



DELWOOD SCHOOL GROWING TOGETHER

Parents:

Please review Delwood's Positive Behavior Plan with your child(ren) and keep at home for reference.

STUDENT POSITIVE BEHAVIOUR PLAN

Beliefs

At Delwood School we believe:

- all students have the right to learn in an environment that is positive, safe, co-operative and orderly
- students, parents, school and community share the responsibility for developing and assuring appropriate behaviour and conduct
- discipline is essential in helping students develop skills in accountability, responsibility, respect for others, character and most importantly, personal dignity
- setting high expectations for student behaviour and for achievement encourages students to learn self-discipline and to be committed to personal excellence
- most students will behave in an appropriate manner most of the time and will make good decisions if they are given positive support and skills from home and school
- recognition of appropriate behaviour and conduct is the most effective way to promote personal and social growth

Goals

Our goal is to help students develop and consistently model appropriate behaviour and conduct while striving to achieve personal excellence. Students must understand and accept responsibility for their actions. Students must recognize that any behaviour which disrupts or detracts from a positive learning environment or which infringes on the well being or rights of others is inappropriate and unacceptable.

Discipline

Delwood School's Student Behaviour and Conduct Plan, expectations and consequences are based on the Edmonton Public Schools' Student Behaviour and Conduct Policy. As children grow, we expect them to develop greater self-discipline and social awareness, to respect the rights and property of others, and to accept responsibility for their schoolwork and achievement. The school makes every effort to maintain a safe and positive learning environment and to prevent serious discipline concerns.

Our approach to discipline will:

- help the student identify the problem
- help the student resolve the problem and learn from the experience
- preserve the student's dignity and self-worth



SCHOOL WIDE EXPECTATIONS

I have a responsibility to . . .

1. To walk quietly and safely to and from all activities.
2. To use appropriate language and gestures with others.
3. To maintain a reasonable standard of dress. Hats and boots are to be worn outside only.
4. To keep our school clean.
5. To report to the office when arriving late or missing the bus after school.
6. To respect and obey all staff members, school patrols and volunteers.
7. To use the telephone only with permission.
8. To conduct myself in a safe and appropriate manner when representing my school on field trips.

SCHOOL GROUND EXPECTATIONS

I have a responsibility to . . .

1. To use school equipment and recreational facilities appropriately.
2. To play games in a manner that is safe for myself and for others. The following activities and objects are considered dangerous and are therefore not acceptable.
 - Tackle football
 - Weapons
 - Baseball bats
 - Skateboards
 - Play fighting
 - Throwing snowballs
 - Roller blades
 - Hard balls
 - Hockey sticks
3. To respect the rights of participants in games.
4. To play in my designated area and to stay within the school yard boundaries at all times.
5. To assist or seek help from the supervisor for peers in need.
6. To respect all supervisors.
7. To organize my playtime and involve myself in acceptable active play.
8. To return to class immediately at the sound of the first bell.

9. To keep the playground clean.

Classroom Expectations

Teachers at Delwood School accept the responsibility for their own classroom management. Each classroom develops a set of expectations and consequences that is consistent with District Policy, our School Philosophy and school behaviour expectations. The expectations are posted in the classroom, reviewed regularly and communicated to parents in writing in September.

Staff deal with behaviour problems as they occur. The primary goal is to have the student stop the inappropriate behaviour. In the majority of cases low key interventions serve to stop misbehaviour and no further follow-up is required. It is expected that parents will be informed when students are experiencing continued behaviour problems.

Playground Expectations

- Students are expected to view all supervisors, staff, parents as members of an important school team. Guidance, support and discipline can come from any staff member, as well as from a homeroom teacher.
- Supervisors are encouraged to solve minor mishaps on the playground. If a student's behaviour is inappropriate but the child stops this behaviour upon the supervisor's request, then it is sufficient that it can be handled on the spot.

In the case of major offenses, including serious compliance, serious abuse or if a child is hurt, the student will be sent directly to the office and the behaviour dealt with immediately by administration.

