

Mary Gardner Elementary School



Rules of Conduct and Safety 2026-2027

Please read with your child and sign page 9

School Rules and Intervention Procedures

Mary Gardner Elementary School rules and procedures emphasize kindness, respect, and safety above all else in all interactions, including those on the bus, at daycare or through social media (Internet).

- Respect the feelings of others.
- Respect the safety of others (both students and adults).
- Respect for the school environment and the school building.
- Respect the property of others.

Consequently:

- Students are to be honest and forthright.
- Students are to treat others with respect and courtesy.
- Students are to attend school regularly and punctually.
- Students are to work to the best of their ability.
- Students are to engage in safe-regulation practices.

*Students are NOT allowed to jeopardize their learning or the learning of their peers.

*Students must have respect for themselves and others.

*Students are not allowed to physically injure students or adults in any way.

*Violence and bullying will not be tolerated at MGS.

Any form of play fighting is considered violence and is not permitted for the safety of your child and others.

Children who witness violence or bullying have a responsibility to report it. Children that feel they are targets of bullying or of any form of violence are encouraged to report it to an adult.

	Definitions intended for adults and older students	Adapted Definitions for Younger Students
Bullying	Any repeated direct or indirect behaviour, comment, act or gesture, whether deliberate or not, including in cyberspace, which occurs in a context where there is a power imbalance between the persons concerned and which causes distress and injures, hurts, oppresses, intimidates or ostracizes. (Education Act Section 13(1.1); Bill 56: An Act to Prevent and Stop Bullying and Violence in Schools	Bullying is when someone repeatedly says or does hurtful things to another person. This can include consistent and regular teasing, spreading rumors, or excluding someone from a group. The person being bullied often feels sad, hurt or scared and that they have no power over the situation.
Violence	An intentional demonstration of verbal, written, physical, psychological, or sexual force which causes distress and injures, hurts, or oppresses a person by attacking their psychological or physical integrity or well-being, or their rights or property. (Education Act Section 13(3); Bill 56: An Act to Prevent and Stop Bullying and Violence in Schools	Violence is when someone uses words or actions to hurt another person physically or emotionally on purpose. It can be hitting, teasing, saying mean things, or doing things to make someone feel sad or scared. Violence can hurt people's bodies or feelings, or take away their rights or things that belong to them.
Aggression	The impulse to verbally or physically attack or lash out at another individual. *It is important to note that not all aggression is considered violent as it is often impulsive in nature rather than conscious, deliberate or intentional.	Aggression is when a student has an explosion of frustration that comes out in intense words or actions towards another person. It can include things like yelling, hitting, or saying mean things.
Sexual Violence	The term sexual violence includes: “reference to issues of sexual assault, sexual exploitation and sexual harassment, including their various manifestations, anchored in a dynamic of power imbalance, exposing victims to multiple consequences and violating fundamental rights”, with an intention to intimidate, humiliate or harm an individual.	Sexual violence is when someone uses their power to hurt or mistreat someone else in a sexual way. This could involve things like unwanted touching, forcing someone to do things they don't want to do, or making inappropriate comments or advances. It can take away a person's rights to feel safe and respected.

Teachers will develop classroom rules and norms that are in line with the MGS school policies and rules.

Students, staff, and parents together have a responsibility to ensure appropriate behaviour and show support of these rules. We encourage parents to follow up on events that occur at school.

Discipline Policy

Students must respect the Mary Gardner Elementary School rules and take responsibility for their actions. The following policy outlines how school staff will intervene when a school rule is not respected intentionally or accidentally. The consequences will be determined by the teacher and administrator taking into consideration the context, intent, and frequency.

Interventions can and will be modified/differentiated to support our students with special needs, however, all students must own, be accountable for and make restitution for their choices in some way.

Universal Intervention

*The Mary Gardner School discipline policy is based on Barbara Coloroso's "The Purpose and Practice of Discipline" on-line document.

Step 1: Own it: Student must admit what they did wrong.

Step 2: Fix it: Student must fix or repair their action.

Step 3: Learn from it: Student explains how they will keep it from repeating.

Step 4: Make restitution/resolution/reconciliation: Student must make amends. They must take action and show kindness towards the person or the property that has been violated.

The procedure will be followed through verbally on the spot; or done in during reflection process during lunch hour.

