

Park Avenue Community School

Code of Conduct

*We believe in promoting success for all students
by focusing on positive, effective resources and strategies
in a safe, caring and responsible learning community.*

2011 - 2012



Park Avenue Community School..... a great place to learn

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..... *a great place to learn*

395 Eighth Street

754-5591

Mission

At Park Avenue Community School, we are committed to work together with parents and families in a safe, caring and responsible learning community that enables all students to reach their full potential as life-long learners and contributing global citizens.

Values

At Park Avenue Community School, we value respect for others and ourselves, respect for learning and respect for the environment. We teach, model and practice these guiding expectations:

Be Responsible

*We are all responsible for our actions and behaviours
in creating a positive and respectful learning environment.*

Be Caring

We are caring and respect the rights, emotions, dignity and property of others.

Be Safe

*We act with the safety of others and ourselves in mind, in the school, on the playground
and in our community.*

Be a Ready Learner

We come to school with our supplies, ready to participate and give our best effort.

Vision

Our vision is that all of our students be able to reach their full potential as caring, self-regulating, responsible citizens with good self-esteem, motivation and high standards. Our students are preparing to be contributing members of their global communities by developing life-long learning skills and empathy for others.

Park Avenue Community School Code of Conduct

Purpose

- To establish and maintain a safe, caring and responsible community of learning.
- To clarify and publish expectations for student and adult behaviour at school, going to and from school and while attending any school function or activity at any location.
- To outline and teach our School-Wide Positive Behaviour Intervention Supports.

School Wide Expectations

We expect all children and adults present in the school to practice and model the school-wide expectations. Each class discusses their classroom expectations and posts them.

	Hallways	Play ground	Start/End of Day	Gym	Computer Lab	Assembly	Washroom	Library
R E S P O N S I B L E	*Walk quietly *Admire displays with eyes only *Hold doors open	*Return equipment *Leave valuables at home *Pick up litter	*Bring planners to and from school *Cell phones - electronics stowed away *Use assigned doors	*Follow instructions *Play by the rules *Be a good sport *Respond to the whistle	*No food or drink in lab *Return headsets *Print with permission	*Stand for 'O Canada' *Eyes and ears to speaker *Use the washroom before or after the assembly	*Put paper in garbage cans *Quiet voices *Leave items in class or outside	*No food or drink *Quiet voices *Follow sign-out procedures
S A F E	*Walk on right *Eyes forward *Keep hands and feet to self	*What's on the ground stays *Use WITS* *Hands and feet to self *Play in designated areas	*Follow traffic safety rules *No wheels on walkways *Lock up bike *Line up quietly	*Ask permission to leave *Move safely *Always with an adult in the gym	*Push in chair and walk *Use appropriate websites *Log off when done	*Sit on your bottom *Hands and feet to self *Enter & exit calmly	*Flush *Wash hands *Leave floors and counters clean & dry	*Walk *Push in your chair *Be with an adult *Clean hands
C A R I N G	*Greet guests *Help others *Be considerate	*Help others *Tell the truth *Share & invite others to play	*Remind others of expectations in a kind way *Look after the garden *Report concerns	*Include everyone *Help and encourage others *Share equipment	*Help others *Share computers and skills *Volume down or off	*Help guests find a seat *Show appreciation by clapping *Congratulate afterwards	*Help young students *Take turns *Report problems	*Treat books well *Return books on time *Report any damage to books

WITS= Walk Away, Ignore, Talk it Out, Seek Help

Expected Behaviours for Park Avenue Community Members

Rising expectations for appropriate behaviour apply to all individuals as they become older and more mature and move through successive grades and on to adulthood. Intermediate students and adults experience increasing personal responsibility and self-discipline and expect increasing consequences and restitution for inappropriate behaviour.

Examples of acceptable behaviours would include, but are not limited to, individuals:

- Respecting others, self, the learning environment and the natural environment;
- Attending school regularly and on time; explaining absences & doing missed work;
- Engaging in purposeful learning activities in a timely manner;
- Helping to make the school a safe, caring and responsible place;
- Quickly informing an adult of incidents of bullying, harassment or intimidation;
- Acting in a manner that brings credit to Park Avenue Community School.

Examples of undesirable behaviour would include but are not limited to behaviours that:

- Interfere with others' learning or their self-esteem;
- Interfere with a respectful, orderly, welcoming environment;
- Create unsafe conditions for others or self.

Unacceptable behaviours would also include acts of bullying, harassment or intimidation, physical violence or retribution against a person who has reported an incident. Illegal acts, such as possession, use or distribution of illegal or restricted substances; possession or use of weapons and theft of or damage to property are not tolerated and will be reported to the RCMP.

<p>Concerns or Questions: Parents and staff are encouraged to communicate with each other. Please call and set up a time to meet!</p>

Consequences

We will take the severity and frequency of unacceptable conduct, as well as the age and maturity of the individual into consideration in determining appropriate consequences for unacceptable behaviour. Consequences are:

- Pre-planned, consistent and fair;
- Preventative and restorative rather than punitive wherever possible;
- Created with the direct involvement of the individual so the consequences are purposeful and meaningful;

- Considerate of any special needs that may impact an individual's ability to comply with the expectations (*see BC Human Rights Code pertaining to discrimination in accommodation, service and facility*);
- Respectful of 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, sex or sexual orientation - in respect of discriminatory publication and discrimination in accommodation, service and facility in the school environment.

