



Quigley Elementary Student-Parent Handbook 2021-22

www.qge.sd23.bc.ca

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QGE's Mission in partnership with our community, is to encourage and challenge our students within a safe and positive environment to achieve their potential as lifelong learners and responsible citizens.

Central Okanagan Public Schools' Mission is to educate students in a safe, inspirational learning environment where each student develops the knowledge and skills to be a lifelong learner and healthy productive member of our global society.

QGE's Values – Belief Statements

- The ability for learners to see connections between the formal learning environment and the wider environment and society is important for learning. The “authentic learning” promotes deeper understanding.
- The learning environment must recognize learners as the core participants, and encourage students to construct their learning through engagement and active exploration.
- Complex knowledge must be scaffolded to allow learners to construct understanding over time.
- Learners are **the** central players in the learning environment and therefore activities must center on their cognition and growth.
- Learning calls for a mix of pedagogies, which include guided and action approaches, as well as co-operative, inquiry-based, and service learning.
- Emotions are integral to learning. Learning professionals must be highly attuned to the learners' motivations.

Central Okanagan Public Schools' Cultural Values

Honesty is the building block for relationships and is the basis for trust. It is the absence of falsehood and the action of full disclosure. It is the ultimate test of moral strength. When honesty is present, integrity will also be apparent.

Responsibility is being accountable for our actions and their consequences. When we demonstrate responsibility, we are doing our best to meet the expectations of ourselves and others.

Respect is "to consider worthy of high regard". Being respectful is an attitude of honouring people and caring about their rights.

Empathy is a feeling of concern, compassion and understanding of another's situation or feelings.

While recognizing individual situations and differences, **Fairness** is ensuring impartiality where everyone plays by the same rules.

Central Okanagan Public Schools' Attributes of a Learner in the 21st Century

A **Learner** is one who is engaged, resilient, and seeks to understand through:

- Literacy, Numeracy, and Subject Competencies
- Information, Media, and Technology Literacy
- Self-Direction, Work Ethic and Accountability
- Healthy Lifestyle
- Financial Literacy

A **Thinker** is one who analyzes, makes connections, inferences, asks questions, and transfers knowledge through:

- Critical Thinking and Problem Solving
- Open Mindedness and Reflection
- Flexibility and Adaptability

An **Innovator** is one who sees possibilities and generates original ideas with value and through:

- Curiosity and Imagination
- Creativity, Design and Performance
- Initiative and Entrepreneurship

A **Collaborator** is one who excels at working with others to create new understanding through:

- Appreciating Diversity
- Effective Communication
- Interdependence
- Relationship Building

A **Contributor** is one who excels at working with others to create new understanding through:

- Finding, Following, and Sharing Passions
- Respect, Empathy, and Kindness
- Integrity and Ethical Behavior
- Civic and Environmental Responsibility
- Embracing Diverse Cultures and Lifestyles

**QGE School Inquiry / Focus for 2021-2022 **

How can we better communicate student learning to students and parents?

Articulate and develop our communicating student learning (CSL) process (2018-2022).

- a) Continue to collect feedback after each reporting period and further refine our process.
- b) Further refine the use of student portfolios and the explicit link of student work to the core competencies and growth mindset.
- c) Form a CSL Staff Advisory Team to guide professional learning through the school year that meets our needs.

How can we help our students develop a growth mindset around number sense?

Explicitly instruct growth mindset and integrate this approach to learning into the design of numeracy lessons and assessment practices (2017 – 2022).

- a) Develop assessment tools to collect data on the impact of growth mindset on numeracy achievement and share this data with the QGE school community.
- b) Each teacher works to increase the use of open, rich tasks when working on the math curriculum.
- c) Each teacher works to increase the use of open, rich tasks when working on other curriculum areas.
- d) Each teacher works to access and increase the use of the STEAM / Maker Space (COVID dependent).
- e) Replicate the co-plan / co-observe model of lesson design focusing on capturing student learning during open rich tasks.
- f) Form a Numeracy Growth Mindset Staff Advisory team to guide professional learning through the school year that meets our needs.

How can we build student capacity to use effective strategies to improve self-regulation and executive functioning?