Additional Interventions

Depending on the nature of the action, other consequences may be required to help the student reflect and understand the impact of their actions. These consequences may include, but are not limited to:

<u>Behaviour Examples</u>		<u>Potential Interventions</u>
Note: Actions below are not tied to specific interventions **Context, age level, and other environmental factors to be considered in assessment of situation**		
<u>Level 4</u> Severe/ Dangerous Actions	- Fights - Injures themselves or others - Bites - Acts violently towards others - Possession of a dangerous object - Acts in a way that compromises the learning or activity of others for a prolonged period - Other...	- Universal intervention- own it,, fix it, learn from it, make restitution/resolution/reconciliation - Alternate workspace - External suspension with reintegration meeting with parents - Meeting with principal and parents - Creation of B.I.P. with MGS team - Time for reset - Other
**Reoccurring level 3 behaviours		
<u>Level 3</u> Major Actions	- Throws objects - Insults - Spits - Vandalize - Intimidates others - Pushes - Instigates fights - Steals - Directed and derogatory language - Other...	- Reflection at lunch to complete universal intervention - Alternate workspace - Internal <u>suspension</u> with reintegration meeting/phone call - External <u>suspension</u> with reintegration meeting with parents - Pause from the playground and/or activity, or field trip - Creation of B.I.P. or other plan moving forward - Time for reset - Help around school - Note in agenda/passport, email or phone call home - Other...
**Reoccurring level 2 behaviours		
<u>Level 2</u> Moderate Actions	- Leaves class without permission - Threatening gestures - Interrupts lesson with noise or disruptive behaviours - Purposely disturbs classmates - Breaks materials of others - Other...	- Reflection at lunch to complete the universal intervention - Alternate workspace - Make up missed class time - Note in the agenda/passport, email, or phone call home - Other
**Reoccurring level 1 behaviours		
<u>Level 1</u> Minor Actions	- Refusal to complete work - Does not bring material to class - Does not follow instructions - Brings unnecessary objects from home (toys, games, electronics) - in consistently late from transitions - Inappropriate language - Other...	- Reflection at lunch to complete universal interventions - Alternate workspace - Make up missed class time and complete work - Model expected behaviours - Note in the agenda/passport, email, or phone call home - Other...

Communication Tool/ Passport to good character

The teachers will use the communication tool to document the event. It can be found in the agenda. It acts as a log to follow up on disrespectful, unkind, or unsafe behaviour.

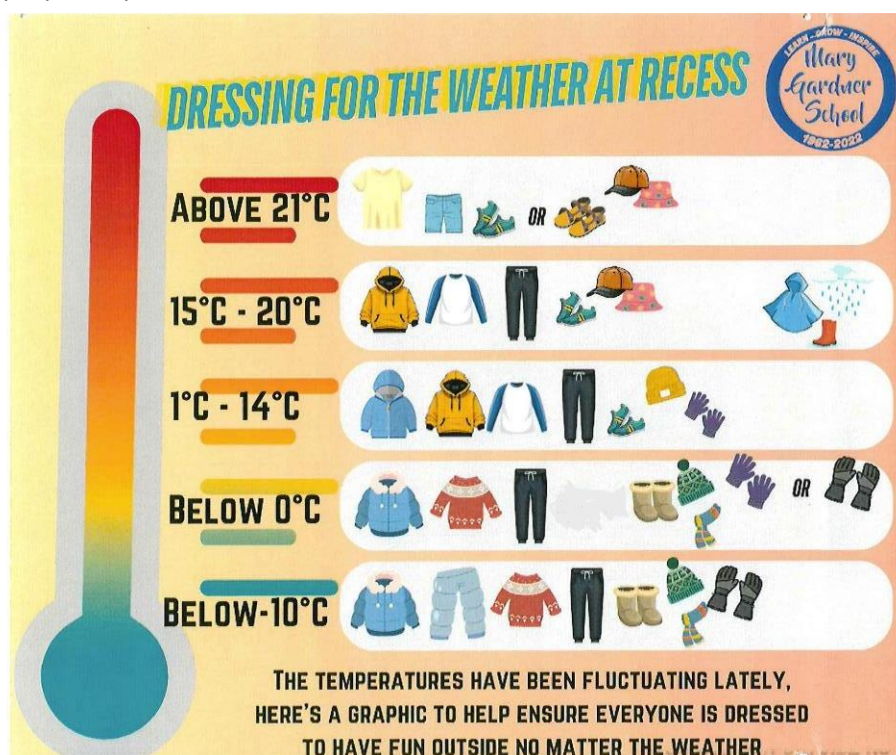
Additional Standards and Procedures for Mary Gardner

These additional standards have been set to further ensure the safety and well-being of our students. Disregard for Mary Gardner standards and procedures may result in onsite interventions and/or the enactment of the discipline policy outlined above.

