

EARLY DETECTION SYSTEM

Early Detection was initiated for the safety and protection of your child(ren). The purpose of the program is to detect as soon as possible the whereabouts of each student not in class. For the system to operate successfully, if your child is going to be late or absent, parents are requested to:

Phone the school in the morning before 8:45 am and leave a brief message (if no one is available to answer the phone.)

- Send a note with another child in the family, or
- Give advanced notice, preferably written, of dental or medical appointments, or any absences.

LATE ARRIVALS

Students must report to the office for a “Welcome Slip” when they arrive after the announcements. We encourage students to arrive on time to have the best start to their day. Arriving on time gives students an opportunity to check in with their peers and teacher and take part in morning routines. Students who arrive late disrupt the classroom environment by requiring the attention of their teachers or classmates to assist them in getting started on their assignments or to re-teach all or part of a lesson.

SUPERVISION OF STUDENTS – morning and afternoon supervision still being confirmed Sept 4/20

At Pleasant Valley there is before and after school supervision. Morning supervision begins at 8:00 am. During very inclement weather, the library or gym will be opened. There is supervision available after school until 2:05 pm on Mondays and 3:05 pm the other days. A bell will ring to signal the end of the after school supervision and any students not yet picked up will be brought into the office. Please consider dropping your Grades 1 to 7 students off early and/or picking them up later to help alleviate the congestion in the parking lot. We ask that students arriving early or staying after school with their parents are following school rules from 8:00 am to 2:05 pm Mondays and 3:05 pm Tuesday through Friday.

STUDENT ACCESS TO THE BUILDING

As a student your presence in the building prior to 8:45 am is:

1. Subject to the approval of your classroom teacher.
2. Permissible if you are participating in a teacher-sponsored activity, e.g. sporting practice in the gym.

Note: It is our school’s policy that students, not in the company of an adult, enter and leave through their designated class exits.



PLEASANT VALLEY ELEMENTARY SCHOOL – CODE OF CONDUCT



Be Respectful, Be Responsible, Be Safe

Pleasant Valley believes that all students, staff and volunteers should be provided a safe, caring, inclusive, and welcoming learning environment that promotes the rights and responsibilities of all who learn and work together. We communicate and consistently reinforce clear expectations concerning student conduct standards. We do this in a fair and reasoned manner, using interventions that try to repair harm, strengthen relationships, and restore a sense of belonging for all concerned.

The *Nanaimo Ladysmith Public Schools 2.10 Inclusion Policy* is based on the principles of respect, acceptance, safety and equity. It “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

The *BC Human Rights Code* states that three of its purposes 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

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

Reflected in the Core Competencies of Social Responsibility, acceptable conduct includes:

- Considering the interdependence of people with each other and the natural environment
- Contributing positively to one's family, community, society, and the environment
- Resolving problems peacefully
- Empathizing with others and appreciating their perspectives
- Creating and maintaining healthy relationships
- Developing lifelong learning skills & process
- Being Responsible, Respectful and Safe (PBIS)
- Building Belonging, Generosity, Mastery & Independence (our clan attributes)
- Valuing diversity
- Defending human rights
- Interacting respectfully 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
- Respecting the law as it applies to oneself and others

Unacceptable conduct refers to behaviour that interferes with the safe and orderly environment of the school, either on a 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
- Creating unsafe conditions including verbal threats of harm (eg. swarming)
- Illegal acts such as: theft or damage to property, possession or distribution of an illegal or restricted substance, possession and/or 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

Pleasant Valley School staff use the *BC Core Competencies for Social Responsibility* as a tool to assist in the teaching of appropriate social behaviour. There is an outline of the progression of expectations held for students as they become older, more mature and move through successive grades. Students develop in their abilities to reflect, with evidence, as to where they are in their personal growth in each of the three competency areas. We use programs such as *WITS (Walk Away, Ignore, Talk it Out, Seek Help) program*, *PBIS (Positive Behaviour Intervention Supports)*, and *Successful Learner Traits* along with our clan structure to further develop social responsibility skills. The expectations are educative, preventative and allow for many opportunities to teach the same social skill in a variety of ways. (Diane - is there a move away from WITS towards the SEE SOMETHING - SAY SOMETHING strategy?)

