



Anola School
736 Academy St.
Anola, MB
R0E 0A0

Phone: 1-204-866-2962
Fax: 1-204-866-3177
Principal: Mr. B. Welsh
Email: bwelsh@sunrisesd.ca
WebSite: www.sunrisesd.ca

2017~2018

Safety

Teamwork

Achievement

Respect

Successful

**Please read and discuss the Anola School Handbook
and sign below.**

**The handbook will be returned once your teacher has
seen your signature.**


STUDENT SIGNATURE

Date

PARENT SIGNATURE

Date

MISSION STATEMENT

*In our Anola School community we want all Anola students to be **STARS**  creating a **Safe** environment where **Teamwork**, **Achievement**, and **Respect** contribute to life-long learners and **Successful** citizenship. **Respect** is critical to creating a successful school climate. Student responsibility and being ready to learn are also important aspects to academic success. Students are expected to behave respectfully towards themselves, others & their environment. The goal is to promote socially responsible citizens in Anola School through recognition of positive behaviour.*

ATTENDANCE INFORMATION:

- When students are going to be absent from school or arriving late due to illness or for other reasons, parents are required to notify the school prior to 8:30.
- Phone calls can be made before and after school and a message can be left on the answering machine.
- In the event that a student is late, they are required to sign in at the office prior to going to class.

SCHOOL BUS INFORMATION:

- **Transportation phone: 204-444-2498**
- **Please call the School office at 204-866-2962 if your child will not be coming to school in the morning, calls are not required to the bus garage.**
- Safe transportation of all students is the ultimate goal for the Transportation Department, bus drivers, school and parents. Parents support and cooperation in stressing the safety rules and behavioural expectations of students on the bus is requested. Behaviours that may cause unsafe or uncomfortable situations will not be tolerated and the bus drivers will report these behaviours on a bus misconduct form to the school administration. Please contribute to **uninterrupted learning** for Anola Students by ensuring your child is prepared for school each day by bringing homework, books, lunch/hot lunch money

and all other required school items. Your child should be aware of pickup arrangements before coming to school to avoid unnecessary class interruptions. Changes to routine pickup arrangements are discouraged, but when necessary should be written in the agenda book or a note sent to the office via the homeroom teacher. Please respect dismissal times and only pick up your child early when absolutely necessary. As stated in the Sunrise School Division Transportation Bussing Services Operational Processes and Procedures Manual; Transportation is provided **to and from one address only**. However, a signed note from a parent and principal may allow the driver to drop a student off at a different existing bus stop on the same route. **Riding the school bus is a privilege** and this privilege can be denied to students who do not follow the safety rules and behavioural expectations. Please do not send items with your children on the bus that do not fit on their lap. Larger items must be transported separately.

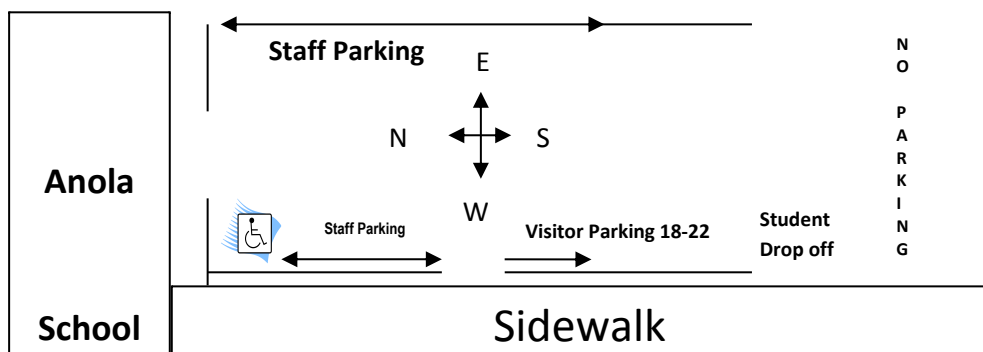
LEAVING SCHOOL GROUNDS

- Students in grades K-5 are NOT permitted to leave the grounds during the school day.
- Students in grades 6-8 may leave the school grounds at lunch with written permission from their parent. Before the student leaves the school, they are to sign out in the office. Permission notes to leave the school grounds at lunchtime may be written for any period of time that the parent deems appropriate (day, week, month, whole year). Should concerns arise as a result of students leaving the school grounds, the privilege can be revoked at the discretion of the school administration. *Students may not sign out on Exposures (Shops) day as buses leave part way through the lunch hour.* **Food purchased off grounds at lunch is to be eaten before returning to the school.**
- Students who have appointments and are leaving the school during the day, are asked to bring a dated note to the office indicating the time and the reason for leaving early when leaving the school.

- For safety reasons, parents are required to pick up their children in the office area and notify the secretary.

