

# Queensbury Elementary School Handbook



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**[school website click here](#)**

**Principal – Kelly La Roue  
Vice Principal – Carly Roy**

# Welcome to Queensbury Elementary School

## ...An Exciting Place To Learn

Queensbury is located in the City of North Vancouver. We have approximately 295 students registered for Kindergarten to Grade 7. As a community of learners, we work cooperatively with students, parents and district personnel to support the academic, emotional, physical and social growth of all our students.

The parents at Queensbury are an integral part of our team. Working as partners, we can help spark your child's curiosity, energy and enthusiasm for learning. A close working relationship as a home/school team can do much to contribute to your child's happiness and success at school.

This handbook provides parents with information regarding school goals, procedures, safety, communications, programs and services. Parents are encouraged to review these pages regularly and to discuss the topics with their children.

**Please stay informed on current events and information via our school website: [click here](#)**

Please contact the school whenever you have any questions, comments or concerns. Our goal is to work together to provide the best possible education for your children.

On behalf of the Queensbury Staff,

Kelly LaRoue  
Principal

Carly Roy  
Vice Principal

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## A. MISSION STATEMENTS

### **MISSION STATEMENT - Province of British Columbia**

"The purpose of the British Columbia School System is to enable learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy."

### **MISSION STATEMENT - North Vancouver School Board**

"The purpose of the North Vancouver Public Schools is to ensure that each learner has opportunities to succeed in a challenging educational program."

### **MISSION STATEMENT – Queensbury**

*Education at Queensbury is directed towards providing all children an equal opportunity to acquire the knowledge, skills and attitudes needed to maximize their potential in intellectual, social and physical development.*

The following statements are completely interdependent in the school program:

**Intellectual development** embodies the spirit of inquiry, the power of analysis and the ability to make decisions and solve problems. Learning consists of acquiring knowledge, developing understandings and forming attitudes to compliment effective application of skills and processes.

**Social development** is founded upon the child's positive feeling of self-worth. This enables the child to view others as worthy, thus developing feelings of tolerance and acceptance that foster co-operative interaction.

**Physical development** embodies good nutrition, body awareness, and positive attitudes to physical activity contributing to the child's development of a healthy lifestyle.

The school is in partnership with parents and the community in nurturing children in an appreciation of the cultural dimensions of society and the role they play in the quality of life.

## **B. SCHOOL PLAN GOALS**

**Goal 1: To enhance a sense of belonging for students, staff, and parents within our school community**

**Goal 2: To implement a common school wide approach toward teaching social emotional skills**

Please see the following link that pertains to: [School Planning](#)

## **C. CODE OF CONDUCT**

As learners we are:

- Respectful
- Responsible
- Resourceful

Our Code of Conduct has been established to maintain a safe, caring and healthy learning environment. The purpose of the code of conduct is to inform all members of the school community of our shared obligations and responsibilities while in attendance at school, while traveling to and from school, and while attending any school function at any location.

The expected standards of behaviour apply not only to students, but also to all individuals involved who make up the Queensbury – parents or guardians, volunteers, teachers and support staff members – whether they are on school property, traveling to and from school or at school authorized events.

For more detailed information please review the Queensbury Code of Conduct, which is found on the *Queensbury Polices and Guidelines* document (attached in Appendix A).

### **Board Policy – Student Conduct**

The North Vancouver School Board believes that all schools should be places for safe, purposeful learning. Consequently, and in accordance with the responsibilities assigned to it by the School Act, the Board expects that students will actively participate, through effort and punctual regular attendance, in the education program to which they have been assigned. For purposes of this policy, an educational program is defined as that body of knowledge and learning experiences which is determined by the Board as appropriate to meet the educational needs of an individual or group of students.

For more information, please refer to the school district web page ([www.sd44.ca](http://www.sd44.ca)).

## **D. Routines and Procedures**

### **Hours of Instruction**

#### **Grade K to Grade 7 Hours**

8:40	warning bell	8:50 - 10:20	1 <sup>st</sup> instructional period
10:20 - 10:40	recess	10:40 - 12:00	2 <sup>nd</sup> instructional period
12:00 - 12:53	lunch	12:58– 3:00	3 <sup>rd</sup> instructional period

Parents are requested to have their children arrive **NO EARLIER THAN 8:30 a.m.**, unless the children are involved in supervised activities.

