STUDENT ESSENTIAL AGREEMENTS

Code of Conduct

Our vision is to empower heads, hands and hearts to make a difference in the world – to engage with others, engage in thinking and engage in action. We want students have a strong connection to school and experience a welcoming, caring, respectful and safe place that focuses on their individual success.

MEADOW RIDGE is committed to promoting a safe learning and working culture where everyone **BELONGS**. All those involved with the school including staff, students, parents, volunteers, and community members share in the responsibility for eliminating bullying, discrimination, harassment, and violence. Investigation of allegations of such behaviours will be conducted in a timely and respectful manner.

MEADOW RIDGE has a responsibility to ensure students and staff to do their **BEST**. We provide inclusive and equitable learning opportunities to engage students and achieve their full potential in an increasingly interdependent world.

MEADOW RIDGE works with families and community partners to ensure we leave things **BETTER** than the way we found them. We provide welcoming, caring, respectful and safe learning environments that respect diversity, foster a sense of belonging and promote student and community wellbeing.

This Student Essential Agreements establish and maintain an appropriate balance between individual and collective rights, freedoms, and responsibilities in the school community. It is reviewed annually and publicly available on the school's website.

Student Essential Agreements establish expectations, interventions and possible interventions for student behaviour. Students are accountable for unexpected school behaviour that occurs both inside and outside of the school building and school day, if it negatively affects a member of the school or interferes with the school environment. Behaviour may include use of electronic means (e.g. social media). *Interventions and consequences for unexpected behaviour considers student's age, maturity and/ or individual circumstances.* Support is provided to students impacted by unexpected behaviour as well as for those who engage in unexpected behaviour. Although Essential Agreements address possible consequences, the *primary focus is for students to learn how to address issues of dispute, develop empathy and become nurturing citizens both within and outside of the school community.*

Responsibilities of Students, Staff and Parents: Developing positive student behaviour is a shared responsibility between students, staff and parents (Education Act, June 2020).

Students have a responsibility to:
- o   Attend school regularly and punctually,
- o   Be ready to learn and actively engage in and diligently pursue the student's education,
- o   Ensure that the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respect diversity and fosters a sense of belonging,
- o   Respect the rights of others in the school,
- o   Refrain from, report and not tolerate bullying or bullying behavior directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means,
- o   Comply with the rules of the school and the policies of the board,
- o   Cooperate with everyone authorized by the board to provide education provide education programs and other services,
- o   Be accountable to the student's teachers and other school staff for the student's conduct, and
- o   Positively contribute to the student's school and community.

Students are expected to conduct themselves in accordance with the School Student Essential Agreements developed by school leadership, staff, students and community.

Examples of (but not limited to) acceptable behaviour for students include:

1.1 Be ready to learn, and actively engage in, and diligently pursue your education;

1.2 Attend school regularly and punctually

1.3 Cooperate with all school staff;

1.4 Know and comply with the expected behaviours of Meadow Ridge School

1.5 Respect yourself and the rights of others in the school by demonstrating appreciation of diversity of all school members regardless of their race, religious beliefs, colour, gender, gender identity, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation of that person or class of persons;

1.6 Ensure your conduct contributes to a welcoming, caring, respectful inclusive and safe learning environment that fosters a sense of belonging of others in your school;

1.7 Refrain from, report and discourage bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means;

1.8 Inform an adult you trust in a timely manner of incidents of bullying, harassment, intimidation or other safety concerns in the school;

1.9 Demonstrating behaviours that positively contribute to and honour the school and community. At Meadow Ridge we follow the 3 B's: helping others BELONG, doing our BEST and leaving things BETTER than the way we found them.

Consequences consider the student's age, maturity, and individual circumstances rather than a "zero tolerance" approach to behaviour with a "one size fits all" approach to consequences, which is not consistent with the Education Act. Specific circumstances of the situation and of the student must be considered when determining appropriate consequences; for example, consideration of needs including physical, behavioural, communicational, cognitive, mental health, trauma, as well as student's age, history, past interventions trialed, and accommodations/supports must be considered.