STUDENT PICK-UP/DROP-OFF

- For safety reasons, please do not park in the staff parking areas or use the bus loop area or pull in the lot and backup or turn around.
- Visitor parking and student drop-off are designated by signs at the south end of the parking lot. Parents are to drop off their children at the south end; the children will then walk onto the playground area or walk on the sidewalk to the front doors of the school. Children should not be walking through the parking lot at any time.



- For student pick-up, we require parents come into the school to meet their children. **It is important that we have a signed note or phone call from the parent to confirm a student is being picked up.**

RECESS

- All students in grades K-8 have 15-minute AM and PM recess breaks and 40-minute lunch break to allow the students the opportunity to enjoy fresh air, exercise and “recharge” their batteries. Except in extreme weather conditions, recess will be outdoors. In the winter, indoor recesses are held if the wind-chill temperature exceeds -28 degrees Celsius. **Please ensure that your child is dressed for the weather.**

LOCKS AND LOCKERS (Grades 6-8)

- Locks will be issued and lockers assigned by the homeroom teacher at the start of the school year.
- Since students are responsible for all textbooks assigned to them as well as their own personal property, **lockers must be locked** at all times. Any difficulties with the locks or lockers should be reported to the homeroom teacher immediately. Locks from home are not allowed.
- Students will not share their combinations with any other students. Should a lock be lost or damaged, the student may be assessed a replacement fee. All locks must be turned in to the homeroom teacher at the end of the year.
- Should an occasion arise where a locker must be opened, parents/guardians and/or the student will be informed either before or after the locker has been checked. Two school officials will be present and every attempt will be made to have the student present.

SCHOOL VISITORS/VOLUNTEERS

- All visitors are to report to the school office upon arrival. **Volunteers are to sign in at the school office. As well, visitors are requested to wear an identification badge provided by the office.** Visitors are not allowed in the school unless arrangements have been made with the Principal's office.

CHANGE OF CONTACT INFORMATION

- Please inform the school office of any changes of name, address, phone numbers, bus numbers, etc. if they change during the school year. Your cooperation is appreciated.

DRESS CODE/INDOOR SHOES

- Clothing for all students in K-8 (all genders) must be appropriate for SCHOOL. See-through shirts, beach type wear, short shorts, half shirts, any clothing revealing midriffs or undergarments, shirts with offensive language or pictures (including drugs or alcohol), are not allowed in our learning environment.
- Outdoor clothes (some hats, hoods, jackets, sunglasses, etc.) are for outdoor times and may be asked to be removed when students are inside the school. Headwear will always be

removed during ceremonial occasions (ex. OCanada, Remembrance day, etc.) and during some classes throughout the day.

- Each student **must** have a pair of indoor, non-black soled shoes to be worn at all times in the school.
- **When Apparel Does Not Meet the Standards of the Dress Code:**
 - a. Persons dressed in a manner that does not meet the above guidelines will be asked to make changes to their apparel in order to meet the guidelines.
 - b. Persons unable to make those changes will be required to report to the office to have appropriate clothing provided.
 - c. Persons unwilling to make these changes will report to the office to meet with the principal and to address the problem.
 - d. It is the responsibility of individuals (students, staff and parents) to enforce these expectations. Administration will provide support as needed.

ACCIDENTS/ILLNESS/MEDICATION

- Accidents involving students must be reported to the Principal's office immediately. In the event of an injury, first aid will be given and every effort will be made to contact the parents. Follow-up will be monitored as necessary.
- In the event of a serious injury and the parents cannot be reached, the school may seek medical assistance at the parents' expense.
- Students who are not feeling well are to inform their homeroom teacher. In the event that the student does not begin to feel better, every effort will be made to contact the parents and have the student picked-up for the remainder of the day.
- **The school staff is prohibited from administering any medication to a student without prior completion of a medical form. Students cannot bring medication to school and self-administer it. The divisional policy is available upon request.**

SCHOOL PICTURES

- In September, all students will have their picture taken. These pictures will be used for student records and yearbook.

Students and parents who wish to purchase a package may do so. Photo purchases are always optional.

PLAYGROUND SAFETY

- Every possible measure is taken to provide a safe and enjoyable playground for our students. The playground is supervised at all recesses and during the lunch hour. The safe use of equipment is explained and demonstrated to the students at the beginning of the school year and reviewed at various times throughout the year. Students are reminded and encouraged to practice the safe and respectful use of all school equipment, including that which is borrowed from the class or the gym.