Introduce Play is the Way to all students to reinforce Zones of Regulation, Growth Mindset and 7 Habits of Effective Students through PE classes, as well as in regular classrooms so that the initiative is in a full school implementation mode (2019-2023).

- a) Form a SEL Staff Advisory Team to guide professional learning through the school year that meets our needs.
- b) Further develop our ReBoot room for K - 5 access and find ways to further integrate SEL into daily classroom instruction. Ensure the ReBoot room and Hallway Walk structures are being used appropriately, and at the appropriate time, for all students.
- c) Highlight and share components of the PITW program with students, parents and staff through bulletin boards, assemblies, announcements, emails and newsletters.

QGE RESPECTFUL LEARNING ENVIRONMENT

The students and staff in our school deserve to learn and work in the best environment we can provide. Students and staff in our school have the right to:

- **Be treated with kindness and care.**
You have the RESPONSIBILITY to treat others the same way.
- **Learn and work in a disruption free environment.**
You have the RESPONSIBILITY to listen, to ask questions, and to learn and work without disrupting.
- **Know what is expected of them in every area of the school (code switching).**
You have the RESPONSIBILITY to follow all expectations and make the school community a better place for everyone.
- **Be protected from physical harm.**
You have the RESPONSIBILITY not to physically harm yourself or others.
- **Be protected from verbal abuse.**
You have the RESPONSIBILITY to treat others with dignity, worth and respect.
- **Have their personal property protected.**
You have the RESPONSIBILITY to respect the personal property of others and to accept their right to privacy.
- **Have access to technology in order to enhance their learning experience.**
You have the RESPONSIBILITY to respectfully, safely and appropriately use the technology and District network/resources only as tools for learning (Central Okanagan Public Schools Policy 486).

At QGE, we believe student behavior is the responsibility of all members of the school community: students, teachers, staff, administrators, and parents. We believe that every person has the ability to learn, change, and ultimately interact in ways that foster the academic environment that QGE requires. Of paramount importance to all of us is the safety of the students: physical, emotional, and social. As such we expect every member of our school community to demonstrate respect for yourself and others, respect for learning, and respect for property and the environment.

QGE values and encourages individual differences. The school promotes values expressed in the BC Human Rights Code respecting the rights of all individuals in accordance with the law - prohibiting discrimination based on race, colour, ancestry, place of origin, age, political belief, religion, marital status, family status, physical or mental disability, criminal conviction unrelated to employment, sex or sexual orientation - in respect of discriminatory publication and discrimination in accommodation, service and facility in the school environment.

Student Conduct - PBIS

We use a Positive Behaviour Intervention Support (PBIS) model at QGE. Within this model, a behavior expectation matrix is displayed throughout the school and reviewed regularly with students. The matrix outlines the appropriate behaviors and expectations in different areas and situations throughout the school. The model encourages teaching and rewarding positive behaviours, rather than focusing on negative behaviours.

Quigley Elementary Behaviour Matrix									
	Classroom	Gymnasium	Hallways	Library	Playground	Field Trips	Eating Time	Washroom	Assembly

Respect Yourself	Listen actively Use your best effort Remember 'yet' Be prepared to learn Stay in the green zone	Listen and follow directions Use equipment properly	Walk on the right side Walk at a reasonable pace	Find just right books Find books you love to read Read	Keep hands, feet and body to self Be active Walk bikes, scooters, skateboards, wheelies	Be on your best behavior	Remain seated in your desk Eat your lunch Eat healthy food	Do your business and leave Clean your hands with soap and water	Remain focused Use your eyes, ears, and mouth to listen actively
Respect Others	Use the appropriate volume Say and do nice things Cooperate with others	Be aware of other people's personal space	Move in a way that does not disrupt the learning of others Use a quiet voice at all times	Use a quiet voice Return books on time Share great books with others	Sharing is caring Include everyone Be nice	Listen to the bus driver Say please and thank you	Use a quiet voice Be aware of food allergies in your class	Hit the Target Flush it Away Respect the privacy of others	Find your personal space Use the washroom before/after assembly
Respect the Environment	Clean up your area Put supplies in the proper place Put away your chair Be a helper to keep the class clean and organized	Put your equipment away	Hand off walls and displays Pick up garbage off the floor	Push your chair in Put away books and resources Be kind to books	Put your garbage away Return all equipment	Leave the place a little bit nicer than you found it	Clean up your area Are a when the bell goes	Throw garbage away Make sure to turn off the water Use soap wisely	Take all your personal items with you when you leave

