



NIEPUBLICZNA
POLSKO-ANGIELSKA
SZKOŁA PODSTAWOWA

EDUCATIONAL AND BEHAVIOR MANAGEMENT PROGRAM

**of “Vancouver Schools” Polish-English Non-Public
Elementary School**

IN SCHOOL YEAR 2017/2018

Pursuant to Article 26 of the Education Law Act of December 14, 2016 (Dz. U. [Journal of Laws] 2017, item 59), the elementary school implements and follows, effective September 1, 2017, an educational and behavior management program covering:

1. educational content and activities targeting students; and
2. behavior management content and activities designed to meet the developmental needs of students and based on an assessment of the needs and problems of the school community and targeting students, teachers and parents.

Warsaw, September 2017

Introduction

“If you can dream it, you can do it”

Like our slogan coined by Walt Disney says, “If you can dream it, you can do it.” Following this message, the primary objective of our School is to create a supportive environment for each Student to grow and thrive.

We develop skills such as: autonomy, fluent communication across languages, expressing own opinions and views and collaboration. We provide instruction and education to Students built around the values of truth, responsibility, integrity and tolerance.

Through their work, each teacher aims to achieve the common goal which is comprehensive development of the Student’s personality. We are committed to inspiring personal interests and we uncover talent and skills. With the specific international formula of the School, we cultivate positive behavior and good manners in each of our Students and ensure safe and friendly environment. We grow our Students into proactive, open-minded and self-directed people who are well prepared to function in the modern world. Our school will become a child-friendly school where students and teachers are at the heart of what we do. They will learn and work in the atmosphere of mutual tolerance and respect for personal dignity. At our School, instruction, education and rearing processes will be closely interwoven to make students fully valuable human beings. To this end, the school environment must become a creative environment where all subjects can find the fulfilment they need. To properly perform the intended activities our School will become a safe and friendly school for our students. The Educational and Behavior Management Program includes efforts to achieve the priorities set by the Mazowieckie Superintendent of Schools/CEO. Accordingly, the implemented activities address the following issues: Internet safety, use of social media, professional counseling and guidance, empowering the school as a promoter of positive behavior and improving the quality of inclusive education at the school.

Chapter 1.

School Mission and Vision

School Mission

Our mission aims to deliver curricula to meet the future needs of young people, encourage effort, stimulate student creativity and serve the local community. As a school we are committed to win recognition of the local community and trust of parents and to make work rewarding for our staff. The School’s mission is language education focused on student communication skills with a particular emphasis on fluent communication in English, both spoken and written.

School Vision

To be a school that keeps pace with the civilizational change and prepares children and adolescents for the challenges of adulthood with a progressive approach. The Schools achieves academic, behavioral and care excellence, fosters a patriotic and health- and environmentally conscious mindset, provides computer education and specifically language education, stimulates comprehensive student development, effectively counteracts social pathologies, offers students appealing teaching and learning methods, nurtures student interests and encourages students to take

proactive and creative attitudes. The School enhances sensitivity to the needs of others and engages in active, voluntary and selfless help to others through volunteering initiatives. The School fosters student autonomy in various areas of activity. The School provides tools for accurate searching for, sorting and processing information. The School equips students with the skills needed to live an active, independent and creative life of an autonomous human being.

Chapter 2.

Aims of the Schoolwide Educational and Behavior Management Program

1. General

Education and rearing are about supporting the child in their journey into adulthood in terms of physical, emotional, intellectual, spiritual and social development, which should be enhanced and complemented by behavior management activities as set out in Article 1(3) of the Education Law Act.

The purpose of the Educational and Behavior Management Program is to incorporate holistic educational measures and complementary behavior management activities as appropriate for the students' needs.

- 1) The goal of education provided by the School is a mature student for their current stage of development. Maturity is reached in four dimensions: physical, mental (including but not limited to emotional and intellectual), social and spiritual.
- 2) The above goals are achieved through educational activities, where "education" is to be understood as a process of supporting the student in their development.
- 3) Proactive behavior management activities are also undertaken, where "behavior management" is to be understood as reinforcing, corrective and complementary interventions.

Following the relevant guidelines, the educational and behavior management activities at our School include health promotion and support for students in their development into full maturity in the following dimensions:

1. physical, oriented to garnering knowledge and developing skills by the student to help them lead a healthy lifestyle and undertake health-conscious behavior;

2. mental, oriented to building a balanced and harmonious mental state; developing attitudes which are conducive to enhancing own health and that of others; creating a favorable environment for health development; and achieving a sound attitude to the world, empowerment, will to live and vitality;

3. social, oriented to developing an open-minded attitude in social life based on the ability to make independent judgements about socially acceptable patterns and behavior and on the practice of skills in fulfilling social roles; and

4. spiritual, oriented to developing a constructive and stable value system, including appreciation of the role of health and sense of purpose in life.

