

Mary



Montgomery School

Code of Conduct

Mary Montgomery School

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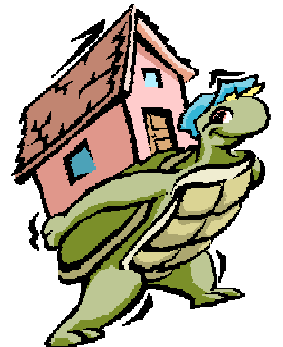
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Childhood... a journey not a race.

Part I - Building Statements



The following building statements are the central beliefs that the Mary Montgomery School Family strive towards. Each decision / choice that we make should work toward achieving these building statements and, therefore, will strengthen our healthy school community.

Mary Montgomery School Family believes in...

- ✓ Building **RELATIONSHIPS** among all members of our school family.
 - This would include...
 - students with other students,
 - student's families with other student families,
 - students' families and staff members.

Stephen Covey the author of "The 7 Habits of Highly Effective People" describes the ability to build relationships with people as a critical approach for solving problems. When you have build-up positive emotional connections (you build trust) or as Covey calls it a relationship bank account you can make the necessary withdrawal when it is required.
The ability to build relationships is a habit of highly effective people.

- ✓ Building **OPPORTUNITIES** for students, their families, and staff to develop and strengthen the **FEELING OF BELONGING** to the Mary Montgomery School Family.
- ✓ Building **OPPORTUNITIES** to develop and to strengthen **COMMUNICATION** within the school family.
- ✓ Building a **SCHOOL COMMUNITY** where individuals make choices about their actions and interactions that are **RESPECTFUL, RESPONSIBLE, SAFE** and **CARING**.
- ✓ Building **OPPORTUNITIES** for children to reach their **ACADEMIC, SOCIAL, and EMOTIONAL** potential.

Part II - CODE of CONDUCT –

Provincial and FLBSD expectations



“DISCIPLINING WITH RESPECT”

It is the position of Mary Montgomery School Staff and Students that...

- Students and staff **MUST** comply with the Code of Conduct.
- Students and staff **MUST** demonstrate mutual respect.
- No person or persons **MAY** engage in bullying, or abusing physically, sexually or psychologically, either orally, in writing or otherwise, any person or persons.
- No person **MAY** discriminate on any characteristic set out in the *Human Rights Code*.
- No person **MAY** use, possess or be under the influence of alcohol or illicit drugs.
- At the school site, no person or persons **MAY** be involved with gangs.
- No person **SHALL** possess a weapon.
- Students and staff **MUST** adhere to school and divisional policies respecting appropriate use of electronic mail and the Internet. This includes the prohibition of accessing, uploading, downloading or distributing objectionable material.

It takes at least 7 positive interactions to = 1 negative interaction.

(7 X “+”) = (1 X “-”)

Part III. - Mary Montgomery School

– School Specific Expectations



Our belief is that students:

- Show respect and be respected.
- Show responsibility to behave in an appropriate manner.
- Demonstrate courtesy, empathy, and tolerance towards all people.
- Use respectful language, tone, and body language.
- Be responsible for and respectful of personal property, other's property, & school and school division's property.
- Learn to and use any and all equipment in a safe responsible manner and for its intended use.
- Respect the personal space of others.
- Play with regard to everyone's physical safety and emotional safety.
- Resolve conflicts through discussion and/or seeking assistance.
- Promote self-esteem in self and others.
- Must demonstrate / exhibit 'fair play'

Our belief is that staff:

- Work in a cooperative partnership with members of the school family.
- Help encourage / promote an atmosphere of respect, responsibility, safety, and caring.
- Assist students to develop strategies that help students make respectful, responsible, safe, and caring choices.
- Exemplify qualities of character that they want students to develop.
- Promote the development of positive self-esteem.
- Clearly identify limits for acceptable behaviour.
- Diligently promote the overall development (*social, emotional, and academic*) of each student.
- Promote tolerance and respect for others.
- Will document communication between school and home.

Our belief is that parents:

- Work in a cooperative partnership with members of the school family.
- Help encourage / promote an atmosphere of respect, responsibility, safety, and caring.
- Assist their children in developing strategies that help their children make respectful, responsible, safe, and caring choices.
- Support the school's code of conduct.
- Assist their children to develop appropriate strategies for self-discipline.
- Promote tolerance and respect for others.
- Feel welcome to come to the school at any time.
- Ensure that students regularly attend school.

Part IV. - WHAT IS (ARE) ...



The Mary Montgomery School Family is a community that believes **RESPECTFUL, RESPONSIBLE, SAFE, and CARING** choices in one's actions and interactions create a positive environment for all to experience **SUCCESS**.

