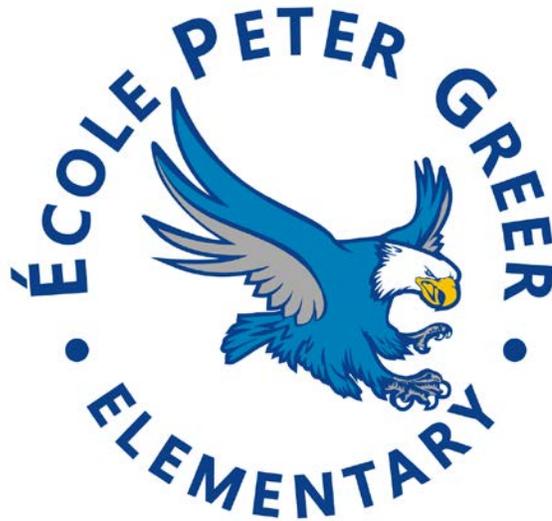


Parent Handbook 2019-2020



**Telephone 250-870-5129
10300 Sherman Drive
Lake Country, BC, V4V 1Y8**

Office Hours: 8:00 a.m. to 3:00 p.m.

Principa: Mr. J. Minkus
Vice Principal: Mr. J. Sanbrooks

www.pge.sd23.bc.ca

Welcome/Bienvenue

Welcome to École Peter Greer Elementary School. The purpose of this handbook is to provide students and parents with general information concerning the organization of our school. We hope that you will find this book useful and we welcome any feedback from both parents and students.

About École Peter Greer Elementary

École Peter Greer Elementary School, situated at 10300 Sherman Drive in East Winfield, opened in November 1992. The official opening took place on January 28, 1993. The school, built to accommodate 550 pupils, consists of eighteen classrooms. The Award- Winning Design of this school utilizes the "Project Area" concept and offers built-in flexibility in order to maximize educational delivery and opportunities.

This school is built like a series of cubes around the central foyer and each classroom opens to a shared project area. This school has interconnected rooms and conventional hallways in various shapes. The design provides for natural light to all major spaces in the building by the use of bay windows, clerestories and skylights.

École Peter Greer Elementary School offers students a dual track system of English and French Immersion. The school is fully prepared for the new educational challenges of the future. The school logo is an eagle and the motto is "Soaring for Excellence." The school colours are silver black and teal.

École Peter Greer Elementary School is named after a longtime member of the Lake Country community. He was appointed Principal of Springvalley Secondary School in 1975 and retired from teaching in 1981. He was elected to the Board of Trustees, School District #23 (Central Okanagan) in 1983 and served as Chairman of the Building and Maintenance Committee and Chairman of the Board of Trustees until 1990.

Mission Statement

We believe that learning is a lifelong process involving intellectual, aesthetic, physical, emotional and social development; our mission is to provide a caring environment that develops the qualities of self-esteem, respect for self and others, creative thinking, responsible citizenship and a love for learning.

School Goals 2019/2020

As a school community, we will focus on the development of learner agency in the following areas:

Social Emotional Learning (SEL) – SEL is the process through which students acquire the tools to recognize and regulate their emotions, show empathy for others, show kindness to others, and establish and maintain relationships with other. Our goal is to support students as they develop and strengthen their social and emotional skills.

Actions:

- Team members will work to co-create and foster a common school-wide self-regulation language
- Team members will co-plan self-regulation lessons, create resources, and explicitly teach SEL skills such as self-management, self-awareness, social awareness, strong decision-making, and positive relationship building.
- Regular school-wide assemblies will be co-created with a focus on social-emotional learning

Core Competencies –The core competencies along with literacy and numeracy foundations, are at the center of our curriculum and assessment. In order to make learning relevant for our students, basic skills in literacy and numeracy are taught alongside the core competencies as opposed to in isolation of the competencies. Core competencies are proficiencies in the following skills:

- Communication
- Critical Thinking
- Creative Thinking
- Personal and Social Awareness and Responsibility
- Positive Personal and Cultural Identity

Our goal is to build structures and strategies to develop and strengthen the students' core competency skills.

Actions:

- Teachers and students continue to collaborate around integrating the core competencies into cross-curricular inquiry cycles
- We will collaborate to build and accelerate quality learning tasks and structures where students can experience personal and profound learning.
- We will co-plan, co-teach and co-assess lessons, units and structures to support learning in the following areas where the core competencies form a foundation:

Self-Assessment of Core Competencies
Communicating Student Learning
Outdoor and Place Based Learning
Design Thinking
Personal and Social Responsibility

Inquiry Based Learning
Innovative Learning Environments
STEM (Science, Technology, Engineering & Math)
First Peoples Ways of Learning

Supplies and Student Fees

We encourage you to take advantage of purchasing student school supplies through the school. By doing so, children will have **exactly** what is appropriate and required for their school year. As well, art supplies such as construction paper, drawing paper, bristle board, glitter, pipe cleaners, Popsicle sticks and many other incidentals are covered by these costs.

