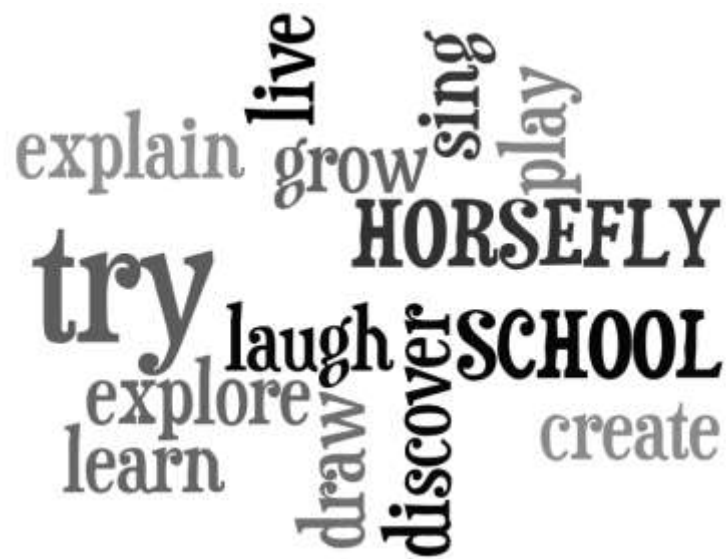


HORSEFLY ELEMENTARY JUNIOR SECONDARY SCHOOL



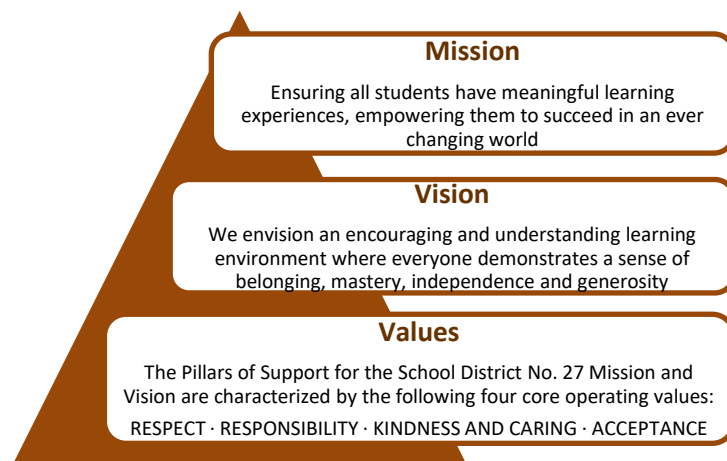
**Student & Parent Handbook
2019-2020**

HORSEFLY ELEMENTARY JUNIOR SECONDARY SCHOOL
MISSION STATEMENT

Our school is dedicated to developing the full potential of each student. In partnership with the community, we will provide a safe environment where students will develop positive self-esteem as well as acquire the necessary skills and responsible attitudes to becoming caring citizens and independent lifelong learners.

“LEARNING, GROWING AND BELONGING TOGETHER”

SCHOOL DISTRICT #27 MISSION, VISION AND VALUES



HORSEFLY ELEMENTARY/JUNIOR SECONDARY SCHOOL

Box 39
Horsefly, BC
V0L 1L0
Phone: (250) 620-3438
Fax: (250) 620-3468

Principal's Message

The staff and I would like to welcome you to another year at Horsefly Elementary Junior Secondary School.

I am looking forward to an exciting year. Please do not hesitate to contact me if you have any questions, but be aware that often I will be with students throughout the day. I am available for conversations before and after school, and of course you can reach me for urgent matters throughout the day. Feel free to email me at any time and I will usually be able to reply within the day. In order to maintain a positive environment, it is essential that the lines of communication remain open. If ever there is a time that a concern pops up, please contact the school directly to speak with the classroom teacher or myself.

This handbook is intended to provide a concise and understandable overview of some of the most important opportunities and expectations that anchor our program. Please review this handbook with your child and feel free to call me at (250) 620-3438 if you have any questions about our programs, rules, or district policies.

