

## **Tremblay Elementary School Code of Conduct**

At Tremblay Elementary, we firmly believe that children are responsible for their behaviour. Decisions children make every day affect both themselves and others and can bring them either positive or negative consequences. We strive in formal and informal ways to teach our students how to make positive decisions on a daily basis. When a student chooses to make a poor decision we use a restorative process to allow them to decide how they will repair and restore the balance to the learning community. The code of conduct is also created so that students know and realize that they are accountable for their actions.

Tremblay promotes the values expressed in the BC Human Rights Code. In accordance with the “prohibited grounds of discrimination set out in the *BC Human Rights Code* (RSBC 1996, c. 210),”

Students will not discriminate against others on the basis of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, *gender identity or expression*, and age, or for any other reason set out in the Human Rights Code of British Columbia.

Neither will a student make gestures, publish, or display anything that would indicate an intention to discriminate against an individual or group, or expose them to contempt or ridicule on the basis of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, *gender identity or expression*, and age, or for any other reason set out in the Human Rights Code of British Columbia.

### **PURPOSE**

The purpose of the code of conduct is:

- 1) To establish and maintain safe, caring, and orderly environments for purposeful learning,
- 2) To establish and maintain appropriate balances among individuals and collective rights, freedoms and responsibilities,
- 3) To clarify and publish expectations for student behaviour while at school, while going to and from school, and while attending any school function or activity at any location, and behaviour beyond these times when it affects the safe, caring and orderly environment of the school.

This would include: web site postings, blogs or text messages by or about students or staff using electronic devices, and other means that negatively affect other members of the school community and student learning.

Tremblays students have created conduct expectations based on ways they want and do not want to be treated at school

### **CONDUCT EXPECTATIONS**

Conduct expectations are based on the theme of respect.

Students at Tremblay Elementary are expected to:

- 1) Be kind – include others, use manners
- 2) Cooperate with adults
- 3) Use words and listening skills to solve problems
- 4) Keep our school tidy

### **UNACCEPTABLE CONDUCT**

The following examples reflect how students at Tremblay Elementary do NOT want to be treated. These are examples and this is not to be considered an all-inclusive list.

- 1) Unkind and/or foul language. This includes name calling.
- 2) Physical violence
- 3) Illegal acts, such as:
  - Possession, use or distribution of illegal or restricted substances
  - Possession or use of weapons
  - Theft, vandalism or damage to property
- 4) Bullying (including cyberbullying).

### **CONSEQUENCES**

At Tremblay Elementary, we recognize that punishment does not change behavior. Therefore, a first step when a behavior occurs is a **restorative and preventative** disciplinary action. Repeat behaviors can result in consequences.

When determining consequences the severity and frequency of the unacceptable conduct as well as the age and maturity of students is considered in determining appropriate disciplinary action. Responses to unacceptable conduct are pre-planned, consistent, and fair. The disciplinary action, whenever possible is **preventative and restorative** rather than merely punitive. Students are, as often as possible, encouraged to participate in the development of meaningful consequences for violations of the established code of conduct.

## **RISING EXPECTATIONS**

As students become older, more mature, and move through successive grades, there is an understanding that the level of expectations for them increases. For example:

- 1) Students will have increasing personal responsibility and self-discipline.
- 2) Students will have increasing consequences for inappropriate behaviour.

## **ACCOMMODATION OF STUDENTS WITH SPECIAL NEEDS**

Special consideration may apply to students who are unable to comply with the code due to a disability of an intellectual, physical, sensory, emotional or behavioural nature.

## **THE FOLLOWING PAGES LIST EXAMPLES OF UNACCEPTABLE CONDUCT AND THE CONSEQUENCES THAT MAY BE USED:**

Please note that the information reflects both Primary and Intermediate; further, the policy considers both the one-time offender and those who frequently make poor choices. In most cases, the practices for the younger children will be different from those who are in the older grades. The consequences are not listed in order of how they would be used; they are a list of possible consequences. As well, please read the definitions at the end for bullying behaviour, cyber bullying, harassment, and intimidation.

The items on the following list are not in order of how they are used, they are just there as suggestions for teachers, support staff and administrators to use.

