

## 2018-2019 School Calendar

Schools Open	Sept. 4
Curriculum Implementation Day	Oct. 4
Non-Instructional Day (School Based Pro-D)	Oct. 5
Thanksgiving Day	Oct. 8
Parent Teacher Interviews	Oct. 15-18
Non-Instructional Day (Provincial PSA day)	Oct. 19
Remembrance Day (Day in Lieu of Holiday)	Nov. 12
Last day of classes before Winter Vacation	Dec. 21
Schools Re-Open after Winter Vacation	Jan. 7
BC Family Day	Feb. 18
Non-instructional Day (District Pro-D)	Feb. 25
Non-instructional Day (School Based Pro-D)	Feb. 26
Last Day of Classes Before Spring Vacation	March 15
Schools Re-Open after Spring Vacation	April 1
Good Friday	April 19
Easter Monday	April 22
Non-instructional Day	May 10
Victoria Day	May 20
Last Day for Students (full day)	June 27
Administrative Day - Schools Close	June 28

### 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 3:30 pm

## Cinnabar Valley Elementary

### 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.

Reviewed annually

### PEANUT/TREE NUT AWARE SCHOOL

Allergy 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.

## Cinnabar Valley Elementary School Code of Conduct

### **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 as 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. Students are permitted to dress as they choose, so long as their choices conform to the school Code of Conduct requirements are for the intended activity and do not promote drugs or alcohol, display offensive images or language, or encourage discrimination. Our Code of Conduct also governs student use of technology at school. Please see the addendum to the Code of Conduct for more information.

Acceptable conduct refers to socially responsible behaviours that help to make the school a safe, caring and inclusive environment. Reflected in the Core Competencies of Social Responsibility, these behaviours include the ability and disposition to:

- consider the interdependence of people with each other and the natural environment
- contribute positively to one's family, community, society, and the environment
- resolve problems peacefully
- empathize with others and appreciate their perspectives
- create and maintain healthy relationships.
- value diversity
- defend human rights
- speak up and report 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 *Core Competencies for Social Responsibility* as a tool to assist in the teaching of appropriate social behaviour. Students are developing in their abilities to reflect, with evidence, as to where they are in their personal development in each of the three competency areas.

### **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 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. We will report illegal acts 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](http://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

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

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

Processes are in place to inform students, parents, staff (including temporary staff and visitors) 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)*

Procedures have been established to guide the conduct of students, parents, coaches, and involved 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 - Harrassment, 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.*

Strategies for actively teaching and promoting the code of conduct behavioural expectations

Code of conduct behaviour expectations are consistently taught and actively promoted at Cinnabar:

- *Beginning in September and moving forward, the school community unites under a common theme (2017-2018 - The Golden Rule; 2018-2019 - The Six Cedars). Monthly virtues and PBIS-based 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 and the development of the Core Competencies related to Social Responsibility

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

At Cinnabar, we monitor student 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)
- We use the Code of Conduct, as part of the teaching system of PBIS, to help address areas of concern by providing the vehicle to teach the concept of rising expectations and rising consequences.
- We use data from the Student Learning Survey and/or school-based climate surveys 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. We revisit the Code 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/>

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## Cinnabar Valley Elementary School Technology Contract

Technology at school is for educational purposes.

- Use of social media sites during school hours is restricted to educational purposes as instructed by your teacher.
- Teachers must approve all games and websites. Teachers have the authority to restrict access to sites deemed inappropriate, including websites with violent games or adult content.

I will follow all the rules for the appropriate use of technology in all areas of the school including the classroom, computer lab and library learning commons as per school code of conduct, and our positive behavior expectations.

- Hardware and software are the property of the school district. I understand that I need permission to adjust, alter or otherwise tamper with the technology.

I will keep my identity and the identity of other students private. I will be safe while using technology by:

- Keeping my name and the names of other students and my family name private.
- Keeping my address and the name and address of my school private.
- Keeping my password private, sharing only with my parents/guardians.
- Keeping personal photos, and photos of family and friends off the internet.

