



SCHOOL HANDBOOK

2020-2021

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www.south-sahali.sd73.bc.ca



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Section One: Introduction

Welcome to SSES! Bienvenue à l'École Élémentaire South Sa-Hali!

The purpose of this handbook is to provide a general outline of student expectations and school guidelines and practices. We hope it will be useful to you throughout the school year.

Our school is a community where people offer strength and support for each other and where opportunities for personal growth exist for everyone. It is a good place to learn, to work and to be. Our students and staff work together to support the core values and beliefs that we all live by to make SSES a great school.

One of our core beliefs in French Immersion is for students to speak French during instructional activities in order to develop fluency in oral French to the greatest degree possible. It is the staff's expectation that students speak French at school most of the time; this includes students' interactions with each other in the classroom and other areas of the school such as the gym and the library, with the exception of English Language Arts (20% of instructional time Grades 3 - 7).

Students in Kindergarten and early Grade 1 are gradually building their oral French fluency, so some English is acceptable in these early years. In addition, it is a bonus for students' oral French growth if they also speak French in the hallways and outside; although, this is not mandatory unless they are speaking with a French-speaking staff member. As parents, our staff really appreciates your support in strongly encouraging your children to speak French at school.

The staff and SESS believe that:

- Learning is a life-long process.
- Children learn through a wide variety of learning styles.
- Children are curious and eager to learn.
- Children need an environment that is safe, trusting, and challenging.
- Parents are important partners in education.
- The physical, emotional, and intellectual growth of the child need to be fostered.
- Students need to speak French all the time and to the very best of their abilities during instructional time (except English Language Arts instruction and when children are in Kindergarten or early Grade 1).

When you have questions or concerns please first contact your child's teacher. If necessary, please follow up with either the principal or vice principal.

Staff is committed to giving our students' learning needs top priority, and believe in our vision. We plan to have a safe and happy year working together!

VISION STATEMENT

We believe in success for our students. We are committed to providing opportunities for excellence in a positive and stimulating French Immersion environment. We value both individuality and the importance of working together to develop caring and responsible citizens.

Staff

Principal/Directrice: Mme Susie Mabee

Vice Principal/Directrice-Adjointe: Mme Mélanie Dumas

Teaching Staff:

| | | |
|--|----------------------|-------|
| Mme Katy Ogloff | Gr. 7 | |
| M. Hugues Françoise | Gr. 7 | |
| Mme Elizabeth Funk | Gr. 6 | |
| Mme Chelsea Moffatt/ Mme Zita Thompson | Gr. 6 | |
| Mme Michelle Graf | Gr. 5 | |
| Mme Magalie Levasseur | Gr. 4/5 | |
| Mme Yolande Donas | Gr. 4 | |
| Mme Isabelle Bournival | Gr. 3/4 | |
| Mme Nancy Palson/ Mme Ashley Goertzen | Gr. 3 | |
| Mme Sarah McDiarmid | Gr. 2/3 | |
| Mme Shawna Muraca | Gr. 2 | |
| Mme Erin O'Doherty | Gr. 2 | |
| Mme Mélissa Smith | | Gr. 1 |
| Mme Gloria Viaud | Gr. 1 | |
| Mme Jayme Cloet | K/1 | |
| Mme Barb Niwa | K | |
| Mme Melanie Wigness | K | |
| M. Graeme Hallett | Music/Band/Fine Arts | |
| Mme Melisa Hunter | Library | |
| Mme Debi Hamson | LART | |

Support Staff:

Administrative Assistant: Mme Lisa Chave (Madame Lisa)

Certified Education Assistant: Mme Lisa Nevin

Certified Education Assistant: Mme Tonia Franzen

Certified Education Assistant: Mme Talaine Norton

Certified Education Assistant: Mme Evelyne Murphy

Custodian (daytime): Mme Diana Bergey

Custodian (evening): Kathleen Lacroix

Custodian: M. Keith Black

Aboriginal Education Worker: Mme Debbi Lynn

Library Assistant: Mme Andrea Schafthuisen

Section Two: Schedules

School Schedule

School doors open at 8:30. In order to limit congregating and gathering of students and parents, we have staggered drop-off and pick-up times. Students with the last name beginning with **A-L** are to be dropped off at **8:30am** and picked up at **2:30pm**. Students with the last name beginning with **M-Z** are to be dropped off at **8:40am** and picked up at **2:40pm**. Attendance will not be taken until 8:50. Students arriving after 8:50 will be considered as “late” and will need to sign in at the office.

| | |
|---------------|--|
| 8:30 | Welcome bell rings; school opens for students. |
| 8:40 | School starts; instructional hours begin. |
| 10:10 – 10:25 | Recess – Group 1 |
| 10:25 – 10:40 | Recess – Group 2 |
| 11:38 – 12:15 | Outdoor Playtime – Group 1 |
| 12:15 – 12:35 | Everyone Eats |
| 12:35 – 1:12 | Outdoor Playtime – Group 2 |
| 2:30 | Students A-L are dismissed |
| 2:40 | Students M-Z are dismissed |

Office Hours with Mme Lisa (School Administrative Assistant)

Office hours are from 8:00am to 3:30pm, Monday to Friday.

