

# Queensbury Elementary School Handbook



**2020 Moody Ave., North Vancouver, V7J 2G6**

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

**Principal – Sanjeet Johal**

**Vice Principal – Helen Chambers**

## Welcome to Queensbury Elementary School ...An Exciting Place To Learn

*We are pleased to welcome you to Queensbury and begin by thanking the Coast Salish peoples, specifically the Skwxwu7mesh Nation and the Tsleil-Waututh Nation, upon whose traditional territory our school and the North Vancouver School District resides. We value this opportunity to learn, share, and grow on this traditional territory.*

Queensbury is located in the City of North Vancouver. We have approximately 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,

Sanjeet Johal  
Principal

Helen Chambers  
Vice Principal

## 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 Quennsbury – 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 Quennsbury Code of Conduct, which is found on the *Quennsbury Policies 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

**Office hours** 8:30-3:30 pm Daily. If you get an answering machine please leave a message and staff will return the call promptly.

### **Hours of Instruction**

Grade K to Grade 7 Hours

Entrance Bell	8:40-8:44 am
First Instructional Period	8:45-10:20 am
Recess	10:20-10:40 am
2 <sup>nd</sup> Instructional Period	10:40 am-12:00 pm
Lunch	12:00 pm – 12:45 pm
Entrance Bell (end of lunch)	12:45 pm - 12:50 pm
Third Instructional Period	12:50 pm – 2:50 pm

### **Supervision**

No formal supervision is provided before school starts in the morning, or after school. Parents are requested to have their children arrive no earlier than 8:30 am. Students are expected to wait outside until the bell rings unless there is an emergency, or they are participating in supervised extra curricular activities, or have arranged to meet their teacher early for extra assistance. Parents are to provide supervision outside of school hours.

## **Attendance**

### **Safety First – Safe Arrival Program**

**Student safety is our top priority at Queensbury. The home-school partnership is critical to ensuring the safety of our students.**

Safe arrival callback systems are in place for morning attendance. If your child does not arrive on time for school, and we are not aware of a planned absence, safe arrival will contact your emergency contact number. Please keep your emergency contacts current and ensure that your children are at school, ready to start their school day by 8:40 AM each morning. If your child(ren) will be absent or late arriving at school, please be sure that they sign in and take a sunshine sticker to their teacher.

***There are two ways you can let our office know.***

#### **1. School Messenger App**

This is our preferred and most effective method for staff to access expected student absences. ***Please register at the beginning of the year using each of your students' pupil #'s*** (on verification form). Illness, vacation, late arrivals, early dismissals, scheduled appointments can all be logged months in advance. It can be done from a computer or a cell phone. The teacher will see these absences once entered into our system.

***Please report same day absences by 9:30am*** before notifications are sent out through the safe arrival system.

#### **2. Phone The school (604) 903-3730**

. If you are reporting a same day absence ***after 9:30*** please call the school at 604-903-3730.

### **Illness**

Students who are not feeling well should be kept home from school. The school will contact parents, or any of the approved emergency contacts, to pick up students who become ill at school.

### **On Extended Absences**

Regular attendance and on time arrival is critical to student learning. Should a student experience an extended absence due to illness families are asked to check in with the classroom teacher. ***Please avoid Planning vacations during school time.***

### **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.**

**Medical Alerts & Medication**

Life threatening medical conditions and allergies need to be noted on the verification forms that are received by parents at the beginning of the year. School staff members are not authorized to administer any medication to your children without appropriate paperwork signed by your physician. Students who require daily medication at school, as well as those who require Epi-pens or other physician prescribed medications for emergencies, need to have a “Medication Management Plan” in place. These forms are available at the office.

**Moving or Transferring Schools**

Student movement within the district is handledIf your children are to transfer, please notify the school several days in advance, and have your new school rquest to have your student records transferred . This will provide us ample time to prepare all records that will assist in proper placement in a new school.

**Reporting & Communication**

Report cards are issued three times annually (**December, March and June**). Please take the time to sign up when parent/teacher conferences are offered. Conferences are Parents and teachers are encouraged to be in regular communication to ensure the success of each student. **Staff email contacts can be found on the school website**

The best way to arrange a meeting with a staff member is to contact them directly by email.

***Methods of communication and information may include the following:***

- Agendas
- Parent/Teacher /Student conferences
- Notices home
- Email / Scheduled meeting
- School Website
- PAC Website / PAC Meetings

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

We Encourage students to walk or rice their bikes to school. Once on school property, bicycles should be walked to racks and locked during school hours. Scooters should be walked or carried into classrooms and put away. The school accepts no responsibility for lost,damaged, or stolen bikes skateboards and scooters. Riding indoors is not permitted.

**Valuables & Phone Use**

Please do not bring valuables or precious items to school. Our staff is not able to safeguard items, nor are we able to replace anything that is lost, stolen, or broken. The school is not responsible for any lost or damaged valuables. Students with cell phones and personal listedning devices are asked to ensure that these items are put away in backpacks once students arrive on the school grounds.

**Phone Use**

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.

**Extracurricular Activities**

Queensbury offers the following extracurricular activities throughout the year

Basketball	Grades 6, 7	September / October
Triple Ball	Grades 6, 7	January - March
Cross Country Running	Grades 4,5,6,7	September / October
Track & Field	Grades 4,5,6,7	April - June

### **School Cash online**

All families need to be registered for a school cash online account to fill out consent forms and pay for field trips and outdoor school. This account will be needed from Kindergarten to Grade 12.

**Link to School Cash online:** <https://schoolcashionline.com>

### **Permissions**

The following consent forms need to be filled out online as soon as possible for students to participate in the following:

- Impromptu walking field trips
- Technology use
- Personal Information /photo consent (school district use only)

### **Field trips**

Field trips are intended to extend and enrich the learning that takes place in the classroom. Costs associated with field trips are charged to students in the classes taking the field trips. Arrangements can be made to support your family so that your child does not miss a field trip for financial reasons. Please contact the Principal directly if there is a financial hardship in your family.

### **Parent Volunteers**

We are grateful to parents and community member who are able to work in classrooms or volunteer in the school. Please remember to sign in at the office and receive a visitor's tag to wear while in the building, or on the school grounds. A volunteer confidentiality declaration is required by all parents who volunteer in the school. Parents wishing to be a volunteer driver need to fill out an additional Volunteer driver form and apply through the office for a criminal record check.

### **Lunch at School**

Students 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 are expected to exhibit the same respectful behavior as during regular classes. It may be necessary to send students home if their behaviour is not appropriate.

### **Dressing for the weather / Lost & Found**

We expect that students dress appropriately for weather and active outdoor play when they come to school. Rain or shine students need the opportunity to go outside for fresh air and play during recess and lunchtime. Please ensure clothing is labeled with their name in case they leave it on the school grounds. Parents and students are encouraged to check the **lost and found** regularly. Unclaimed items are donated to charity each term.

## 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 (assessments in gr. 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 period

### **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. 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.

***Support is offered in a number of ways, including:***

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



## **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. Membership in the Parent Advisory Council is free and automatic for any parent or guardian of a child attending the school. All are welcome to attend monthly meetings are held and are announced on the school and PAC websites.

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

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.

# 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<sup>1</sup> 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)

# 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 is 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.*