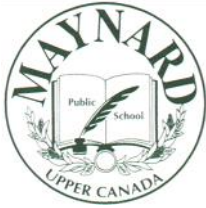


# Maynard Public School Code of Conduct



**“Mustang Strong”** – Together we must be safe, be kind, and be learners.



## Introduction and Purpose:

The Maynard Public School Code of Conduct has been developed to ensure that we all support a safe, inclusive, and kind school environment where students feel that they belong in our school. Our environment will ensure that ALL students can participate in ALL learning opportunities for their well-being and success. Students will have a voice in their wellness and learning at our school, be recognized for expected behavior and be motivated to participate in all aspects of their school day. Any unexpected behavior will be supported in a variety of ways including progressive discipline (Maynard Public School Discipline Intervention Model - Appendix A). We will support the well-being and learning of the child while upholding board policies and procedures.\* We are committed to early interventions which help us collectively build and sustain a positive school climate that is safe, inclusive and accepting for all students in order to support their achievements and reach their full potential. At Maynard the UCDSB “Character Always” traits (Appendix B) and W.I.T.S. Program (Walk Away, Ignore, Talk it Out and Seek Help - Appendix C) will be encouraged, taught, referenced and reinforced so that everyone has the opportunity to learn and succeed in all spaces of our school, during school organized or sponsored activities and on school transportation.

The purpose of the School Code of Conduct is to reflect the Upper Canada District School Board Code of Conduct\*. The School Code will include input from all school and community stakeholders to include personalized words and actions which reflect our school and its community. The Code will support our school to:

- a. ensure that all members of the school community are treated with respect and dignity
- b. promote responsible citizenship by encouraging appropriate participation in the school community
- c. maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility
- d. encourage the use of non-violent means to resolve conflict
- e. promote the safety and well-being of all people in the school
- f. prevent bullying in schools (see Maynard Public School Bullying Prevention and Intervention Plan – Appendix D)

\*PPM 144 Bullying Prevention and Intervention and PPM 145 Progressive Discipline and Promoting Positive Student Behaviour & the UCDSB Code of Conduct Policy 124

<https://go.boarddocs.com/can/ucdsb/Board.nsf/vpublic?open>

## The Rights and Responsibilities of Students:

Rights	Responsibilities
<p><b>Students have the right to be safe.</b></p>	<p><b>Student have the responsibility to behave in a safe manner and to protect the safety of others.</b>            Some examples include:            -showing safe and respectful behavior on school transportation            -reporting unsafe situations to staff and not be a bystander            -walking during transitions inside and outside            -staying in appropriate boundaries            -following the rules for safe play</p>
<p><b>Students have the right to be heard with choice and voice in their learning.</b></p>	<p><b>Students have the responsibility to actively participate and be responsible learners.</b>            Some examples include:            -asking for help so we can support their learning            -trying their best and work hard at learning            -staying focused and not distracting others' learning            -listening and respecting classroom routines such as raising a hand to speak</p>
<p><b>Students have the right to be treated with dignity and respect.</b></p>	<p><b>Students have the responsibility to respect all other persons (students, staff and community).</b>            Some examples include:            -including everyone in learning and at play            -being polite using listening and waiting            -telling the truth            -using kind words and actions            -use W.I.T.S. strategies (i.e. tattling vs. telling when safety concerns)</p>
<p><b>Students have the right to wear clothing needed to observe their religious beliefs.</b></p>	<p><b>Students have the responsibility to respect the rights of others and support a safe and inclusive learning environment.</b>            Some examples include:            -following the Maynard Student Dress Code (Appendix E)</p>
<p><b>Students have the right to use school resources and property.</b></p>	<p><b>Student have the responsibility to respect school resources and property.</b>            Some examples include:            -cleaning up individual and class spaces            -returning materials without damages and to the appropriate places and spaces            -being careful with using resources such as school technology and devices</p>
<p><b>Students have the right to privacy and security of their personal space and items.</b></p>	<p><b>Students have the responsibility to respect the privacy and property of others (i.e. students, staff and community).</b>            Some examples include:            -keeping hands and feet to self (not touching others or their property without permission)            -not photographing or recording someone with a cell phone without permission; following Acceptable Use Agreement (Appendix F)</p>

## **Roles and Responsibilities of Families, Staff and our School Community:**

Maynard Public School welcomes family and rural community participation and values input. Families and communities play a crucial role in the academic, social, emotional and physical development of children. Our school is committed to ensuring that children feel happy, safe and secure, and included at Maynard, and have the maximum opportunity to learn. As members of the school community parents/guardians are expected to conduct themselves in a lawful, ethical, safe and responsible manner that recognizes and respects the roles and responsibilities of themselves and others and the expertise, experience and qualifications of staff.

