

Crawford Bay Elementary & Secondary School



Staff & Student Handbook 2018-2019

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Crawford Bay, BC
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We acknowledge, respect, and honor the First Nations in whose traditional territories the Kootenay Lake School District operates and all Aboriginal people residing within the boundaries of School District #8.

CBESS SCHOOL VALUES AND PHILOSOPHY

Crawford Bay Elementary-Secondary School values authentic learning in a healthy environment that inspires students to become resilient, independent, high-achieving, respectful and creative learners. In this, we value strong connections with the following:

- Garden learning
- Aboriginal perspectives/SD #8 Aboriginal Enhancement Agreement/Truth and Reconciliation goals
- Nature-based outdoor learning
- Healthy food/hot lunch program
- Positive behaviour/leadership
- Community involvement
- Music, art, and drama
- Perspective-broadening activities, including travel

CBESS Staff 2018-19

Administration

Erin Gibbs- Principal

Palma Wedman- Secretary/Administration Assistant

Teaching Staff

Shannon Lanaway, Tanya Thayer: Grades 5-7

Matt Winger- Secondary Humanities, PE, Woodwork, Projects, Metalwork, Mentorships

Kristy Winger- Secondary Humanities, Planning 10-11, Careers

Johanna Strom- Grades 2-4

Shannon Lanaway - Grades 5 - 7, French, Elementary PE

Heather Bury- Secondary Math and Science, Careers, ADST

Daniela Fiess- Grades K-2 and Secondary Drama

Tanya Thayer- Case Manager, Learning Support and Gr 5-7

Learning Support and Education Assistants

Sarah Wolfenberg- Grades K - 2

Simone Stanley- Grades 2 - 4

Alana Strom- Grades 2 - 7

Cathy Fowler- Grades 8 - 12

Chantal Lunardi- Grades 2 - 7

Tanya Thayer- Case Manager/Learning Support Teacher

Strong Start

Tues, Wed, Thurs a.m. - Facilitator: Amanda Anstee

Student Services

Counsellors - Alexis Phillips, Laura Douglas

Academic Counsellor/Careers- Lori O'Neill

Library- Alana Strom, Matt Winger (teacher-librarian)

Aboriginal Education- Alana Strom

Hot Lunch Program- Tyler Wedman

Custodian- Darlene Cook/Malena Draper

Bus Drivers- Tony Schellhorn, Jac Gibbs, Ron Savoie

SCHOOL DISTRICT #8 CALENDAR

https://www.sd8.bc.ca/sites/default/files/2018_2019%20Calendar_Ministry_Approved.pdf

SCHOOL DISTRICT #8 WEBSITE

All information regarding School District #8 is found on the website at www.sd8.bc.ca. **Staff members must be familiar with this website and the information** contained on it, such as the [SD # 8 Board Policy Manual](#), with our school district policies; the [SD # 8 Student Expectations and District Goals](#); and SD #8's [Aboriginal Education Enhancement Agreement](#).

This is also where you will find all of the [Facilities Planning information](#); excursion policies; [district department information](#) (Independent Learning Service, Innovative Learning, HR, etc); calendars; [B.C.'s Redesigned Curriculum](#) and Pro-D); [MyEdBC](#), [eServe](#), [Smart Find Express \(SFE\) links](#); and much more.

SD # 8 STUDENT EXPECTATIONS

Focus * Learn * Excel*

Everything that we do is aligned with these SD# 8 student expectations. We focus on excellence for all learners in a nurturing environment.

SD #8 ABORIGINAL ENHANCEMENT AGREEMENT

The overall purpose of this Enhancement Agreement is to enhance the success of our Aboriginal students and to raise the awareness of all members of the School District #8 community to Aboriginal culture, tradition, and issues.

All staff members should know the details outlined in the SD #8 Aboriginal Enhancement Agreement and integrate them into their classroom culture.

Goal One

“Enhance the Aboriginal student’s sense of belonging, pride, and identity”

Goal Two

“Improve the success of all Aboriginal students”

Goal Three

“Improve connections between Aboriginal students, families, communities and schools”

Goal Four

“Improve awareness of the history, culture, diversity, and issues related to Aboriginal students”

Staff Resources:

Gail Higginbottom: SD8 District Principal of Aboriginal Education

Danica Weager- SD8 Aboriginal Education Coordinator

Alana Strom: Aboriginal Education Resources/Activities/Library

Please communicate with Erin and Alana about how you can best meet the goals of the Enhancement Agreement.

CBESS ELEMENTARY SCHOOL DAILY SCHEDULE

8.30am- school begins

10.15-10.30- morning recess

11.50 -12.45- lunch

2.38- school finishes

NOTE: Kindergarten students will follow a graduated entry timetable at the start of the year.

CBESS SECONDARY SCHOOL

DAILY SCHEDULE

8.30-10:00- Block A

10.00- 10.15- Morning Break

10.15-11.55 - Block B

11.55 - 12.45 Lunch

12.45-1.50- Block C

1.53- 3.00- Block D

Students are expected to arrive to class on time.

Teachers must be in their rooms before the bell, and reminding students to be in the room and ready by the bell.

The school will begin phoning home to follow up on absent students who have not alerted the school to their absence by 8.45am. It is very important that attendance is done in MyEdBC by that time.

Any late student must check in at the office before proceeding to class.

CBESS SCHOOL FOCUS 2018-19: Building our School Community

Our school focus for 2017-18 was *Positive Behaviour*, and we aligned our school professional development and actions with this goal. Staff continue to implement the strategies and learning from our focus on self-regulation and Zones of Regulation from 2016-17.

