

## **School Philosophy**

Staff, parents and students at King Edward School have developed the following vision for our school:

### **King Edward Vision Statement**

At King Edward school we combine an academic focus with arts enrichment to encourage students to be critical thinkers in a diverse learning environment. We challenge our pupils to be creative and imaginative in their responses to the world around them.

#### **We believe in:**

**D**eveloping a connected community of learners

**R**especting and accepting each other

**E**nabling all individuals to succeed

**A**spirating to higher levels of learning and understanding with an arts focus

**M**aking choices which foster good citizenship

**S**haring in the joys and challenges of learning and growing together

### **School Profile**

King Edward School is a community school, located in the heart of Old Strathcona, a vibrant, historic, family oriented community. The school draws a diverse student population, primarily from the university, arts, media, and business communities. King Edward School has a strong reputation for high achievement, and a focus on good citizenship.

### **Other key features of the King Edward program include:**

- A strong early literacy focus
- An excellent music program, K-6 with a focus on Orff methods.
- French as a Second Language, Grades 4-6
- Major arts focus each year, in theatre, visual arts, dance or music.
- A strong home and school partnership
- An involved and dedicated School Council
- Opportunities for extracurricular involvement and student leadership
- A supervised lunch program, and “Club Moo milk program.”

### **Kindergarten Program**

The Kindergarten Program is designed to prepare children for entry into Grade One. The purpose of kindergarten is to provide learning experiences that are developmentally appropriate in order to meet the diverse needs of children. The curriculum, called the Kindergarten Program Statement, provides learning objectives which address the intellectual, social, physical, cultural and emotional development of young children.

### **Interactions (District Site)**

This program provides academic programming for children who display characteristics within the Autism Spectrum Disorder. Students may be in a specialized classroom which provides a higher adult to child ratio or a mainstream classroom. All staff are knowledgeable in the area of Autism Spectrum Disorder and there is ongoing training throughout the year.

## Hours of Operation

### Grades One to Six

Assembly 8:35 a.m. \*  
Classes Begin 8:40 a.m.  
Recess 10:20 – 10:35  
Lunch 11:39 – 12:29  
Assembly 12:29  
Classes Begin 12:34  
Recess 2:15 – 2:30  
Dismissal 3:20

**Thursday Dismissal is at 2:34 p.m.**

### Hours of Operation

#### Interactions Program- Gr. 1-6

Class Begins 8:40 a.m.  
Dismissal 2:47 P.M

**Thursday Dismissal is at 2:34 p.m.**

### Hours of Operation

#### Kindergarten:

Assembly 8:35 a.m.  
Class Begins 8:40 a.m.  
Recess 10:20-10:35  
Dismissal 11:30

The only students who should be inside the school prior to the bell are safety patrols and students who have received prior permission from a teacher.

## Supervision

Adult playground supervision is provided for the 15 minutes preceding the morning bell, as well as during recess periods. In the morning, students should not arrive prior to 8:20 a.m. Students who go home for lunch should not return before 12:15 p.m. unless participating in organized school activities. All students are expected to play outside until the bell rings and to line up at their assigned doors. The front entrance of the school is not a student entrance.

## Absentee Phone Line

**24 Hour (780) 439-2491**

Our answering service is provided for the purpose of reporting absences and for leaving messages for the general office.

## Attendance and Late Arrivals

Regular attendance and punctuality are factors which affect student achievement, organizational skills, and attitudes toward learning. If your child is going to be absent, please phone the school's absentee message system before school begins. Parents and guardians who do not phone the school will be contacted at home or at work, as our safety procedure is to account for all registered students each day.

The first five minutes of class time is critical to student success. This is a time when teachers check agenda books, review the day's schedule, set the tone for learning, and make announcements. Students are considered late if they are not in the classroom when attendance is taken, following the second bell. Students who are late must report to the office for a late slip. Please help your child to develop good punctuality habits.

## Extended Absences

Please inform your child's teacher and the office if your child will be absent due to a family trip during the school term. We encourage you to avoid booking holidays during school time, as the learning experiences that occur daily in the classroom contribute to student progress. As a general guideline, teachers will not assign packages of work for students to take with them on trips that occur during the school year. Teachers may encourage students to keep up with their reading, or create a trip diary or scrapbook. Our experience has shown that it is more productive for students to take on the responsibility for completing assignments upon return to school when they have access to the teacher for answering questions and receiving guidance.

