



Benevolent Behaviours Initiative

High-Level Design

Prepared for: CSDM

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Benevolent Behaviours Initiative

High-Level Design Road Map

To Reduce Frequency of Aggressive Acts by 25%
in next 6 Months



Aug '16 Teachers

Write their own
Code of Conduct
Learn how to support
students



Sept '16 Teachers

Model Behaviours
with Students
Split Classrooms
into Workgroups
Provide Teachers
with Feedback

Sept '16 Students

Write their own
Code of Conduct
Volunteering
in School Begins
Peer Mentoring
Begins



Oct '16

Review & Publish
Codes of Conduct
Review Volunteering
Rates
Review Success of
Peer Mentoring



Dec '16 & June '17

Provide Teachers
& Students with Feedback

Oct '16 - June '17

Frequent Reviews
of the Process with
Students & Teachers





BENEVOLENT BEHAVIOURS INTERVENTION STRATEGY - AUGUST 2016

PROJECT OBJECTIVE:

REDUCE FREQUENCY OF AGGRESSIVE ACTS BY 25% IN THE NEXT 6 MONTHS BY BUILDING A COMMUNITY WITHIN THE SCHOOL

POSSIBLE INTERVENTIONS	INTERVENTION 1	INTERVENTION 2	INTERVENTION 3
TITLE	Guideline Presentation, Solution Development	Code of Conduct Creation	Show & Practise Benevolent Interventions
1-SENTENCE DESCRIPTION	Teachers are presented with guidelines for upcoming school year, reasoning and a brainstorming workshop on how to support students on appropriate behaviours	Teachers will be asked in each school, as a group to write a Code of Conduct for themselves to be presented to students	After learning about appropriate behaviours and the expectations of them and their students, teachers will role play with colleagues for practise
INSTRUCTIONAL/NON-INSTRUCTIONAL	Instructional	Instructional	Instructional
TARGET POPULATION	Teachers	Teachers	Teachers
PERFORMANCE NEED	Information	Information	Resources
ADDRESSED OBJECTIVES	Learning Objective: Teachers will be able to model appropriate behaviours Reaction Objective: Teachers will positively respond to the initiative and see it as beneficial	Application Objective: Teachers will develop a Code of Conduct for themselves before start of new school year	Application Objective: Teachers will model behaviours expected of students Learning Objective: Teachers will be confident to stick to using the skills learned in Workshop
RATIONALE	Teachers need to be made aware of the expectations for them and students, and need to understand why these changes are important	By going through the process of creating their own Code of Conduct, teachers will be better positioned to support students when they do so.	Role playing the behaviours expected of teachers and students will help teachers to internalized the message in preparation for the new year.
FORM (GENRE)	Workshop	Workshop	Workshop
MEDIUM	Professional Development Days prior to school year	Professional Development Days prior to school year	Professional Development Days prior to school year



BENEVOLENT BEHAVIOURS INTERVENTION STRATEGY - SEPTEMBER 2016

POSSIBLE INTERVENTIONS	INTERVENTION 4	INTERVENTION 5	INTERVENTION 6
TITLE	Development of Behaviour Guidelines	Code of Conduct Presentation	Code of Conduct Creation
1-SENTENCE DESCRIPTION	Provide students with specific behaviours and processes they can use resolve their own conflicts or differences and ask them to brainstorm how they can support each other and build the school's community.	Teachers will present to their classes the Code of Conduct written by them and their colleagues, will discuss how and why it was created.	Students, with the support of their teachers, will create their own code of conduct
INSTRUCTIONAL/NON-INSTRUCTIONAL	Instructional	Instructional	Non-instructional
TARGET POPULATION	Students	Students	Students
PERFORMANCE NEED	Information, Resources	Information	Information
ADDRESSED OBJECTIVES	Learning Objectives: Students will be able to consult with teachers on how to resolve conflicts appropriately Reaction Objectives: Students will positively respond to the initiative and see it as beneficial	Learning Objectives: Students, through meaningful school activities, will learn the behaviour skills and sense of belonging necessary for success	Application Objectives: Students will develop a code of conduct
RATIONALE	It is imperative students take ownership of their actions and find their own solutions to support each other using the given framework.	By presenting their Code of Conduct to students, the teachers will show students what it means to take responsibility for their actions and will give the students a clearer understanding of what's expected of their teachers.	By asking students to create their own Code of Conduct within the parameters provided to them, they will take ownership for their actions, be better involved in the school and better understand the policies of their community.
FORM (GENRE)	Workshop	Workshop	Workshop
MEDIUM	First Week Orientation	First Week Orientation	First Week Orientation



