



## **Mundare School Positive Action Plan**

**“It takes a village to raise a child”**

-African proverb-

### **STUDENT BEHAVIOR EXPECTATIONS**

Mundare School operates on the philosophy that all students have a right to learn. It is therefore our aim to establish and maintain a positive school climate in which:

- each student feels safe, happy, and important without disruptive behavior impinging upon the rights of others.
- appropriate behavior is consistently encouraged and complimented, thus increasing student self-esteem, and rewarding self-control.
- frequent communication exists between the staff and parents to encourage and provide the opportunity for active and constructive parental involvement in the education of their child.

The goal of the Positive Action Plan is first and foremost to encourage and reinforce appropriate behavior so that learning can be optimized. While the student must be responsible for their own behavior, there are shared responsibilities for staff, parents, and students:

#### **Staff**

Staff is responsible for establishing a positive school climate where support and encouragement are provided on an ongoing basis to assist students in developing a sense of self-discipline and responsibility while making a positive contribution to society. Staff will communicate accolades and concerns with the students' families.

#### **Parents**

Parents are responsible for establishing a positive learning environment at home, for knowing and supporting school policies and procedures, and for encouraging their children to understand and respect school rules and expectations.

## **Students**

Students have the responsibility to respect the rights and dignity of others and be actively and productively involved in their own academic and social achievement. In accordance with the School Act, students are expected to conduct themselves to comply with the following code of conduct:

- a. to be diligent in pursuing their studies.
- b. to attend school regularly and punctually.
- c. to co-operate fully with everyone authorized by the Board to provide education programs and other services.
- d. to comply with the rules of the school.
- e. to account to their teacher for their own conduct; and
- f. to respect the rights of others.

When a child behaves in a manner that interferes with the rights and/or welfare of others, we attempt to deal with the student using logical consequences. In all instances of misbehavior, children will receive both assistance and the opportunity to modify unacceptable behavior.

### **Be Safe - Be Respectful**

#### **What do these rules LOOK LIKE every day?**

The following is a summary of what our two over-arching school rules look like daily.

##### Words

- I am polite
- I use words to solve problems
- I speak and act with kindness
- I tell the truth
- I ask for help from an adult when needed

##### Actions

- I use other people's things, only with permission
- I keep my hands to myself
- I stand up for the rights of others who are not being treated in a respectful & caring way
- I walk quietly in the hallways
- I share and take turns
- I look out for the safety of others
- I remove my hat/cap in school
- I accept responsibility
- I accept the consequences of my actions
- I am cooperative
- I come to class on time, prepared to work
- I do my homework and bring it back to school when it is due
- I study for quizzes and tests
- I stop and listen when the teacher is talking
- I work quietly, so I won't distract others from learning
- I raise my hand and wait for the teacher's permission before I speak
- I carry home notices, newsletters, and report cards to my parents/guardians
- I do my assigned work to the best of my ability

### Property

- I use textbooks, equipment, technology and supplies properly
- I show respect for my school environment - both inside and outside
- I look after the school and my own property
- I throw garbage in the trash cans
- I respect other people's property
- I use technology responsibly, safely, and respectfully
- I play in designated/supervised areas only
- I use equipment the way it is intended to be used
- I keep my binders/notebooks, desk, and locker neat and organized

### **When Students Make Poor Choices**

Natural consequences encourage students to learn from their mistakes with the intention of reducing the likelihood that the mistake will be repeated.

#### **Minor**

If a student makes a mistake, the staff member present will handle the situation and, if necessary, will communicate the incident to the student's homeroom teacher. Action taken may include a verbal reminder about the safe and/or respectful way to behave; a time-out; loss of privileges; a phone call home; etc. A natural consequence might include cleaning up a mess that was created or doing community service. The school counselor or administration may be involved.

#### **Major**

Bigger mistakes and repeated smaller mistakes may result in a phone call home and may be referred to an administrator. Natural consequences may include those listed for minor offences and/or suspension. A suspension may be either in-school or out-of-school. Joint intervention with parents may be required at this point to assist the student in making better choices. The school counselor or administration may be involved. If the situation cannot be resolved in a satisfactory manner, additional assistance may be requested from EIPS Supports for Students and/or Community Support Services.

### **Support for Students at Risk**

We realize that there are students whose behavior will require extra intervention to ensure they have a successful school year. In addition to those consequences listed above, it is imperative that we have parent, teacher, and administrative cooperation. Our Family School Liaison Worker and other professionals may be invited to assist the students and their families. System intervention may be sought to determine additional supports possible and/or alternate programs that are available to meet the student's needs. An Instructional Support Plan (ISP) and/or a Behaviour Improvement Plan may be created.

