

## Code of Conduct

The West Mercer *Code of Conduct* is designed to support our school vision and goals by helping students develop attitudes, habits and skills that encourage their success and learning. As part of the BEACONS Project, West Mercer has developed a school wide positive behavioral support system to support a positive learning environment and to teach students the positive social skills. When conduct issues are addressed, students will be presented with the problem situation, encouraged and guided to examine their behavior and guided through the problem solving process. Through this process, we aim to develop independent problem solvers and compassionate, cooperative citizens.

### **PAWS**

At the center of our Code of Conduct are the basic expectations our community holds for the behavior of every member of our community from students to staff to parents to volunteers. Our expectations are formed around the acronym PAWS, which stands for...

Practice Kindness  
Act Responsibly  
Welcome Challenges  
Show Respect

The *Behavior Guidelines & Rules* section of the WM Handbook elaborates on these expectations, which guide our rules and policies. We aim to support all members of our community, especially our students, to live up to these expectations and learn how these expectations will help them learn, navigate complex relationships and become collaborative citizens and problem solvers.

### ***Education & Intervention***

A positive behavior support system requires teaching and intervention to guide students through the reflection and problem solving process. To accomplish this we implement a three-tiered structure to meet the diverse needs of all students. The three tiers are:

#### **Tier 1: Universal Education & Intervention**

#### **Tier 2: Targeted Education & Intervention**

#### **Tier 3: Intensive Education & Intervention**

The purpose of tiered positive behavior supports is to...

1. Promote a consistent positive school climate for all students. Please don't interpret *education & intervention* as synonymous with *discipline*. Discipline is only a part of intervention.
2. Apply progressively intensive guidance and interventions based on the student's response to interventions and teach positive replacement behaviors and problem solving skills.
3. Release students to less intensive interventions based on the student's positive response to intervention as demonstrated by an increase in positive behaviors or problem solving skills and a decrease in adverse behaviors.

### 3 Tiered Behavior Support System

<b>Tier 1: Universal Education &amp; Intervention</b>	
<b>Who</b>	<b>Education &amp; Interventions</b>
<p>All students and students with minor irregular behavior infractions including...</p> <ul style="list-style-type: none"> <li>▪ Minor Violation of PAWS                             <ul style="list-style-type: none"> <li>○ Low-Level Teasing</li> <li>○ Inappropriate Language</li> <li>○ Cheating</li> <li>○ Rough Play</li> <li>○ Non-compliance with Procedures</li> </ul> </li> <li>▪ Peer Conflict not Involving Violence</li> </ul>	<p>School actions will include...</p> <ul style="list-style-type: none"> <li>▪ Paws Drawing (recognition of positive behaviors) <i>*for all students</i></li> <li>▪ Kelso's Choice</li> <li>▪ Oops Form</li> <li>▪ Reteaching</li> <li>▪ Verbal Correction / Reminders</li> <li>▪ Peer Mediation</li> <li>▪ Apology / Amends</li> <li>▪ Loss of Recess Time</li> </ul>
<p><b>Administered by:</b> Immediate supervisor (i.e. teacher, playground supervisor, office staff...)</p>	

<b>Tier 2: Targeted Education &amp; Intervention</b>	
<b>Who</b>	<b>Education &amp; Interventions</b>
<p>Students needing additional support to address adverse behaviors including...</p> <ul style="list-style-type: none"> <li>▪ Persistent Minor Violation of PAWS</li> <li>▪ Aggressive Behaviors &amp; Violation of PAWS                             <ul style="list-style-type: none"> <li>○ Persistent Teasing</li> <li>○ Refusing to Comply with Staff</li> </ul> </li> <li>▪ Violence/Threats (minor 1<sup>st</sup> time)</li> </ul>	<p>School actions will include...</p> <ul style="list-style-type: none"> <li>▪ Office Referral / Conference</li> <li>▪ Problem Solving Plan</li> <li>▪ Counseling Support</li> <li>▪ Friendship Groups</li> <li>▪ Parent Conferences</li> <li>▪ Recess Detention</li> <li>▪ PALS Program</li> </ul>
<p><b>Administered by:</b> Admin Staff (i.e. counselor, principal /designee, BEACONS Coach, office staff...)</p>	

<b>Tier 3: Intensive Education &amp; Intervention</b>	
<b>Who</b>	<b>Education &amp; Interventions</b>
<p>Students with serious or persistent behavior infractions including...</p> <ul style="list-style-type: none"> <li>▪ Persistent Violation of PAWS</li> <li>▪ Harassment, Intimidation, Bullying</li> <li>▪ Violence/Threats (major or persistent)</li> <li>▪ Illegal Behaviors</li> </ul>	<p>School actions will include...</p> <ul style="list-style-type: none"> <li>▪ Office Referrals</li> <li>▪ Bullying &amp; Harassment Investigation</li> <li>▪ Behavior Plans</li> <li>▪ In-House Suspension</li> <li>▪ Out-of-School Suspension</li> </ul>
<p><b>Administered by:</b> Principal or Designee</p>	

## Tier 1: Universal Education & Intervention

Universal Education & Intervention encompasses all the systems used for the entire “universe” of students to help them develop healthy behaviors and address Tier 1 behavioral infractions.

