

QUISPAMIS ELEMENTARY SCHOOL

STUDENT and FAMILY HANDBOOK



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QUISPAMIS ELEMENTARY SCHOOL COMMUNITY

Q.E.S. Mission: We connect and inspire. We learn and succeed. We lead!

Q.E.S. Vision: We build leaders by igniting a passion for learning in a community of caring and respect.

Our Mission and Vision are words by which we live. Students enter our school community with a zest for learning. They are curious about what they see, hear, touch and smell. We foster that curiosity by connecting with each other and our community. We respect the diversity, curiosity, inquiry, and analysis students have about themselves, their peers, and the world around them. The world is here to explore, and we guide students in understanding its interconnectedness. QES encourages student-led, inquiry-based investigations to make connections with what the student already knows and to increase their knowledge about what interests them. We learn from each other, and we respect the authenticity of inquiry from which individual passions grow.

In an inquiry-based learning environment, the teacher's job is not to provide the knowledge, but to help students along the process of discovering knowledge. With inquiry, neither the students nor the teacher knows exactly the direction their learning will take or where it will lead and end. The steps are not predetermined, and the amount of learning that can potentially take place is unlimited. Teachers facilitate the process and guide students in the right direction all the way along. In the end, the result is students becoming leaders of their own learning, and deep thinkers about their world. This is how we promote creativity, build leaders, ignite passion, learn and succeed in the fast paced ever changing 21st century landscape we live in.

By creating a community of caring and respect, we strive to ignite a passion for learning in every child. At QES we support the teaching of personal positive traits and citizenship skills. These support students in becoming more responsible and independent and helping one become interdependent (successfully working with others). Furthermore, they emphasize balance in life and supporting a healthy lifestyle.

UNACCEPTABLE BEHAVIOURS	POSSIBLE CONSEQUENCES/INTERVENTIONS
<ul style="list-style-type: none"> • Intentionally causing injury to others • Obscene/threatening language or gestures • Open defiance of teachers and other school personnel • Vandalism • Throwing objects inappropriately (snowballs, rocks, etc.) • Disruptive behavior in the classroom • Unsafe use of playground equipment • Theft 	<ul style="list-style-type: none"> • Apology (oral or written) • Re-teach/practice appropriate expectations or routines • Reflection activity • Recess/noon attention • Community service (grounds clean-up, chores) • Parent contact • Individual behavioural plan • Pay for damages/repairs • Warning of or suspension from school in serious cases. • Police may be contacted in cases of violent acts, dangerous objects or stealing

School Wide Behavioural Expectations

At QES, we follow the best teaching practices for academics as well as behaviour.

This process of teaching includes:

➔Set expectation ➔Teach/Model ➔Practice ➔Acknowledge success ➔Repeat (often)

As part of creating a Positive Learning Environment, QES has behaviour standards that are expected of all students. As a general rule of conduct, all students are expected to behave in a respectful, responsible and safe manner toward fellow classmates, teachers, and visitors. In essence, students are to treat others in a manner that they would have others treat them. Students are also expected to participate in learning opportunities and consistently and punctually complete schoolwork, including home assignments, to the best of their ability.

On a regular basis, school staff teaches, recognizes, and encourages respectful behaviours. Our code of conduct is: **BE RESPECTFUL, BE RESPONSIBLE, BE SAFE** and will be using these statements to assist with teaching our school routines and expectations in the fall and throughout the school year.

Two resources are used school-wide in every classroom, outside on the playground, in the gym and on the bus, to learn positive and proactive behaviours are Zones of Regulation and WITS.

Zones of Regulation

This resource was developed to help students gain the skills necessary to be able to self-regulate their actions, which in turn leads to increased control and problem-solving abilities. Students identify their feelings towards sensory input from the environment, process the information, and then respond in ways in which they are expected by others. Students learn to label their 'states' by one of the four zone colors, and in turn, learn appropriate responses to their feelings while in this zone. Our goal is to remain in the 'green' zone.