 Examples of unacceptable behaviour may include:

1.1 Behaviours that interfere with the learning of others and/or the school environment or that create unsafe conditions;

1.2 Wearing inappropriate school attire which in the professional judgment of an adult detracts from the learning environment (e.g.'s no clothing portraying violent images or language, no images or language depicting drugs or alcohol, no hate speech, sexual inuendos, profanity, or pornography, no images or language that creats a hostile or intimidating environment; must be suitable for the learning activity such as PE, must meet safety requirements required for CTF programs, labs including protective clothing/footwear; must be appropriate for weather conditions such as outdoor activities and travel to and from school).

1.3 Acts of bullying, harassment, or intimidation/discrimination;

1.4 Acts of violence, physical aggression or threatening behavior;

1.5 Retribution against any person in the school who has intervened to prevent or report bullying, harassment, or stop an incident that might cause harm to others;

1.6 Illegal activity such as: possession or use of weapons; possession or use of alcohol, drugs or other forms of intoxicants on school property or at any other school related function (i.e. graduation, field trips);

1.7 Theft or damage of property.

Meadow Ridge School uses a Progressive Discipline Continuum as noted below including such evidence-based practices as mentoring, restorative processes, student advisories, peer support networks, regular check-ins with teachers or school counselors, counselling, time-out, suspension and/or expulsion. Support is provided to students impacted by unexpected behaviour and to those students who engage in these behaviours. Meadow Ridge School also has students who participate in extracurricular activities agree to our "student in good standing" commitments.

Parents have the responsibility to:
  o   Act as the primary guide and decision-maker with respect to the child's education,
  o   Take an active role in the child's educational success, including assisting the child in complying with section 31,
  o   Ensure that the child attends school regularly and is punctual,
  o   Ensure that the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment,
  o   Co-operate and collaborate with school staff to support the delivery of supports and services to the child,
  o   Encourage, foster and advance collaborative, positive and respectful relationships with teachers, principals, other school staff and professionals providing supports and services in the schools, and
  o   Engage in the child's school community.

Faculty: Meadow Ridge uses proactive and preventative approaches to reduce the occurrence of unacceptable behaviour and maintain environments that are welcoming, caring, respectful, safe and are conducive to teaching and learning. We use a continuum of support which provides structures, supports and encouragement to assist students to understand the importance of education, and develops a sense of self-discipline and responsibility while making a positive contribution to society;

> *2.2 When responding to unacceptable behaviour, first consideration will be given to the safety and security of students, staff, and other members of the school community;*
>
> *2.3 Students feel safe, important and trusted and have the opportunity to develop, assume and maintain responsibility and self-motivation;*
>
> *2.4 There is a joint effort to learn and a feeling of mutual respect among staff, students and parents;*
>
> *2.5 Appropriate behaviour is consistently encouraged and reinforced, thus increasing social emotional competencies including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making;*

Continuum of Supports:

A continuum of supports addresses how Meadow Ridge School supports students impacted by unexpected behavior and those students who engage in unexpected behavior. Support, not just punishment, is provided to those students that engage in unexpected behaviour as denoted by a <u>Progressive Discipline Continuum</u> using evidence-based practices such as mentoring, restorative processes, student advisories, peer support networks, regular check-ins with teachers or school counsellors, counselling, time-out, suspension and/or expulsion.

Although Student Essential Agreements (Code of Conduct) addresses issues such as consequences for unacceptable behaviour, its primary focus is to help students learn how to address issues of dispute, develop empathy and become positive citizens both within and outside of the school community.

<u>Continuum to Support Positive Behavior</u>

MINOR Infractions:

Behaviors that are not a safety risk to self or others, but demonstrate non-compliance to student essential agreements or classroom agreements. These behaviors may have some impact on student learning, and should be dealt with initially by the staff member who observes the behavior. On the school yard this would be the supervisor, in the hallways this would be any staff that sees the behavior, and in the classroom this would be the teacher (may be supported by EA).

