

2017-2018 School Calendar

Schools Open	Sept. 5
Non-Instructional Day (School Based Pro-D)	Oct. 6
Thanksgiving Day	Oct. 9
Parent Teacher Interviews	Oct. 16-19
Non-Instructional Day (Provincial PSA day)	Oct. 20
Remembrance Day (Day in Lieu of Holiday)	Nov. 13
Last day of classes before Winter Vacation	Dec. 22
Schools Re-Open after Winter Vacation	Jan. 8
BC Family Day	Feb. 12
Non-instructional Day (District Pro-D)	Feb. 19
Non-instructional Day (School Based Pro-D)	Feb. 20
Last Day of Classes Before Spring Vacation	March 16
Good Friday	March 30
Easter Monday	April 2
Schools Re-open After Spring Vacation	April 3
Non-instructional Day	May 11
Victoria Day	May 21
Last Day for Students (full day)	June 28
Administrative Day – Schools Close	June 29

SCHOOL HOURS – GRADES K - 7

8:42 am	Welcome Bell
8:45 a.m.	School starts
8:45 to 11:45	Instructional time (Monday recess is at 10:15-10:30)
11:45 to 12:20	Long Recess
12:20-1:20	Instructional Time
1:20-1:35	Afternoon Recess (Tuesday to Friday)
1:35 to 2:37	Instructional Time
2:37	Dismissal (Tuesday to Friday)
1:37	Dismissal (Mondays)

Students will eat either before or after long recess

Office Hours: Monday - Friday from 8:00 am to 3:00 pm

Cinnabar Valley

Mission Statement

The Mission of Cinnabar Valley Elementary is to provide an inclusive learning environment, which fosters the development of

- *Communication and application of knowledge and skills*
- *Creativity and critical thinking*
- *Personal awareness and social responsibility*

We believe education is the joint responsibility of staff, students and their families.

We believe education will enable all students to become responsible citizens who will contribute effectively to the global community.

Renewed and updated September 2016

PEANUT/ TREE NUT AWARE SCHOOL

Cinnabar Valley School has student(s) with potentially life-threatening food allergies that require the students to have an epi-pen with them at all times. The food allergies include all nuts, and any products that may contain these foods.

In order to reduce the risk of accidental exposure to these foods, we are asking students to avoid bringing snacks containing nuts, to school. Due to the nature of these serious allergies, as well as the potential that may be a “hidden” ingredient in many foods, please support us in reminding your children not to share or sample food from others.

We realize avoiding these potential allergens requires extra planning. We thank you in advance for your cooperation and understanding.

SCENT AWARE SCHOOL



Please **USE** unscented personal care products.

Please **DO NOT** wear perfume, cologne, aftershave or other fragrances.

The chemicals used in scented products can make some people sick, especially those with fragrance sensitivities, asthma, allergies and other medical conditions.

Code of Conduct

Cinnabar Valley Elementary School

(DRAFT 2017)

Statement of Purpose

Cinnabar Valley Elementary School strives to develop a safe, caring, inclusive and welcoming environment that promotes the rights and responsibilities of all who learn and work together. Based on the *Nanaimo Ladysmith Public Schools 2.10 Inclusion Policy* principles of respect, acceptance, safety and equity, a Code of Conduct “affirms a learning environment that reflects diversity, inclusivity and equity is essential in supporting the highest level of individual growth and achievement.”

Reference to the BC Human Rights Code

Three of the purposes of the *BC Human Rights Code* are to:

- (a) foster a society in British Columbia in which there are no impediments to full and free participation in economic social political and cultural life of British Columbia
- (b) promote a climate of understanding and mutual respect where all are equal in dignity and rights.
- (e) to provide a **means of redress** for those persons who are discriminated against contrary to this Code.

It further states:

- 8 1 (b) a person must not “discriminate against a person or class of persons regarding any accommodation, service or facility customarily available to the public because of the race, colour,

ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person or class of persons.”

The ***Safe Caring and Orderly Schools: A Guide*** states, schools should be places where students are free from harm, where clear expectations of acceptable behaviour are held and met, and where all members feel they belong.