### **CONSEQUENCES – PRIMARY**

	First Situation	Repeated Problem
Fighting:	<ul style="list-style-type: none"><li>• Time out</li><li>• Class meeting/circle</li><li>• Visit the principal</li><li>• Phone call home</li><li>• Loss of privileges</li><li>• Detention</li></ul>	<ul style="list-style-type: none"><li>• Phone call to the parent</li><li>• School based team meeting - develop a behaviour action plan</li><li>• Counselling</li><li>• Recess restrictions</li><li>• Loss of privileges</li><li>• Visit the principal</li><li>• Suspension</li><li>• Part-time program</li></ul>
Swearing:	<ul style="list-style-type: none"><li>• Time out</li><li>• Class meeting/circle</li><li>• Phone call home</li><li>• Loss of privileges</li><li>• Detention</li></ul>	<ul style="list-style-type: none"><li>• Phone call to the parent</li><li>• School based team meeting - develop a behaviour action plan</li></ul>

	<ul style="list-style-type: none"> <li>• Visit the principal</li> </ul>	<ul style="list-style-type: none"> <li>• Recess restrictions</li> <li>• Loss of privileges</li> <li>• Visit the principal</li> </ul>
Bullying:	<ul style="list-style-type: none"> <li>• Time out</li> <li>• Class meeting/circle</li> <li>• Meaningful apology</li> <li>• Phone call home</li> <li>• Loss of privileges</li> <li>• Detention</li> <li>• Visit the principal</li> </ul>	<ul style="list-style-type: none"> <li>• Phone call to the parent</li> <li>• School based team meeting - develop a behaviour action plan</li> <li>• Counselling</li> <li>• Recess restrictions</li> <li>• Loss of privileges</li> <li>• Visit the principal</li> <li>• Suspension</li> <li>• Part-time program</li> </ul>
Teasing/ Name Calling	<ul style="list-style-type: none"> <li>• Time out</li> <li>• Class meeting/circle</li> <li>• Meaningful apology</li> <li>• Phone call home</li> <li>• Loss of privileges</li> <li>• Detention</li> <li>• Visit the principal</li> </ul>	<ul style="list-style-type: none"> <li>• Phone call to the parent</li> <li>• School based team meeting - develop a behaviour action plan</li> <li>• Counselling</li> <li>• Recess restrictions</li> <li>• Loss of privileges</li> <li>• Visit the principal</li> <li>• Suspension</li> </ul>

#### CONSEQUENCES – PRIMARY

	First Situation	Repeated Problem
Off Task:	<ul style="list-style-type: none"> <li>• Time out</li> <li>• Teacher/child conference (in the hallway)</li> <li>• Class meeting/circle</li> <li>• Phone call home</li> <li>• Loss of privileges</li> <li>• Detention</li> <li>• Removal from class to another class for a period of time.</li> </ul>	<ul style="list-style-type: none"> <li>• Phone call to the parent</li> <li>• School based team meeting - develop a behaviour action plan</li> <li>• Detentions appropriate to the misbehaviour</li> <li>• Recess restrictions</li> <li>• In school Suspension</li> <li>• Loss of privileges</li> <li>• Visit the principal</li> </ul>

Vandalism:	<ul style="list-style-type: none"> <li>• Repair or replace, whenever possible</li> <li>• Phone call home</li> <li>• Teacher/child conference</li> <li>• Class meeting/circle</li> <li>• Loss of privileges</li> <li>• Detention</li> <li>• Visit the principal</li> </ul>	<ul style="list-style-type: none"> <li>• Phone call to the parent</li> <li>• Repair or replace whenever possible</li> <li>• School based team meeting - develop a behaviour action plan</li> <li>• Detentions appropriate to the misbehaviour</li> <li>• Recess restrictions</li> <li>• Internal or external suspension</li> <li>• Loss of privileges</li> <li>• Visit the principal</li> </ul>
Disrespectful:	<ul style="list-style-type: none"> <li>• Time out</li> <li>• Meaningful apology</li> <li>• Teacher/child conference (in the hallway)</li> <li>• Class meeting/circle</li> <li>• Phone call home</li> <li>• Loss of privileges</li> <li>• Detention</li> </ul>	<ul style="list-style-type: none"> <li>• Phone call to the parent</li> <li>• Written apology</li> <li>• School based team meeting - develop a behaviour action plan</li> <li>• Recess restrictions</li> <li>• In school Suspension</li> <li>• Detentions appropriate to the misbehaviour</li> <li>• Loss of privileges</li> <li>• Visit the principal</li> </ul>
Non-Compliance: refusing to do things when asked.	<ul style="list-style-type: none"> <li>• Loss of privileges</li> <li>• Written apology</li> <li>• Removal to another class for a period of time</li> <li>• Detention</li> <li>• Phone call home</li> </ul>	<ul style="list-style-type: none"> <li>• Phone call to the parent</li> <li>• School based team meeting - develop a behaviour action plan</li> <li>• Counselling</li> <li>• Loss of privileges</li> <li>• Visit the principal</li> <li>• Internal or external suspension (depending if safety of student is compromised)</li> </ul>