MODERATE Infractions:

Behaviors that could lead to a safety risk to self or others, including physical, emotional, and psychological. These behaviors may have significant impact on the social-emotional well-being of others and/or student learning, and should be dealt with by the Support Team including as appropriate the teacher(s), EA, LC, FSLC, parents, admin. **Consequences of unexpected behavior will take into account the student's age, maturity, and/or individual circumstances.** All worrisome behavior must be reported to administration via online form in Sharepoint.

MAJOR Infractions: Behaviors that are deemed by staff to be harmful to self or others. **NOTE:** All threatening and high-risk behavior must be documented and reported to administration.

Meadow Ridge School: Progressive Behavior Continuum

Expected Behavior:	Universal - Minor	Targeted - Moderate	Individualized - Major
Expected Behavior: **Expected Behavior: Regular School Attendance**	**Unexpected Behavior: Truancy – Late, Absenteeism**		
	Up to 10% absenteeism	10-20% absenteeism Consistently late to school/class (few minutes)	Over 20% absenteeism Consistently late to school/class (more than 15 minutes)
Expected Behavior: **Respect**	**Unexpected Behavior: Disrespect**		
	Not following expected school behavior but responds to adult/peer supports. Occasional argumentative, uncaring, hurtful, or disruptive behavior	Refusal to follow direct instructions from adults. Frequent argumentative, uncaring or disruptive behavior interfering with class learning	Leaving the situation where adult is giving direction or re-direction Consistently uncaring, disruptive argumentative, or hurtful behavior
Expected Behavior: **Engagement in Learning Task**	**Unexpected Behavior: Refusal to engage in learning task**		
	Unwillingness to apply their best Unprepared to learn Occasional destruction of work/supplies	Frequent lack of task initiation &/or work completion despite supports Frequent destruction of work/supplies	Consistent lack of task initiation &/or completion of work despite supports Consistent destruction of work or supplies
Expected Behavior: **Safe Physical Behavior**	**Unexpected Behavior: Unsafe Physical Behavior**		
	Unsafe or improper use of items with low risk of physical harm to self/others	Use/Misuse of items with moderate physical harm to self/others Damage of property (based on cost/work to repair)	Use/misuse of items with a high level of physical harm to self/others Physical aggression, violence, or threatening behavior Damage of Property (based on cost/work to repair)
Expected Behavior: **Kind Behavior**	**Unexpected Behavior: Mean or Bullying Behavior**		
	Leaving Others Out/Exclusion Tattling for the purpose of getting others in trouble Uncaring Behavior – when someone does or says something unintentionally hurtful one time (includes digital platforms) Occasionally not being truthful	Gossiping/Encouraging peers to leave others out Theft of property (based on value) Hurtful behavior - when someone does or says something intentionally hurtful one time to same student or various students (includes digital platforms) Consistently not being truthful	Racial, gender or ability slurs including use of vulgar or derogatory language Acts of bullying, including cyber-bullying (when someone does or says something intentionally hurtful and they keep doing it even when you tell them to stop or show them you are upset) Acts of harassment, intimidation & discrimination (includes digital platforms) Theft of property (based on value)