Recess and Lunch Hours

Our school promotes a healthy active environment. During recess and lunch times, students are encouraged to move and play. Students should bring a healthy snack to keep their energy levels high to be ready for learning.

Bus Schedule

The bus arrives from the Valleyview Loop at 8:35 am. The bus departs for the Valleyview Loop at 2:50 pm. Before and after school supervisors will meet the bus at the bus stop in the lower parking lot.

Section Three: Health

Student Illness

While we encourage students to attend school every day, a child who is ill does not learn well, and they may expose other children and adults in the school to illness.

If your child/ren become(s) ill, for the protection of your child and that of his/her/their classmates and staff members, please keep him/her/them home until treated and/or recovered.

If your child becomes ill at school, parents or childcare designates will be contacted to take your child home. We are unable to supervise children who are sick at school for extended periods of time.

If it is a communicable disease such as chicken pox, pink eye, strep throat, etc., please inform the school as soon as possible so we can take special precautions, such as extra cleaning, in those classrooms where exposure may have occurred. In addition, if the illness is gastro-intestinal (vomiting or diarrhea) or respiratory in nature, please let the office know as we need to report any outbreaks to Interior Health.

The **COVID-19 Global Health Pandemic** has increased our vigilance on illness, and as such, families have been asked to sign an agreement to perform a Daily Health Check on their children before sending them to school. Students who exhibit any of the symptoms listed on the form (**chills, cough or worsening of chronic cough, shortness of breath, loss of sense of smell or taste, diarrhea, nausea or vomiting**) need to stay home for 24 hours from when the symptoms started and may return to school when they feel well enough. If your child has a **fever**, you must seek a health assessment by calling 811 or contacting his/her/their primary care provider like a physician or nurse practitioner. If a health assessment is required, your child should not return to school until COVID-19 has been excluded and his/her/their symptoms have improved.

Medical Alerts

Parents/Guardians of students having potentially life-threatening health conditions are asked to contact the school in order to develop or review an appropriate care plan. This must be completed annually. For more information, please see Administrative Procedure 316 on the SD73 website <https://bcsd73.civicweb.net/filepro/documents/93823>.

Medication Policy

No medications (prescription or non-prescription) may be administered by school district employees without prior written consent of the parent/guardian. A Request for Administration of Medication at School form, which includes written medical advice from a physician, must be signed by a physician and returned to school annually. For more information, please see Administrative Procedures 316 and 317 on the SD73 website <https://bcsd73.civicweb.net/filepro/documents/93823>.

Scent and Nut Sensitivity

We have several students with severe peanut allergies at our school. Classroom teachers will let parents know if food containing nuts is permitted in their classroom. People are asked to avoid wearing perfume or other scented hygiene products in the school as people have scent sensitivities.

Head Lice

It is recommended that parents check children at home on a regular basis (at least twice a month if not more). If you find head lice, please treat your child before they are sent back to school. Also, please report it to the school so that we can mitigate the spread of lice to his/her/their classmates and from class to class. The school handles any reports confidentially. More information on head lice and head lice policy can be found in AP 318 on the SD73 website

<https://bcsd73.civicweb.net/filepro/documents/93823>.

Section Four: Safety

Visitors to the School

During the COVID-19 Pandemic, the school is closed to the public and may only be accessed by an appointment. Visitors to the school must complete a visitor orientation <http://visinfo.sd73.bc.ca/> prior to coming into the school and wear a mask upon entry.

All exterior doors remain locked throughout the day. Due to the COVID-19 safety measures in place, students are expected to enter and exit through their classroom's exterior fire door, where possible, or the doors nearest their classrooms. All visitors are to phone the office once they arrive at the front door and put on a mask prior to entering the school. They need to sign-in at the office when entering the building and sign out when leaving the building. District staff members wear identification while in the school. Volunteers and visitors are also expected to wear identification badges.

Classroom Visits

We value all support for your child and their classroom. However, if you would like to speak to your child/ren's teacher, please consider the following guidelines to ensure minimum interruption of the instructional program:

1. Try to make your request 48 hours prior to your visit. Most teachers have an open-door policy, but please be aware that the presence of an unexpected adult in the classroom can be disruptive.
2. If your visit is to discuss your child/ren's progress at school, please make an appointment. Teachers need time to prepare for these meetings to ensure that they have the necessary information and data to share with you. Most teachers will arrange to meet with you outside of instructional hours.
3. To ensure the legal rights and privacy of the teacher and children, pictures and other recording devices are not permitted unless specific consent had been given by the teacher, or office and if it involves other children that are not your own, the parents of those children.
4. If you are looking to volunteer on a regular and consistent basis, you will need to register with the school as a volunteer and will be required to complete a criminal record check. **(At this time, classroom volunteers are not allowed under the COVID-19 safety measures).**

Supervision

It is strongly encouraged that students do not arrive to school before 8:30 am, unless they have a sponsored activity such as sports practice. Certified Educational Assistants (CEA) provide supervision for bus students before and after school. School doors are open for students at 8:30am. Teachers and CEAs supervise students outside during recess. Parent supervisors and CEAs supervise at lunchtime. Please

note that there is no supervision provided prior to 8:30am or after 2:45pm except for 2:45-2:50 at the bus loading.