1. APPROPRIATE RESPECTFUL LANGUAGE:

We believe that appropriate language shows respect for self and others and helps foster the growth of positive self-esteem. Appropriate language avoids crude, racial or demeaning "put-downs". Appropriate language reflects positive self-development and promotes the development of the same in others.

2. APPROPRIATE BEHAVIOUR WHEN ANGRY OR FRUSTRATED:

Students must be helped / taught how to develop appropriate behaviors when dealing with the emotion of anger and/or frustration. They include identifying their emotions verbally and restraining from using physical behaviors or 'name-calling'. Students need to identify that it is all right to be angry and there is an appropriate way to respond to this healthy emotion.

3. RESPECT FOR PROPERTY:

Students will avoid willful damage and treat personal and school property in a responsible manner. In the same vein, students at all times will not take or use the property of others unless permission was expressly given by the owner. Students will learn how to care for and how to safely use equipment and materials for their intended purposes.

4. RESPECT FOR PERSONAL SPACE:

Students will not intimidate or threaten other students. They will respect the rights and feelings of others so that everyone may contribute to a caring, safe environment. Students should be aware that participation in playground games must be done with personal and peer safety in mind. Everyone has the right to play with respect to their own and others' personal space.

5. RESPECT FOR SELF AND OTHERS:

Students must be helped to develop positive feelings about themselves and others. When a child feels confident about him or herself, others can be viewed better as well. That is why we are compelled to give our students and children the opportunities to develop these very desirable characteristics.

6. APPROPRIATE RESPECTFUL MANNERS:

Students are expected to display appropriate manners in all situations. Manners are first learned at home and further developed at school. They include politeness and respect, taking turns, respecting opinions, and generally following school rules.

Part V. - PROCEDURES



General Procedures

1. Each staff member is expected to support fully and consistently the Mary Montgomery School Code of Conduct.
2. A school code of conduct committee will be struck each school year. This committee will be organized in the spring of the previous school year. The purpose of this committee will be to provide direction / leadership for keeping the code of conduct current and therefore a useful tool. This committee will be responsible for organizing blocks of time where *the 'what is (are)' components of the Code of Conduct* are a focus of direct instruction within classrooms and the school.
3. In concert with the students in each classroom, staff will develop guidelines for the management of their classroom that support the school discipline plan but which may be particular to specific rooms. It is important these guidelines are communicated to the school families.
4. An important goal during the first few weeks of school is for classrooms to complete activities that help foster relationships.
5. During the first week of school, staff will spend time with the students to develop a sense of ownership and acceptance of the Mary Montgomery School Code of Conduct by focusing on 'school-specific expectations' and 'What is (are) components' of the school code of conduct through establishment of routines/guidelines within their specific classrooms.
6. At the first staff meeting of the school year the code of conduct will be reviewed by the school staff.
7. The school administrator will take opportunities throughout the school year to review the school code of conduct with students focusing on the 'What is (are)' section. These opportunities could be school assemblies, classroom visits, small groups, or individual discussions.

Specific Procedures for handling behaviour offences

Mary Montgomery School considers **Behavior Offences** as choices that an individual makes that are **NOT RESPECTFUL, RESPONSIBLE, SAFE, or CARING**.

1. Staff members will handle minor offences as they happen. In a general sense, minor offences shall be regarded as errors in judgment. It is the responsibility of each staff member to determine consequences and whether or not communication with parents is necessitated. In the same vein, staff will decide if documentation is required. Minor offences generally need not be documented or referred to the office for further action. Any incident referred to the school administration requires a report. (verbal or written)

Minor offenses, not originally encountered by the homeroom teacher, shall either be handled by the staff member who first deals with the situation or shall be referred to the appropriate homeroom teacher. All minor offenses - at the discretion of the staff member - shall be communicated to the student's homeroom teacher. These situations also would not ordinarily be referred to the office.

The decision whether the offense is minor or not will lie with the staff member who encounters the behavior.

2. Major offenses shall be regarded as those behaviours...
 - that threaten the orderly function of the school
 - that threaten the well-being of others
 - that are disruptive or defiant
 - that are physically, emotionally or mentally abusive to others.

Major offenses may be handled by the first contacting staff member, referred to the homeroom teacher, or referred to the School Administration. Each of these situations requires documentation. Major offenses require communication to the parent or guardian. The use of Maplewood's discipline file will be used – one copy for the homeroom teacher and one for the Central Discipline File in the Administrator's office.

3. Consequences for minor and major offenses shall be decided on an individual case basis. Every attempt shall be made to have appropriate consequences for any inappropriate behaviour.
4. Communication among staff members and between the school and home is essential. Every effort shall be made to work as partners for the benefit of our students.

