Positive McKim Climate Plan

Good thoughts – Good words – Good deeds

The climate of a school is shaped by the collective feelings and experiences of everyone within the system. These feelings and experiences are influenced by the school's culture, which encompasses how things are done and how people behave. The shared values, behaviors, and interactions among everyone in the school community—including classrooms, meetings, and the wider community involving parents, students, education partners, and staff—contribute to this culture. McKim is dedicated to fostering a positive environment where acceptance, safety, and success are paramount for all individuals within the organization. By encouraging cultural reflection, we aim to cultivate a positive school climate.

Shared Responsibility

Creating and sustaining a positive school culture requires the collective effort of everyone involved. Altering the school climate involves addressing both behavioral and operational aspects, as focusing solely on climate does not address the root causes of people's experiences. A positive culture cannot result from a single directive or policy; it requires shared efforts, open communication, respectful relationships, and consistent practice. This plan outlines the roles and responsibilities of all members in building a positive climate.

At McKim Middle School, we endeavor to provide essential attributes of a positive climate, through:

- Respectful relationships
  - Conflict resolution
- Student voice and agency
- Bias-Aware policies, procedures, and instruction support diversity in the organization
  - Progressive Discipline
  - Restorative action (including conversation circles, mediations and self-reflection)
- Clearly defined expectations and norms for staff, students and human interactions
- Clear communication of expectations with parents, staff and students.
- Welcoming spaces
- Responsive to promoting Truth and Reconciliation with Indigenous Peoples
- All feel welcome, safe, and secure.
- Each individual is able to meaningfully participate in school activities
- Ongoing and effective communication
  - Strategic Planning focusing on communication
- Clear avenues to process complaints, respond to conduct, and make restitution to return the community to strength
- Inter-system collaboration and cooperation

Code of Conduct

A Code of Conduct is essential for providing the basic expectations of behaviour within a positive climate. These codes and statements express the behavioural culture of a school: what the school will, and will not, tolerate. Codes of Conduct:

- Establishes the parameters for acceptable behaviour
- Is clearly shared with the public on school and district websites
- Is routinely taught to students and staff
- Aligns with the Board of Education Code of Conduct
- Describes ways to solve conflict and differences
- Aligns with the Human Rights Code and protected grounds
- Prevents specific behaviours of bullying, substance use, weapon behaviour, and violence
- Is supported by a model of progressive discipline with respect to unexpected behaviour and conduct.

At McKim School we promote a climate of understanding and mutual respect where all students are equal in dignity and rights and free from discrimination. Our goal is to be a school where students are free from harm, where clear expectations of acceptable behavior are held and met, and where all students feel they belong. In accordance with the BC Human Rights Code, discrimination on any of the following grounds is prohibited:

- Race
- Colour
- Ancestry
- Place of origin
- Religion
- Marital status
- Family status
- Physical or mental disability
- Sex
- Sexual orientation
- Gender identity or expression
- Age

Code of Conduct Expectations

At McKim School, the code of conduct will:
- Direct students to act with integrity, empathy and honesty
- Support attendance at school, regularly and punctually
- Create space for respect for yourself, each other and the learning environment
- Maintain a safe, orderly, and positive school community conducive to learning
- Protect persons and property
- Create a safe and welcoming environment for all students

The expectations of acceptable and socially responsible conduct are to be followed at school, while traveling to and from school, while attending any school activities at any location, or in other circumstances where the activity may impact the school environment.

Consequences for inappropriate behavior must be applied reasonably, firmly, and judiciously. These consequences should aim to teach students to be responsible citizens within the school community and to promote their personal and social development.

When a student fails to adhere to the Code of Conduct the staff and/or administration will follow a pattern of progressive discipline. Progressive discipline establishes a process of clear, timely, consistent, and documented communications with a student and their parent or guardian to reinforce an understanding of expectations and to provide an opportunity to correct inappropriate behaviour.

- Progressive Discipline Models – Sometimes peoples' conduct is contrary to the codes of conduct and values of the school district. When this happens, the model of progressive discipline offers a response by the organization to return to conduct supportive of positive climate.