In 2018-19 we continue with our focus on positive behaviour for learning by digging deeper into our shared school culture. How do we show respect, kindness and safe behaviour to each other?

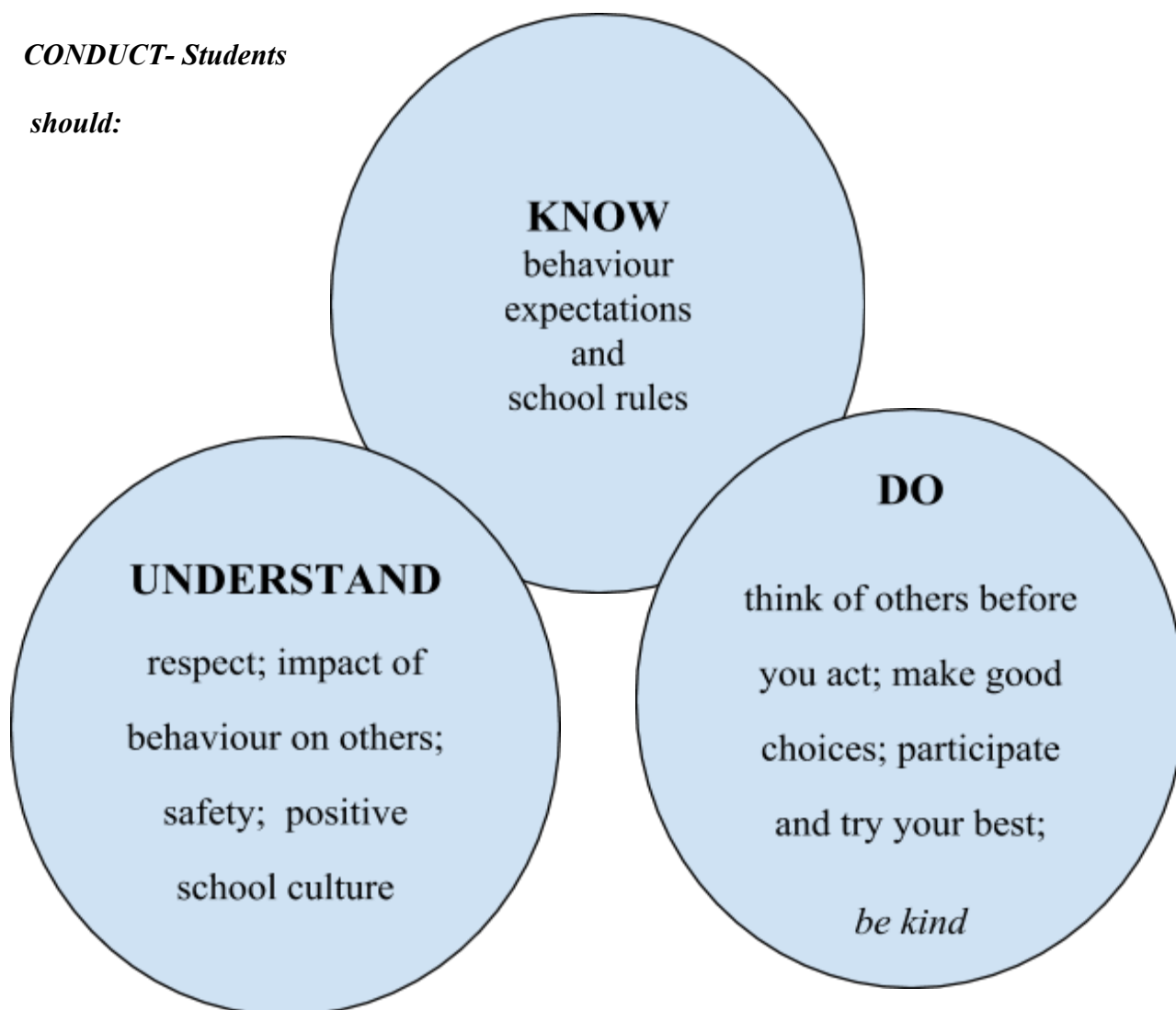
CBESS CODE OF CONDUCT

A school Code of Conduct is required by the Ministry of Education in BC to be created, communicated, displayed, and followed. Teachers are to refer to it to ensure that students are aware of the information contained within in, and it is designed to support positive behaviour to enhance student learning.

CODE OF

CONDUCT- Students

should:



Crawford Bay Elementary-Secondary School
2018-19 CODE OF CONDUCT

At Crawford Bay Elementary-Secondary School, we believe that all people have the right to learn in a safe, caring and orderly environment. Our expectation is that all people involved in our school will maintain an attitude that is cooperative, courteous and respectful. Our expectations for behaviours, while at school and during school activities, are largely based on the following five points:

1. All people involved in school activities are expected to take increasingly more responsibility for asking themselves, “Is what I am doing safe and respectful?”
2. If a student is not comfortable with something that another student is doing to her/him, the student will tell the other student to “stop”. The other student is expected to stop immediately. If the other student does not stop, a supervising adult should be notified. If this is not resolved with the two students and supervising adult, the principal/teacher-in-charge will be notified and the students will be involved in the ‘Reports of Potential Bullying’ process.
3. If an adult is not comfortable with something that a student is doing, the adult will tell the student that he/she needs to stop. The student will be expected to stop immediately without argument. The adult will follow up with the principal to determine if the activity is something that may be permitted in the future, given that safety precautions would be followed. The student will also have the opportunity to follow up with the principal.
4. All people involved using school facilities and/or involved in school activities are expected to clean up after themselves.
5. If a student, parent, and/or community member has concerns with a school activity or behaviour, please contact the principal directly. Students may also talk to any staff member and the message will go to the principal.