### **Office Hours**

Office hours are daily from 8:30 a.m. – 3:30 p.m. At times during the day, it may be necessary for the office staff to be out of the office during these hours. Please leave a message at these times, and someone will get back to you as soon as possible.

### **Contacting the School**

At Queensbury, we encourage open discussion of concerns or questions you may have. Please feel free to contact your child's teacher or the principal at any time. Call the main office at 604-903-3730.

### **Students Late or Absence**

It is requested that children be sent from home to arrive at school as close to the proper time as possible. Students are expected to report to classes promptly following the bell for attendance. If your child is late, please sign in at the office. If your child will be absent, please call the school office at 604-903-3730

### **Call Back Program**

Parents are requested to send a note or to telephone regarding student absence from school. In order to provide an added measure of safety for our children, the office will follow a "call back" procedure. If your child does not arrive at school in the morning or afternoon and we do not have prior notification, we will proceed as follows:

- attempt to contact parent through home or business number
- call emergency numbers that you have provided

It is urgent that you assist us with this program by:

- calling the 24-hour callback line (604-903-3730) if your child will be late or absent
- letting us know if your emergency contacts change
- advising the office staff and teachers in advance of any known upcoming absences

### **Early Arrivals**

No formal supervision is provided in the morning before school begins. For the most part, we expect students to wait outside prior to 8:45 a.m. There are exceptions to this rule and at no time do we want students to feel that they cannot come into the school in the case of an emergency. Students who do arrive early for extra assistance or extra-curricular practice may enter the building and proceed to their designated area. Some teachers may have students in their classes before 8:45 a.m. only if they are present to supervise those students. Similarly, parents who bring their children into the school before 8:45 a.m. must be present to supervise those children.

### **Dismissal at 3:00 p.m.**

Children may be asked to stay after school for up to 30 minutes to:

- complete unfinished work
- receive extra assistance
- discuss and consider matters related to behaviour

In most instances, children will be dismissed by 3:30 p.m if asked to stay after school. Children will be required to call home if staying beyond 3:30 p.m.

### **Emergency Information**

If your child is ill or injured, we must know where to contact you; therefore, it is essential that the information we have on file be accurate. If the information you have provided changes during the school year, please contact the school office immediately.

### **Moving or Transferring Schools**

Please notify the school several days in advance, if your children are to transfer. This will provide us ample time to prepare all records that will assist in proper placement in a new school.



## **E. GENERAL INFORMATION**

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

Parents are asked to ensure that their children are fully aware of safety issues related to the above items and that their child/children are mature enough to bring their bicycles, scooters, etc to school. The school cannot assume responsibility for damage to or loss of any bicycles, scooters, skateboards, rollerblades or wheelies. Please ensure bikes have an adequate lock. They are encouraged to use it at all times. All of the above may be used as transportation to and from school but will be stored during school hours. Riding of the above is not permitted inside the school.

### **Clothing**

Clothing should be marked with your child's name. Each year a large number of items are left unclaimed. Parents are welcome to look through our "lost and found" box any time. It is kept in the upstairs hallway.

For more detailed information please review the Appropriate Dress Guidelines, which can be found on the *Queensbury Policies and Guidelines* document on the website or in Appendix B of this document.

### **Electronics**

Students and parents are reminded not to bring other electronic equipment to school. Electronics, such as: MP3 players, DVD players, gameboys, etc. are a distraction to the learning process. The school takes no responsibility for loss or damage to cell phones or other electronic devices. Parents send cell phones to school at their own risk. If a child requires to have a cell phone at school, the phone must remain off and in the child's backpack. Laser pointers are not permitted at school. Queensbury Elementary is not responsible for items that are lost, damaged or stolen.

For more detailed information please review the Cell Phones and Other Electronic Devices policy, which can be found on the *Queensbury Policies and Guidelines* document on the website or in Appendix B of this document.

### **Extracurricular Activities**

Queensbury offers students in grades 7 an opportunity to play in interschool leagues for basketball. Students in grades 4, 5, 6, 7 are invited to participate in Cross Country Running in September and October, as well as Track and Field during the months of April and May. Other extracurricular activities may include choir, drama, and student leadership opportunities.

### **Field Trips**

The staff hopes that interested parents will be able to volunteer to help as assistants on field trips. In order to have field trips, we will need parent volunteers to assist us with driving. Field trips are optional educational activities, and it is hoped that all students will participate. Financial assistance is available for those who need it. For parents able to drive on field trips, a driver's abstract is required. Please see office personnel for more details.

