



CHELSEA ELEMENTARY

Student and Parent

2025-2026 HANDBOOK

74 Old Chelsea Road, Chelsea, Quebec J9B 1K9

Tel: (819) 827-0245 Fax: (819) 827-0622

Website: <https://chelsea.westernquebec.ca/>

Student's name:	
Address:	
Phone #:	
Emergency Contact:	
Homeroom Teacher:	

A Message from the School Staff

The staff of Chelsea Elementary School is dedicated to offering an inclusive and enriching educational experience for students. We are committed to the children we serve through academic excellence and by fostering their social, emotional, and moral development.

Our Academic Programming:

- Full-day Kindergarten program (50/50 French/English)
- Cycle 1 (Grades 1 and 2) with extended core French (Français, Drama, P.E.)
- Cycle 2 (Grades 3 and 4) with extended core French (Français, Drama, Science, Socials)
- Cycle 3 (Grades 5 and 6) with extended core French (Français, Drama, Science, Socials)
- The French program offers students second language instruction, which includes home reading, research projects, novel studies, public speaking. Drama, Science, Socials and PE activities provide opportunities to further integrate French language and culture.

Communication

Chelsea Elementary School strives to establish and maintain respectful and clear communication and cooperation between staff, students and parents.

- In September, a Meet the Teacher Night and an Annual General Assembly of parents is organized. This information night serves to share information regarding the curriculum, instructional programs, extra-curricular activities, and the assessment and evaluation process that are planned for the year.
- Weekly school updates are distributed by the Principal via email, on our website, and a printed copy is available upon request.
- As partners in the educational process, staff, students and parents are always encouraged to be active participants in planning and the decision-making process. To ensure each student's ability to achieve and thrive at Chelsea Elementary School we promote collaborative efforts between parents, staff members and the community.

School Attendance

- Regular and punctual daily attendance is expected by students.
- Should a student be absent or arrive after the start of school, parents **must notify the school before classes start (8:05 am)**. Parents are encouraged to email: chelseaattendance@wqsb.qc.ca or phone 819-827-0245.
- If your child is not feeling well in the morning, please keep him/her at home. The expectation is that **if children are well enough to come to school, they are ready to participate in all activities**. You are asked to notify the office regarding special circumstances.
- If a child is absent without notification to the office, the office will contact parents to verify the absence.
- When contacting the school, indicate the student's full name, homeroom teacher, and reason for absence. (Phone 819-827-0245).
- Students who arrive at school after the start of school (8:05 am) **must be signed in at the office upon arrival by a parent**. Students entering the school without a parent will not be allowed to attend class until a parent has verified their arrival.
- Parents will be notified if a student is repeatedly late or absent.
- **Students leaving prior to the end of day must be signed out in the office by a parent.**
- NOTE: Children should not arrive at school before 7:45 a.m., as yard supervision begins at 7:45 a.m. **The school is not responsible for children in the yard before this time.** (See 'Daycare Program' for students arriving at school before 7:45 a.m.) Daycare students may stay outside if dropped off after 7:45 a.m. as there is supervision outside.

End of Day Dismissal Procedures

- Children should **have a consistent end of day routine** throughout the week which is clearly communicated with the school.
- **If a change in end of day routine is required, parents must email any changes to chelseaattendance@wqsb.qc.ca . If your child attends daycare, please include fcormier@wqsb.qc.ca . Requests for changes must be received prior to 1:30 p.m.**
- As safety is our priority at Chelsea School, if there is any uncertainty regarding an end of day change, we will keep your child at school and contact you.
- Only parents or guardians are authorized to pick up their child from school. Should someone else pick up, written notification from the parent is mandatory.
- Students walking or cycling from home must have written parental permission. All cyclists are required to wear a helmet and wait for permission from the duty teacher to leave the school grounds.
- Parents picking up their children **after school** must do so by 2:45 p.m. at the front entrance.