LUNCH HOUR

- With the exception of student lunch monitors, **all students are to eat their lunch** in their homerooms and will be supervised by a rotating adult lunch supervisor. *Students are not to be in the hallways eating their food.* Food cannot be taken outside; all lunch must be finished prior to going outside. Students have 20 minutes to eat and are expected to have finished their lunches prior to going outside. By 12:10 pm, students are to be in one of the following locations:
 - outside on the school grounds
 - attending an intramural activity in the gym
 - participating in a supervised activity with an adult
 - at open library.
- Unless a student is at one of the above-mentioned locations, they are not to be in the school between 12:10 and 12:45pm.
- Monthly milk order forms will be sent out for students to pre-order white or chocolate milk. A drink machine is available for student use during the lunch hour. **Students may only purchase drinks at lunch hour.**

STUDENT FEES

- Early Years and Middle Years students will be assessed a student fee (from \$15.00-\$40.00). This fee will be collected at the September start up conferences and covers classroom supplies and a locker fee for grade 6-8 students.

LOST OR DAMAGED ITEMS

- Students are issued textbooks for their own use at various times throughout the year. Should a textbook become lost, damaged or defaced, a fee will be assessed to cover the cost or repair/replacement.

PERSONAL PROPERTY

- Parents are requested to see that their children's clothes, boots, gloves, lunch kits, etc. are marked with the child's name. Clothing does get misplaced and many children have identical or similar clothing. Found articles are collected in a bin in the front foyer. These items are routinely put out for students and Parents to claim. At the end of the school year, all unclaimed items are donated to a charity.

LIBRARY

- The library is a valuable resource to students. Use of the library is an important component of classroom programs. In the event that borrowed materials are not returned, a fine may be assessed: \$8.00 for soft cover books and \$15.00 for hardcover books. If new books are lost, the full replacement cost will be charged to the student.

COMMUNICATION

Communication between parents, students and teachers is of the utmost importance. Anola School makes use of a variety of tools in order to ensure this positive dialogue. Some of the communication tools used at Anola School includes:

- **Agenda Planners** – Students are encouraged and guided by their homeroom teacher to enter all assignments, due dates and special events. Parents are encouraged to communicate with the teacher in the student agenda planner.
- **School Website/Email** – Important information will be posted on the Anola School website and emailed to parents regularly. Please ensure the school has an up-to-date email address.
- **Reporting** – Formal reports will be sent home three times a year. Students are involved with portfolios, self-evaluation

strategies and learning how to conduct student-led conferences.

- **Three Way Conferences**-are meetings between student, teacher and parents to discuss student learning. These conferences are important to the students as it allows them the opportunity to discuss their learning experiences, celebration items and learning needs with their teacher(s) and parent(s).
- **Telephone Interviews** – In cases where either a parent or teacher has a concern, a telephone conversation can be held to discuss the concerns or to set up an in-person meeting.
- **Notes** – Announcements of field trips, band concerts and other student, school and Divisional information will be sent home throughout the year by email.
- **Other** – Email, Blogs, other social media examples.

SCHOOL WIDE BEHAVIOUR PLAN

- At the center of Anola School's Positive Behavioural Plan is for students to be Anola STARS, which is based on **Safety, Teamwork, Achievement, Respect and Success**.
- There are numerous ways to deal with unwise choices that students make in terms of their behavior.
- All inappropriate behaviours are opportunities for students to learn and for us to learn about him/her.
- Policies and procedures are in place to address behavioural issues. All minor and major discipline issues will be responded to according to the seriousness and frequency of the violation. The following steps will be utilized when dealing with a discipline issue (depending on the situation, certain steps may be by-passed):
 - Teachers will deal with classroom discipline based on established classroom expectations made with the students.
 - At the teacher's discretion, inappropriate behaviours will be referred to the office.
 - A learning conference will be held with the goal of working with parents and the child to correct the behaviour. Some form of consequences may be implemented and/or parents contacted. Repeated occurrences of a problem following a conference may lead to further disciplinary action being

taken (restitution, detention, in-school suspension, or out of school suspension).

GENERAL INFORMATION

- Students who ride their bikes to school must lock them in the bike racks provided. The school assumes no responsibility for bikes brought to school. Bikes are not to be ridden on the school grounds. **Bikes are not to be ridden off-grounds at lunchtime.**
- Garbage cans, recycling bins and compost bins are provided throughout the school. Students are expected to use them responsibly.
- Students are encouraged **NOT** to bring personal audio, video, gaming or communication devices to school. If brought to school, the student assumes all responsibility for them and they are allowed to be used only at breaks, lunchtime or at the discretion of the teacher. They are **NEVER** allowed in the gym. Cameras on these devices are not allowed to be used at school. Devices will be confiscated if disruptive or used without permission and will be turned into the office. Devices will be returned to students at 3:30 for the first offence, to a parent for the second offence and case by case from then on. Any inappropriate use (example: pictures or videos without permission) is strictly prohibited and will result in disciplinary intervention and consequences.