## Student Attendance Expectations and Absence Reasons

Edmonton Public Schools strongly encourages students to attend school regularly and punctually in order to enhance the likelihood of successful learning. The *School Act* provides the provincial expectations related to student attendance at school and defines what reasons may legitimately keep students away from school. Section 13(5) of this act excuses a student from attending school only if due to **sickness, religious holidays, suspension/expulsion, permission from the Board, or other unavoidable circumstances.** You may access a copy of this section of the School Act from the Edmonton Public Schools website ([www.epsb.ca](http://www.epsb.ca)).

Please note that family holidays, extension of school vacation periods, student work schedules, or parental permission given to a student to stay away from school are not considered to be excused absences. If a student is chronically absent from school for “unexcused” reasons, the school may be required to refer the student to the Attendance Board.

All schools in Edmonton Public Schools will use the following set of district-wide student absence reasons that align with the School Act:

Absence Reason	Example of Use	School Act Interpretation
Absent	No reason given	Unexcused
Confirmed Absent	School notified with reason not conforming to School Act excused	Unexcused
Illness	Student is sick	Excused
Other Medical	Any medical/dental other than illness	Excused

Religious Holiday	Day is holiday in student’s religion	Excused
Bereavement	Death in family	Excused
Transportation Issue	Bus not running or late	Excused
Out of School Suspension	Student is suspended from school	Excused
Unavoidable Circumstances	Examples are legal or safety issues – school will make a note of reason	Excused
In School – Not in Class	Examples are testing out of class, call to office, etc.	Not Absent from School
Field Trip/School Activity	Student is absent from classes due to participation in a school-recognized field trip or other school activity	Not Absent from School
In-School Suspension	Student serves suspension at the school	Not Absent from School
Late	No reason given or reason not conforming to School Act excused	Unexcused Late
Excused Late	Late for reason conforming to School Act excused	Excused Late

We encourage parents to continue to contact schools whenever their child is away. If you have questions related to these absence reasons, please contact your school principal for further clarification.

## **Recess Policy**

Recess provides an opportunity for students to have a break from routine, have some exercise and fresh air, and to develop social skills in playing with others. Recess will be held indoors in the event of extremely cold weather (-23°C, with wind chill considered) or when it is raining heavily. During an indoor lunch recess, students are provided with activities, which include gym, board games, videos, and computer lab time, and are supervised by lunch supervisors.

During extremely cold or wet weather, before school, students are permitted to stand quietly inside their entrances 15 minutes prior to the bell.

Students who are too sick to go outside for recess are usually too sick to be at school. Please make other arrangements if your child is sick.

## **Professional Development Days/ Days-in-Recognition**

There will be **Professional Development Days** which provide staff with an important opportunity to expand their knowledge, skills and learning. There will also be two days provided to recognize the time that teachers spend in evening parent conferences. There is no school for students on these dates. These dates will be announced in a newsletter.

## **Neighbours of King Edward School:**

**The King Edward Child Care Centre**, located in King Edward School, offers before and after school care for school-aged children. Please call the Director, for further information.

**King Edward Child Care Centre (780) 439-9014**

**The Strathcona Nursery School** is a parent cooperative preschool program, which offers a safe, happy, developmental atmosphere for children between the ages of 2 ½ to 5 years of age, to experience learning through play.

**For further information: (780) 432-9226**

## **Lunch Program**

King Edward School offers an optional lunch program to all students in Grades One to Six. Participating students bring a lunch to school and are supervised by paid lunchroom staff. Students eat in

the lunchrooms from 11:39 – 12:00. At 12:00, they go outside to play until the afternoon bell rings. The lunch program is part of the school program and participating students are expected to behave in a reasonable and responsible manner. Students staying for lunch must remain on school property at all times, unless written parental permission is provided otherwise. Complete details about the lunch program are sent home to families in September, and are available at the office.

## **Newsletters**

A School Newsletter will be posted on SCHOOLZONE at the beginning of each month. This will bring you up to date on various activities and functions that will be happening at the school and will always include a calendar for the current and following month. Additional notices will be sent home as needed.