School Parking Lot

Please use our lower drop off area and parking lot to pick up and drop off students before and after school. ***Do not use our staff parking lot or entry driveway to drop off students.*** Because the parking lot is only for staff parking and it is small and uses a single entry and exit, it is not safe for students and families to be driving in and out.

The drop off lot has been designed for efficiency and bus drop off. It is a two-way entry from both sides. If you need to walk your child up to the school, please park in the parking lot. Do not park in the drop-off area as your stationary vehicle impedes the flow of traffic, causing unsafe conditions for students crossing the road to the playground.

Please respect all signage in the drop-off area and bus stop. Do not enter the bus lane.

Those of you dropping your child/ren off at the top of the stairs on Whiteshield Crescent, please respect the all traffic laws and the rights of neighbours. Also, please note that the stairs are blocked off once the conditions are snowy/icy as they become incredibly slippery and unsafe to use until Spring.

Bicycle, Skateboard and Scooter Policy

If children ride their bikes, skateboards or scooters to school, **helmets are mandatory!** Upon arrival at school, students are required to dismount and secure their bicycle, skateboard or scooter on the bike racks located by the playground on the side of the school beside the daycare portable. It is recommended they lock them. Students who bring these items to the school, do so at their own risk and the school is not responsible for theft of or damage to these items.

For safety and liability reasons, as well as lack of available space, students are not permitted to ride these items during school hours. They may only be used for transportation to and from school. In addition, students are not permitted to play around the bike stands, as they are not playground apparatus and should only be used for storing and securing bicycles, skateboards, and scooters.

Absences

If your child will be late or absent from school for any reason, please submit the absence to the School Messenger Safe Arrival App, or website <https://go.schoolmessenger.ca/#/home>. Please ensure to submit the absence **before 8:30am**. If you are reporting that they are away with an illness, please designate the illness with the choices provided.

The app allows you to book your child off for any planned future absences as well as same-day absences. The app also allows you to book your child off for any planned appointments (i.e. doctor/dentist's appointment) during the day. Students need to sign out at the office when they leave and sign back in when they come back.

Students Arriving Late

It is important for students to understand the need to be punctual. In a typical year, students are to enter the school, at their class' designated door, at the 8:30 welcome bell, and those who are not in their classrooms by the 8:40 bell are considered late and must report to the office to check-in to ensure our accurate attendance. Tardiness is noted on report cards. However, because of our staggered drop-off times due the COVID-19 global health pandemic, students have until 8:50 to report to class.

Safety Drills

The safety of all children and staff is a priority at all School District 73 facilities. For this reason, we practice several fire drills, an earthquake drill and two lockdown drills each school year.

As a staff, we discuss the procedures for these drills, and we teach and review the procedures and expected behaviours with students, before and after each drill to ensure students know how to react properly and safely. Safety drills only last a few minutes.

If you like to discuss our safety practices or have any questions, please contact your child's teacher or call the office to speak with an administrator.

Snow Reminders and Inside Shoes

Rain/snow season normally begins mid-October, which is when we expect students to bring a pair of inside shoes and that everyone, students, staff and parents, removes their outside shoes upon entering our school. It just takes one pair of wet boots to make our hallways a wet slippery mess. Please help your children to remember to bring an extra pair of shoes at school; running shoes are ideal as students also need those for PE.

Safety related to snow – This is the message students have heard from staff and supervisors:

- Snow must stay on the ground. This means there is no snowball throwing permitted.
- Sliding takes place only on the large hill in front of the gym. There is no sliding anywhere else; this includes in the morning when children are arriving at the entrance above our school.
- During snowy, frosty and icy conditions, the steep hill by the primary entrance and Kindergarten rooms is off limits.
- Crazy carpets and other thin, flexible sleds are the only sleds permitted.
- Children must wear snow pants and a jacket when sliding.

In addition, please send warm clothing with your children: boots, warm coats, hats, mittens, snow pants. During the winter, children will continue to have healthy, outside play in the fresh air.

Section Five: Communication

Home-School Communication

To provide better communication between home and school, we are sharing with you the best ways to get answers to your questions and have important conversations with your child/ren's teachers.

Any questions related to your child/ren's academic or social progress should be directed to his/her/their teacher first. Teachers will do their best to address any concerns you have about the classroom. Please request a meeting as early in the year as possible to share your concerns, so that they can address them in a timely manner.