Other expectations for student behaviours include:

- Be Respectful to Yourself – Care about your learning and yourself.

Some examples include:

- practice self-regulation
- always do your best
- make good choices
- be on time and ready to work
- complete your work at school and at home, if necessary

- Be Respectful & Kind To Others – Be considerate of others' personal feelings and properties.

Some examples include:

- be polite and wait your turn
- treat others with respect
- use good listening skills
- be honest and tell the truth
- speak kindly

- Be Respectful To Property – Care about your school and your environment.

Some examples include:

- take good care of materials and all spaces
- ask before borrowing anything
- return anything borrowed to where it came from

- Be Safe – learn and follow school rules.

Some examples include:

- walk calmly – no running/skateboarding in hallways
- stay in designated areas
- report dangerous situations to staff
- wash your hands well

- Be a Positive Ambassador for our School - Care about how you represent our school when we are out in our community and beyond.

Some examples include:

- be calm and do not run around on the ferry
- be polite to, and appreciative of, volunteers
- be a good listener to others involved in learning activities

Our Code of Conduct is designed to provide guidelines for appropriate student behaviour while under the jurisdiction of the school or at any school-sponsored function, including the bus.

Inappropriate behaviour can consist of, but is not limited to:

- rudeness, swearing
- fighting
- threatening/slamming things
- lack of respect for others, teasing
- throwing objects (rocks, sticks, snowballs, etc.)
- defiant behaviour, insolence
- running in the halls
- unauthorized leaving of school grounds, chronic lateness
- littering
- using personal technology devices, such as ipods, cell phones, tablets, cameras and MP3's during class time, without the approval of teachers.

Consequences

Consequences will be applied in a fair and consistent manner, respecting age, maturity, and any special considerations that apply to the student regarding special needs if he/she is unable to comply due to having an intellectual, physical, sensory, emotional or behavioural disability. Consequences are intended to be restorative rather than punitive in nature.

Inappropriate behaviour typically has the following consequences:

- verbal warnings
- review of expectations
- time missed from preferred activities (recess, breaks): detention

- meeting with parents
- conflict resolution meetings
- counselling
- school and/or community service: detentions with jobs
- behaviour plan/contract
- informal suspensions (at school or home): with jobs
- partial day school plan
- formal suspensions (as per school district policy)

Safe & Caring School Environments are free from acts of...

- bullying, cyber-bullying, harassment and marginalization
- threat and intimidation
- violence in any form
- abuse in any form
- discrimination in any form including race, color, gender, religious beliefs, sexual orientation, ancestry or national origin
- retribution against a person who has reported incidents
- **and misuse of...**
- ***Cyberspace/Cell Phones/Electronic Devices/Computers*** - students are to be aware that they may be subject to discipline (or confiscation of personal property) for misuse of technology if it negatively impacts on the school environment. Phones/electronic devices are only allowed to be used in class with the permission of the teacher.

Forms of unacceptable conduct cited above are only some examples and not an all-inclusive list.

We do not tolerate the presence of:

- theft and vandalism
- intoxicating or banned substances
- weapons or replica (toy) weapons and explosives
- intruders or trespassers - All visitors to the school must first report to the office

Notification

As circumstances warrant, administrators have a responsibility to advise other parties following a behaviour incident, including:

- the parent of student exhibiting major behaviours (in every instance)
- the parent of student on the receiving end (in every instance)
- Superintendent, Safe Schools team member and/or other District Staff
- Ministerial agencies and/or School Liaison Officer (Police)

Crawford Bay Elementary-Secondary School Code of Conduct has been structured to align with and adhere to the standards outlined in:

- The *School Act* 85(1.1) 168 (2) (s.1) Provincial Standards Ministerial Order 276/07, effective October 17, 2007
- *B.C. Human Rights Code, (SD 36 Policy No. 10900 and Regulation No. 10900.1)*
- B.C. Ministry of Education: *Safe, Caring and Orderly Schools A Guide (Nov. 2008) and Developing and Reviewing Codes of Conduct: A Companion (Aug. 2007)*, both found at <http://www.bced.gov.bc.ca/sco/>

COMPUTER USE

Every student at school is required to sign the SD #8 Computer Use Agreement, and must abide by the guidelines. These state that any student found to be using the computers for inappropriate reasons (inappropriate sites, language, downloading/uploading, messages to other; gaming; and anything else deemed inappropriate by the principal) will lose their computer privileges and may be disciplined. Students may not use the computer lab without a staff member directly supervising at all times in the room.

USE OF MOBILE DEVICES

Kindergarten- Grade 4

Primary students are not permitted to use their own electronic devices at school and are strongly discouraged from bringing them to school. The school will not be held accountable for any lost, damaged, or stolen devices. Any devices that are brought to school must be kept in the student's bag during class time and break times. Our elementary students have access to iPads in the classroom if they need to use technology for a lesson, and before school, break, lunch, and after

school students are expected to be playing and moving, as part of our school's drive to promote health. Students also have access to a telephone in the office if they need to contact a parent/caregiver outside of lesson time. **Personal devices will be confiscated from students if they use them at school.**

Grade 5-7

Intermediate students are strongly discouraged from bringing personal electronic devices to school. The school will not be held accountable for any lost, damaged, or stolen devices. Any devices that are brought to school **must be kept away in the student's bag during class time and non-class times.** Our elementary students have access to iPads in the classroom if they need to use technology for a lesson, and before school, break, lunch, and after school students are expected to be playing and moving, as part of our goal of having healthy and active students. Students also have access to a telephone in the office outside of lesson time if they need to contact a parent/caregiver.