## **Homework**

Homework can be viewed in terms of:

1. unfinished daily work
2. an assigned homework exercise
3. long range projects
4. review in subject areas

Your child's teacher will be able to give you specific details regarding homework assignments. The school agenda is used as a means of communication between home and school. Please review your child's agenda daily (gr.2-7) and contact your child's classroom teacher if you or your child are unclear about an assignment.

## **Leaving School Grounds**

At no time will a student, having arrived at school, be allowed to leave school grounds without permission. Parents are requested to write a note to the student's teacher, or call, if reason presents itself to have their child leave early from school e.g. dental and medical appointments. If a student wishes to go to a friend's house for lunch, they must bring a signed and dated note for each day.

## **Library**

The Library is accessible to students during their weekly class library time. Books may be borrowed for a one week period provided they are signed out in the appropriate manner.

## **Lost and Found**

There is a 'lost and found' area located downstairs in the Primary wing. Students are encouraged to go there to look for lost articles. Lost jewelry is kept in the office. Periodically we arrange all articles in the hall for pupil inspection. Parents are invited to visit the school at any time to look for missing items. All unclaimed articles will be given to a charitable organization at the end of each term.

## **Lunch at School**

Students are encouraged to go home for lunch where possible. Students may bring their lunch to school if they wish. It is important to note that any student who stays for lunch must remain on the grounds for the entire lunch period and may not leave without prior approval from their own parents and without informing staff. Students who stay for lunch will be expected to exhibit the same responsible behaviour and respect as during regular classes. It may be necessary to send students home if their behaviour is not appropriate.

## **Medication**

If your child requires medication of any kind, including aspirin, we must have a signed authorization by the parent. Medication will not be given without signed permission. A form is available from the office personnel for this purpose.

## **Parent/School Communication**

Parents and school personnel are encouraged to be in constant communication with each other to ensure the success of each student. Methods of communication and information may include the following:

- Student agendas on a daily basis
- Parent/Teacher Conferences
- Student Led Conferences
- Notices home
- Direct communication between parents and teachers/administrators
- School newsletters once a month (usually last day of the month)
- School website
- PAC meetings

Note: Issues or concerns should be taken up directly with the source. If a resolution cannot be met, an administrator may be engaged to mediate. It is considered a breach of ethics to discuss concerns outside the setting without attempting to solve the issue through the appropriate process. Doing so will ultimately damage relationships.

## **Parent Volunteers**

During each school year, parents may be contacted from time to time for purposes of assisting with supervision on field trips or assisting in the library, learning assistance center and in classrooms. We hope that you will continue to give us support in these endeavors, which would become very difficult without such help.

More information about volunteer opportunities for parents at Queensbury can be found in the *Parent Advisory Council* section of this handbook.

## **Phone Use By Students**

Students do not have general access to school phones unless there is an urgent need. Children require approval from a staff member prior to the use of a telephone. Approval will not be given to arrange visits with friends and students are encouraged to make social arrangements prior to coming to school. Cell phones may not be used during the school day (8:45 a.m. – 3:00 p.m.) and may only be used by the owner. The school phone may of course be used in an emergency.

## **Rainy Days**

Children need the opportunity to go outside for fresh air and play during recess (10:20 – 10:40 am) and lunchtime (12:00 – 12:30 pm). We will expect all students to be properly dressed for the weather of the day and to go outside. On days of “heavy” rain, a 12-noon PA announcement will invite students to stay indoors for quiet activities.

## **Reporting and Interviews**

Report cards are issued three times annually (December, March and June). The teachers also inform parents of the progress achieved by their child through notes, telephone calls, visits and conferences.

Report cards convey information in only one direction. A conference is an important opportunity for dialogue between the student and those who are supporting him/her. Please take the time to attend all parent/teacher conferences or student-led conferences held throughout the year.

Remember, reporting conferences need not be your only contact with your child's teacher. An interview can be scheduled at your request any time during the year. We welcome the interest of parents.

Links are included here for your reference:

[Enhancing student learning](#)

[MyEd Parent Portal Info](#)

## **F. STUDENT SERVICES**

A variety of services are available to help students be successful in academic and social environments. Some of these include:

- Learning Assistance
- English Language Assistance
- Elementary Counsellor
- Speech and Language assistance
- Gifted Program (assessment done in grade 3)

The school has a resource team that includes professionals from the above areas, teachers and administrators. They meet twice a month to discuss possible services for individual students. Teachers, parents and administrators may make referrals to the resource team.