Homework

- The amount of homework that a student receives depends upon the Cycle that a student is in as well as the task/projects that the student is engaged in. Reading is assigned as regular homework for all students and parents are encouraged to support and nurture this habit in their children. Homework may also include special assignments, projects or work that was not completed during regular class time. **Students use the agenda to record homework assignments and events. Parents should review the agenda each night and use it to communicate with the teacher.**

Chelsea School Library

- Our library is stocked with English and French literature and reference books. Thanks to our dedicated volunteers, the library is a welcoming place for students, staff and parents. Students are expected to enjoy the privilege of library loans by taking care of books and returning them when they are due.

Interviews and Reporting

- Written reports on student progress are available to parents in October, November, March, and July; however, communication regarding student achievement may occur at any time during the school year.
- The school will communicate student progress regarding IEP goals monthly and evaluation of IEP goals will follow each reporting period.
- From April to June, Ministry Exams take place. The dates of these exams are communicated to parents in writing and are mandatory. Missed exams could result in forfeiting a percentage of the final marks.

Emergency Number/Early School Closing

- Parents are required to provide the school with emergency information for their child(ren) should an emergency arise and/or when a parent cannot be reached.
- This information must be kept up to date.
- Should the school be closed unexpectedly during the day, students may be walked to the Meredith Center or bussed to Philemon Wright High School.

Medication

- By law, the school can only give your child medication that is prescribed by a doctor and the school must have a copy of the prescription.

- For the safety of children, parents must bring the medication to the school office and sign an authorization form.
- The Western Quebec School Board policy prohibits children from carrying medication on the school bus.

School Trips

- School trips are organized by teachers to enrich the education program. Outings may include visits to a museum or participation in special events.
- In order to participate in these events children must have written permission from a parent/guardian.
- For local trips to the Chelsea Library, the Meredith Center, or nearby natural areas, parents will sign a permission slip that will be in effect for the current school year.
- Please note that siblings are not permitted on field trips.
- School trips are a privilege; students who do not respect the code of conduct may be denied access to field trips or the school may request a parent's presence during the trip.

After School Program – After Kids (Daycare)

- A well-supervised, fun-filled program is available to Chelsea students, before school, during lunch, after school hours and on PD Days.
- Hours: 7:00 – 8:05 a.m. and 2:45- 5:30 p.m. P.D. day hours are 7:30 a.m. to 5:30 p.m.

Safety and Security

- All parents, volunteers and visitors must report to the office when arriving in the building.
- During school hours, all outside doors are locked including the front door.
- The Safe School Policy requires that parents/guardians sign children out when leaving school and the After Four Program.

Special Services

- Chelsea Elementary School has access to a variety of special services coming from WQSB and community service organizations. These services include: psycho-educational consultant, school nurse (CISSSO), dental hygienist (CISSO), mathematics consultant, special education consultant, speech technician, ASD technician, and a Language-Arts Consultant.
- Parents are notified of any intervention that is recommended.

School Supplies and Supervision Fees

- At the end of the school year, parents will receive a list of suggested school supplies for the following school year.
- Workbooks are provided by the school and included in the yearly school fees.
- Parents are asked to come and pay for them in August. *Please note that Debit/Mastercard/Visa payment is available. (NO CHEQUES)*

Anti-Bullying and Violence Prevention

Chelsea Elementary School has an active Anti-Bullying and Anti-Violence committee and an ABVP Plan that aims at reducing bullying. It also helps to make school a safer, more positive place where students can learn.

All Students Will Follow these Anti-Bullying Rules:

1. WE HELP
2. WE REPORT: If we know that somebody is being bullied, we will tell an adult at school and an adult at home.
3. WE INCLUDE

What Is Bullying?

Bullying is when someone **repeatedly and on purpose** says or does mean or hurtful things to another person who has a hard time defending himself or herself. Bullying can take many forms, such as hitting, verbal harassment, spreading false rumors, not letting someone be part of the group (exclusion), and sending hurtful or intimidating messages on a cell phone or over the Internet.

What Can I Do If I Think My Child Is Being Bullied?

- Share your concerns with your child's teacher.
- Talk with your child.
- Try to find out more about your child's school life.

What Else Can I Do If My Child Is Being Bullied?