NLPS Inclusion Policy states that all members of our school community “have the right to expect that policies, procedures, programs and communications are inclusive and respectful”

Administrative Procedure that support the school Code of Conduct include:

- AP 312 - Harassment, Intimidation, Bullying and Discrimination
- AP 344 - Code of Conduct
- AP 345 – Student Suspension
- AP 347 - Sexual Orientation and Gender Identity
- AP 350 - Honouring Diversity and Challenging Racism

Code Expectations

Cinnabar Valley Elementary School's Code of Conduct expects that students will demonstrate socially responsible behaviours that reflect respect, responsibility and safety at school and while attending a school function at any location.

Acceptable conduct refers to socially responsible behaviours that help to make the school a safe, caring and inclusive environment including:

- Contributing to the school community
- Solving problems in peaceful ways
- Valuing diversity
- Defending human rights
- Respectful interactions with students, staff and community members
- Speaking up and reporting incidents that demean others or threaten the personal or emotional safety of individuals or groups
- Respect the law as it applies to yourself and others

Unacceptable conduct refers to behaviour that interferes with the safe and orderly environment either of the school, person-to-person basis or through social media, including, but not limited to:

- Engaging in incidents of harassment, intimidation, bullying or discrimination
- Interfering with the learning or orderly environment of the school or function
- verbal threats of harm, swarming
- Illegal acts such as: theft or damage to property, possession or distribution of an illegal or restricted substance, possession, use of a weapon, or physical violence.

AP 344 - Code of Conduct states: “Students with identifiable special needs might be unable to comply with a code of conduct due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature. Such students may require special consideration in the selection of appropriate forms of intervention to ensure that they are not subject to disciplinary or intervention measures as a direct or indirect consequence of having a special need.”

Rising Expectations

Cinnabar Valley Elementary School staff use the ***BC Performance Standards for Social Responsibility*** as a tool to teach students appropriate social behaviour. There is an outline of progression of expectations held for students as they become older, more mature and move through successive grades. The expectations are educative, preventative and allow many opportunities to teach the same social skill in a variety of ways.

Examples: BC Performance Standards for Social Responsibility, Core Competencies, Steps to Respect, Virtues Project, PBIS

Consequences

NLPS Inclusion Policy states:

“The Board expects that all students, staff, and members of our school communities will adhere to a code of conduct that is educative, preventative and restorative in practice and response”

1. Restorative Practices

- focus on creating conditions for students to learn self-discipline, fix mistakes and return to the group/class/school strengthened.
- address the needs of those who have been harmed
- encourage the students, as often as possible, to participate in the development of meaningful, interventions through discussion or mediation to replace, repair or make “good” what has been taken, damaged, destroyed and/or defaced.
- respond to the harm are meaningful in addressing the needs of all involved
- help students reclaim their self-esteem through self-evaluation, personal effort and restitution
- provide opportunities to model leadership
- emphasize the importance of positive relationships in building community and,
- speak to the obligation we all have to each other to move towards wholeness, restoration and belongingness.

Participating in a meaningful consequence and may include:

- a 'do over' opportunity
- face to face meetings to address the harm done
- group or classroom circles to restore equity, balance and respect
- an act of service to make a positive contribution to the class, school or community
- school/community support to learn and practice problem solving or conflict resolution strategies
- reflective/think process that includes the opportunity to create a plan to restore the harm done

2. Student Suspension

Discipline measures used with students should be viewed in the context of helping students achieve intellectual and social development. The purpose of suspension, or any other discipline strategy, should be to meet these provincial goals and to develop self-reliant adults. (Source: *Focus on Suspension, BCEd*)

Suspension is one strategy in a more complex problem-solving process designed to support the student in changing inappropriate behaviour. Used judiciously, suspension can have positive effects, including:

- ensuring safety for everyone in the school community
- assigning clear consequences for a range of serious breaches of code of conduct
- providing the time for planning support for behaviour change
- promoting collaboration among family, school, and other community services to solve problems

To be equitable, consequences may vary from student to student where the misconduct appears to be similar. Intervention must be appropriate to the student's age, maturity, needs, exceptionalities, extenuating circumstances and the nature of previous intervention taking in consideration of the needs of the school.

Refer to **AP 344 Student Suspension**

Notification

School administration may advise other parties or agencies of serious breaches of the code of conduct depending on the severity and/or frequency of misconducts and the impact on others and/or the school community. Illegal acts will be reported to the RCMP and/or District Administration to develop a safety plan that will include the components of education, prevention and restorative action.

