**Our 2020-2021 School Growth Plan Goals:**

**GOAL #1 – Social-Emotional:** To develop our learners’ social-emotional competencies, including self-awareness, relationship skills and responsible decision-making.

**GOAL #2 - Aboriginal Cultural Enhancement:** To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures, and contributions among all students.

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| **Code of Conduct**  I take care of myself  *Je prends soin de moi*-*même*  I take care of others  *Je prends soin des autres*  I take care of this place  *Je prends soin de ce lieu* |

**Mission Statement**

**É**cole Lord Selkirk Elementary is committed to creating a safe and nurturing environment in which all learners candevelop their intellectual, social, emotional, physical and creative potential in preparation for lifelong learning and success.

**Statement of Purpose**

This code of conduct provides our school community including students, staff, parents and guests with a safe, inclusive and positive learning environment.

**Behaviour Expectations**

Each citizen at École Lord Selkirk Elementary School is expected to follow the extensive but not inclusive list of behaviour expectations. There is a progression of expectations for students as they become older, more mature and progress through successive grades. This code of conduct applies at school, transitioning to and from school, during school-organized or school-sponsored activities and behaviour beyond these times (including online) that impacts the safe, caring and orderly school environment.

**Unacceptable Conduct**

At École Lord Selkirk Elementary School, we work with students to teach and model appropriate, kind and caring behaviours and actions. Unacceptable behaviours include but are not limited to:

* physical aggression or threatening behaviours
* bullying, such as exclusion, cyber bullying, threats
* disrupting others during learning time
* choosing not to cooperate or not to follow instructions
* inappropriate or offensive language and actions

**Consequences for Unacceptable Behaviour**

When considering consequences or restitution for unacceptable behaviour many factors are considered. Factors include the severity and frequency of actions, the age and maturity of the student, safety of the student and others as well as the effectiveness of the consequence or restorative action. Special considerations may apply to students with special needs if they are unable to comply with the code of conduct due to intellectual, physical, sensory, emotional or behaviour differences.

We focus on consequences that are restorative rather than punitive. The following are examples of ways we support students in restoring a safe, caring and positive learning environment:

* problem solving discussion and/or reflection sheet
* verbal or written apology
* loss of privilege
* recess or lunch restrictions
* phone call or letter home to parents/guardians
* meeting with parents/guardians
* in-school suspension/formal school suspension

**Notification**

Parents/guardians are notified when there is a significant breach of the code of conduct. As circumstances warrant, administrators will advise other parties following a major behaviour incident (Level II):

* Parent of student (in every instance) exhibiting *Level II* behaviours
* Parent of student (in every instance) on the receiving end of another student’s unwise choice(s)
* Associate Superintendent and/or other District Staff

Ministerial Agencies and/or School Liaison Officer (Police)

**Unacceptable Conduct**

Students need reminders to follow our Code of Conduct and are given opportunities to learn from their mistakes. We tell our students that it is what you do with the mistake that matters, i.e. it is what a student has learned from having made the mistake that is more important. Students are encouraged to apply that learning to other situations where they are faced with the choice of either making wise or unwise decisions.

Unacceptable conduct at Selkirk can be divided into two categories i.e. ***Level I*** and ***Level II*.** Although not an all-inclusive list, the following cites some examples:

***Level I***behaviours include:

* Off task behaviour
* Disrupting others’ learning
* Littering
* Unsafe behaviour inside school i.e. running in hallway, sliding down banister, etc.
* Not following staff member’s directions
* Not following classroom routines
* Unsafe behaviour outside school i.e. sliding, swinging, climbing dangerously
* Excluding others
* Verbal put downs
* Rude words and/or body language
* Lying and/or cheating

***Level II*** behaviours include:

* Unsafe behaviour such as leaving the school grounds without permission
* Bullying, harassing, threatening or intimidating words and actions including the use of technology i.e. phone calls, text messages, e-mails, online messaging, etc.
* Racist, homophobic, and sexist words and actions
* Intentional physical aggression including hitting, kicking, hair pulling, biting, and scratching
* Retribution against a person who has reported incidents
* Illegal acts such as theft, possession of a weapon or something that could be perceived as a weapon
* Vandalism i.e. willful destruction of property

**Rising Expectations**

Although our expectations apply to all students, there is a progression of expectations held for students as they gain experience and develop a deeper understanding of our Code of Conduct. Selkirk staff members expect students to become increasingly responsible for monitoring their own decisions and therefore, developmentally appropriate consequences are applied for unwise choices students make as they move up through the grades. The school will take all reasonable steps to prevent retaliation against a student who has made a complaint of a breach of the code of conduct.

