

This agenda belongs to

My teacher is

École Élémentaire George Pringle Elementary School
Pringle Pride is what we strive for!
Central Okanagan Public Schools

3770 Elliott Road
West Kelowna, BC, V4T 1W9

Phone: (250) 870-5103

Web: www.gpe.sd23.bc.ca

Principal: Mme Veronica Dumontet

Vice-Principal: Mrs. Michelle Kaupp





Ecole George Pringle Elementary School
2017-18 School Calendar



SEPTEMBER						
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Instructional ■ Non-Instructional ■ Vacation ■
 Statutory Holidays ■ Parent-Teacher Conference Early Dismissal ■
 Report Cards distributed on December 15, March 15 and June 25

ECOLE GEORGE PRINGLE SCHOOL CODE OF CONDUCT

3770 Elliott Road, West Kelowna, B.C. V4T 1W9

Tel: 250-870-5103

Web Site: <http://www.gpe.sd23.bc.ca/>



CATS PLEDGE

- I will **C**are about myself, others and property
- I will **A**ct responsibly
- I will **T**ry my best
- I will **S**tay positive!



Central Okanagan Public Schools Role of the Student (Policy 401):

Each Central Okanagan Public School student, K-12, has a right and responsibility to learn. The Board of Education's overarching goal is "for each Central Okanagan Public School student (K-12) to provide evidence of being a learner, thinker, innovator, collaborator, and contributor."

The role of the student is specified in the School Act, part 2, section 6 - Duties of Students. The Board of Education believes that students have a role in contributing to a learning environment free of discrimination as outlined in Policy 450 - Discrimination Toward and By Students. Students are also expected to demonstrate responsible digital citizenship as outlined in Policy 486 - Student Use of Electronic and Social Media Communication.

Policy:

As reflected in British Columbia's curriculum, core competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deep learning, and life-long learning. The role of the student is to develop the following three core competencies to the best of his/her/their ability:

- **Communication** - Students impart and exchange information, experiences, and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media.
- **Thinking** - as thinkers, students take subject-specific concepts and content and transform them into a new understanding. Thinking competence includes specific thinking skills (creative and critical), as well as habits of mind, and metacognitive awareness.
- **Personal and Social** - Students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.

As students develop the competencies, they will achieve the attributes of a learner, thinker, innovator, collaborator, and contributor (see Appendix 401A - Role of the Student K-12).





INTRODUCTION: The purpose of this Code of Conduct is to set and maintain a safe, caring and orderly environment where students feel that they are welcome and belong.

Such an environment will allow maximum opportunity for learning, working, and succeeding. At Ecole George Pringle Elementary, School-Wide Expectations are taught so that everyone knows what is acceptable. Our school-wide expectations apply to behaviour at school, to and from school, during school-organized or sponsored activities, and also to any behaviour beyond these times that negatively impacts the safe, caring or orderly environment of the school and/or student learning. The expectations set out for students at Ecole George Pringle Elementary School are in line with the BC Human Rights Code, respecting the rights of all individuals in accordance with the law – prohibiting discrimination based on race, colour, ancestry, religion, marital status, family status, physical or mental disability, gender, gender identity and expression, and sexual orientation.

Because behaviour is learned, we believe it must be taught. Our School-Wide Expectations “Matrix” is taught to students, is included in the front of student agendas, posted in classrooms and on our website. It incorporates expectations for student conduct in all areas of the school environment. Consequences to infractions will be applied when students choose inappropriate behaviour. Positive behaviours are rewarded.

School Board Policy 401 (Role of the Student), also outlines the following student responsibilities:

- Respect the Okanagan territory and the Okanagan people on whose land we reside;
- Respect diversity;
- Honor the District's cultural values of honesty, responsibility, respect, empathy, fairness;
- Engage in learning with rigour and a growth mindset;
- Engage in inquiry, collaboration, and critical and creative thinking to deepen learning;
- Respect the right of others to learn;
- Respect the rules/expectations of the school/learning community (e.g. attendance, school code of conduct, dress code)
- Respect school property, equipment and resources;
- Make decisions which contribute to the health, wellness, and safety of self and others;
- Demonstrate responsible digital citizenship.