Our feedback, too, is that it is much more economical to purchase through the school. We sincerely appreciate your consideration of this request.

	<u>Supplies</u>	<u>Cultural</u>	<u>Total</u>
Grades K – 6	\$35.00	+ \$ 10.00	= \$45.00

The cultural fee pays for live theatre, puppet shows, musicians and films viewed at the school.

Payment can be made online at <https://centralokanagan.schoolcashonline.com/>

Payment accepted online: Debit Card, Visa, and MasterCard.

If you wish to pay by cheque, please make them payable to Peter Greer Elementary School and forward to your child's classroom teacher. We will not issue a receipt when you write a cheque because the cancelled cheque will be your receipt. Receipts will still be issued if you pay by cash.

Student Absences

We use School Messenger to manage student absences. Go to the following website to watch a video showing you how to sign up to use School Messenger:

<https://drive.google.com/file/d/1V8w7kmEMItGClzRONfbrj0ClwR7JRbSg/view>

This program is in effect to ensure the safe arrival of all students to school. Parents can enter an absence in three ways:

1. Using the School Messenger App – available in the Apple Store or on Google Play.
2. Enter the absence using the Online Parent Portal: <https://go.schoolmessenger.ca/#/home>
3. Enter the absence by calling the school 250-870-5129 and follow the voice prompts.

We request that parents report absences prior to 8:30 a.m. This information is electronically cross-referenced with the attendance records kept by teachers and the system will automatically follow up on any unreported absences. For this reason, please ensure your contact information/ phone numbers are accurate and up to date. We appreciate your assistance with this procedure, which is in place to ensure the safety of our students.

Extended Absences and/or Early Dismissal

Please use School Messenger if students will be absent during the school year for extended periods of time. If a student needs to leave school early for an appointment, or any other reason, parents/guardians **must** come to the school to pick them up, in person, and sign them out. We cannot allow students to leave school grounds by means of a note, phone call, or absence reported in School Messenger due to safety concerns.

Illness and Student Injuries

Illness

At École Peter Greer Elementary School, we believe that good hygiene and good health care (i.e. frequent hand washing, good nutrition, clean clothes, regular physical activity, fresh air and plenty of sleep) keep kids healthy! Children who come to school with severe colds and other viruses are unable to function well, provide a source of infection for other children and would recuperate faster at home. Please keep kids at home if they are sick and notify the school, by phone, of their absence. We thank you for your cooperation in this area.

If your child becomes ill at school, he/she should alert a staff member who will then attempt to contact you, or your emergency contact. If a student is too ill to stay at school, they will be directed to the office by the classroom teacher or supervisor. They are to report to the secretary or Administration. The secretary will record the student's absence from class for medical reasons and take the student to the medical room. Arrangements will be made to send the student home, or he/she will be cared for in the medical room. If necessary, they may be instructed to lie down. However, are not in a position to use the medical bed/room except as a temporary holding area, while the school awaits the arrival of a parent. Students should not be placed on the medical bed without informing the child's teacher and the office.

Injuries/Accidents

If your child is in an accident at school, he/she should notify the nearest staff member. In most cases, any necessary first aid can be administered by the attending staff member as long as it is not more than 'ice or a band aid.' In more serious cases, (i.e. a bump to the head, fall on the head, head struck by heavy object etc.) student will be looked at by one of our two trained first aid attendants. If there are no symptoms of a head injury (i.e. no significant swelling, cut, bruise, dizziness and nausea), the classroom teacher will be notified in writing on a form (forms are in the first aid room) that alerts the teacher that an authorized staff member with first aid certification has seen the student and the teacher is advised to keep an eye on the student and report back to the office if any symptoms of a head injury develop (i.e. nausea, dizziness, swelling, cut). If no symptoms develop, the note simply goes home with the student asking the parents to continue to 'monitor' the student. These make up about 90% of all reports. If there are signs of a head injury, or if a student becomes ill or sustains an injury during school hours that requires significant medical treatment beyond "ice" or a "band-aid," we should always err on the side of caution and contact the parents.



In any situation other than an emergency where we would be obligated to administer basic first aid and/or call 911, it is up to the parent to make a judgment whether further treatment beyond, ice, bed rest, a band-aid, or an ambulance trip to the hospital is needed. In order to avoid undue parental alarm and/or concern about injuries that occur during school hours, parents need to and have the right to know if their child has become ill or is injured at school.

If a student sustains an injury at school, and he/she can be moved safely, we try and take him/her to the medical room in the main office where a staff member, who holds a current first aid certificate, can examine the student as soon as possible. Although our first aid attendants are in place for the first aid treatment of staff, they are often called upon to treat students and do so on a voluntary basis. If there is any doubt about the advisability of moving an injured student, an ambulance will be called and the parent notified.