The School runs regular educational, informational and preventive activities for students, parents, teachers and other school staff. Those activities will take form of talks, workshops, skill training sessions, theatrical performances, festivals and other formats which use proactive working methods.

2.Aims:

- 1.Build a health-conscious attitude and healthy lifestyle;
- 2.Construct the hierarchy of values in a value system where health ranks among the most important values in life;
- 3.Reinforce the connection between students and the School and their local community;
- 4.Develop and support volunteering;
- 5.Build a friendly climate at school or within the facility and establish positive peer relationships and positive student-teacher relationships as well as positive relations between teachers, homeroom teachers and parents or guardians, including reinforcing the connection with peers and teachers and homeroom teachers.

3.Specific objectives:

A student of our School:

- Is kind and sensitive to the needs of others;
- Is helpful to his/her peers;
- Shows respect for people and their rights;
- Is tolerant to other people;
- Is responsible;
- Can manage conflict;
- Can cope with difficult emotions (like anger, anxiety or fear);
- Is assertive;
- Can communicate with others, discuss, defend and justify his/her point of view;
- Proudly represents the School externally;
- Is guided by love for the country and respect for Polish cultural heritage while staying open to the cultures of Europe and the world;
- Feels safe and secure in his/her school environment;
- Can tell good from evil;
- Takes care of personal hygiene and neat clothing and premises; and
- Can develop his/her skills and pursue their interests and be creative.

4. Graduate Profile

- (-) He/she is well-prepared for learning in a post-elementary school, whatever the type of school.
- (-) He/she is prepared to take up education abroad.
- (-) He/she is able to put his/her knowledge to practice in his/her daily life and takes a creative approach to resolve any dilemmas.
- (-) He/she fluently communicates in Polish and uses book and multimedia sources and can articulate his/her thoughts and experiences with ease.
- (-) He/she fluently and effectively communicates in English, both spoken and written.
- (-) He/she develops curiosity about the surrounding world.
- (-) He/she is literate in computer technology.
- (-) He/she is prepared for perception of various forms of culture.
- (-) He/she is capable of self-assessment.
- (-) He/she can tell between appropriate and inappropriate behavior and follows the acceptable standards.
- (-) He/she takes care of his/her own safety and that of others.
- (-) He/she demonstrates sensitivity, diligence and perseverance.
- (-) He/she can choose a safe and sound path for personal growth.
- (-) He/she is kind and respectful of others.
- (-) He/she is capable of teamwork.
- (-) He/she can articulate his/her opinions and aspirations.
- (-) He/she is prepared to take accountability for his/her decisions.
- (-) He/she offers selfless help to those in need.

5. Educational Situation Assessment

An assessment of the environment and a review of the School's needs and resources in terms of education and behavior management are conducted annually through:

1. surveys addressed to parents on parent expectations for the behavior management and educational content to be covered;
 2. observations of the homeroom teacher about the class; and
 3. analysis of the educational and behavior status at the School;
- monitoring of the current behavior patterns in students on the School's premises and a review of endorsements in the register; and
 - half-year reports prepared by the homeroom teacher.

The assessment and evaluation of the educational and behavior management programs identified the following problem areas:

- 1.insufficient motivation to learn;
- 2.lack of student autonomy in elementary areas of functioning;
- 3.insufficient interpersonal communication in the student-student relationship;
4. disrespect of socially acceptable standards by students, including student aggressive behavior;
- 5.insufficient student awareness of the issues of cyberbullying, using social media and impacts of the web; and
- 6.insufficient student knowledge of how to manage peer conflict.

6.Performance Indicators

- 1.This Program applies to all students at our School.
- 2.All teachers are responsible for implementing this Educational and Behavior Management Program, and specifically homeroom teachers are to incorporate the Program's content in their class work plan planning and execution.
- 3.Parents of our School's students know and accept the Program and actively cooperate in its implementation.

7.Tasks and Duties of Program Implementers

1.School Principal:

- 1.Ensures the proper functioning of the School and the appropriate level of educational and care work of the School and building a creative working atmosphere at the School;
- 2.Provides organizational support for proactive behavior management activities in the school environment;
- 3.Creates conditions for the proper compliance with the Convention on the Rights of the Child and facilitates the process of nurturing the sense of national, ethnic and religious identity in students;
- 4.Controls students' compliance with compulsory education requirements;
- 5.Arranges for teacher training; and
- 6.Ensures safety and security at the School.