Under special circumstances, students may be given permission by a teacher to use a school iPad for an educational purpose outside of class time, and should not be using one at any other time. **Devices will be confiscated from students if they use them at school.**

Grades 8-9

Mobile devices may only be used outside of class time and must be kept on silent/airplane mode. Upon entry to a lesson, all students in Grades 8-9 must deposit their devices in the mobile device box (or their bag) and they may collect them upon leaving the class when it finishes. Students cannot collect devices when leaving the class to go to the bathroom, etc. If a lesson requires the use of a mobile device, the teacher will inform students and instruct them to get their device. If the teacher instructs a student to deposit a device, they are required to do so immediately. **If they choose not to, or argue, the device will be confiscated, given to the principal and the student will lose their mobile device privilege.**

Grades 10-12

Upon entering the class, all devices must be put away until the teacher instructs students to use them for an instructional purpose. They must not be left on the desk and must be turned off (not vibrate). If students wish to use them to listen to music while working, they will wait until the teacher is finished giving instructions and then tells students that they may now listen to music if

they wish. **If a student repeatedly uses a mobile device inappropriately, or if they do not put it away immediately when instructed to do so, the phone will be confiscated, they will be referred to the principal, and they will lose their mobile device privilege.** The school will not be held accountable for any lost, damaged, or stolen devices.

GUESTS AT SCHOOL

All visitors to school are required to sign in at the office prior to proceeding to other areas of the school. Any unregistered visitor to the school will be asked to leave the premises. Hot lunch visitors must sign in at the office prior to eating.

Student guests process: Students seeking special permission for a student guest must receive prior approval from the Principal. Any student guests that have not received advance permission will be asked to leave the school premises. Please check with any student guests that appear in your class and send them to the Principal if they have not received permission to be there.

STUDENT LOCKERS AND LOCKS

Lockers must be used and kept locked at all times. Students must keep all of their belongings in their locker, not in the hallway. Any items left lying around outside a locker are vulnerable to theft, and contribute to an untidy school. The school will not accept responsibility for lost or stolen items. Students must only use the locker assigned at the start of the school year and are expected to keep their lockers clean. All lockers must be emptied and cleaned at the end of the school year, and any unclaimed items will be donated to charity.

Lockers are the property of the school, and can be opened and searched at any time by school administration.

HEALTH CARE AND STUDENT ACCIDENT PROCEDURES

Except in cases of emergency, students who become ill or who have suffered a minor injury at school will be cared for at the school. Parents/caregivers will be contacted when the illness necessitates the student missing class or when medical attention is required. Where there is an

immediate concern for a student's health, the school will summon an ambulance or take the student immediately to the hospital. In emergency cases, parents will be contacted while the student is transported to the hospital.

Each year, students will be asked to provide the office with updated health information. Medications are not administered to students by school staff, unless a health protocol has been signed by parents and a physician.

The school is not permitted to provide Tylenol or other such medications without parental consent. It is preferable that students, in consultation with their parents, manage their own needs and provide themselves with the appropriate over-the-counter medications.

Palma Wedman is our student First Aid attendant.

LIBRARY

The library is a designated area for quiet work and study. Students are expected to work quietly in the library, to return materials on time and to be responsible for material they use and borrow. Students are not allowed to take food or beverages into the library. Library use is a privilege that may be removed if a student abuses the rules. There will often be small group work with an education assistant taking place in the library. Alana Strom is the lead library contact. If you would like to use the library for a lesson or activity, please talk to Alana. Matt Winger is our teacher-librarian this year.

COUNSELLING SERVICES

Students are encouraged to use the services available at CBESS. Alexis Phillips is available part-time for personal counselling and students can be referred to see her through the school or directly, and Laura Douglas is available on Fridays. If you have concerns about a student, please speak to the Principal and/or Alexis so that we can discuss appropriate supports and follow up. There is a counselling referral form that needs to be submitted for services. Any concerns regarding school/student safety or worrisome behaviour should be communicated promptly to the Principal.

ACADEMIC COUNSELLING

Secondary students will meet regularly with the school academic counsellor and/or school Principal to discuss course selection, course planning, post-secondary planning, scholarship and award applications, timetabling, and any other academic planning issue. They will also meet regularly with the Principal to discuss strengths, challenges, and personal learning goals.

It is important that students and parents recognize how course and program choices relate to occupations and post-secondary institution entrance requirements. Calendars, brochures, pamphlets and website addresses are available in the counselling centre area to assist students with career decisions, scholarship information, and post-secondary education. This is located across from the academic counselling office.

TIMETABLES

In general, students will be placed into classes of their choice. However, sometimes this is not possible for elective classes, and the Principal will make final decisions in this regard.

STUDY BLOCKS

Grade 8-10 students are not allowed study blocks. Grade 11-12 students may have a study block if their program allows for it and they have permission from the Principal, and must work quietly and independently in the library or in a classroom with the permission of the teacher. If students have demonstrated an ability to work quietly and independently in the secondary hallway they may ask permission from the Principal in advance to work there during their study block. If a student does not receive permission to work in the hall, they must work in the library.

Study students must be in a designated area if they are in the school during their study. Students who are “loitering” during their study and/or disrupting students or teachers will be asked to leave the school.

ATTENDANCE

Classroom lessons provides a learning opportunity for the students every day. If a student is absent, they lose the educational benefits of a class. Often, it is impossible to make up the “missed” experience - at least in its entirety - and to gain from this learning experience to the same degree that students would through group involvement in regular classes. It is essential that students attend classes regularly.