## **Technology**

At King Edward, we make a strong effort to keep up with the newest technology to support student achievement. Each classroom is equipped with a smart board to promote interactive learning, iPads and Chrome Books can be signed out by classroom teachers to support instruction and research.

## **Reporting Student Growth**

Student growth is reported formally three times per year. Progress reports will be distributed in November, March and June. In November and March, parent-teacher-student interviews will be held. Our November conference is a private conference with parents, student, and teacher. Our March conference is a student-led celebration of learning in an Open House format.

These conferences provide an opportunity for students to demonstrate what they have achieved, what they know about themselves as learners and to share samples of their work. The teacher will also discuss how well the student is meeting curriculum expectations and parents are encouraged to ask questions and share information about their child. Conferences are an essential component of the reporting process and all families are requested to attend.

## **King Edward School Council**

All parents at King Edward School are automatically members of the School Council. School Council meets once each month and provides an opportunity for parents to be actively involved in the work of the school. Topics covered at the meetings include exploring ways in which parents can support school and district priorities, developing initiatives which are organized and carried out by the parents, and discussing issues related to the school. Many decisions which affect the daily life of the school, happen as a result of feedback emerging from School Council meetings.

As well, the council consists of an executive of four parents, parent representatives of each classroom, the principal, a teacher, and a community member. All parents are welcome at these meetings. All parents of students attending King Edward School can a vote at the meeting.

## **KEEPS**

The King Edward Educational Parent Society is a nonprofit society which serves as a parent fundraising body in King Edward School. The KEEPS meeting is held following the School Council meeting each month.

## **ABC's of Policies and Practices Accidents and Injuries**

We attempt, as best as possible, to prevent accidents through proactive supervision practices and communicating behaviour expectations. However, accidents do happen at school from time to time. If an accident or injury occurs, first aid will be administered as needed and an attempt will be made to notify parents if the situation warrants it. Parents are contacted immediately about any serious accident. If the injury is of a serious nature, the child may be transported to a med centre by the principal, or an ambulance will be called and the child will be transported immediately to the nearest hospital.

It is very important that parents complete the student information form in early September, with emergency contact numbers, and notify the office of any phone number changes in the year.

Please advise the school of any medical conditions that your child may experience and any directions you wish followed.

## **Assemblies**

Assemblies will be held monthly and on special occasions. They provide an opportunity for us to come together as a community of learners to celebrate successes, to develop school spirit, to share student talents, to review expectations, to provide leadership opportunities for students, and to practice audience and performance behaviour. Parents are invited to attend. (It is expected that students will demonstrate appropriate audience behaviour during all assemblies.)

## **Behaviour Plan**

At King Edward School, our behaviour plan focuses on general principles of respect and responsibility and has a problem solving focus. The plan is outlined in detail on page 8 of this handbook.

## **Bicycles, Skateboards, Rollerblades, Scooters**

Bike racks are provided on the south and north side of the school this area is out of bounds except when parking or retrieving bikes. All bikes must be locked and all students must wear a bicycle helmet when riding a bicycle to and from school. The school will not be responsible for any damage or theft to bicycles. Students are expected to walk their bikes across the paved tarmac where other students may be playing.

We would prefer that skateboards, rollerblades and scooters be left at home. However, if a parent supports the use of any of these items as a form of transportation to and from school, students are required to keep the item stored in the classroom or lockers throughout the day and **may not use it at recess**. Parents are responsible for supervising students who ride one of these items to and from school.

## **Emergency Procedures and Fire Drills**

Fire drills are conducted regularly. The school's emergency plan will also include drills related to evacuation procedures and lockdown procedures in the event of an emergency

It is essential that students wear footwear at all times inside the school, including during the lunch hour, as a drill may be called at any time.

## **Field Trips**

Parents are notified of all field trips requiring private/public transportation prior to occurrence. This notification will include the purpose of the trip, the proposed itinerary, method of transportation, cost to the student, and supervisory arrangements. A teacher leader will always be in charge on each field trip, and will be equipped with a student list, with phone contact numbers, and access to a cell phone and first aid kit (these may be taken on the trip or accessible at the location of the field trip). Fees may be charged to cover the transportation and admission costs. Parents are required to sign a field trip permission form for each trip. Students who have not returned the form not be allowed to go, and will be placed in another classroom for the day.