When it comes to serious student injuries and illnesses as opposed to those requiring only a band-aid or ice, administration will accompany the First Aid attendant to the scene and make every attempt to stay with the injured or ill student until an ambulance arrives, and/or trained medical personnel provides treatment and "releases" the student into our care. These measures must be taken prior to calling "911." The First Aid Attendant, in consultation with administration, makes the final decision as to whether "911" should be called.

If the injury is not life threatening but requires a visit to a doctor, parents will be asked to arrange transportation.

Transportation

Please consult the Central Okanagan School District Website for information regarding transportation. Or, go to the following link

<http://www.pge.sd23.bc.ca/Documents/School%20Bus%20Info%202018%2019.pdf>

Medication and Medical Alert Conditions

If medication is required during school hours, the following procedures must be followed.

- 1.** Please request a medication package from the school office. A form must be signed and approved by the physician before medication may be administered at the school.
- 2.** Students who require a medical alert form for the administration of medication, due to an allergic reaction, should also have a form on file at the office. Medication to combat a potential allergic reaction must be stored in the school office and taken on any school field trips.
- 3.** The medical alert form, the medication administration form, and the medical alert list are updated every school term. These documents are reviewed regularly by a Public Health Nurse assigned to our school.
- 4.** All student medication must be kept at the school's medical room.
For further information or clarification, please contact our Secretary at 250-870-5129.

Life Threatening Allergies

A few of our students have life-threatening allergies to peanut products, bee stings, etc. If your son or daughter is in a classroom with a child who has a serious allergic condition, necessary safety precautions will be implemented. We are a peanut aware school.

Student Telephone Use

Students are permitted to use the school telephone only if circumstances are deemed important and they have permission from their teacher. Parents wishing to talk to their child(ren) are welcome to phone the school and leave a message, which will be delivered to the student. Students will then have the opportunity to return the call at the next break period, or immediately, depending on the urgency of the message. The same procedure will be followed for parents who wish to contact teachers. **Students are not permitted to use cell phones unless under teacher supervision.**



Field Trips

Field trips are designed to complement what students are learning in the classroom and to provide educational experiences that will make classroom learning more meaningful.

For a fee, School District #23 busses are used, when possible; PAC also provides much financial support to our Filed Trip Program. In the event that parents are asked to drive, the School District's Policy requires that the vehicle carry a minimum \$1, 000, 000 of third party insurance. Drivers must report to the office to complete an insurance form and are also required to complete a criminal record check. Please bring your Driver's License and vehicle registration so that the office staff can make copies for our school records.

Each student must have his/her own seatbelt. For safety reasons, we ask that no child be seated in the front seat, if it is equipped with an airbag. Drivers must complete a permission form for each field trip in order for their child to attend. If a child does not return a signed form, he/she will not be permitted to attend the field trip.



Reporting to Parents

There will be three terms with reporting throughout the year. Please see the school website, and Calendar, for details on these dates. Some teachers will be using digital portfolios to communicate student learning to parents and students.

What is French Immersion?

The French Immersion Program aims to provide pupils with an education equivalent to that which is available in the English Language Program, while providing them with the opportunity to acquire a high level of proficiency in spoken and written French. Pupils enter French Immersion in the first or second year of primary schooling. Upon graduation from the program in grade 12, French Immersion students should be able to participate easily in French conversations, take post-secondary courses with French as the language of instruction, and accept employment with French as the working language. Prior knowledge of French is not a requirement for enrollment in Kindergarten or Grade 1, nor is it necessary for parents to speak French. The philosophy behind French Immersion for young children is based on a simple fact: the more the child hears, speaks, reads and writes French, the

greater the fluency he/she will gain in that language.

Other than French Language Arts, the French Immersion Program is parallel in content to the British-Columbia curriculum. The only difference is that French is the principal language of instruction. In French Immersion Programs, the first three years of schooling shall be taught totally in French. During Grade 3, English Language Arts instruction begins for up to 20% of instructional time. Other courses may be offered in English, but it is recommended that not more than 40% of instructional time, including English Language Arts, should be devoted to instruction in English. In School District #23, the English Language Arts component in French Immersion constitutes about 20% (300 minutes/week) of the instructional time.

In this program, pupils achieve a high level of proficiency in French comprehension, speaking, reading and writing. By the end of elementary school, Immersion pupils approach a functional level of fluency in French.

In the Central Okanagan School District #23, French Immersion teachers are fluently bilingual (French and English) and possess a current BC Teacher's Certificate. A French speaking Learning Assistant Teacher is available to pupils who are experiencing difficulties with their learning.