### **Learning Assistance**

The Learning Assistance Teacher provides educational assistance to students at Queensbury, from Kindergarten to grade seven. When a learning difficulty is identified, parents are informed and involved in the planning of a course of action to support the student. Parents are encouraged to attend all planning sessions in order to assist us in build your child's Individual Education Plan (IEP).

The Learning Support Teacher:

- offers cooperating teaching in an integrated classroom setting
- provides an alternative learning environment
- offers support for the classroom teacher by providing programs, strategies, and materials for the classroom use and space for individual or small group instruction
- coordinates district student services for the school (referrals to all services)
- collects data for assessing educational or learning difficulties
- supports teachers and resource team members in programming for students' individual needs
- assessments and progress reports are completed in conjunction with school reporting periods

### **English Language Learners (ELL)**

The ELL teacher assists students for whom English is their second language and supports classroom teachers of ELL students with program requirements. Student progress with English language learners is regularly monitored and assessed in May of each school year.

### **Elementary Counsellor**

The Elementary Counsellor is both qualified and experienced in supporting students within the context of schools and families. This support is offered in a number of ways, including:

- individual counselling
- family support / counselling
- small-group work
- staff and parent in-service
- classroom work (class meetings, social responsibility, family life)
- case management
- consultation with teachers, parents, district staff, community agencies and professionals
- facilitating Peer Counsellor program

Students may be referred by their parents, teacher or through the vice-principal or principal. When a referral seems appropriate, parental agreement is required and a referral form is completed. The counsellor can be reached through the school office.

## **Health Services**

The Community Health Nurse links with school staff, parents and students to support the healthy growth and development of all school aged children and youth. The nurse focuses on four areas:

- health education
- health services for students
- healthy physical environment
- healthy community

The Community Health Nurse will be visiting the school on a needs basis. Referrals for her assistance are sometimes made by the classroom teacher. She is, as well, available for consultation and if there is anything specific concerning your child's health with which you would like her assistance, please contact the school office or North Shore Health at 604-983-6700.

## **G. Parent Advisory Council (PAC)**

The Parent Advisory Council is a parent group that exists to enhance educational services and opportunities for the children of Queensbury by:

- assisting the school in the pursuit of quality education
- encouraging parent participation
- providing educational forums
- providing continued volunteer assistance to staff and administration
- providing an environment of friendliness and cooperation in our school
- serving as a sponsoring body for school events and programs
- fostering cooperation and communication between parents, staff and administration
- assisting in providing funds for specific materials or experiences not included in the district budget

Membership in the Parent Advisory Council is free and automatic for any parent or guardian of a child attending the school.

Regular meetings of the Council are held, usually monthly, between September and May and are open to all parents and community members who wish to attend. The dates of these meetings are announced in the school newsletters and on the school website.

Elections for the PAC Executive takes place prior to the end of each school year. These positions include:

Chair	Secretary
Vice Chair	Treasurer
Member at Large (3 positions)	

## **Parent Volunteers**

A high level of parent participation not only helps foster school spirit, but also provides parents with insight into the school's many programs and activities. Parents who have time and interest are encouraged to volunteer to assist with the running of our worthwhile programs.

Most PAC volunteers are recruited at the beginning of the year with the circulation of a volunteer sign-up form. Additionally, parents may attend a PAC meeting or contact any members of the PAC to discuss volunteer involvement (PAC members & contact information available at the school office).

Many of the PAC organized activities at Queensbury are fundraising events. Money raised by the PAC is used for program enhancement or to purchase school equipment/supplies. Parents are provided with the opportunity to opt-out of fundraising by providing the school with a cash donation at the beginning of the school year. Further details on this program are provided during the first month of school.

## **Volunteer Opportunities**

- **Class Representatives:** Compile class email distribution list & distribute PAC email communication. As well, class reps co-ordinate a school-wide fundraising activity (designated by the PAC/Fundraising Committee) with assistance from class parents. Most of class reps are recruited in September at the meet the teacher night.
- **Welcome Back Dinner:** Organize welcome back dinner in September; volunteers are required during the first 2 weeks of school.
- **Emergency Preparedness:** Volunteers review student Emergency kits & ensure Emergency supplies are up-to-date. This task is done at the start of each school year.
- **Book Fairs:** Volunteer for shifts at the fall book fair.
- **Library:** Assist with library duties throughout the year as determined by school staff.
- **Fundraising Committee:** Establish a fundraising plan for the year in conjunction with the PAC and ensure these events carried out. Examples of fundraisers done in the past include; Entertainment Books, Magazine Sales, Family Photos, Cash for Clothes, Cookie Dough Sales, Chocolate Sales.