- Focus on your child.
- **Talk to your child's teacher or principal.**
- Encourage your child to spend time with friendly students in his or her class.
- Help your child meet new friends outside of school.
- Teach your child safety strategies, such as how to seek help from an adult.
- Make sure your home is a safe and loving place for your child.
- Don't blame your child for the bullying. No matter what your child does, he or she does not deserve to be bullied.
- Do not tell your child to fight back. This is not likely to end the problem and could make it worse by escalating the situation and/or getting your child in trouble at school.

What Can I Do If My Child Is Bullying Others?

- Make it clear to your child that you take bullying seriously and that bullying is not okay.
- Develop clear expectations for your child's behavior.
- Talk to your child daily about their day and interactions with peers and staff.
- Share your concerns with your child's teacher or principal.

SAFE SCHOOL POLICY

This program enhances Chelsea's Safe School Policy which promotes a safe, supportive school climate, and ensures the security of students and staff. Principles of conflict resolution are used to build social capacity in students.

Safe, secure, peaceful, and caring schools thrive within safe, peaceful, and caring communities. The community environment is an integral part of our successful school program. Students will acquire social skills that will enhance their education, build self-esteem, and develop a respect for people, tools, and the surroundings. Community participation leads to success and community pride. The participation of the full school community is integral to the development of a safe and caring educational environment.

Objectives:

The Safe School Policy prioritizes these objectives:

- 1) To create a safe social environment where:
 - Respect for all, by all, is alive.
 - A fair school code of behaviour for staff and students is practiced by all partners.

- Problems are dealt with fairly and expeditiously.
 - Consequences are fair and consistent and promote learning.
 - An engaged and informed community supports these practices.
- 2) To create and maintain a secure physical environment.
- 3) To teach students that a peaceful life within the school and their community is possible by providing:
- Well-developed and implemented curricula and programs that teach students positive, social and essential life skills.
 - Specific programs that instruct students in conflict resolution, anger management, legal rights and responsibilities, and effective communication skills.
 - Opportunities for student leadership.
- 4) To provide the caring services and support that is necessary for children and youth.
- 5) To encourage students to develop positive social skills. Community service, peer helper, peer mediation, student leadership and student activity programs can engage youth in supporting their peers. Adult mentoring, innovative school organization and teacher-student mentoring can help students find trusted adults in the school setting.

Bell Schedule

8:05-8:10 AM	Homeroom	5 minutes
8:10-9:00 AM	Period 1	50 minutes
9:00-9:50 AM	Period 2	50 minutes
9:50-10:10 AM	Recess	20 minutes
10:10-11:00 AM	Period 3	50 minutes
11:00-11:50 AM	Period 4	50 minutes
11:50-12:40 PM	Lunch	50 minutes (20 in, 30 out)
12:40-1:30 PM	Period 5	50 minutes
1:30-1:50 PM	Recess	20 minutes
1:50-2:40 PM	Period 6	50 minutes
2:40-2:50 PM	Dismissal	10 minutes

CHELSEA ELEMENTARY CODE of CONDUCT

for Students, Staff, and Parents/Guardians

“Respect for All, By All”

At Chelsea Elementary, we believe that every person has the right to a safe, positive, and inclusive school environment. A learning environment that supports a sense of belonging is essential to student success and a safe environment is one which celebrates diversity and actively promotes anti-discrimination.

Our Code of Conduct outlines what students, parents/guardians (hereafter "parents") and staff understand to be the expected standards of conduct at Chelsea Elementary School and at Chelsea School Daycare. It is understood that it is the responsibility of all (home, school and community) to foster a positive and secure school climate. Communication between all parties is a key element to supporting our children's development.

When experiencing any adversity students are asked to seek support from an adult at school and to share information with an adult at home. The school and parents will seek to communicate and address the issue as efficiently and effectively as possible. Mistakes are part of learning, and these situations will be looked at individually and dealt with in accordance with this Code of Conduct document.

Although no document can account for every situation that arises in a school, this Code of Conduct attempts to set clear and specific guidelines which the principal or designate will apply fairly and consistently. These expectations apply at all school-related events, whether or not they are held on school property, including during virtual learning, on field trips or on school board transportation.