**CONSEQUENCES – PRIMARY**

	First Situation	Repeated Problem
Stealing:	<ul style="list-style-type: none"><li>• Repair or replace wherever possible</li><li>• Time out</li><li>• Phone call home</li><li>• Teacher/child conference</li><li>• Class meeting/circle</li><li>• Loss of privileges</li><li>• Detention</li></ul>	<ul style="list-style-type: none"><li>• Repair or replace whenever possible</li><li>• Phone call to the parent</li><li>• School based team meeting - develop a behaviour action plan</li><li>• Detentions appropriate to the misbehaviour</li><li>• Counselling</li><li>• Loss of privileges</li><li>• Visit the principal</li><li>• In-school suspension</li></ul>
Tardiness (Student choice):	<ul style="list-style-type: none"><li>• Discussion</li><li>• Dealt with in classroom</li></ul>	<ul style="list-style-type: none"><li>• School based team meeting</li><li>• Action plan</li><li>• Phone call home</li><li>• Loss of privileges if the tardiness is caused from coming in late from recess and lunch.</li></ul>

**CONSEQUENCES – INTERMEDIATE**

	First Situation	Repeated Problem
Fighting:	<ul style="list-style-type: none"><li>• Phone call home</li><li>• Think Sheet</li><li>• Detention</li><li>• Restitution – school service appropriate to the situation</li><li>• Student and Teacher begin a “Behaviour Plan”</li><li>• Suspension – internal or external</li><li>• Visit the principal</li></ul>	<ul style="list-style-type: none"><li>• School Based Team Meeting – involve teacher, student, parent (s), principal, etc.</li><li>• Counselling</li><li>• Suspension – internal or external</li><li>• Think worksheet</li><li>• Detention</li><li>• Recess restrictions</li><li>• Loss of school privileges</li></ul>

	<ul style="list-style-type: none"> <li>• Loss of privileges at recess or lunch</li> </ul>	<ul style="list-style-type: none"> <li>• Home study</li> <li>• Part-time program</li> </ul>
Swearing:	<ul style="list-style-type: none"> <li>• Think Sheet</li> <li>• Phone call home</li> <li>• A meaningful apology</li> <li>• Suspension – internal or external</li> <li>• Detention</li> </ul>	<ul style="list-style-type: none"> <li>• School Based Team Meeting – involve teacher, student, parent (s), principal, etc.</li> <li>• Counselling</li> <li>• Suspension – internal or external</li> <li>• Think worksheet</li> <li>• Detention</li> <li>• Loss of school privileges</li> </ul>
<p>Bullying: this includes cyber-bullying. Please read the definitions provided at the end of this document so there is a shared understanding of what bullying is.</p> <p>Bullying is NOT disagreements, arguments, or conflicts.</p>	<ul style="list-style-type: none"> <li>• Class meeting/circle</li> <li>• Detention</li> <li>• Think sheet</li> <li>• Phone call home</li> <li>• Restitution – school service appropriate to the situation</li> <li>• Student and Teacher begin a “behaviour Plan”</li> <li>• Suspension – internal or external</li> <li>• Loss of school privileges</li> <li>• Recess restrictions</li> </ul>	<ul style="list-style-type: none"> <li>• School Based Team Meeting – involve teacher, student, parent (s), principal, etc.</li> <li>• Counselling</li> <li>• Suspension – internal or external</li> <li>• Detention – Think sheet</li> <li>• Recess restrictions</li> <li>• Loss of school privileges</li> <li>• Home study</li> <li>• Part-time program</li> <li>• Involve the RCMP in very serious circumstances</li> </ul>
Dishonesty:	<ul style="list-style-type: none"> <li>• Meaningful consequence</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Counselling</li> <li>• Visit the principal</li> <li>• Loss of privileges</li> <li>• Phone call home</li> </ul>
Teasing/ name calling:	<ul style="list-style-type: none"> <li>• Detention – Think Sheet</li> <li>• Phone call home</li> <li>• A meaningful apology</li> <li>• Recess restrictions</li> </ul>	<ul style="list-style-type: none"> <li>• School based team meeting - develop a behaviour action plan</li> <li>• Counselling</li> <li>• A meaningful apology</li> </ul>