If you have a concern you would like to discuss, please contact the teacher to arrange a meeting time. Having extra adults in the room that are unexpected or unplanned can be disruptive. When you arrange your meeting time, it is helpful to let them know a little bit about the nature of your concern, so they can be prepared to address it efficiently and professionally. They can typically be contacted by school phone, e-mail, written notes/letters or after school when there is no instruction or supervision taking place.

If you have any questions about community resources please contact the office and they may be able to direct you to the most appropriate person to help you.

If you need to speak to an administrator, please follow these steps:

1. Contact the secretary in the office at 250-374-2451 to make an appointment to speak to the principal or vice-principal.
2. Be prepared to share some information about your question or concern so that the secretary can direct your message to the appropriate person to help you. At times, other support personnel, such as the Learning Assistance Teacher may be able to answer your questions.
3. If you are requesting a meeting with an administrator, be prepared to share the purpose of your meeting. If it is about a classroom concern, you will be asked if you have already met with your child's teacher.

E-mailing Teachers

E-mail has become a quick and convenient way of communicating with your child(ren)'s teachers. As a result, our teachers are receiving upwards of 100 e-mails each week. Trying to answer e-mails, while staying on top of planning and marking, in addition to teaching during the day, adds a considerable amount of work to an already large workload for teachers. Please keep in mind the following ideas when e-mailing teachers:

- Keep your e-mails brief and to the point. If your e-mail is long, perhaps a phone conversation or meeting is a better option to discuss the issues at hand.

- If your e-mail is being sent as an emotional response, take some time before pushing send. If the issue is a big one, consider phoning to make an appointment to discuss it in person.
- Teachers do not work 24 hours/day. They are not expected to respond to e-mails in the evening or on weekends and holidays.
- Read your e-mail out loud before sending it to ensure that it reflects the tone you are intending. Teachers are people too, and e-mails with a harsh tone can be very upsetting and do not contribute to an open dialogue between parties.

Interacting with Students / Children at School

We encourage and foster a strong learning community. There are many times during the school year when parents and the community interact in a positive proactive manner as children and adults. However, there may be times when concerns may arise between students and parents either at school or off school grounds. Please be aware of the following procedure:

- If you have a concern or an issue with a child that is not your own, please bring those issues to the teacher or to the office: DO NOT address them with the child directly. The office will assist in remedying the situation. Under no circumstances are parents permitted to address concerns or issues directly with a child who is not their own.
- The above situation also applies to issues and concerns around events that have transpired outside of school (in the community, on social media, etc.). If you feel that these events may negatively impact student interactions at school, please let the teacher or office know, so the school staff can deal with it as necessary.

According to the Freedom of Information Act, the school cannot provide contact information to parents or visitors for children that are not their own.

Principal Updates

The principal will send out a letter with pertinent information a couple of times a month, usually the first and third week of the month. All school events are entered into the school calendar on the school website <https://south-sahali.sd73.bc.ca/en/index.aspx>. Parents are encouraged to subscribe to this page to get a weekly e-mail reminder of the week's events. If your e-mail address changes throughout the year, please phone Mme Lisa in the office to update your contact information as soon as possible.

This letter is sent out via e-mail and it they are on the school website under [Newsletters/Weekly Updates](#). You can subscribe to this page as well. If you would prefer a paper copy, please phone or e-mail to request one.

Our Parent Advisory Committee (PAC) recommends that our school has your current e-mail address so that we can communicate upcoming PAC events and fundraisers efficiently.

Phone Use

School phones are business phones and students' use of them is restricted to emergencies only. Please arrange playdates at home prior to coming to school.

At this time, due to COVID-19 restrictions, if a student needs to phone home for any reason, Mme Lisa in the office will make the call.

Students may use their cell phone at SSES before 8:30 and after 2:50 pm. At no time will the use of any personal electronic device invade or infringe upon the personal privacy or safety of any member of the school district community. Please see AP 145 for more information, <https://my.sd73.bc.ca/en/schools/administrative-procedures.aspx>.

At all times, students require permission to use school phones. If you require your child to make a call home, please make sure you inform the office or your child's teacher. Please be aware that calls should be made during breaks as not to disrupt instructional time.

Parents as Partners

You can help your child be successful at school! A successful school experience requires a partnership between the child, the teacher, and the parent. We especially need you to assist in the following ways:

1. Keep home information current. Please notify the school of any changes to phone numbers or addresses. It is important that the school has an up-to-date, local emergency contact. Also, please notify teachers if someone different will be collecting your child(ren) from school.
2. Please help your child(ren) arrive at school on time and let us know in advance of any planned absences.
3. Please keep your child(ren) home when he/she/they are ill.
4. Encourage a positive attitude about learning. Involve your child(ren) in a variety of fun reading, writing, math and physical activities at home.
5. Take an active interest in your child(ren)'s schoolwork. Discuss his/her/their daily activities and check to ensure work is being completed. Many teachers have a back and forth communication book, and this is a great tool with which to communicate with your child(ren)'s teacher about any topic.
6. Attend parent-teacher conferences, student-led conferences, open houses, and performances.
7. Communicate directly with the teacher if/when concerns arise.
8. Note library day, PE days, etc., on your home calendar so your child(ren) is/are prepared with appropriate supplies/equipment/clothing.