### **Definition of Suspension and Expulsion**

According to EIPS Board Policy, a suspension is defined as removing a student (a) from school, (b) from one or more class periods, or (c) from riding in a school bus. An expulsion is defined as removing a student (a) from school; (b) from an educational program, or (c) from riding a school bus. Expulsion is for a period of more than 10 school days.

### **Behaviour and Fieldtrips**

Student conduct at school gives us information about how students will conduct themselves during fieldtrips. Students who struggle with behavior at school, in a structured environment, may have increased difficulty in a more unstructured environment. Please note that we will not allow a student to put themselves or others at risk through inappropriate conduct. The principal retains the right to deny participation based

on Administrative Procedure 260:15, "The Principal may deny the right of student(s) to participate in fieldtrips if their behavior or lack of skills may have a negative impact on the success/safety of the trip."

### **Taking Responsibility for Mistakes**

Mundare School staff will use the following consequences or may adapt them by omitting or repeating actions depending upon factors such as age, student needs, the severity of the offence, and the frequency of offences. This flexibility encourages students to improve their behavior. Every incident is discussed with each student as an opportunity to enhance a teachable moment and may include student reflection sheets and/or student-directed activities, as determined by the administrative team.

### **Examples of poor choices include but are not limited to:**

- disrupting other's learning or the teacher's teaching; put-downs, running in halls, littering; habitual neglect of duty; conduct injurious to the physical or mental well-being of others in the school; disrespectful and abusive language and gestures; leaving the school grounds without permission; willful disobedience; open opposition to authority; possession of weapons and/or controlled substances; vandalism (a financial assessment for damages will be forwarded to parents/guardians); bullying which includes, but is not limited to teasing, intimidation, harassment, physical abuse; exclusion, cyber-bullying, etc.

### **Consequences**

Poor choices are handled by the staff member(s) present. Logical consequences: ex. warning issued, time-out, discussion, loss of privilege, etc. Students may be referred to administration and parents may be called. As well, a suspension may be administered. A suspension may be for one or more recesses and/or for one or more class periods. School counselling services may be accessed. Administration may also implement in-school suspension from half day to five days. Out-of-school suspension may also result for one to five days. Re-instatement hearings are required, with parents in attendance, before a student can be re-admitted to the school after an out-of-school suspension. This meeting takes place in the principal's office, and at that time it is determined, by the principal, whether or not the student is able to return to class. In extreme cases a suspension with a recommendation for expulsion to the Board of Trustees may occur. Alternative educational opportunities and program are explored. These may include home schooling or Outreach Programs.

### **What About Bullying?**

An unfortunate reality is that bullying exists. At Mundare School, we do everything we can to prevent it from happening. When it does happen, we have protocols in place to deal with it.

### **What is bullying?**

At Mundare School, we define bullying as a willful, conscious desire to hurt another; long-standing violence, physical or psychological, conducted by an individual or a group and directed against an individual who is not able to defend him/herself; and/or a situation where a student is exposed, repeatedly and over time, to negative actions on the part of one or more other students.

### **Key Elements**

- an imbalance of power
- the intent to harm
- the victim is distressed
- repetition over time which results in a consolidation of reputations and a power differential

Bullying can be:	Bullying can include:
<ul style="list-style-type: none"> <li>▪ social</li> <li>▪ physical</li> <li>▪ psychological</li> <li>▪ direct or indirect</li> <li>▪ electronic</li> </ul>	<ul style="list-style-type: none"> <li>▪ verbal abuse</li> <li>▪ intimidation</li> <li>▪ alienation/exclusion</li> <li>▪ indirect bullying which can include the inaction of bystanders.</li> </ul>

**What about Personal electronic devices at school?**

Technology serves a purpose, and that purpose should be identifiable and educationally valid. While the apparatus is the student's, the bandwidth belongs to the school. If parents choose to send a device to school with their student, the school requires:

- that the device is used responsibly and at the discretion of the teacher and/or administration
- that students do not share devices (parents have agreed to the use of the device and its contents only regarding their own child –other parents may not be in favour of their child using the device of another student)
- no digital recording can be made on school property without the direction of the school staff
- no software or applications with restricted or adult content (it is a parental responsibility to ensure appropriate content)
- awareness that some students require the use of personal electronic devices for their learning to be successful
- Personal devices are brought to school at the discretion of the parent.
- Parents and students are responsible for these devices.
- Mundare School staff are not responsible for the loss, theft, or damage to any personal electronic devices brought to school by students.

Students who bring personal devices to the school are expected to comply with Administrative Procedure 350, Student Conduct. Students who refuse may be subject to disciplinary measures.