		<ul style="list-style-type: none"> <li>• Suspension – internal or external</li> <li>• Detention</li> <li>• Think sheet</li> <li>• Recess restrictions</li> <li>• Loss of privileges</li> </ul>
Off Task:	<ul style="list-style-type: none"> <li>• Review of class expectations</li> <li>• Phone call home</li> <li>• Teacher/student conference in the hall</li> <li>• Detention – appropriate to situation</li> <li>• Loss of privileges</li> <li>• Removal to another class or quiet area where there are no distractions</li> </ul>	<ul style="list-style-type: none"> <li>• School based team meeting - develop a behaviour action plan</li> <li>• Detention – appropriate to situation</li> <li>• Daily reports to the parents</li> <li>• Recess restrictions</li> <li>• Loss of privileges</li> <li>• Counselling</li> </ul>
Vandalism:	<ul style="list-style-type: none"> <li>• Repair or replace, wherever possible</li> <li>• Detention</li> <li>• Think sheet</li> <li>• Phone call home</li> <li>• Teacher/child conference</li> <li>• Class meeting/circle</li> <li>• Visit the principal</li> <li>• Loss of privileges</li> <li>• Detention</li> </ul>	<ul style="list-style-type: none"> <li>• Repair or replace, wherever possible</li> <li>• Involve the principal</li> <li>• School based team meeting - develop a behaviour action plan</li> <li>• Recess restrictions</li> <li>• Loss of privileges- presence on the school property only for instruction</li> <li>• Counselling</li> <li>• Suspension – internal or external</li> <li>• Home study program</li> <li>• Involve the RCMP in very serious circumstances</li> </ul>
Disrespectful/Non-Compliance:	<ul style="list-style-type: none"> <li>• Detention</li> <li>• Think sheet</li> <li>• Phone call home</li> </ul>	<ul style="list-style-type: none"> <li>• School Based Team Meeting – involve teacher, student, parent(s),</li> </ul>



	<ul style="list-style-type: none"> <li>• Student and Teacher conversation on respect</li> <li>• Recess restrictions</li> <li>• Loss of privileges</li> <li>• Removal to a different class or quiet area</li> </ul>	<ul style="list-style-type: none"> <li>principal, etc.</li> <li>• Detention</li> <li>• Think sheet</li> <li>• Loss of privileges</li> <li>• Counselling</li> <li>• Suspension – internal or external</li> <li>• Part-time program</li> </ul>
Stealing:	<ul style="list-style-type: none"> <li>• Items returned or replaced wherever possible</li> <li>• Meaningful apology</li> <li>• Phone call home</li> <li>• Detention</li> <li>• Think sheet</li> <li>• Loss of privileges</li> </ul>	<ul style="list-style-type: none"> <li>• Items returned or replaced wherever possible</li> <li>• Phone call to the parent</li> <li>• School Based Team Meeting – involve teacher, student, parent (s), principal, etc.</li> <li>• Loss of privileges</li> <li>• Counselling</li> <li>• Suspension</li> <li>• Involve the RCMP in very serious circumstances</li> </ul>
Tardiness (Student choice):	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Loss of privileges</li> <li>• Phone call home</li> <li>• School based team meeting</li> <li>Action plan</li> </ul>
Harassment Or Intimidation	<ul style="list-style-type: none"> <li>• Think sheet</li> <li>• Detention</li> <li>• Phone call home</li> <li>• Restitution</li> <li>• Behaviour plan</li> <li>• Loss of privileges</li> <li>• Visit the</li> </ul>	<ul style="list-style-type: none"> <li>• School Based Team Meeting</li> <li>• Suspension – internal or external</li> <li>• Counselling</li> <li>• Involve RCMP</li> <li>• Part-time program</li> </ul>

## DEFINITIONS

The following definitions may be useful in the development of codes of conducts so that everyone in the school community shares a common understanding of terms that appear in the codes. They are not legal definitions, but have been commonly used in the school system.

**Bullying behaviour:** a pattern of repeated aggressive behaviour, with negative intent, directed from one person to another where there is a power imbalance.