Sincerely,

Michele Bebault
Principal, Horsefly School

HORSEFLY STAFF 2019-2020

Principal	Michele Bebault
Teacher (K-2)	Kathy Farkas
Teacher (3-4)	Connie-Lyn Redl/Michele Bebault
Teacher (5-7)	Brent Morton/Michele Bebault
LST/ELL	Connie-Lyn Redl
Secretary/Library Tech/EA	Kelli Niquidet
Education Aid	Melissa Lazar
First Nations Support Worker	Vacant
School Counsellor	David Julius
Custodian	Kathy Veninga
Bus Drivers	Bob Zumwalt/Misty Shultz

Parent Advisory Committee

Horsefly Elementary/Junior Secondary School has an active and committed Parent Advisory Council (PAC). This group is open to any parent/guardian of a student attending our school. The PAC's role is to advise the school administration and staff on matters relating to the education of our children. Discussions at PAC meetings can include: school policies, school philosophy and direction, suggestions for improvement and allocation of Gaming Grant funds and other money raised through fund raisers.

The first meeting is held in September with the previous year's executive and then there is an AGM in October to elect a PAC executive – Chair, Co-chair, Treasurer, Secretary and additional Directors. Meetings are held monthly. Without a PAC executive, the school is not eligible to receive Gaming Grant funding which is used to help support student activities such as sports groups, Artists in the School and field trips.

Parents/Guardians are strongly encouraged to become involved in our school through the PAC, so the PAC continues to be an active and committed group. The PAC meetings are advertised in the school newsletter. The Horsefly PAC is an active, supportive group of parents.

SCHOOL HOURS OF OPERATION

8:15 am	Warning Bell
8:20 am	Classes Begin
10:00 am	Recess Begins
10:15 am	Recess Ends
11:45 am	Lunch
12:35 pm	Warning Bell
12:38 p.m.	Classes Begin
2:27 pm	Bell for End of Day Dismissal

Kindergarten Schedule

Kindergarten is a full day program with students attending every day from 8:20 to 2:27.

Grade 8-10 Rural Secondary Program

Students in grades 8-10 will be involved in the Rural Secondary program that uses a web based platform called Moodle and WebEx to do their academic courses delivered by expert teachers on-line. As enrolments have declined in the School District 27, rural schools have seen a greater decline in both student populations and staff. These declines have put greater pressures on rural teachers to have expertise in a wider variety of subject areas.

Facing up to four grades per class, rural secondary teachers are faced with an enormous challenge meeting the educational needs of the wide range of students they face. For remote school students, the program provides a large class experience which they normally would not be able to experience.

In each rural school, the number of rural secondary students is very small. It is difficult to give these students meaningful large class experiences in this setting, such as group work, or large class discussions.

The Online Rural Secondary Program will:

- Connect rural secondary students in social and academic class experiences
- Give rural school teachers the ability to teach courses within their area of expertise
- Decrease the number of secondary courses each teacher is required to prepare and teach
- Bring expert teachers to students in their academic courses

What does this program do for learners?

- Enables individual learners to make real time virtual connections with
 - Peers/Classmates
 - Expert teachers
 - Presenters
 - Tutors
 - World views
- Enables participation in learning without physical presence
- Brings the experts to the learners
- Creates learning bridges that span distance, culture and community differences.

What does the program look like?

- Delivers English, Math, Social Studies and Science with expert teachers using current video conference, student management and tutorial technology
- In most cases gives students the support of two teachers; the course teacher, and the classroom support teacher
- Enables schools to utilize community experts through the delivery of non-academic courses in their own buildings

NOTE: At this time, we do not have any students enrolled in the Rural Online program

REPORTING STUDENT PROGRESS

Elementary Students

The Ministry of Education mandates that schools report on student progress five times throughout the year, which consists of three formal written report cards and two informal reports. Interviews with teachers are scheduled during October 17 – 21st. The first formal report will be sent home before Christmas break. *It is particularly important for you to schedule an interview with your child's teacher if he or she receives an "I" on a report or if your child is on an IEP.*

Primary Performance Scale Report

1. For students in Kindergarten, as "Approaching", "Meeting" or "Exceeding" expectations, and
2. For students in Grades 1 to 3 as "Not yet meeting", "Approaching", "Meeting", or "Exceeding" expectations

Intermediate Students

Letter grades are granted based on the percentages students achieve (see Term Report Symbols under Junior High Students heading).