In addition, you will be asked to sign a field trip form in September authorizing your child to take part in field trips in the local vicinity, within walking distance from the school.

No students are excluded from field trip activities because of inability to pay. If costs present a difficulty, please contact the principal.

We welcome parent supervisors on field trips and parent supervisors do not pay for the field trip. We are unable to accommodate other children of parent supervisors (infants, toddlers) on field trips, due to the need to serve in a role of supervisor and attend to the children in the group first, and due to insurance restrictions on the bus.

## **Dress Code/Dress Regulations**

District Policy requires students to meet acceptable standards of dress and grooming. Our guidelines are that clothing should be neat, clean and appropriate. Caps, hats, headgear and coats are to be removed when entering the school and stored in lockers.

## **Footwear**

Our custodians work hard to keep our floors clean and safe for children each day. We appreciate parent support in helping with this goal by removing boots at the door. Students are expected to have two pair of shoes – one for indoor use only and one for outdoor use. Indoor shoes should be suitable for activities in the gym. It is preferred that they not be black soled shoes. Footwear for outdoor wear should be appropriate for the weather conditions. As well, in warm weather, students who play in the sandbox/creative playground area will be required to wear footwear that does not allow dangerous objects to become trapped between the shoe and the foot (i.e. closed shoes or tight sandals – no flip flops).

## **Illness**

If a student becomes ill while at school, we attempt to contact the parent. The child may be signed out, by a parent in the office and taken home. If a parent/guardian cannot be reached, the child is made as comfortable as possible in the medical room. If the illness appears serious and likely to require immediate medical attention, the emergency contact will be called. If neither the parent nor the emergency contact is available, the child will be taken to a medical centre or to the hospital by school personnel or by ambulance and accompanied by school personnel.

Extended absences due to illness will require a medical note from a doctor.

## Medication

Parents are encouraged to dispense any necessary medication at home. If medication must be taken during school hours, please contact the office.

Administration of prescribed medication( including inhalers and Epi-Pens) on a regular basis requires a signed request from the parent and the physician, indicating the type of medication, required dosage, and action to take in event of side effects or other hazards. Forms are available in the office.

## Message to Students

Please ensure that your child is aware of “after - school” arrangements **before** coming to school. This will help to minimize the number of messages passed on to children during school hours and reduce the number of disruptions to classroom instruction.

## Money and Valuables

When money is sent to school for a field trip or other event, please put it in an envelope with the child’s name, grade, and teacher’s name written on the outside. Cheques, payable to King Edward School, are preferred to cash because they eliminate the risk of a student losing money on the way to or from school. Please leave all other money and personal valuables at home.

## Parental Concerns

If you have a concern about something related to your child’s experience at school, please discuss the situation with the classroom teacher or staff member involved. If a situation cannot be resolved at that level, discuss your concern with administration. Our belief is that a concern should be addressed directly with the person with whom it originated, and within a short timeframe thereafter.

## Personal Property

Please mark all personal clothing items – boots, mitts, running shoes, school supplies and special articles brought for display. We would request that toys be left at home. The school is not responsible for the personal property of students and for items which are lost or stolen.

## Reporting Vandalism

We are requesting support from all residents of the community in reporting any acts of vandalism or of a suspicious nature. If you see persons:

- On the roof of the school
- Throwing objects at windows and doors or lurking around windows or doors
- Carrying weapons of any kind
- Destroying shrubbery or playground equipment
- Lighting fires
- Writing graffiti
- Committing any other suspicious acts

Call (780) 423-4567 or 911 EMERGENCY

This is the number of the City Police Complaint Line. Provide the name and location of our school (8530 – 101 St) and a description of what is happening. You need not give your name.

King Edward School is protected by an alarm system. School officials will prosecute offenders and attempt to obtain restitution for damages. If further assistance is required, call the EPSB Security Services directly at (780) 429-8295.

## Safety Patrols

Our Grade 6 Safety Patrols provide a very important service to our school community by helping our children to cross the street safely each day. We are very proud of the work they do, which is an all-weather commitment for them. Parents, if you are crossing the street at the intersection served by our patrols, we would encourage you to follow their instruction and cross with them in to model safe crossing practices to our children and respect for the work that the patrols do each day. When you pass by them, please thank them for the work they do!

