

# QUISPAMISIS ELEMENTARY SCHOOL

## STUDENT and FAMILY HANDBOOK



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Website :

Follow us on Facebook : @Quispamsis Elementary School

## **Welcome from Administration**

Quispamsis Elementary School is an excellent school that continually strives for a strongly connected group of students, parents, staff, and greater community. A school that works together with our school community towards making our school a great place to learn and grow as we build a strong foundation of academic and social-emotional skills to support students along their educational journey. We share the responsibility of creating a welcoming and inclusive school that values diversity by welcoming all families in a safe and supportive environment. At QES we promote and support students in achieving strong academic skills, respectful behaviour, healthy living habits, as well as global competencies to develop the leadership skills necessary for taking action to improve the world around them.

## **Vision and Mission Statements**

**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.

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

## 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 Eagle 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 after one or more incidents 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 2022-2023 school year is \$10. The school fee will help support guest speakers and events at the school. School Fees are available to be paid

## **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. Logue.

\*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](http://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 **8:05am**.
- 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.
- All families are expected to use the **School Messenger** to report student absences. Please see below for details.

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

Occasionally absences are necessary due to sickness or appointments which cannot be scheduled beyond school times. In these cases, please follow the following procedures:

With **School Messenger/Safe Arrival**, you are asked to report your child's absence in advance using any of these 3 convenient methods:

1. Using your mobile device, download and install the **SchoolMessenger app** from the Apple App Store or the Google Play Store (or from the links at <https://go.schoolmessenger.ca>). The first time you use the app, select Sign Up to create your account. Select Attendance then Report an Absence.
2. Use the Safe Arrival website, <https://go.schoolmessenger.ca>. The first time you use the website, select Sign Up to create your account. Select Attendance then Report an Absence.
3. Call the toll-free number **1-833-219-9065** to report an absence using the automated phone system. These options are available 24 hours/day, 7 days a week.

Future absences can be reported at any time. In addition, we will use the SchoolMessenger Communicate automated notification system to contact parents whose child is absent when the absence was not reported in advance. The automated notification system will attempt to contact parents at multiple contact points until a reason is submitted for the absence. If you report your child's absence in advance using the Safe Arrival toll-free number, website, or mobile app, you will NOT receive these notifications.

### **Below is our daily schedule and attendance policy:**

<b>DAILY SCHEDULE</b>	
7:45-8:05	Students arrive at school
8:05-8:30	Soft Start
8:30	Announcements (after which students are marked as tardy)
8:15-10:15	Instructional Time
10:15-10:30	Morning Recess
10:30- 12:00	Instructional Time
12:00-12:15	Students eat lunch
12:15- 12:45	Lunch Recess
12:45- 1:30	Instructional Time (K-2 Students)
12:45- 2:20	Instructional Time (Gr. 3- 5 Students)

<b>TARDINESS</b>	<b>ABSENCES</b>
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 CASH ONLINE**

For safety and efficiency reasons, Anglophone South School District would like to reduce the amount of cash & checks coming into our schools. Please join the thousands of parents who have already registered and are enjoying the convenience of paying ONLINE! It takes less than 5 minutes to register. Follow these step-by-step instructions to begin to receive email notifications regarding upcoming events involving your child(ren). NOTE: If you require assistance, select the SUPPORT option in the top right hand corner of the screen.

- **Step 1:** Register a) If you have not registered, please go to the School Cash Online home page <https://ASD-S.schoolcashonline.com/> and select the "Get Started Today" option. b) Complete each of the three Registration Steps \*For Security Reasons your password, requires 8 characters, one uppercase letter, one lowercase letter and a number.
- **Step 2:** Confirmation Email A registration confirmation email will be forwarded to you. Click on the link provided inside the email to confirm your email and School Cash Online account. The confirmation link will open the School Cash Online site prompting you to sign into your account. Use your email address and password just created with your account.
- **Step 3:** Find Student This step will connect your children to your account. a) Enter the School Board Name. b) Enter the School Name. c) Enter Your Child's First Name, Last Name and Birth Date. d) Select Continue. e) On the next page confirm that you are related to the child, check in the Agree box and select Continue. f) Your child has been added to your account.
- **Step 4:** View Items or Add Another Student If you have more children, select "Add Another Student" and repeat the steps above. 8 children can be added to one parent account. If you do not wish to add additional children, select "View Items For Students" option. A listing of available items for purchase will be displayed.