Modeling appropriate behavior is the best method for teaching expectations. When student behavior is inappropriate, we always seek first to listen to the student and try to understand his/her behavior. Every behavior issue is an opportunity for both teaching and learning. We are firm, but fair; and recognize that fair does not always mean the same for every student. Disciplinary decisions made by teachers and

administrators are determined after a due and fair process taking into consideration the developmental stage, history, needs of the student, the seriousness of the infraction, and school safety. Students should always be treated with respect and dealt within a caring context of how to help/support. At the same time, it is important for consistent, fair, and logical consequences to be implemented when students violate the code of conduct (rights and responsibilities / behavior matrix).

The school may choose to use meetings, written reflections, action plans, restitution plans, detention, suspension, and the temporary suspension of rights as ways to discipline students who abuse their rights and responsibilities. Major infractions of rights and responsibilities (bullying, substance abuse, fighting, vandalism, carrying weapons, theft, threats, and chronic misbehavior) will be dealt with in a serious manner. Prior to being categorized as major, chronic misbehavior will have been given due process: intervention from the teacher, counselor, administrator, and/or parents. Consequences for major infractions may include suspension and/or indefinite suspension. In addition to our school based guidelines and expectations, students and parents at QGE will be made aware that more serious violations of the Code of Conduct will be dealt with in accordance with Central Okanagan Public Schools discipline regulations (Policy Reg. 5600). Parents will be informed of all serious issues and the process used for establishing appropriate consequences; they will be expected to support the school's decision with respect to those consequences.

Restitution is an important component in the process of resolving issues and building our sense of community. Restitution requires the student to restore the relationships affected by his/her actions. Sometimes this means acknowledging the effects of the infraction, accepting responsibility for the behavior, investing time in rebuilding relationships, and compensating for damages done by the behavior. An important stage in the restitution process includes reflection.

In order to systematically 'catch students behaving appropriately', we use 'Starbucks'. Starbucks is an incentive coupon that is presented by teachers, staff, and special guests to a student in recognition of their positive behaviour.

Safety

Togetherness

Achievement

Respect

Every week we draw names of students who have received Starbucks and the winners get to claim a prize from the treasure chest.

Conduct on Field Studies

A field study is a carefully planned excursion by the classroom teacher to support the school curriculum through an alternative to the classroom experience. Students are expected to abide by the same behaviour guidelines as they would in their classroom (see matrix). Further, students represent the school when they are in the larger community and are therefore expected to conduct themselves appropriately and in a manner which brings pride to the school. Students unable to follow behaviour guidelines at school or on field studies may lose the privilege of participating in future field experience and will instead remain under supervision at school or at home with parents. Parents will be informed if this situation occurs. This also applies to sports events held at other schools.

Conduct on Inside Days – Bad Weather

Students will be allowed to remain indoors during lunch and/or recess as determined by the principal. On Indoor Days, students will be expected to:

- Follow normal Lunch Eating expectations
- Remain in their classrooms, unless supervised in another area of the school
- Play or work quietly, remembering our rules of respect for others, themselves and the environment.

Conduct at Lunch Time

In keeping with Central Okanagan Public Schools Healthy Foods guidelines, it is recommended that all students bring a nutritious snack. Please be aware of school-wide and classroom alerts concerning food allergies. While eating in their classrooms, students are expected to:

- Sit at their own desk
- Speak with their 'quiet' voice
- Raise their hand if needing to get a drink or use the washroom
- Clean up their own desk area and wipe off their desk when the bell rings.

Students who repeatedly violate lunchtime expectations will be removed from the class to eat in an alternate area. Student monitors will be utilized in K-3 classrooms, in addition to adult student supervisors.