Blue Zone	Green Zone	Yellow Zone	Red Zone
Sad, sick, tired, bored, moving slowly	Happy, calm, feeling okay, focused, ready to learn	Frustrated, worried, silly/wiggly, excited, loss of control	Mad/angry, terrified, yelling/hitting, elated, out of control

WITS

WITS is an acronym which stands for the following: W – walk away, I – ignore, T – talk it out, S – seek help. This program teaches students strategies for when conflict arises in the playground, on the bus, at the bus stop, in the hallway, anywhere! Students are encouraged to 'use their wits' to work it out before they seek help from an adult. WITS emphasizes the importance of "seek help" from a safe adult if you feel unable to solve the conflict or if it begins to escalate. As all things taught, students are given scenarios that enable them to practice using their WITS, so they are prepared in real life situations. We set the expectation, teach/model, practice, and then celebrate success!

Responding to Behaviour

QES has developed a pyramid of intervention to support staff in dealing with behaviour issues. These behaviour issues are identified into three different tiers and our pyramid of intervention outlines the appropriate school response and interventions for each tier.

Tier 1: Mild Behaviours- These behaviours pose a barrier to inclusion and interfere with social interaction; however, they do not pose any threat to the environment, health, or safety of the learner or others.

Tier 2: Moderate Behaviours- These behaviours pose some risk to the environment, health, or safety but have not resulted in significant property destruction, injury or a threat to safety.

Tier 3 Severe Behaviours- These behaviours result in injury or threaten the safety of self or others.

It is important that the school and families work together to best meet each student's individual needs. The teacher and school will communicate with families on a regular basis when students are struggling with their behaviour. After approximately three incidents at the tier 2 level or one incident at the tier 3 level, families will receive a letter notifying them of these incidents and the interventions implemented to support the student. The school will work with families to create a plan for improved behaviour. **See samples of letters on last page.

School Fees

The school fee for the 2024-2025 school year is \$10. The school fee will help support guest speakers and events at the school.

COMMUNICATIONS

Contact QES at 847-6207. When calling the school, you will hear these options:

Press "1" - Leave a message if your child will not be at school, or for change of plans after school.

Press "2" - to speak to our Administrative Assistant, Mrs. Gillies.

*Students will only phone home if they are ill or there is a situation that requires parental assistance.

For notifying the school of any tardy or absence in advance, please register for the **School Messenger Mobile App** a quick and convenient way to notify us of any absence.

QES Newsletters/Voicemail/E-Mail/Facebook

The QES main source of school wide communication will be through our email communication system. Individual classrooms will send regular emails regarding classroom news. The school will send a weekly email regarding whole school information. The school also uses Facebook @Quispamsis Elementary School, to share school wide events and promote the positive activities and learning happening at QES.

Our website is a reliable source of information. We encourage you to check the school's website. The Home and School Association has a Facebook page entitled 'QES Families,' which has important events posted for your information. Our School District, ASD-S, has a Facebook page as well, called 'Anglophone South School District'.

Teacher/Family Communication

Families may expect an introductory call from their child's teacher in September to open the lines of communication between home and school. Your child's teacher will communicate through a regular email. Other information that needs to be communicated between family and school can be at the family and teacher's discretion.

It is important to remain in contact with the teacher regarding your child's progress and any areas of concern. Appointments may be arranged to discuss concerns. The family's first point of contact with the school is always the classroom teacher. If a matter requires the involvement of school administrator, the classroom teacher will initiate that involvement.

The District Connection

Quispamsis Elementary is part of the Hampton Education Centre (HEC) and the Anglophone School District South (ASD-S) (www.asd-s.nbed.nb.ca). All school closures are announced on the district website, Twitter @ASDSouth, and local radio stations, and their Facebook page 'Anglophone School District South'. Contact by phone: ASD-S 658-5300, HEC 832-6193.