ANOLA COMMUNITY PARENT COUNCIL

The Anola Community Parent Council (ACPC) is a group of parents and community members who work with the principal and school officials to enhance your child's schooling.

The ACPC's objectives and activities include:

- Ensuring that every program and activity of the council recognizes that the student is the most important and vital component in the educational system.
- Supporting and enhancing the education of Anola School students in cooperation with administration and the teaching staff.
- Acting as a general liaison between parents/community members and the educators and support staff at Anola School.

- Fostering cultural activities in the school.
- Assisting in creating a safe neighborhood environment for the well-being of children.
- Informing parents and community members of programs within the school. This includes involving them in activities and advising and facilitating parent education.

Parents and community members are eligible to vote at meetings if:

1. The parents/adult supports the objectives of the council.
2. The parent/community member resides within the catchment area.
3. The parent/community member has children attending the school.

Research indicates that schools with significant parental involvement have:

- Decreased absenteeism
- Higher academic scores
- Improved student behavior
- Confidence and participation among parents
- Greater parent support and communication with the school
- Greater parent participation in children's learning and development

PROGRAM INFORMATION

DAY CYCLE / TIME SCHEDULE

- Anola School operates on a school term of ten months, September to June, using the Winnipeg six-day cycle. Each of the six school days is divided into eight class periods of approximately 35-40 minutes.
- The school opens at 8:45 AM and for the afternoon at 12:45 PM.

AM Recess – 10:20 to 10:35

PM Recess – 2:05 – 2:20

End of the day dismissal is at 3:30

Buses leave at 3:35

COURSE OFFERINGS

All students in grades K – 5 receive instruction in the following courses:

- English Language Arts
- Mathematics
- Social Studies
- Science
- French
- Physical Education
- Music/Band
- Art
- Health

All students in grades 6, 7 and 8 attend Exposures (shops). For this program, students are bused to Springfield Middle School and Springfield Collegiate once per cycle.

HONOUR ROLL

- Grade 7 & 8 each term;
All core courses at 80% or higher (ELA, Math, Science, S.S.). All non-core courses at 80% or higher, but 1 may be 75% or higher (Art, Band, Exposures, French, P.E./Health).

PROMOTION/RETENTION

- Evaluation of a student's achievement focuses on performance and on all dimensions of the student's growth. Each member of the school teaching team is responsible for evaluating the growth of each individual.

Promotion Criteria:

The principal and the teaching team will consider the following factors in determining promotion, retention, and student placement:

- academic achievement
- perceived ability to function at the next level
- organizational skills
- work habits
- level of maturity, including social, emotional, and physical factors.

Parents of students in grades 6 – 8 who are achieving below 50% will be notified by email or telephone to discuss future plans of action for improvement.

RESOURCE PROGRAM

- The Resource program is intended to serve both students and teachers by assisting in the identification and delivery of the most appropriate academic program for each student. English Language Arts, Math, organizational and social skills are the major emphasis of the Resource program.
- The role of the Resource teacher is to work in collaboration with teachers, students, and parents to assure student progress. One function of the Resource teacher is to provide assessments of a student's learning strengths and weaknesses and from this basis to assist the classroom teacher in the development and evaluation of appropriate academic programming for the student.

READING RECOVERY PROGRAM (Grade 1)

- Reading Recovery is an early, short-term intervention for students who have had one year of school-based experiences in literacy development and are six years old. It is a preventative program which offers children a second chance, a chance to recover the distance in literacy development that separates them from their peers. Students are recommended for this program by classroom teachers.

There are 2 goals of the Reading Recovery program:

1. To accelerate the child's progress in reading and writing so as to read the average band of his/her classmates, thus closing the gap between the child and his/her peers.
2. For the child to become an independent strategic problem solver. At the conclusion of the Reading Recovery program, he/she should be able to work in the classroom without additional resource support. Those who do not reach the level where they are independent are referred for additional support to the resource department of the school.

Blended Classrooms

For many years, Anola School has been using multilevel classrooms. They have existed for centuries especially with schools who have a lower student population. Research into blended classrooms in the 1980's and 1990's confirmed the benefits for teachers and students who were in this type of classroom setting.

Blended classrooms have a plan properly set forth with research, knowledge and understanding, and with student's best interest in mind. Different school years have different demands and challenges in regards to classroom profiles and whole school demographics. Criteria is analyzed and used to help create the best scenario for student learning. Below is a document to assist in the understanding of this concept.

All school divisions in Manitoba have blended type schools (ie. Sunrise School Division, Winnipeg School Division, Louis Riel School Division, Pembina Trails School Division, Seine River School Division, etc.). The Manitoba government supports blended (connected to multiage, multilevel, or split) which has been formalized in a document entitled "Independent Together". Blended classrooms are a common practice in Canada and the US.