The English language component is not introduced until Grade 3. Pupils, by this time, have learned how to read in French. The decoding skills required for reading in French are usually quickly transferred and applied to the English component of the program. Although there are some initial lags in English language development, namely in structure and spelling, it is generally observed that French Immersion students "catch up" by Grade 5 or 6.

Please feel free to contact the administration to discuss any questions you may have about the French Immersion Program.

Learning Assistance Program

Students who struggle with particular concepts in their learning, or who have been designated with a learning disability, are given learning assistance, which supports regular classroom placement. Learning assistance involves direct instruction, and adapted programming. A classroom teacher is the one who refers a student to the school-based team, who will ensure the right structures of support are put in place for all learners. In order to maximize the effectiveness of Learning Assistance time, support at home is also required. For further information, please feel free to contact the Learning Assistance Teacher.

Library Learning Commons

An important aspect of École Peter Greer's Education Program is the Library Learning Commons. Our Library Learning Commons has books, audiobooks, coding equipment, technology and other resources in both English, and French, to support the curriculum and recreational reading for our students. The teacher librarian is an active partner with the classroom teachers in promoting reading at all levels, as well as teaching research and study skills.

Counseling Services

Counseling is available for students and their parents. Our counselor offers assessment, counseling and consultation. Parents may contact the school counselor by phoning the school (250-870-5129).

Indigenous Education Advocates

Indigenous Education Advocates provide emotional, social, academic and cultural support to students. They work closely with families, teachers and other personnel to provide service for students. We have two Indigenous Advocates at PGE:

Ms. Sandie Lavigne

To contact Sandie Lavigne please phone the office at 870-5129 or by voicemail at 250-870-5000 (extension 4898).

Ms. Rose Alexis

To contact Rose Alexis please phone the office at 870-5129 or by voicemail at 250-870-5000 (extension 8867).

Public Health Nurses

Health Issues - Public Health Nurses are available for support, information &/or referrals for any health concerns. They can be reached 8:30 am – 4:30 pm, Monday – Friday, at:

Rutland Health Centre, 155 Gray Road, Kelowna, 250-980-4825

Kelowna Health Centre, 1430 Ellis Street, Kelowna, 250-868-7700

West Kelowna Health Centre, #160-2300 Carrington Road, West Kelowna, 250-980-5150

- www.interiorhealth.ca

School Meal Program

A breakfast and brown bag lunch program is available to children at Peter Greer. If you have a financial need for this program, please contact the school and speak with Principal or Vice-Principal.

Parent Advisory Council

The Peter Greer Parent Advisory Council (P.A.C.) is a group of parents who volunteer their time to help at our school. The P.A.C. is an advisory body and is an integral part of the school providing an avenue for parent input concerning the operation and administration of the school.



The exact meeting dates will appear in the monthly school newsletter. Our P.A.C. is always looking for help on various committees and projects, and thus your support and participation in meetings, projects, etc. is always welcome. Please visit our school website and click on the PAC Tab for more information.

PAC Executive

President:	Stephanie Lawton
Past President	Susan Medynski
Secretary:	Kristen Dion
Treasurer:	Roslyn Hazen
Members at Large:	Adria Misfeldt, Brittany Yeast
Fun Lunch Coordinator:	Natasha Long, Jen Jones
Volunteer Coordinator:	Roslyn Hazen
COPAC:	Open
BC Fruit & Veggie Program :	Carlene Evans, Craig Catton
Yearbook:	Jen Jones, Stephanie Lawton
Noon Hour Activities:	
Social Media:	Roslyn Hazen
Spirit Wear:	Lindsay Roberts
Canadian Parent for French:	Crystal

Parent Volunteers

Parent and family members are welcomed to volunteer at Peter Greer. Students at our school greatly benefit from additional parent help and assistance in many school activities.

Parents also serve a vital role in participation on school committees. If you wish to volunteer your time at the school, please contact the school in order to complete the necessary paper work and criminal record check.



Newsletters

Our monthly newsletters will give you an update on events that will tell you what to look forward to in the coming months. As we continue to help reduce the negative impact on our environment, please note that the 'paper' copy of our school newsletter is no longer distributed to each student. It will be available to view or download through our website the first week of each month.

<http://www.pge.sd23.bc.ca/About/Newsletters/Pages/default.aspx>



Parents who are looking for a convenient way to keep up with all that is happening at the school will receive the Family Week at a Glance (FWAAG) via email. The FWAAG is also available on our website. The FWAAG will be sent out and posted on our website at, approximately, 6:00pm on

Sunday nights. Parents who do not have access to a computer can still pick up a paper copy of the newsletter in the office. Parents may also wish to write a note in their child's agenda reminding them to stop by the office and pick one up.

Dogs at School

Parents, and other individuals in the community, are reminded that dogs are not allowed on any district school property. Unattended dogs can leave deposits on the school grounds. Some also frighten the youngsters and some allergy concerns exist. When dogs are loose on the playground, we are placed in the position of having to notify the dogcatcher. We understand that retrieving the dog is quite an expensive undertaking.