Wheels on Campus: Bikes, Blades, Scooters, Wheelies, Skate Boards, Long Boards, etc...

Helmets are mandatory when using personal forms of wheeled transportation to/from school. Students must have a good locking device to lock up a bike in the cage. ALL students and adults are to dismount and walk or carry their bike, roller blades or skateboards on the school property. Shoes with "wheelies" fall into this category, and are not to be used on the school grounds or in the school. Thank you for reinforcing these safety measures with your child.

Dress Code

Our appearance reflects our good judgment and our respect for self and others. We ask our students to keep in mind that school is a "workplace" and that our attitude toward school is reflected in the way we dress. Following are the guidelines for dress at QGE:

- Clothing should be conducive to learning, not distracting from or disruptive to the learning process, intimidating to others, or make any other student/adult uncomfortable;
- Clothing, jewelry or head-gear with words or symbols which distract from the educational climate is not acceptable (e.g., messages related to alcohol, drugs, violence, racism, sexism, or hatred towards others, etc.);
- Proper footwear (no flip-flops) must be worn for health and safety reasons. Students need one pair of indoor runners. We encourage our kids to stay active during recess breaks and it is best for their health to have runners for inside and outside activities.

Students, staff or visitors who do not meet the dress code will be respectfully required to change into more appropriate attire or asked to leave the property.

STUDENT SUPPORT AND SERVICES

School-Based Team

The school-based team (SBT) is a support and referral committee consisting of the learning assistance teacher, administrator, counselor, resource teacher, social emotional learning teacher, additional district staff as appropriate and the parents or guardians and teacher of the referred student when appropriate.

The SBT is guided by the following principles:

- All learners can learn.
- Differentiated instruction and formative assessment are essential to good teaching.
- Learners need to be engaged in fun, meaningful learning activities.
- Collaboration and teamwork are essential to support teachers.
- We must establish a safe and trusting environment in order to build a student's confidence and sense of value.
- Every student should be considered a valuable member of class. An inclusive environment is rich in social and emotional benefits for everyone involved.
- Members of the SBT have the responsibility to help teachers appreciate a student's needs and build relationships.
- Members of the SBT have a responsibility to act as an advocate for teachers and students.
- Parents can be a pivotal member of our team.

Learning Assistance Program

The Learning Assistance Teacher (LAT) provides direct support to students who have been diagnosed with a learning disability, but also works closely with teachers to support all learners. Supporting the teachers can be in the form of guidance or advice on resources, working with small groups of students in or out of class, working with the whole class, and/or providing initial screening assessments and subsequent referrals.

Student Support Teacher

Students with severe learning and physical challenges will be managed by the Student Support Teacher (SST). The SST works with teachers, CEA's, and parents to develop Individual Education Plans (IEP's) for each designated student. The SST is a resource to assist both in and out of the classroom.

School Counselor

The School Counselor is available to offer support to students with social, emotional and behavioural concerns. The counselor will consult with the parent and teacher, observe the child, and potentially offer site-based support to the family. The counselor is only permitted to provide short-term direct counseling support to students and families, but is an excellent resource with respect to referring families to the appropriate outside agencies.

Social Emotional Learning Teacher

The Social Emotional Learning Teacher (SEL) helps individual and small groups of students further develop their emotional regulation and executive function skills. The SEL is a resource to assist both in and out of the classroom.

Standardized Assessment

In alignment with District protocol teachers are responsible for a number of assessments throughout the year to ensure that students are progressing according to broader defined norms. Students in Kindergarten through grade 3 participate in the Early Learning Profile (ELP) assessment which ensures each student has the readiness skills for literacy and numeracy. Students in grades 3 - 5 participate in the School Wide Writes (SWW) which measures a student's written ability relative to students across the district. Finally, grade 4 students participate in the Foundational Skills Assessment (FSA) which measures a students readiness skills in literacy and numeracy relative to students from across the province. We use all of these different measures to ensure your child is receiving the appropriate types of support and services as they progress on the learning journey.

HEALTH AND SAFETY

Safety at QGE

Creating and maintaining a safe and caring environment at QGE is our number one priority. The responsibility for this lies with every member of our school community. Please immediately communicate any concerns you observe, but also take immediate action when there is imminent danger to ensure all of our community members are safe. Common sense should always be the guiding principle.