### *Tier 1 behavioral infractions include...*

- **Minor violations of the PAWS.** These are the occasional lapses of impulse control or judgment that are not intended to harm others or cause significant disruption to the learning environment. Examples include inappropriate language, teasing, disrespect, low-level aggressive behavior, cheating, rough play and non-compliance with procedures or directions.
- **Peer conflict.** Students occasionally need support from adults to resolve conflict (disagreements, arguments...). Tier 1 conflict will not have involved physical fighting, harassment or intimidation.

### *Tier 1 education & intervention includes...*

- **Paws.** When students are caught exemplifying our PAWS behavioral expectations a staff person might write them a Paw, a simple form with the students name, room and a phrase describing the good behavior. Students turn these in to the office to be placed in a weekly drawing for a key chain and be announced on KFN.
- **Kelso's Choice.** Students are taught to consider a selection of constructive choices, called Kelso's Choices, when they have a conflict with a peer. For more information see [www.kelsoschoice.net](http://www.kelsoschoice.net).
- **Oops Form.** The *Oops* form is primarily a way to include parents in helping students resolve problems at school. When a student has difficulty following a school rule he/she may be sent home with an *Oops* form. The parent then discusses the issue with the child and signs/returns the form the next day.

Other tier 1 education & intervention includes **instruction / verbal correction, peer mediation** and **low-level consequences** such as writing letters of apology and loss of recess or choice time. Tier 1 interventions are generally delivered by the student's immediate teacher or supervisor.

## Tier 2: Targeted Education & Intervention

Targeted Education & Intervention is directed to students who need additional support or to develop healthy behaviors or interventions to address adverse behaviors.

### *Tier 2 behavioral infractions include...*

- **Persistent minor violations of the PAWS.** Tier 1 behavior that persists despite repeated interventions or instructions may result in tier 2 interventions.
- **Aggressive violations of the PAWS.** Tier 2 adverse behaviors include behaviors that are intended to cause disruption to the learning environment or to cause intentional harm to others. This includes blatant disrespectful behaviors, intentionally unsafe behaviors, persistent teasing, purposefully rough play and blatant non-compliance.
- **Violence.** Fighting, assault or other violence or threats of violence either physical or psychological will result in immediate tier 2 or tier 3 interventions.

### *Tier 2 education & intervention includes...*

- **Problem Solving Plans.** When problems persist an adult and student may work together to develop a written plan for solving the problem.
- **Tier 2 Office Referrals.** A student may be officially referred to the office. The principal or designee will discuss the issue with the student and may do additional investigation. If a tier 2 intervention is required an *Office Referral Form* will be completed and sent home for signature.

- **Counseling Support & Friendship Groups.** Our school counselor works with students to provide direct support when needed to help promote positive behaviors and social skills. Often *Friendship Groups* include students needing additional support as well as students who are developing social skills without additional support.

Other tier 2 education & intervention includes **parent conferences** and **mid-level consequences such as recess detention** (involving processing issues in writing).

### **Tier 3: Intensive Education & Intervention**

Intensive Education & Intervention will be conducted or directed by the principal and is provided to students with serious or persistent behavior infractions.

#### ***Tier 1 behavioral infractions include...***

- **Persistent violations of PAWS.** Persistent violation of PAWS that do not respond to tier 2 interventions will be subject to tier 3 interventions.
- **Bullying, Harassment or Intimidation.** Intimidation includes behavior that targets a student or students, with intent to cause harm by acts of violence or threats of violence or verbal aggression. Intimidation that targets a student due to a specific attribute of the targeted student (gender, race, physical attribute...) is considered harassment. Intimidation or harassment that is persistent (occurs multiple times) is considered bullying. All reports of bullying, harassment or intimidation will be investigated by the principal or his/her designee.
- **Violence.** Fighting, assault or other violence or threats of violence either physical or psychological will result in immediate tier 2 or tier 3 interventions.
- **Illegal behaviors.** Acts that violate the law include arson, possession of drugs or weapons, etc.

#### ***Tier 3 education & interventions include...***

- **Non-Violence Policy.** Students are taught that there is never an acceptable reason for violence at school – whether physical or psychological.
- **Bullying & Harassment Investigation.** All reports of bullying, intimidation or harassment are investigated by the principal or designee.
- **Behavior Plans.** Occasionally a formal behavior plan developed by the principal or designee, parent and student is implemented to address ongoing behavior concerns and assure student safety.

Other tier 3 education & intervention include **office referrals and disciplinary consequences up to and including suspension.**