Extended Absences

Each year we are approached by an increasing number of parents who wish to take their child out of school for extended periods of time. Usually this is for reasons associated with family plans or family business. We do not have a procedure for granting students a "leave of absence". Rather, it is assumed that parents will make decisions in the best interests of their own child.



We are respectful of the fact that many of our families have family members far away, and spending time with them is important. We also know that regular attendance is an important part of each student's success at school. We recognize that students who are ill need to be at home; however, we encourage parents to make arrangements for special appointments or family activities outside of school hours whenever possible. We appreciate that this is not always easy to do!

Difficulties arise, however, when parents wish to have some sort of reassurance that their child will not be "behind" in their work when they return. Unfortunately, if your child misses school for extended periods of time, he/ she will be "behind" in classroom work. Students may well have other cultural and travel experiences that contribute to their overall development, but the many varied daily classroom activities they will miss cannot be duplicated through worksheets or workbooks.

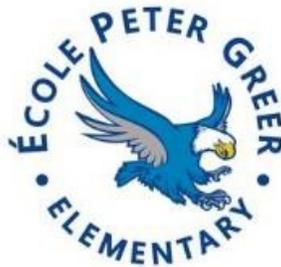
In the cases where parents plan family holidays during the school year, please note that Teachers are not able to prepare materials ahead of time to accommodate student absences. Students will be expected to "catch-up" after their return. It is important to note that some learning activities cannot be duplicated and may affect a student's overall standing.

What Happens if my Child has Head Lice?

Parents of students with head lice are contacted by the school office and it is the expectation of the school that treatment will occur prior to the student returning. A letter is also sent home to all families of students in the class where a case of head lice has been identified. This letter does not contain the name of the student with head lice. If lice are detected at home, we appreciate a call into the office, which will be held strictly confidential. After treatment, including the removal of the eggs or 'nits,' students are welcome to return to school. Advice regarding prevention and treatment is available from the Rutland Health Unit, your doctor or pharmacist. Please monitor your child on a regular basis as inform the school when necessary. Your help and support with this is greatly appreciated.

What if You Have a Concern?

If you have a concern regarding a classroom practice or policy, you should **first** talk to your child's Teacher. If the matter is not resolved to your satisfaction, you should bring it to the attention of the Vice-Principal or Principal. If your concern is not resolved after consultation with school administration, you should contact the Assistant Superintendent of Schools for the Lake Country zone, Mrs. Rhonda Ovelson, at 860-8888. You are encouraged to follow the above steps when dealing with any school related concern.



CODE OF CONDUCT

TO THE STUDENTS:

The purpose of this Code of Conduct is so all students can learn in a safe environment. At Peter Greer Elementary School, all students are expected to exhibit a commitment to learning and to achieving success. We have guidelines for appropriate student behaviour which reflect the school's philosophy of rights, responsibilities and respect. The guidelines show that you are expected to take personal responsibility for your behaviour. This responsibility applies not only to your academic duties, but also to your use and care of school facilities, equipment, textbooks and supplies. Each responsible student contributes to the well-being and success of everyone at Peter Greer Elementary, where you can make learning meaningful yet fun.



TO THE PARENTS:

We want all students to be fully informed of their responsibilities at Peter Greer Elementary School. We try to ensure that in all cases, students will be treated in a fair manner by being kept fully informed of an incident, change or outcome which affects them. We have a consistent approach to school discipline; thus rules will be applied as the situation and cumulative behaviour warrants. We try to be firm and fair with decisions which result from complete fact-finding and communication with all parties concerned. The Code of Conduct will be communicated to students and parents at regular intervals (i.e. assemblies, newsletters, new student information, parent handbook, class discussions, and the front pages of their student agendas)

Peter Greer Elementary School promotes the values expressed in the **BC Human Rights Code** respecting the rights of all individuals in accordance with the law – prohibiting discrimination based on race, colour, ancestry, place of origin, religion, marital status, physical or mental disability, gender, gender identity and expression, discrimination in accommodation, service and facility in the school environment.

CODE OF CONDUCT FOR SPECIFIC AREAS & SITUATIONS

ACADEMIC SUCCESS

Expected Behaviour:

To ensure success in your school year, you are expected to complete all class and homework assignments on time and to the best of your ability.

HONESTY

Expected Behaviour:

You are expected to be honest in your relations with students and staff. Lying, stealing and cheating are all forms of dishonesty and as such are unacceptable behaviours.

ATTENDANCE, ABSENTEEISM & TARDINESS

Expected Behaviour:

You shall report to class promptly each day, ready, willing and able to work. You must report the reason for tardiness to your teacher. Absenteeism requires a written excuse or a telephone call from your parent or guardian. Parents are requested to phone the school to report your absence. REGULAR ATTENDANCE IS ESSENTIAL.