Benefits to Being in a Blended Classroom

- Focuses on the developmental stage of each learner not the grade. A child who is born December 31 at 11:59 pm and another child who is born 2 minutes later on January 1 at 12:01 am often are put into different grades.
- Students are not put into a grade based merely by their date of birth.
- Students learn to be self-motivated by personal reflections and goal setting which drives them to be active learners in the class.
- Students receive varying methods of instruction for varying abilities and learning styles.
- Provides opportunities for ongoing relationships with the same teacher at times, to minimize adjustment to new routines and increase instructional time.

- Integrating curriculum and using inquiry-based learning to develop skills and allow each student to explore topics of personal interest.
- Grouping students flexibly can build relationships based on shared interests rather than ages.
- Students will have an opportunity to switch classrooms (often 1 to 2 years) allowing students to work with new students and be separated with students they may not work well with. This offers the school and classroom to form classes with the best possible student dynamic

Frequently Asked Questions about Blends

1. What happens with new students coming into a blended classroom? Do they miss curriculum?

Yes and no. New students coming in could potentially miss out on some science and social studies curriculum; however, these curriculums are designed to be taught in a spiral design where students would receive these same topics in a later grade again. ELA and Math would not be missed as the topics are sequential and build on ability and students, students entering the classroom would be taught the basics and progressed to a level that challenges them but yet allows them to still be successful.

2. Does it benefit students who are academically strong or those who struggle?

Both. Blended classrooms allow for continuous progress. All learners can be challenged. In blended classrooms, all students are expected to attain the learning outcomes, and time becomes a variable that can help them do so. Multilevel benefits all students. The research shows that students in blended classrooms perform as well or better than students in single grade classrooms academically. Their greatest gains tend to be in language and reading.

3. How do you know they are meeting their own grades outcomes?

Regular Assessment. *Blended classrooms are built on the premise that diversity is not a challenge to be overcome, but an asset and a resource that promotes learning. In reality, all classrooms are diverse. By the time students are eight years old, their academic performance in a single-grade classroom may span three or more years. In addition, students bring to the classroom a wide range of learning approaches, developmental stages, aptitudes, interests, experiences, cultural backgrounds, and personalities. Thus, there are no homogeneous classrooms.*

Students are individually assessed regularly to ensure that curricular outcomes for each grade are being met.

4. Isn't blended the same thing as split classes?

No. *Placing students from several grades in one classroom does not in itself create a successful blended classroom. However, blended classrooms are based on a student-centered, subject-integrated approach to learning.*

5. Only students who are independent learners do well in a blended class.

No. *Homogeneous and heterogeneous groupings of students remove the need for students to be only independent learners. When students are in groups, they learn with their peers instead of having to do it on the own. This allows for collaboration, sharing knowledge, asking questions, and helping one another all without direct teacher involvement.*

6. Who decides what class my child is placed into? Do I have a say?

All involved contribute to the decision. *Student Services, teachers, the student, and parents/guardians all have a say in where the student ends up. Criteria of all the factors will be the basis for what will be the best placement for the child. Social dynamics, academics, and behaviour also factor into the decision.*

7. How are teachers able to teach two grades at once?

Through planning. This is not an easy answer nor is it short. Simply put, teachers will teach to student abilities. Usually put in groups based on ability, teachers will have different expectations for different groups. Personal goals will drive students to strive for more, setting the bar higher. Teachers will have grade-level outcomes in mind when assessing student progress.

8. With regards to math, I am concerned that my child won't get the best education and attention they need?

Not to worry. Math class can be taught in many different ways. It will be up to the teacher to choose how they will setup and give instructions. Workstations or work centers are two common ways in which students, grouped by ability, work their way around from one station to another. Each station reinforces the concept they are learning. The teacher may reteach, introduce something, or assess where students need help. In this setup, everyone is busy and they all at some point get that needed time with the teacher. Once again this is just one way of teaching math.

9. How are teachers able to teach to a wide range of student abilities?

Teachers do already. Teachers are already challenged with a range of student abilities whether in blended or not. Blended programming recognizes that each student is at a different stage of learning and focuses on the developmental stage of the learner. The focus moves to individual learning along a continuum. Students learn to set personal learning goals, assess themselves, and reflect on their own learning. Teachers will plan lessons keeping in mind differentiated instruction as well whole class instruction to accommodate whatever ability students may be at.

Anola School Code of Conduct

S.T.A.R.S.

In our Anola School community we reach for the **STARS** – a **S**afe environment where **T**eamwork, **A**chievement, and **R**espect contribute to life-long learners and **S**uccessful citizens.