Retaliation

No student, school employee, parent or volunteer may engage in reprisal or retaliation against a victim, witness, or other person who brings forward information about an act of harassment, intimidation, bullying, prejudice or discrimination. Reprisal or retaliation is prohibited and will

result, where appropriate, in discipline and/or in the filing of a complaint with other appropriate authorities.

Appeal Process

The Board of Education recognizes and respects the fact that students and/or parents or guardians may sometimes disagree with decisions made by employees. The School Act of British Columbia gives parents or guardians and students (with parental consent) the right to express concerns or appeal certain decisions. This right of appeal applies to decisions that significantly affect the health, education or welfare of students. Information regarding the Board's appeal procedure and a copy of the formal appeal bylaw can be accessed at sd68.bc.ca/Board Policies/ 1000 Board Governance/4.0 Bylaws. Prior to an appeal, it is expected that school administration, students and parents or guardians will work to try to resolve concerns at the school level.

Process Elements Expectations

Processes are in place to include students, parents and staff in development and review;

Students, parents and staff have participated in the development and review:

- *At Cinnabar, staff and PAC review the Code of Conduct twice a year.*

Processes are in place to inform students, parents, staff (including temporary staff and visitors) of the expectations of acceptable conduct:

- *Posted in the hallway, included in newsletters and is on the School Website, the Code of Conduct is readily available to all staff, students and parents. It is also included in Staff Handbooks, TTOC handbooks, and student handbooks (distributed electronically as well as on paper when necessary).*

We have established procedures to guide the conduct of students, parents, coaches, and members of the greater community while acting as ambassadors of the school;

- *As a PBIS school, the expectations for conduct are consistently shared with all who represent Cinnabar Valley. They are part of the volunteer guidelines as well as all others mentioned above.*
- *AP 312 – Harassment, Intimidation, Bullying and Discrimination; AP 347 – Sexual Orientation and Gender Identity; and AP 350- Honouring Diversity and Challenging Racism guide the conduct expectations for individuals or groups who act as ambassadors for Cinnabar Valley Elementary School. The Inclusion Policy is the overarching policy that guides the expectations for all.*

We teach and actively promote the Code of Conduct behaviour expectations at Cinnabar:

- *Beginning in September and moving forward, the school community unites under a common theme (2017-2018 – The Golden Rule). Monthly virtues as well as monthly PBIS assemblies connect socially responsible behaviour (acceptable conduct)*

expectations as set out in our behavior matrix and Code of Conduct to a safe, caring and inclusive school environment

- *The strategies that reflect educative, preventative and restorative practices and responses in use at Cinnabar include school-wide systems of: Positive Behaviour Intervention and Support (PBIS), Response to Intervention (RTI), Virtues, and a school-wide focus on the universal foundation of the Golden Rule*

Processes are in place to monitor conduct to ensure codes reflect current and emerging situations and contribute to school safety.

At Cinnabar, we consistently monitor conduct to ensure that the students are learning socially responsible behaviour that reflect current and emerging situations and are contributing to school safety:

- *Problem behavior issues are documented and data is used to inform staff/students/families of areas needing further attention (individual, small group or school-wide focus)*
- *The Code of Conduct, as part of the teaching system of PBIS, is used to help address areas of concern by providing the vehicle to teach the concept of rising expectations and rising consequences.*
- *Data from the Student Learning Survey and/or school-based surveys is used to help focus school interventions to improve students' sense that Cinnabar is a safe, caring and inclusive school.*

Processes are in place to revisit/revise codes of conduct as part of regular policy review cycle.

- *Staff/PAC revisit the Code of Conduct twice yearly – fall and spring*

Processes are in place to align codes of conduct between schools in the community and across elementary and secondary schools. Codes of conduct are compatible between schools in the community and across elementary and secondary schools:

- *As Cinnabar Valley Elementary School's Code of Conduct is based on Board Policy and Procedure, it aligns and is compatible with the Codes of Conduct in NLPS.*



For More information or to report incidents of bullying please go to <http://www.erasebullying.ca/>

ARRIVING TO SCHOOL

We would like to thank all our parents who make a big effort to get their children to school on time whether they drive or walk. When students are here on time, it sets the tone for the day. They can start relaxed and ready to face the day in an organized fashion. When you make sure your child arrives on time, you model values that help support learning.