RESPECT FOR OTHERS

Expected Behaviour:

You are expected to treat all people with consideration and respect. Your school is a public area. The following is not an exhaustive list but examples of student behaviours that are not acceptable: fighting, pushing, shoving, tripping, kicking, biting, rough horse-play, being rude and disrespectful.

APPROPRIATE LANGUAGE

Expected Behaviour:

Your language will be such that it shows respect for staff and students. Name calling, swearing, crude, rude and obscene language spoken, written, implied or gestured are unacceptable.

STUDENT MOVEMENT

Expected Behaviour:

In the morning you will enter through your designated entrance. While inside the school you shall walk in a quiet, orderly manner. All students shall remain on school property during the school day unless permission has been given by the parent and the school.

DESIGNATED AREAS

Expected Behaviour:

You will be in the following areas only if you have the permission of a teacher: gymnasium, equipment room, library, computer lab, kitchen, bathrooms, paper room, math/science/art storage rooms, staffroom and classrooms other than your room.

CARE OF SCHOOL PROPERTY

Expected Behaviour:

You will respect all school property (classrooms, halls, stairways, bathrooms, kitchen, playground, gym, library, all equipment, textbooks and supplies).

Your desk and the floor area around it are to be kept neat and tidy. When sitting down in class you should make sure that all four legs of your chair are always on the floor. Tables and desks are for doing your work on, not for sitting on. You are expected to treat the school and equipment with the same care and respect as you would your own valuable personal possessions.



EXTRA-CURRICULAR ACTIVITIES

Expected Behaviour:

On school buses, at extra-curricular activities, at the Art Gallery or Ice Arena on field trips or at the bus stop, all relevant school rules apply. Being on a field trip is like being at school.

TOBACCO, ALCOHOL, DRUGS AND CONTRABAND ITEMS IN A PLACE CALLED SCHOOL

Expected Behaviour:

You will not partake of any tobacco, alcohol, illegal drugs while on school property nor partake in bringing contraband items to school. Some examples but not an exhaustive list is: weapons, play guns, plastic swords, darts, matches, lighters, etc.

These expectations apply to behaviour at school, during school-organized or sponsored activities, and behaviour beyond these times (including on-line behaviour) that negatively impacts the safe, caring or orderly environment of the school, and/or student learning

IN CLASSROOMS

- Pupils are not permitted in classrooms without adult supervision.
- Active participation and involvement in assigned activities is expected.
- Maximum effort on all learning experiences is essential.
- Respect for others and their property is necessary.
- Students will adhere to classroom guidelines established by the teacher.
- Children are expected to care for their own personal belongings.

LUNCH BEHAVIOUR

During the eating portion of the lunch hour, students should eat at their own desks unless they are monitors or have permission to be elsewhere. Good behaviour is expected. Unacceptable behaviour will result in the following steps being initiated:

- Noon Hour Supervisor informs classroom teacher of misbehavior.
- Classroom teacher discusses problem with pupil and attempts to work out a solution.
- After repeated similar misbehaviors or a serious offence the classroom teacher informs the Vice Principal or Principal.
- Student is warned that alternate eating arrangements will be made if poor behaviour continues. Vice Principal, Principal or classroom teacher informs parents via phone call or note.
- Continued poor behaviour results in alternate eating arrangements being made. (Student sent home to eat lunch, or assigned to another area of the school.)

The Administration or school staff authorized by Administration may permit students to leave the school during the lunch hour when written notification has been received from the parent/guardian. Where students are permitted to leave the school during the lunch hour, they are expected to conduct themselves in accordance with the code of conduct. Any conduct which adversely impacts on the welfare of other students or the learning atmosphere of the school may be subject to discipline. Students granted permission from the school and parent to leave during the lunch hour, must be off the property and parents are responsible for arranging supervision of their child during this time.

HALLWAYS

- Walk, maintain respect for others and use caution at drinking fountains and doorways.
- Use the stairwells by holding the handrails with no sliding or jumping.

WASHROOMS

- Access to washrooms during class time will be at the discretion of the teacher.
- Sensible use of washroom facilities is expected.
- Pupils should use the washrooms and drinking fountains during recess and lunch.

GYM

- Pupils are not permitted in gym without adult supervision.
- Gym strip is required for Intermediate P.E. classes. Primary students are encouraged to bring gym strip.
- Food should not be eaten in gym, except during supervised activities.
- Access to equipment rooms is limited to teachers, monitors, or students with permission.
- Only indoor shoes are to be worn.

LIBRARY LEARNING COMMONS

All students using the library are expected to use respect, be responsible for the materials they use and return borrowed materials on time. Food, drinks, snacks etc. will not be eaten in the library. Students using the library during these open times will be expected to read quietly, exchange books, study, do homework, use reference books, read magazines etc.

