

**Marie Sharpe Elementary
Student and Family Handbook
And Code of Conduct**



2022-2023

Principal: Kelly Glen

kelly.glen@sd27.bc.ca

Principal's Message

I am so excited to join the amazing learning community here at Marie Sharpe. My passion for learning and growing seems to fit perfectly with the staff here at the school and the amazing families that make up our school.

At Marie Sharpe, we pride ourselves on providing a safe and inclusive place for students to learn and grow as a community. We strive to further our learning as educators and take pride in the effort put forward to learn from experts in the field whether that be other educators or you the families. Without the commitment of our families, and the willingness of parents and caregivers to join us in the education process our jobs could not be done. Please know that your input is heard and valued here.

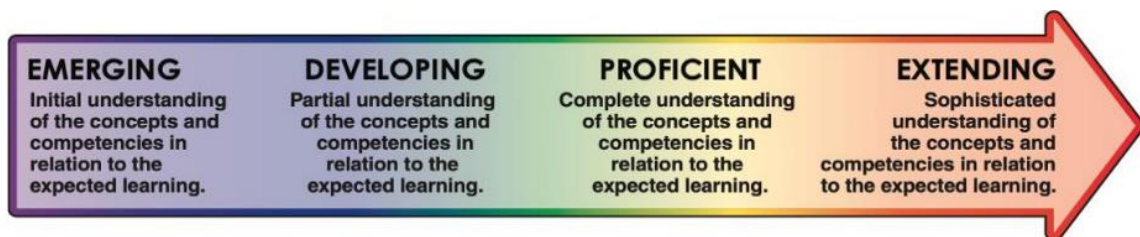
I look forward to connecting with everyone over the year. Please feel free to drop in and introduce yourself, wander around the school to see the amazing learning that is happening and share your knowledge about your student(s).

Kelly Glen
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Communication

Open communication is integral for all of us. If you have any questions or concerns about what is happening at the school, please connect with your child's classroom teacher first. Teachers are busy with students during the regular school day but can be contacted via back-and-forth books, email or the school phone before and after school. Teachers will make an effort to return calls and emails promptly. We are all committed to being open to feedback and are willing to learn and grow alongside the students. If the issue goes unresolved then please connect with me directly.

Reporting happens 5 times a year for elementary students: 2 informal reports and 3 formal written reports. We continue to use the same reporting scale when reporting on student progress:



Teachers will however be in regular communication with parents and caregivers if there are academic or behaviour concerns.

Purpose of a Code of Conduct

At Marie Sharpe Elementary we hold a common belief in a set of rights and responsibilities which supports a safe, caring and respectful learning environment where students feel a sense of belonging, pride in their school, and where people in the school community are respectful, fair, and where they feel safe to work and learn.

Accompanying these rights and responsibilities is a set of expectations which provides a framework for school discipline, while at both school and school related activities. We believe that in order to have and maintain a positive school environment a cooperative effort between parents, staff, students and the community is imperative.

Acceptable behaviors would be generalized as any behaviors that promote each student's rights and responsibilities.

Development and Regular Review

The Marie Sharpe Elementary Student Code of Conduct and the school wide expectations were developed in collaboration with students, staff, and parents. The document is reviewed bi-annually with these groups in September and June to ensure it meets the ministry requirements and the needs of Cataline School. The Code of Conduct is displayed in the entry for visitors and community members and included in student planners, parent handbooks and staff handbooks for easy reference. Should emergent situations occur that require a review or change to the Code of Conduct, time will be made available.

Students, parents, coaches, and community members are expected to follow the Code of Conduct when acting as ambassadors of the school.

Communicating Expectations

The Code of Conduct is to be communicated to staff and students via the student handbook which will be supplied at the start of each school year. Copies will be retained in the office for parents, temporary staff, school community members and visitors as requested. Teachers will review the Code of Conduct with students on the first day of school and revisit it throughout the year as needed.

Active Teaching and Promotion of Expectations

The school will teach, encourage and celebrate positive social and emotional competencies as well as recognition of students striving for personal academic excellence throughout the school year through the Successful Learner Traits. The Successful Learner Trait Framework prioritizes competency-based education and is applied to all teaching, assessment, and reporting. A key philosophical underpinning of The Framework is how we view and support student success.

Expectations of Acceptable Conduct

Students will be asked to conduct themselves in such a way as to help create an atmosphere of trust and respect in which they may grow in confidence as a result of their actions and achievements. Behaviors we believe that will facilitate such an atmosphere are as follows:

- to attend school regularly and follow the expectations of the school,
- to participate willingly, and to do the best of their ability, in their learning,
- to respect themselves and others' safety, well-being, and property,
- to be accountable for their behavior and responsive to reasonable, related, and respectful consequences,
- to participate in creating a safe, positive environment conducive to learning.

- to be involved in developing a school code of conduct.
- to be involved in their school by participating in school-wide activities that promote sense of belonging, leadership, learning and fun.

Students Rights and Responsibilities

All students have rights and responsibilities. These rights and responsibilities include:

1. I have a RIGHT to learn.
It is my RESPONSIBILITY come to school prepared, on time and ready to learn to listen to instructions, work quietly at my desk, and always do my best work.
2. I have a RIGHT to hear and be heard.
It is my RESPONSIBILITY to listen and not disturb others when someone else is speaking.
3. I have a RIGHT to be respected in the school.
It is my RESPONSIBILITY not to bully, tease or bug other people, or to hurt their feelings.
4. I have a RIGHT to be safe in this school.
It is my RESPONSIBILITY to participate in activities safely and not threaten, or harm others.
5. I have a RIGHT to privacy and to my own personal space.
It is my RESPONSIBILITY to respect the personal property of others, and to accept their right to privacy.