ATTENDANCE MATTERS

Attendance and Punctuality

- Attendance and punctuality are vital to your child's success at school. All students should be at school by **8:00 am**.
- Students are expected to be at school every day unless they are ill.
- If your child is/will be absent please call the school as soon as possible, pressing 1 to leave a message.
- **Upon return, parents must send a written note stating the reason for the absence.**

**Regular attendance at school is very important; however, we ask that you please keep your child at home if they are ill.*

Below is our daily schedule and attendance policy:

DAILY SCHEDULE	
7:45-8:00	Students arrive at school
8:00-8:05	Entry
8:00-8:20	Soft Start
8:30	Announcements (after which students are marked as tardy)
8:05-10:05	Instructional Time
10:05-10:20	Morning Recess
10:25- 12:10	Instructional Time
12:10-12:25	Students eat lunch
12:25- 12:55	Lunch Recess
1:00 2:15	Instructional Time

TARDINESS	ABSENCES
5 days – Call/Email from teacher	5 days – Call/Email from teacher
10 days (about 1 and a half weeks) – Call/Email/Letter of concern from Teacher/Administrator	10 days (about 1 and a half weeks) – Call/Email/Letter of concern from Teacher/Administrator
15 days (about 2 weeks) – Call/Email/Letter of concern from Administrator & schedule a meeting	15 days (about 2 weeks) – Call/Email/Letter of concern from Administrator & schedule a meeting
<p>We want to work with families in taking a proactive approach with attendance/tardiness. Please communicate with the school any pertinent information that impacts your child's attendance. Communication with the classroom teacher regarding tardiness and absences is very important. Please ensure that you call/email the school whenever possible to let us know that your child will be tardy/absent.</p>	

Late Arrivals/Dropping Off Items

- **Preferred method:** For your child's safety, all doors to the school are locked. If your child arrives late, he/she may enter through the main door and the admin assistant can sign in the student, and then have your child proceed to his/her classroom. If you pick up your child early, you may come into the office and your child will be called down. If dropping off items, you can bring them into the office and the admin assistant will ensure they get to your child.

School Exclusion Guidelines

Disease	Minimum exclusion period for cases
Conjunctivitis (Pink eye)	Exclude until seen by a healthcare provider, if there is a thick white or yellow discharge, fever, eye pain or eyelid swelling or significant watery discharge. At least 24 hours of treatment may be required before returning to school. No exclusion if have pink eyes with no or minimal clear or watery discharge without fever, eye pain, or eyelid redness.
Cold sores (herpes simplex)	Exclusion is not usually required (unless significant drooling that cannot be controlled)
COVID-19/Influenza/RSV	Exclude until symptoms have improved and child has not had fever for 24 hours.
Diphtheria	Exclude until medical clearance (written note from health care provider)
E.coli (Verotoxigenic)	Exclude as recommended by Public Health.
Gastroenteritis (diarrhea and/or vomiting not due to an identified chronic condition.)	Exclude until free of diarrhea/vomiting for 48 hours. For certain causes of gastroenteritis and in outbreak situations, longer periods of exclusion may be needed. Contact Public Health for advice.
Group A streptococcal (GAS) infection (pharyngitis/ tonsillitis [strep throat], scarlet fever, impetigo)	Exclude until 24 hours after starting antibiotic treatment.
Hand-foot-and-mouth disease	Exclusion is not usually required (unless significant drooling that cannot be controlled)
Hepatitis A	Exclude until 1 week from the onset of illness/jaundice.
MRSA (Methicillin-resistant Staphylococcus aureus)	Exclusion is not usually required. (unless skin lesions (e.g. boils) cannot be covered). Seek medical advice for contact sport participation.
Measles	Exclude until 4 days from the onset of rash.
Meningitis (Meningococcal (Invasive) Disease)	Exclude as recommended by Public Health.
Mumps	Exclude until 5 days from the onset of gland swelling, if non-immunized contacts are present.
Pertussis (whooping cough)	Exclude as recommended by Public Health.
Ringworms	Exclude until treatment started.
Rubella (German measles)	Exclude for 7 days after onset of rash.
Scabies	Exclude until 24 hours after treatment.
Shingles (herpes zoster)	Exclusion is not usually required (unless skin lesions (spots) cannot be covered)
Varicella (chickenpox)	Exclude until child feels well enough to return to school.
EXCLUSION IS NOT REQUIRED FOR THE FOLLOWING:	
Cytomegalovirus infection, HIV, Hepatitis B, Hepatitis C, Molluscum contagiosum, Mononucleosis (EBV infection), Pediculosis (Head lice), Pinworms, Roseola infantum (sixth disease, exanthema subitum), Fifth disease (erythema infectiosum), or Thrush (candida)	
However, students should be fever-free for 24 hrs without using fever-reducing medications, free of vomiting and/or diarrhea for 48 hrs, and well enough to attend school.	