School policy on student behaviour and conduct is regularly reviewed as part of our on-going efforts to ensure that all students clearly understand and accept school behaviour expectations and the consequences for inappropriate behaviour. **Please review Delwood's Positive Behaviour Plan with your child(ren) and keep at home for reference.** We appreciate your questions, comments or suggestions about this or any other school related matter.

DELWOOD SCHOOL STUDENT CODE OF CONDUCT

THE FIVE 'BE' BEHAVIOURS

1. BE PREPARED TO LEARN.

- Be at school on time
- Remember library books and assignments
- Use class time to your benefit
- Pay attention
- Share your ideas
- Be responsible

2. BE CO-OPERATIVE

- Obey the rules
- Play fair
- Be honest
- Don't disturb the class or teacher during lessons
- Don't argue with teacher, parent, adult or student supervisors
- No talking back, no willful disobedience

3. BE RESPECTFUL OF OTHERS

- Accept others and their differences
- Be polite, kind and thoughtful
- Don't interfere with others' learning
- No emotional abuse: teasing, calling names
- No physical abuse: hitting, kicking, fighting, pushing, tripping, spitting
- No bullying type behaviours will be tolerated

4. BE RESPECTFUL OF PROPERTY

- Clean up after yourself
- Keep the school and school yard tidy
- Keep the school clean by taking off boots or outside shoes when entering the school
- Don't touch other people's belongings: bikes, books, clothing, school supplies, unless you have their permission

5. BE SAFE

- Be street smart: use crosswalks, obey patrols
- Don't throw objects into the air: snowballs
- Walk, don't run in the hallways
- Don't swing or fling objects around: coats, scissors, rulers

Hats/caps and gum chewing are not permitted in school.

STUDENT RECOGNITION

Recognition of appropriate behaviour and conduct and efforts related to academic performance are the most effective way to support student growth and a commitment to personal excellence. Delwood students may receive recognition in a number of ways:

- praise
- Delwood Student Pride referrals, Certificates, “BUG”
- positive calls and notes home
- visit to an administrator
- public recognition (e.g. assemblies, announcements)
- student leadership opportunities
- pizza with the Principal
- personal satisfaction in contributions to a quality school environment

SCHOOL PROBLEM-SOLVING MODEL

The S.N.A.P. problem-solving model will be taught to and reinforced with all students as a way to promote self-control and skill in non-violent resolutions to problems. Pro-social skills are taught as part of our Character Education and Health and Life Skills programs. Students choose to act the way they do. Positive support and assistance from home and from school will encourage students to make appropriate choices and take responsibility for these choices.

It's easy to make the right choice. Just ... S.N.A.P.!

S - STOP

- calm down, take three deep breaths, count to ten

N - NOW THINK

- what is the problem?
- how can I solve the problem?
- what are my choices?

A - ACT

- choose the best solution
- do it (act)!

P - PONDER

- did I make the right choice?
- what can I do to make sure the problem does not happen again?

SCHOOL DISCIPLINE PROCESS

Minor Misconducts

Examples of minor misconducts include:

- running in halls
- making excessive noise indoors
- playing in non-designated areas (i.e. bike racks, parking lot, treed area)
- riding a bike on school grounds upon arrival to or departure from school
- chewing gum indoors
- wearing outerwear indoors (i.e. caps, jackets, visors)
- teasing
- presence in unsupervised areas (indoors during recess, stage, staff workroom)
- unsafe use of play equipment
- discourteous behaviour towards others
- minor disagreements between students

Minor misconducts will be handled “on the spot” by the staff member who will remind the student of school expectations (verbal reprimand). For minor incidents of teasing or minor disagreements between students, the staff member will help students identify the problem, discuss more positive actions and help the students agree upon resolution. Teachers will use their discretion in whether to complete an **Office Referral**. If a negative pattern of behaviours becomes evident, the student will enter the Discipline Cycle.

Major Misconducts

Major misconducts are behaviours that interfere with the orderly functioning of the school, or that threaten the safety, well being or dignity of students or staff.

