

MacDonald Drive Junior High School

SAFE AND CARING SCHOOL POLICY

MISSION STATEMENT

Our mission at MacDonald Drive Junior High School in partnership with all of our school community is to provide a safe and caring environment that nurtures lifelong learning, fosters independence, celebrates student achievement and promotes responsibility as citizens in a changing world.

SECTION A – GOALS AND OBJECTIVES

Emotional and physical safety is fundamental to the provision of a safe and caring school community and refers to a classroom school environment in which students can experience all of the following:

- a sense of value, belonging, acceptance, respect and dignity
- the freedom to, in an environment of respect and acceptance, risk learning new things without fear of making a mistake
- encouragement, support, recognition, effective instruction, guidance and appropriate resources
- recognition and acknowledgement of one's unique talents, skills and qualities
- the freedom from harassment, intimidation (e.g. labeling, name calling, ridicule, taunting, criticism or contempt) and threat of physical harm from adults or peers
- the freedom to make choices and influence one's own learning and pursue personal interests
- the freedom to have (and appropriately express) one's own feelings and opinions without fear or recrimination.

GOALS

- (1) To provide a safe and secure environment that fosters personal well being.
- (2) To survey the student population to help us find out about bullying in our school.

OBJECTIVES

- (1) To provide anti-bullying presentations to all students in grade seven, eight and nine.
- (2) To implement anti-bullying lessons into the curriculum
- (3) To display BULLYSMART posters in all the classrooms and throughout the school.

- (4) To display posters throughout the school advocating respect.
- (5) To partnership with outside agencies to provide a multidisciplinary approach to prevent school violence.
- (6) To display within the school our Code of Conduct.

SECTION B - CODE OF CONDUCT

STUDENT EXPECTATIONS

At MacDonald Drive Junior High School, we believe that every member of our school community should be treated with respect. This means that all members should behave in a courteous and considerate manner. While it must be accepted that all members have certain rights, it must also be said that with these rights come certain responsibilities. Those who work hard deserve praise and recognition. Those who decide not to meet their responsibilities will have to face the consequences for not doing so.

RESPECT - BEHAVIOUR

Reason for expected behaviour: The school should be a positive, pleasant and secure learning environment. Honesty and respect for each other will create a healthy atmosphere.

Expectations:

- (1) Students are to respect the right of all students to learn. An unreasonable action that would interrupt the learning environment is considered unacceptable.
- (2) Students should use language that demonstrates respect. Discrimination (based on gender, color, national or ethnic origin, religion, culture, language, sexual orientation, disability, age or grade level), harassment, dissemination of hate propaganda, threats, swear words, accusations, insults and putdowns are examples of unacceptable behaviour.
- (3) Students are expected to carry out reasonable requests which will enhance their learning and the learning of others. Refusal to do assigned work is an example of unacceptable behaviour.
- (4) Students are to treat all personal and school property with respect. Littering, damage to property and/or removal of property without permission are examples of unacceptable behaviour.
- (5) Students are to move throughout the school in a manner which is considered safe and non-obstructing. Running, pushing and crowding are examples of unacceptable behaviour.
- (6) Students are to wear clothing that is clean and appropriate to the school setting. The advertising of such things as symbols of hate, racial slurs, alcohol, drugs or sex are examples of inappropriate dress. Clothing that is revealing and shows an excessive amount of skin such as muscle shirts, low cut necklines, inappropriate

- tops with spaghetti straps, bare midriffs and open back are not acceptable .
Undergarments should not be visible.
- (7) Students are expected to practice good personal hygiene. Offensive body odor and sharing eating or drinking utensils are examples of poor personal hygiene.

ACADEMIC

Reason for expected behaviour – Students should do their best. They should develop and practice the strategies needed to become life-long learners.

Expectations:

- (1) Students are to accept responsibilities for their learning. They are to listen attentively in class, seek help when needed and complete assigned tasks to the best of their ability.
- (2) Students are expected to prepare and study for quizzes, tests and exams.
- (3) Students are expected to complete and submit on time all assigned work as outlined by their teachers, unless granted an extension for valid reasons.
- (4) Students are expected to catch up on work missed when absent from class.

ATTENDANCE and PUNCTUALITY

Reason for expected behaviour – Students who miss class instruction encounter difficulty in keeping up with their school work. Late arrivals also disrupt the learning of other students.

