STUDENT CODE OF CONDUCT

2024-2025 School Year

SAFE KIND RESPONSIBLE

A.E. BOWERS

PRUDENT GENTIL RESPONSABLE

Student Code of Conduct

(updated August 2024)

Purpose

At A.E. Bowers, we value a positive and responsive learning environment that optimizes student learning and success. Through the Student Code of Conduct, we are able to articulate the practices that make our school a place where the desire to keep learning is strong for every student.

The ideal learning environment in an elementary school is *Safe and Caring, Collaborative,* and *Inclusive.*

The Ideal Environment is Safe and Caring

In a Safe and Caring school, students, families, and guests know they are welcome and valued. Adults in the building model positive, supportive, and caring interactions throughout each day. There is a sense of fun and play that is relaxed and, at the same time, respectful and purposeful.

To focus on learning, daily routines and procedures are developed in the school and within each classroom. Confident students who know 'how' to work and play, within the building focus on understanding skills and concepts that are inside of daily activities. Flexibility is built into routines and procedures, that include supportive strategies for students, such as incorporating opportunities for movement, providing strategies to self-regulate and to express themselves, and by offering supports to solve problems.

A focus on learning is the vehicle to success for students as each child develops emotionally, socially, physically, and academically. Students are included in reflections on learning, goal setting, and are involved in decisions about their school experience with the guidance of caring adults throughout this process. Progress towards and achievement of goals is documented with each student leading their learning as much as possible.

"Picture your brain forming new connections as you meet the challenge and learn. Keep on going."

— Carol S. Dweck, *Mindset: The New Psychology of Success*

The Ideal Environment is Collaborative

Members of the school community - students, parents, staff and guests - work together. The ideal environment is *Collaborative*. Our shared focus and effort builds trust and creates an ideal environment for the growth and development of children. *Collaboration increases our understanding of how to help each student move forward in their learning and is best achieved through the home-school partnership, highlighting student voice and choice.*

At A.E. Bowers, each child has a core learning team, which includes the classroom teacher and parents. The classroom needs to be a reflection of the goals that parents have for their children, which are delivered through the vehicle of the curriculum. The ideal environment incorporates and allows for personalized learning. Classroom blogs and digital portfolios document each student's journey enabling the home and school to support learning, along the way.

The collaboration between home and school is one piece of an ideal environment. A second important component involves teachers working together on Professional Learning teams to ensure that individual student needs are being met. Teachers work together to learn, to brainstorm, and to problem-solve around student learning.. Teams create units of Inquiry that provide entry points for each learner, which are engaging and rich in learning. Teachers and specialists further develop strategies and implement programming that scaffolds learning and student success.

In an ideal environment, parents and teachers work together and model collaboration. Opportunities for students to develop collaborative skills begin in Kindergarten and continue throughout their years in Rocky View Schools.

"Independence is useful, but caring attitudes and behaviors shrivel up in a culture where each person is responsible only for himself." - Alfie Kohn

The Ideal Environment is Inclusive

Alberta Education states that the goal of inclusive education is "to provide all students with the most appropriate learning environments and opportunities for them to best achieve their potential" (Government of Alberta, 2011). At A.E. Bowers, we welcome all students. Without exception, all learners are valued for the contributions they inherently bring to our school community. Each member of our school community will feel a sense of belonging.

Alberta Education requires that we "provide each student with the relevant learning opportunities and supports necessary to achieve success" (Government of Alberta, 2015). We do this by focusing our decision making around implementing inclusive practices and through the management of diverse resources, all of which align with our philosophy that all students feel a sense of belonging and acceptance in their individualized learning environments.

"Brain research tells us that children/youth can't learn if they don't feel safe and cared for. A positive learning environment is as important as world class programs of study, instructional strategies, and assessment." *Section 45.1 Alberta's Amended School Act June 2015*

The Alberta Human Rights Act

At A.E. Bowers Elementary, our school and classroom leaders regularly examine and question our historical educational routines and procedures as well as reflect on print and electronic resources in an effort to consistently align our pedagogical practices with the Alberta Human Rights Act.

"This means that the code of conduct sets out that discrimination on the basis of race, colour, ancestry, place of origin, religious belief, gender, physical or mental disability, marital or family status, source of income, or sexual orientation will not be tolerated." *Section 45.1 Alberta's Amended School Act June 2015*

Acceptable and Unacceptable Behavior

Acceptable behaviour is that behaviour which contributes to a positive school community. Unacceptable behaviour negatively impacts the safety and/or learning of self or others. Bullying, for example, is unacceptable behaviour.

Bullying vs Conflict

http://www.safeatschool.ca/plm/bullying-prevention/interrupting-bullying/simple-strategies/is-it-conflict-or-is-it-bullying-whats-the-difference

Incidents Outside Of School

Incidents outside of school, that impact student learning inside the school, will be addressed. Classroom teachers work with students and parents to ensure a safe and caring learning environment and may refer to the Child Development Advisor, according to the complexity of the circumstance.