Minor Misbehaviour

We will respond to individuals who make poor choices that interfere with the learning of others, are uncaring or disrespectful in this manner:

1. The adult noticing the poor choice will make a verbal request for the individual to follow the school expectation. The adult will be in close proximity and will communicate in a respectful manner, using the individual's name where possible. The adult will then wait for the individual to demonstrate the expected behaviour.
2. If not effective, the adult will pause, turn to the individual and give a minimal verbal request to stop the inappropriate behaviour, clarify if necessary and finish with "Thank you".
3. If not effective, the adult will have a 'one to one' dialogue with the individual and direct the individual to a different location (safe spot, triad room) for time to complete work and to think. The adult will record the incident.
e.g., "I am concerned, I heard you insult your friend and you did not stop when I asked you to do so. You need to go to our triad room to complete your work. When you are able to use a calm voice and apologize to your friend, you may return to class and try again."

Escalating Misbehaviour

If an individual continues to make choices that are unsafe, uncaring or disrespectful after the adult has followed the steps for dealing with minor misbehaviour, the adult will refer the student to the office.

Office Referrals:

1. The sending adult directs the student to complete a problem-solving form.
2. Using the problem-solving form, the student and principal discusses the event, the poor choice, better choices and what the student can do to make things right. The principal may decide to withdraw school privileges for a time.

3. Students discuss the problem-solving form at home with parents and explain how they have resolved the problem. Parents sign the form and students return it to their teacher. If a student forgets to return the form, the teacher will send the student to the office to call home the next day.
4. If a student receives three office referrals for the same type of behaviour, the principal will contact the parent(s) to set up a meeting at school to discuss the matter in person. Other staff may be involved to develop a behaviour plan. We will withdraw school privileges for a longer period.

Suspension

For severe offences, in accordance with district and school policy:

- an adult will bring the student to the office,
- the principal or designate will contact the parent
- and a formal letter of suspension describing the incident, the length of the suspension (usually 1-3 days) and restitution plan and responsibilities (work, letters of understanding or apology, etc.) is sent home.

Notification

School officials have a responsibility to advise other parents of serious breaches of this code of conduct.

- Parents of student offender(s) in every serious incident
- Parents of student victim(s) in every serious incident
- School District Officials as required by School District Policy
- Police and/or other agencies as required by law
- All parents when deemed to be important to reassure community members that school officials are aware of a serious situation or incident and are taking appropriate action to address it
- School staff members may involve parents earlier.

We believe in learning from our mistakes helps us become safe, caring and responsible citizens!

Student Name: _____

Homeroom Teacher: _____ Grade ____ Division ____

If an incident requires IMMEDIATE ACTION, put this note directly in Mrs. Younk’s mailbox.

#	Date	Time	Staff member reporting the incident	Location (see below)*
1				
2				
3				
4 th incident will involve time out of the classroom and completing a problem-solving form.				

*Location Codes: **P**=Playground; **H**=Hallway; **C**=Class; **G**=Gym; **W**=Washroom; **MP**=Multipurpose Room; **A**=Assembly; **O**=Office; **L**=Library, **M**=Music Room, **CL**=lab. If the incident was at other location (off-site, etc.), write the location.

Our Code of Conduct: (Note the incident number next to the student behaviour you expected to see.)

Be Safe

- ___ Hands and feet to self
- ___ What’s on the ground stays
- ___ Ask permission to leave
- ___ Listen to adult directions
- ___ Report concerns to adults
- ___ Use and store items safely
- ___ Use washroom etiquette
- ___ Travelling to/from school
- ___ Use your W.I.T.S.
- ___ Walk right, eyes forward

Be Caring

- ___ Use kind tone, gesture, words
- ___ Take turns, listen and share
- ___ Help others
- ___ Include everyone
- ___ Eyes on speaker
- ___ Encourage others
- ___ Show appreciation
- ___ Clean up messes, spills
- ___ Respect others’ space/items
- ___ Respect others’ feelings

Be Responsible

- ___ Tell the truth
- ___ Return borrowed items
- ___ Food/drink times/places
- ___ Follow adult directions
- ___ Leave valuables at home
- ___ Arrive on time with work
- ___ No wheels on walkways
- ___ Play by the rules
- ___ Quiet voices & moving
- ___ Listen to others’ views

Other: _____

Comments (use the back of this page if needed):

- 1) _____
- 2) _____
- 3) _____

Parents: You are receiving this form because this is the third time your child has had difficulty with being safe, caring and/or responsible on the playground or within the school. Please discuss these minor incidents with your child, then sign and return this form. Remember, we all make mistakes – our goal is to learn from them so we do not keep making the same ones! If your child has a fourth minor incident following your discussion, we will ask your child to spend some time in another classroom and/or off the playground (time away). The principal will ask your child to complete a problem-solving form explaining the problem, the poor choices, the possible alternative choices and the actions required to ‘make things right’ and to ‘be a ready learner’.

Thank you for working with us to ensure Park Avenue Community School is a great place to learn!

_____ (Parent Signature)

_____ (Teacher Signature)

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I can solve a problem and learn from it!

Parents: Please review, sign and return this form in your child's planner. This form is our way of ensuring you know about a problem and how we have worked with your child to resolve it. We appreciate your follow-up discussion at home with emphasis on "What can you learn from this?"

This is what happened:	My choice/action was not a good one because:
A better choice would be:	I will make things right by: 1) 2) 3)

Student's Signature: _____ **Date:** _____

Principal's Signature: _____ **Date:** _____

Teacher's Signature: _____ **Date:** _____

Parent's Signature: _____ **Date:** _____

Any other parties involved? Please review this with them and ask them to sign as well.