Junior High Students

Formal written reports are issued to parents/guardians four times a year. Informal reports to parents are provided by means of parent/teacher interviews, written reports and informal contact with parents.

On formal reports for each subject listed, the report gives the teacher's name, letter grade, work habits, attendance and comments. Grades are based on a number of indicators including tests, assignments, quizzes, lab reports, project work, etc., depending on the nature of the course.

Term Report Symbols

Letter Grade	Meaning
A = 86 – 100%	Excellent or outstanding performance in relation to expected learning outcomes.
B = 73 - 85 %	Very Good performance in relation to expected learning outcomes.
C+ = 67 – 72 %	Good performance in relation to expected learning outcomes.
C = 60 – 66 %	Satisfactory performance in relation to expected learning outcomes.
C- = 50 – 59 %	Minimal acceptable performance in relation to expected learning outcomes.

I = 0 – 49 % Not demonstrating minimally acceptable performance in relation to the expected learning outcomes.

Use of the Letter Grade "I"

The letter "I" will be used to alert parents when students, for a variety of reasons, are not demonstrating minimally acceptable performance in relation to the expected learning outcomes. The "I" may be used at any time during the school year on informal or formal reports. The underlying principle is that parents and students should be alerted to a problem as soon as teachers detect it.

When an "I" reporting symbol has been assigned:

- students and parents are informed, and are provided with an opportunity to consult with teachers about the problems students are having and possible solutions; and,
- teachers will identify what the problems are and specify a plan of action to help students achieve the learning outcomes
- students will be given a minimum of 10 days to complete the plan of action

The "I" letter grade must be converted to another letter grade or percentage:

- before students' records are transferred to another school, unless there is agreement between the principals of the two schools to defer conversion of the "I" reporting symbol;
- when letter grades are recorded on the permanent student record card; and,
- before submission of Grades 10, 11 or 12 marks to the Ministry for inclusion on students' transcripts of grades.

An "F" letter grade can only be assigned if an "I" reporting symbol was previously assigned, or as a result of failing a provincially examinable course.

Criteria for Work Habit Marks

Level of achievement is **NOT** a factor in determining the work habit grade. Achievement is reflected in the letter grade for the course.

Work Habit Grade	Meaning
E	Excellent
G	Good
S	Satisfactory
N	Needs Improvement

Criteria for work habit grades are based upon the following:

1. Arrives to class on time with required materials.
2. Completes assigned homework.
3. Uses class time productively.
4. Keeps a neat and well organized notebook.
5. Works to the best of his/her ability.
6. Has a positive attitude.

Promotional Policy

At the grade 8, 9 and 10 level, promotion is by subject. Students who fail three or more core courses will have to repeat those courses and will be registered in the same grade the following year.

Criteria for Honour Roll

At the end of each reporting period, the school determines an academic achievement **HONOUR ROLL**. A percentage average of 73% or more qualifies a student for the Honour Roll provided that the student has no percentages below 60%.

Work Ethics List of Distinction

At the end of each reporting period this list is published to recognize students who make a substantial **EFFORT** in their studies. Students who have achieved at least 60% or more “E’s or “G’s” with **NO** unsatisfactory Work Habits will achieve this distinction.

Principal List

At the end of each reporting period this list is published to recognize students who have maintained an 86% or greater average throughout the term.

COMMUNICATION

It is essential that communication between home and school be maintained. Good communication minimizes misunderstanding and provides the opportunity to determine what is best for our children. The school works diligently to keep parents regularly informed about planned activities through monthly calendars and weekly newsletters. Also, individual teachers will communicate to their students about special projects or activities in their classrooms. Permission forms will be sent home for all activities and events which take place off the grounds.

Contacting Staff

Parents should not hesitate to contact the school to discuss a matter or to make an appointment with their child's teacher or the school principal. The school answering machine is checked each morning before school, at recess, at lunch, and at the end of the day. The principal or TIC will respond to any messages.