The following are approaches which will be applied consistently by the Principal, or Principal's designate:

- Setting and explaining clear and reasonable expectations.
- Communication and dialogue with students and parents: ideally, all issues we face at the school level are approached as learning experiences for everyone. The first line of intervention will always be a conversation with the student about the issue and a learning opportunity is always the goal.
- Parents will be notified of a rule violation by their child in writing, by phone or in person.
- Parent involvement for continually disregarding school rules will be mandatory.
- One of the standard school-related consequences listed in the final section of the document may be applied.

Behaviours	Expectations	Potential Interventions
Communication	- Communication includes written, verbal, and non-verbal forms such as body language, tone and intent. - Communicate and treat others in a courteous and respectful manner and expect to be treated with courtesy and respect. - If a person believes they have been treated disrespectfully by a member of staff, a student or parent, the situation should be discussed with a staff member and the Principal. - All students and staff can expect to be addressed by their chosen name and to choose pronouns that	- Communication that is aggressive or discriminatory will be followed up by the principal and clear expectations will outlined.

	align with their gender identity and/or gender expression. - Chelsea Elementary community believes that a strong working relationship between home and school will benefit our students and therefore, parents and staff are encouraged to engage in respectful dialogue around any issues.	
Punctuality and School Attendance	- Students are to arrive before 8:05 am. - By law, parents will ensure that students attend school regularly and will notify the school of absence by phone or email. - Late student arrivals must be signed in by an adult. - Staff will take attendance and communicate with parents if concerns arise. - Students must attend classes while at school. If they are ill, upset or need assistance for any reason, they will notify the office. - Regular attendance during virtual learning is expected unless otherwise agreed upon with the principal. Parents are required to notify the school of absence or lateness	- Parents will be notified by school if a student is absent and not verified. - Continued unjustified absences or late arrivals can result in a letter of concern from administration and notification to outside services. - Intentionally missing class will result in school-based consequences and communication to parents
Public Health	- The school will communicate public health guidelines with the community will follow these guidelines. - Parents of students who are experiencing a contagious health issue will notify the school and follow public health regulations. - The school will only administer medication when a prescription is provided by the family. All medication is stored at the office and no medication should be stored in student pack back or cubbies.	- Parents will be informed of any violation of public health protocols and will be supported to comply with regulations. - Transmissible health conditions will be communicated with parents as directed by public health and while respecting confidentiality.
Dress Code	- Students, staff, and parents when volunteering at school, will not wear clothing that promotes the following: inappropriate language, vulgarities, discrimination. - All students, staff, and parents volunteering at the school, can dress in a manner consistent with their gender identity or gender expression. - Clothing should be comfortable and appropriate for active engagement in the classroom, recess, and physical education keeping in mind the weather conditions (including footwear). - While hats and hoods are permitted at school, they must not interfere or distract with either the learning of the individual or other students in class (ex. hood pulled shut, large, costume-style hat) - All school community members will experience periods of the day outside. Cold weather gear and waterproof clothing are essential items required for full participation in the school day. - All students benefit from having a change of clothing accessible at school should their clothes become wet or soiled. - Any person requiring assistance with procuring appropriate wear for school can contact the principal for support and can expect support to be given without prejudice.	- Students and staff will be requested to change clothing immediately to rectify violations of the dress code; parents may be reminded of the Code for future events.