ADVENTURE PLAYGROUND

- Any inappropriate behaviour that violates a pupil's right to be safe is prohibited.
- Pupils are responsible for the care of playground equipment taken outside.
- The parking area is out-of-bounds as a play area.
- Permission must be obtained from a teacher before retrieving any equipment that has gone into out of bounds areas.
- Nothing is to be thrown at or over the fences.

BUS BEHAVIOUR

- Classroom conduct is to be observed.
- Students must remain in their seats until the bus comes to a complete stop.
- Students are not to put their heads or arms out of the open windows.
- Eating and/or drinking is prohibited on the bus. Pupils must not throw waste paper or other rubbish on the floor of the bus or out the bus windows.
- Talking amongst students is permitted, using an indoor voice.
- Students must obey instructions of the bus driver. All cases of misbehaviour on school buses shall be reported by the driver to the Vice Principal.
Pupils will be held responsible for willful damage to the school bus under Section 10 of the School Act.
- Pupils should remember that they represent our school when they are on field trips.
- Only best behaviour will be accepted.

BICYCLES / SKATEBOARDS / SCOOTERS / ROLLER BLADES

- Bicycle riders obey rules of the road and should walk their bikes when on school property between 8:00 a.m. and 2:45 p.m.
- Bicycles should be parked and locked in the bicycle rack during the school day.

- Bicycles should be in safe condition and licensed.
- All students riding bicycles to school must, by law, wear a bike helmet.
- The bicycle rack is out-of-bounds at all times except when parking your bike and when going home.
- Skateboards, rollerblades and scooters must not be used between 8:00 a.m. – 2:45 p.m.
- Administration or any staff member designated by Administration, under the School Act, has a legal responsibility to maintain a safe and orderly environment for students and staff. If a bicycle, skateboard, or scooter is used in a way that poses a risk to the safety of the students or staff, or causes a disruption to the learning environment, Administration has the legal authority to remove the risk, which means that the bicycle, skateboard or scooter may be temporarily removed from the student's possession. In some cases, students may be directed to leave their bikes, skateboards or scooters at home if they continue to use these items in an unsafe manner.

USE OF SCHOOL PHONES

- Before using the phone, students must receive permission from their classroom teacher and the office staff.
- The phone is to be used for emergency matters only and calls are to be as brief as possible. After school social visits, for example, are not to be arranged over the school phone.
- Student phone in front foyer is to be used.
- After 3:00 pm, if your teacher is unavailable, use of the phone is left up to the discretion of the student.

GUM

- Students are not allowed to chew gum on the school grounds or in the building.

FIRE DRILLS

When the fire alarm sounds, students shall immediately cease activities and remain still and quiet to await further instruction. Students will follow the instructions of the teacher and leave the school quietly and in an orderly fashion.

- Pupils outside the classroom and still in the building shall leave the building through the nearest exit and then report to their own class designated area.
- Pupils outside the school should go to their class gathering area on the field and wait for their teacher.
- Pupils will stand quietly and wait in their gathering area until dismissed by the principal, teacher or person in charge.



EMERGENCY EVACUATION DRILLS

In the event of a potential life-threatening situation other than fire or earthquake in which it is essential to control the movement of students, an announcement of “**LOCKDOWN ALL ROOMS NOW**” would alert school to initiate plan.

DRESS

We request that students come to school wearing clothing that is clean and suitable for school.

- Clothing or temporary tattoos featuring violent or offensive pictures or words promoting alcohol/drug use, display offensive language or images, or encourage discrimination are inappropriate for a positive elementary school learning environment.
- ‘Beach wear’ is for wearing at the beach.
- Clothing should conform with established health and safety requirements for the intended activity.
- Unwelcome visitors tend to cloak themselves with some sort of headwear. As a result, we require students to remove any headwear when they enter the building so that staff can more easily identify visitors.
- Please wear footwear that is suitable for playing outside (no high heels, sports cleats, etc.). Although flip flops and sandals may be fine for inside wear, footwear that is suitable for running and use on playground equipment is necessary for playing safely

TECHNOLOGY EQUIPMENT

Electronic equipment, unless authorized by the teacher to be used in the classroom as part of the instructional program, are best left at home. Playing electronic games or listening to music is not suggested at school because the student’s choice of listening material or games may not be acceptable for a school environment. In addition, we feel that students have plenty of 'screen' time outside of school hours. Students who bring electronic equipment to school will be asked to put it away in their backpack and to leave it at home the following day. If the problem persists, students will be asked to take it to the office for safe keeping and it can be picked up at the end of the day.