BENEVOLENT BEHAVIOURS INTERVENTION STRATEGY - SEPTEMBER 2016

POSSIBLE INTERVENTIONS	INTERVENTION 7	INTERVENTION 8	INTERVENTION 9
TITLE	Workgroup Creation	Volunteering Component	Peer Mentoring
1-SENTENCE DESCRIPTION	In each classroom, teachers will split students into workgroups responsible for their collective success	Each student is responsible for 1 hour per week of volunteering in any approved capacity at school	Students in senior years are paired with students in junior years to mentor them on school conduct, show them around the school, help them navigate the school and its system
INSTRUCTIONAL/NON-INSTRUCTIONAL	Non-Instructional	Non-Instructional	Non-instructional
TARGET POPULATION	Students	Students	Students
PERFORMANCE NEED	Incentives	Incentives	Knowledge/Skills
ADDRESSED OBJECTIVES	Application Objectives: Teachers will evaluate students on their interpersonal and group work skills and this will be reflected in their report cards	Application Objectives: Students will volunteer for 1 hour per week at school, through meaningful activities, students will learn sense of belonging	Learning Objectives: Students, through meaningful activities will learn a sense of belonging and the skills necessary for prosocial behaviour
RATIONALE	Students will begin to build a better community for themselves and learn to support one another. By linking their grades to their collective performance, they will begin to value working together.	Asking students to volunteer in school activities will bring them closer to the school community and involve them in the success of the school itself.	Mentoring new students will give the seniors a responsibility and a role in seeing that new students succeed. This program will also make them spokespeople for the school and take ownership for the success of the community.
FORM (GENRE)	Classroom Management	Volunteering Activities	Mentoring Program
MEDIUM	Classroom Layout	First Week Orientation, ongoing volunteer activity	First Week Orientation, ongoing mentoring activity



BENEVOLENT BEHAVIOURS INTERVENTION STRATEGY - OCTOBER 2016

POSSIBLE INTERVENTIONS	INTERVENTION 10	INTERVENTION 11
TITLE	Review and Final Publication of Student and Teacher Codes of Conduct	Feedback to Teachers
1-SENTENCE DESCRIPTION	After final drafts are completed, the Codes of Conduct for Teachers and Students will be published.	Teachers will be given the first round of feedback on their progress and that of their students for communication to their students
INSTRUCTIONAL/NON-INSTRUCTIONAL	Non-instructional	Non-instructional
TARGET POPULATION	Teachers & Students, Parents	Teachers, Students
PERFORMANCE NEED	Information, Resources	Information
ADDRESSED OBJECTIVES	Reaction Objectives: all stakeholders will see the initiative as beneficial, be aware of agreed upon expectations	Learning and Application Objectives: Teachers and students will remain confident the program is working
RATIONALE	Publishing the Codes of Conduct for Students and Teachers will make it clear and simple for everyone to know where they stand and what's expected of them. Publication makes it available to all stakeholders and increases accountability.	Providing timely feedback to teachers keeps them aware of their performance and the performance of their students and makes it easier to make changes if necessary. It also gives them the sense that administration is watching and aware of how the school is performing as a whole.
FORM (GENRE)	Code of Conduct	Report
MEDIUM	Paper, Online on School's Website	Paper, School Announcements



BENEVOLENT BEHAVIOURS INTERVENTION STRATEGY - OCT. 2016 - JUNE 2017

POSSIBLE INTERVENTIONS	INTERVENTION 12	INTERVENTION 13	INTERVENTION 14
TITLE	Behaviour Modelling and Practise	Classroom Review of Code of Conduct	Career Growth Path
1-SENTENCE DESCRIPTION	Teachers and students will be allowed the time to practise appropriate behaviours	After infractions, classes of students, with the help of their teacher will evaluate the code of conduct to determine whether consequences of the behaviour are appropriate, holistic and proportional	At the time of hiring, teachers, with help of administration will determine a career growth path including prosocial skills modelling and this information will be conveyed at the time of hiring
INSTRUCTIONAL/NON-INSTRUCTIONAL	Non-instructional	Non-instructional	Non-instructional
TARGET POPULATION	Teachers, Students	Students	Teachers
PERFORMANCE NEED	Resources, Knowledge, Skills, Motives	Incentives	Incentives
ADDRESSED OBJECTIVES	Application Objective: Teachers will support students to make appropriate decisions when troubling situations occur	Application Objective: Students evaluate code of conduct, determine consequences Learning Objective: Students will be able to consult with teachers on to resolve conflicts, build community	Application Objective: Teachers will be able to model appropriate behaviours for students, will be able to support students during troubling situations
RATIONALE	By giving teachers and students the time necessary to discuss and practise the expected behaviours, all stakeholders will have a greater chance at sustained success.	Including students and teachers in evaluating and discussing consequences of inappropriate behaviour makes it clear to all that only as a group will they succeed	Making it clear at the time of hiring what is expected of new teachers in regards to behaviours will ensure the right people are hired and they are aligned with the vision of such school board
FORM (GENRE)	Free Practise of Learned Behaviours	In-Class Consultations/ Question & Answer Period	Intake/Hiring of New Teachers
MEDIUM	Classroom	Classroom	Interview Process



COST OF IMPLEMENTATION

COST OF DOING NOTHING

Fully Loaded Estimate of Administrative Costs Processing Suspensions & Expulsions

\$470, 550.00/year¹

Note: Costs of days lost to sick/stress leave for Administrators, and Teachers, lost class time due to disruptions were not calculated as part of the above Cost.

COST OF SOLUTIONS

Development of Instructor Led Course for Teachers Before School Year	\$ 59, 240.00
Development of Teacher Led Course for Students on Initiative	\$ 29, 560.00
Development of Revised Report Cards	\$ 2, 400.00
Development of Peer Mentoring Policies, Program	\$ 9, 600.00
Development of Volunteering Program Policies, Program	\$ 9, 600.00
Development of Career Growth Path Program for Teachers	\$ 9, 600.00
TOTAL COST	\$120, 000.00²

¹ Commission scolaire de Montreal. (2014). Rapport Annuel 2013-2014. Retrieved from Commission scolaire de Montreal website: http://csdm.ca/wp-content/blogs.dir/6/files/RapportAnnuelCSDM_2013-14.pdf

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² Chapman, B. (2010). How Long Does it Take to Create Learning?. Retrieved from Chapman Alliance website: www.chapmanalliance.com