- Always remembering that I must have permission before I post any images, photos or work done by someone else.

I, (STUDENT NAME) am responsible for my actions while using technology at Cinnabar Valley Elementary.

Signed by Student: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### **OOPS I MISSED THE BELL!**

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. Please keep visits to classrooms to a minimum during instructional time, as 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!

### **GOING ON VACATION DURING THE SCHOOL YEAR?**

Requesting work from your child's teacher due to a planned holiday may seem like a small request, yet it is often a challenge.

- 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.

The best approach for keeping students connected during planned absences is ensuring that they read, keep a daily journal of their activities, and participate in the numerical aspects of the trip (money, distance travel, time zones, etc.). Sharing this learning with the class upon their return is one way for students to develop their core competencies.

### 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.

The teacher may then choose to refer the issue to our School Based Team for further consultation. Early intervention is key! Please do not hesitate to connect with the school.

### EMERGENCY PROCEDURES - STUDENT ILLNESS OR INJURY

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

- The nature and seriousness of the child's injury is determined (if possible)
- Parents are contacted through the information on file
- If the home cannot be contacted the emergency number provided to the school is called.
- In the unlikely event that we cannot connect with anyone, 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.

### 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](mailto:Lhague@sd68.bc.ca)) or Principal ([diane.charles@sd68.bc.ca](mailto:diane.charles@sd68.bc.ca)) (or both!)

We appreciate that most parents already inform the school. However, on the occasions when families forget, we 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. We will contact the RCMP 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 prior to leaving in the morning

## STUDENT MEDICATION

- Teachers are not required to administer medical procedures, nor are they required to administer medications on a regular or predictable basis.
- The administration of medication and/or other medical procedures shall be the responsibility of support staff (CUPE) or Administration 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



Please check the lost and found on a regular basis. Unclaimed items are donated to charity.

## NLPS EMERGENCY PROCEDURES

- ❖ **Evacuate** - used to move people out of the school when a hazard exists inside (includes fire drills, gas smells, etc.). Exit the building in the shortest route possible and gather in

the mustering area (school field).

- ❖ **Hold and Secure** - used if there is a security concern in the neighbourhood. Everyone comes inside the main building. Exterior doors are locked and no one is permitted to enter or leave the building.
- ❖ **Shelter in Place** - used if an environmental hazard may impact the school (such as a wild animal, hazardous odor, etc). Classes continue as normal with doors unlocked
- ❖ **Drop, Cover and Hold On** - used in the event of an earthquake, explosion or any other event that shakes the school.
- ❖ **Lockdown** - used in response to an armed or dangerous assailant WITHIN the school. Gather people quickly in a secure place OR LEAVE IF SAFE

We practice evacuations, lock downs, and earthquake drills on a regular basis throughout the school year.

## PHOTOGRAPHS

Edge Photography will be the photographers for 2018-2019. While there is no obligation to purchase any photos, they will photograph to assist with student identification.

## VOLUNTEER DRIVERS

There are times when we will rely on the generous support of parents/caregivers to assist with transportation to for field trips or sporting events. Please note the following:

1. Vehicles used for student transportation must be rated appropriately and insured with Province of British Columbia - minimum Third Party Liability insurance. The vehicle must be properly equipped with seat belts for each occupant; seat belts must be secured when travelling. All children must use an age and weight appropriate child seat until their 9th birthday unless they have reached 4'9" (145 cm) tall. You must ensure the seats have not expired. More information is available here. 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. Children under 5'5" or less than 12 years old must not be transported in the front seat if the vehicle is equipped with a passenger's side airbag.
2. The school district does not accept responsibility for any damage to the vehicle in the event of an accident, nor for deductible, loss of insurance discount, or loss of use.
3. The volunteer driver and owner should ensure that, to the best of his/her knowledge, the motor vehicle used for student transportation is in good mechanical condition.
4. \*Vehicles used will only be driven by the volunteer driver noted above who must be at least 21 years of age and in good

health. The driver should not have been responsible for a "preventable" accident for at least the previous three years. Upon request the driver must provide a copy of his/her current driver's license and abstract to the school principal/vice principal.