Parent Advisory Council (PAC)

Our Parent Advisory Council meets on a monthly basis and is actively engaged in the school community. The meetings usually take place the third Thursday of every month at 6:30pm. This year due to COVID-19 restrictions, they are taking place via Zoom. The Zoom meeting invitation gets posted to the PAC Facebook page prior to the meeting. If you are not on Facebook, contact the office, and we can send the Zoom meeting invitation to you in an e-mail. The PAC Facebook page is titled "South Sa-Hali Elementary PAC- Ecole South Sa-Hali PAC."

Section Six: Code of Conduct

SD73 has created a Student Code of Conduct that is employed at every school (brick and mortar and virtual) in our district. It has been established to maintain a safe, caring and healthy learning environment. The purpose of the Code of Conduct is to inform all members of the school community of our shared obligations and responsibilities while in attendance at school, while traveling to and from school, and while attending any school function at any SD73 site.

The SD73 Board of Education believes that every student has the potential to be a self-disciplined, positive, contributing member of society. The Board also believes every student has the right to receive his/her/their education in a safe and nurturing educational environment.

The Student Code of Conduct is intended to encourage acceptable student behaviour in order to establish and maintain a safe, respectful and caring learning environment. Students agree to follow these expectations:

- Use their abilities and talents to gain maximum learning benefits from their school experiences.
- Contribute to a climate of mutual trust and respect conducive to effective learning, personal development and social living.
- Co-operate fully with everyone authorized by the District to provide education programs and other services.
- Comply with all applicable federal, provincial and municipal laws, and the rules of the District and school.
- Account to their teachers for their conduct.
- Attend school regularly and punctually.
- Use non-violent means to resolve conflict.
- Treat all other students and staff with dignity, respect and fairness at all times.
- Contribute to a learning environment that is free from physical, emotional, and social abuse and from discrimination.
- Take appropriate measures to help those in need.
- Demonstrate honesty and integrity.

School staff will teach classroom and playground expectations, and re-teach any behavioural and social skills as needed. For more information, see AP350 Student Code of Conduct

<https://my.sd73.bc.ca/en/schools/administrative-procedures.aspx> .

In partnership with the SD73 Code of Conduct, our school has outlined some school-wide expectations. Students are expected to:

- Use the washrooms nearest their classroom.
- Remove hats/hoods upon entering the school. They should not be worn in the classroom or school hallways. We ask that visiting adults please also respect this expectation.
- Keep their hands and feet to themselves.
- Stay out of the parking lot.
- Remain in their classrooms during their lunch eating time.
- Remain seated, reasonably quiet and behave in a safe manner. There is absolutely no sharing of food due to special dietary needs, allergies, and COVID-19 health protocols.
- Wash their hands before and after leaving the classroom for any reason and before and after eating. Hand washing after eating has proven to be the best practise to prevent the transmission of communicable illness such as the common cold, and COVID-19 – each classroom has hand-washing facilities.

Positive Behaviour Intervention and Support (PBIS)

PBIS is a philosophy which helps to put into place guidelines to create safer and more effective schools by structuring the learning environment to support the academic and social success of all students. The premise behind PBIS is that behaviour is a skill that can be learned, and as such, needs to be, taught explicitly and implicitly. Lessons addressing particular behavioural needs are determined by analyzing school office discipline referrals data to discover where the problem areas are occurring. Lessons are then developed to address that need. PBIS methods are research-based, proven to significantly reduce the occurrence of problem behaviours in schools and supported by a three-tiered model of intervention.

At École South Sa-Hali, we believe that students are socially responsible citizens. A school-wide behaviour matrix (AIGLES/EAGLES) has been developed in both English and French to highlight the behaviour expectations we would like to see in all areas of our school and community. School staff will explicitly teach to the expectations laid out in this behaviour matrix.

Playground Expectations

While students are at school, they are under the supervision of our staff and parent supervisors. This means that students must remain inside the fences surrounding our playground.

Peer Conflict, Mean Behaviour, and Bullying: What's the difference?

When a child is having a problem with her or his peers, it can be hard for parents to know what is really happening – is it bullying? Or is it something else?

Each type of behaviour must be handled differently, to keep children safe and help them learn how to get along with others.

Peer Conflict

Conflict between and among peers is a natural part of growing up. Children will have times when they disagree and can't solve their own problems. They may even become so frustrated that they say mean things or act out physically by hitting, kicking or trying to hurt.

If it's peer conflict you will be aware that these children:

- usually choose to play or hang out together;
- have equal power (similar age, size, social status, etc.);
- are equally upset;
- are both interested in the outcome; and
- will be able to work things out with adult help (after calming down).