**Consequences**

***Level I*** behaviours will include one or a combination of the following reactive consequences:

* Letter or drawing of apology or *Problem-Solving Sheet*
* Reminder to student or a “warning” of the consequence if the problem behaviour is repeated
* Discrete discussion with student i.e. after school, recess, etc.
* Short term removal of privileges i.e. stays in at recess/lunch, stay off slide, etc.
* Short term removal of problematic object i.e. ball, skipping rope, cards, etc.
* Shadowing a Supervision Aide i.e. for maximum supervision
* Playground Beautification i.e. Litter Patrol
* “Making it right”

***Level II* behaviours** will include an office referral and one or a combination of the following consequences:

* A letter or drawing of apology outlining the problem behaviour, what could have been done differently, and what will be done to prevent it from happening again
* “Making it right”
* A phone call home by student and/or administrator
* Development of a restorative process i.e. between bullying and bullied student
* Referral to school counselor and/or outside support
* Development of a *Behaviour Support Plan* or *Student Contract*
* Preventative plan including enrolment in targeted groups such as a *Friendship Group, The Unloading Zone* (Anger Management), etc.
* In school or out of school suspension

**Suspensions**

In accordance with the School Act, Sec. 85 (2) (ii) and (d), the Board authorizes the principal or designate of any school in the district to suspend a student from attendance at school for up to five days. Suspensions may be for the following reasons:

1. because a student is willfully and repeatedly disrespectful to a teacher or to any other employee of the Board carrying out responsibilities of the Board
2. because the behaviour of the student breaches the District Code of Conduct or policy and/or has a harmful effect on others or the learning environment of the school
3. because the student has failed to comply with the school code of conduct.

Suspensions over five days are made in consultation with the appropriate director of instruction as per district policy.

**Acceptable Conduct**

Selkirk students are given many class-wide and school-wide opportunities to learn what our motto, “*Take Care of Yourself, Take Care of Others*, and *Take Care of this Place”* feels like, looks like, and sounds like:

* School-wide expectations and virtues such as empathy, compassion, and perseverance are targeted at school-wide monthly assemblies and reinforced both in the classroom and over the P.A. in our daily student led morning messages
* Students are involved in leadership teams such as Code of Conduct Monitors, Peer Helpers, Assembly Leaders, Lunch Monitors, and Spirit Team where they model school-wide expectations to their peers
* Hallway, classroom, and library displays highlight students’ messages and artwork related to our school-wide expectations and our targeted virtues
* Families have copies of the school’s Code of Conduct and parents are reminded of the expectations in monthly newsletters and at P.A.C. meetings as needed

**B.C. Human Rights Code**

École Lord Selkirk Elementary school promotes the values expressed in the BC Human Rights Code respecting the rights of all individuals in accordance with the law – prohibiting discrimination based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, gender or sexual orientation – in respect of discriminatory publication and discrimination in accommodation, service and facility in the school environment. We will also take all reasonable steps to prevent retaliation against a student who has made a complaint of a breach of the code of conduct.

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| **SETTING** | | | | | | | |
|  | **Classrooms** | **Hallways & Bathrooms** | **Playground & School Grounds** | **Lunchroom** | **Library & Computers** | **Assemblies** | **Gym** |
| **Respect Ourselves** | -Try your best to be on task.  -Work hard  -Be prepared  -Be safe | -Walk  -Be attentive -Look where you’re going -Be calm | -Have fun  -Be safe | -Eat what you can and pack up the rest -Select healthy foods -Focus on eating | -Study, read -Use computers and technology appropriately | -Sit in one spot -Enjoy the presentation | -Have fun -Be a good sport -Be safe -Try your best |
| **Respect Others** | -Be kind  -Use positive words  -Keep hands and feet to yourself  -Be helpful | -Be kind  Use a quiet voice -Walk on the right- hand side -In the washroom, flush and wash your hands | -Play safe -Take turns -Be helpful -Include others -Share equipment | -Be polite -Practice good table manners -Sit down to eat -Use a calm voice -Everyone should feel welcome | -Use a calm, quiet voice -Return your books on time | -Keep your hands/feet to yourself -Participate when appropriate -Use appropriate applause | -Be safe -Use positive, encouraging words -Respect people and the rules -Take turns -Include others |
| **Respect our School** | -Contribute to a peaceful learning environment | -Put litter, compost, and recycling in the appropriate place | -Use equipment properly -Put litter in garbage can -Respect the no wheels on school property | -Put litter, compost, and recycling in the appropriate place -Clean up after yourself | -Treat books carefully -Follow the Acceptable Use of Technology agreement | -Be a respectful and enthusiastic member of the audience. | -Use equipment appropriately -Clean up all equipment and put the equipment back where it belongs |