When handling major misconducts, staff members will consider all circumstances prior to disciplinary action. These may include age of student, patterns of misconduct, attitude of student, seriousness of offence and support of parents.

Major misconducts include:

- Physical violence of any kind: hitting, kicking, fighting, throwing objects, jumping on or tackling someone, spitting
- throwing objects (snowballs, rocks, sticks, anything that may cause injury)
- disrespectful or abusive language (e.g. racial/ethnic slurs, gender slurs)
- Willful disobedience and defiance of authority
- Abusive or profane language or gestures
- theft
- vandalism (wilfull damage to school or personal property)
- leaving the school grounds without permission

- harassment, bullying or continuous teasing that hurts or promotes anger, fear or frustration
- inappropriate conduct
- multiple minor misconducts
- not wearing a bicycle helmet
- possession of weapons or contraband (cigarettes, alcohol, illegal substances) on school property
- Frequent, repeated disruptive behaviour that interferes with another student's right to learn and/or safety and security. (5 Behaviour Referral slips or documented behaviour concerns)

Students who have no misconducts recorded for thirty calendar days may be considered to have a "clean slate".

CONSEQUENCES FOR STUDENT MISCONDUCT

Consequences for inappropriate behaviour will depend on the specifics of the situation. In every case, the school will attempt to be fair and take into account the need to consider both the best interests of the student(s) and the school. The range of possible consequences includes, but is not limited to, the following:

- problem solving, and follow-up review of behaviour with students
- parental involvement
- temporary withdrawal of student from class
- loss of privileges (e.g. co-curricular activities and extra-curricular activities)
- recess detention
- in-school suspension (up to three days)
- parent/student/teacher/administrator conference
- out-of-school suspension (up to five days)
- additional support team (Social Services, psychologist, police)
- restitution to school or individual for damage
- perform school service tasks (e.g. school yard clean-up)
- expulsion

DEFINITIONS OF DISCIPLINARY INTERVENTIONS

Teacher / Student Conference

The teacher shall talk with the student, and they shall mutually agree upon expected student behaviour. This may be written out and a copy kept with the teacher and/or in the student/school file.

Teacher/Student/Parent Conference

The teacher, student and parent(s) mutually agree upon a plan of action for acceptable student behaviour following a conference. A copy of the student plan may be created

and maintained by the teacher. A copy of the student plan may be maintained in the student/school file.

Time Out

The student will be sent to the office, or another classroom to sit out for one class period. The teacher will at his/her earliest convenience discuss the behavioural infraction with the student. They shall mutually agree upon expected future behaviour. A record of the incident is maintained in the student/teacher file, and may be kept in the student/school file. Student will be required by the teacher to make up missed assignments and/or instructional time.

In-School Suspension

The student remains in school. All privileges are suspended; classes are not attended (one to three days).

The student on an ISS will be provided with adequate breaks for personal needs. Students who go home for lunch must report back to the office by 12:15 pm, when they arrive back to school for the afternoon. They are not allowed to interact with their peer group at lunch.

While on ISS, the student will be provided with materials and assignments that are relevant, realistic and appropriate, and will be responsible for the completion of these assignments.

If the student disrupts during ISS, he/she will be given one warning. Should another disruption occur, he/she will phone his/her parent/guardian to discuss being picked up at school in the event of a third disruption. If the parent/guardian is unable to pick up their son/daughter, they will arrange for an emergency person to do so. An out-of-school suspension may be initiated at this point. A record of the incident and student plan of action will be maintained in the student/school file.

Out Of School Suspension

Out of school suspension is a formal disciplinary action for dealing with extremely disruptive, chronically repetitious and/or dangerous student behaviour. It involves short-term exclusion of student from class, school-related activities, from riding on a school bus, and from attending school up to a maximum of five school days. The student may be considered as trespassing if present on school board property during the period of the suspension.

Additional Support Team Referral

The school may chose to involve additional support personnel in the investigation or as a follow-up to a student behaviour incident. Consultants (psychological, behavioural, and/or academic) and/or social workers may be referred to see the student.

