

Success School Code of Conduct

School Philosophy

We believe that a safe, caring, and respectful school environment: 1) values diversity and that all members of our school community should grow in their knowledge and respect for cultures of all students and their families; 2) ensures that all students should benefit equally from a variety of learning experiences and needed supports/services; 3) creates the atmosphere necessary to promote the well-being and educational success of students; and 4) is family friendly.

Our School Code of Conduct articulates to students, parents and guardians, and staff our beliefs about how we wish to conduct ourselves to ensure a safe, caring, and respectful learning environment. It is our intent to promote this Code, teach students about it, and encourage its consistent application. We invite our parents and guardians and community partners to become involved in the day-to-day application of this Code in order to bring the policy into practice.

The Virtues Project

At Success School we believe that applying the strategies of *The Virtues Project* helps to create an environment of caring and respect. Virtues, such as caring, excellence, respect, thankfulness, understanding, and forgiveness, are the contents of our character. They exist within each of us. By participating in *The Virtues Project* we teach, encourage, and help our students to act on the best within them. We help our students develop the integrity of their character.

Each month we learn about a new “gift of character” and celebrate the accomplishments of seeing it practiced by our students and staff. We believe this inclusive, virtues based approach to character development brings out the best in our students.

Restitution/Self-Discipline Program

At Success School we use Restitution, Community Service, Control Theory, Zone In, Collaborative Problem Solving, Solution Focus Theory, and Response To Intervention programs to deal with behaviour problems and develop character. This program is based on the following principles:

- To respect each individual’s view of the world
- To create a non-threatening environment so students can take in and evaluate information and make choices that reflect the beliefs of the school community
- To develop internal moral sense rather than forcing conformity
- Bottom line behaviours will be upheld so people feel safe

Code of Conduct

Our Code of Conduct is the foundation for developing positive behaviours in the learning environment. Within our school setting, students, parents/guardians, and staff interact with each other. To enable those interactions to be supportive of a safe and welcoming environment, there is a need to be aware of expectations.

- What is expected of us
- What can we expect of others

They are derived from a belief that where large numbers of children and adults are present in a school community:

- Guidelines are necessary to ensure safety
- All members of our school community have the right to an environment conducive to learning and where positive interactions with others take place

Students:

Students can expect:

- Courtesy, respect, fairness, and consistency from all staff
- A school atmosphere that is safe and conducive to learning
- Teachers will be prepared for class with relevant lessons and clear explanations for evaluation
- A variety of learning activities

- Teachers will provide clear and timely feedback to students
- Staff and administration who will monitor their learning

Students can be expected to:

- Come to school regularly and on time
- Behave in a manner which is safe and non-threatening to others traveling to and from school, while at school, and during school sponsored activities
- Help to keep the school and the grounds clean
- Keep work and work areas organized and tidy
- Be considerate, kind, honest, cooperative, and respectful
- Respect all cultures
- Work diligently to the best of his/her ability and complete assignments
- Complete work missed due to absence
- Be prepared for class with the appropriate materials

Staff:

Staff can expect:

- Courtesy, respect, and fairness from students, staff, and parents
- They will have the assistance and cooperation of students, parents, colleagues and the Board in the performance of their duties
- Students to attend school regularly and be on time
- Students will behave appropriately on the way to and from school, at school, and at school sponsored activities
- Students will work to the best of their ability
- A school atmosphere that is safe and conducive to learning
- Leadership and support from administration
- Parents will communicate openly with them about matters that might affect the performance of their son or daughter

Staff can be expected to:

- Establish a classroom environment that is a safe, non-threatening learning environment
- Provide adequate, appropriate supervision of students on the playground
- Establish and maintain a safe environment on the school bus when travelling on out-of-school activities
- Maintain open communication with parents
- Treat students fairly and consistently and with respect
- Respect and demonstrate consideration for other cultures
- Evaluate student achievement, explain those procedures, and report the results about student progress to parents/guardians
- Respect the rights of all individuals
- Teach the Saskatchewan curriculum diligently and provide appropriate teaching to all students
- Challenge each student to perform to the best of his/her ability

Parents:

Parents can expect:

- Teachers will teach the required Saskatchewan Education Core Curriculum, provide appropriate programming, and use appropriate teaching practices and strategies
- Staff will communicate with parents/guardians the learning progress of their child as well as any issues regarding attendance and/or discipline
- Their child will be treated fairly with care and respect
- Staff will create an environment that is orderly, supportive, safe, and challenging
- The school will give clear directions concerning any out of school activities/events

- Administration will provide leadership and support and monitor instruction in the school
- Staff will abide by, support, and promote the Code of Conduct

Parents can be expected to:

- Instill in the son or daughter:
 - The desire to work to the best of his/her ability
 - An understanding of the importance of education
 - Respect for fellow students and staff
 - Respect for property and materials of the school and other students
 - Recognition of the authority of the school staff to ensure a safe, secure, non-threatening learning environment

Maintain regular communication with their son or daughter about their learning

Ensure that their son or daughter attends school regularly and punctually

Attend school events to show support to their child's school and attend parent conferences/meetings