Internet/ Computers/ Multimedia	- During class time, students will use technology for educational purposes and will be supervised by school staff; this includes check-ins during use of breakout rooms (virtual learning) - Wifi access is available for school purposes only. Access is limited to educational sites and users are expected to report any inappropriate content that appears accidentally. - Recording of school community members may occur for educational purposes under school personnel direction. Specific consent must be explicitly given by the person being recorded. All efforts to protect people's right to refuse recording will be accounted for. - Multimedia is a powerful teaching tool which can be used to enhance, support and enrich learning. - At the discretion of staff, students may have limited access to multimedia during non-instructional time. - Electronic devices which are designated as educational/learning aids to specific children shall not be shared with, or used by, other children unless directed to do so by staff and under staff supervision. - During virtual learning situations, students are expected to conduct themselves in accordance with the School Code of Conduct including the exclusion of additional, non-school related technology (ex. cell phones). - School technology devices that are loaned to students are to be used only for educational tasks outlined by the teacher.	- Standard school-related consequences. - Technology related issues may result in a loss of school computer/technology accessibility and use. Interference with other students or staff accounts will result in automatic loss of privileges and possible suspension from school. - Students using "non-authorized" multimedia will lose their privileges for a period determined by the teacher and/or administration (e.g. "non-authorized" means non-educational media, audiovisual and technology not approved by the school).
Personal Electronic Devices	- Any student that needs to call/contact home asks the office for support. - Definition of personal device: Any device capable of communicating with or accessing the Internet such as smartphone, tablet, smartwatch, etc. including smart headphones - Personal devices cannot be used during the school day hours, and are not permitted in classrooms unless in a designated safe space by the teacher - Students can store their devices securely in the office for the day if needed - Students can use their devices on the school bus - Parents are asked to reinforce the notion of responsible use of electronic devices when permitted (i.e., bus rides, etc.). - The school cannot be made responsible for the damage nor loss of personal equipment brought to school.	- Standard school-related consequences. Staff will be consistent in applying this rule. - Sequence of consequences for a student that does not follow the code of conduct regarding the use of personal devices: - Warning and inform family/record incident - Personal device confiscated for the day and communication to parents - Personal devices confiscate for the day and parents must pick it up and collaborate with parents to find a solution
Completion of Assignments	- In accordance with the teacher's directives, it is mandatory that assignments are to be completed to the best of a student's ability and returned by the due date. - When absent, a student is expected to catch-up on missed work by checking class websites, contacting other students or asking the teacher immediately upon his/her return.	- Standard school-related consequences. - Potential loss of marks for late assignment. A mark "0" can be assigned for work never completed/submitted.

	- During virtual learning, student work completion is expected, and any challenges encountered during the completion of work should be communicated by the student and / or parent to the teacher.	- Extensions may be given under certain circumstances with prior approval by a teacher. - Completion during recess or lunch. In this event, time will still be allotted for gross motor activity.
Classroom Behaviour	- Students, staff and parents on school property or while engaged in virtual learning will behave respectfully and in a manner that is conducive to learning and promotes inclusivity. - Students and staff will follow the school and classroom guidelines. Each homeroom class will discuss and agree upon classroom etiquette guidelines. These can be discussed and adjusted as needed through the school year. - It is expected that the behaviours and attitudes, of all school community members, will positively impact the educational success of students. With emphasis on: • arrival to class on time; • the practice of community hygiene such as keeping desks clean, washing hands and attending to the floor spaces so that they are clean and clear of debris; • preparation for class with all materials necessary; • attention to the task at hand until dismissed by the teacher; • demonstration of respect and consideration for others; and • demonstration of care and consideration for the property of others. - During virtual learning sessions, teachers will clearly communicate behavior expectations. - During virtual learning sessions, class time is restricted to teacher /student interactions. Parents may ask questions or seek clarification outside of scheduled classes via email.	- Standard school-related consequences. - Misbehaviour will be dealt with by the classroom teacher using pedagogically based strategies. - Students may be given the opportunity to reflect by being temporarily sent to another classroom. - Continued misbehaviour and disregard to interventions will result in a referral to the Principal. - Parents will be notified. - Continued inappropriate behaviour will result in a team meeting involving teacher, parent(s) and administration. - Referral to external resources if appropriate (CLSC). - Alternative placement.
Violence, Disrespect, and Bullying-Type Behaviours	- Please see our Anti-Bullying and Violence Prevention Policy for a more detailed discussion. - Students, staff and parents will respect individual differences and diversity and will take a stand against bullying and violence. - Students should report to an adult if they are being bullied or subject to violence. - Students are expected to help someone who is being bullied or subjected to violence, e.g. by telling an adult (We Help, We Tell, We Include). - Parents will watch for signs that their child may be a victim of bullying or violence or exhibiting bullying or violent behaviour. - Parents and students are strongly encouraged to report bullying and violence to teachers and/or administration. - Staff will respond seriously to <u>all</u> reports of bullying and violence by investigating, discussing and reporting in writing to the Principal.	- Standard school-related consequences. - Victim: parents notified in writing, conferencing with admin and teacher to discuss support. - Perpetrator: written warning to parents and student; withdrawal from school activities and privileges. - To provide space for the victim, mentor with an adult, appropriate social skills and interactions taught. - Referral to CISSSO for services if needed.

