

BIRTLE ELEMENTARY SCHOOL 2008-2009

Birtle Elementary Philosophy

It is the goal of Birtle Elementary to develop within our students the knowledge and skills they require to live self-fulfilling lives with as much independence as possible. To this end we will address not only their intellectual, but also their physical, emotional and social needs and skills. We believe that this can best be done with a team approach in a healthy, caring, positive, constructive atmosphere.

CODE OF CONDUCT

Birtle Elementary is committed to providing a safe learning environment for students and a safe comfortable working environment for its staff and all stakeholders within its boundaries.

Birtle Elementary accepts its responsibility to implement effective measures to deal with inappropriate behaviours by students. This includes the establishment of preventive procedures, provision for appropriate early intervention strategies and the administration of disciplinary action such as is appropriate under the authorities granted by the Public Schools, and Education Administration Acts, and their regulations, Park West School Division Board policy, and other statutes such as the Youth Criminal Justice Act.

This code of Conduct outlines the general expectations of students, staff, and parents and highlights specific policies of relevance to our community.

This Code of Conduct is based upon Park West School Division Board Policy JICD-A. (see school division policies on PWSD.ca website) This policy provides a guideline and reference for parents or guardians, staff and students in determining acceptable behaviour in our education environment.

Birtle Elementary may augment the Divisional policy by developing and implementing a code of behaviour consistent with the objectives of this policy.

STUDENTS

Have the right to expect that

- Staff will treat them with courtesy, consistency and fairness;
- Clear, relevant lessons will be presented, along with explanations for the evaluation procedures to be used;
- They will be able to work in a climate which is safe, pleasant, orderly, respectful and conducive to learning.
- School personnel will be accessible to students for help concerning learning activities, personal and career decisions, in a manner and a time that suits the situation;
- Teachers will prepare for class and mark and return assignments within a reasonable time;
- School administrators will monitor programs and instruction in the school;
- Staff will adhere to and apply the divisional Code of Conduct Policy;
- They will have the opportunity to participate in activities;
- Teachers will abide by the terms of their Professional Code of Conduct.

Will be responsible for

- Attending school and classes regularly and on time;
- Being prepared for all classes by bringing required materials and completed homework assignments;
- Making arrangements for any work missed due to absences;
- Developing respect for self, others and property;
- Making the most of education opportunities through active participation;
- Taking pride in their work, their appearance and their accomplishments;
- Resolving conflicts and difficulties in a manner that is mutually acceptable;
- Obeying and observing the law and all school rules of conduct;
- Taking pride in their school and community.

TEACHING AND NON-TEACHING STAFF INCLUDING SCHOOL VOLUNTEERS

Have the right to expect that

- All stakeholders will treat them with respect;
- Students will attend classes regularly and on time, with assignments completed, and with appropriate materials;
- Students' behaviour will promote a positive learning environment;
- School administrators will provide leadership and support;
- They will have the support and cooperation of students, parents and colleagues in the performance of their duties;
- Students will observe all school rules of conduct;
- There will be open communication among all stakeholders of the system.

TEACHING STAFF

Will be responsible for

- Planning, teaching and supervising assigned courses;
- Establishing and maintaining a learning environment which is pleasant, orderly, respectful and conducive to students' learning.
- Evaluating student achievement and explaining assessment procedures to be used in each course;
- Communicating information about student progress, attendance, behaviour, and special needs to students, parents and administration in a timely fashion;
- Marking and returning assignments and tests within a reasonable time;
- Ongoing personal and professional development.
- Arranging suitable time for assisting students

TEACHING STAFF AND NON TEACHING STAFF

Will be responsible for

- Providing an environment that will promote self esteem;
- Treating students fairly and consistently;
- Treating parents/guardians with courtesy and respect;
- Respecting the rights of all individuals;
- Maintaining open communication;
- Striving to provide an optimum quality of education

PARENTS/GUARDIANS

Have the right to expect that

- Teachers will provide effective instruction for students and will display enthusiasm for teaching and learning;
- School staff will respect others and property;
- Students will be able to participate in activities;
- Reasonable precautions will be taken to ensure the safety of students to and from school, and while in school;
- Administrators will exhibit leadership and support for students and for staff;
- Administrators will actively supervise programs and instruction in the school;
- Teachers will teach the required Manitoba Education and Training curriculum as well as provide the assigned programs and services using appropriate teaching practices and methods;
- Clear, relevant learning activities will occur in the school, along with explanations for the evaluation procedures to be used.