2.School Counselor and Psychologist:

- 1.Conduct tests and diagnostic activities in students, including assessments of individual developmental and educational needs and mental and physical capabilities of students to identify their strengths, aptitudes, interests and talents and the reasons behind students' poor academic performance or difficulties functioning, including barriers and limitations hindering the student functioning and participation in school life;
- 2.Assess educational situations at school to solve educational problems which are barriers to or limit active and full student participation in school life;

3. Provide psychological and counseling assistance to students as applicable to meet the identified needs in accordance with the Bylaws;
4. Undertake activities in addiction prevention and to address other problems of children and youth;
5. Minimize the effects of developmental disorders and prevent behavioral disorders and initiate various forms of assistance in students' school and out-of-school environment;
6. Initiate and conduct mediation and interventions in crisis situations;
7. Help parents and teachers in identifying and nurturing individual student ability, aptitude and talent;
8. Support teachers and homeroom teachers in:
 - identifying individual developmental and educational needs and mental and physical capabilities of students to determine their strengths, aptitudes, interests and talents and the reasons behind students' poor academic performance or difficulties functioning, including barriers and limitations hindering the student functioning and participation in school life; and
 - providing psychological and counseling assistance.

3) Teacher:

1. Is required to react to indications of social maladjustment in children;
2. Supports mental and physical development of children by their attitude and educational activities;
3. Offers help in overcoming academic failures based on the identified student needs;
4. Is responsible for the life, health and safety of children at school and outside school during school celebrations, outings and trips; and
5. Provides psychological and counseling assistance in daily work with students.

4) Homeroom Teacher:

1. Provides training and consultations for parents in collaboration with the school counselor;
2. Focuses their work on integrating the class team and takes care of the assigned School students by creating a supportive setting for their development, and prepares students for life as members of their families and the society;
3. Learns about the living and learning conditions of their students;
4. Teaches positive thinking and success orientation by nurturing self-confidence;
5. Covers the intended content and meets the intended aims of the School's Educational and Behavior Management Program in their educational work; and
6. Coordinates the psychological and counseling assistance in their assigned class.

5) Parents:

1. Collaborate with teachers and the homeroom teacher on matters of their children's education and rearing;
2. Ensure that their children spend their leisure time in the right way;
3. Ensure that their children's mobile phones are adequately secured against access to inappropriate or unacceptable content;

4. Actively participate in parents-teacher meetings with teachers and homeroom teachers as per the schedule provided; and
5. Timely bring their children to school teaching their children respect for others.

Chapter 3.

Educational and Behavior Management Content and Activities for Grade 1–3 Students

Educational and behavior management tasks	Methods of execution
Getting to know each other	<ol style="list-style-type: none"> 1. Students take part in getting to know you icebreaker games to integrate as a group and a class team. 2. Participate in classroom and school celebrations.
Creating a supportive setting for pursuit of individual interests	<ol style="list-style-type: none"> 1. Additional sports and day room classes are provided. 2. One-on-one work with exceptionally talented students; prepare them for competitions. Organize, promote and enter various competitions.
Learning the rules of behavior in public places	<ol style="list-style-type: none"> 1. Students adopt the forms of appropriate behavior. 2. Students take part in cultural events while adhering to the rules of safety and appropriate behavior.
Counteracting aggression, abuse and bullying that make life difficult in today's world	<ol style="list-style-type: none"> 1. Work on self-improvement. 2. Take part in classes intended to eliminate inappropriate behavior.
Safety	<ol style="list-style-type: none"> 1. Teachers communicate policies and regulations to students. 2. Organize talks and workshops on safety. 3. Communicate emergency contact numbers and the first aid rules to students. 4. Communicate health and safety regulations in the classroom.
Teaching students independence and autonomy	<ol style="list-style-type: none"> 1. Attend talks on independence in self-care tasks and in work in classroom. 2. Take an active part in the work of the Student Council.