Disease	Minimum exclusion period for cases
Diphtheria	Exclude until medical clearance (written note from MD)
Pertussis (whooping cough)	If high risk individuals are present, exclude until 5 days from the start of treatment OR, if no treatment was given, until 3 weeks elapsed since the onset of characteristic cough or until the end of cough, whichever occurs first.
Group A streptococcal (GAS) infection (pharyngitis/tonsillitis [strep throat], scarlet fever, impetigo)	Exclude until 24 hours after starting antibiotic treatment.
MRSA (Methicillin-resistant Staphylococcus aureus)	Usually not required (unless skin lesions (e.g. boils) cannot be covered). Seek medical advice for contact sport participation.
Mononucleosis (EBV infection)	Not required.
Cytomegalovirus infection	Not required.
COVID-19	Exclude until symptoms have improved and child has not had fever for 24 hours.
Measles	Exclude until 4 days from the onset of rash.
Mumps	Exclude until 5 days from the onset of gland swelling, if non-immunized contacts are present.
Rubella (German measles)	Exclude until 7 days from the onset of rash.
Varicella (chickenpox)	Exclude until child feels well enough to return to school.
Shingles (herpes zoster)	Usually not required (unless skin lesions (spots) cannot be covered)
Fifth disease (erythema infectiosum, "slapped cheek" syndrome)	Not required. Once rash appears, a child is no longer contagious.
Roseola infantum (sixth disease, exanthema subitum)	Not required.
Gastroenteritis (diarrhea and/or vomiting)	Exclude students who cannot maintain personal hygiene until diarrhea subsides. For certain causes of gastroenteritis and in outbreak situations, longer periods of exclusion may be needed. Contact Public Health for advice.
Hepatitis A	Exclude until 1 week from the onset of illness/jaundice.
HIV, Hepatitis B, Hepatitis C	Not required.
Conjunctivitis (Pink eye)	If there is a thick white or yellow discharge (with eyelids stuck together or crusted eyelashes), fever, eye pain or eyelid swelling or significant watery discharge exclude until seen by a doctor (at least 24 hours of treatment may be required before returning to school). Children with pink eyes who have no or minimal clear or watery discharge without fever, eye pain, or eyelid redness do not need to be excluded.
Cold sores (herpes simplex)	Usually not required (unless significant drooling that cannot be controlled)
Hand-foot-and-mouth disease	Usually not required (unless significant drooling that cannot be controlled)
Thrush (candida)	Not required.
Molluscum contagiosum	Not required.
Warts	Not required.
Scabies	Exclude until 24 hours after treatment.
Pediculosis (Head lice)	Not required.
Ringworms	Exclude until treatment started.
Pinworms	Not required.

## **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 EECED 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 [geshomeandschool@hotmail.com](mailto:geshomeandschool@hotmail.com). Parents are encouraged to attend meetings and become involved!

### **Parent School Support Committee**

The Parent School Support Committee (PSSC) meets approximately 5 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 – 8:05**

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. As well, there are several parking spaces by the main office doors 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 Riverviews Finest, Subway and Papa John's. Order can be submitted monthly at <https://qes.hotlunches.net/admin/>. If you have any questions, you can contact [amccarthy106@gmail.com](mailto:amccarthy106@gmail.com) or text (506) 608-0200..

**Breakfast:** All students are encouraged to eat breakfast at home every day before coming to school. QES offers a breakfast program each morning 7:45-8:05 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 as required.