At McKim, we expect students to conduct themselves appropriately at school, coming to and going from school and at any school sponsored activity including field trips and sports trips.

There is a focus on restitution and mediation so that consequences are restorative in nature rather than punitive. However, incidents involving the possession or use of alcohol and drugs, violent acts, and other forms of serious misconduct will result in immediate suspension and possible referral to the District's Student Conduct Review Committee.

Acceptable Behaviour

- Students demonstrate respect for self and others
- Students arrive to class on time and prepared to learn with all appropriate materials
- Students comply with teacher directions for lesson activity
- Students attend the lesson and apply themselves to assigned tasks
- Students will act in ways that are safe for self and others
- Students complete assigned school and homework on time

- Students comply with the rules established regarding established classroom management practices established in each class
- All expected behaviors should be upheld during school, after school, in class, at recess and on any school sponsored trip
- Leaving personal digital devices (i.e. cell phones) at home
- Seeking the nearest adult for support or intervention in moments of conflict
- Putting forth best efforts for academics, athletic and artistic pursuits

Students are required to attend all classes on time each school day unless they are:

- Ill
- Participating in an approved school activity
- Absent for a parent/guardian approved situation/activity
- In danger from serious exposure
- Any other unavoidable cause which makes attendance impractical

Personal Electronic Devices

Cell phones visible during school time, including in the hall, at recess or after school may be confiscated for the remainder of the day and parents will be communicated with. Students that are repeat offenders may expect their parent/guardian to need to pick up their phone.

School staff have the right to confiscate cell phones if they are being used during the school day. Refusal to hand over your phone is a serious offense and progressive discipline will follow. This will be documented in the MyEd (MyEducation School digital database) conduct section for tracking.

This policy is enforced best if there is agreement and collaborative efforts between the school and home.

Responsible Use of Artificial Intelligence (AI)

At McKim Middle School, we recognize that Artificial Intelligence (AI) is becoming a regular part of learning, work, and daily life. In line with School District 6s expectations, we approach AI with the same values that guide our Positive Climate Plan: Good thoughts, good words, good deeds.

AI can be a helpful tool for exploring ideas, sparking creativity, and supporting learning, but it must always be used responsibly, ethically, and honestly. At McKim, we expect students to:

- Act with integrity – AI cannot replace your own thinking or work. All assignments and projects should show your learning and effort first.

- Be safe and respectful – Just like with all digital tools, use AI in ways that are safe, kind, and respectful of yourself and others.

- Use with guidance – AI should be used under the direction of teachers, for learning purposes only, and never for harmful, misleading, or inappropriate content.

- Protect privacy – Personal information should never be shared with AI tools.

Teachers and staff will help students learn how to use AI in a thoughtful and age-appropriate way. By following these expectations, we make sure AI supports our school values of honesty, respect, and responsibility, while preparing students to be safe and ethical digital citizens.
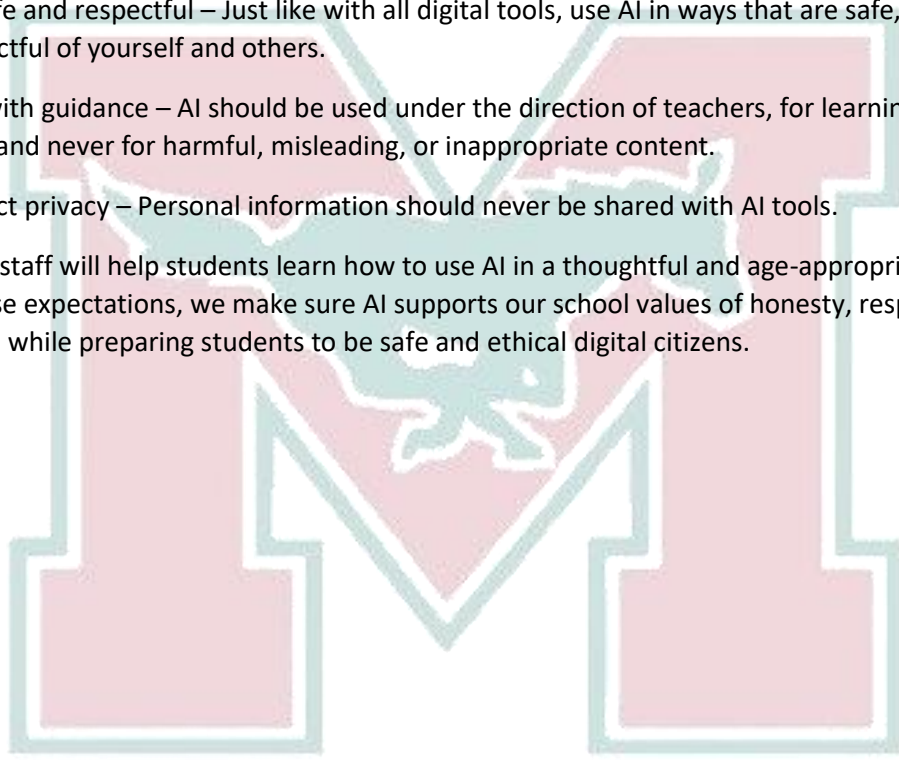
Attendance/ Truancy and Lates