Notes

Teachers appreciate correspondence about students in their classes. Please send a note if:

1. Your child is getting off the bus anywhere other than his/her regular stop. The bus driver must have this information before he/she is permitted to let a child off at a new destination.
2. You are picking your child up early or if your child is going home with someone other than a parent.
3. Your child has had an important event in their life that their teacher might need to know about in order to best meet the child's educational needs.
4. If your child is unable to participate in a school activity.

Visitors' Procedures

- Parents or other visitors should check in at the office or with a staff member when they come in to the school unless they have made prior arrangements with their child's teacher. If you are picking up your child before regular dismissal either the teacher or the principal or the secretary must be informed.

COMPLAINT PROTOCOL (DISTRICT POLICY)

As many complaints are a result of misunderstanding, the person complained about should be given an opportunity to clear up the problem without the intervention of a third party. Only in unusual circumstances will a third party receive and act on a complaint that has not passed through the people directly concerned. Based on this belief, the School Board has instituted the following policy:

Policy # 1312

Persons who have complaints against staff or volunteers are required first to discuss the matter with the person directly concerned before raising the complaint to a higher level of authority/responsibility. A person receiving a complaint must not attempt to obtain a resolution until assurance is provided that the complaint has been referred to the lower level of the referral chain.

VOLUNTEERS

We are fortunate to have many willing volunteers who help out at our school whenever the need arises. Volunteers visit the school regularly to read with students, and are frequently asked to transport students to various activities and field trips. Volunteers must check in to the office when they arrive at the school, sign it to the register, and then receive a volunteer badge. The Ministry requires that all volunteers must also read through the Child Protection Policy before working with students. Volunteers must also be willing to complete a criminal record check prior to working with kids. If you are interested in volunteering at the school, please contact the office and all relevant documentation and information will be provided.

TRANSPORTATION OF STUDENTS IN PRIVATE VEHICLES

If parents or other adults are transporting students in a private vehicle, a Volunteer Driver Application form must be filled out and kept on file at the school. The driver's license and insurance must also be checked to insure proper liability and requirements. The Principal must check the physical condition of the vehicle, specifically looking at seatbelts and tires. It is the responsibility of the Principal to determine if road conditions are safe. This is a mandatory district policy.

The responsibilities of parent volunteers are:

- To maintain confidentiality at all times
- To familiarize themselves with posted escape routes in case of emergency
- To conduct themselves in a manner befitting an office/school environment

SAFETY CONCERNS AND EMERGENCY PROCEDURES

Bus Safety

- When buses are parked in the school lot, it is important for safety reasons that students and parents walk around buses and not in between the buses.
- The bus driver is in complete charge of the vehicle and the students. It is expected that students will be courteous and obey instructions promptly.
- Respect for property is expected. Vandalism or willful damage to a bus will result in total removal of bus privileges.
- Students must remain seated at all times while the bus is in motion. Personal belongings as well as heads and arms must be kept inside the bus. Objects that may cause injury (skates or other sports equipment) must be safely packaged.
- Riding the bus is a privilege and behavior concerns will be taken very seriously.

Disciplinary Action for Violation of Bus Rules

The bus driver will warn a student about inappropriate behaviour and request that it stop. If the behaviour continues, the bus driver will have a conversation with school administration which could lead to a suspension from bus privileges.

Fire Drills/Lockdowns

Fire drills will take place on six occasions during the school year. Each class will evacuate the building by an approved fire exit route in a quick and orderly manner. They will then remain with their teacher on the designated area on the school grounds. Attendance is taken and students remain with their groups until it is safe to return to their classrooms.

A school lockdown drill will also take place twice a year. The students will respond to a predetermined signal by assembling in a quiet location within the class, while the doors of the classrooms are locked by their teachers. Students will be taught to find safe areas and respond quickly and appropriately to the drill.

Early Closure/Non-Scheduled School Closures

In the event of an unpredicted situation such as a power outage or extreme weather condition, school may be let out early. In this event, school personnel will contact parents/guardians or emergency contacts. All children will remain at the school with staff until arrangements have been made to ensure someone is at home or at the bus stop to meet the students.