	- Staff will foster an inclusive, safe, caring culture wherein students feel they can speak to staff about their concerns. - All incidents that are investigated due to violence, disrespect or bullying will be communicated to staff, students and parents affected while respecting confidentiality. - Violent or bullying situations that occur out of school or daycare time but affect the climate of the school day will be addressed by staff.	
Personal Safety and Security Behaviours	- Possession of weapons/replicas: anything used or intended for use in causing death or injury to a person (whether designed for that purpose or not), and any replica of a weapon used for the purpose of threatening or intimidating any person(s) are prohibited. Weapons or "weapon-like" devices of any kind, including toys, are never permitted on Western Quebec School Board property or transportation. - Violence of any kind towards others will <u>never</u> be tolerated. Physically or verbally abusive behaviours must be reported to the Principal immediately. - Play fighting, rough play or tackle-type games are prohibited. - <u>Intimidation</u> – to frighten, force, discourage or inhibit by the use of verbal or non-verbal actions in order to influence conduct - is prohibited. - <u>Harassment</u> – systematic or persistent verbal or physical action such as taunts, insults, annoyances, demands, etc., designed to inflict distress - is prohibited. - <u>Threats</u> – verbal promise or overt action forewarning trouble, worry or harm - is prohibited. - <u>Assault</u> – an unlawful personal attack (including menacing words or gestures), an attempt to cause injury, unwelcome physical interference with another person - is prohibited. - <u>Vandalism</u> – the deliberate damage or defacement of property, including school grounds, buildings, equipment, books and personal property - is prohibited. - <u>Extortion</u> – intimidating or threatening behaviour intended to extract money, services or property- is prohibited. - <u>Discrimination</u> – discrimination of any kind on the basis of gender identity, gender expression, sexual orientation, race, colour, ethnicity, religion, family status, or disability - is prohibited.	- Standard school-related consequences (see below). - Mediation with teacher, supervisor, and/or Principal to facilitate learning of appropriate prosocial skills, encouragement to restore the school climate to one of acceptance and security. - Withdrawal from school privileges. - Suspension. - Police involvement.
Leaving Property	- The teacher will dismiss students at the appropriate times. - Students may ONLY leave the property when: 1) picked up by a parent/guardian or by authorized school board transportation, 2) are authorized to	- Standard school-related consequences. - Suspension. - Police involvement

	walk/bike home or 3) are accompanied by a staff member on a school activity or event.	
Inclement Weather Impacting Recess or Lunch	- The safety and well-being of students is paramount. - Shortened or indoor recesses are an option during inclement weather. - The Principal is responsible for the safety of all students. A decision regarding recess/lunch activities will be made prior to each recess/ break during the school day. - The Principal will make an informed judgement on indoor recess when it comes to extreme cold/hot (-25 with wind chill / +35 with humidity) temperatures and/or extremely rainy days (other unforeseen factors). - Parents are expected to send students to school prepared and dressed appropriately for weather that is not extreme (ex. cold temperatures, rainy weather). Appropriate gear is essential for the children to engage in the outdoor learning activities planned. - Students will need a change of clothes available to them. .	- Students not properly dressed for the weather may have parameters placed on their recess participation, so as to ensure health and safety.
• Teachers will set and post written standards consistent with the school code of conduct for their own classes at the beginning of the school year. These standards must be respected by their students. • Staff members of Chelsea Elementary must address any misbehaviour on school premises or on field-trips. • A student who does not respect the words or actions of a staff member is to be reported immediately to the Principal. Staff members are asked to report any suspicious behaviour, graffiti, theft or vandalism to the Principal. • When a student is asked to relinquish possession of any of the above prohibited articles, staff members are required to bring it to the Principal.		
Criminal Code	- All students, staff, and parents are expected to abide by the Criminal Code of Canada.	- Standard school-related consequences. - Suspension - Police involvement
Western Quebec School Board	- All parents, students, and staff must follow the policies of the WQSB.	- Standard school-related consequences. - School and/or Board sanctions.