Will be responsible for

- Treating school staff with courtesy and respect;
- Instilling in their son or daughter:
 - ✓ The desire to work to the best of his/her ability;
 - ✓ An understanding of the importance of education;
 - ✓ Respect for property and resources;
 - ✓ Respect for the rights of fellow students and staff;
 - ✓ Recognition of the authority of the school staff to ensure a safe, secure, non-threatening learning environment;
- Contacting the school when there are areas of affirmation and concern by following the proper protocol as in Policy KL (see school division policies on PWSD.ca website) (when contact is made involving instruction, discipline, or learning facilities protocol would be 1- the Teacher; 2- the Principal; 3- the Superintendent/CEO; and 4 – the School Board);
- When possible, attending school events and meetings to give support to the school/student;
- Their child's behaviour;
- Their child's regular attendance in classes;
- Informing the school when their child will be absent.

GUIDING PRINCIPLES

All participants involved with Birtle Elementary – students, parents or guardians, volunteers, teachers and other staff members – are included in this Code of Conduct whether they are on school property, on school buses or at school – authorized events or activities.

All members of the school community are to be treated with respect and dignity, especially persons in positions of authority. Any unacceptable behaviour (non-verbal, verbal, physical, emotional or sexual) toward any student, volunteer or employee will not be tolerated.

Responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.

Bullying is unacceptable as an individual or a group.

Gang involvement will not be tolerated on school sites.

Physical, sexual or psychological abuse – orally, in writing, or otherwise – to any person will not be tolerated.

Discriminating on the basis of any characteristic set out in subsection 9 (2) of the Human Rights Code is unacceptable.

Members of the school community are expected to use non-violent means to resolve conflict. Physically aggressive behaviour is not a responsible way to interact with others.

Insults, disrespect, and other hurtful acts disrupt learning and teaching in a school community. Members of the school community have a responsibility to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.

The possession, use or threatened use of any object to injure another person endangers the safety of oneself and others.

Alcohol and illegal drugs may be addictive and present a health hazard. We will work cooperatively with police, drug and alcohol agencies to promote prevention strategies and, where necessary, respond to school children who are in possession of, or under the influence of, alcohol or illegal drugs.

Members of the school community are expected to adhere to Divisional Policy IJNDB (see school division policies on PWSD.ca website) regarding appropriate use of electronic mail and the Internet.

BEHAVIOUR CODE/SCHOOL RULES

Behaviour Expectations for All Students:

Throughout the Day (School wide):

- Show respect and courtesy to all people and property.
- Be prepared.
- Work to the best of one's ability.
- Behave safely.
- Walk quietly in and around the school.
- Be co-operative.
- Use appropriate language.
- Be on time.

Classroom Guidelines:

- Be respectful of other students and all staff.
- Be prepared to learn.
- Treat others as you would like to be treated.
- Follow the directions of all staff.
- Try your best.

Hallway Guidelines:

- Walk at all times, moving to avoid others; no body checking.
- Always speak in a low voice so other students will not be disturbed.
- Stay in line when you are with your class.
- Always have permission to go to the bathroom and return to your room quickly.
- Students are expected to return to their home room after the recess bell. Students will then be sent to the washroom at the discretion of their teacher.
- Travel through halls at all times, (avoid cutting through library or science room).

Lunch Guidelines:

- Be nice to other people.
- Always talk in an inside voice.
- Stay in your seat until the bell, and then dispose of your garbage.
- Eat your own lunch.
- Clean up your area.
- Listen to the supervisors.

Playground Guidelines:

- Get along with others.
- Play only in designated areas.
- Share equipment with others.
- Return equipment to the class.
- Follow directions of the playground supervisor.
- Stay outside unless an adult gives you permission to enter the building.
- No food on the playground.
- Dress for the weather.
- Act - don't react – Hands to your self, play without pushing and shoving, kicking and karate movements, tackling, throwing things, inappropriate language, fighting, throwing rocks, snow or snowballs.
- No K-3 students are to play past hydro pole, with the exception of the #3 soccer field.
- No snow tunnels are to be built.
- No tag on the play structure.
- No jumping off the swings or twisting the chains.

BIRTLE ELEMENTARY DISCIPLINE POLICY

Birtle Elementary has established the following beliefs:

1. Respect
2. Team work
3. Self-control
4. Morals – Golden Rule – Work Ethics
5. Safety
6. Fun

The following behaviours are important to protect the beliefs of Birtle Elementary. Failure to conduct these behaviours will lead to staff intervention by the classroom teacher, with assistance from resource staff or principal if necessary.

Students are expected to:

1. Follow the directions of staff.
2. Demonstrate respect and tolerance for others.
3. Remain at their desk during instruction.
4. Focus on the lesson and not bother others.
5. Use appropriate language.

Should these behaviours not be followed, the following consequences will be given at the discretion of the classroom teacher and/or other supervising adults.