School Crisis Plan

In the very unlikely event of an emergency circumstance involving our school or students, a list of emergency procedures and responses is in place for all staff to follow. It is very important to have current home, work and emergency contact numbers on file in the event of an emergency situation. If there were a situation where students and staff needed to be evacuated from the school, they would be directed to the Community Hall and parents/guardians would be notified.

Inclement Weather Policy

Students are expected to dress in appropriate clothing for the weather conditions. Specifically, children should wear warm winter jackets in the winter and water resistant jackets on rainy days. Students are not allowed in the school during regular break times; before school, recess, and noon hour (unless they are being directly supervised by a staff member). Inside days will be declared by the Principal when it is colder than -15 degree Celsius or is raining hard. When the temperature at the Williams Lake Airport is -32 degrees Celsius or colder, or if the road conditions are extreme School buses will not be in operation. The cancellation will be determined by the transportation supervisor. Parents can get bus information from the local radio station or the bus garage (398-3881). The school will remain open even when buses do not

run but parents must exercise discretion as to whether or not students should be sent to school when temperatures are low and conditions are hazardous.

HEALTH

Student Support Services

Our school district provides support services for students. If a student is having difficulties, a referral can be made to the Student Support Services Department. Strategies to assist the student are then put in place. If a child is in need of a specialized program, an Individualized Education Plan is developed by the School Based Team. Our school provides learning assistance and/or tutoring to help students in areas of literacy and numeracy. We have an Elementary School Counselor assigned to our school on a crisis intervention basis.

Lice

If it is determined that a child has lice, a letter outlining the appropriate steps to be taken will be sent home with the child. The child will NOT be sent home early and will be allowed to return to school. Parents will be made aware via the school newsletter of head lice in the school.

Administration of Medication

Only designated school staff shall administer medication to students in accordance with the School District Policy, which is available in the office. Before medication can be administered, a form must be completed by the student's family doctor.

Allergies

If your child has any allergies, it is important to note it on the school registration form. If your child has a life threatening allergy, a school plan will be developed with the assistance of the family physician, parents, staff and public health nurse. The medical plan will be posted in a secure location and everyone on staff will be made aware of procedures. Please contact the school immediately if your child develops any allergies during the school year.

Sickness/Illness

If students become sick during school time, parents will be contacted so that arrangements can be made for pick-up. Please keep your child home if they are ill as this prevents the spread of contagions. Please note that if your child is too ill to participate in recess/lunch or PE, he/she is also too ill to be at school. Kids perform best when they are feeling at their best and it is important they are given the time to rest and heal up at home prior to coming back to school.

Nutrition

There is a Healthy Schools Policy in place in our school district. This can be viewed on the Ministry website or a copy can be provided to you at the school. The policy mandates the sale of healthy foods only in our schools. The school offers snacks and lunch to students who may not have enough to eat during the day. In addition, the Horsefly PAC and numerous community volunteers organize and supports a Farm to School Program in our school and through this program offer a nutritious salad bar and hot lunch once a week.

STUDENT INFORMATION

Internet Use

Students have the opportunity to use the computer lab during specified class time. In order to access the internet, parents and students must sign an internet use form. This will be sent home with your child at the beginning of the school year. Any violation of SD27 Policy #5780 (www.sd27.bc.ca) will be dealt with in accordance with the Code of Conduct.

BEARS Program

This reward structured program is part of our school's Effective Behaviour Support System and rewards students for their positive contributions to the school.

Attendance and Absences

It is the responsibility of each parent/guardian to provide a note or contact the school prior to, or on the day of, a student's absence to inform the school as to the reason for the absence.

Extended Absences

When required by a parent or guardian, students absent from school for an extended period of time due to illness or injury will be provided with work that can be done during their absence in order to maintain their course standing.

Sign-Out Procedures

Students **MUST** sign out at the office before leaving the school. This applies to prearranged appointments and instances of illness or injury. Students will be permitted to sign out only for reasons acceptable to the administration.