Expectations:

- (1) Students are expected to report on time for all classes, homeroom and all school activities.
- (2) Students are expected to move promptly to class with all necessary materials when the bell rings in the morning, recess time, lunch time and between classes.
- (3) Students are expected to be in school when school is in session unless absent for a valid reason.

BUSSING – SCHOOL TRAVEL

Reason for expected behaviour – Safety is the primary concern. Reckless behaviour could endanger the lives and well being of others.

Expectations:

- (1) Students are expected to practice safety at all times when travelling to and from school.
- (2) Students are expected to demonstrate courtesy and respect.
- (3) Students are expected to follow reasonable requests from the person in charge of the transportation.

STUDENT RULES

At MacDonald Drive Junior High School, the following rules have been developed and must be enforced to ensure that the school environment remains healthy, safe and free from violence. **These rules apply to any student who: is on school property, is in attendance at the school or any school sponsored activity on or off school grounds, is en route to or from school on a school bus or school sponsored vehicle. Bus travel is an extension of the school day.**

- (1) **Violence/Bullying in any form will not be tolerated.**
 - A. Students will not strike or attempt to strike others. Therefore, there will be no hitting, kicking, pushing or physical abuse of any kind.
 - B. Students will not threaten others, use profane or abusive language or make offensive gestures.
 - C. Weapons are not permitted on school property.
 - D. Students will not throw any object that could cause injury to other people or damage to the property of others.
- (2) **Students shall not have in their possessions cigarettes, matches, lighters, alcohol or illegal drugs while on school property.**
- (3) **Students shall not threaten the health or safety of any person. (e.g. arson, bomb threats and tampering with life safety devices or equipment. such as fire hoses, alarms and extinguishers.)**
- (4) **Students will not engage in any activity that could cause injury/damage to themselves, others or to the property of others.**

SECTION C – DISCIPLINE POLICY

APPPROPRIATE RESPONSES

Schools are safe but by their very nature will encounter problem behaviours. MacDonald Drive Junior High School is committed to working towards the provision of a safe learning community and will respond to situations that threaten or violate the physical and emotional safety of those in its care.

In addressing any inappropriate behaviour, responses shall:

- be logical, realistic and timely
- be appropriate for the student's stage of development and considerate of the student's special needs
- reflect the severity of misbehaviour and take into account the frequency, duration and intent of misbehaviour
- be chosen initially to restore safety and order
- make sense to students as much as possible
- enable students to generate appropriate responses and solutions

The following are examples of responses that may be considered in addressing inappropriate behaviour:

- discussion with those involved
- interviews that may involve students, staff, parents and/or district personnel
- a plan that may include counselling, mentoring or mediation
- time out: a "cooling off" period
- withdrawal of privileges
- development and implementation of a behavioural/performance contract or an Individual Support Services Plan
- detention or out of school suspension
- Referral to the Educational Psychologist
- Referral to District School
- Referral to Janeway Psychiatry and/or other outside agencies
- Report to the RNC

BEHAVIOUR

Behaviour is dictated by the situation and any and every response to behaviour must always be informed by circumstance of the situation.

- Discipline is intended to restore safety, change the inappropriate behaviour and promote the learning of self control.
- When there is non-compliance with the Disciplinary Policy, an appropriate response shall follow.

INAPPROPRIATE/DISRUPTIVE BEHAVIOUR

The nature and scope of inappropriate/disruptive behaviour ranges from minor to intermediate to major.

- **Minor to intermediate disruptive behaviours** are those that interrupt the learning climate of the school and endanger the well being of others.

- **Serious behaviours** are those that show a total disregard for the school or district policies as well as the right of other students.

- **Severe behaviours** are those that significantly disrupt the learning climate of the school, endanger the well being and safety of others or cause damage to school property. These severe behaviours are those that violate provincial or federal laws.

