

ERIKSDALE SCHOOL BEHAVIOUR PROTOCOL

ERIKSDALE SCHOOL – PREPARING STUDENTS FOR THE FUTURE

In Eriksdale School, students learn to be better readers, writers, problem solvers and human beings.

We have four understandings that guide our discussions with students and decisions about behaviour.

- Be Safe
- Be Kind
- Be Honest
- Have Fun

We manage issues that arise on a case-by-case basis. We aim to implement natural consequences that suite the behaviour, whenever possible, while incorporating elements of restitution and education. We believe these are important factors in creating long term change and facilitating growth. The possible consequences listed in this document is not an exhaustive list, but they are some ways in which we have managed behaviours that have come up.

Parents are encouraged to be active in their child’s education. If you have questions or want to talk to someone at the school, your child’s classroom teacher is the best person to talk to first. You can phone the school at 204-739-2635 or contact:

Grade	Teacher	Email
Kindergarten/Grade 1	Miss Laurel Roberts	robertl@lakeshoresd.mb.ca
Grade 1/2	Mrs. Lindsay Kirby	kirblin@lakeshoresd.mb.ca
Grade 3/4	Mrs. Amie Whiteside	whitesa@lakeshoresd.mb.ca
Early years teacher, Learning Support, and Vice Principal	Mrs. Toni Weatherburn	weathet@lakeshoresd.mb.ca

Grade 5/6	Ms. Crystal Buhler	buhlerc@lakeshoresd.mb.ca
Grade 5/6 support and School Guidance	Ms. Larissa Rempel	rempell@lakeshoresd.mb.ca
Grade 5/6	Ms. Nicole Wright	wrightn@lakeshoresd.mb.ca
Grade 7/8	Ms. Alanna Miller	Millerala@lakeshoresd.mb.c
Grade 7/8	Miss Jaide Pipella	pipellj@lakeshoresd.mb.ca
Grade 7/8	Ms. Reena Ostertag-Silver	Ostsilr@lakeshoresd.mb.ca
K-8 Phys. Ed., Grade 7/8 support	Mr. Chayse Warkentin	warkenc@lakeshoresd.mb.ca
Principal and School Guidance	Ms. Jen Desjarlais	desjarj@lakeshoresd.mb.ca

LEVEL ONE BEHAVIOURS

BEHAVIOUR EXAMPLES, INCLUDING BUT NOT LIMITED TO:	PROCESS	POSSIBLE CONSEQUENCES (INCLUDING BUT NOT LIMITED TO)
<ul style="list-style-type: none"> • Unprepared for class • Inappropriate clothing • Fooling around in class or hallway • Not following directions • Inappropriate language or swearing • Unnecessary involvement in others' situations • Roughhousing 	<ul style="list-style-type: none"> • Problem solve with the staff member who is there, and the classroom teacher will be notified <i>if necessary</i> • Classroom teacher documents behaviour and consequence • Home contact will be made <i>when necessary</i> • Chronic level 1 behaviours may be addressed as a level 2 • Repeated behaviours will result in consultation with administration. 	<ul style="list-style-type: none"> • Making a plan with the teacher or staff to change problem behaviour. • Being asked to change clothes. • Missing a recess to get caught up on work or to reflect on and discuss solutions to problem behaviour.

LEVEL TWO BEHAVIOURS

BEHAVIOUR EXAMPLES, INCLUDING BUT NOT LIMITED TO:	PROCESS	POSSIBLE CONSEQUENCES (INCLUDING BUT NOT LIMITED TO)
<ul style="list-style-type: none"> • Disrespecting staff • Disrespecting school property • Lying to the detriment of others • Physical contact to the detriment of others • Loitering in the bathrooms or change rooms • Stealing • Not following school scent policy • Mean teasing or taunting 	<ul style="list-style-type: none"> • Problem solve with the staff member who is there, and the classroom teacher will be notified • Classroom teacher documents behaviour and consequence • Home contact will be made • Will be referred to administration if behaviours are chronic 	<ul style="list-style-type: none"> • Parent contact • Missing recess • Cleaning or fixing messes that are made or items that were broken • Privileges such as sports, technology, etc. taken away for a period of time • Meeting with the staff, student(s), and/or principal to resolve issues. • Creating collaborative

<ul style="list-style-type: none"> • Inappropriate use of technology • Cheating off someone else's work • Being a bystander in an unsafe or inappropriate situation • Chronic level one behaviours 		<p>behaviour agreements with the teacher, student, parent, and/or principal</p> <ul style="list-style-type: none"> • Reflection or guidance time with the counselor • Working in the office for a period of time • Half or full day in-school suspension
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LEVEL THREE BEHAVIOURS

BEHAVIOUR EXAMPLES, INCLUDING BUT NOT LIMITED TO:	PROCESS	POSSIBLE CONSEQUENCES (INCLUDING BUT NOT LIMITED TO)
<ul style="list-style-type: none"> • Repeated physical intimidation • Repeated verbal intimidation • Violent threats • Fighting • Weapons • Smoking/drugs/alcohol • Vandalism of school property • Theft on a large scale • Physical contact of a sexual nature. • Chronic level two behaviours 	<ul style="list-style-type: none"> • Automatic referral to administration • Home contact • In or out of school suspension 	<ul style="list-style-type: none"> • Parent contact • Missing recesses • Cleaning or fixing messes that are made or items that were broken • Privileges such as sports, technology, etc. taken away for a period of time • Meeting with the staff, students, parents, and/or principal to

		<p>resolve issues.</p> <ul style="list-style-type: none">• Creating collaborative behaviour agreements with the teacher, student, parent and/or principal• Reflection or guidance time with the counselor• Working in the office for a period of time• 1-5 days in or out of school suspension• Behaviour and/or safety plans made in collaboration with admin, staff, student, and parents• Modified school schedule
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