



Uplands Park Mission Statement

To develop a safe, caring, inclusive and welcoming environment that promotes the rights and responsibilities of all who learn and work together.

Code of Conduct 2020-2021

Purpose:

- To promote a climate of mutual respect and understanding where all have equal dignity and rights
- To establish and maintain a safe, caring, and orderly environment for purposeful learning
- To clarify and publish expectations for student and parents/ guardians' behaviour at school, going to and from school, and while attending any school function or activity at any location
- To promote appropriate and respectful digital citizenship for all online activities including research and the use of social media
- To outline our school wide Behaviour Management Plan

Reference to the Human Rights Code:

The BC Human Rights Code states that three of its purposes are to: "(a) foster a society in British Columbia in which there are no impediments to full and free participation in economic social political and cultural life of British Columbia (b) promote a climate of understanding and mutual respect where all are equal in dignity and rights. (e) to provide a means of redress for those persons who are discriminated against contrary to this Code." It further states 8 1 (b) a person must not "discriminate against a person or class of persons regarding any accommodation, service or facility customarily available to the public because of the race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person or class of persons."

Expectations and Responsibilities

Acceptable Behaviour for Uplands Park Students

- Respecting self, others, the learning and physical environment
- Attending school regularly and on time
- Engaging in purposeful learning activities
- Helping to make the school a safe, caring and orderly place
- Informing a staff member or other trusted adult in a timely manner of incidents of bullying, harassment or intimidation
- Understand, use and follow the 6 Cedars
- Students will remember that school is a public space. Students will dress in

weather and activity appropriate and safe clothing. Clothing must not contain profane, violent, discriminatory or derogatory logos or words

- Students may wear hats at appropriate times

Unacceptable Behaviour for Uplands Park Students

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

Behaviours that...

- Interfere with the learning of others
- Interfere with the social-emotional well-being of others
- Interfere with an orderly environment
- Create unsafe conditions

Acts of...

- Physical violence

- Destruction of others' work or property
- Retribution against a person who has reported an incident
- Bullying, harassment, or intimidation

Illegal acts, such as...

- Possession, use or distribution of illegal or restricted substances
- Possession or use of weapons
- Theft of or damage to property

Harassment, intimidation, and bullying...

Are behaviours which disrupt a student's ability to learn and interfere with the school's ability to maintain an appropriate learning environment. Therefore, harassment, intimidation and bullying, constitute serious misconduct which warrants appropriate intervention should it occur and the implementation of educational programs and administrative measures which are designed to prevent it from occurring. Bullying can be physical or verbal or can involve social alienation. It can be direct or indirect.

Direct Bullying can include:

- Open assault such as: hitting, punching, kicking, throwing things, jostling, poking and spitting
- Verbal taunts or open and overt threats to harm the other individual

Indirect Bullying can include:

- Teasing, criticism, gossiping, spreading malicious rumours, threatening to withdraw friendship, social isolation or exclusion from the group
- ***Using media/technology to publish hateful or discriminatory messages***

When determining whether a specific behaviour is bullying, consider if it is: targeted, repeated over time, intended to hurt, or involves a power imbalance. Harassment, intimidation and bullying are intentional written, verbal or physical acts that may:

- Harm a person or damage another person's property
- Seriously impact another person's social-emotional well-being
- Have the effect of substantially interfering with another student's education
- Be severe, persistent, or pervasive and create an intimidating environment
- Have the effect of substantially disrupting the orderly operation of the school

Bystanders (to bullying) may have consequences if they don't accept the responsibility of reporting incidences to teachers or supervisors.

Consequences:

When disciplinary action is required to address unacceptable conduct, the consequences will be preventative, educative and restorative in nature.

- Wherever possible, students will be engaged in the development of meaningful consequences for violations of the code of conduct using Collaborative and Proactive Solutions and/or Restorative Practices
- The discipline will be age-appropriate, individualized, and meaningful for the students so as to help them move towards self-discipline and self-control in the future.

Notifications:

- Uplands Park and the SD 68 Board supports the Provincial Standards for Codes of Conduct Order M 208 with respect to discrimination as set out in section

7 (discriminatory publication) and section 8 (discrimination in accommodation, service, and facility) of the Human Rights Code, RSBC 1996, c. 210.