Adults can respond by helping the children talk it out and see each other's perspective. This is often referred to as "conflict resolution".

Mean Behaviour

Children may try out behaviours to assert themselves – sometimes saying or doing mean things – such as making fun of others, using a hurtful name, taking something without permission, leaving a child out, or "budging" in line.

If it is mean behavior, usually:

- it is not planned and seems to happen spontaneously or by chance;
- it may be aimed at any child nearby;
- the child being mean may feel badly when an adult points out the harm they've caused.

When adults see mean behavior they should not ignore it. Adults should respond quickly, firmly and respectfully to stop the behavior, to let kids know that their actions are hurtful and to re-direct children to more positive behaviour.

This quick response stops children from developing a pattern of mean behaviour as their way of interacting with peers, and prevents mean behavior from escalating into bullying. It is a lot easier to correct a child for one nasty comment than to change a pattern of cruelty that grows over time.

Bullying Behaviour

Bullying is serious behavior that has three key features – all three must be present for the situation to be considered bullying:

- Power imbalance -- One child clearly has power over the other(s), which may be due to age, size, social status, and so on.

- Intention to harm -- The purpose of the bullying behaviour is to harm or hurt other(s) – it’s intended to be mean and is clearly not accidental.
- Repeated over time -- bullying behaviour continues over time, and gets worse with repetition. There is a real or implied threat that the behaviour will not stop, and in fact will become even more serious

The effect on the child who is being bullied is increased fear, apprehension, and distress. Often by the time adults find out about what is happening, the child has tried many ways to stop the bullying but cannot do so on their own.

Adults must address the bullying behaviour and ensure the safety of the student who has been targeted. They also need to reassure the children who may have witnessed the behaviour that adults are taking care of it.

When schools respond to bullying, staff will also help the child who has been bullying others to take responsibility for their actions, and change their behaviour. They will monitor the situation to ensure the bullying stops, and will support the child who has been bullied to regain confidence and a sense of safety. Staff may follow-up with the students who observed the behaviour to help them learn what to do when they see bullying.

The “conflict resolution” style of bringing the children together is not recommended in bullying situations, until considerable time has gone by and all children are feeling safe enough to talk about what happened so that relationships can be healed.

As per our Code of Conduct, all people are expected to respect themselves, other, and property. In situations that may involve bullying, this will be investigated within the social context where it occurs. Each incident may lead to disciplinary action and may be recorded in the school discipline file. Please contact the classroom teacher or administration if you have any concerns.

Electronics at School

Our school staff believes that at school it is important for our students to be physically active and to interact socially. To increase physical activity and social interaction, and to proactively avoid problems with loss of electronics, we ask parents to ensure that children avoid bringing electronics (games, cameras, etc.) to school.

If students bring a cell phone to school, they are permitted to use only before 8:30 and after 2:50; this includes responding to and sending texts, unless teachers request students to use cell phones in class for learning activities. If you need to get a hold of your child in a timely manner, please phone the office.

Dress Code

In accordance with SD73 AP 350.2 Student Dress Code, students are expected to adhere to standards of dress that are compatible with the requirement of an academic environment.

A student's appearance, or mode of dress will not be permitted to disrupt the educational process for themselves, or others, nor will it constitute a threat to health or safety. When, in the judgement of the principal or vice-principal, a student's appearance disrupts the educational environment or constitutes a threat to health or safety, the student will be required to make modifications.

The following examples are **NOT** considered acceptable:

- Clothing with logos and sayings that promote the use of controlled substances (including but limited to tobacco, alcohol or drugs), racially offensive, contain sexual innuendoes or profanity, or promote any form of harassment, disruption, or violence.
- Revealing or see-through clothing.
- Hats or hoodies, other than for religious reasons.

*** Please Note: In any of these situations, students will be asked to cover up or will be given a school shirt to wear for the day and told to save this clothing for weekend wear.

For safety and health reasons, footwear must be worn at all times (with the exception of gymnastics).

Appropriate gym clothing as outlined by your child's teacher should be at school and available to students at all times.

Technology Use

In order to maintain a safe and caring learning environment, technology should only be used under the direction and permission of a teacher. Appropriate use of technology and the Internet is defined in the AP 350.1 – Student Acceptable Use of Technology. Please familiarize yourself with this. Parents and students are also required to review, sign and return to the school the Technology Use permission form annually.

Extra-Curricular Activities

The SD73 Student Code of Conduct applies to all student activities, including extra-curricular activities that occur outside the regular school hours. Students must remember that their participation in extra-curricular activities is a privilege, not a right. Students participating in these activities are a reflection of themselves, their team, their school and their community. Student participants shall:

- Treat everyone with respect.
- Exercise self control at all times.
- Show good sportsmanship and play fair.
- Abide by the SD73 Student Code of Conduct.