PROTOCOL FOR INAPPROPRIATE BEHAVIOUR

MINOR

- classroom misconduct
- unprepared for class
- incomplete homework or assignments
- in the hallways during class time
- going to lockers during class time
- upstairs before school/during lunch or recess without permission
- Teasing and/or derogatory remarks
- Inappropriate hallway behaviour (running or horseplay)
- Non-compliance or failure to follow instructions
- Entering/leaving school through front or side doors
- Inappropriate use of electronic devices (cell phones, MP 3 Players, Ipods, cameras, etc.)
- Skateboards/Roller blades in school
- Unauthorized sale of items such as candy, etc.
- Inappropriate clothing
- Improperly showing affection to another student

<p>These behaviours are handled by the classroom teacher or the attending adult but are referred to the administration if they become chronic. Verbal reminders to the student of the expected appropriate behaviours are always given. Out of school suspension will require a conference between the student, the parent(s) and the assistant principal before the student is permitted to return to school.</p>
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1st incident – Verbal reminder to the student of the expected appropriate behaviours.

2nd incident – Parent contact and detention and/or in-school suspension.

3rd & 4th incident – Parental contact and an in-school suspension.

5th incident – Parental contact and one day out of school suspension.

INTERMEDIATE

- Cheating
- Abusive, profane or obscene language
- Inappropriate gestures
- Forging or falsifying information
- Cutting classes
- Violating school district technology user agreement
- Talking back
- Gambling
- Lateness (three lates per month)
- Lying
- Disrespecting teacher's personal space/desk

These behaviours are handled initially by the attending adult but are referred to the administration. Verbal reminders to the student of the expected appropriate behaviours are always given. Out of school suspension will require a conference between the student, the parent(s) and the assistant principal before the student is permitted to return to school.

1st incident – Parental contact and a one day in-school suspension.

2nd incident – Parental contact and one day out of school suspension.

3rd & 4th incident – Parental contact a three day out of school suspension.

5th incident – Parental contact a five day out of school suspension and a referral to the district office for further intervention.

SERIOUS

- Possession of tobacco or tobacco products (e.g. lighters, matches, etc.) at school or school sponsored events)
- Smoking on school property
- Disrespect, defiance or refusal to obey school personnel or school rules
- Trespassing on school property by a student who has been suspended
- Theft
- Intimidation
- Taunting or harassment (verbal, physical or written)
- Leaving school without permission
- Possession of any pager or telecommunication device without administrative permission
- Fighting and/or physical aggression at school or school sponsored events
- Active encouragement of the misconduct of other students

These behaviours are immediately referred to the administration. Verbal reminders to the student of the expected appropriate behaviours are always given.

1st incident - three day out of school suspension

2nd incident – five day out of school suspension

3rd incident – five day out of school suspension, referral to District Office for further action and possible contact and or referral to Janeway Psychiatry and/or the RNC

SEVERE

- Use, possession or sale of weapons or other items that may cause bodily harm
- Sexual Behaviour (sexual assault)
- Threats or intimidation or acts of physical or verbal abuse toward a student(s) or school personnel (written or electronic as well)
- Making a Bomb threat
- Setting off a false fire alarm or making a false 911 call
- Use, possession, distribution or sale of drugs, alcohol or any other controlled substance
- Unprovoked physical attack on a student
- Use or possession of pornography
- Hazing or Swarming
- Racial and/or discriminatory misconduct
- Bullying (repeated targeting, intimidation or exclusion of others by an individual or group, including electronic harassment)

Severe behaviour will result in an automatic five day out of school suspension, referral to District Office for further action and notification to the RNC.

Any student whose conduct poses an immediate threat to the safety of others will be removed from the situation at once and will be permitted to return when the safety of others can reasonably be assured.

- Extreme acts of violence or situations that pose serious threats to the safety of students and staff will be reported to District Office immediately. The school administrator will decide on an intervention protocol and whether to involve outside agencies such as Janeway Psychiatry and/or the RNC.
- An extended suspension may be requested by making application to the Director of the Eastern School District. (as per the Eastern School District Extended Suspension Policy)

**** For some students, individual interventions will be required. When disruptive behaviour is substantial and persistent, a formal plan of intervention, involving a team approach (school, home and community) should be put in place. This may involve case-conferencing, referral to appropriate agencies and behavioural management programs which may include behavioural contracts. For those students who are not able to comply

because compliance is beyond their physical, cognitive or emotional capability, these student's behaviours must be addressed through a formal plan of intervention or within an Individual Support Services Plan (ISSP).

When it has been determined at a case conference/ISSP meeting and approved by the school administrator that all available resources have been exhausted and that the needs of a student cannot be met in a regular classroom setting, alternative arrangements will be made. (District School). The goal of an alternate placement will ultimately be to return the student to the regular classroom. The parent of a student may appeal placement decisions under **Section 20 & 22 of The Schools Act (1997)**.