- Uplands Park and the SD 68 Board may have the responsibility to advise other parties of serious breaches of the code of conduct including: parents/ guardians, school officials, police, and other agencies.
- Uplands Park and the SD 68 Board will take all reasonable steps to prevent retaliation against a student who has been responsible in making a complaint of a breach of the code of conduct.

As partners in education, we can all expect that:

Students will:

- arrive on time, rested and ready to learn
- work diligently and complete assigned work
- bring a positive attitude and a sense of optimism to school each day
- demonstrate the behaviour expectations outlined in the Uplands Park Code of Conduct

Parents will:

- encourage their child to do his/her best to succeed
- ensure the child attends regularly and arrives on time
- ensure the child arrives rested, fed, clean, dressed for the day's weather, ready to learn
- support the child in following the educational program the school has designed for him/her
- empower the child with resiliency, and a sense of responsibility towards self and others
- work with school staff to best support the child in their learning
- tell the office about changes to your contact information (phone number, e-mail, address, etc.)

Teachers will:

- act as positive role models and preserve the dignity of every pupil in their charge
- provide engaging learning activities and assess student progress
- teach, monitor and reinforce behavioural expectations
- adapt the student's program according to individual need
- collaborate with staff and parents on developing an individual educational plan (IEP) when necessary
- initiate requests to access Learning Services Support staff as needed
- provide two written reports to parents as well as engaging in ongoing communication throughout the year

The Principal will:

- oversee all educational programs and instructional practices within the building
- ensure appropriate student placement and programming
- exercise authority in matters of student conduct during school-related

activities both on and off the premises

Student Rights and Responsibilities:

Students are to behave safely and responsibly at all times, displaying good manners and consideration for others. The following are student **rights** and **responsibilities**.

- I have a **right** to learn.
- I have a **right** to hear and be heard.
- I have a **right** to be respected.
- I have a **right** to be safe.
- I have a **right** to privacy and to my own personal space.

All **rights** carry with them a **responsibility**...

- It is my **responsibility** to listen to instructions, to complete assignments and to allow those around me to work as well.
- It is my **responsibility** to listen politely while others are speaking.
- It is my **responsibility** to be conscious of my own actions and aware of the feelings of others.
- It is my **responsibility** to use appropriate language.
- It is my **responsibility** to respect the personal property of others, and to respect their right to privacy.

Our Philosophy of Discipline

The Board of Education directs that incidents of student unacceptable conduct will result in equitable consequences by school or District staff that focus on educative, preventive and restorative interventions. Appropriate intervention which seeks to be consistent and equitable may in some cases vary from student to student where the misconduct appears to be similar. Intervention could vary according to the needs of the student, the needs of the school or situation and the nature of previous interventions. In every incidence staff will review the circumstances and exercise discretion to assign interventions and/or consequences using restorative practices.

Restorative Practices

A restorative justice 'frame' challenges school's practices and interventions to consider what is valued, how success is measured, and how to reallocate resources, as well as speaking to the obligation to move towards wholeness, health and restoration. When students take responsibility for the harm they have caused, the focus will be on acceptable conduct, alternative choices a student might have made, and a plan to make things right. Interventions are designed to identify and redress the harm caused by an incident and develop a plan to heal and correct the situation. Discipline becomes a cooperative process where students share their perspective and have input into conflict resolution and solving problems in peaceful ways.

Personal Electronic Devices

As the prevalence of electronic technology continues to expand in our society, so have the implications for personal electronic devices in school. At Uplands Park we encourage *healthy, active living with physical play and pro-social interaction*. Hand-held electronic games tend to curtail social interactions and reduce physical activity. Our policy is identical to other elementary schools in that **all electronic devices, including hand-held games, cellular telephones, mp3 players, iPads and iPods should be turned off during the school day except under direct teacher supervision**. Parents, your support is greatly appreciated in reinforcing this policy. Please note that schools take no responsibility for lost or damaged personal electronic devices.

Elementary School Procedures

1. Parents are asked to give us a call **(250 758 3252)** whenever you know in advance that your child is going to be late or absent. Our 24-hour answering machine will record your message at any time of day or night.
2. Elementary-aged children are required to remain on school property throughout the school day and under the supervision of responsible adults. Students are not permitted to leave the school grounds unless signed out at the office by the parent or caregiver. No student is permitted to be inside the building unsupervised.
3. Upon arrival, students remain outside until the bell. Students are met by the

teacher at their designated entry door. On rare occasions of extremely wet weather, an announcement will be made inviting all students to come inside to their classrooms. Best thing is to dress for the day's weather and expect to spend recess time outdoors.