The Board of Education believes that use of cellular/camera phones or other wireless devices should in no way interfere with learning and the operation of the school, or the safety and privacy of students and/or staff. When accessing electronic communication systems and social media, students are expected to:

- demonstrate appropriate digital citizenship, both during and outside of school hours.
- practice safe online behaviour and report any inappropriate communication or distribution of harmful material to an adult immediately.
- respect the privacy of others including but not limited to the sharing of photos, videos and personal information. Due to privacy issues, the only students permitted to take pictures at school are those students taking pictures for an approved course. Permission must be given by both the staff member(s) and/or student(s) being photographed. Students who take pictures with their cellular phones/personal cameras without permission are in violation of the Freedom of Information and Protection of Privacy Act, and will have these items confiscated and the pictures deleted.

- ensure that personal use of electronic communication systems neither interferes, with nor distracts from, their learning or the learning of others.

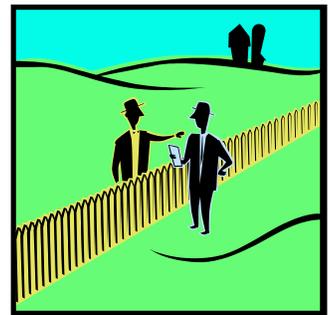
Teachers have the professional autonomy to permit or deny the use of personal electronic devices and/or web based or mobile based social media in their classroom at any time. The school will not be held responsible for any misplaced, lost or stolen items brought to school. Students should not be using their cell phones to call home when they are ill. For safety reasons, a staff member will call if a student needs to go home due to illness. Laser pointers are dangerous and are not to be brought to school.

TRAVELING TO AND FROM SCHOOL

Students are expected to conduct themselves in accordance with the code of conduct of the school while traveling to and from school. Students who contravene the code of conduct while traveling to and from school in circumstances which adversely impact on the rights of other students or the learning atmosphere of the school may be subject to discipline.

SCHOOL NEIGHBOURS

Students are expected to conduct themselves as responsible members of the neighbourhood within which the school is located. Students must be courteous to the families living in the school neighbourhood and respectful of their property. Students who engage in conduct which disturbs, disrupts or damages the persons or property of the school neighbourhood (which has “direct and immediate effect on the general welfare of the school”) may be subject to discipline.



DISCIPLINE

Each offense will be dealt with individually depending upon its severity, circumstance and history. Students should have input at all stages and should be made aware of their responsibility for their own actions and behaviour. School District policy states that the Principal, in consultation with Teachers, must use discretion in determining the seriousness of the situation and in deciding upon consequences, including suspensions. **The following factors are considered when assigning discipline and suspensions:**

- the student’s age and maturity level
- the intent of the behavior – was it malicious or designed to inflict harm (a formal threat assessment protocol may be used)
- the severity, intensity and frequency of the behavior
- the student’s previous record involving similar behaviors
- the student’s level of cooperation in the investigation
- the student’s level of remorse
- the student’s cognitive functioning – were they aware of what they were doing and the possible impacts to others and the school? Is the student a designated special needs student?

- were previous school-based interventions implemented (counseling or in-school suspension)

The Principal must also ensure appropriate supports are provided to students who violate the code. This policy dictates that schools would be remiss in having a 'one size fits all' consequence for behavior. There will be consequences that will not be suitable or effective for some students. If the child is recorded several times in the behavior tracking tool, parents will be contacted as outlined in our School District policy regarding "Discipline". A joint parent-Principal-Teacher plan may be developed at this time to help the child. Students may be asked to complete a restitution plan. Continued problems will be dealt with according to the School Act and or School District policy which usually would mean a "suspension" (i.e.: definite - up to 10 school days or indefinite - in excess of 10 school days) (refer to School District #23 Policy and Procedures Regulation 5600). A copy of this policy will be provided upon request at the school office or by pointing your browser to: <http://www.sd23.bc.ca/Board/Policies/Section%204%20%20Students/455R.pdf>

CONSEQUENCES – POSSIBLE LIST

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| <ul style="list-style-type: none"> • Problem-solving discussion • Alternative work areas • Restrict play and eating time at lunch and recess • Think sheets, summary of what happened, letters of apology • Community service: grounds clean up – garbage detail, wash desk tops, clean floors, chores • In-school suspension • Out of school suspensions | <ul style="list-style-type: none"> • Restitution • Phone calls or note home • Parent meetings • Referral to Counselor • Anger management course • Pay for damage or cost of replacement • Loss of privilege to ride bus • Loss of privilege to stay for lunch • RCMP contacted |
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Please Note:

This Code of Conduct is in compliance with both the School District No. 23 Discipline Regulations as set out by Board Policy and is in full compliance with the Ministry of Education Code of Conduct requirements.

To view the School District No. 23 Discipline Regulations/Policy, including the specific guidelines for student suspensions, please point your browser to:

<http://www.sd23.bc.ca/Board/Policies/Section%204%20%20Students/455R.pdf>