**Noodle Club:** Students of QES who a part of this club will be provided 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. \*\*

### **SCHOOL CLOSURES / INCLEMENT WEATHER**

Our school is located in ASD-S, Hampton Education Center. **The Snow line - 1-855-535-7669 [SNOW].**

The options are as follows:

1. Schools are open as usual, and no announcement will be made.
2. All schools are closed for the day with an appropriate announcement being relayed to: • the local radio stations prior to 6:30 a.m. • the District website ([www.asd-s.nbed.nb.ca](http://www.asd-s.nbed.nb.ca)) • follow District on social media- Twitter [http://twitter.com/ASD\\_South](http://twitter.com/ASD_South) Facebook Anglophone South School District
3. Some schools in the area are closed and the announcement will be made via radio station and social media
4. Buses are delayed one hour with all schools in ASD-S opening on time. Teachers are expected to be in their classrooms at the regular time, whenever possible, and to provide supervision and instruction. Attendance will not be taken until the buses arrive.
5. Schools may be closed early if weather conditions deteriorate seriously during the day. In this case, schools will be informed by District Office personnel, and parents will be informed via the media. This option will be exercised very rarely since road conditions are often better at the end of the school day when transportation crews are expecting students to be dismissed.

You are urged to check social media and/or listen to the radio early in the morning during inclement weather conditions so that you can be informed of the school closings.

### **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 take place following the fall and spring home reports. Appointments are generally from 9:00am – 11:00am and 4:00-7:00pm on the designated days that the school will communicate to families. Parents may request a phone call/meeting with teachers to discuss concerns that may arise through the year at a mutually convenient time.

### **Homework**

Homework's purposes are to share with parents, review, and practice and reinforce what is learned at school, prepare for the next day and explore subjects more fully than time permits in the classroom. Homework is meant to be a positive experience that encourages children to learn and share what they know. It also encourages independent work, self-discipline and responsibility. If a child appears to spend

too much time completing assignments or does not understand a particular skill or concept, be sure to contact the teacher.

### **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.

### **Staff List 2023-2024**

Grade	Name	Grade	Name	Position	Name
Gr. K	Blucher, Melissa	Gr. 1 FI	Heissner, Ashley	Principal	Blucher, Mark
Gr. K	Latimer, Melissa	Gr. 1 FI	Hanson, Michelle	Vice Principal/ EST	Young, Kristi
Gr. K	Smith, Melissa	Gr. 2 FI	Cox, Melanie	Administrative Assistant II	Logue, Tina
Gr. 1	Sullivan, Cristin	Gr. 2/3 FI	LeBlanc, Jennifer	EST – Resource	Stiles, Cheryl
Gr. 2	Earle, Andrea	Gr. 3 FI	Reay, Kristen /Hanson, Michelle	E S T – Resource	Vautour, Jillian
Gr. 2	Nolan, Kelly	Gr. 3/4 FI	Blacquier, Kelsie	EST-Guidance	Fischer, Jodie
Gr. 3	Duke, Jillian	Gr. 4 FI	McAllister, Kayla	Academic Support Teachers	Urquhart, Julie Williams, Hillary
Gr. 3		Gr. 4/5 FI	Wolno, Nicole	Phys Ed	Boucher, Gaspard Starkey, Terena
Gr. 4	Bacon, Hilary	Gr. 5FI	Hache, Heather	Music	Hill, Barb, Starkey, Terena
Gr. 4	Burnett, Ashley	Gr. 5 IF	McNamee, Abby	Community Schools Coordinator	Nice, Abby
		Gr. 5 IF	Russell, Rebecca	Custodians	Lordon, Melissa O'Blenis, Carol Quinn, Jake
<b>Educational Assistants:</b> Lesa Broad, Alisha Godwin, Angela Goguen, Crystal McMillan, Lisa Lawrence, Donna Marquis, Kim Moore, Megan Sheppard, Amy Umstadt, Jessica Ferguson, Annie Reinhart, Jill Powell/Natalie Williams, Tammy Flowers, Angela Mitton					





# 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



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