ATTENDANCE PROCEDURES

1. It is expected that students will attend classes every school day. All teachers will take attendance in MyEdBC at the start of a lesson. Lateness will also be recorded here.
2. If a student must leave school prior to the end of the day, they must sign out FIRST with the teacher (before class begins) and THEN at the main office. The student should bring a written request from home stating the reason and signed by the parent or guardian. If the student does not have a note, personnel in the office will attempt to contact the parents or guardian before the student will be released from school. If contact is impossible the student must return to class.
3. Students who arrive late to school must report to the main office.

ATTENDANCE CONCERNS

Attendance is crucial to student success. When attendance becomes a concern, teachers will contact parents and refer students to the administration.

Action taken by administration may include, but not be limited to, the following: conferences with students and/or parents/guardians, counsellors, and teachers; attendance at lunch or after school sessions to complete missed work; and placement on a progressive discipline plan, which may result in removal from any course if attendance or willingness to abide by school rules continues to be a concern.

TRUANCY

Any student absent (for all or part of the school day) without parent knowledge and/or approval from the Principal is considered to be truant. **Instruction missed will not be provided, any assessments missed (including tests and presentations) cannot be made up**, and the administration will deal with the truancy as a discipline issue. Consequences may include, but not be limited to, detentions, conferences with parents/guardians, removal from a course, **and recommendation to an alternate educational program.**

ABSENCES – ASSIGNMENT MAKE-UP PROCEDURE

CBESS strongly discourages students taking vacations during school time or leaving school prior to the normal closing date. Students missing classes lose essential instruction and place increased demands on classroom teachers in the areas of record keeping, administering make-up work, etc. During the planning for an absence, parents and students should understand that teachers cannot possibly, in all cases, pre-teach the lessons, nor provide make-up assignments to cover all the material that will be missed. Since a student needs to attend a full course to earn full credit, it is reasonable to expect that extended absences will impact learning and achievement.

We do recognize that occasions arise where absences are necessary. When this is the case, the school will make every reasonable attempt to reduce the impact on the student's educational program. In order that students and parents may not be misled and suffer possible disappointment, it must be clearly understood that CBESS reserves the right to determine whether any pre-arranged absence is "excused" or "personal/unexcused". These terms are explained below.

EXCUSED ABSENCES:

- Make-up instruction may be provided, where possible, at a time determined by the classroom teacher.
- Tests & assignments can be made up
- Some classroom activities may not be reproduced. (eg. labs, presentations)

EXCUSED Absences include:

1. Personal Illness

2. Appointments that CANNOT be made outside of class time
3. Travel to medical appointments outside the area (eg: Kelowna, Calgary, Vancouver, etc.)
4. Emergency family situations
5. School-sponsored activities (eg. field trips, sporting events)
6. Community-sponsored activities agreed to in advance by the principal

PERSONAL (UNEXCUSED) ABSENCES:

- Teachers are NOT required to provide make-up instruction.
- Tests & assignments may be made up.
- Some classroom activities and assessments such as labs and presentations may not be reproduced
- Make-up work is to be handed in on the day of return. Make-up instruction or assessment will be scheduled at the teacher's discretion.

PERSONAL absences include:

- Absences for personal reasons **with/without** parental permission
- Absences that do not have an educational focus

Please discuss with administration if you are unsure if your absence fits into this category.

LATENESS

It is expected that students will be in class on time. Lateness creates a disruption to the educational process in the classroom. A late of more than half of the class is considered an absence, and will be recorded as such in MyEdBC.

Chronic lateness will be dealt with according to the following procedure:

Step 1: 1-5 lates per course. The teacher will handle the situation individually with the student. Teachers will initiate, no later than the third late, some form of disciplinary action. Teachers will make home contact before the 5th lateness.

Step 2: 6th late of the course. The teacher will report the student to administration and provide information concerning previous attempts on their part to correct the situation. Administration will develop a progressive discipline plan with the student, which may include detentions, contact home, and a parent conference.

Step 3: 7th or more late of the course. The teacher will report the student to administration. Consequences may include not being permitted to enter a class late, detentions, in-school suspension, out of school suspension, **or removal from the course.**

HOMEWORK

Homework is assigned work to be completed at home. It is intended to enhance and/or supplement a student's learning. When assigning homework, students should be given time to record the homework in their diary/calendar; they should be given a due date; and secondary teachers need to be aware of the homework being assigned at the same time by other subjects so that a student does not end up with an unreasonable amount of work at the same time.

It is important that communicated deadlines do not change unless there is an exceptional circumstance. This is unfair to the students who work hard to get assignments done on time. If students do not complete assignments on time, their assignment is considered late- the deadline does not change.

ALL HOMEWORK MUST BE RECORDED IN AGENDAS WITH TIME ALLOCATED FOR STUDENTS TO WRITE IT DOWN.

TEACHER DUTY TIMETABLE

Staff members will be given a supervision timetable at the start of the year. We have a duty of care to our students and it is essential that we provide effective supervision at all times.

Students should be outside at recess and lunch by 12.15pm. No students are allowed in the gym without an adult supervisor with them at all times. Students are expected to comply with instructions given by supervision staff.

All staff should be aware of any health/safety issues and behaviour program/strategies in place for certain students so that we can provide a consistent manner of dealing with issues aligned with their IEPs.

Inappropriate language/name-calling by any student, at any time, will result in a trip to the Principal and discipline.

Students should not be using electronic devices or skateboards, and no throwing/kicking of snow is permitted.