1. Families play a formative role in the development of a child's sense of justice, equity and the dignity and worth of all members of our school community. They act as one of the most influential role-models in a child's life. The responsibility for upholding the values of the school in this matter must fall on those with the greatest capacity to reason and control their actions. As such, the adult community of our school is expected to model courteous behavior and treat all members of the school community with respect and consideration.
2. Families will use courteous and acceptable written and spoken language in all communications with students, staff and other parents/guardians and members of the school community. Our school will not accept the use of profanity, insulting, harassing, aggressive or otherwise offensive language.
3. As members of the school community, families can support students in learning and encourage them to always try their best. This can be modelled by:
  - a. Sharing our knowledge, learning skills and experiences with the students;
  - b. Praising the students and encouraging them for all their efforts;
  - c. Encouraging the development of inquiring minds;
  - d. Recognizing our own, and encouraging the student's, individuality;
  - e. Ensuring that our children are "equipped" to learn by:
    - i. Providing appropriate items that support learning opportunities;
    - ii. Ensuring that the school is supported in its curriculum priorities and value-added programs;
    - iii. Encouraging independence, decision making and letting students make their own mistakes in risk-taking and learning for themselves;
    - iv. Encouraging an active and healthy lifestyle;
    - v. Setting realistic and achievable goals;
  - f. Taking an interest in children's schoolwork;
  - g. Being happy, confident and positive as we encourage a passion for students to be life-long learners.

4. Recognize that the education of each child is the joint responsibility of the family, student, staff and school community and that all stakeholders must work cooperatively in the best interest of the child.
5. Families and staff strive to support the establishment of, and participation in, extracurricular activities whenever possible to further enhance the well-being and achievements of all students.
6. Under the leadership of the Principal, all staff and educators will work together to maintain a positive and inclusive school climate and are expected to hold everyone to the highest standard of collaborative, respectful and responsible behaviour. As role models, they will uphold these high standards when they:
  - a. Help students work to their full potential and develop their sense of belonging and self-worth in their learning achievements;
  - b. Empower students to be inclusive leaders in their classrooms, school, and community;
  - c. Communicate regularly and meaningfully with families;
  - d. Maintain consistent standards of behaviour for all students and differentiate the supports needed for all students to be successful;
  - e. Demonstrate respect for all students, staff, families, volunteers, and members of the school community;
  - f. Prepare students for the full responsibilities of citizenship and stewardship for our natural environment.
7. Wherever possible, our school community will work to establish partnerships to enrich the learning opportunities available for our students.

# Appendix A

## Maynard Public School - Discipline Intervention Model

Maynard Public School - Discipline Intervention Model			
<b>OBJECTIVE:</b> We will collaborate as a staff to provide students with a safe and inclusive learning environment and support them to make “expected” positive decisions so that they can be well and have successful learning experiences at our school.  We are all responsible for disciplining inappropriate behaviour. The following acts as a guide to help us clarify the roles of classroom educators and administration.			
	LOW BEHAVIOUR CLASSROOM DISCIPLINE	MODERATE BEHAVIOUR SHARED DISCIPLINE	SERIOUS BEHAVIOUR ADMINISTRATIVE DISCIPLINE
DESCRIPTION	Behaviour that can be accommodated & addressed in the classroom	Behaviour that disrupts the learning of other students and <u>may</u> require an <i>office referral</i>	Behaviour that can be considered unsafe and affects the moral tone of the school
EXAMPLES	<ul style="list-style-type: none"> <li>disrespectful behaviour (i.e. talking out in class, interrupting the lesson, “hands-on”)</li> <li>non-compliance with class routines &amp; expectations (sitting in assigned seat, completing work as assigned)</li> <li>late to class</li> <li>unprepared for class</li> <li>inappropriate language</li> <li>disrespecting the learning environment</li> <li>truancy</li> </ul>	<ul style="list-style-type: none"> <li>repeating or carrying on with a “low” behaviour that has been addressed by the educator</li> <li>challenging staff about a direction</li> <li>argumentative to staff</li> <li>ignoring a staff member</li> <li>refusing to resolve an issue, failure to take responsibility for a behaviour</li> <li>disrespectful behaviour toward students or staff</li> <li>concerns about bullying</li> </ul>	<ul style="list-style-type: none"> <li>physically aggressive</li> <li>verbal aggression – swearing at staff or students</li> <li>uttering threats to inflict serious harm</li> <li>non-compliance or opposition to staff directions</li> <li>ignoring staff directions (more than once)</li> <li>possession of prohibited substance</li> <li>being under the influence of alcohol or drugs</li> <li>vandalism that causes extensive damage</li> <li>bullying</li> <li>possession of a weapon</li> <li>sexual assault</li> <li>theft / robbery</li> </ul>
PROCEDURE (options for follow-up, not necessarily in order to be followed)	<ul style="list-style-type: none"> <li>clarify expectations in advance and review regularly</li> <li>provide clear cues to student for inappropriate behaviour</li> <li>provide consistent positive reinforcers and consequences; vary and monitor</li> <li>document occurrences</li> <li>check SST Pre-Intervention Guide</li> <li>contact colleagues and parents/guardians</li> </ul>	<ul style="list-style-type: none"> <li>consult Administration for on-going issues</li> <li>share documentation of prior behavioral issues and the strategies used in the classroom</li> <li>follow up with Administration to ensure that the interventions developed improved the behaviour</li> <li>continue to document any occurrences and inform Admin.</li> <li>contact parents/guardians</li> </ul>	<ul style="list-style-type: none"> <li>contact the Main Office immediately</li> <li>share documentation with Administration</li> <li>complete a KICS <a href="#">Safe Schools Incident Reporting Form</a></li> </ul>
<div>★</div> Staff are responsible to enact the procedures indicated in a student's Behaviour (IEP) Plans and/or Safety Plans and seek school team input if the plans need to be reviewed/updated. <div>★</div>			
“Classroom management you can do by yourself - School discipline must be done as a team.”			
“Discipline is teaching children to behave well, not just punishing them for behaving poorly.”			
“Behaviour is contextual NOT dispositional.”			