Section Seven: Reporting and Assessment

Report Cards

The BC Ministry of Education is in the process of overhauling the Reporting Order in all public schools. SD73 elementary schools are all participating in a Reporting Pilot Program which will be providing valuable feedback to inform the Provincial Reporting Order. During the 2020-2021 school year, teachers will provide two formal written reports (February and June), and three other points of progress. These informal points of progress can be conferences, interviews, telephone calls, open houses, portfolios, etc. In addition, students in intermediate grades will no longer receive letter grades. All students in grades K-Gr.9 will have their progress measured on a proficiency scale. The points on the proficiency scale will be EMERGING, DEVELOPING, PROFICIENT, and EXTENDING. If parents require further information or would like to share information important to the academic or social success of their child/ren, they are asked to contact the teacher to make an appointment.

District Assessments

All schools in our district are required to complete district assessments. These assessments are used to help guide instruction as well as develop comprehensive school and district learning plans.

SSES completes district assessments twice per year – once at the beginning of the year September/beginning of October and again at the end of the year May/beginning of June. A list of the assessments are as follows:

- Évaluation de lecture au primaire Assessment (Grade 1 – 3)
- French DART Whole-Class Reading Assessment (Grade 4-7)
- Non-Fiction Reading Assessment (Grade 4 – 8)
- Grade Seven Numeracy Assessment
- District Numeracy Assessment (Grades 3 and 6)

Foundation Skills Assessment (FSA)

The Foundation Skills Assessment is a provincial assessment for all students in Grades 4, 7, and 10. The assessment looks at students' literacy and numeracy skills, and it requires both written and on-line portions. The assessment typically takes place at the beginning of the year (Sept/Oct), but due to the COVID-19 health pandemic, it will take place this year at the end of January/early February. All students in Grades 4 and 7 are required to write the assessment. The principal cannot excuse students from writing unless they have a medical or special needs designation that prevents them from writing.

Foundation Skills Assessment results are not used in preparing students' final grades. Rather they serve as a complement to other measurements, like classroom assessments and report card marks. This helps provide a more in-depth look at each student's development of basic skills. They are also used to help

the school staff plan whole-school learning goals for their School Learning plan. More information on the Foundation Skills Assessment can be found on the Ministry of Education website:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/assessment/foundation-skills-assessment>

Student Learning Survey

The Satisfaction Survey is an annual survey of students in Grades 4, 7, 10 and 12, their parents, and school staff. It is a provincial survey that is administered from February to about mid-April. The survey is administered online and takes about 15 minutes. For more information on the Satisfaction Survey, go to: <https://www2.gov.bc.ca/gov/content/education-training/k-12/support/student-learning-survey>

District Engagement Well-being and Resiliency Survey (DEWRS)

Students in Grades 4-12, across our school district participate in the DEWRS two times per school year to provide information to school staff regarding the school climate which can impact your child/ren's success and well-being. This information helps us to gain a better understanding of our whole school community, by giving everyone a voice in setting our school's direction. It also helps us to pinpoint opportunities to improve equity by examining the experiences of vulnerable students.

Section Eight: General Items

School Fees

Schools in our district charge school fees to cover school individual school supplies as well as covering the cost of student planning agendas and Fine Arts Performances (Young Peoples Concerts, Art Starts Performances, etc.). These costs provide students with opportunities to experience performances not typically available in schools, as well as an agenda to enhance communication between you, your child and the school (for the 2020-2021 school year, school staff decided against agendas; however, this will be discussed once again in the future). The school supply cost ensures that every student receives fair and equal supplies to help their learning experience. Families do not have to worry about lack of supplies, lost supplies or keep track of when students need supplies because they run out.

Parents may decide to provide their own supplies. If you choose to do so, you will work with the teacher to develop a communication system to monitor what supplies they will need for projects and learning. If you choose to purchase your own supplies, please indicate this intention to the school. If you do not indicate otherwise, it is assumed your child will require supplies.

Due to the COVID-19 global health pandemic, performances such as Young Peoples Concerts will not take place this year. In addition, teachers decided not to purchase agendas for the 2020-2021 school year, so school supply fees have been lowered to reflect this.

Grades K-3: \$29.00

Grades 4 – 7: \$44.00

If you are unable to pay the entire amount for your child’s school supplies at once, please contact the front office and we can arrange payment options.

Also, be aware that your class may have other opportunities throughout the school year to participate in special field trips that enhance the curriculum, which arranged by the teacher. Sometimes there are small incidental costs associated with these special field trips to cover entrance fees or transportation. You will be notified if and when this happens.

Volunteers

Volunteers are always welcomed at the school. Consider becoming a helper in the classroom, the library, on field trips or with sports teams. Please contact your child’s teacher or the administration if you wish to volunteer in our school community. Parents wanting to volunteer in the classroom will need to complete a Criminal Records Check with our local RCMP prior to volunteering.

Due to COVID-19 restrictions, volunteers are not permitted to help out in classrooms at this time. Parent volunteers may be permitted on class field trips that take place outside. Please contact your child’s teacher for more information.