5. The vehicle must be equipped with winter or all-season tires (and chains, where applicable, for winter conditions).

6. For safety and health reasons, smoking will not be permitted in vehicles while transporting students.

7. The driver must not, at any time during his/her performance as a volunteer driver, imbibe any alcoholic beverages or use any restricted substances.

8. The driver must not operate the vehicle in an unsafe manner or in contravention of any statute or regulation governing the operation of motor vehicles.

Notes:

a. The district does not permit the use of personal vehicles to carry more than seven students at one time, including driver.

b. The school district provides Excess Third Party Liability coverage for volunteer drivers and owners while lawfully operating vehicles on behalf of the school district.

## **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. We teach these expectations at various times in the year, including during monthly assemblies. We also use a system of positive recognition with our Valley Viper slips. Students receive these slips when they model 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. 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 we adhere to the Ministry Order around school Codes of Conduct, 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 stay with your car if you are in the drop off area.
- Double parking creates safety hazards. Please do not block other cars for any reasons
- Please turn off your car while waiting for your children
- Please remember: All families have the same need to have their children arrive and leave safely. Patience is golden!

## **HOT LUNCH**

Cinnabar is fortunate to have a long-standing tradition of hot lunches on Fridays. The PAC is now fully responsible for these events. Please watch for regular notices, or check the PAC Facebook page for more information.

### CELL PHONES/ELECTRONICS

All personal electronics, including cell phones are to be off and put away during the school day unless they used for educational purposes under the supervision of an adult. If, for any reason, it is necessary to connect with your child during the school day, please call the office and leave a message. In keeping with our Code of Conduct and Electronics policy, and due to the expectation of privacy, the District prohibits the 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. We try our best to keep the website up to date. The Cinnabar Facebook Page (Cinnabar Valley PAC Group) is another excellent way of staying connected to the school.

### 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.

### TREATS IN CLASSROOMS

Given the prevalence of allergies in classrooms, as well as the healthy food guidelines for schools, families wishing to celebrate momentous occasions (such as birthdays or other special events) with class groups are asked to bring in fruit, vegetables, or non-edible items. Please check in with teachers prior to bringing anything to the classrooms.

### WATER BOTTLE FILLING STATION

New for September 2018 - Cinnabar now has a water bottle filling station, located in the hallway by the gym. We highly encourage students to have a refillable water bottle on hand at all times. Please! Put your child's name on the bottle!

### CRIMINAL RECORD CHECK FOR ALL VOLUNTEERS

All people who volunteer to work in schools in any capacity (including driving for field trips, helping with hot lunch, helping at book fairs etc.) must complete a Criminal Record Check (Vulnerable Sector).

The Ministry of Justice, through their Criminal Records Review Program (CRRP) will conduct a vulnerable sector check **at no cost to you** through a streamlined online format. Once completed, the criminal record check clearance is good for five (5) consecutive years, unless a criminal offense occurs.

Please use the following web address to complete and submit your criminal record check:

<https://justice.gov.bc.ca/eCRC/home.htm>. Use the NLPS access code: **UQ4T7XXBHE**



### 7:00am TO 5:30pm

Please be advised that effective May 2018, Cinnabar Valley Elementary is now DOG FREE from 7:00am to 5:30pm. We thank all families for their cooperation in this matter. If choosing to bring dogs onto the grounds after these hours please remember that your children play here too!



## POSITIVE BEHAVIOUR EXPECTATIONS

Expectations	Hallway	Playground	Washrooms	Assembly	Gym	Library/lab	Field Trips	Emergency	Classroom	Oodle Swing
<b>BE RESPONSIBLE</b>	<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 &amp; 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>
<b>BE RESPECTFUL</b>	<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 &amp; 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>
<b>BE SAFE</b>	<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>