Upon return from an absence, students are responsible for making up missed assignments which may result in avoidance and feelings of anxiety. The responsibility for student attendance lies with the student and the student's parent/guardian. Therefore, parents are requested to inform the school of any excused absences. Tracking student attendance will be monitored by:

- CARE team
- Youth Care Workers

Additionally, absences will be referred to the principal at progressive stages:

- **5 absences – teacher communication**
- **10 absences – YCW intervention**
- **15 absences – principal intervention**
- **>15 absences - parent/guardian meeting**

Excessive Absences or Unexcused Absences

In the event where an extended absence is required, ex. student sickness, sports team events or family vacations parents or guardians are required to complete an extended absence forms (Appendix C).

WHEN A STUDENT MISSES 2 DAYS A MONTH:

- They will miss 18 DAYS a year.
- They will miss approximately 30 HOURS of math over the school year.
- They will miss approximately 60 HOURS of reading and writing over the school year.
- They will miss over 1 YEAR of school by graduation.

WHEN A STUDENT MISSES 4 DAYS A MONTH:

- They will miss 36 DAYS a year.
- They will miss approximately 60 HOURS of math over the school year.
- They will miss approximately 120 HOURS of reading and writing over the school year.
- They will miss over 2 YEARS of school by graduation.

Progressive Behavioural Action Plan

Progressive discipline and restorative practices are models of teaching about expected behaviours and for providing an escalating response to behaviours. All forms of discipline will be communicated to the parent/guardian. The goal of all progressive discipline is to:

1) return the climate to a preferred state.
   - Self-Reflection think sheets
   - Group talking circles
   - Staff mediation
2) for new or less serious behaviours increase awareness through warnings and provide replacement behaviours
   - Restorative justice plans
   - Parent communication
   - Contracts between each student and administration
3) For more serious behaviours or for repeat offenses or for behaviours that are repeated, the response must be much more serious to compel the actor to adjust their behaviour. It helps to think of progressive discipline on a spectrum where the size and frequency of the behaviour matches the strength and seriousness of the response. Discipline may involve:
   - Any of the above remediations
   - Loss of structured time
   - Removal from field trips, sports trips, etc.
   - Removal or pause in programming (in/out of school) absences

Stage 1 – Infrequent and Minor Conduct – Classroom intervention

- Behaviours that are happening for the first time and are very minor with respect to student and staff safety, disruptions to learning, and impacts on the positive climate.
- Behaviours at this stage are addressed in the classroom setting by the teacher or support staff.
- These behaviours are best resolved in the classroom using the teaching model.