Leaving School Property

Grade 8-10 students are allowed to leave the school grounds at lunch time; although this privilege does not extend to visiting Horsefly River. Students may leave the premises once a

permission slip has been signed by parents. Grade 7 students may leave the school grounds at lunch if a note is sent by parents for each occasion. All other students must remain at the school during the lunch hour.

Student Dress

Student dress must be appropriate. Beachwear is not permitted and headwear may not be worn in the school. Clothing slogans and illustrations must be in good taste (as determined by administration). Indoor shoes that scuff floor surfaces are not to be worn inside the school. Please have your child dressed to accommodate the present weather conditions.

Food in the Gym/Computer Lab/Library

To ensure maintenance and safety in the gym, computer lab and library, food and drinks will be prohibited during regular school activities.

Cell Phones/Electronic Devices

The playing of iPods, and other electronic devices, is not permitted during school hours unless under the supervision of a staff member or for the direct purposes of learning in the classroom. However, it is strongly recommended that these devices remain at home as the school will not accept responsibility for the loss or damage of any electronic apparatus.

Leadership Group

There is an active Leadership Group at our school. Students from across all grade levels are given the opportunity to organize and provide activities for the student body. They also participate in fundraising for charitable organizations and school based events.

Field and Athletic Trips

Students who are to be absent from their regular classes as a result of school sponsored travel must receive the permission of their teachers and ensure that work covered in classes that is missed will be made up.

Teachers may refuse to give permission for students to travel on school sponsored activities if the student fails to meet acceptable standards of classroom work or behaviour.

Participation in school sponsored activities is a privilege...not a right.

While a student is away on a school sponsored trip, he/she is subject to all policies, rules, and regulations of Horsefly School and School District # 27 (Cariboo-Chilcotin).

Lost and Found

Unclaimed items found in hallways, classrooms and the playground are placed in the Lost and Found box near the front entrance. Please look through the box if you are visiting the school to see if any of your child(ren)'s belongings are in it.

School Books and Texts

During the school year, students are issued with textbooks and other school resource materials. They also have access to library books. Students are expected to take care of the materials and return them in good condition. Students will be charged for damaged or lost items.

Newsletters

Newsletters are sent home detailing school and district events and information. Students are celebrated for their efforts and achievements and community events are advertised. Newsletters are available at the school, on the school district website <http://www.sd27.bc.ca/schools/horsefly-lem-jr-secondary/> and sent home regularly.

Bikes

There are bike racks at the school for students to park their bikes. Students must walk their bikes in the parking lot and on the school grounds.

Drugs and Alcohol

District Policy dictates that a first offence of suspicion, possession or being under the influence of drugs/alcohol will result in a 10 day suspension, and a second offence an indefinite suspension.

Weapons

The possession or use of weapons at school will automatically result in an indefinite suspension. Such weapons may include but not be limited to knives, firearms, *laser pointers*, explosives, pepper spray, etc.

Harassment

Harassment is an unwelcomed comment or conduct that may lead to adverse or negative consequences for the victim of harassment. In a school setting it can lead to unnecessary conflicts or students feeling unsafe or unwelcome in their class or hallways. Harassment, or other forms of bullying, is often excused as teasing, but harassment is enjoyed only by the harasser, it is never acceptable. The ONLY judge of whether behaviour is unwelcomed is the person on the receiving end. Under all circumstances, unwelcomed harassing

behaviour is inappropriate. It may also be illegal. In the case of sexual harassment it may be criminal.

Vandalism

Willful destruction of public or private property cannot be condoned. The costs of such damage will be the responsibility of the student/parent/guardian and students will be subject to suspension.

Tobacco Use

The school acknowledges the harmful effects from the smoking and chewing of tobacco and vaping products. The use of tobacco or vaping products (including all forms of e-cigarettes) is prohibited on school property.

Warnings will not be issued as the use of tobacco products on school grounds is now a legal issue. Students will be given a one day suspension upon the first incident; a three day suspension on their second incident and any further incidents will result in an indefinite suspension.

Bullying Policy

The schools and the District are working together to eliminate bullying in schools.