# **Appendix A**

## **Code of Conduct**



# **QUEENSBURY ELEMENTARY SCHOOL**

## **CODE OF CONDUCT**

**The Queensbury School Code of Conduct is based on**

**Respect**

**Responsible**

**Resourceful**

### **Introduction**

At Queensbury, we believe that it is important that our school be a safe and positive place for all students to learn. Our school's code of conduct has been developed and reviewed by staff, students and parents to help create a school culture where everyone demonstrates socially responsible behaviours. Students are consistently taught the expected behaviours in common areas, in instructional areas, on the playground and for while students are acting as ambassadors of the school at other public locations. Responses to unacceptable behaviours are based consistently on sound principles and are appropriate to the context. The code of conduct is reviewed at staff meetings, class meetings, parent meetings, student assemblies and newsletters, and will be improved in light of changing information and circumstances. Our Code of Conduct has been reviewed by the Sutherland Family of Schools (Eastview Elementary, Ridgeway Elementary, Brooksbank Elementary and Sutherland Secondary) and been found to be compatible with their Codes.

### **Purpose**

Our Code of Conduct has been established to maintain a safe, caring and healthy learning environment. The purpose of the code of conduct is to inform all members of the school community of our shared obligations and responsibilities while in attendance at school, while traveling to and from school, and while attending any school function at any location.

The expected standards of behaviour apply not only to students, but also to all individuals involved who make up the Queensbury community – parents or guardians, volunteers, teachers and support staff members – whether they are on school property, traveling to and from school or at school authorized events.

## **Conduct Expectations**

*Please note, the behaviours cited are examples only and are not an all-inclusive list.*

### ***Acceptable Conduct***

As members of the school community it is our responsibility to demonstrate positive conduct and refrain from unacceptable behaviours. All students have an obligation to:

- Attend school regularly
- Observe school rules and codes of student conduct
- Respect self, others and the school
- Respect property, environment, personal space and privacy
- Respect the rights of others
- Respect differences in people, their ideas and opinions
- Treat others with dignity and respect at all times, especially when there is a disagreement
- Respect and treat others fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, gender identity or expression, age or disability
- Anti-bullying measures will ensure all students, regardless of their sex, race, religion, culture, sexual orientation and gender identity or expression, enjoy a safe, inclusive and welcoming learning environment
- Inform a “tellable” adult, in a timely manner, of incidents of bullying, harassment or intimidation
- Engage in purposeful learning activities in a timely manner
- Help to make the school safe, caring and orderly place
- Use appropriate language at all times
- Help to make the school a safe, caring and orderly place
- Respect persons who are in a position of authority
- Respect the needs of others to work in an environment of learning and teaching
- Act in a manner that brings credit to the individual and the school

### ***Unacceptable Conduct***

Inappropriate behaviors include any action, which may inhibit a safe, positive learning environment. These include, but are not limited to: misbehavior, insolent or insubordinate behavior, fighting, punching, stealing, physical and verbal intimidation, threats, vandalism,

and chronic misbehaviour. Unacceptable behaviours are grouped below (Level One, Two or Three) according to their severity. Interventions are applied to each situation according to its unique circumstances, and are more severe as the level and/or frequency of these behaviours increases.

*Please note, the behaviours cited are examples only and are not an all-inclusive list.*

#### Level One Behaviours

- lack of respect for others, for the environment, and for property
- interfering with the learning of others (disrupting the classroom)
- inappropriate language (e.g. swearing, put downs, name calling)
- inappropriate physical contact
- unsafe conduct (e.g. running in the hall)
- lateness
- inappropriate attire
- inappropriate behaviour at school events
- personal equipment in use at school; skateboards, scooters, rollerblades, MP3 players, cell phones

#### Level Two Behaviours

- repetition of Level 1 behaviours
- being disrespectful or using threatening language or behaviours (including Internet communication)
- physical aggression
- verbal aggression
- disrespecting staff members' personal space and belongings
- non-compliance with teacher/support staff requests
- inappropriate Internet use
- minor theft
- possession of lighters/matches
- cheating
- inappropriate representation of school (i.e. on field trips, during extra-curricular activities)
- off school grounds without permission