Stage 2 – Repeated but Minor Conduct

- Behaviour that continues, despite opportunities and teaching in Stage 1, or behaviour that requires the student to be temporarily removed from learning to review their conduct.
- Behaviours at Stage 2 are often more obvious and "louder" in the environment.
- Sometimes, this response can be handled in the classroom setting. Other times, an alternative space is required for a student to reflect on their conduct.
- A private conversation between them and the teacher is required. Whenever a student has been removed from the learning environment, parents will be contacted by the principal or teaching staff.

Stage 3 – Principal Intervention

- Behaviour or conduct warrants a conversation with the principal or the vice principal.
- The behaviour is serious enough or repetitively disruptive to the climate of the learning environment that the response is escalated to the principal or vice principal. Behaviours involve serious infractions of the expected norms for conduct.
- Students may be removed from the learning environment until they can successfully return or regulated.
    - o Allow time for the school team to adjust to the student's needs and design additional supports and responses for when the student returns
    - o May require a School Based Team intervention
    - o Child at Risk in Education (Care Team) intervention
    - o The student may need to complete some type of reflection or restitution to account for the harm their behaviour may have caused.
- At Stage 3, the principal will determine the outcome for the student. Should a student's conduct land in Stage 3 of the progressive discipline process, the principal or vice principal will communicate directly with parents. The principal will take reports of student conduct seriously.

Stage 4 – Temporary Removal from the Program of Learning

Most conduct is addressed and resolved at Stages 1-3. Sometimes, conduct is serious enough to warrant temporarily removing a student from their program of learning. This is often called a "removal or pause in programming"; an opportunity to reevaluate a successful approach to learning. A removal from the program of is determined for several reasons:

- The seriousness of the behaviour
- Maintain the integrity of the expected behaviours for everyone in the organization
- Allow time for the student to reflect on their conduct away from the potential triggers in the environment
- Allow time for the school team to adjust to the student's needs and design additional supports and responses for when the student returns
    - o This may require a School Based Team intervention
    - o Child at Risk in Education (Care Team) intervention

Depending upon the details, the principal may determine the response, by either:

- Served at school in a setting removed from other students and supervised by an adult
- By the discretion of the principal may temporarily pause programming

Additionally, depending upon the seriousness of the behaviour, the principal will determine the length of time the student will be removed from their program of learning. This determination could range from 1-5 days.

Upon returning:

- The family must meet with the principal and school team prior to returning to the learning environment to ensure they are ready to contribute to a positive climate at school.
- The student may be invited to a restorative meeting with the victim and others impacted by the behaviour.

Stage 5 - Removal from the Program of Learning or Transfer

- In response to very serious behaviours, involving weapons, substances, or violence, or in response to serious behaviours that routines detract from a positive and safe learning and working environment.
    - Violent Threat Risk Assessment (VTRA) response team
    - Director of Learning Services intervention
    - Superintendent communication
- In these extreme cases, the school district may offer a transfer to a different school, an online learning program, or enrolment in an alternate learning school.
- The District Student Conduct Review Committee, which includes members of the Board of Education and Senior District Education Staff, makes the decision about the outcome for a student at Stage 5 and always communicates this decision in writing after a meeting with the school, the student, and their parents or guardians.

Appendices

Appendix A

Roles and Responsibilities

Principal or Vice Principal

- Work with the McKim CARE team to collect data and use information to build and sustain a positive learning environment that is safe, equitable and inclusive.
- Lead yearly review of the school positive climate plan with staff, students, partners, and stakeholders.
- Be responsible for student and staff safety, learning, and well-being.
- Communicate the expectations in the School Code of Conduct to students, staff and parents.
- Review and revise the School Code of Conduct with staff, student leaders and members of the Parent Advisory Council on an annual basis.
- Support the school team fulfil their roles in creating a positive climate.
- Investigate incidents of student misconduct or safety concerns.
- Create, review, and support a school vision and set of shared values supporting a positive climate.
- Ensure that Progressive Discipline is applied appropriately to minimize the chances that another incident will occur.
- Know and teach the shared values of the organization to all those who need to understand them.