Consequences for Unacceptable Behavior

*We believe that behaviour is complex, and our approach is personalized. **Our commitment to collaboration extends to behaviour support and parents will be contacted, when necessary, to be involved in solution driven problem solving.***

Our first response with a child is always to *teach and support*. We do this proactively and responsively. There are times; however, where more direct consequences are appropriate. In an elementary school context, consequences are 'logical' and happen as a result of the behaviour or the time necessary to resolve the situation. Additionally, appropriate consequences arise through the Restorative Justice process, which is outlined below. ***See Supports for Acceptable Behaviour***

Sections 24 and 25 of The School Act, outline the parameters of Suspension and Expulsion. In an Elementary School, it is rare that Suspension and Expulsion would be enacted. All other avenues to address extreme behaviours must be exhausted.

Please refer to http://www.qp.alberta.ca/documents/Acts/s03.pdf for details.

Supports for Acceptable Behaviour

We are a learning organization. It is critical that students know 'what' to do with regard to behaviour at school, and also 'how' they can demonstrate those behaviours, to be successful in their personal and interpersonal interactions at school and beyond. It is important to use child-friendly language and scaffold learning, over time, in order that students are able to successfully navigate increasingly complex and challenging circumstances, as they grow.

STEP 1: TEACH COMMON LANGUAGE AND DEVELOP FOUNDATIONAL UNDERSTANDINGS OF APPROPRIATE BEHAVIOUR

Common language enables students to *achieve* ***personal success, work well with others, and make the world a better place.***

1. Common language enables students to **understand and control emotions** and behaviours.

    a. Positive Behaviour Support (PBIS)
        i. School wide language and values (be safe, be kind, responsible)
        ii. Clear guidelines taught as a an entire school
        iii. Guidelines reinforced in classroom lessons
        iv. Behaviour Flow Chart
    a. The Bucket Filler Program (Author: Carol McCloud)
       https://www.youtube.com/watch?v=A5R6-2m_qHk
    b. Zones of Regulation program www.zonesofregulation.com
    c. Mind Up mindfulness program (whole class)
    d. Ophelia Project (whole class or small group)
    e. Super-Flex www.socialthinking.com (one-to-one or small group depending on need)
    f. Daily Report Card (individual students)

1. School-wide prevention practices related to the Restorative Justice processes to address problem-behaviours include:
    a. Developing healthy relationships (Alberta Health Curriculum)
    b. Promoting and strengthening a sense of belonging and ownership for students

c. Identifying common values and guidelines

d. Celebrating diversity

STEP 2: ADDRESSING BEHAVIOURS OUTSIDE OF THOSE CONTRIBUTING TO A POSITIVE LEARNING ENVIRONMENT

1. We can anticipate there will be situations where students make poor choices. In these instances, the following steps will be taken with the child. Most often, this process is sufficient to solve the problem and change the behaviour.

    a. Restorative Justice (within the classroom or with Child Development Advisor/Administration)

        i. Own the Problem

        ii. Identify the Perspectives of Others

        iii. Recognize Choices/Alternatives to Actions Chosen

        iv. Make a Plan to Address the Problem

        v. Take Action to Change

1. We can anticipate there will be situations where students have made poor choices and may also require scaffolding to grow in the ability to be successful in that situation. In these instances, the following will be adjusted to better support student success.

    a. Level of Supervision/Coaching

        i. Increase the amount of direct supervision during challenging time periods

        ii. Assign the student to remain in the proximity of a specific adult during challenging time periods

        iii. Remove the student from the challenging situation and provide reinforcement learning opportunities

    b. Demand of Task Required

        i. Analyse and respond to the type and/or amount of challenge

            1. provide scheduled and proactive breaks to 'fill the child's bucket' in order that they can 'rise to the challenge'

            2. provide more time for transitions or decrease the number of transitions

            3. modify the task according to the child's learner profile

STEP 3: ADDRESSING REPETITIVE AND PERVASIVE BEHAVIOUR CHALLENGES

1. Referral to the School Resource Team (SRT)
    a. The SRT meets weekly with the Classroom Teacher, Learning Support teachers, Child Development Advisor, and Administration. Student challenges are presented and a plan to address the behaviour will be created. The plan may include recommendations to:
        i. monitor behaviours
        ii. implement additional strategies to address behaviours in settings where they occur
        iii. refer to additional resource personnel within RVS for assessment and/or consult such as:
            1. Family School Liaison
            2. Educational Psychology
            3. Speech and Language Pathology
            4. Occupational Therapy
            5. Positive Behaviour Support
            6. Mental Health
            7. Other
        iv. include other professionals/disciplines in student support via parents, may include:
            1. Family Doctor or Pediatrician
            2. Ophthalmologists/Optometrists
            3. Community Based Counselling Services
            4. Other

    Each plan includes a date of review to ensure students with behaviour challenges are supported appropriately.

1. Implementation of behavioural support strategies and behaviour plans, where applicable

Children are our most precious resource. Behaviour support and change is important to do carefully and to do well. We value a team approach in this endeavor.