Elementary students can play in the area of woods that is not blocked off to students.

Secondary students are permitted to leave the school grounds when school is not in session. This year secondary starts at Gr. 8. Elementary students are not allowed to leave school property, use the field farthest from the swings, or enter the woods on the far side of the playing fields.

Staff members must be on time for duty and must get back to any lessons after duty promptly.

PROFESSIONAL DEVELOPMENT

Ongoing and focused professional development that is embedded into the daily routines of the classroom and school are critical for reflection and continual professional improvement. There are school, district, and provincial PD days throughout the year (see district calendar above).

FIRST AID PROCEDURES

In case of accident or injury, our staff First Aid attendant is to be summoned. Palma Wedman is our First Aid staff member, and our first aid room is located in the main office. Basic first aid kits are kept here,

along with Epi-pens if there are students who require these. In case of serious injury, an ambulance will be called via 911.

All incidents must be reported and parents must be informed- please see Palma Wedman for information on that process.

LOCKDOWN PROCEDURE

In the unlikely event that the school needs to go into lockdown, please follow these guidelines. In a real event the variables are not controllable, and so staff members must adapt to whatever circumstances emerge. We have multiple lockdown drills each year and our Safe School Coordinator, Scott Rothermel, will visit our school to assist with this.

If a staff member observes a clear danger that warrants a lockdown (eg. sees an armed intruder), they will communicate that message in the most effective and efficient manner possible. The intent is to have all staff and student to hear the message and move into lockdown mode as quickly as possible. Ideally, the danger would be observed at the office first and the message “Lockdown, lockdown” would be announced over the PA. However, that may not be the case.

The ideal steps are as follows, but again, the idea is to adapt and continue as the situation unfolds:

1. Alert the Principal or administrative assistant in the office.
2. One of them will announce “Lockdown, lockdown” over the PA.
3. Upon hearing this announcement, all staff and students will follow the drilled lockdown procedure (locked door, stay silent and out of sight from the inside windows)
4. All staff and students will remain under lockdown until the police enter their room (without their help).
5. Police will escort staff and students out when it is safe, room by room, to the gathering location.
6. By this point, parents will have been informed by the district of the *one* channel of information, and will be referred to that channel only. **No staff members will communicate with parents/community members as it is crucial that information is only released by the police during a criminal investigation.**
7. Staff will receive information regarding next steps when at the gathering location.
8. No student is allowed to leave the gathering location until they have been given permission by the Principal/police.

Lockdown Drill

1. When staff and students hear the lockdown announcement, they must immediately go into the room closest to them and move into a location away from sight of any inside window. They must remain silent.
2. Once in the room, the door will be kept locked.

3. Students who do not make it into a room will already have been trained to hide in a bathroom stall up on a toilet; behind curtains or plants; in a cupboard or in the backstage area; or in other hiding spots outside of a classroom. They will have been trained not to knock on a door to ask to be let inside.
4. **NO cell phones should ever be used or turned on-** the buzzing/flash of light when receiving a message is all it takes to catch the eye of an armed intruder. Once in lockdown all you do is wait silently and do nothing else.
5. If staff/students happen to be outside when a lockdown is called, they are to hide in the woods together with a staff member, and then proceed to the community hall (or Barefoot Handweaving if it is open for the season) to wait silently. Staff members must ensure that students are all accounted for **and do not leave**. We will need to account for every student and the police may need to talk to students.
6. **Staff members and students are not to communicate anything over a phone-** messages, social media, calls to parents, etc, as most often the armed intruder is also reading the messages or a second person is involved and is following the information. This is critical.

FIRE DRILL PROCEDURE

We will practice fire drills throughout the year. The procedure is as follows:

1. Upon hearing the fire alarm, all students move with staff members to the designated locations in the parking lot, closing the room doors behind them.
2. Teachers take with them their fire drill attendance sheet/pen that will be given to them at the start of the year by Palma.
3. Alana Strom will sweep the elementary wing/boys' bathroom; Erin Gibbs will sweep the secondary wing/girls' bathroom/ gym/ performance space.
4. Students remain quietly with their classroom teacher (elementary) or their assigned teachers (secondary) when at the designated location.
5. Teachers will take attendance and report back to Palma (admin assistant).
6. Everyone must remain in the gathering location until they hear the airhorn "All clear" call from the Principal.

Secondary teachers- fire drill registers:

- **Grades 8-9:** Matt Winger p.m./ Kristy a.m.
- **Grades 10-12:** Heather Bury

STAFF ABSENCES

If a staff member is absent for any reason, they must log it into Smart Find Express, even if no cover person is needed.

If the reason for the absence is sickness, it does not require advance permission from the Principal, but must be entered into SFE as soon as possible.

It is very important that all leaves are entered correctly into SFE. Palma can help you with your basic SFE questions, or you can email Audrey MacKenzie.

Sick Leave

1. Send an email to the Principal and Palma Wedman erin.gibbs@sd8.bc.ca
clerical.crbay@sd8.bc.ca
2. Enter the sick leave into SFE.
3. Email your TTOC notes to Palma.

Any other leave request

1. All other leave requests should be made **at least 2 business days in advance** in order for permission to be received. Permission will not be granted if a leave is requested the day before.
2. Permission may not be granted if it is a time of high leave activity/no TTOC is available, so it is always best to submit a leave request as far in advance as possible.
3. Enter all leave requests into SFE..
4. Please ensure that you have left clear instructions for your TTOC.

Please ensure that the fire drill/lockdown class lists and instructions are part of the TTOC instructions, along with any health/safety information for individual students.