Maintain open communication with the staff

Demonstrate respect and consideration for all members of the school community

Specific School Rules for Students:

On the **playground**, students shall:

- 1) play safely without fighting, play fighting, rock-throwing, or tackle games
- 2) be courteous and cooperative with others on the playground
- 3) play safe when the snow comes by not throwing snowballs
- 4) help to keep the playground clean
- 5) follow the guidelines for playing on the creative playground(s) and swings
- 6) use outdoor equipment properly and safely
- 7) return all equipment to the appropriate place in the boot-room entrances
- 8) enter the school promptly following any bell signalling the end of recess
- 9) avoid playing on the grass/sidewalk at the front area of the school building

In the **school** students shall:

- 1) move through the school in a quiet and orderly manner
- 2) follow the indoor-outdoor footwear expectations
- 3) use their designated entrance to enter and leave the school
- 4) cooperate with other members of our school community
- 5) enter storage/equipment room areas only with a teacher/teacher's permission
- 6) use the telephone only when necessary and with a teacher's permission
- 7) take proper care of all materials and books
- 8) respect other persons' body space, time, and property
- 9) practice good health habits

In the **classroom** students:

- 1) are kind, helpful, and courteous to classmates
- 2) are prepared to work
- 3) respect the right of others to learn
- 4) take pride in their work
- 5) follow the agreements/expectations developed between their class and their teacher

At **noon** if going home, and **after school** students shall:

- 1) walk on the sidewalks
- 2) cross the parking lot bus zone behind the bus pick up area and not between buses

Discipline Intervention Plan

Stream One – Regular In-class Management

Teachers and students will develop and discuss classroom procedures, protocols, and beliefs that are consistent with the school's belief statements, Board Policy, and the *Education Act*. Teachers will share their procedures, protocols, and beliefs with administration. Parents will receive a copy of the beliefs, procedures, and expectations as early in the year as possible. Parents and students will have access to school policies and expectations at the beginning of the school year.

Teachers will continue to monitor and document any minor disruptions and discipline issues while reinforcing classroom procedures and beliefs. Teachers will contact the student's parents to outline his/her concerns regarding student behaviour. Possible solutions should be discussed at this time. If the behaviour worsens, or a solution cannot be reached, the student will move to **Stream Two**.

Stream Two – Administrative Involvement

Teachers will contact the office regarding repeated behavioural concerns that have not been resolved in **Stream One**.

The administration of the school will contact the parents about the student's behaviour.

Disciplinary action will be implemented by the administration at this time if deemed appropriate. Possible actions may include: the development of a solution focused behaviour improvement plan, suspension, alternate setting, or restricted programming.

If behaviour continues and/or worsens...advance to **Stream Three**. If the behaviour discontinues, the student will move back to **Stream One** with no further intervention needed.

The Youth Worker will check in with the student.

School administration will document the behavioural concerns, school response, and communication with parents. The appropriate personnel may receive a copy of the documentation if deemed necessary by administration.

The School Counsellor and/or Youth Worker may provide support for students, and permission for service form will be sent home.

Stream Three – Referral Process

A Student Support Team meeting is called by school administration; this team may include: school administration, teacher, educational psychologist, educational assistant, speech and language pathologist, occupational therapist, youth worker, school counsellor...

Referral needs will be determined and a meeting will be held with the parents to share the Student Support Team's and Teacher Assistance Team's recommendations.

Communication will be made with the Director of Education or designate to discuss options for the students in the future.

If additional action is required, the students will be referred outside of school for additional treatment/assessment.

Emergency Situations

The following would be implemented when student behaviour is a safety concern for students and staff:

1. The offending student will be secured in a safe location within the school until one of the following can arrive: parents, police, ambulance, etc.
2. Following the student's safe departure from the school, a Student Support Team meeting will be called. Team members will discuss the student's behaviour, the antecedents, and consequences. A formal plan will be developed if the team feels it has adequate information. If not, the student will enter the referral process in **Stream Three**.
3. It may be determined that an alternate setting is warranted as a short or long term solution for the offending student. The school may suspend the student's program until proper supports are in place. The Director of Education or designate will be informed and involved in the decision-making process.

Success School Bottom Line Behaviours

When an individual's behaviour is not consistent with the established beliefs, most of the time the individual is given an opportunity to fix their mistakes. However, there are some behaviours at Success School we have called **bottom line behaviours**. Bottom lines are a short list of behaviours that are totally unacceptable by teachers, staff, and parents. These are usually behaviours that prevent learning or violate safety norms.

- A malicious act with an intent to physically harm people
- An intent to cause emotional harm through threats, intimidation, or harassment
- Open and deliberate repeated defiance and refusal to comply
- Vandalism

Consequences are implemented immediately when bottom line behaviour occurs and parents are notified immediately. Consequences may consist of an in or out of school suspension/separation. Following the suspension an administrator will discuss the situation with the student and identify the changes in behaviour needed to avoid a repeat of this type of behaviour.