Principles

Respect

It is expected that all school members (students, staff, parents, & guests) will exhibit behaviour that shows respect for the rights, property, and safety of themselves and others.

Responsibility

It is expected that all school members will accept personal responsibility for their behaviour in order to maintain a safe, respectful, and productive learning environment. It is expected that all school members will conduct themselves in compliance with the behaviour management policies of the school and the Sunrise School Division.

Rights

It is expected that school members will honour the rights of others through the process of learning and demonstrating appropriate behaviour in the context of social responsibility.

Standards of Behaviour

- School members will:
- Show respect for the rights, property, and safety of themselves and others

- Respect and appreciate diversity of all school members regardless of their race, culture, ethnicity, religion, gender, sexual orientation, age, and ability
- Express themselves with socially acceptable language and gestures
- Exhibit behaviour that avoids all form of intimidation, harassment, racism, and discrimination
- Dress in accordance with school dress standards
- Be punctual and prepared when attending classes, activities, and events
- Treat school property and the personal property of others with care
- Adhere to the guidelines of the Sunrise School Division's ICT Appropriate Use Policy. See responsibilities and privileges below.
- Promote positive behaviour and the safety of self and others by the avoidance of all types of violent acts
- Refrain from the possession of any type of weapon on school property
- Refrain from the involvement in any gang or gang related activity
- Refrain from possession of and being under the influence of all forms of intoxicants on school property
- Promote positive behaviour by refraining from involvement in any illegal activity
- Respect the responsibility of all school members in exercising their duties

- Bullying, or abusing physically, sexually, or psychologically - verbally, in writing, cyber or otherwise - any person at Anola School will not be tolerated.

Responses to Violations of the Code of Conduct

The following are strategies that may be implemented when responding to violations of the Anola School Code of Conduct. Several strategies may be used at any one time.

- Informal interview with student
- Formal interview with student
- Restitution
- Student/teacher/administrator conference
- Phone call to parent/guardian
- Formal meeting with parents and student
- Involvement of:
 - School counselor
 - Resource teacher
 - Social worker
 - Divisional Principal of Student Support Services
 - Other agencies as appropriate
- Peer mediation
- Period of 'time out'
- Withdrawal of privileges
- Making amends either monetarily or through school-based community service
- Implementation of a behavioural contract
- Implementation of an Individual Education Plan or Behavioural Intervention Plan
- In-school suspension
- Out of school suspension
- Placement in an alternative educational setting
- Immediate suspension of up to 5 days to secure safety before broadening response

Appeal Process

When there is a difference of opinion regarding the corrective measures/consequences decided upon by the school personnel, the following procedures would be followed:

- 1) There will be direct discussion between the parents/legal guardians and the school administration.

If no resolution can be arrived at, the issue will be referred to the Superintendent's Office for further consideration, utilizing the Sunrise Public Concern Protocol.

Sunrise School Division Code of Conduct

Sunrise School Division Code of Conduct

June 2012

Board Vision:

“Every student will have the opportunity to experience the joy of learning in the Sunrise School Division in order to be better prepared for the future, with the knowledge, skills and values to achieve their own personal life goals.”

Staff statement of purpose:

“Nothing less than outstanding learning experiences, one student at a time.”

OVERVIEW

According to the direction of the Public Schools Act that each pupil be provided *“a safe and caring school environment that fosters and maintains respectful and responsible behaviours,”* Sunrise School Division adopted a Code of Conduct. These are the behaviour standards and expectations we have of everyone to create and maintain an environment that *“allows all individuals to feel accepted, valued and safe,”* and to meet the Division’s vision and purpose.

The code applies to staff and students throughout the school day, at all school-sponsored activities and events, in any other school-related context where behaviours might affect the learning or well-being of other students, and at all times on all forms of transportation sanctioned by the Division. In recognition of the critical role of parents and visitors in setting expectations, modeling and coaching student behaviour, the code also outlines their responsibilities to maintaining safe schools.

The Public Schools Act requires each school to establish a code of conduct for pupils and staff, and to review its code annually.

At minimum, Sunrise school-based codes will reflect the principles, attitudes and actions outlined below to promote the provision of safe learning environments.

Schools will review these policies annually to ensure compliance with provincial legislation and consistency with other legislation and Divisional policies, and to ensure web-resources and references to related documents are up-to-date and comprehensive.

The Division and schools will regularly seek input on the code of conduct from staff, students, parents and the community-at-large.

PRINCIPLES

“One of the goals of education is to assist students in developing personal and social responsibility, to get along with others, to develop relationships, and to work with others.”