SUPPORTING STUDENTS WITH SPECIAL NEEDS

Our staff work together as a team to support our students with special educational needs.

School team (along with classroom teachers)

- Case manager: Tanya Thayer
- Learning Support teacher: Tanya Thayer
- Education Assistant K-2: Sarah Wolfenberg
- Education Assistant Gr 2-4: Chantal Lunardi, Simone Stanley
- Education Assistant Gr 5-7: Alana Strom
- Education Assistant Secondary: Cathy Fowler

District Special Education Staff

- District Educational Psychologist:
- Integration Support Teacher: Ailis Lawrence

- Special Education Technology/Vision: Sophia D
- Occupational Therapist: Cari Julien
- Speech- Language Therapist: Shannon Carter

Referral Process for Students

1. Teacher documents student concerns/behaviours.
2. Teacher discusses concerns with the Case Manager (Tanya Thayer).
3. A SBT meeting with Case Manager, teacher, and EA may be held.
4. Referrals for specialist assessments may be recommended, and the Case Manager will prepare a form for parents/caregivers to sign.
5. Teachers will have continued to document behaviours/concerns throughout, especially behaviours.
6. Recommendations for support strategies will be implemented by the classroom teacher.
7. **Teachers** are responsible for planning adapted or modified materials for students, and EAs work with the teacher to plan and implement.
8. An IEP will be prepared by the Case Manager for any students who are designated in any special education category, and all staff members who work with that student will follow the recommendations in the IEP. **Please ensure you are very familiar with the IEPs of all students you teach.**
9. IEP meetings will be held twice a year by the Case Manager, and there will be regular School-based Team meetings throughout the year.

Sensory Room and Learning Lab

The Learning Lab provides a quieter place for students to work with EA assistance. The sensory room is located in the Learning Lab, and provides a place for students with sensory disorders to go meet their sensory needs and de-escalate.

No students should be in the rooms without a teacher.

LOCKING DOORS AT ALL TIMES

All doors in the school must be “on lock” at all times so that in the case of a lockdown doors are locked instantly. In practical terms, this means the following:

Doors at the ends of the halls/ leading to the outside from the gym or equipment rooms or performance space/ anywhere should NOT be propped open with rocks at any time.

No students should be in any room without a supervising staff member.

Locking/closing doors at the end of the school day

It is critical that ALL doors that are connected to any space you teach in are closed and locked at the end of the day. **If you teach in a specialty room, you are responsible** for checking that all doors are closed and locked at the end of the day (even if you were not in that room at the end of the day).

Teachers must lock all doors in any classroom they are in at the end of their day. K-4 PE teachers must ensure the K-1 and Gr 2-4 classroom doors are securely locked at the end of the day, as well as ensure all gym doors are closed properly and locked.

If you see a door to the outside open, please close it.

REPORT WRITING GUIDELINES

Report cards are done through MyEdBC. Dates that reports are due will be posted on the Google calendar, and if you have your reports done early, please let the Principal know so that she can start checking them. I check and edit into MyEdBC, not onto paper copies.

Style Guidelines:

- Include some specifics of what they have been learning
- Include some specific areas they can work to improve (their individual specific targets)
- Include some specific areas they are doing well at (their individual specific strengths)
- Include a suggestion of something parents can do to support at home
- If there are any concerns regarding completion of a course, failing, etc., make sure this is in the comment

BE CAREFUL:

- If you cut and paste some general parts, make sure you change the name and the pronouns!
- Be careful about falling into point form sentence fragments: “Excellent term” vs “She has had an excellent term.”
- Use a capital letters for “Semester 2,” (a name of a term) vs “It has been a long semester,” (common noun).
- Remember to set off a name with a comma. Eg. “Great work, Arthur!” vs “Great work Arthur!”

- Avoid slang/informal phrases. Eg. “You rock!”

ASSEMBLIES

There will be monthly whole school and elementary assemblies throughout the year. The Principal and staff will oversee student-led assemblies and special assemblies (Terry Fox, Remembrance Day, Earth Day, Anti-Bullying Day). There will be end-of-year assemblies in both elementary and secondary.

Assembly Manners

Students are expected to have exemplary behaviour and manners when in assembly. They are to remain silent when someone is talking, and any student who is making noise/being rude will be reminded by whichever member of staff witnesses it. Chronic rudeness at an assembly will result in the student being asked to leave and working in the office instead. Staff members must keep an eye on student behaviour at all times during assemblies.

FIELD TRIPS/EXCURSIONS

SD #8 Board Policy regarding Extra and Co-Curricular Activities govern all excursions. **You must read this thoroughly when planning for any outing.** You have a duty of care for the students and are responsible for their safe-keeping.

Requests for permission for field trips/excursions must be received by email by the Principal no less than 3 weeks in advance for local trips/6 weeks in advance for non-local trips. The Principal must seek permission from the superintendent for non-local trips.

If the request is approved, the organizing teacher must put the excursion on the school Google calendar and notify all parents and staff members of all details of local trips no later than 2 weeks in advance, with a reminder (email and letter) a week before and the day before. Parents, teachers, EAs, Palma, the hot lunch chef (so he can modify how much food to prepare), and bus drivers need to be informed by email of who will be involved and when.

Parents must receive clear and consistent instructions regarding drop-off/pick-ups, and any changes must be avoided unless unavoidable. A member of staff must remain supervising until the last child has been handed off to a parent. You will need to have a register of names and tick each one as they are collected. Under no circumstances can a child be left alone while waiting for a parent to pick them up.