There are days when getting to school on time just does not happen. We want students to know that they are welcome at school when they arrive and thus upon checking in at the office they will receive a "Welcome Slip". If arriving on time is something families struggle with, we suggest the following hints:

Suggestions that seem to help are:

- Make lunches the night before
- Pack school books and put them by the door
- Lay out your clothes before going to bed

These simple tips can prepare your child for a smoother, happier start to the day.

CLASSROOM VISITATION PROTOCOL

At Cinnabar, we value a strong home/school relationship, and we encourage parents to be active in the education of their children. We do ask that parental/guardian keep visits to classrooms to a minimum during instructional time. It is difficult for teachers to have meaningful and private conversations with parents while they are working directly with students.

We would ask parents to help us by following these protocols:

1. Make an appointment to meet with your child(ren)'s teacher:
 - Call the school and leave a message to have the teacher call
 - Put a message in the child's planner
 - Check in at the office during non-instructional times and we will help set up a mutually convenient meeting time
2. Requesting homework for children that are absent from school:
 - When you call the school to advise of a student's absence, ask that homework be prepared that can be picked up or sent home with another student
 - If the absence is a planned one, give the teacher enough notice to prepare the appropriate homework material.
3. If you are dropping off forgotten homework, lunches or other important items, please leave it at the office. We will deliver the items to classrooms or call students to the office to get them at an appropriate time.



All visitors to the school during instructional time need to stop in at the office, sign in on the visitor log, and receive a visitor badge. This way we know who is in the building! We thank you in advance for helping to keep our school safe!

SCHOOL WORK POLICY WITH REGARDS TO MID-YEAR VACATIONS

Children are legally required to be in school according to the School Act unless they are ill. Unless a child is ill, the school cannot be responsible for preparing work packages for such things as family holidays that are taken outside of the regular school calendar. The reasons for this are that:

- A large amount of class instruction is done orally through demonstrations and discussions and therefore cannot easily be made up through work sheets unless considerable explanations take place
- Vocabulary development and understanding of the concepts in Science, Language Arts, etc. is tightly linked to the active participation of the student
- It is difficult for a teacher to assign work ahead of time and to know exactly what will be covered two or three weeks down the road. As the approach at the elementary level is more child-oriented than content-oriented, many variables constantly come into play such as the children's pace, difficulties, interests, unexpected special events, etc. which all effect the day to day planning.

WHAT TO DO IF YOUR CHILD IS HAVING PROBLEMS

Should you feel that your child is having educational, emotional, or social problems at school, please contact your child's teacher immediately.

In consultation with you, your child's teacher will make the appropriate referral to our School Based team, which will then work on a plan to address the given identified areas of need. You should never feel intimidated or shy to come and discuss your concerns for your child with your teacher. The teacher, the principal and all of the support staff are here to serve your children. Together, the school and the home can help children over problems and/or problem times.

EMERGENCY PROCEDURES

Should your child have a serious injury during school hours, the school does the following:

- The nature and seriousness of the child's injury is determined.
- If the time is not an important consideration, the home is contacted and the parents are asked to come for the child.
- If the home cannot be contacted the emergency number provided to the school is called.
- If no contact is made, the school will take the necessary action to ensure the child gets medical attention. The school will continue in its attempt to contact parents/guardians.
- If emergency care is required, the school will do so as quickly as possible. In such cases, the parent may have to meet their child at the hospital.
- Remember, your earthquake contact should be someone who can reach your child. Your child will not be released to anyone else.

NLPS EMERGENCY SCHOOL CLOSURE PROCEDURE

The Superintendent (or designate) will make the decision to close schools in conjunction with school principals, the transportation supervisor, the RCMP and the Ministry of Highways. The following emergency School Closure situations are possible:

- School bus morning runs may be cancelled but schools may stay open. Announcements will be on local radio stations (WAVE 102.3 FM and WOLF 106.9 FM) by 7 a.m.
- Both schools and bus runs may be cancelled in the morning. Again, this will be announced by 7 a.m. on local radio stations.
- Schools closed in the morning may re-open in the afternoon, if conditions improve. Announcements will be on local radio stations by 11 a.m.
- The District will also utilize social media (Twitter, Facebook, the SD App) with all emergency closure information
- Although it is unlikely, it is possible that in an extreme emergency, a school or schools will dismiss students during the day. Radio stations will have announcements. Individual schools will attempt to notify parents. Parents should make sure the school has current telephone numbers and that students have an alternate place to go, if necessary.