Sunrise School Division and school codes of conduct will be based on these principles:

- To benefit all learners, expectations will be communicated clearly and consistently.
- Members of the Sunrise School Division community will continually promote and practice attitudes and actions that provide a safe learning environment.
- Each student will be recognized as having a unique complement of strengths and abilities.
- School-wide approaches to student behaviour will focus on the relationship between behaviour and learning, and will include teaching students to problem-solve, manage their own behaviours, build friendships and manage conflict with others.
- A continuum of student support methods, strategies and interventions will be used to encourage positive behaviours, to assist students to redirect or change inappropriate behaviours, and to administer discipline when required in severe or chronic cases. In all cases, the goal will be to reduce or eliminate reactive punitive

and exclusionary strategies in favour of proactive preventive skill-building approaches.

- Under no circumstances will a teacher administer physical punishment
- Only after all other appropriate interventions have been attempted in situations where a member of staff foresees a student at risk of physical harm to him/herself or others, might staff use physical restraint.
- Staff will engage in professional development and growth opportunities that emphasize “best and promising practices” in the areas of learning, behaviour and team approaches.
- Effective, ongoing communications between staff and parents will be a priority in managing behavioural challenges.
- Wherever possible, a team consultative approach will be used for decision-making about responses to student behaviours.
- Behaviour-management strategies and interventions will be developed and implemented in alignment with these principles.

For more discussion about these principles, please see the document “Sunrise Reasonable Interpretation of Positive School Environments & Student Behaviour.”

Unacceptable and Intolerable Behaviours

Behaviours that are not acceptable/will not be tolerated in Sunrise schools include but are not limited to the following:

- Bullying, including cyberbullying, or abusing physically, sexually, or psychologically in writing, verbally or otherwise*
- Discriminating unreasonably on the basis of any characteristic set out in subsection 9 (2) of the Manitoba Human Rights Code
- Using, possessing or being under the influence of alcohol or illicit drugs at school.
- Gang involvement on school sites
- Possessing a weapon as “weapon” is defined in Section 2 of Canada’s Criminal Code

- Inappropriate use of electronic mail, the Internet, cell phones and electronic communication devices, including accessing, uploading, downloading or distribution of material that the school has determined objectionable, students taking photos, video recordings, and images of staff or students on school property without the permission of authorized school personnel

*Sunrise provides Division-wide guidance with respect to bullying, threat/violence assessment, and appropriate use of information/communication technology.

RESPONSIBILITIES

Sunrise School Division believes that all staff, parents, and students share the responsibility to maintain a safe, caring environment. Parents and visitors are expected to comply with the intent of this policy.

Staff are responsible for:

- Complying with the Sunrise School Division and local school codes of conduct as well as their respective professional codes of conduct/ethics and related Sunrise policies
- Modeling appropriate personal management practices (self-discipline, including respectfulness and professionalism)
- Demonstrating respect for all individuals
- Providing learning environments that are emotionally and physically safe and respectful for all
- Participating to create a positive school-wide culture
- Providing relevant learning experiences that address the diverse needs of students
 - Communicating relevant information about student progress, attendance and behaviour to students, to their parents/guardians and to appropriate school staff
- Respecting confidential information about staff, parents, and students
- Implementing supportive and disciplinary interventions and strategies selected from the Sunrise School Division continuum of

supports to assist students to learn new conduct and to maintain a safe environment for all learners. The following factors may be considered when addressing student behaviour

- the age, maturity, and cognitive development of the student
- the context in which the infraction occurred
- the frequency, duration, intensity and severity of the incident
- the student's history regarding similar offences
- previous actions taken

Students are responsible for:

- Complying with the Sunrise School Division and local school codes of conduct and related Sunrise policies
- Developing and practicing appropriate personal management skills (including respectfulness and cooperation)
- Demonstrating respect for all people in the school community
- Resolving conflicts through peaceful strategies including the seeking of assistance from school staff
- Respecting the rights of others to be safe from physical and emotional violence
- Respecting school property and the personal property of others
- Dressing in accordance with school dress standards

Parents/Guardians are responsible for:*

- Promoting the following values and attitudes in their children:
 - Education is important
 - Respect for themselves, others and the environment
 - Desire to do their best at all times
- Modeling appropriate personal management practices (including respectfulness)
- Advocating for their child's success in a positive manner
- Ensuring the regular attendance in school by their child and contacting the school if their child will be absent

- Supporting and working collaboratively with school staff in the provision of learning and behavioural interventions, including working towards the peaceful resolution of conflict and discouraging disrespectful, violent or aggressive behaviour
- Recognizing and supporting the authority of the school staff in providing a safe environment
- Ensuring that the school is able to contact a parent/ guardian or designate during the school day
- Demonstrating support for the school and offering constructive input

*These parent responsibilities are in accordance with the obligations outlined in the Public Schools Act and Child and Family Services Act.