SCHOOL BUS PROTOCOL

Inappropriate Behaviour

Fighting on the bus

1st incident – Parental contact, five day out of school suspension and referral to the District Office.

2nd incident – Parental contact, five day out of school suspension, permanent removal from riding the school bus and a referral to District Office.

Refusal to follow driver instructions (standing up, moving around on the bus, making derogatory gestures (finger, hanging moons) to passing vehicles or vehicles behind the bus)

1st incident – Parental contact, five day suspension from riding the bus, Referral to District Office.

2nd incident – Parental contact, five day out of school suspension, referral to District Office and if safety has been determined as an issue, permanent removal from travelling on the bus to school.

Vandalism

1st incident – Parental contact, five day suspension from riding the bus, restitution for damages and Referral to District Office.

2nd incident – Parental contact, five day out of school suspension, referral to District Office and permanent removal from travelling on the bus to school.

These behaviours are handled immediately by the bus driver but are referred to the administration immediately if safety is an issue. Verbal reminders to the student of the expected appropriate behaviours are always given.

SECTION D – (as per the Eastern School District Policy) EXPECTATIONS FOR PRINCIPALS, TEACHERS, PARENTS/CAREGIVERS AND STUDENTS

ADMINISTRATIVE TEAM shall:

- be actively involved in fostering a safe and caring school environment
- endeavor to be respectful of all within the school
- be a visible and interactive presence throughout the school
- promote effective and open communication among students, teachers, parents and school district personnel
- take a leadership role in ensuring a safe and secure school environment
- establish, clearly explain and post within the school, rules and procedures for school conduct
- support teachers in the application of classroom management techniques
- be a member of the school team to address persistent behavioural concerns
- develop and implement school based discipline practices that are consistent with district policies
- inform parents/caregivers of persistent behavioural concerns
- ensure that appropriate programming be provided to students through the ISSP process if necessary.
- encourage parents to become active participants in their children's education
- Inform and consult with District Personnel when appropriate

TEACHERS shall:

- endeavor to be respectful of all within the school
- be full and diligent participants in the formation of discipline policies at school board and school levels
- establish, clearly explain and post within the classroom, rules and procedures for orderly conduct that are in keeping with policy directives developed at the classroom, school and board levels
- consistently apply established classroom management techniques and school discipline policies
- exercise sound classroom management techniques which may include but are not limited to:
 1. Established systems of praise and rewards
 2. Fair and logical consequences to misbehaviour

3. Dynamic and creative instructional strategies which engage all learners
 4. Cooperative learning strategies
 5. Strategies for de-escalating disruptive events
 6. Conflict resolution
- avail of professional development sessions which impart strategies and skills for effective classroom management
 - view parent/guardians as co-educators, establishing regular contact with them and consulting on all pertinent matters, which relate to the student's progress, behaviour and attendance
 - keep accurate records of all interventions and incidents
 - report persistent behavioural concerns to the appropriate personnel at the school level
 - participate fully in meetings or in program planning sessions which seek to develop special responses or learning supports for children with pronounced behavioural difficulties
 - strive to enhance and preserve the self esteem of all children in their care
 - model high standards for safe, caring and responsible behaviour

STUDENTS shall:

- endeavor to be respectful of all within the school
- through representative membership on the Safe and Caring School Teams, expect to be active participants in school discipline development, thereby contributing directly to the school atmosphere and the code of conduct adopted by the school
- demonstrate appreciation and caring for themselves and others
- demonstrate appreciation and respect for diversity
- expect a school and classroom atmosphere that is conducive to learning
- be informed of expected behaviours, the reasons for those behaviours and the consequences of their behaviour
- expect fair and reasonable treatment within the parameters of the school's Safe and Caring Plan
- expect school responses to disciplinary infractions to be corrective and instructive as opposed to punitive
- come to school clean and tidy and be courteous to his/her fellow pupils, respectful to his/her teacher and diligent in his/her studies
- remain at school until dismissed or excused by his/her teacher
- in cases of absence or lateness, will bring to his/her teacher, from the parent/guardian, a written reason for the absence or lateness
- be subject to school discipline in going to and returning from school and at all school games and functions as well as during school hours
- come to school with all necessary text books and other required school materials
- conduct him/herself in accordance with the requirements of the regulations, rules and bylaws of the school board