EARLY DETECTION SYSTEM

The purpose is to detect as soon as possible the whereabouts of each student not in class. We request that parents do one of the following for the system to operate effectively and efficiently:

- **Phone the school** (250-716-1030) if your child is late or absent from school for any reason. We have an answering machine so you do not need to wait until the school opens to call.
- **Send a note** with another child in the family.
- **Give advance notification**, preferably written, of dental/medical appointments, or any changes from the usual routing: e.g. staying/going home for lunch, early music lessons, etc.
- **Email** the school secretary (Lhague@sd68.bc.ca) or Principal (diane.charles@sd68.bc.ca) (or both!)

We appreciate that most parents already inform the school. However, on the occasions when families forget, the school secretary will try to contact a parent at home, at work, or at the emergency number provided, with calls beginning at 9:00 am and again after 12:30 pm. The RCMP will be contacted in the unlikely event that we cannot confirm where a child is.

BEING SAFE ON THE WAY TO/FROM SCHOOL

Students should:

- walk/bike to and from school with friends;
- be cautious of strangers;
- report suspicious events and people to parents or teachers;
- follow a safe route to and from school established with their parents;
- inform parents of participation in any after school activities (including detentions of more than 15 minutes).

STUDENT MEDICATION

- Teachers shall not be required to administer medical procedures, nor shall teachers be required to administer medications on a regular or predictable basis.
- The administration of medication and/or other medical procedures shall be the responsibility of appropriate health personnel except for those mature students capable and trained in self-administration.
- The Board shall ensure that schools establish systems for administering medication and other medical procedures.
- Students who require medication at school will report to the office
- Student Medication paperwork is needed in order for students to receive medication at school

If you have any further questions or concerns regarding medication for your child, please contact the school office.

LOST AND FOUND

The lost and found collection at schools is quite an amazing site to see! Please check it regularly. Items will be donated to local charities a few times in the year.

FIRE DRILL



All schools conduct Fire drills several times throughout the year. Any continuous ringing of the fire bell must be treated as a real emergency (as it well could be). Pupils evacuate the school in an orderly fashion and gather at a designated place at a safe distance from the building. The deliberate activation of a false fire alarm is a very serious offence and will be treated as such.

EARTHQUAKE DRILL

Earthquake drills are conducted on a regular basis. Students stay indoors (usually under desks). In an event of an earthquake, when shaking stops, the school is evacuated in an orderly fashion. Teachers and students move to a pre-determined open space away from buildings and overhead power lines.

LOCKDOWN DRILL/HOLD AND SECURE

Lockdown drills are conducted twice per school year. Drills are supervised activities involving all members of the school community to provide the opportunity to practice the skills in the response procedure. Students are directed to the closest secure area where they remain until the lockdown is over. Classes who are outside the building in a Lockdown do not return to the school. They go to a designated safe place off of the schools grounds.

Hold and Secure happens when there is a threat outside of the school, including but not limited to wildlife (cougars, bears), and police incidents not related to the school. In a Hold and Secure

students are free to move within the building but are not permitted to leave nor is anyone from the outside permitted to enter.

PHOTOGRAPHS

All students will be photographed by Concept Photography early in the school year. There is no obligation to purchase school photos; the photos are used to help identify students in our information system. Please note: class photos will be taken early this year.

FIELD TRIPS AND INSURANCE

Our students may be on many field trips throughout the year. There is nothing better than experiencing something first hand and a great deal of learning in many associated areas happens on field trips. All of our students are required to have a signed permission slip before they can partake in these activities.

Often parents are called upon to drive a class to the field trip. Under our Board Policy, there is a special insurance rider that protects parents driving over and above their own policy. Parents also will need to complete a Volunteer Driver's Application.