Medical Treatment of Students

Emergency Action

Parents are required to report their children's health problems to the school if the problem will impact the learning of the child or the learning of others. Where necessary, the public health nurse ensures a medic alert form is prepared listing the steps to be taken in case of an emergency.

In a serious emergency, a school employee may call for an ambulance or transport the student by taxi or private car if an ambulance is not available. The student's parent/guardian(s) must be notified immediately. The parents/guardians pay for the cost of the ambulance.

Medication

If parents require a staff member to administer medication at school, the following steps should be taken:

- It is the parent's responsibility to have a Request for Administration of Medication at School form 5710(1) completed and returned to school. This form must either be signed by the physician or have attached to it a copy of the pharmacy label.
- A child's medication must be provided in a container carrying the prescription label provided by the pharmacist and stored in the office.
- A log containing the name of the child and the schedule of self-administration shall be kept in the school office.

Under no circumstances can a staff member supply a student with any prescription or non-prescription medication (eg. aspirin, cough syrup).

Minor Incidents

It is very common for students to get bumps and bruises while playing with their friends on the playground. We care about every student and will make sure they are okay; usually they just need a little TLC, band-aid or ice pack. If it is a more serious injury or they really need to talk with a parent in order to calm down, we will definitely chat with you. In every case of serious accidents, including any head or dental injury, we will notify you as soon as possible so you are aware of the situation.

Fire, Earthquake and Lockdown Drills

We hope we never have to use our safety drills, but to be prepared we practice three fire drills, one earthquake and one lockdown drill every fall and spring. In the event of a real emergency, we will send out information to parents as soon as possible through our email and SMS system. Please try not to call the school as this may 'jam' our communication system and make it very difficult for us to call out of the building to get the support we may need. In the event we need to evacuate the school and property, our off-site emergency gathering spot is just down the road at the Hollywood Road Education Services and Board Office building.

OTHER VALUABLE INFORMATION

Assessment Philosophy

At Quigley Elementary, we believe it is important to embed the core competencies (communication, creative and critical thinking, personal and social awareness) into our daily work, to instill a growth mindset in our learners (never give up, make the most of their mistakes, embrace challenges), and to communicate learner growth in meaningful ways.

When it comes to communicating student learning, teachers determine where a child is at and develop a game plan for learning. Each student does not necessarily do the same thing because we recognize that students are unique individuals who start at different places, progress at different rates, and learn in different ways.

Rather than using a traditional mastery scale (not yet meeting, approaching, meeting, exceeding), we use strengths-based evaluation criteria that highlights the level of effort and independence displayed by the learner:

Acquiring: Student requires teacher direction and support to acquire skills. (*I am just getting started. I learn best with help.*)

Developing: Student is learning to practice and apply skills with some teacher guidance. (*I get some of it. I am beginning to do more and more on my own.*)

Refining: Student is refining skills with increasing consistency and independence. (*I get most of it. I can do most of it on my own.*)

Mastering: Student consistently and independently demonstrates competency in applying skills. (*I get it. I can do it on my own every time.*)

Extending: Student takes ownership and self-initiates innovative use of skills. (*I use what I know to create something new or that impacts others.*)

This scale is not an equivalent to traditional letter grades.

More importantly, our assessment focus is on providing descriptive feedback that supports growth. Descriptive feedback guides learners to improving outcomes by developing next steps in the learning journey. Research indicates descriptive feedback raises student achievement, while letter grades do not. Further, experts suggest grades tend to diminish students' interest in whatever they are learning, reduce the quality of student's thinking, and create a preference for the easiest possible task. This is why we do not focus on letter grades or numerical marks. Our mid-year reports and June Final report will continue to use strengths-based language that our community values. We want our students to be intrinsically motivated, not measuring themselves by percentages but by their growth as learners. We will not issue letter grades, unless specifically requested by a parent of an intermediate student at the end of the year or when that student leaves our school community.