Meadow Ridge: Continuum of Supports, Interventions & Responses

Universal	Targeted		Individual
	Classroom	**School**	
Collaborative Team Approach Communication Plan (school & teacher/grade) School Council Student Council	Teacher (EA) + parent collaboration/problem solving Teachers to collaborate with FSLC, LC & admin as needed to support problem solving	Collaborative Response Meetings Student Success Meetings: Admin, LC, FSLC, teacher(s)	Communication meetings School-Linked Team District Office + School-Based Team + parent collaboration/problem solving School + Outside agency meetings
Assessment: Data Informed Decision-Making Surveys • APORI (Gr 4 & 7) • Intellectual Engagement (Gr 4-9) • SOSQ (Gr 4-9) PSST Reporting Tool	Teacher: • CORL • ABC Chart • Checklists • Anecdotals • Interviews • Observations • ALSUP Student(s): • Reflections • Tracking Sheets	Focus Groups – FSLC Tracking Sharepoint Referral forms Attendance Data	Functional Behavior Assessment (FBA) CLEVR Questionnaire – parents and students Psych Ed and external Assessments Level B Assessments Violent Threat Risk Assessment (VTRA) Suicide//Self Harm Risk Assessment School-Refusal Scale (attendance)

Positive Relationships: - **Build** - **Maintain** - **Restore** Restorative Practices Mentorship Trauma Informed Practice	Daily meet and greet Informal check in's Classroom Circles Cross-Grade Buddies (peer mentorship) Positive calls home	Mini Restorative Conferences Peer Mediators / Patrols Structured Recess Greeters	Community Restorative Conferences
Modification of Environment Flexible Alternative Learning Spaces throughout school	Alternative learning space options in learning studio	Sensory Room Student Support Room	Office work space
Differentiated Instruction	Universal Design for Learning Read / Write Visible Thinking Routines	Assistive Technology	Response to Intervention/Instruction
Identified Targeted & Individualized Supports	EA Support to classrooms	LLI Groups Numeracy Groups	ILP BSP/Safety Plans
Clear, Consistent, Visible Expectations *Visible* School Code of Conduct & Progressive Discipline Continuum 3B's	Clear, consistent, *visible* behavior expectations (classroom agreements or mission statements) designed with class	Alternative Learning Space expectations (e.g. Sensory Room)	Student Contracts or Success Plans (e.g attendance) Goal Setting Individual Behavior Continuum

Social & Emotional Learning Competencies **SEL Curriculums** ● Self-Awareness ● Self-Management ● Social Awareness ● Responsible Decision Making ● Relationship Skills	Zones of Regulation (K-3) Mind Up (3-6) 4th R (7-9) Mindful Practices	Intentional Small Group Teaching & Learning Assemblies/Bulletin Boards	Individual Counseling or Coaching Social Stories Social Scripts Re-framing (cognitive distortions) Gradual exposure Visualization Breathing Self-talk
Positive Reinforcement	Formative Behavioral Feedback	Recognizing positive behaviour awards; draws	Positive phone calls home Behavior Goal Sheets
Fair and Predictable Response or Consequence	Collaborative problem solving Loss of privileges Teaching/leading others	Reversed break time Loss of break time Time Out Office Referral	Sent home for day Re-set Parent/Staff communication Structured In-School Suspension Out-of-School Suspension

Definitions

Respect: To show regard or consideration for others.

Harassment: Any behavior that in effect or intent disparages, humiliates, or harms another person or class of persons. It is behaviour that denies dignity and respect, and is demeaning and/or relationship of mutual consent. It is any action including, but not limited to verbal, physical, written and cyber messaging that is unwelcome or intimidating and denies individual dignity and respect.

Discrimination: The denial of individual rights and freedoms in a manner which contravenes the *Canadian Charter of Rights and Freedoms* and/or the *Alberta Human Rights Act* (AHRA). Discrimination on the basis of race, religious beliefs, colour, gender, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, creed, sexual orientation, and citizenship is prohibited.

Bullying: According to Alberta Education (2016) bullying is a repeated and hostile or demeaning behaviour intended to cause harm, fear or distress, including psychological harm or harm to a person's reputation. It often involves an imbalance of social or physical power.

Bullying behaviours are a form of aggression and can be:

Physical – For example: poking, elbowing, hitting

Verbal – For example: name calling, insults, racist, sexist or homophobic comments, put-downs or threats

Social – For example: gossiping, spreading rumours, excluding someone from the group, isolating, ganging up

Cyber – For example: social or verbal bullying through the use of email, text messages or social media.