In the interest of continuation of education of the child, please contact Public Health for advice if the exclusion period for any illness exceeds 1 week.

EMERGENCY PREPARATION

Emergency Plans

The school has in place procedures in the event of a fire, external or internal threat, or emergency closure. These procedures are practiced with students. In the unlikely event that a school evacuation becomes necessary, students will walk to Kings Valley Church and parents will be contacted. We will periodically practice our safety plans which include Fire Drill Evacuation, Lockdown, and School Evacuation to an alternate location. Families will be notified of a lockdown or evacuation to an alternate location. A fire drill will take place each year during the first two weeks of school.

Allergies and/or Medical Alerts

- If a student becomes ill or is injured while at school, we will attempt to make contact with the parent or guardian, or with the person listed for emergencies. **It is very important that this information is kept current.**
- Basic First Aid is administered to any child who is injured while at school. Information about providing health support services to students is described in provincial Policy 704, Health Support Services in Public Schools. A copy of the policy may be obtained from the office. According to this policy, any student with severe allergies, asthma, diabetes, or other life-threatening condition must carry, every day, an EpiPen or other prescribed essential medication on his/her person.
- **The correct forms, which outline the procedure for the medical condition, must be filled out by parents, signed by a credited medical professional, and returned to the school where it is kept on file. Parents can schedule a meeting each year to review the plan and update any required changes.**
- The Canadian Medic Alert Foundation will provide customized IDs for those children with medical conditions. If you are interested, please contact the office (847-6207).

VOLUNTEERS

Visitors and Volunteers

The school welcomes parents, family and community volunteers and visitors. Volunteers/visitors play a vital role in helping the school run smoothly and in enhancing the learning environment for students. They can share a skill or expertise, work in the library, tutor children, and assist in classrooms or on field trips and help in numerous other ways. Volunteers are screened, trained in provincial policy on student protection and, depending on their volunteer jobs, require a criminal record check. All visitors/volunteers are asked to sign the logbook, located outside the inside office door, and are asked to wear a mask while in the school. When leaving, please sign out. Any volunteers who provide a service to children in the absence of a staff member are required to provide evidence of completion of training (review policy and complete questionnaire) as per EECD Policy 701 and provide a copy of a recent criminal record check.

Home and School Association

Our school has an active Home and School Association that typically meets once per month here at the school. The Home and School raises funds to provide items for the school that are not part of our school budget. Our three large fundraisers are the QES Fun Run in the fall, the QES Online Auction in March, and the Spring Fling (*new) in May. There are a few other smaller fundraisers throughout the year such as 50/50 draws, Bottle drives, and raffle draws. Past projects have funded the SMART Boards in every classroom, hush-ups for the students' chair legs, update to the Sensory Room, gym equipment, iPads, library renovations, etc. If you are interested helping our school be "the place to be!", become a member by contacting QES and your name will be forwarded to the Home and School executive, or you may email homeandschoolqes@gmail.com . Parents are encouraged to attend meetings and become involved!

Parent School Support Committee

The Parent School Support Committee (PSSC) meets 5–7 times per year to discuss school improvement plans and provide input to the administration on planning, policy and governance issues and communication between home and school. New members are always encouraged and welcome.

Community School

Quispamsis Elementary is a provincially designated Community School. A Community School promotes community engagement by building partnerships, encouraging the community to become active in the

school, encouraging children to develop a sense of belonging and commitment to community and enhancing student learning and the environment. For more information, contact the QES Community Coordinator, Abby Nice, Abby.Nice@nbed.nb.ca

TRANSPORTATION

Bus Students

Bus service is available for students living greater than 1.6 km from the school. When a student needs a change from the usual bus assignment, an alternate transportation form must be completed before the change date and a copy sent to the classroom teacher. Alternate bus forms must be filled out directly on Bus Planner website <https://www.busplanner.com/>. The school no longer handles these forms. Students must always follow bus safety rules and listen to drivers' instructions. Consequences for inappropriate behavior on buses are determined by district policies and may include suspension of bus privileges.