If an incident is referred/reported to the police, the incident and action will be recorded and filed on the student/school file. Police will make a determination as to whether charges are warranted. The principal or designate has the discretion whether to sign a complaint. The parents/guardians will be informed of the incident and the action taken.

Expulsion

Expulsion is an action which can be taken only by the Superintendent of Edmonton Public Schools. A student may be expelled from one specific school or all schools in the District for a specific period of time or indefinitely.

DELWOOD SCHOOL FIVE STEP PROCESS FOR STUDENT MAJOR MISCONDUCTS

STEP 1

- Conference with administrator
- Administrator action
- Student Think Paper assigned and must be completed. Supervising administrator will assist younger students in completing the Think Paper
- Think Paper is forwarded to parents, to be signed and returned to school

STEP 2

- Conference with administrator
- Administrator action
- Student Think Paper assigned and must be completed. Supervising administrator will assist younger students in completing the Think Paper
- Think Paper is forwarded to parents, to be signed and returned to school

STEP 3

- Conference with administrator
- Administrator action
- Student Think Paper assigned and must be completed. Supervising administrator will assist younger students in completing the Think Paper
- Think Paper is forwarded to parents, to be signed and returned to school
- Administrator contacts parents to schedule a meeting with parents, student and/or teacher.

STEP 4

- **In-School Suspension**, Administrator will contact parent

STEP 5

- **Home Suspension**, Administrator will contact parent
An administrator/parent/student meeting prior to return to school

When warranted by the nature of the student's behaviour and conduct problem, additional consequences may include restitution for property damage to an individual or the school board, assessment of the student to develop appropriate programming, involvement of community police officer, health nurse, and school board consultants.

A one month period with no major offences removes a student from the discipline cycle.

The sequence of consequences listed above will be the normal course of action taken by the school. However, depending upon the severity of the offence, students receiving a first major misconduct may face consequences that would normally only be given a repeat offender (e.g. out-of-school suspension for assault causing injury). Decisions of the administrator will consider the individual student, the situation and the context of the behaviour. Disciplinary action will be handled in a confidential and private manner with the dignity of the student observed. Expulsion is an absolute last resort reserved for extremely dangerous or violent offences and is approved at the district level. Students assigned recess detentions may earn a reduced number of detentions based on positive behaviour in the classroom and the detention room.

Other:

- At all times, should a student become totally uncooperative and disruptive to the orderly operation of the school, the parent/guardian will be called to take the student home. If the parent is unable to collect the student, they must arrange for an emergency person to do so. An out-of-school suspension may be initiated at this point.
- Students riding yellow buses to and from school are expected to observe school expectations and bus safety rules. Misconduct while riding on the bus will result in a Bus Infraction Report being completed by the driver and disciplinary action at school. Parents will be notified. Serious or repeated misconducts while riding the bus may result in a suspension of bus service, at the discretion of an administrator.
- Students walking to and from school are expected to conduct themselves in a safe and appropriate manner as their behaviour reflects on the image of Delwood School and on youth in general. Misconducts related to school issues and brought to the attention of the school will be handled within the Discipline Cycle, even if the incidents arise outside of school hours.
- Students are not to bring skateboards, in-line skates/roller blades, scooters and sleds to school as they are a storage concern and may pose a safety threat. Failure to comply may result in a student entering the discipline cycle.
- Students are expected to dress in a manner appropriate to the school environment. (e.g. halter tops, muscle shirts, clothing exposing the mid-riff, clothing depicting inappropriate language/references/advertising are inappropriate). Make-up is not considered appropriate for students at the elementary level and such cosmetics are to be left at home.
- A record of any disciplinary actions (excluding suspension letters) will be kept on file for the current school year and will not be placed in the student's permanent school file. Students who show positive growth and effort by not receiving a Major Misconduct for thirty calendar days will have this considered in future disciplinary actions.

Parental involvement and insight is encouraged at any time in the Discipline Cycle. Any concerns or issues may be brought to an administrator or teacher. Honest and open communication between parents, student and staff is crucial in facilitating student social, emotional and personal growth within the context of a quality learning environment.