In accordance with the school plan, every reported act of bullying will:

- * Be acknowledged, investigated and dealt with.
- * Result in a consequence for the bully and support for the victim.
- * Result in a progressive plan of remediation for the bully.
- * Protection of the victim from retaliation by the offender.

The final step in any school action plan, where there is no improvement in behaviour, must result in indefinite suspension for the student.

CODE OF CONDUCT

A. Purpose:

The contents of this Code of Conduct acknowledge that if there is a conflict between this Code and the *BC Human Rights Code* then the *BC Human Rights Code* shall prevail.

The purpose of the Code of Conduct is to inform all members of the school community of our shared obligations and responsibilities to ensure a safe, caring and orderly school 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. The goal is to have students manage their own behaviour.

B. Development and Regular Review

1. At the beginning of the year, students, staff and parents are included in the development of the Code of Conduct during class time and assemblies, through newsletters, and at staff and PAC meetings
2. The Code is reviewed and updated in September and June of each school year during school consultation meetings with students, staff and parents. Members from all stakeholder groups are invited to attend meetings.
3. Conduct is consistently monitored by staff through direct communication and interaction with students. A comprehensive behaviour and intervention plan is utilized to ensure Codes reflect current and emerging situations and are contributing to school safety.

C. Communicating Expectations

1. The Code of Conduct is communicated to staff, students, parents, temporary staff, new members of the school community and visitors. Each family receives a Student Handbook containing the Code of Conduct at the beginning of each year. The Code of Conduct is discussed in classrooms, at assemblies, and at staff and PAC meetings. It is posted in various prominent and highly visible areas in the school.

D. Active Teaching and Promotion of Expectations

1. Behavioural expectations are explicitly taught and promoted during weekly assemblies and classroom lessons. Appropriate behaviours are modeled by staff members and other adults in the school.

E. Expectations of Acceptable Conduct

1. Acceptable behaviour creates an atmosphere of trust and security in which students may grow in confidence as a result of their actions and achievements: respecting self, others, and the school; helping to make the school a safe, caring, and orderly place; informing an adult in a timely manner of incidents of bullying, harassment, or intimidation; engaging in

purposeful learning activities in a timely manner; and acting in a manner that brings credit to the school.

2. The Code of Conduct conditions apply while students are in attendance at school, while travelling to and from school, and while attending any school function at any location.
3. School District's policy regarding the possession or use of weapons:

Policy 5114.1

The Board of Education considers the possession or use of any weapon by anyone on school premises to be a serious threat to the school environment and to the safety of both students and staff.

Weapon:

- a. ***Anything that is used, or intended to be used, or is designed to be used to put someone in fear; or***
- b. ***Anything used or intended for use in causing death or injury to persons whether designed for that purpose or not; or***
- c. ***Anything used, or intended for use, to threaten or intimidate any person and, without restricting the generality of the foregoing, includes any replica weapon or firearm as defined in the Criminal Code (s. 84).***

4. Prohibited grounds of discrimination set out in the *BC Human Rights Code*, as they relate to the school environment (s. 7).

People are protected by virtue of their, real or perceived, race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, age, sexual orientation or gender identification and therefore should not be subjected to discriminatory actions, including publication or discrimination of service.

5. The Board of Education will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of the Code of Conduct.
6. The conduct of students, parents, coaches and involved members of the greater community while acting as ambassadors of the school must align to create a safe, caring, and orderly environment where respect, responsibility, kindness, caring and acceptance are upheld.

- a. In keeping with the focus on preventative and restorative action, positive behaviour support acknowledges acceptable behaviour. The students have opportunities to be championed for positive actions and accomplishments. We acknowledge positive action by presenting BEARS cards to students when they are noticed behaving in a way that exemplifies an understanding of the values of respect, accountability, kindness, caring and safety.
- b. The expectations for behaviour are consistently taught through classroom discussions, weekly newsletters, assemblies, and conversation. The expectations are reinforced through an acknowledgement and celebration of excellence in action and achievement. Each child is evaluated and recognized as an individual, with distinct skills and abilities.
- c. Positive Behaviour Support. The following are examples of the ways the school is providing opportunities to celebrate success and foster a sense of belonging. The BEARS cards given to students are placed in a box in the office. A card is chosen once a week, and students are recognized throughout the school. We also choose two students to be celebrated as “Students of the Week”. Once they have been named in the newsletter, they will have the opportunity to fill a bulletin board with items which tell the story of their life. They will then share this information with the school community at the following assembly.