These conditions apply while students are at school, while travelling to and from school, and while attending any school function at any location.

School District #27 has no tolerance for weapons, explosives/incendiary devices/materials and in the interests of safety Marie Sharpe Elementary will do everything in its power to ensure this no tolerance policy is adhered to.

Possessing or using weapons, explosives, fireworks, firecrackers, or any other items capable of causing bodily harm, including “fake” weapons that can be perceived as “real” weapons will result in immediate disciplinary action.

School Code of Conduct Requirements with Respect to the Human Rights Code

The Code of Conduct and the BC Human Rights Code

- **The contents of this Code of Conduct acknowledge that if there is a conflict between this code and the Human Rights Code then the Human Rights Code shall prevail.**
- **With respect to the Human Rights Code, this School Code of Conduct in no way intends to discriminate against a person or class of persons because of race, color, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation of that person or class of persons.**

The school and the Board of Education will take all reasonable steps to ensure no person affects retaliation on another for making a complaint resulting in a breach of the Code of Conduct.

It is expected that while involved in school related functions of any nature that students, parents, coaches and involved members of the greater community follow the School Code of Conduct as they are acting as ambassadors of the school.

Consequences for Unacceptable Conduct

In the event a breach of conduct by a student occurs, certain behaviors have been highlighted as well as a disciplinary action plan in effort to provide students, parents and staff with a guideline for disciplinary proceedings and protocol.

Where consequences for unacceptable behavior are concerned, whenever possible and wherever appropriate, consequences shall be restorative rather than merely punitive in nature (ex. actions of a discriminatory nature). The design of the level 1, 2 and 3 behaviors is meant to address the very issue of restorative rather than punitive actions (see below).

In no way is this list meant to be wholly comprehensive as situational variables must be considered in all cases in effort to best meet the needs of all parties involved in disciplinary incidents. Consideration will be given to a student's age, maturity, and special needs as well as the student's previous school record.

Special considerations may apply to students with special needs where appropriate. (These are students who may not be able to fully comply with a code of conduct because of their special needs). As students grow older and move through successive grades at Marie Sharpe Elementary School it is expected that their maturity will increase and accordingly be held to a higher standard of personal conduct.

The use of suspension will only be considered when violation of the Code is serious or other consequences have been inadequate or ineffective.

On occasion school officials may have a responsibility to advise other parties of serious breaches of the Code of Conduct (e.g., parents, school district officials, police and/or other agencies). Teachers are responsible for developing their own Classroom Management Plan. Within this plan, there will be classroom expectations, classroom recognition, and classroom consequences that will be explained to all students at the beginning of the year and that are consistent with and complement the School Code of Conduct. See the School Wide Discipline Plan on the following page.

Bus Conduct

Riding the bus is a privilege and students are expected to follow bus rules accordingly and maintain safe behaviours for the entire ride. Students who do not act accordingly will be cited by the bus driver and will follow through the school-wide consequences protocol. **In the event of serious behaviours, bus privileges may be revoked.**

LEVEL 1 BEHAVIORS

The teacher handles the following behaviors:

- Disruptions/Disobedience
- Tardiness
- Lack of effort
- Lack of respect
- Inappropriate language/behavior
- Homework issues
- Inappropriate assembly/audience behavior
- Breach of school rules/policies

LEVEL 2 BEHAVIORS

The following behaviors are dealt with by the teacher then reinforced by the principal:

- Lack of respect (Major)
- Truancy
- Harassment
- Defiance/Willful Disobedience
- Inappropriate internet use
- Disrespect of teachers' personal space and belongings
- Inappropriate behaviors on school trips
- Cheating or plagiarism

LEVEL 3 BEHAVIORS

The following behaviors require immediate referral to the principal:

- Bullying
- Repeated/Major harassment
- Intimidation
- Theft and vandalism
- Inappropriate sexual activity
- Fighting/Assault
- Endangering safety
- Drug and/or alcohol infractions
- Possession/Use of weapon
- Smoking/Inappropriate tobacco use

School – Wide Consequences – A Guideline

LEVEL 1 BEHAVIORS

- Step 1 – Remind student of behavior expectations
- Step 2 – Restitution by the student
- Step 3 – Home contact by the teacher
Discuss a student plan of action with the student
- Step 4 – Move directly to “Level 2 – Step 2”

LEVEL 2 BEHAVIORS

- Step 1 – Restitution by the student
Discuss a student plan of action with the student
1 to 3 day in-school suspension **or** parent supervised home suspension
- Step 2 – Referral to Principal
Home contact by Principal
1 to 5 day in-school suspension **or** parent supervised home suspension
- Step 3 – Referral to Principal by teacher
Home contact by Principal
1 to 5 days out of school suspension
Parent conference with Principal before student returns
Student contract and behavior plan
- Step 4 – Move directly to “Level 3 – Step 2”

LEVEL 3 BEHAVIORS

- Step 1 – Referral to Principal
1 to 3 day in-school suspension **or** parent supervised home suspension
Parent conference with Principal before student returns
- Step 2 – 1 to 5 days out of school suspension
- Step 3 – 5 to 10 days out of school suspension
- Step 4 – Indefinite Suspension – Referral to District Discipline Committee