Standard School-Related Consequences:

If a student violates the rules at Chelsea Elementary, certain consequences will follow. The specific consequences will be determined on the basis of the severity and/or frequency of the issues and will take the age of the student into account. Students and parents will be informed of the consequences students receive directly by email, phone conversation and/or meeting. Communication and Dialogue with students and parents is a priority. Preferably, all issues we face at the school level are learning experiences for everyone. The first line of intervention will always be a conversation with the student about the concern and an intervention will be viewed as a learning opportunity.

Below is a list and brief description of potential standard school consequences:

1. Detention: Detentions can be assigned at recess or lunch. Students are expected to bring their lunch to the designated room. The sole activity permitted during detention is silent study or assigned work. Failure to complete detentions could result in a suspension.
2. Academic Recovery: To ensure students reach their full potential, we expect students to complete their assignments. Teachers can be asked to communicate the most important assignments (work that needs to be completed for them to make a judgement on their competency level throughout the school year) to the Principal.
3. Loss of Privileges: As students advance from Kindergarten through to Grade 6, students can miss certain privileges – school bus transportation, permission to participate in extra-curricular activities and field-trips, extended lunch

periods, after-school activities, free-time during recess and lunch, etc. Students may lose these privileges if they do not comply with school expectations.

4. In-School Suspension: A student may be suspended IN-SCHOOL. IF STUDENTS ARE SUSPENDED IN-SCHOOL, THEY WILL NOT BE ABLE TO ATTEND CLASSES OR DAYCARE and will BE INVOLVED IN an alternate RECESS and LUNCH TIME. STUDENTS WILL BE SUPERVISED AND WILL BE REQUIRED TO COMPLETE SCHOOLWORK OR ASSIGNED WORK. Students may not be permitted to ATTEND ANY SCHOOL FUNCTION FOR ANY REASON. Refusal to observe school rules and refusal to behave properly and complete all work assigned may result in an extension of the days of suspension (Out-of-School).

5. Out-of-School Suspension: A student may be suspended Out-of-School up to ten days for "gross misconduct and disobedience". IF STUDENTS ARE SUSPENDED FROM SCHOOL, THEY MAY NOT BE ON THE CAMPUS OR ATTEND ANY SCHOOL FUNCTION FOR ANY REASON. Failure to observe this regulation is considered criminal trespassing and may result in police prosecution and an extension of the days of suspension.

6. Referral to the Principal: Students who continue inappropriate behaviour despite efforts to correct it by staff, or if a student commits a serious act that disrupts the functioning of the school or endangers others, the student will be referred to the Principal. The Principal will initiate a thorough review of the student's behaviour and will determine the consequences and course of intervention.

7. Police Referral: Acts which are illegal under the *Criminal Code of Canada* should be reported to the police. This referral does not, however, forego the application of school disciplinary action for the same incident.

8. Expulsion and Discipline Committee: In cases of continued or extreme anti-social, disrespectful, disruptive, uncooperative or violent/illegal behaviour, the Principal will recommend to the Western Quebec School Board that expulsion proceedings be initiated by convening a meeting of a Discipline Committee. The Committee has the authority to expel a student from attending any schools in the school board for one full school year or longer, if needed.

Below is a list of in school restorative process students may engage in:

1. Appointments with technician to address adoption of more pro social engagements.
2. Appointments with technician to increase a sense of belonging and safety in the school community.
3. Opportunity to understand and apologize for unkind or disrespectful behaviours.
4. Access to alternate recesses areas and work areas
5. Opportunity to have frequent check ins with an adult the student feels an attachment to.

NOTE: Please refer to our Appendix A: **Pyramid of Interventions** for further details of tiered intervention strategies.