**Bell Schedules & Breaks**

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|  | **Monday – Friday** | **Minutes** |
| **Warning Bell** | **8:55 a.m.** |  |
| **Classes Start** | **9:00 a.m.** |  |
| **Recess** | **10:30 – 10:50 a.m.** | **20** |
| **Lunch** | **11:20 – 1:00 p.m.** Intermediate 12:05 – 12:52 p.m. Primary 12:13 – 1:00 p.m. | **45** |
| **School ends** | **3:00 p.m.** |  |
| **Total Minutes per day** **for Grade 1 -7** | | **293** |

**Attendance and Student Absences**

It is important for all students to be at school on time and ready to learn. If you arrive after the 9:15a.m. bell you must report to the office to ask for a late slip. Students are expected to be at school every day unless they are sick or there is another emergency.

If your child will be late or absent, please telephone ***604-713-4650 ext. 76***

Please leave:

* Student’s name
* Student’s Division and/or teacher
* Dates of lates/absences

If a parent must pick up their child for an appointment (e.g. doctor, dentist) during school hours, please inform the teacher and sign out at the office before leaving the school.

**Sign-in/Sign-out Procedures**

An adult must sign out students leaving early for appointments or who are going off school grounds because they feel unwell. These procedures help the school know who is in the building in case of emergency fire drills, earthquake, or lockdown procedures. Only grade 7 students are allowed to sign out for lunch and must have their pass with them at all times.

**ILLNESS AND INJURIES**

If a student becomes ill or is injured at school, he/she must tell a teacher or supervision aide and come to the office. The office Administrative Assistants are our trained First Aid attendants.

Please ensure the office is made aware of any specific medical needs your child may have (i.e. allergies, medication).

Students should not come to school if they are ill; instead, they should stay at home with someone to care for them until they are well.

**Hot Lunch Program**

All Selkirk, students eat their lunch in our lunchroom. Parents have the choice to send a bagged lunch each day, or to enroll in our Hot Lunch Program. Students on the program are offered a healthy and nutritious lunch. The lunch program is run in accordance with the B.C. Healthy Schools Food & Beverage Guidelines. **This is now a full pay program, meaning all families pay for the program each month.** Subsidies are still available for families with financial need; if you have a financial need, please contact Ms Burton.

***How to register:***

* **Signed** envelopes (this doubles as a permission slip) along with payment **MUST** come **by the due date** as indicated on the envelope so that the school can order the proper quantity of food. We are not able to process late orders.

**Please understand that without a signed envelope the school does not have consent to feed your child. The students who have not returned their envelope on time cannot be enrolled in the program for that month, as quantities will already have been ordered.** Students who do not wish to participate in the hot lunch program should bring a healthy lunch from home to eat with the other students.

**Books & Breakfast**

Every morning breakfast is served from 8:15 to 8:45 am for students who arrive early. It is an opportunity also to read with a friend or listen to an adult read a story. Some days, we even make special pancakes for students to enjoy! Please check the calendar on the door as Books and Breakfast is closed on Staff Meeting days.

**Allergy alert**

Please be aware that Selkirk is a **“nut-allergy aware**” school. While we cannot prevent or eliminate allergens in the school, we remind everyone that we have students and staff in the school who have severe allergies to certain foods, especially peanuts, peanut butter and other nuts as well as sesame seed products. We have students who are allergic to nuts and nut products and ask students try not to bring snacks or lunch items to school that contain nuts or nut products (e.g. peanut butter). If they must be brought, students must remember to wash their hands well after eating. Allergic students also are taught various precautions to keep themselves safe. If your child has a food allergy, please inform both the office and the classroom teacher.

**HEALTH**

Selkirk’s community health nurse recommends at least 10 hours of rest on a school night for growing children. Please ensure your child has a full breakfast to start the day properly and a nutritious snack for recess. Students need to be reminded of the importance of good personal hygiene habits, especially in the preteen years.

All students are encouraged to wake up early enough to allow plenty of time to get to school without rushing. Students should not come to school if they are ill; instead, they should stay at home with someone to care for them until they are well.