## Staying After School

There is **no** supervision afterschool, your child is expected to leave the school when the bell rings. If a teacher keeps a student for longer than 15 minutes after school, parents will be informed. During inclement weather, parents are to be notified prior to students being kept late after school for any amount of time.

**KING EDWARD SCHOOL**  
**POSITIVE BEHAVIOUR PLAN**

Edmonton Public Schools has established a code of behaviour and conduct for all students. In adopting this code of conduct, the board states that it **supports the endeavours of staff, students, parents, and the community to ensure positive student behaviour and conduct.**

In keeping with this policy, the board requires that **each school shall develop and communicate to parents and students, expectations for student behaviour and conduct.**

The following behaviour plan has been developed to meet this requirement and to communicate clearly to our students the expectation for behaviour and conduct at King Edward.

**THE A, B, C's OF POSITIVE DISCIPLINE PRACTICES**

**A. ATTITUDE**

At King Edward School, we believe that:

- All students are entitled to a school environment which is safe, positive, productive and free from disruptive behaviour by any other student.
- All students make choices for their behaviour.
- Most students exhibit acceptable and responsible behaviour most of the time.
- Mistakes in behaviour are opportunities to learn.
- There are effective and appropriate ways for dealing with misbehaviours.
- Both the home and the school share the responsibility for ensuring that children learn appropriate and acceptable behaviour.

At King Edward School, we work hard at developing a positive school and classroom climate. Our Character Education Program provides a strong foundation for building a safe, caring and compassionate learning community. Through a focus on character attributes such as respect, responsibility, courage, honesty, kindness, compassion, and perseverance, we are helping children to develop life-long citizenship skills. By working together with the home, we can ensure positive student conduct and build the discipline that is essential to creating self-respect.

Our approach to behaviour management will be to:

1. help the student to identify the problem and its relation to our character goals
2. acknowledge the efforts displayed by the student to practice appropriate behaviour
3. help the student to resolve the problem
4. help the student to develop a plan for appropriate behaviour
5. preserve the dignity of the student

## **BEHAVIOUR EXPECTATIONS**

### **Classroom Expectations**

Each classroom teacher has developed a set of reasonable expectations and consequences that contribute to the instructional program, classroom harmony and development of student responsibility. Most misbehaviours in the classroom are handled by the teacher. Major offenses will be handled using the consequences outlined in this plan.

### **Rights and Responsibilities**

1. I have a RIGHT to learn.

It is my RESPONSIBILITY to listen to instruction, work quietly and raise my hand if I have a question, concern, or need to leave.

2. I have a RIGHT to be heard.

It is my RESPONSIBILITY not to talk, shout or make loud noises when others are speaking.

3. I have a RIGHT to be respected.

It is my RESPONSIBILITY not to tease other people, to intimidate them or to hurt their feelings.

4. I have a RIGHT to be safe.

It is my RESPONSIBILITY to maintain a safe and violence-free environment.

5. I have a RIGHT to privacy and to my own personal space.

It is my RESPONSIBILITY to respect the personal property of others and to respect their right to privacy.

Behaviour in and around the school is governed by general principles and a set of specific expectations that will contribute to the safe, orderly and responsible school environment we expect at King Edward.

### **General Principles:**

*We will show consideration, courtesy and respect toward ourselves, others, and their property.*

*We will treat all school property with care and respect.*

## **School Expectations:**

Our specific school expectations include the following:

1. We are expected to be on time for class and to be prepared with materials.
2. We are expected to walk, while indoors, and conduct ourselves in an appropriate manner at all times.
3. We are expected to use appropriate language.
4. We are expected to avoid laughing at, teasing, or in any way hurting the feelings of others.
5. We are expected to cooperate in keeping our school clean.
6. We are expected to remove outdoor footwear upon entering the school and replace it with indoor footwear.
7. We are expected to notify the office if we must leave the school during the school day and to report in at the office upon our return.
8. We are expected to leave valuables and potentially dangerous objects at home.
9. We are expected to remove headgear upon entering the school.
10. We are expected to turn off and store cell phones and personal electronics upon entering the school.