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.”

Restorative Practices

- Focus on creating conditions for students to learn self-discipline, fix mistakes and return to the group/class/school strengthened
- Respond and address the needs of all involved including 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
- 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

Student Suspension measures used with students should be viewed the context of helping students achieve intellectual and social development. Suspension is one strategy in a more complex problem-solving process designed to support the student in changing unacceptable behaviour. 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; and 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

At Pleasant Valley, we use PBIS (Positive Behaviour Intervention System) school-wide system of expectations for Safe, Respectful & Responsible Behaviour (see below for matrix). Our expectations are taught at the beginning of each school year in an age-appropriate manner and reviewed throughout the year. Our expectations are also linked to the Successful Learner Traits of compassionate, risk taking, enthusiastic, confident, creative, strategic, industrious and thoughtful. Our PBIS matrix and successful learner traits are posted throughout the school and on the school website, and are included in newsletters. Monthly 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.

Our students, parents and staff have participated in the development and review of the Code of Conduct. 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 and available on paper). It is shared with coaches and involved members of the greater community while acting as ambassadors of the school. All volunteers 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 our school. The Inclusion Policy is the overarching policy that guides the expectations for all. As Pleasant Valley Elementary School's Code of Conduct is based on Board Policy and Procedure, it aligns with and is compatible with the Codes of Conduct in NLPS.

Processes are in place to monitor conduct to ensure codes reflect current and emerging situations and contribute to school safety. At Pleasant Valley, 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 (Satisfaction Survey) and/or school-based climate surveys to help focus school interventions to improve students' sense that Pleasant Valley is a safe, caring and inclusive school.

Student Conduct – Specific to Clothing

In accordance with the school district's Administrative Procedure AP 352 School Attire Expectations (<https://www.sd68.bc.ca/wp-content/uploads/Administrative-Procedures/300/AP-352-School-Attire-Expectations.pdf>), at Pleasant Valley School it is expected that students will dress in a manner that is appropriate and conducive to a positive and safe learning environment. Student clothing should conform to the school Code of Conduct requirements for the intended activity and should not promote drugs or alcohol, display offensive images or language, or encourage discrimination. The wearing of hats is not permitted at school assemblies and at formal school occasions. The wearing of hats at the classroom level is up to the discretion of the classroom teacher.

Student Conduct – Specific to Electronics

All student cell phones and other electronics are to be turned off & placed in the student's backpack when the student arrives at school until dismissal. If a student needs to use a phone during the day, the student phone is available in the office area. If a parent needs to contact a student, they are to call the office. Electronic gaming devices are not to be used at school. It is not permissible for students to use electronic devices to video/record/photograph other students on the school property or field trips, unless under the direct supervision of their teacher for a learning activity. Electronic devices may be used in the classroom, under the direct supervision of the teacher, with the teacher's permission. Students who do not follow the expectations will have their electronic device kept in the office until dismissal time. Repeated offences will involve parents/guardians. Pleasant Valley School is not responsible for any electronic device that is lost, stolen, or damaged while on school property.