Bullying behaviour is a type of harassment and intimidation. This aggressive behaviour includes a physical or verbal behaviour, and is an intentional and purposeful act meant to inflict injury or discomfort on the other person. There are three critical conditions that distinguish bullying from other forms of aggressive behaviour including:

1. **Power:** involves a power imbalance. Individuals who bully acquire their power through physical size and strength, including status within the peer group, and/or by recruiting support of the peer group.
2. **Frequency:** is repeated over time. Bullying is characterized by frequent and repeated attacks. It is this factor that brings about the anticipatory terror in the mind of the person being bullied that can be so detrimental and can have the most debilitating long-term effects.
3. **Intent to harm:** is intended to hurt. Individuals who bully generally do so with the intent to either physically or emotionally harm the other person.

Remember bullying is a repeated aggressive behaviour. It is NOT an argument or conflict.

**Cyber bullying:** bullying behaviour, which is carried out through an Internet service such as email, chat room, blog, discussion group, Facebook, Twitter, uploading videos to YouTube, or instant messaging. It can also include bullying through mobile phone technologies and new Internet technologies in the future.

**Harassment:** any unwelcome or unwanted act or comment that is hurtful, degrading, humiliating, or offensive to another person is an act of harassment. Of particular concern is such behaviour that persists after the aggressor has been asked to stop.

Any of the following behaviours could be considered harassment:

- Condescending treatment that undermines another's self-respect, name-calling, teasing, disrespectful comments
- Gossiping, spreading malicious rumours, "dirty" looks, social ridicule, public embarrassment
- Social isolation ("freezing out" or rejecting others), exclusion from a group threatening to withdraw friendship
- Repeated unwanted communication
- Unwelcome jokes, innuendoes, insults, or put downs; taunts about a person's body, disability, religion, attire, age, economic status, sexual orientation or gender identity, ethnic or national origin

- Insulting graffiti directed at an individual or group
- Unwanted and uninvited sexual attention, particularly when it is intimidating, hostile, or offensive to the recipient.

**Intimidation:** Intimidation is the act of instilling fear in someone as a means of controlling that person.

For example, any of the following behaviours could be considered intimidation:

- Verbal threats; threatening phone calls, threats of violence against a person or property
- Physical threats: showing a weapon, jostling, threatening to punch, stalking or following
- Defacing or stealing victim property
- Daring or coercing victim to do something dangerous or illegal
- Extortion (demanding payment or goods for a victim's safety)
- Inciting hatred toward a victim
- Setting up a victim to take the blame for an offence
- Pretending to use imaginary weapons on people.

**Safe schools:** schools in which members of the school community are free of the fear of harm, including potential threats from inside or outside the school. The attitudes and actions of students, staff and parents support an environment that is resistant to disruption and intrusion, and enables a constant focus on student achievement.

**Caring schools:** schools where it is known that a sense of belonging and connectedness – not just for students, but also for everyone in the school community – is a necessary element in the creation and maintenance of a safe learning environment. Caring schools are ones in which members of the school community feel a sense of belonging and have opportunities to relate to one another in positive, supportive ways. All aspects of school life embrace and reflect diversity. The school is an inviting place for students, staff, parents and visitors. Staff members make conscious and concerted efforts to help other members of the school community feel connected.

**Orderly schools:** schools that are free from chaos and confusion, and alive with the sights and sounds of purposeful learning activities. Routines for repetitious activities are well established so students' minds and bodies are free to focus on learning and development work at hand. A businesslike atmosphere exists, yet there is creativity and fun in abundance. Everyone in the school has work to do and does it in a timely way – and in a way that does not interfere with the learning and development of others. Everyone feels a sense of meaningful accomplishment, and feels the school is a good place to be. All members of the school community are informed about and exercise their rights and responsibilities as school citizens.

## RIGHTS AND PROCEDURAL FAIRNESS

- Entitles a student to an education program;
- Requires a student to comply with the Board approved, school code of conduct;
- Holds students and parents liable for the school property damage;
- Give students/parents the right to appeal any decision made by an employee or officer which significantly affects the student's education, health or safety;
- Requires that student discipline be similar to that of a kind, firm and judicious parent;
- Allows boards to suspend students as long as it continues to provide an educational program;
- Makes rules establishing a code of conduct, suspension and the provision of an education program for a suspended student;
- Allows boards to refuse to provide an educational program to a student who is 16 years old and refuses to comply with the code of conduct.