By demonstrating the above, the Board of Education believes that each student will become a lifelong learner and a healthy, productive member of our global society.

WE EXPECT "SAFETY, RESPECT, RESPONSIBILITY"



Safety:

- Students must have written or verbal consent of their parents and permission from their teacher if they are needing to leave the school grounds during the school day.
- Before school, at recess, noon or after school, students are expected to be outdoors unless a teacher/supervisor is with them indoors. Washrooms are available for student use during these times.
- During cold weather, the principal may decide that students are allowed to stay indoors during breaks.
- The parking lot is out of bounds to students during lunch and recess breaks.
- Rocks, wood chips, snow and ice are not to be thrown.
- Knives and other dangerous objects, or toys that resemble weapons, are to be left at home.

Respect:

- Clothing that promotes the use of alcohol, drugs, tobacco and/or inappropriate language or images is not permitted.
- Students are expected to wear clothing appropriate for elementary school activities. Halter tops, beach clothing, very short skirts/shorts, spaghetti straps, revealing tops and muscle shirts are considered inappropriate.
- Student language (including spoken, written, and gestural) must be respectful for staff, parents, guests, and peers. Swearing, crude, rude or obscene language or gestures and slang expressions are unacceptable.
- Students must respect school and private property.
- Gum should be used outside of school-related events.

Responsibility:

- Students are expected to complete all class and homework assignments on time and to the best of their ability.
- Valuables (electronic devices, expensive toys and jewelry) should be left at home. If a parent deems it necessary for a child to have electronic devices at school, the device must be turned off, and kept in the child's backpack throughout the day. (Exception: the requirement to use the devices for class work).
- Toys and games brought to school are the same ones that students take home (no trading).
- Bikes, roller blades, skateboards, scooters must be walked on school grounds. Bikes must be locked onto the bike racks. Students are expected to wear helmets when using bikes and other wheeled modes of transport (unless riding in a stroller).
- In the event of damage to school or other's property, students and their families will be responsible for recovery / repairs.
- Students must follow our school Code of Conduct at all times while on a school-related event outside of the school or on the school grounds.



CONSEQUENCES



Unacceptable conduct interferes with the learning of others, upsets an orderly environment, and creates unsafe conditions. Acts of bullying, harassment, intimidation, violence, and illegal acts such as possession, use, or distribution of illegal or restricted substances, possession of weapons, theft or damage to property are unacceptable. Consequences for misbehaviour are administered fairly, firmly and consistently. There is flexibility in dealing with different age groups and unique situations. Special consideration will be given depending on a student's ability to comprehend misconduct and its consequences; there is a clear progression of consequences as students mature. Whenever possible, and appropriate, consequences for breaches of the code are restorative in nature rather than punitive. Misconduct has been grouped into three categories: mild, moderate and severe. Cases of mild misconduct may be dealt with by a supervisor and reported to the classroom teacher. Moderate and severe misconduct will be referred to the School Administration who will ensure that there is follow-up and communication with parents. Open communication and ongoing dialogue with parents is an important part of the learning process. The Board of Education will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of the code of conduct.

The following offences may result in a definite suspension from school. Very serious incidents could result in an indefinite suspension. An indefinite suspension involves the School District and may involve other interventions outside of the school system (RCMP, Ministry of Child & Family, etc.).

- Fighting
- Bullying
- Threats of violence
- Smoking, Drugs, Alcohol
- Use or possession of weapons
- Vandalism
- Starting a fire
- Maliciously activating the Fire Alarm
- Repeated major offences
- Behaviours or actions that are illegal and/or that cause damage, danger, or injury



DISCIPLINE LEVELS

Ecole George Pringle Elementary School



Examples of LEVEL 1 BEHAVIOUR (MILD)

- Teasing
- Swearing
- Talking loudly in class or out of turn
- Lack of respect for others, environment, property
- Personal equipment use (skateboards, electronics, roller blades)
- Unsafe conduct
- Inappropriate physical contact or touching
- Inappropriate clothing
- Inappropriate assembly or audience behaviour
- Misuse of washroom