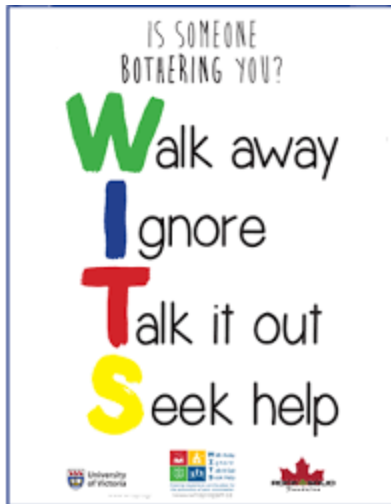
## **Appendix B**

### UCDSB “Character Always” Program

[https://www.ucdsb.on.ca/for\\_students/student\\_well\\_being/character\\_always](https://www.ucdsb.on.ca/for_students/student_well_being/character_always)

## Appendix C

W.I.T.S. - Walk Away, Ignore, Talk it Out and Seek Help



Please see <https://witsprogram.ca/school/> for more information on the program and its resources for schools, students, families and communities.



## **Appendix D**

Maynard Public School

Bullying Prevention and Intervention Plan

Please see it posted at the Maynard Public School website at:

[https://maynard.ucdsb.on.ca/for\\_families/handbook/safe\\_accepting\\_schools](https://maynard.ucdsb.on.ca/for_families/handbook/safe_accepting_schools)

## **Appendix E**

### **Maynard Dress Code**

- Students are expected to dress in clothes that are comfortable and appropriate for their safety, wellbeing and learning at school (i.e. shoes in gym)
- Students have a right to wear clothing needed to observe their religious beliefs and the responsibility to respect the rights of others and support a safe and inclusive learning environment
- Students will not wear anything that promotes or symbolizes drugs, alcohol, illegal activity, hate or discrimination, profanity, pornography; that incites violence or harassment; or threatens health and safety
- Students will not wear anything that depicts or displays hate speech targeting groups based on race, ethnicity, gender, disability, sexual orientation gender identity, religious affiliation or any other protected groups
- Concerns about student dress will be discreetly reported to the Administrator of the school

## Appendix F

### Acceptable Use Agreement



"MY TICKET TO THE WORLD"



Following these rules closely is my ticket to using computers and the Internet:

- N I will use the computers and Internet for school work only.
- N I will keep my login and password secret. I will not let anyone use my account.
- N I may use the Internet when a teacher/supervisor is present and with his/her permission.
- N I will open only the files and personal mail that belong to me.
- N I will be polite and use language and images that are acceptable in my school. Information I create, send or receive must be appropriate for the classroom.
- N I will not change the way the computer works.
- N I will visit sites that are approved by my teacher.
- N I will take credit for only my own work. If I use someone else's work, I will put it in my own words or give credit to them.
- N I will not give out personal information on the Internet unless instructed by a teacher. This includes, my last name, address, telephone numbers, teams I play on etc.
- N I will tell my teacher if I find inappropriate sites or material.



By signing the *Acceptable Use Agreement*, I agree to the rules above and any other in-school rules which will be talked about in class. If I don't follow the rules, I may lose my privilege to use the computer and the Internet.

Student Name (PLEASE PRINT)	Student Signature	Date
Parent/Guardian Name (PLEASE PRINT)	Parent/Guardian Signature	Date
Principal Name or designate (PLEASE PRINT)	Principal or Designate Signature	Date
School Name	Effective Date	

PLEASE STORE IN OSR

Appropriate Use of Technology ~ Policy 301

<https://go.boarddocs.com/can/ucdsb/Board.nsf/goto?open&id=AW8RYF7044EB>