	Hallways	Washroom	Recess / Outside	Assemblies	Classroom	Field Trips	Electronics	Emergencies
Be Respectful	<p>Quiet feet</p> <p>Quiet voices</p> <p>Hold doors for others</p>	<p>Eyes to self</p> <p>Be quiet</p> <p>Keep floors, counters and walls clean</p>	<p>Listen to the supervisors</p> <p>Take turns and share the playground</p> <p>Use appropriate language</p> <p>Include others</p>	<p>Enter and leave quietly</p> <p>Quiet voice</p> <p>Facing forward</p> <p>Eyes on the speaker</p> <p>Clap appropriately</p>	??	<p>Use manners</p> <p>Listen</p> <p>Keep personal space</p>	<p>Personal electronics turned off during school hours</p> <p>Messages handled by the office</p> <p>Use appropriately</p>	<p>Listen</p> <p>Be quiet</p>
Be Responsible	<p>Hands and feet to self</p> <p>Use correct entrance and exit</p>	<p>Report problems</p> <p>Be quick</p> <p>Flush</p> <p>Enter and leave quietly</p>	<p>Use WITS (see something/say something?)</p> <p>Dress for the weather</p> <p>Take care of and return equipment</p> <p>Use the garbage cans.</p>	<p>Participate at all times</p> <p>Use washroom before/after assembly</p> <p>Be a role model to others</p>	??	<p>Return permission slips</p> <p>Take care of your belongings</p> <p>Be prepared on the day</p>	<p>Must be supervised by staff for educational purposes</p> <p>Treat devices with care</p> <p>Use assigned devices and accounts</p> <p>Leave device settings</p>	<p>Stay calm</p> <p>Be helpful</p> <p>Follow instructions</p> <p>Keep electronic devices turned off</p>
Be Safe	<p>Keep right to be polite</p> <p>Walk with eyes forward</p> <p>Walk single file</p>	<p>Wash hands with soap (20 seconds)</p>	<p>Stay on grounds</p> <p>Line up quickly when the bell rings</p> <p>Report problems</p> <p>Hands and feet to self</p> <p>No throwing objects (Objects found on the ground, stay on the ground)</p>	<p>Follow instructions</p> <p>Sit with hands and feet to self in your own space</p>	<p>Enter and exit through assigned door</p>	<p>Stay with the group</p> <p>Follow instructions</p> <p>Remember bus/car/walking safety</p>	<p>Visit only staff approved sites</p> <p>Photograph only with staff permission</p> <p>Log off devices</p>	<p>Walk to the meeting area</p> <p>Stay with the group</p> <p>Keep hands and feet to self</p>

PBIS (Positive Behaviour Intervention System) school-wide system of expectations for Safe, Respectful & Responsible Behaviour at PVS

<i>Minor Office Referral may include one or more of the following:</i>	<i>Major Office Referral may include one or more of the following:</i>
Redirection	Problem Solving discussion
Warning	Private conference
Moving to a different location	Time Out from class or playground
Time out in class	Loss of privilege (including field trips)
Problem Solving discussion	Alternative placement (different classroom)
Loss of privilege	Parent onference
Think Sheet	Community (School) Service
Parent contact	Restorative Justice Session
Community (School) Service	Suspension – in school or at home

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. Students evacuate the school in an orderly fashion and gather at a designated place.

EARTHQUAKE DRILL

Earthquake Drills are conducted during the school year. Students have a practiced procedure to follow. Teachers and students move to the field away from buildings and overhead power lines. Student Release Forms must be completed and updated by all parents/guardians, as in the event of an earthquake, students will only be released to the individuals listed on this form. All parents or designated guardians who come for students must have them signed out at the office or at the alternative Student Release Station at the entrance to the school yard. Signs will be posted if this alternative location is being used.

EMERGENCY CLOSURE PROCEDURES

Occasionally, schools are temporarily closed on short notice for emergency reasons. A heavy snowfall is the most frequent reason for emergency school closure, but individual schools can also be closed because of a power outage or furnace breakdown. ***Announcements will be made by 7 am on local radio stations (i.e. Wolf 106.9, Wave 102.3), and posted on the school district website along with Twitter and Facebook.** Parents should make sure that the school has current telephone numbers and that students have an alternate place to go if necessary.

MEDICINE AT SCHOOL/MEDIC ALERT

Children at times require prescription or other medications while at school. There are regulations that must be adhered to for these circumstances. *Arrangements can be made for school personnel to administer medication to students; however, parents must first provide written authorization on the Approved School District 68 form. These forms are available from the school office*

PHONE USE

Students may use the school phone with permission from their teacher. The phone is not to be used to arrange for rides home (except in special circumstances), or for permission to play at a friend's house; these plans should be made in advance. Students must get a "phone pass" from their teacher, check with the front office staff, and then use the phone. At school, students should be using the school phone and not individual cell phones. If parents need to contact their children during the school day, we ask that they phone and leave a message at the office. (see Electronic Devices Policy below).