	<ol style="list-style-type: none"> 3. Make an appropriate use of the school canteen. 4. Take care of own and schoolmates' belongings and the School's property.
Tolerance for diversity Children's rights	<ol style="list-style-type: none"> 1. Communicate the children's rights under the Convention on the Rights of the Child. 2. Learn about the duties and responsibilities of a student. 3. Make children aware who to ask for help. 4. Attend talks about tolerance and respect for others.
Ensuring a positive climate at school	<ol style="list-style-type: none"> 1. Survey student well-being at school. 2. Monitor behavior in the peer group. 3. Work with the Student Council.
Nurturing citizenship and patriotic attitudes	<ol style="list-style-type: none"> 1. Students celebrate traditions of their local community and of the country. 2. Students learn the national and the European symbols. 3. Students attend school and national celebrations.
Preparing students to put their knowledge to practice	<ol style="list-style-type: none"> 1. Have computer science classes starting from Grade 1. 2. Take part in theatrical performances. 3. Use diverse sources of information.
Promoting a healthy lifestyle	<ol style="list-style-type: none"> 1. Work on curricular and extracurricular classes and in organizations that operate at the School. 2. Enter competitions about a healthy lifestyle and disease prevention. 3. Run schemes such as: "School Milk" or "School Fruit". 4. Develop and reinforce standards against smoking and drinking alcohol in the youngest population through relevant talks.
Eliminating mental pressures caused by academic failures or difficulties in peer interactions	<ol style="list-style-type: none"> 1. Run the following types of classes: didactic and compensatory classes, corrective and compensatory classes, positive behavior support classes, psychology-based classes. 2. Face-to-face meetings with the school counselor or psychologist. 3. Collaboration with a psychology and counseling center.

Assisting parents and teachers in managing educational and behavior issues	<ol style="list-style-type: none"> 1. Keep parents updated on the child’s situation both at school and outside school. 2. Provide parents, teachers and guardians with up-to-date information about effective methods of implementing educational and behavior management measures through meetings with experts. 3. Face-to-face meetings with students and their parents. 4. Consultations for parents. 5. Take common initiatives for resolving difficulties or eliminating risks. 6. Communicate the regulations of the Convention on the Rights of the Child, the School’s Bylaws, policies and programs to parents. 6. Publish a list of institutions providing specialist assistance. 7. Improve teacher and homeroom teacher competence in behavior management with regard to the use of dangerous drugs and substances and the developmental norms and mental health disorders associated with the developmental age by attending, e.g., training council meetings, courses and sessions.
Preventing domestic violence	Protection of abuse victims: talks to individual students, consultations with parents, initiating the “Blue Card” police procedure if necessary.

Educational and Behavior Management Content and Activities for Grade 4–8 Students

Educational and behavior management tasks	Methods of execution
Development of student personality	<ol style="list-style-type: none"> 1. Support self-awareness skills: Use school situations as an opportunity to practice identifying own emotions, feelings, strengths and shortcomings and teach self-reflection. 2. Stimulate the development of self-acceptance and self-regulation: help building the skills of behavior regulation, controlling

	<p>emotions and creating own image and teach self-assessment.</p> <p>3. Foster the ability to leverage own potential: motivate to perform academically, inspire and broaden student interests and create a favorable environment for interest-led activities, foster creative thinking skills, create a supportive environment for the development of individual talents and abilities, offer assistance in coping with own weaknesses, facilitate building the hierarchy of values, work with talented students and work with students with special educational needs.</p> <p>4. Attend extracurricular classes.</p>
Equipping students with essential teamwork skills	<p>1. Teaching students the norms of social life by:</p> <p>1. Promoting the rules of safe and civil conduct and respect for the rights and needs of others;</p> <p>2. Mastering emotional and social competence by teaching empathy, developing <u>team work</u>, executing projects, fostering the ability to effectively manage difficult, conflict or risky situations;</p> <p>3. Eliminating aggressive behavior by modeling non-aggressive conflict management skills and strategies of dealing with problem situations and by identifying and labeling aggressive behavior;</p> <p>4. Intervention of the school psychologist or counselor.</p>
Preparing for taking and fulfilling social and citizen roles	<p>1. Make students familiar with the School's documents (the Bylaws, policies and procedures).</p> <p>2. Instill the need to actively participate in school life, stimulate socially-conscious attitudes by encouraging active participation in school life, promoting respect for the School's property and establishing the School's customs and traditions.</p> <p>Take an active part in the work of the Student Council.</p>
Promoting knowledge about Europe and the world	<p>1. Celebrate European Days and Foreign Language Days.</p> <p>2. Learn about the traditions of Canada.</p> <p>3. Take an active part in and co-promote Terry For Run events.</p>
Nurturing patriotic attitudes	<p>1. Teach students the history of the city and the district, the story behind its coat of arms, the monuments, culture, etc.</p> <p>2. Attend celebrations and tributes staged by students.</p> <p>3. Model national identity while upholding openness to the</p>