Part VI. - CONSEQUENCES



It is our firm belief that an effective Code of Conduct depends on cooperation between school and home. The expected conduct of our students will be clearly communicated to the students, parents, and community. The right of each student to learn will always be foremost in our approach to student discipline. Following is a brief explanation of the steps of consequences that may be applied:

1st Step - DISCUSSION:

Each student will be given the opportunity to discuss his/her conduct. During the course of any conversation, a student may be asked to:

- *Share what has happened, the circumstances, etc.*
- *Reflect on the situation and share how he/she feel about it.*
- *Discuss other possible ways to respond to the situation.*
- *Make a decision about future actions and responses.*
- *Make a decision with the teacher and /or the school administrator as to the specific consequences for the decisions they have made.*

Many children express frustration / anger when consequences are ‘told to them’ – ‘when you ask them why are you angry’, the majority of the time their response is, ‘well you didn’t listen to me!’

It is critical to provide students opportunities and more importantly time to explain what happened, why it happened, and the emotions generated by the situation.

“I’m listening.” Dr. Frasier Crane

2nd Step - COMMUNICATION WITH PARENT/GUARDIAN:

Depending on the nature of the situation, the home may be contacted directly with a phone call from the student’s classroom teacher and / or school administrator informing the student’s family of the specific details of the incident that involved their child and how the incident will be handled according to MMS student code of conduct. In some situations a letter from the school administrator or classroom teacher summarizing the details of the specific incident will be forwarded to student’s parent / guardian.

- ✓ Generally, students who have made inappropriate choices and find themselves involved in an incident will be responsible for writing a letter home explaining the circumstances of the situation and the choices they have made. We ask that the parent or the guardian sign the letter and return it with their child the next school day. Depending on the nature and frequency of the incident the school administrator or the classroom teacher will place a follow-up phone call to the student’s family. Parents / Guardians are encouraged to call the school if they have questions regarding the specifics of the incident.

- We also have found another successful strategy is having the student call home to explain the situation in place of the letter. We certainly don't want to call home every time a student misbehaves, but we will balance that with the parental need to be informed.
- ✓ Depending on the specific incident or the frequency of the incident, a phone call from the student's teacher or the school administrator will occur to discuss the specifics of the incident and how school and the student's family can work together to prevent further incidents.
- ✓ There may occasionally be circumstances when a meeting is required with the student, the student's family, classroom teacher, and possibly the school resource personnel and the school administrator to discuss a specific incident or incidents. An expectation of this meeting would be to create a plan to address the specifics causing the incidents.

3rd Step - LOSS OF PRIVILEGE(S):

Depending on the situation, consequences may include losing particular privileges. This could include losing recess, not being permitted to attend a function, etc.

During this step we encourage the child involved in the incident to take an active role in deciding the loss of privileges. Our goal is to have the child take responsibility for the choice made.

4th Step - BEHAVIOUR PLAN

In specific situations a specific behaviour plan will be developed, shared with the student, the student's family, student's classroom teacher, school's resource personnel and the school administrator. It will be the school administrator's responsibility to ensure the behaviour is developed. The student's specific behaviour plan will require the signatures of the school administrator, classroom teacher, student's parent or guardian and the student.

5th Step - REMOVAL FROM CLASSROOM:

When specific unacceptable behaviour has a negative effect on the classroom, the student may be removed to an alternate location to complete his/her tasks. Normally, the removal will be temporary and it would be expected that the student would return to class as soon as a discussion with the appropriate staff member is completed.

6th Step - SUSPENSION:

For serious disciplinary situations, a student may receive an **in-school suspension** or in the most extreme cases, an **out-of-school suspension**. In-school suspensions will be arranged by the Administrator and appropriate staff member. Parents will be advised of the situation. Out-of-school suspensions are most serious and will involve the most serious consideration and discussion. All suspensions will be enacted according to Fort La Bosse School Division Policy.

Please note that all incidents involve individuals and each incident will be worked through individually. Therefore the above steps may or may not happen sequentially.

OUTSIDE AGENCY INVOLVEMENT:

In some cases, using the services of outside agencies may be the most appropriate course of action. There are a number of Student Support Services available from agencies such as Child and Family Services, Clinical Child Psychologists, etc. In these instances, the school may strongly recommend that parents avail themselves of a particular agency. The school can usually assist parents in contacting the appropriate agency.

RESTITUTION:

Intentionally damaged school or personal property will require restitution. Such restitution may be monetary in nature but not necessarily restricted to that form of compensation. Restitution will be enacted according to Fort la Bosse School Division Policy. Students are responsible for their actions and where it is determined that property has been damaged purposefully, students will be required to provide restitution.

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In all cases, students will be required to examine their choices and explore alternate strategies. We regard each incident as a potential learning situation - the outcome of which would be better self-discipline and decision-making.

Mary Montgomery students are encouraged to learn from their mistakes, make acceptable choices based on thinking about options, and outcomes.

A mistake is only a mistake if you repeat it!