Common law gives students and parents the right to procedural fairness.

## Dress Code

The purpose for the dress code is for students to dress in a manner appropriate to establish a positive learning atmosphere at school. This means that clothing that may be appropriate in other settings may not be appropriate for school. *School administration reserves the right to judge what is or is not appropriate.*

The following guidelines are applicable for appropriate dress at our school:

1. Footwear must be worn at all times for safety reasons.
2. Shorts, pants and skirts must be of sufficient length. Undergarments must not be visible for either gender.
3. Tops must cover the majority of the upper body.
4. Beachwear is not appropriate in school.
5. Clothing of any kind condoning violence, profanity, hatred, discrimination, negative stereotypes, or promoting illegal drug use or abuse of alcohol are not appropriate.
6. Hats are may be permitted in the school and within the class room if the teacher permits

## TREMBLAY ELEMENTARY EXPECTATIONS

1. Students are expected to be polite and respectful in dealing with teachers, support staff, guests to the building, and other children. Rudeness in words or gestures will not be accepted.
2. Swearing, vulgar language and racist comments have no place at school. Students using such language will be held accountable for their actions.
3. Students are not permitted to smoke or carry any tobacco products while they are at school. Cigarettes and other tobacco products, as well as matches and lighters will be confiscated. We will advise the parents of any student we have reason to suspect may be smoking so that the parents can address this important health matter. As well, School District 59 is a non-smoking environment. There is to be no smoking on school district property. Likewise, no energy drinks will be permitted at school. They will be taken from students and not returned.
4. Stealing or vandalism to school property or the belongings of other students will not be accepted. Replacement or restitution will be expected in instances of willful damage.
5. Students are not to leave the school premises at recess or lunchtime without written permission from parents or guardians.
6. Children are to walk while inside the school and maintain a low speaking volume.
7. Outside shoes are to be removed and put on the boot racks when children enter the building. Children are expected to have inside footwear for the classroom and gym use.
8. The use of **cell phones** is not acceptable in the building or on school grounds. If a child needs to use a phone they can come to the office. It is expected that students, if bringing cell phones to school, turn them off at 9:00AM when arriving to class; and stay off until the end of the school day; 2:36PM. Students can place them out-of-sight in pockets, backpacks, or drop them off at the office. Before or after school, we ask that students do their calling/texting from the classroom or outside areas; not the hallways. If parents/guardians need to reach their children during the day, please call the school at 250-782-8147 or text 250-219-3653. The school will not be responsible for lost, missing or damaged cell phones.
9. Toys/ electronic devices should not be at school. Students will be given a warning to put it away. For repeat offenders the electronic device will be sent to the office and parents will have to come in and pick it up. If a child has brought a toy or electronic device to school, and it is lost or stolen, it is not the school's responsibility to find or replace that item.

Another reason for not having toys or electronics at school is that sometimes students feel the need to sell them or trade them. This has a tendency to cause conflict between students and should not be done at school.

10. Parents and guests are more than welcome at Tremblay Elementary. Unless it is the end of the day or first thing in the morning, visitors must check in at the office first. However, if you would like to go into classrooms you need to plan this ahead of time with the teacher. If you are not volunteering your visit should be limited to 15 minutes.

11. No pets are allowed in the school due to allergies and safety reasons.

12. Students are expected to be in the classrooms at all times. If students need to leave the room they need to ask permission and obtain a hall-pass. If a student is in the hallway without permission or a hall-pass, parent/guardian will be called to pick the student.

## **COMMUNICATING BETWEEN HOME AND SCHOOL**

Communicating with your child's teacher.

If you have a question or concern regarding your child, please contact your child's teacher. This can be done by sending a note, phoning, or leaving a message at the office. Appointments made in advance are the most efficient way to raise concerns or questions with your child's teacher. While sometimes it is possible to drop in to see the teacher, usually they are meeting the needs of the whole class, and therefore appointments and phone calls work best. Concerns should not be brought to the administration first but need to be communicated to the teacher first.

Written communication to provide families with school information will be issued throughout the year. Please take time to read it, discuss it with your children, and keep it handy for future referral.

Each month a school newsletter is sent home. Our newsletter provides information on events that have taken place, events that are about to happen and interesting news about our school community. It will also have the dates and times of events and assemblies. The newsletter is now posted on the Tremblay website.