4. Students may use the reception telephone provided they have a **telephone pass** issued by their teacher. Students are not permitted to make social arrangements via the school telephone. Please ensure your child's pick-up arrangements are made prior to sending them to school and please communicate these arrangements to your child's teacher when they differ from your child's usual routine. We do, of course, understand that sometimes circumstances necessitate last minute changes. In this case, please phone the office.

Volunteers in the School

School volunteers must have an approved criminal record check on file with the office. If you would like to volunteer with our students, please ensure you follow the procedures below to obtain your criminal record check. As this process can take time, we encourage parents who may wish to volunteer with us throughout the year to complete a check as soon as possible.

Parent Volunteer Drivers - SD68 Policy 4410

We rely on our parent volunteers to drive students to events through the year. Volunteer drivers are required first to register with the school office and complete the Volunteer Driver Form. Volunteer drivers must:

- have an approved criminal record check on file with the office
- have an approved driver's abstract on file with the office (to obtain an abstract at no charge, call ICBC and have them fax it or email it to the school)
- complete a volunteer driver form
- be 21 years of age and in good health
- hold a valid full B.C. Driver's license (not an N) and vehicle insurance with a minimum of \$200,000 liability
- ensure each child under 9 has a booster seat
- keep children out of the front seat of vehicles equipped with passenger-side airbags

Attendance

- Regular attendance and punctuality are important indicators of social responsibility. Students arriving late miss out on important learning opportunities and disrupt the learning of others. Schools must maintain precise records of attendance and punctuality.
- Parents sometimes ask whether it's okay for their children to miss school time to go on a family holiday. Please remember that the majority of a child's learning occurs through face-to-face discussions in class and group interaction. Time away from school cannot be easily made up by doing worksheets and text book exercises. Prolonged absences for any reason other than illness are generally discouraged. This being said, we fully recognize that

certain trips can provide tremendous learning opportunities. Ultimately, we leave it up to the parent to weigh the pros and cons of any extended absence.

Early Warning Detection System

- For student safety, Uplands Park uses the Early Warning Detection System to determine as soon as possible the whereabouts of any student who does not arrive in the morning.
- The Early Warning Detection System relies heavily on parents remembering to phone us in advance (**250 758 3252**) if you know your child is going to be late or absent. Our answering machine will record your message 24 hours a day. You can also send a note or let us know in advance.
- Unless we know the reason for your child's absence, our staff will phone home to inquire. This is a big job at our large school, so thanks in advance for remembering to call us first.
- **Parents** It is very important to let us know immediately whenever there are changes to:
 - phone number(s), address, e-mail
 - emergency contacts
 - custody orders
 - medical conditions
 - a significant family situation that might impact your child's learning at school

Homework

Homework refers to any task that a student is asked to complete outside of school hours. This can include unfinished work, projects, reading or practicing math facts and spelling words. Instilling conscientious work habits at home is important for the years ahead. Parents are strongly encouraged to be proactive in providing a quiet work place and supervising prompt and proper homework completion. You can help your child develop great study habits just by showing interest in and looking over their work, asking questions, scheduling a regular homework time on weeknights, keeping in touch with the teacher, and above all, praising your child for all his/her efforts. A very small amount of homework may occasionally be assigned in the primary classes (K-Grade 3). Usually "homework" in the younger grades is just a little bit of nightly reading, counting and possibly spelling. Assigning homework in the intermediate grades is at each teacher's discretion. New research is showing that homework is not perhaps as beneficial as we once thought it was and so some teachers may choose not to assign it. However, as a guideline, students in grades 4-6 can anticipate about half an hour of homework and grade 7s can expect upwards of one hour of homework or study time, to review and organize the day's material and to read, read, READ for vocabulary development.

Reporting to Parents

Our reporting process has moved to one of ongoing communication. A written progress report will be issued in February and a summative report will be issued in June. Teachers will also communicate progress to you on an ongoing basis, throughout the school year. Where applicable, student achievement is assessed according to provincial Performance Standards in each area of the curriculum. You can find more information about BC's new curriculum at <https://curriculum.gov.bc.ca/>. For the written reports, students' progress will be noted on a competency scale, rather than via letter grades.