#### Level Three Behaviours

- repetition of Level 2 behaviours (considered to be chronic)
- acts of bullying, harassment, intimidation and/or violence
- retribution against a person who has reported incidents
- drugs and/or alcohol at school
- destruction of school property
- serious theft
- participating in unsafe and/or illegal acts
- bringing weapons, including toys and replicas, to school
- blatant defiance
- swearing at teachers or support staff
- theft or damage to property
- using matches/lighters in school

## **Rising Expectations**

Student behaviour is always considered in the context in which it occurs. The age of the child, frequency of the behaviour, its seriousness or intensity, and the circumstances are taken into account. It is expected that students' sense of personal responsibility and self-discipline will increase as they become older and more mature.

## **Consequences for Unacceptable Behaviours**

Responses to unacceptable conduct are pre-planned, consistent and fair. Our goal is to help students see that they are responsible for their behaviour and in control of themselves. Students are involved in the development of meaningful consequences, which are preventative and restorative wherever possible. Every effort to support students and to determine the root causes of behaviour will be made. All parents, when it is appropriate, will be informed of unacceptable conduct. If the safety or educational program of others is compromised, or if there is an ongoing failure to meet the expectations of the Code of Conduct, this will result in the implementation of a range of consequences. These may include, but are not limited to, the following: referral to school counsellor, suspension (in-school or out of school), change of class, change of school, referral to a district intervention committee, expulsion and involvement of police and other government agencies when necessary.

### **Level One Responses**

- Handled by staff member
- Incident may be documented\*
- Parents may be contacted

- Consequences will involve one or more of the following:
  - warning
  - Think Sheet
  - use of Quick Scale Social Responsibility for age appropriate counselling
  - restriction
  - detention
  - community service

#### Level Two Responses

- May involve the Principal or Vice-Principal
- Student may be removed from the situation
- Incident is documented\*
- Parents will be contacted
- Consequences will involve, in addition to the Level One consequences, one or more of the following:
  - in-school suspension
  - problem solving
  - supervision
  - removal from special activities
  - restitution

#### Level Three Responses

- Principal or Vice-Principal involvement
- Student is removed from the situation
- Incident is documented\*
- School District officials, police and/or other agencies may be involved
- Parents contacted immediately
- Consequences will involve, in addition to the Level One and Level Two consequences, one or more of the following
  - suspension
  - mediation
  - legal action
  - referral
  - involvement of support services (agencies, police, medical assessment, etc.)
  - implementation of a behaviour contract between the school and the student
  - repair or replacement of any lost, stolen, damaged items

\* Documentation at Level One and Two involves recording the incident on an office behaviour log which allows the school to track behaviours for the school year and to implement strategies to effect change. Documentation at Level Three will also involve including a record of the incident in the student's file.

## **Notification**

It is the policy of the school to continue close communication with parents when school behaviour expectations are breached. Parents may be contacted by: the classroom teacher, the Principal or the Vice-Principal.

School officials may have the responsibility to advise other parties of serious breaches of the code of conduct. For example:

- Parents of student offender(s)
- Parents of student victim(s)
- School District Officials: as required by school district policy (Assistant Superintendent, Safe and Caring School District Administrator)
- RCMP (as required by law)

# **Appendix B**

## **Policies and Guidelines**

## **QUEENSBURY POLICIES AND GUIDELINES**

Among the significant roles of a staff at an elementary school is the development of clear policies to guide the operation of the school. At Queensbury, we have the following policies and Guidelines in place to support student learning:

- Appropriate Dress Guidelines
- Cell Phones and Other Electronic Devices Policy
- No Smoking In School or On School Grounds Policy
- Student Placement Policy

The Principal of Queensbury, along with the staff, develops the policies and guidelines for the school. Input from students and parents are also considered in developing new policies or guidelines.



## **APPROPRIATE DRESS GUIDELINES**

In the interests of all students feeling safe, welcome, and free to work in an atmosphere conducive to learning at Queensbury, the school has adopted a number of guidelines that will identify what the staff, students, and parents feel are appropriate clothing choices for our educational environment.

The school feels the guidelines are reasonably based on accepted standards of the school community and the community at large. These guidelines have been created with the input and support of the entire school staff.