Policy 4410 – Volunteer Vehicles

- The BC minimum third party liability insurance required on each vehicle is \$200,000.
- Volunteer vehicles are not to carry in excess of the number of passengers prescribed by law. Volunteer vehicles are to carry a maximum of nine passengers.
- Children may not sit in front seats with airbags.
- All children must use an age and weight appropriate child seat until their 9th birthday unless they have reached 4'9" (145 cm) tall.
- Children who are 20 lbs (9 kg) to 40 lbs (18 kg) should be restrained in a forward-facing child seat and children who are over 40 lbs (18 kg) should be restrained in a booster seat.
- The principal or delegate shall inform in writing the volunteer driver/owner that the vehicle must meet all safety requirements, including a seat belt for each passenger.
- All volunteer drivers must have completed the Criminal Record Check and it must be on file at the school.

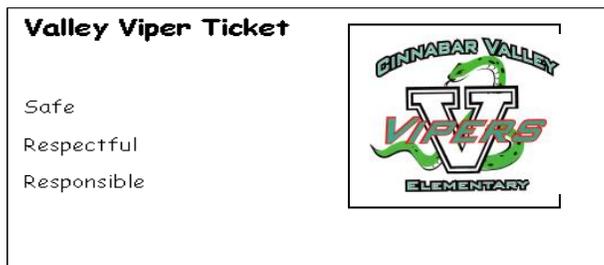
NANAIMO LADYSMITH PUBLIC SCHOOLS POLICY ON INCLUSION

All members of the Nanaimo Ladysmith Public Schools community have the right to expect that its policies, procedures, programs and communications are inclusive and respectful; taking into consideration visible and invisible diversities including but not limited to: race, sexual orientation, gender identity, ability, religion, culture and socio-economic status. The Board expects that all students, staff, and members of our school communities will:

- adhere to a code of conduct that is educative, preventative

and restorative in practice and response;

- foster school cultures that are responsive to the diverse social and cultural needs of individuals and groups;
- understand how characteristics of diversity impact the access to, and outcomes of, education;
- recognize the injustices of marginalization, advocate for social justice and promote human rights; and
- participate in the ongoing development of practices that promote fair and equitable treatment for everyone, cultivating mutual respect, civility and a sense of belonging.



PBIS

Cinnabar Valley is a PBIS school. PBIS stands for Positive Behaviour Intervention and Supports. PBIS is a research driven, school-wide system for teaching and responding to behaviour. Part of the system involves having a set of school-wide expectations for all students and all adults. These expectations are explicitly taught at various times in the year, including during monthly assemblies. We also use a system of positive recognition with our Valley Viper slips. These slips are given to students who are modeling positive behaviour. Any adult can recognize any student.

A second aspect of PBIS is working to correct behavior. In keeping with the District Policy on Inclusion, PBIS focuses on discipline that is educative, preventative and restorative. Data is collected through the use of Problem Behaviour slips and is tracked to determine trends. As PBIS is a school-wide system, adults become responsible for all students and students in turn learn to respond to all adults. Having school-wide expectations helps to ensure that the Ministry Order around school Codes of Conduct is adhered to, helping to make Cinnabar Valley Elementary Safe, Caring and Orderly for all.

The Behaviour Matrix follows on the last page of this handbook.

DROP OFF/PICK UP AND PARKING

The parking lot at Cinnabar is very busy before school and at the end of the day. Please note the following safety guidelines:

- Please consider dropping your children off on Montana and walking up the driveway to avoid the congestion in the parking lot
- The Boys and Girls Club van has designated parking before and after school. Please respect the signage.

- Please drive slowly through the parking lot as students are crossing! Please do not block the site lines for the crosswalk.
- Please park in designated parking spots, not in the drop off only lane. Busses are not able to get around in the parking lot if cars are parked in the drop-off zone.
- Please turn off your car while waiting for your children

HOT LUNCH

We are extremely fortunate to have regularly scheduled hot lunches on Fridays. Orders are sent home three times in the school year. Please note: if your child is absent from school on hot lunch day you can arrange for the lunch to be picked up at the office OR it can be donated to someone who does not have a lunch on that day. Unfortunately, we cannot issue refunds.

Families in need of support are offered in order to participate in Hot Lunch are encouraged to connect with the office. We do not want students to miss the opportunity to participate in these fun and nutritious lunch options due to financial constraints.

