours exhibited by any person, as outlined in Department of Education Policy 703, will not be tolerated in the New Brunswick public school system. This means intervention, as agreed upon in the School Positive Learning Environment Plan, is consistently required when these behaviours occur:

- harassment, intimidation and violence;
- discrimination based on gender, race, colour, national or ethnic origin, religion, culture, language group, sexual orientation, disability, age or grade level;
- dissemination of hate propaganda including hate literature;
- theft or intentional property damage;
- any behaviour which threatens the health or safety of any person (e.g. arson, bomb threats and tampering with safety equipment such as fire alarms);
- accusations involving falsehood or malicious intent; and
- 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.

C. The following behaviors are viewed as extreme and unacceptable in the New Brunswick public school system. In accordance with Policy 703, they may result in immediate suspension without the normal sequence of interventions. They may also require police involvement.

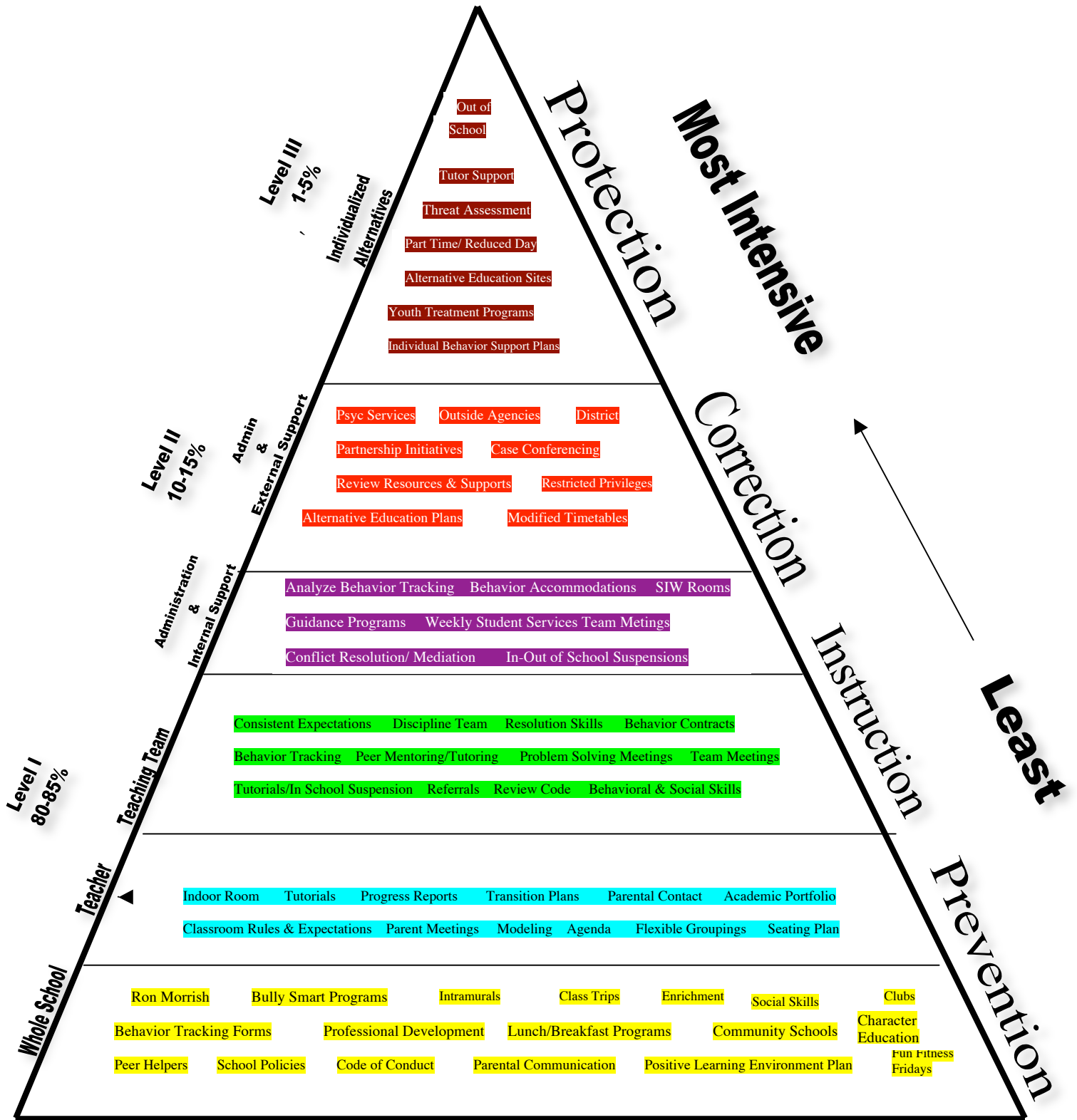
- **possession/use/selling of weapons** (A weapon is any object used, designed to be used, or intended to be used to cause injury or death, or to threaten or

intimidate a person. Discipline decisions will take into account the inherent or perceived danger of the object involved.)

- **possession/use/selling of illegal or dangerous substances or objects** (Examples include the use of illegal drugs and alcohol, possession of drug paraphernalia and possession of explosives.)
- **physical violence** (The use of force or inciting others to use force to cause physical injury.)
- **criminal harassment** (Causing a person to fear for their safety or the safety of a person known to them by: (a) repeatedly following from place to place, (b) repeatedly communicating directly or indirectly (e.g. by leaving notes or other indications of having been present, calling on the phone), (c) stalking or (d) engaging in threatening behaviour.)
- **uttering threats** (Communicating intent to: cause bodily harm or death, destroy or damage property or to kill or injure an animal.)

any other behaviour which contravenes the Criminal Code of Canada

Quispamsis Elementary School



Behavioral Pyramid of Interventions