Indoor and outdoor dress code

Mary Gardner students are expected to arrive at school dressed in clean, comfortable, and appropriate clothing for an elementary school. It is important to take the weather into consideration so that students are dressed for outdoor play (consult the graphic below)

- The staff and administration will monitor the weather and reserve the right to determine if a student is dressed appropriately.



- Clothing should not bear slogans or images which are violent, disrespectful, with reference to alcohol or other items prohibited in school, nor should it display inappropriate language.

- Clothing should cover the following: the torso, chest, and undergarments should not be visible. Please note that the gray zones identify total coverage from armpits to the mid-thigh area with something to hold the top in place at the shoulder.



- The school will call home if clothing is not appropriate. for the weather an alternate activity or area if child does not have the proper weather appropriate clothing (ex. playing on the pavement instead of the field...).

*Please note proper attire is particularly important for physical education class; students are asked to come dressed in the following:

- t-shirt or sweatshirts
- shorts, leggings, or sweatpants
- socks and running shoes (with non-marking soles)

Electronic Devices

In accordance with the new directive put out by the **Quebec Ministry of Education**, the use of personal electronic devices is forbidden during the school day, except under the condition of a medical reason.

- If parents choose to send their child (ren) to school with an electronic device for safety reasons, it must remain on quiet mode in their school bag during the school day and until off school property. Please note that the school bus is an extension of the school property; therefore, cell phones must remain in the school bag on the bus as well, unless special permission is granted by the administrator.
- The school is not responsible in any way for the loss, or any damage done to these devices.
- If a student is caught using their phone during the school day, the phone will be brought to the office. Parents will be notified and can pick up the device at the office or the student can pick it up at the end of the day. Repeated use of personal devices on school property during the day may result in further consequences.

Internet code of conduct

Please note that most social media websites are intended for people aged 13 or older. Students will not be permitted to use these sites on school property. If using these sites at home, please be aware that users are responsible for their conduct online.

School Event Social Media Guide

Parents, families, and guests are permitted to take pictures and videos at school events providing that they are not posted, published, or uploaded onto social media sites without the permission of parents whose children also appear in the pictures, or video.

Attendance, Absences

Attendance in school is compulsory. If your child is going to be absent, please enter it into the parent portal (www.parentportal.ca) and reach out to your child's teacher to obtain missed work.

Punctuality

Students are expected to arrive at the school yard gate by 7:40 am (when supervision begins) and to be ready for homeroom at 7:45am. Morning routines are an important part of setting up a student's learning for the day, and teachers review important items during homeroom. Late arrivals can greatly disrupt the learning environment and hinders the learning of the students.

Vacations during the School Year

If families take their child out of school for a vacation or any other medical related absence during the school year, the school must be informed. In cases such as these, teachers will not assign homework, tests, or projects in advance. The parent should ensure that they have followed up with the child's teacher for the work that was missed and help ensure that this is completed by their child. Ministry exams take place from mid-April and mid-June and vacations and appointments at this time should absolutely be avoided.

Morning Snacks

In accordance with recommendations made previously by the CLSC and as part of the Ministry of Education's Healthy Schools documentation, it is recommended for students to have fresh fruit, fresh vegetables, yogurt, or cheese and crackers during morning snacks. Fresh fruits are often available at the office, should children desire, or require a healthy option.

Nut-Free Policy

To limit the risks of any unfortunate incident of allergic reactions, the Governing Board passed a motion to declare Mary Gardner a NUT-FREE school. Adults are asked to read labels carefully and refrain from sending or bringing food containing peanuts, nuts, or their by-products, this includes items tagged with "May contain".

Lunches

We do not have microwaves at school for heating up food at lunch.

Please remember to send cutlery to school if your child needs some. (Our hot lunch provider does not supply cutlery)

Our hot lunch provider is Innov Santé. Orders are made through their website www.innovsante.ca

Emergency Dismissal/Closure

Before the school day starts there will be a post on the MGS Facebook page, and we will use the communications through NFSB.

During the school day – if the school must close for an emergency, parents will be contacted by phone.

Contract

I have read and I understand the MGS School rules and standards described above. I have reviewed them with my child.

Student signature: _____ date: _____

Parent/ tutor signature: _____ date: _____

Please visit the school website (<https://mgs.nfsb.qc.ca/>) for the anti-bullying antiviolence plan.

Passport for Learning and Growth

A communication tool between home and school



This passport to good character is meant to foster a safe and kind learning and working environment for the Mary Gardner School Community.

Behaviour log

Date: Intervention procedure ☐ Done at school on the spot ☐ To be completed reflection during lunch. Restitution _____	Event description
Parent/tutor signature: Staff signature:	Follow-up required? _ yes _ no _ at home

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