### Guidelines:

In the interests of:

- a) providing an atmosphere conducive to work and study,
- b) limiting distractions to successful participation in an educational program,
- c) embracing 'common sense' clothing standards,
- d) concern for the comfort, safety, and sense of modesty of our students,

We would like to create the best learning environment for Queensbury students, therefore, the following clothing and dress guidelines have been established as the standards for all staff and students:

- Hats and hoods are for wearing outside, except on "Spirit Days"
- Undergarments shall not be visible
- Bare midriff, low cut clothing, and very short skirts or shorts shall be kept to an acceptable level
- Clothing shall not be offensive or distracting to others
- Clothing will have no offensive language, images, or acronyms
- Clothing will not have drug, violence, racist, or sexist related messages
- 'Beach' type clothing shall not be worn, except in special circumstances

School staff and administration, with parental consultation if possible, will make a decision whether clothing is in violation of these guidelines, and ask a student to change an offending article of clothing, cover it with another piece of clothing, or to go home and change the clothing before being permitted to return to class.

The guiding principle of the guidelines is that the school has a mandate to ensure that the working and learning environment is safe, orderly, and conducive to learning. We want to ensure the highest quality learning environment for all students.

## **CELL PHONES AND OTHER ELECTRONIC DEVICES**

While at school, cellular phones must be turned off and kept in zipped backpacks between 8:45 a.m. and 3:00 p.m. Students may not use cell phones (for phone calls, text messaging and/or taking pictures or videos) in classrooms, hallways or on the playground during the school day. The school office phone is available during the school day if it is necessary for parents to call in or students to call out.

Cell phones are often equipped with cameras. Students may not take pictures at school. In order to satisfy legal requirements around the protection of privacy, photography at school is allowed only for school purposes and with the permission of a staff member.

If a student is found to be using his/her cell phone during the school day, the cell phone will be confiscated and handed in to the school Principal. Parents can pick up confiscated cell phones directly from the Principal.

Students and parents are reminded that electronic equipment should not be brought to school. Things like tablets, MP3 players, game players, etc. are a distraction to the learning process.

The school takes no responsibility for loss or damage to cell phones or other electronic devices. Parents send cell phones and other electronics to school at their own risk.

## **NO SMOKING / NO VAPING / NO CANNABIS IN SCHOOL OR ON SCHOOL GROUNDS**

At Queensbury, smoking or vaping or the use of cannabis is not permitted in the school or on any school board property.

Queensbury acts in accordance with the North Vancouver School District Board Policy 804, which states:

- All School District facilities and grounds will be designated as smoke free/ vapour free, smoking/vaping/ cannabis are all prohibited at any time for all employees, students and visitors, including electronic cigarettes and all related e-substances, regardless if it contains nicotine or is nicotine free.
- Smoking tobacco or cannabis or vaping will not be permitted in any vehicles used to transport students.
- All employees are expected to comply with the smoking/vaping/cannabis restrictions described in this policy and to assist with the enforcement of these restrictions.

- Organizations and persons using School District property shall not be permitted to smoke/vape/use cannabis inside any building as a condition of their use of the facility.
- No smoking signs shall be prominently displayed in all School District buildings.

## STUDENT PLACEMENT

**The process for student placement in classes in the September of the next school year begins in May.**

**The assignment of students to classes is given very special attention at Queensbury, based on the criteria listed below. The placement of each child will be carefully discussed by a team which includes the child's current teacher, possible teachers for the coming year, other teachers (e.g. LAC, ELL) who have been involved in the child's learning, support staff, and the Principal and Vice-Principal. Parental input, following the same criteria, is also considered, but specific requests cannot be guaranteed. If you wish to provide input using the criteria below, please forward this information to the school Principal in writing by second Friday in June. Letters received after this date may not be able to be considered.**

**The following criteria (which are not prioritized) are used to make class placement decisions:**

1. Workable instructional groups
  - taking into account the child's academic needs and strengths
  - considering teaching, learning styles
  - taking into account the child's work habits
2. Positive social groups
  - considering placements where a child can work positively and productively with the teacher and with other children in the class
  - taking into account peer conflicts
  - maintaining a reasonable boy/girl ratio
  - establishing the presence of positive leaders in each class
3. Other information
  - the past history of students in combined or single-grade classes
  - resource team recommendations
  - information that a parent wishes to offer

*If your child will not be attending Queensbury next year, please notify us in writing, as soon as possible.*