## **Outdoor Expectations**

1. We are expected to use school and playground equipment appropriately.
2. We are expected to play safe games that will not harm or endanger ourselves or others. Some examples of potentially dangerous games are: tackle football, throwing snowballs and play fighting.
3. We are expected to respect the right of students to play organized games in assigned areas.
4. We are expected to remain on school grounds during school hours and at lunchtime.
5. We are expected to conduct ourselves in a responsible manner to and from school.
6. We are expected to avoid physical contact that could injure others.
7. We are expected to play in supervised areas of the school grounds only.

## **CONSEQUENCES**

Positive behaviour leads to positive consequences for students. In keeping with our school philosophy, the staff at King Edward will continue to ensure that students receive assistance, encouragement, praise, awards, and recognition regarding their positive behaviours and successes.

Positive recognition for students may take any one of the following forms: immediate, on-the-spot recognition by a teacher for meeting expectations

- positive phone calls and/or notes home to acknowledge student behaviour
- acknowledgement through the positive recognition plan in each classroom
- on-going recognition through our Character Education Program.

In addition, the staff will continue to emphasize school and home communication by informing parents of their child(ren)'s progress when behaviour issues are a concern. This may occur through encouraging phone calls, notes home, home communication books, or in other ways chosen by individual teachers.

Our goal is to help students see themselves as being responsible for their behaviour and able to make good choices when faced with challenging situations.

## Minor Offenses

Minor offenses around the school and on the playground are handled "on the spot" by any staff member. To assist student in making more appropriate decisions and to learn how to handle problem situations, the adult may suggest that the student do any of the following:

- show the appropriate behaviour
- have a brief time-out period, away from others
- stay with the adult and discuss ways to solve the problem
- move to a different area to play or work
- leave the group and find another activity
- problem solve with the other person when a disagreement arises

## Major Offenses

The following behaviours are considered Major Offenses, and are unacceptable at King Edward School, and in all Edmonton Public Schools:

- a) Conduct which threatens the safety of students and/or staff. This includes hitting, tripping, throwing objects, biting or any physical abuse or aggressive act which could result in someone being injured.
- b) Conduct which interferes with the orderly functions of the school or classroom.
- c) Wilful disobedience or open opposition to authority.
- d) Vandalism to school or others' property.
- e) Theft
- f) Possession of a potentially dangerous weapon.
- g) Possession or use of illegal drugs, alcohol or inhalants on school property.
- h) Use of improper or profane language or gestures.
- i) All minor misbehaviours that occur repeatedly and show signs of escalating.

In accordance with the provisions of the Alberta School Act, Edmonton Public School Board policy states that any of these serious behaviours are considered grounds for suspension. We realize that very few students will require steps beyond low-key interventions. However, for the safety and well being of all of our students and staff, major offenses will result in the following procedures.

### **Level One - FIRST MAJOR OFFENSE: PROBLEM SOLVING TIME**

The student will be given from 1 to 3 recess sessions in the office, for the purpose of reflecting on the inappropriate behaviour, solving the problem, making apologies (if applicable), and identifying the appropriate behaviour. This process usually takes 2-3 sessions to complete, verbally, and in writing. The student will complete a Student Action Plan, which will be sent home for parental signature, and returned to the school, to be stored in a binder in the office. The student will be notified that the next major infraction within one month will result in a Level Two Consequence.

## **Level Two - SECOND MAJOR OFFENSE: EXTENDED PROBLEM SOLVING TIME**

The student will be given up to 5 sessions in the office, for the purpose of reflecting on the inappropriate behaviour, solving the problem, making apologies (if applicable), identifying the appropriate behaviour, and completing any related restitution or alternative consequences, determined in consultation with parents. The student will complete a **Student Action Plan** and a copy will be sent home for parental signature. Parents will be notified by phone and consequences will be reviewed. The student will be notified that the next major infraction within one month will result in a half-day **in-school suspension**. Level Two generally occurs when a student has a second major offense within one month. It may also be issued in a situation where the conflict or behaviour takes longer than 3 sessions to resolve, or if, due to the nature of the situation, some sessions are required for restitution.