They must receive this information in both email/text and letter form. They must be informed of the following:

- Transportation details/drop-off/pick-up times and locations
- Need for packed food/sun screen/hats/water
- Names of accompanying staff members/that a first aid kit will be with them
- How to get in touch with supervising staff
- How the teacher will be communicating to all the parents daily (Facebook, group text, etc)
- Location, educational purpose of trip, planned activities
- That an excursion is **not optional and students are expected to participate**
- Whether there are any costs involved
- Any risks involved and how they will be minimized
- Expected behaviour by students and procedure for collecting their child if they break the Code of Conduct

Please remember that transportation logistics must be completely sorted, confirmed, and communicated before the first letter goes home. Then the details must be reminded in a variety of ways numerous times before, during, and after the trip. You must ensure that the information comes from the school (you), not passed on via a student or another parent. The more you remind parents of information, the smoother your trip will be.

Teachers must ensure that they have a complete list of information accompanying them on the trip. This includes the following:

- Student permission forms
- Medical information/allergies
- Parent/caregiver contact information- home phone, cell phone, and email
- Dietary needs
- Any medications a student may be taking
- Student cell phone number (if they have a phone) for overnight trips
- Copies of passports if going out of country

Student Behaviour Expectations (Secondary)

It is crucial that teachers go over the behaviour expectations thoroughly, and multiple times, before and during the trip. Students are expected to obey instructions; be responsible and punctual; not make their own arrangements or change instructions; and behave in a respectful and mature manner. Back-talking, arguing, eye-rolling, breaking rules, disregarding instructions, etc, will not be tolerated and will jeopardize any future trips.

Students from Gr 9 and under must never be anywhere on their own- in a mall, walking to a restaurant, etc. They should be in groups no smaller than 4 students (Grade 10 and up), and only allowed to roam freely when in a safe and contained area (eg. a food court or a mall). If they have free time like this, it is imperative that they repeat back to you when the meeting time is and where the meeting place is before

they leave. If they are not in the right place at the right time, they lose future free time privileges. A useful configuration is to have an adult at the front of a large group, one in the middle

Overnights

On any overnight trip, students must have at least a morning and evening debriefing and reminder of expectations. They must be quiet and respectful when in any hotel, etc, and they are not permitted to be out on their own after dinner. They should go to dinner as a whole group, and they do not have the option of staying in their hotel room. Teachers will communicate very clearly (and multiple times) what time lights must go out and students must be quiet. No students are allowed to leave their rooms after curfew. Teachers will need to periodically check that students are where they are meant to be.

Teacher should also prepare a small information note for each student (perhaps that can be worn in a lanyard or kept in a wallet) that contains the following information:

- Teacher name and contact number
- Emergency numbers
- Hotel/accommodation business card (in case they get lost)

For extended trips where students have passports and wallets contain large amounts of money, it is advised that students put their name on masking tape on them and the teacher collects and holds them. Ideally the student has a day wallet that contains only a small amount of money, and the wallet with the large amount stays in the hotel safe of the teacher. The “bank can open” at a designated time once daily for students to make withdrawals from their wallets. This way they do not lose everything when and if they lose their wallet (which they do). Teachers keep passports and distribute them to students when checking in at airports, and immediately collect them back again once through.

For all trips, teachers must take the register at any “checkpoint” to ensure they have all students. An easy way to do this is to have students “number off”: you assign each student a number, they remember their number for the whole trip, and any time you say “number off!” they say their number (0, 1, 2, 3, 4,.....). It is very clear and obvious when a student is missing. For this to work you will need to do several practice rounds with them. Every time you get on or off a bus/vehicle; in or out of a building; and arriving and departing anywhere, you must do a headcount as well as number off. You also need to remind students, each time, to check their seats/places for any garbage or bags/things left behind.

Emergencies

In case of emergency, you will already be very familiar with the Board Policy procedures for emergencies found in Section 430 of the Board Policy section on the SD8 website.

A short and sweet rule of thumb:

1. Call 911/emergency

2. Deal with the situation. You will have all the student information on you at all times anyway to refer to.
3. Call the administrator, who will communicate with superintendent/ parents /community. **Do not call parents or others-** communication must come from one source only, and the administrator will arrange that with the superintendent. You will keep in very regular touch with the administrator as the situation unfolds.
4. Chaperones and students should have already been briefed at the start of the trip of the protocol in case of emergency. Students should not be taking photos/videos/ phoning people or posting messages on social media.

DRIVING STUDENTS

Nobody (staff member, volunteer, etc) may drive any student for any purpose unless they have completed a driver's abstract/check. Please see Palma Wedman in the office for information on how this is done.

Students are NOT permitted to drive other students to any school related event/activity.

VOLUNTEERS

All volunteers in the school must complete a criminal records check prior to helping in the school in order to ensure the safety of our students. We encourage parent and community volunteers, who contribute immensely to our school programs.

GARDEN LEARNING

Our school garden is an important resource and we encourage all staff members to use it for learning activities. Please discuss ideas with our Garden Learning staff member Shannon Lanaway and Community Liaison Cathy Whyte.

PERFORMANCE APPRAISAL/CONTINUAL IMPROVEMENT

An important part of professional development is reflecting and having reflective conversations about one's practice. All teachers will identify strengths/challenges/areas for development at the start of the year, and a plan for working towards the goals. The Principal will let staff members know more details at the start of the year.

COURSE OUTLINES

Elementary teachers must submit a year plan to the Principal by the end of the second week of school in September. The plan must include the topics, objectives, and assessment plans. This should be sent by Google Doc so that we can collaborate.

Secondary teachers must submit by Google Docs a course outline for each subject taught, with topics, objectives, and assessment plans by the second week of September.