Classroom teachers will formally welcome parents into the learning partnership between student-teacher-parent during the first term of the school year through a Student-Led Open House for communicating student learning. At the Open House parents will get a chance to meet the teacher, learn about classroom routines and expectations, explore the curriculum and core competencies, and work collaboratively with the student and teacher to develop personalized learning goals for their child. These goals will play a part in guiding the learning journey for their child throughout the school year.

Portfolios play a significant role in highlighting student growth. Each portfolio is a purposeful collection of a child's work showcasing their learning. It is not a display of random work, but rather a carefully chosen selection documenting the learning journey and highlighting the growth of each child as a learner. The portfolio is utilized as a communication tool between student-teacher-parent, and the reflective nature of self-assessment is an integral component of the portfolio and learning journey for each student. The portfolio will include student goals established by the student-teacher-parent team, samples of student work demonstrating both growth and mastery over the course of the school year, and self-assessments with respect to the goals, student growth, and core competencies. The actual format of the portfolio

(digital or paper-based) and sharing of the portfolio through a student-led conference will vary depending upon the grade and teacher. A student-led conference will occur in the middle of the school year.

Report cards will include anecdotal feedback concerning the student's strengths, contributions, and relationships with others, and outline how the child approaches the learning process; strengths-based feedback on the curricular competencies for literacy, numeracy; and a student generated reflection on progress towards goals and learning growth.

The end of year Final report card will include anecdotal feedback concerning the student's strengths, areas for further growth, and ways to support further learning; strengths-based feedback on the curricular competencies for all subjects; and a student generated reflection on progress towards goals and learning growth.

Our teachers encourage communication between home and school throughout the year and are available to discuss a child's learning progress as needed. In addition to the formal reporting periods outlined above, our teachers try to communicate on a regular and ongoing basis through email, newsletters, or social media platforms. We believe it truly takes a village to raise a child and only by working together can we help every child develop to their full potential.

Attendance

If students are not at school they will be missing out on valuable learning opportunities. We need them here in order to learn. There is a very high correlation between a child's attendance at elementary school and their attendance at high school and in the work world beyond public education. Getting to school on time every day is an important life skill. Please make sure your child arrives on time every day.

Teachers do attendance first thing in the morning and report all absences to the office. Our automated Safe Arrival system then begins making phone calls home to make sure absent children are actually safe at home and not lost enroute. As you can imagine, this can be a very time consuming and stressful situation, especially if a child is missing! Please help us out by using the School Messenger app to report absences in advance (see the school website for details). After the 8:30 am bell, all students arriving late are required to sign in at the office.

If your child needs to leave school early one day, a parent or guardian is required to sign the child out from the office.

Awards

QGE issues recognition awards for intermediate students who meet the following criteria:

Academic – mastering or extending in every core academic subjects on the final report card;

Citizenship – participates in a number of clubs/teams during the term and demonstrates a willingness to support school initiatives or offer service to the school;

Work Ethic – mastering or extending in all work ethic / self-regulation area on the final report card;

Most Improved - demonstrates the most growth in an area of teacher choice over the course of the school year.

All grade 5 students receive a certificate of completion at the end of year assembly.

Bell Schedule

8:15 am	NO BELL - Supervision Begins
8:25 am – 8:30 am	Entry Bell and Classes Begin
8:30 – 8:45 am	NO BELL – MindUp or Calming Time or DPA
8:45 – 9:30 am	NO BELL – 2 nd period
9:30 – 10:15 am	NO BELL – 3 rd period
10:15 – 11:00 am	NO BELL – 4 th period
11:00 am – 11:30 am	Play First, Eat Later – Outside Time
11:30 am – 11:55 pm	Eat Lunch

11:55 am – 12:45 pm	Begin 5 th period
12:45 – 1:30 pm	NO BELL – 6 th period
1:30 pm – 1:45 pm	Active Living Recess Break
1:45 – 2:30 pm	NO BELL – 7 th period
2:30 – 2:45 pm	Dismissal / Supervision Begins
2:45 pm	Supervision Ends / Report to Office if not picked up

Board Policies

All Board of Education policies are available on the District website (www.sd23.bc.ca), but two specific policies concerning the appeals process and financial hardship are also available on the school's website.