CELL PHONES/ELECTRONICS

Students are reminded that all electronics, including cell phones are to be off and put away during the school day unless they are being used for educational purposes under the supervision of an adult. Families are asked to contact the office for messages to be delivered during the day if there is an emergency.

Due to an expectation of privacy, students are not permitted to use personal electronic devices to take photos during the school day.

CINNABAR VALLEY WEBSITE

<http://cb.schools.sd68.bc.ca/>

Please bookmark the above noted website as it is a direct link to our School Webpage. The website is kept up to date (most of the time!) with events, calendar updates and important messages.

NEWSLETTERS, SCHOOL COMMUNICATION

Cinnabar Valley Elementary is a paperless system. We email all communication out to families, based on the email information given on the student information sheets. We do print a few "hard copies" and leave them in the office for those who do not have access to computers.

POSITIVE BEHAVIOUR EXPECTATIONS

Expectations	Hallway	Playground	Washrooms	Assembly	Gym	Library/lab	Field Trips	Emergency	Classroom	Oodle Swing
BE RESPONSIBLE	<p>"On the right to be polite"</p> <p>Hands and feet to self</p>	<p>Take care of equipment</p> <p>Dress for the weather</p> <p>Use outside class doors to enter and exit</p> <p>Leave electronics inside @ recess</p>	<p>Enter & leave quietly</p> <p>Report problems</p> <p>Be quick</p>	<p>Enter and leave quietly</p> <p>Keep your personal space</p> <p>Participate at all times</p>	<p>Enter and leave gym quietly</p> <p>Return equipment to storage area</p> <p>Show good sportsmanship</p>	<p>Enter and leave quietly</p> <p>Use quiet voices</p> <p>Follow instructions</p> <p>Log off when done</p>	<p>Return permission slips</p> <p>Look after your own things</p>	<p>Stay calm</p> <p>Stay with the group</p>	<p>Daily use of planner</p> <p>Be prepared</p> <p>Stay on task</p> <p>Neat and tidy</p>	<p>Two big or four littles at a time</p> <p>Share with others</p> <p>Ask oodlers "swing low, medium or high?"</p>
BE RESPECTFUL	<p>Eyes forward</p> <p>Silence please</p> <p>Walk in a line</p> <p>Listening</p>	<p>Help others in trouble</p> <p>Take turns</p> <p>Include others</p> <p>Use kind words</p>	<p>Empty hands</p> <p>Eyes to self</p> <p>Keep floors and walls clean</p>	<p>Facing forward</p> <p>Legs crossed</p> <p>Eyes on speaker</p> <p>Clap nicely</p>	<p>Use equipment properly</p> <p>Be helpful to others</p> <p>Share equipment & space</p>	<p>Take care of books and materials</p> <p>Share and take turns</p>	<p>Use manners</p> <p>Listen</p> <p>Keep your personal space</p> <p>Be a positive Cinnabar Citizen</p>	<p>Listen</p> <p>Be quiet</p> <p>Be helpful</p>	<p>Raise hands to share</p> <p>Inside Voice</p> <p>Listen and follow instructions</p>	<p>Gentle pushes</p> <p>Flat hand only</p> <p>One hand on the rope</p>
BE SAFE	<p>Quiet feet</p> <p>Walking</p>	<p>Hands, feet and objects to self</p> <p>Stay on school grounds</p> <p>Report problems</p> <p>Maintain other's privacy</p>	<p>Flush</p> <p>Wash hands</p> <p>Feet on the ground</p>	<p>Hands feet and objects to self</p> <p>Empty hands</p> <p>Follow instructions</p>	<p>Follow instructions</p> <p>Use equipment safely</p> <p>Wear safe footwear</p>	<p>Hands, feet and objects to self</p> <p>Push in chairs in lab</p> <p>Walk at all times</p>	<p>Stay with the group</p> <p>Follow instructions</p> <p>Follow Electronics guidelines</p>	<p>Keep hands, feet and objects to self</p> <p>Leave area quickly</p> <p>Follow instructions</p>	<p>Keep hands, feet and objects to self</p> <p>Always walk</p> <p>Push in chairs</p> <p>Line up safely</p>	<p>Be outside the green bars when waiting</p> <p>Keep swing right side up</p> <p>Sit up, legs hanging over side</p>