Staff

- Participate with principals, parents, and students to cultivate a positive learning climate that is safe, equitable and inclusive.
- Be responsible for student learning, safety and well-being.
- Adhere to the School Code of Conduct and share in communicating expectations to students and parents.
- Investigate and respond to student misconduct, as appropriate, and work collaboratively with the school principal to resolve conflict.
- Ensure that Bias-Aware Progressive Discipline is applied in the classroom setting and communicated to students and parents.
- Know and teach the shared values of the organization to all those who need to understand them.
- Teach about diversity, bias awareness, and diversity in all classes.
- Ensure all students meaningfully participate in learning.

Parents

- Be responsible for student safety and conduct prior to arrival at school and after departure.
- Work with their children and school staff to cultivate a positive school climate.
- Cooperate with staff to ensure that they and their children understand, and follow, the School Code of Conduct and support progressive discipline measures.
- Promote the awareness of multiple perspectives, bias, and the value of diversity.
- Participate with school staff to support restitution and problem solving.
- Interact respectively with all district staff.
- Follow the problem-solving process with schoolteachers, principals and district staff to resolve concerns about their children.

Students

- Understand and follow the School Code of Conduct at all times.
- Participate in building positive school climate.
- Understand and apply the expectations associated with Progressive Discipline
- Interact respectively with all school staff and students.
- Treat the school buildings and property with care and consideration.
- Report instances of bullying and harassment and any other significant infringement of the school code of conduct to a teacher or principal.
- Know and apply the values of the school in all interactions.
- Recognize the unique and diverse contributions of all students to positive climate.

Appendix B

Developing Positive Climate

Positive School Climate is developed through the shared culture of the district through, procedures, educational principles, policies, such as:

Student Well-Being Surveys – Schools survey students related to their well-being, feelings of safety, experiences at school, and learning habits. Schools and the district use this information to plan for the creation of positive climates. Middle Years Development Index (MDI), Student Learning Survey (SLS) and school generated surveys to measure wellness.

District Student and Staff Mental Health Planning – The school maintains and monitors plans that support mental health initiatives throughout the school year.

Clearly Communicated Organizational Values – Positive district climate is grounded in Board of Education values shared by all trustees and district staff. These values ensure district work is always aligned toward a positive organizational climate.

Racial Equity Policy, District Practice and resources – It is impossible for a positive climate to flourish in any organization if the systems are not linked to the objective of racial equity. Cultivating an ongoing awareness of bias through policy and education increases awareness and creates a positive climate for all.

Core Competency Education – Educating students in the "soft skills" of social and personal responsibility and communication supports positive interactions between students and adults in the organization.

School Codes of Conduct – School Codes of Conduct clearly communicate expected behaviours required to maintain student and staff safety and wellbeing in all school district settings.

School Vision Statements – Vision statements describe the preferred future for the climate of the school. Vision statements serve as beacons that keep staff and students on the path towards positive climate and learning success.

Progressive Discipline Models – Sometimes peoples' conduct is contrary to the codes of conduct and values of the school district. When this happens, the model of progressive discipline offers a response by the organization to return to conduct supportive of positive climate.

Inclusive Education Models – A positive climate will only exist in an organization that is meaningfully inclusive of all members. Rocky Mountain supports classrooms and workplaces where members of the organization are supported to participate in ways that are meaningful to them. Additionally, the school district seeks to remove obstacles to participation for all individuals.

Safety and Security Planning and Practice – Peoples' feelings and experiences are directly connected to their safety and security. Rocky Mountain School District supports safety planning and practice for students and employees to ensure the workplace and learning space is safe.

Advancing Truth and Reconciliation – Only through confronting the truth about Indigenous Peoples' experiences in the public school system can school districts begin to support the well-being of Indigenous students and their families. Without Indigenous reconciliation, no school system will be able to achieve their potential for a positive climate.

Welcoming Spaces – Through addressing the impact of physical space on climate, all sites in Rocky Mountain are able to ensure welcoming spaces. Classroom spaces need to be welcoming and supportive for students and staff. School entrances need to reflect the identities of the educational community. And all spaces should support safe human interaction through their physical appearance and set up.