F. Levels and Consequences for Unacceptable Conduct

Level 1 Behaviours

The attending adult in the classroom handles the following behaviours:

- ✓ Disruptions/disobedience
- ✓ Tardiness
- ✓ Truancy
- ✓ Vandalism (minor) / Theft (minor)
- ✓ Lack of effort
- ✓ Lack of Respect
- ✓ Inappropriate language/behaviour
- ✓ Homework issues
- ✓ Assembly / audience behaviour
- ✓ Breach of minor school rules/policies

Level 2 Behaviours

The following behaviours are initially dealt with by the attending adult – then reinforced by the office:

- ✓ Lack of Respect (major)
- ✓ Inappropriate language
- ✓ Bullying/ Harassment (major or repeated)
- ✓ Defiance/ Willful disobedience
- ✓ Inappropriate internet use
- ✓ Disrespecting teachers' personal space and/or belongings
- ✓ Inappropriate representation of school (field trip/athletics)
- ✓ Cheating or Plagiarism

Level 3 Behaviours

Immediate office referrals and intervention:

- ✓ Bullying/Harassment/Intimidation/ Inappropriate sexual behaviour
- ✓ Fighting/Assault
- ✓ Direct disobedience or defiance
- ✓ Endangering safety
- ✓ Drugs or alcohol infractions
- ✓ Possession/use of a weapon
- ✓ Smoking/Tobacco
- ✓ Theft (major) and Vandalism (major)
- ✓ Tampering with Emergency Equipment

SCHOOL-WIDE CONSEQUENCES

Level 1 Behaviours

- Step 1: Reminder to student of behavioural expectations.
- Step 2: Restitution by the student.
Documentation by the teacher on the Horsefly Elementary Junior Secondary referral sheet
- Step 3: Home contact by the teacher
Documentation by the teacher on referral sheet
- Step 4: Move directly to “Level 2 – Step 2”

Level 2 Behaviours

- Step 1: Referral to administration by attending adult with documentation by the teacher on Horsefly Elementary Junior Secondary referral sheet
Home contact by teacher/administration
Homework Club/Detention
- Step 2: Referral to administration
Home contact – parent conference
One to 3 day in-school suspensions
- Step 3: Referral to administration by teacher
Home contact by administration
1 - 5 days in or out of school suspension
- Step 4: Move directly to “Level 3 – Step 2”

Level 3 Behaviours

- Step 1: Referral to administration
1 - 5 days out of school suspension (10 for drugs/alcohol)
Parent conference with administration before student returns
- Step 2: 5 - 10 days out of school suspension
- Step 3: Indefinite Suspension – referral to District Discipline Committee

CONSIDERATIONS FOR THE CODE OF CONDUCT

We ensure that consequences applied are appropriate for the violation of the Code of Conduct, and we focus on restorative actions rather than those that are punitive in nature.

When levying consequences for behaviors of a discriminatory nature, we make every attempt to address all parties involved and develop a plan to address the school culture.

We consider a student's age, maturity and special needs, as well as the student's previous school record.

We give special considerations to students with special needs if these students are unable to comply with a Code of Conduct due to a disability of an intellectual, physical, sensory, emotional or behaviors.

Students have varying levels of understanding as they grow older and more mature. Conduct expectations for students in the primary grades may be very different than what we would expect of an intermediate student.

The use of suspension is only when violation of the Code is serious or other consequences have been inadequate or ineffective. Violations of the code of conduct often result in notification to relevant stakeholders. When necessary, parents will be notified initially by phone and in more serious circumstances, through official letters. When a letter of suspension is written, the superintendent will be notified, along with the parents. During all courses of action, students will be made aware of the procedures and included in the process of discipline. 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).