1. REMINDER

- Unacceptable behaviour will be identified – choice of behaving or moving to Step 2 will be given.

2. IN-CLASS TIME OUT (teacher's discretion) – may include loss of recess privileges

3. OUT OF CLASS TIME OUT (teacher's discretion)

- In hall or "time out area" – choice of behaving or moving to Step 4. Completion of Think Paper/verbal agreement to behave. (To be served in a supervised location. Student will not be able to participate in the regular classroom activities. The privilege of attending field trips or other class outings may be jeopardized).

4. IN-SCHOOL SUSPENSION (At Teacher or Administrator's discretion)

- Misbehaviour here will result in OUT OF SCHOOL SUSPENSION. Completion of Think Paper/verbal agreement to behave. (to be served in a supervised location. Student not able to participate in the regular classroom activities. The privilege of attending field trips or other class outings may be jeopardized).

5. OUT OF SCHOOL SUSPENSION (At Teacher or Administrator's discretion)

- Administration review/counseling offered/verbal or written agreement to behave. Meeting with student and parent(s) before reinstatement. If student repeats past Step 3, move to Step 5.

POINTS TO REMEMBER

- The severity of the behaviour may warrant one or more steps being omitted.
- Steps may be repeated.
- Regular occurrence of these behaviours may result in movement to bottom line discipline policy.

BOTTOM LINES

Bottom lines are established to protect the beliefs of Birtle Elementary School. Bottom line behaviours will not be tolerated and are dealt with primarily by the principal or head teacher. Our bottom lines are:

1. Direct defiance of an adult
2. Use of improper and profane language (can include hand gestures)
3. Fighting or physical abuse (toward students or staff)
4. Willful destruction of property or stealing
5. Conduct deemed injurious to the oral tone or well-being of the school (harassment, intimidation, threatening, bullying – i.e. disrespectful dialogue towards others; put-downs in front of the victim or behind their backs.)

Bottom line behaviours have the following consequences:

Step 1:

- Students will be spoken to by staff and incident documented.

Step 2:

- Spoken to by staff and principal.
- Documented incident report.
- Loss of privileges for a minimum for three days (student chooses loss of privilege).

Step 3:

- Follow step 1.
- A meeting with student's parents, administration, bus drivers and PWSO representatives will be required.

Step 4:

- In-school suspension (1 – 2 days)
- Administration review/counseling offered/verbal or written agreement to behave.
- If student repeats, move to Step 6.

Step 5:

- Out of school suspension (1-2 days)
- Administration review/counseling offered/verbal or written agreement to behave.
- Meeting with student, and parent(s) before reinstatement.

Step 6:

- Out of school suspension (3 – 5 days)
- Administration review/counseling offered/verbal or written agreement to behave.
- Meeting with student, and parent(s) before reinstatement.

Step 7: Indefinite suspension

- INDEFINITE SUSPENSION – Refer to Board of Education with recommendation for expulsion.

POINTS TO REMEMBER

- The severity of the behaviour may warrant one or more steps being omitted.
- Steps may be repeated.
- If more than one bottom line behaviour is exhibited at one time, this shall count as one incident.

BIRTLE ELEMENTARY SCHOOL BOTTOM LINE DISCIPLINE POLICY

Name: _____ Grade: _____ School Year: _____

Step One of Discipline Policy

- Date: _____ spoken to by staff and documented in an incident report.
Date: _____ parent called and / or letter sent home
Date: _____ loss of privileges for a minimum of 1 – 3 days (chosen by teacher)

Step Two of Discipline Policy

- Date: _____ spoken to by staff and principal
Date: _____ letter sent home and documented.
Date: _____ loss of privileges for a minimum of 3 days (chosen by student)

Step Three of Discipline Policy

- Date: _____ spoken to by staff and principal
Date: _____ letter sent home and documented
Date: _____ loss of privileges for a minimum of 3 days (chosen by staff member)
Date: _____ meeting with parents, administration,
bus drivers, PWSD representatives

Step Four of Discipline Policy

- Date: _____ In-school suspension (1-2 days)
Date: _____ Administration review/counseling
offered. Verbal or written agreement
to behave.

Step Five of Discipline Policy

- Date: _____ Out of school suspension (1-2 days)
Date: _____ Administration review/counseling
offered. Verbal or written agreement to behave.
Date: _____ Meeting with students and parents before reinstatement.

Step Six of Discipline Policy

- Date: _____ Out of school suspension (3-5 days)
Date: _____ Administration review/counseling offered
verbal or written agreement to behave.
Date: _____ Meeting with student, and parents before
reinstatement.

Step Seven of Discipline Policy

- Date: _____ Indefinite suspension – Refer to Board of
Education recommendation for expulsion