LOST AND FOUND

Students lose a large number of articles each year. Students and parents are invited to look through the Lost and Found at any time. Lost articles are periodically spread out along the hallway for students to view and any unclaimed items donated.

CARE OF SCHOOL PROPERTY

Students borrow library books, are issued textbooks, and use school supplies and equipment (including gym equipment and technology). It is the student's responsibility to take care of any item that is on loan to them. Students who carelessly or willfully lose, deface, or destroy books and other school property, will be required to pay the replacement cost.

'WHEELS' – BICYCLES, SCOOTERS, WHEELIE SHOES & SKATEBOARDS

All wheels should be walked on the school grounds. Wheels are not permitted on the school grounds during the day, except in special circumstances, due to the risk of injury. Bicycles should be placed in the bicycle rack or along the inside of the fence bordering the parking lot and should be locked up. There is limited storage available for other 'wheels'. Please be sure that your child wears a proper fitting bicycle helmet when using 'wheels' to get to and from school. Wheelie shoes are also considered wheels at school. The wheels of the shoes must be inside the shoe during the school day.

ELECTRONIC DEVICES POLICY

Our focus at PVS is on healthy, active living and we encourage active, physical play and positive social interactions. For this reason, all electronic devices, including hand-held games, that are brought to school must be turned off and kept in backpacks during the school day (8:45 – 2:37), including recess breaks. Staff have the discretion to use devices for instructional and learning purposes. The school shall not be liable for the loss, damage or misuse of any electronic device brought to school by a student. At school, students should be using the school phone and not individual cell phones (see Phone Use above).

HOMEWORK POLICY

Primary: There will be very little formal homework in the primary grades. This follows Ministry of Education guidelines. This is, however, a good time to establish the importance of reading nightly.

Intermediate: Homework is a task assigned to the student to do on their own time, after school hours, as an extension of their classroom work. The Ministry of Education guidelines indicate 30 minutes/per day on average. This matter, however, is at the discretion of the teacher. Parents should take the opportunity to look through the school planner (see below) to become aware of assignments given and due dates assigned. It is recommended that all students set aside a certain time and place each day for doing schoolwork or to read, whether assigned or not. It helps students develop responsibility for their own learning.

HOME-SCHOOL COMMUNICATION BOOK

All students in Grade 1 through Grade 7 are asked to purchase a Student Planner. Students will regularly write in assignments, deadlines, and upcoming events. Often teachers communicate with parents through the planner and we encourage parents to do so as well. Parents are encouraged to:

- Ask to see the Student Planner daily. Provide encouragement and guidance to help your child use the Planner properly and fully.
- Help your child to keep track of important out of school activities and special days.
- Use the Planner to communicate with your child's teacher.
- Initial the planner daily or weekly (depending on the need of the child)
- Please do not sign the planner unless you have checked if required work is complete.

ASSESSMENT OF STUDENTS' PROGRESS

In Nanaimo Ladysmith Public Schools, we are moving from a model of 'reporting to parents' to 'communicating student learning with parents' on an ongoing basis. We are supporting educators to provide parents with timely and responsive communication of student learning throughout the year, following district policies and procedures. Parents will receive two written reports (Progress Report in January/February and Summative Report in June) that include descriptive written comments and a summary of student progress along a proficiency scale. Student progress will be reported in relation to widely held grade level expectations and the Learning Standard's from the New BC Curriculum. Parents will also receive 'Ongoing Communications of Student Learning' a minimum of 3 times per year in each of the core subject areas (Language Arts, Mathematics, Social Studies & Science), that adhere to the following four criteria: includes authentic evidence of learning, explicitly references the Learning Standards, includes student voice, and includes descriptive feedback. In addition, conferences with the teacher and/or student led conferences are scheduled for all parents in the fall and either party may request a meeting at other times during the year.

For more information on the BC Curriculum, please visit the Ministry of Education website at <https://curriculum.gov.bc.ca/>

For more information on the NLPS reporting guidelines, please visit the NLPS website at https://www.sd68.bc.ca/?page_id=8822 (New Curriculum and Reporting found under the Students & Parents tab).