PARENTS/GUARDIANS shall:

- be provided with the opportunity to become involved in the process which determines the school climate
- be assured that their children will be taught in safe, orderly, nurturing environments which are conducive to learning
- show an active interest in their child's academic and social progress
- be full partners in the education of their children
- be supportive of the school in the implementation of effective discipline policies
- provide support to their children so that they may adhere to student expectations as outlined in the school's plan
- foster consistent and appropriate discipline practices with their children
- engage in positive, non-violent conflict resolution
- maintain regular contact with the school through parent-teacher meetings, e-mail, phone or specially arranged meetings
- inform the school of any special circumstances concerning their child's development which may impact on the implementation of discipline practices in the school environment

OTHER SERVICE PROVIDERS/AGENCIES/VOLUNTEERS involved with the school shall:

- become informed about the respective discipline policies (as per the Eastern School District) and will adhere to the same within when visiting the school
- be invited to attend meetings where Safe and Caring School Plans are formulated to provide input and support to the content of the plan

SECTION "E"

Prevention Strategies

- regular staff meetings to discuss discipline issues in the school and how they can be addressed
- An anti-bullying program for all students at each grade level.
- Peer mediation program
- Non-Violent Crisis Intervention Training
- Tragic Events Response Team
- Pre-referral and ISSP process to help students identified as "at risk"
- Wall of Fame to identify and recognize behaviour, successes and accomplishments of the student population
- Parent memo to home or available on the school website every Friday
- Student's Achieve Program
- Anaphylaxis In-Service for all staff members
- Camera/surveillance system in hallways and other areas throughout the school as well outside all entryways of the school

- Police visibility in the school
- Accurate written records of notable incidents of misconduct
- Bullying Prevention Posters displayed throughout the school (Strong, clear messages help students learn how to recognize and respond to bullying, teasing and harassment.)

SECTION “F”

Intervention Strategies

- Counselling, individual or group
- Mentoring
- Behaviour Management Plans
- Contracts
- Individual Support Services Plan
- Bullying Presentations
- Case Conferences
- Referral to outside agencies such as Janeway Psychiatry, Adolescent Health and the Family Center
- Alternate courses in areas such as anger management, conflict resolution and behaviour management.
- Discipline protocols that include logical and natural consequences (e.g. detention or out of school suspension)
- Consultation with District Behaviour Specialist
- Documentation for Criteria “E” teaching allocation

SECTION “F”

A contingency plan for Non-Routine Problem Behaviours (as noted previously in the MacDonald Drive Discipline Policy) (e.g. severe acts of disruptive and violent behaviour) Violent behaviours are those that characterize verbal or written threats, physical, emotional or sexual/harassment by an individual or a group of individuals which has the effect of impairing the health and welfare of any student or staff person. **These violent behaviours can be characterized by intent to harm.**

- The following behaviours are viewed as **serious or extreme** and may result in immediate suspension, the requirement of parental/guardian involvement and may require the involvement of the police:
 - Possession/use or selling of weapons
 - Possession/use or selling of illegal or dangerous substances or objects
 - Physical violence
 - Criminal harassment (causing a person to fear for his/her safety of the person known to them by: (a) repeatedly following from place to place, (b) repeatedly communicating directly or indirectly (e.g.

- leaving notes or indications of having been present, calling on the phone, etc.), (c) stalking or (d) engaging in threatening behaviour
 - Uttering threats (communicating an intent to cause bodily harm or death, destroy or damage property or kill or injure an animal)
 - Any other behaviour which contravenes the Criminal Code Of Canada
 - When a student has been given an out-of-school suspension, provisions must be made to return him/her to the classroom or to the school as soon as possible. Upon returning to school, a program (through the ISSP process) must be put in place to address the behaviour.
 - An extended suspension may be requested by making application to the Director of the Eastern School District. (as per the Eastern School District Extended Suspension Policy)
- Expulsion from school as a means of discipline will only be an option of last resort.

SECTION “G”

Staff Professional Development

Staff training and development prepares and equips staff with strategies and programs to provide a comprehensive approach in preventing and dealing with school violence.

- Non Violent Crisis Intervention Training
- Cyber Bullying Workshop
- Peaceful Schools Initiative
- Co-operative Discipline
- Positive Behaviour Supports