	<p>values of the culture of other countries.</p> <p>4. Arrange trips to museums, exhibitions, the philharmonic hall, etc.</p>
Modeling green attitudes and habits	<p>1. Provide dedicated classes during science, biology, geography, chemistry and physics lessons.</p> <p>2. Enter competitions about environmental protection.</p> <p>3. Green initiatives: “Cleaning Up the World” campaign.</p>
Preventing absenteeism and truancy	<p>1. Prevent absenteeism and truancy.</p> <p>1. Discuss the consequences of such behavior under the regulations of the Bylaws and the Common Schoolwide Assessment and Evaluation Policy.</p> <p>2. Monitor the security system at school: dropping off and picking up students from school.</p>
Removing developmental deficiencies, in particular in children with special educational needs	<p>1. Provide didactic and compensatory classes, corrective and compensatory classes, speech and language therapy classes and social therapy classes.</p> <p>2. Face-to-face meetings with school counselor and psychologist.</p> <p>3. Collaboration with a psychology and counseling center and other specialist services.</p>
Assisting parents and teachers in managing educational and behavior issues	<p>1. Keep parents updated on the child’s situation both at school and outside school.</p> <p>2. Face-to-face meetings with students and their parents.</p> <p>3. Consultations for parents.</p> <p>4. Communicate the regulations of the Convention on the Rights of the Child, the School’s Bylaws, policies and programs to parents.</p> <p>5. Improve teacher and homeroom teacher competence in behavior management with regard to the use of dangerous drugs and substances and the developmental norms and mental health disorders associated with the developmental age by attending professional improvement activities: courses and training sessions.</p> <p>6. Provide parents, teachers and guardians with up-to-date information about effective methods of implementing educational and behavior management measures through</p>

	meetings with experts.
Integrating child rearing activities at school and at home	<p>1. Parents-teacher meetings and private consultations with homeroom teachers.</p> <p>2. Parent attendance in school celebrations and events held at school.</p>
Promoting a healthy lifestyle	<p>1. Have talks about health issues and a healthy lifestyle during homeroom and academic classes.</p> <p>2. Provide information about body hygiene and a balanced diet.</p> <p>3. Take part in available healthy lifestyle and disease prevention schemes.</p> <p>4. Help develop physical fitness, in particular in the physical education class.</p> <p>5. Keep the surroundings neat, clean and tidy.</p> <p>6. Organize and promote knowledge and art competitions facilitating health promotion.</p> <p>7. Improve teacher and homeroom teacher competence in addiction prevention through training sessions and courses.</p>
Preventing risks	<p>1. Psychoactive drugs and substances: student background assessment; provision of knowledge about addictions and how to get help in cases of drug, designer drug, alcohol or tobacco use; bulletin boards.</p> <p>Keep parents/legal guardians informed about apparent changes in child behavior and share suggestions and observations.</p> <p>2. Aggression, mental harassment, discriminating behavior, cyberbullying:</p> <p>systematically educate students how to manage own difficult emotions and protect against aggression or bullying; communicate the set of rules and standards in place at school; hold talks and advisory sessions;</p> <p>continuously work with school staff to address any observed negative student behavior; react to any inappropriate student behavior; hold meetings with Police officers about the responsibility of minors.</p> <p>3. Model socially desirable attitudes to civilization threats by disseminating information about civilization threats (such as</p>

	terrorism, famine or diseases) and how to handle situations and where to get help; discussing risks associated with the Internet use or personal data disclosures.
Preventing domestic violence	1. Background assessment:
	early detection of bullying among students; protection of abuse victims: talks to individual students, consultations with parents, initiating the “Blue Card” police procedure if necessary.
	2. Work with institutions providing assistance and support.
	3. Enhance school counseling knowledge about the issues of violence, abuse and bullying; participate in training.

Chapter 4.

Evaluation

The Program performance will be continuously monitored. The Program is evaluated on an annual basis through surveys on the selected areas of assessment. Surveys and interviews to be carried out in the current school year should specifically address aggressive behavior and teaching students independence and autonomy. The evaluation team will be composed of the school counselor and two homeroom teachers. The Program evaluation outcomes will be presented on the first meeting of the Board of Teachers and at a parents-teacher meeting. The team will conduct their review based on the tools selected at their discretion.

This Program forms a part of a set of programs run at the School and is incorporated into the School’s Bylaws.

This Program provides guidance for the homeroom teachers to build their annual classroom educational and behavior management plans.