Drop -Off Zone Guidelines – 7:45 – 8:00

Please practice *patience* when dropping off your children in the morning. Safety and kindness are two of the most important things we can teach our children.

1. Enter the drop-off zone at the end near the school office. The bus lane is *off limits*.
2. Cars may stop to the right to drop off.
3. Students can exit their cars at any part of the sidewalk area in the drop- off zone (no need to wait until you're at the front of the line).
4. Drop off your child as quickly as possible.
5. Exit the zone to the right to ease the flow of traffic on Hampton Rd. and avoid morning gridlock.

During winter months visibility is limited at our school bus entrance and exit, and sidewalks in our drop-off zone are snow covered. It is extremely important that cars **do not enter the bus zone, as staff are escorting walking students into the building safely. Please visit the QES website for more information about Drop-Off Zone Etiquette.

- If you have the proper permit, you may use the accessible parking space located beside the office entrance.
- The first three parking spaces in the lot on the side closest to KVHS are short term parking spots for anyone who cannot drop their child off in the drop-off zone. Also, there are several parking spaces by the main office doors for anyone who is dropping off students late or dropping off items for their child(ren) (projects, musical instruments etc.)

Walking Students

Students who live within walking distance are encouraged to walk, bike, scooter or skateboard to school. Bike racks are available outside the school and skateboards and helmets can be stored outside the office. A crossing guard is available at the school to help students cross Hampton Road.

NUTRITION

****ALL ASD-S SCHOOLS ARE PEANUT & NUT FREE****

Hot Lunch:

The Hot Lunch coordinator is a parent volunteer, Amanda McCarthy. There are several other parents who support this program and new members are always welcome. Current suppliers include Dominos, Cask and Kettle and Papa John's and Riverview's Finest Homemade Meals. Orders can be submitted monthly at <https://qes.hotlunches.net/admin/>. If you have any questions, you can contact amccarthy106@gmail.com

Breakfast: All students are encouraged to eat breakfast at home every day before coming to school. QES offers a breakfast program each morning 7:45-8:00 in the music room. Students who require breakfast

should enter the school as soon as they get here. Once they have gotten their breakfast, they will head straight out to the playground.

Snacks: A variety of nutritious snacks are available in the office or in classrooms.

Noodle Club: Students of QES who a part of this club will be provided with lunch from the Kings Church two days per week. On Mondays, the students will walk to the church with a few staff members for a hot lunch and on Wednesdays a bagged lunch will be delivered.

****WATER** is the only drink a student needs at school. Fruit, vegetables, grains, and protein are the best brain foods you can offer your child to be their finest throughout the day. Sugary foods result in tired, restless little bodies. **

Home Reports and Family/Teacher Interviews

The Province of New Brunswick has a home report which provides feedback to families about student learning, three times per year (December, April and June). This report card uses standards-based grading, on a 4-point scale (1, 2, 3, 3+, 4, 4+). Also included are learning habits, which are important to a student's success in school and life (independence, initiative, interactions, organization, and responsibility). The reporting scale for these habits are letters: C-consistently, U-usually, S-sometimes, and R-rarely. Formal family/teacher interviews are scheduled for November 28th from 4:00-7:00pm and Nov. 29th 9:00-11:00 am, and April 10th 4:00 – 7:00 pm and April 11th 9:00-11:00 am. Parents may request a meeting with teachers to discuss concerns that may arise at a mutually convenient time.

Homework

Here at QES we believe in creating a School/Home life balance. Students work hard and participate in academic tasks all day at school, and we believe in the importance of play, extracurricular activities and family time for after school. There is little research to support the benefits of homework for elementary students, and there is rich research to support the importance of play and discovery in children's development. We encourage families to read classroom memos to keep connected with outcomes being taught at school, and to read each day with their child.

School Photographs

Martin Flewelling will be the school photographer for this year. The photographer will have a digital computer image available to ensure your child is looking his/her best. All students will have their pictures taken within the first month of school and will have their proof printed for them to take home on the day of the photographs. If your child is absent on this day, re-takes are scheduled later. This is an optional service offered for families; you do not need to purchase the photos.