Healthy Eating Policy

Schools, parents and the community all share the responsibility of instilling healthy eating habits in children. Health conscious and well-nourished children are better equipped to learn and are more likely to engage fully in learning and take advantage of the educational opportunities available. We ask that students bring only **healthysnacks** and **lunches** to school. Please see the *Canada Food Guide* for examples of foods that children should choose most often.

Make the Most of your Day at Uplands Park

The extra-curricular activities schools offer depend on the availability of staff sponsors and community volunteers. Uplands Park students are encouraged to take an active part in any extra-curricular offerings and to abide by school rules while doing so. Activities such as clubs and sports can occur during the school day or after school. Activities involving students outside of school hours require signed parental consent as well as signed parental permission for travel.

Interventions for Students

School-based team (SBT): *SBT meetings are held as needed for staff to generate strategies to support individual children with learning needs that require adaptations or modifications to their program. Parents are encouraged to communicate to the teacher whenever there is a concern over the child's overall progress at school.*

Learning Support: *School Support Teachers provide small group instruction in reading, writing and mathematics. A student may be referred by their teacher to School-based Team and work with Learning Support Staff.*

Flexible Learning Groups: *Students achieving at differing levels in reading and mathematics receive instruction in flexible groups that are tailored to meet their needs and learning styles. This includes reading groups and literature circles, as well as math groups. Learning groups are created by teachers and delivered by teachers, education assistants, parent volunteers and buddy class partners.*

ELL (English Language Learning): *A student whose mother tongue is not English is eligible to receive ELL support to gain familiarity with proper verb tenses, pronunciation and idioms and expressions they can expect to encounter in the school setting. This service is also offered to extend vocabulary and build awareness and experience in the school setting. ELL students report gaining confidence to speak out, validate and share the knowledge they bring from home.*

Health Care: There is no nurse at the school. Health Care Professionals do not work in public schools. If you have specific questions relating to health or hygiene, please call the VIHA Health Unit at 250-755-6200 or dial **811**.

Medication at School: Sometimes children require prescription medication during the school day. Please **do not allow** your child to carry or leave drugs at school. Medications should be handed by the parent directly to the office staff along with appropriate instructions. Arrangements are made for staff to administer medications to students. Parents simply complete a Medications form in the office. If your child requires special medical attention of any kind, please provide details on the student information form.

Counselor / Child Youth and Family Support Worker (CYFSW): Counselors and CYFSWs provide a range of pro-active and intervention services. Working in tandem with the School-based Team, they help develop and implement behaviour and safety plans to support students at risk, and on occasion may refer families to community resources beyond the school. Counseling services include:

- being a member of the School-based Team
 - managing behaviour plans, identifying and implementing appropriate supports and empowering students in managing behaviour change
 - providing individual and group counseling, including crisis intervention
 - liaising with parents and staff, facilitating referrals to access support from appropriate outside agencies
 - providing support and resources for developmental, remedial and preventative programs
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- promoting personal development and social skills through esteem building, social responsibility, goal setting, problem solving and decision making
 - assisting in transition processes from pre-school to kindergarten and from grade 7 to secondary

Library Services/“Learning Commons”: The school library plays a central role in children’s education and constitutes an integral part of our School Plan for Literacy. The Uplands Park Library (“Learning Commons”) houses resources which address the research and leisure reading requirements of our students. The library collection numbers thousands of titles covering the entire elementary curriculum plus many interests of children from Kindergarten to Grade 7. All classes visit the library with our teacher-librarian at least once a week.

Fine Arts: A music specialist provides vocal music instruction to students from Kindergarten to Grade 7.

Mobile Computer Lab: The mobile lab is equipped with a modern network of Chromebook computers and educational software. All classes are regularly scheduled into the lab to allow students to develop technology skills. We also have access to iPads to support learning.

District Learning Services: The school district strives to provide a full range of Learning Services including School Psychologists, Speech and Language Pathologists, Behaviour Support, Autism specialists and Alternate Education Programs.

Fire/Earthquake Procedures

Fire Drill: Schools are required to conduct emergency evacuation drills a number of times throughout the year. Students practice evacuating the school in an orderly fashion and gathering at the designated assembly area for attendance and further instructions.

Earthquake Drill: Earthquake drills are conducted regularly as well. Students practice the *duck, cover and hold on* procedure and then evacuate outdoors once it is safe to do so. Staff, students and visitors gather in the designated assembly area.