## **Level Three - THIRD MAJOR OFFENSE or SEVERE BEHAVIOUR: IN SCHOOL SUSPENSION**

Most behaviours are corrected within the first two levels. The most common reasons for receiving an in-school suspension are: continuous or aggressive disruption of class, defiance of a teacher, refusal to work, and endangering the safety of other students in the classroom. In these cases, the consequences may bump directly to Level Three.

1. The student will receive an **in-school suspension** for up to one full day and from 1-3 recess sessions to solve the problem, make apologies, identify, and practise appropriate behaviours. During an in-school suspension, the student is required to work in a supervised space provided in the office, and will not be permitted to have recess or interactions with other students for the assigned time.
2. Parents will be notified immediately if a child is placed on an in-school suspension, and a conference involving student, parent(s), teacher and principal may be arranged.
3. If the suspension occurs as a first time consequence, the student will complete a **Student Action Plan**, which will be sent home for a signature.
4. If a conference is called, a **Behaviour Contract** will be completed during the conference, listing the expected behaviours and the monitoring plan. This contract is signed by student, parent, teacher and principal. The contract is in effect for one month. The student must meet with the Principal weekly, to monitor success of the behaviour goal.
5. Parents and student are notified that the next major infraction may result in an out of school suspension.

## **Level Four - FOURTH MAJOR OFFENSE OR EXTREME INAPPROPRIATE BEHAVIOUR: OUT OF SCHOOL SUSPENSION**

Most inappropriate behaviours are corrected within the first two steps. The most common reasons for an out-of-school suspension are physical fighting or being present to encourage a fight, severe physical or verbal attacks on another person, aggressive defiance of a teacher, and possession of a potential weapon. In these cases, the consequence may bump directly to Level Four.

1. The student will automatically receive an out-of-school suspension for a period of up to 5 days. Parents will be notified by telephone to pick up their child from the school premises immediately.
2. The principal will meet with the parents to discuss the child's behaviour and placement at King Edward School. Re-admission to class will only occur after both the student and the parent/guardian review the situation with the school principal and classroom teacher, and definite commitments are made to address the behavioural concerns.
3. Should an additional incident of major inappropriate behaviour occur involving a student who has been previously suspended within the past month, the consequence may be automatic suspension from school again, referral to an alternative program, or referral for expulsion from the school.

THERE IS A 0% TOLERANCE FOR WEAPONS IN THE SCHOOL.  
THE POSSESSION OF ANY WEAPON WILL RESULT IN AN AUTOMATIC  
SUSPENSION FROM SCHOOL.

## **MONITORING AND RECOGNITION OF STUDENT GROWTH IN BEHAVIOUR**

When it is necessary for consequences to be issued, the intervening staff member completes a **Behaviour Report**, indicating the offense(s), and administration is notified. The level of the consequence will vary with the nature, frequency, and severity of the offense. As well, restitution may be requested in addition to, or as an alternative to, these consequences. Alternative consequences may also be issued in consultation with parents. In the days following a behaviour incident, students may be asked to check in with the supervising recess teacher periodically, to monitor the transition from the Behaviour Support Room to the playground.

This system provides many opportunities for students to engage in problem-solving with an adult and with each other. All efforts to help the student avoid an escalation of the problem behaviour focus on problem-solving strategies. In the recess sessions, the focus will be on taking responsibility for one's actions, making the connection to our character education goals, learning how to make a sincere apology, identifying and practising appropriate behaviours.

Our focus is always on the positive recognition of a student's efforts to correct a problem. Therefore, when a student has committed a major offense, there is an opportunity to correct the situation. If the student has no other infractions for one month (date-to-date) after the incident, the student returns to the previous step in the sequence. In this way a student can eventually remove himself/herself from the record of offenses. Students are expected to assist in monitoring themselves and can inform the administration when the month is complete.

**King Edward School**  
**Behaviour Contract**

1. The behaviours I am working on changing are:

---

---

---

---

2. The specific actions I will follow are:

---

---

---

---

3. My behaviour will be monitored by:

---

---

---

---

4. My positive behaviours will be rewarded with:

---

---

---

---

5. The consequences for violating my behaviour plan will be:

---

---

---

---

Student Signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

Principal Signature: \_\_\_\_\_

Date: \_\_\_\_\_