Clothing Guidelines

Clothing should be appropriate for elementary school. Students require properly fitted, indoor sneakers with non-marking soles. Daily clothing worn should allow for easy movement in physical education/play time. Sneakers are the best choice for footwear. We are outside at least 3 times a day so dress for the weather (boots, snow/splash pants, warm jackets, hats and mitts). All clothing should be labeled with the child's name. Lost items may be retrieved in the "lost and found" bin in the main hallway.

Grade	Name	Grade	Name	Position	Name
Gr. K	Blucher, Melissa	Gr. 1 FI	Vautour, Ashley	Principal	Young, Kristi
Gr. K	Smith, Melissa	Gr. 1 FI	Hanson, Michelle	Vice Principal/ EST	Williams, Hillary
Gr. K	Latimer, Megan	Gr. 2 FI	Cox, Melanie	Administrative Assistant II	Gillies, Kerri
Gr. K/1	Hoirch, Amanda	Gr. 2 FI	Blacquier, Kelsie	EST – Resource	Sullivan, Cristin
Gr. 1	Wright, Evelyn	Gr. 3 FI	Leblanc, Jennifer	E S T – Resource	Stiles, Cheryl
Gr. 2	Earle, Andrea	Gr. 3/4 FI	McAllister, Kayla	Specialties	McLellan, Ally
Gr.2/ 3	Nolan, Kelly	Gr. 4FI	Bishop, Ashley	EST-Guidance	Casey, Kerry, Gordon, Kate (Sept-Dec), MaGuire, Tracy (Jan-june)
Gr. 3	Bacon, Hilary	Gr. 5 FI	Hache, Heather	Phys Ed	Boucher, Gaspard McLean, Chris
Gr. 4	Defazio, Ashley			Music	Pinto, Paula
Gr. 4	Allen, Ashley				
Grade 5 IF	McNamee, Abby	Gr. 4/5 IF	MacDonald, Jane	Custodians	Lordon, Melissa Lavigne, Stephane Durnian, James
Educational Assistants: Lesa Broad, Alisha Godwin, Angela Goguen, Lisa Lawrence, Donna Marquis, Kim Moore, , Amy Umstadt, Crystal McMillan, Natalie Williams, Danielle Hicks, Kendra Fowler, Tammy Flowers					



Quispamsis Elementary School



Quispamsis Elementary School
290 Hampton Road
Quispamsis, N.B.
E2E 4N1

Mr. M. Blucher, Principal
Mrs. K. Young, Vice-Principal
Phone: 506-847-6207
Fax: 506-847-6250

Re: Tier 2 Letter – Highly Inappropriate Behavior at School

Dear Family of _____,

This letter is to follow up on our previous conversation. We have a high level of concern about your child's behavior at school. "It is the duty of a pupil to ... "contribute to a safe and positive learning environment, (f) be responsible for his/her conduct at school and while on the way to and from school, (g) respect the rights of others, and (h) comply with all school policies" (Education Act, 14.1). Academic success in school and appropriate behavior go hand in hand.

The inappropriate behavior(s) addressed to date was/were:

- | | |
|---|--|
| <input type="checkbox"/> Defiance – resisting or opposing adults | <input type="checkbox"/> Cheating |
| <input type="checkbox"/> Disrespectful gestures or comments | <input type="checkbox"/> Lying (considering developmental age) |
| <input type="checkbox"/> Failure to complete classwork | <input type="checkbox"/> Vandalism/destruction/minor theft |
| <input type="checkbox"/> Inappropriate language | <input type="checkbox"/> Intending to physically harm others (hitting, kicking, throwing objects) |
| <input type="checkbox"/> Frequent interruptions during lessons/worktime | <input type="checkbox"/> Leaving work area without permission |
| <input type="checkbox"/> Throwing items | <input type="checkbox"/> Incidents of bullying and/or intimidation (verbal, physical, social, cyber) |

The intervention(s) implemented to address the inappropriate behavior to date was/were:

- | | |
|--|--|
| <input type="checkbox"/> Parent contact | <input type="checkbox"/> Clear class/school expectations |
| <input type="checkbox"/> Zones/WITS training | <input type="checkbox"/> Chunk work into smaller tasks |
| <input type="checkbox"/> Letter/verbal apology | <input type="checkbox"/> Community/collaborative class circle |
| <input type="checkbox"/> EST-Guidance whole class lesson(s) | <input type="checkbox"/> Utilize sensory box items |
| <input type="checkbox"/> Small group/individual modelling and reteaching of expected behaviors | <input type="checkbox"/> Social stories |
| <input type="checkbox"/> Collaboration with colleagues within school | <input type="checkbox"/> Check in after each assignment |
| <input type="checkbox"/> Proactive strategies checklist (attached) | <input type="checkbox"/> Collaboration with district leads |
| <input type="checkbox"/> Positive praise | <input type="checkbox"/> Scheduled breaks |
| <input type="checkbox"/> Time away within class/outside of class | <input type="checkbox"/> PBIS ballots/punch cards/positive office referral |
| <input type="checkbox"/> Loss of privileges | <input type="checkbox"/> Choice tasks between work (first/then) |
| <input type="checkbox"/> Code of Conduct reflection | <input type="checkbox"/> Move seat/work area |

It is important that the home and the schoolwork together to ensure your child's behavior improves. Please discuss these concerns with your child. Please contact your child's teacher to discuss these concerns and create a plan for improved behavior at school.

Sincerely,

Classroom Teacher _____

Administrator _____

Parent Signature: _____

Date: _____

Cc Principal, Profile Sheet



Quispamsis Elementary School
 290 Hampton Road
 Quispamsis, N.B.
 E2E 4N1

Mr. M. Blucher, Principal
 Mrs. K. Young, Vice-Principal
 Phone: 506-847-6207
 Fax: 506-847-6250

Re: Tier 3 Letter – Serious and/or Dangerous Behavior at School

Dear Family of _____,

This letter is to follow up on our previous conversation. We have a high level of concern about your child’s behavior at school. “It is the duty of a pupil to ... “contribute to a safe and positive learning environment, (f) be responsible for his/her conduct at school and while on the way to and from school, (g) respect the rights of others, and (h) comply with all school policies” (Education Act, 14.1). Academic success in school and appropriate behavior go hand in hand.

The inappropriate behavior(s) addressed to date was/were:

- | | |
|---|---|
| <input type="checkbox"/> Regularly intending to physically harm to others | <input type="checkbox"/> Ongoing inappropriate, abusive, or discriminatory language |
| <input type="checkbox"/> Ongoing issues of serious bullying | <input type="checkbox"/> Ongoing verbal/nonverbal intimidation |
| <input type="checkbox"/> Behaviors that may be deemed unsafe/illegal | <input type="checkbox"/> Having or using drugs |
| <input type="checkbox"/> Leaving the building without permission | <input type="checkbox"/> Inappropriate sexual comments |
| <input type="checkbox"/> Major theft/major vandalism | <input type="checkbox"/> Having or using weapons |

The intervention(s) implemented to address the inappropriate behavior to date was/were:

- | | |
|--|---|
| <input type="checkbox"/> Consistent parent contact | <input type="checkbox"/> Parent meeting (may include District Staff) |
| <input type="checkbox"/> Outside agencies accessed (DSD/Dr.) | <input type="checkbox"/> Referral to District Child and Youth Team |
| <input type="checkbox"/> IBSP created and followed | <input type="checkbox"/> In school suspension |
| <input type="checkbox"/> Restorative practices meeting | <input type="checkbox"/> Out of school suspension |
| <input type="checkbox"/> Restitution | <input type="checkbox"/> Access District Leads/ESS |
| <input type="checkbox"/> Student sent to office | <input type="checkbox"/> Parent must escort school events (field trip/fun days) |
| <input type="checkbox"/> Case conference/problem solving meeting | <input type="checkbox"/> Modify school day |
| <input type="checkbox"/> Assigned alternate work location | <input type="checkbox"/> Review VTRA Protocol |
| <input type="checkbox"/> Loss of privilege (playground/bus/special activities) | <input type="checkbox"/> Communicate with Community Police officer |

It is important that the home and the schoolwork together to ensure your child’s behavior improves. Please discuss these concerns with your child. Please contact your child’s teacher to discuss these concerns and create a plan for improved behavior at school.

Sincerely,

Classroom Teacher _____ Administrator _____

Parent Signature: _____ Date: _____

Cc Principal, Profile Sheet