STRATEGIES, INTERVENTIONS and SUPPORTS

The Sunrise School Division believes that to develop and maintain a safe environment specific attitudes and strategies must be taught and practiced, and related protocols must be developed and consistently applied.

Continuum of Supports – Proactive/Preventative Strategies

Schools will:

- Develop and annually review a school-based code of conduct that reflects the principles, attitudes and actions described in the Sunrise School Division Code of Conduct, complies with legislation and regulations, and aligns with other Sunrise policies
- When addressing behavioural issues, respond in a timely fashion, ensure inclusive communication among parties, follow through on consequences, and keep records as required, in accordance with Sunrise procedures
- Broadly communicate the Sunrise and school codes of conduct (including philosophy and successes), to support and educate all stakeholders and to highlight positive behaviours

- Develop, maintain and strengthen working relationships with parents and the community-at-large to seek input on strengths and challenges regarding school-based behaviour strategies
- Include in school plans, outcomes related to positive school-wide culture, strategies for achievement of those outcomes, indicators of success, and evidence of data collection.
- Implement a continuum of school-wide behavioural supports as well as validated prevention and intervention programming

Continuum of Supports - Intervention Strategies

The Sunrise School Division recognizes that students will make errors and as a result specific consequences may be required that:

- Ensure the maintenance of a safe environment
- Address the continuing educational needs of the student(s)

The Division believes that effective student management teaches students appropriate behaviour and incorporates a range of consequences for behaviour that interferes with safety, learning and work. Which consequences are applied will depend on the severity of the incident, the needs of the student and the frequency of the behaviour. The following is a list of some options available when working with students regarding their behaviour:

Informal Interview – A member of the school team talks with the student regarding his/her behaviour. Parents and other staff will be contacted as required.

Parental Involvement – A member of the school team contacts the parent/guardian to discuss specific behaviour and potential interventions. Contact could be by email, phone, or a personal meeting.

Conference – A formal meeting is held with the student, parent/guardian, and a school team member (may or may not include principal) to discuss the behaviour and develop a plan to change the behaviour.

Student Support Services Involvement – Individual(s) from the Division's Student Support Services Team may be consulted to gain additional strategies or develop specific plans.

The Team includes:

- Divisional Principal: Student Support Programs or Designate
- Psychologists, Social Workers, Speech Language Pathologists

Withdrawal From A Setting – When their behaviour is having a negative impact on the safety or learning of others, the student is temporarily removed to an alternate supervised location.

Removal of Privileges – If a student cannot demonstrate appropriate behaviour in a particular setting, his/her participation in that setting might be limited.

Restitution – The student is required to compensate for damages caused.

Behaviour Intervention Plan – A written plan, developed with the school team, parent/guardian, and perhaps Divisional or outside agency support, may be established to help a student meet specific behavioural outcomes.

Suspensions - Suspension is the temporary stopping of a student's right to attend school classes. When a student's conduct is harmful to the welfare of the school or to its educational purpose, suspension is sometimes necessary to ensure the safety of other students in the school. Suspensions are applied when other disciplinary measures have been ineffective or when the student's behaviour disrupts the learning of others, endangers others, or damages property.

In-School Suspension – School administrators may assign a student to an in-school suspension during which the student will be assigned appropriate school-work.

Out-of-School Suspension – Sunrise School Division Procedure #7400 guides out-of-school suspensions and outlines steps for communication and involvement of parents and Division personnel, including the Suspension Review Team. In accordance with this procedure and the Education Administration Regulations, school administrators may

suspend a student from school for up to five days. The decision to suspend may be made when it is believed the student's behaviour is unsafe for themselves or others. Parents will be contacted when students are suspended.

Expulsion – If a student's behaviour constitutes a serious continued threat to others, a student may be expelled from attendance. The decision to expel is made by the Board of Trustees.

Threats – The Criminal Code of Canada 264.1 (1) indicates that a person commits an offence if they knowingly utter, convey, or cause a person to receive a threat of physical harm or property damage. When a student behaves in a manner that indicates he/she may be planning a violent act, a standard set of steps are taken. These are explained in detail in the Division's Threat/Violence Assessment Protocol. All threats are reported to the office of the Superintendent, the Sunrise Principal of Student Support Services, the school counselor, school staff, and appropriate clinicians. When an in-depth threat/risk assessment is required, the parents /guardians of the person making threats and the potential victim will be notified.

An appeal process is available to everyone through the Division's Public Concern Protocol.

If Sunrise School Division staff contact any law enforcement agency because a student is involved in criminal behaviour (e.g. drugs, theft or assault), parents/guardians will be informed immediately. Other circumstances may also require a referral to an outside agency. An example is described in the Division's Disclosure Reporting Protocol. The safety of the student and others will be a key factor for determining such action.