Examples of LEVEL 2 BEHAVIOUR (MODERATE)

- Repeated level 1 behaviours
- Non-compliance with teacher requests
- Back-talk or arguing with a teacher
- Inappropriate use of computer
- Disrespecting teachers' personal space and belongings
- Inappropriate displays of affection
- Inappropriate representation of school (on field trips, sports teams, towards a TOC, etc.)
- Dangerous use or throwing of sticks, rocks or snowballs or other objects
- Bringing dangerous items to school (lighters, lasers, matches, etc.)
- Bullying (including continued teasing and put downs)

Examples of LEVEL 3 BEHAVIOUR (SEVERE)

- Chronic Level 1 & 2 behaviours (with intent)
- Retaliation
- Drugs or alcohol
- Destruction of property (vandalism)
- Theft
- Fighting, Violence, or Threats
- Leaving school grounds
- Weapons
- Truancy (skipping school)
- Defiance
- Swearing at an adult
- Misuse of fire equipment or fire alarm
- Fire starting
- Other extreme inappropriate behaviour



ECOLE GEORGE PRINGLE ELEMENTARY SCHOOL-WIDE CONSEQUENCES



Please note: Consequences to misbehaviour will be administered fairly, firmly and consistently. There will be flexibility in dealing with different age groups and unique situations. Whenever possible, and appropriate, consequences for breaches of a code are restorative in nature rather than punitive. Misconduct has been grouped into three categories: mild, moderate and severe. Cases of mild misconduct may be dealt with by a supervisor or the classroom teacher. Moderate and severe misconduct will be referred to principal who will ensure follow-up communication with parents. Open communication and ongoing dialogue with parents is an important part of the learning process. Expectations for appropriate behaviour increase as students mature.

Level 1 Behaviors

First Time Communication between teacher (or principal) and student and reminder to student of behavioral expectations. This step may involve communication with parents.

Second Time Restitution by the student which is determined by the adults involved - (create a condition of recognizing the wrong, and fixing the wrong). Student involvement in deciding how to "fix" the wrong is important. Communication with parents.

Second (or 3rd) Time: Discretion is required depending on the age and ability of the child to comprehend the misbehaviour and/or consequences. However, this may be considered "Repetitive" and therefore treated as a Level 2 Behavior. It may also involve referral to the school Counselor.

Level 2 Behaviors

1. Communication with the School Administration.
2. Contact with the student's home.
3. Principal will meet with the student.
4. Suitable consequence such as restitution, service to the school, time spent in the Behaviour Room, and/or School-Based Team Meeting. Possible parent meeting.

Level 3 Behaviors

1. Immediate communication with the School Administration.
2. Principal will contact the student's home. A parent meeting may be requested.
3. The School Administration will meet with the student.
4. More serious action taken such as in-school suspension, out-of-school suspension, involvement of the RCMP, ARC counselor, or other outside agencies.

Expectations for Student Outdoor Activity

- Stay on the school grounds during school hours.
- Play no contact games (e.g. tackle football, play-fighting).
 - Adopt a “hands & feet to self” approach.
- Play "Tag" away from the Adventure Playground.
- Wait your turn on slides and swings.
- One person at a time on the swings.
- Slide DOWN the slides, and do not climb UP the slides.
- Sticks, rocks, snow, ice, sand, gravel remain on the ground.
- Report dangerous items to the supervisors.
- Place garbage in the garbage bins.
- Coned off areas are "No Go Zones". Respect areas that are coned off.
- Return sports equipment to the equipment room.
- Work out problems with your words.
- Wear helmets when riding scooters, bikes, skateboards to and from school.
- Walk items with wheels on school grounds.
- Seek the help of an adult if the ball goes out of bounds (into the parking lot).
- Items brought to school cannot be traded for other items.
 - Avoid problems by leaving collectible cards (pokemon, yu-gi-o, etc.) at home.
- Report situations that you cannot resolve on your own.
- Report injuries.