Calendar

Calendars are produced and approved annually by the Ministry and School District. The QGE Calendar is available on our website and kept current with events which impact the majority of the school. We also email home a weekly Week At A Glance (WAAG) with more details.

Communication

At QGE we encourage open and honest communication. We believe parents, teachers, and students are an integral part of the school community, and as such we endeavor to keep all stakeholders informed about the school. We use a variety of tools for communication, such as:

School Newsletters: A school newsletter with a calendar is published at the beginning of each month. Newsletters are sent home by e-mail to parents that have registered an email with the school. Families that do not have computer access may obtain a hard copy of the newsletter from the office.

Class Newsletters: Most classroom teachers send home weekly or monthly bulletins, particularly through the digital portfolio platform that the class is using (FreshGrade, SeeSaw, Google Classroom). Classes also use student agendas (Reminder Binder) to communicate daily homework or notices/updates.

Week At a Glance (WAAG): A WAAG featuring a calendar and news for the next week is emailed to parents every Friday.

Communication Chain

The best tool for resolving issues is communication – seek first to understand, before trying to be understood. Direct communication between the significant parties, with respect to issues, should always be utilized first. If a parent, teacher, or student brings a concern about another member of the school community, the administration will always endeavor to redirect the concern first and foremost to the party involved. If the issue cannot be resolved through direct communication, then the concern should be brought to the attention of the administration who will endeavor to mediate the situation.

Fees and Supplies

We try to minimize costs at QGE for all families. Our PAC does an amazing job of raising funds to cover the costs of most field trips, so we rarely request parents to pay for outings. We only ask families to support the school financially through the district cultural fee (\$10) and student supplies (\$35). The cultural fee provides students with four different cultural experiences through the school year in our QGE gymnasium. The student supplies fee provides students with all the school supplies they will need for the entire school year. Both the cultural fee and school supplies may be paid online via the school website (<https://centralokanagan.schoolcashonline.com/>).

Homework Policy

Homework is an important part of the academic program and has several purposes:

- to complete work not completed in class
- to check, review, and practice students' understanding of material taught in class
- to prepare for future lessons
- to complete a long term project
- to increase reading practice

The important fact is that students who complete homework on a regular basis develop sound work habits and tend to be successful in other life endeavors. The amount of homework given per day is dependent upon many factors, and ideally is customized to the individual needs of the student. However, research suggests some general guidelines (up to 10 minutes per grade):

K – 1: 5-10 minutes of reading per night (parent reading to the child or child reading to parent when appropriate)

Gr 2 – 3: 10 – 30 minutes per night, including daily reading at night

Gr 4 – 5: 20 – 50 minutes per night, including daily reading at night

Parent Advisory Council (PAC)

We have a very active and fun PAC. We encourage all parents to get involved in our school community. The PAC meets monthly in the school library to discuss upcoming events, school policies and pressing issues. The PAC also organizes a number of fundraising events such as hot lunches, craft fairs, movie nights and a variety of product sales. We always need volunteers to support the wide range of PAC initiatives. Please get involved! Visit the PAC website at <http://www.qge.sd23.bc.ca/Parents/PAC/Pages/default.aspx>.

Technology in the Classroom

As per Policy 486 "Student Use of Electronic and Social Media Communication", student use of personal electronic devices during instructional time is up to the discretion of the classroom teacher. If the teacher chooses to allow the use of electronic personal devices, it should be for educational purposes. Outside of instructional time, it is the policy of QGE that students are not permitted to use personal electronic devices. If brought to school, students must keep them in their backpacks while on campus. QGE is not responsible for lost, stolen or damaged devices.

Telephones

Students must obtain permission from the classroom teacher before using the office phone. Calls are to be of an emergency nature only. After school visits and extracurricular activities are not considered emergency circumstances. If a need arises for the student to go home, the teacher or secretary at the request of the teacher must make the call.

Volunteers Criminal Record Check

All parent/guest volunteers are required to complete a School District Criminal Record Check application form. Any parent/guest volunteer driving students must complete a Criminal Record Check and a Drivers Declaration Form. These forms are at the office. Guests must sign in at the office.