Student Placement Procedures

Staff put a great deal of consideration into the placement of students in each class. Factors such as male/female ratio, academic groupings, independence level, social dynamics, class size and composition regulations, siblings, and parent requests are taken into consideration. Please be advised placement of children is the school's responsibility and the decision of the principal, as per the School Act. There are a few questions that arise each year around class placement.

Do parents have the choice of classroom or teacher?

No, it is the principal's responsibility under the School Act to make class placements. Worries that might seem enormous during the first few days of school usually dissipate once classroom programs and relationships have been established.

Why are there split grades or multi-grade classrooms? Are straight classes superior to split classes?

Staff is assigned to our school based on projected enrolment, and often there are not enough students for each grade to be taught as a straight grade. If the number of students registered does not align with the typical class size, as determined by the district policy, we need to create multi-grade classes. There is no difference in curriculum requirements between multi-grade and straight classes. Teachers do a great job of teaching students where they are at, sometimes above their grade level and sometimes below their grade level. Even in a straight-grade class, there are many levels of academic and social development that the teacher needs to consider when he/she is designing lessons to deliver the curriculum in order to meet everyone's needs. The B.C. curriculum is taught as directed by the Ministry of Education.

Why are students placed in temporary groups at the beginning of the year?

The number of students registered at SSES between June and September can vary a great deal, and we try to have the fewest possible disruptions for students. Once numbers have been confirmed and staffing is finalized, we can confirm class placements. This is usually completed before the end of the first week. We would not want to place a child in a class and then have to move them after the fact. Any student registering the week before school starts in September may be placed on a wait list and we will attempt to fit them in. If we cannot accommodate a student placement, we will assist parents to find a space at another school.

Learning Assistance

Additional support may be provided to students by the learning assistance resource room teachers (LARTs). Teachers may refer students for learning assistance depending on need. Speech and language support, learning assessments, behaviour supports, counselling and gifted programs (in class and district-wide) are available. Access to additional support at school begins with a referral from the classroom teacher to the LART.

Some students, who meet the criteria for a Ministry Designation, will have their learning guided an Inclusive Education Plan (IEP). This plan, created and monitored by the classroom teacher and the LART, outlines goals and highlights supports necessary for the student's success at school. The school team meets a minimum of two times a year to discuss the progress of these goals.

Field Trips

Field trips are an extension of classroom programs. Parents will be notified in advance and must sign a permission slip in order for their child to participate. Parent volunteers are often needed to help supervise children. Parent drivers must complete a form for insurance purposes.

- Please note that no child under 12 is allowed in the front seat of a vehicle that is equipped with an air bag.
- In addition to this, please note that the provincial regulations regarding use of car seats is in effect and must be followed for any trip transporting children.

Parent drivers are requested to go directly to and from the field trip location, without any additional stops (ie. to Tim Hortons, or McDonalds, etc.), during field trips. Thank you for your co-operation. Students are expected to behave on field trips in the same good manner in which they conduct themselves at the school. It is also expected that students try to speak in French as much as possible during these excursions.

Current COVID-19 restrictions do not allow for students to be transported to school events via parent drivers. All transportation to field trip locations will be on a SD73 school bus.

Gym Clothing for P.E. Classes

Intermediate students are required to wear gym clothing: T-shirt, shorts/sports pants, and non-marking running shoes. Primary class gym clothing requirements will vary with individual teachers. Primary teachers will inform parents as to their expectations for attire during P.E. classes.

Current COVID-19 restrictions do not allow for students to use change rooms. Students will need to come to school dressed and ready to actively participate in PE activities.

District Sports Program

SSES offers a variety of extra-curricular sports programs for older students. Parents are asked to discuss with their children and, together, make wise decisions about joining activities and committing to school teams. Proper PE attire is required for these programs.

In the interest of participation and school spirit, team members must demonstrate a sincere wish to play. We set high expectations for our students and participation in team sports is dependent on their understanding and demonstration of the following:

- Teachability – willing and eager to learn and improve skills

- Commitment to the Team – No quitting part way through the season
- Maximum Effort – students shows 100% effort and determination
- Sportsmanship and Respect – for each other and other teams, coaches and referees. Hard work and good citizenship in class and around the school is essential in order to demonstrate cooperation and trustworthiness
- Team Player – ability to work hard and to operate as a team member

Every effort will be made to give each player on the team who meets these expectations equal playing time. This will be our philosophy in league games and tournament games. If our teams should participate in playoffs, some players may end up playing more than others.

Due to COVID-19 restrictions, no extra-curricular sporting events are taking place at this time.

Aboriginal Education


Our school offers Aboriginal Education opportunities and events with our Aboriginal Education Worker. If your child has an interest in participating in the Aboriginal Education program, please indicate this to the office. It is not necessary to have Aboriginal ancestry to become involved.

Lost and Found

Lost and found items can be found in the front hall. Items that are not claimed will be donated to the Found for Kids Program


Les attributs des A.I.G.L.E.S.:

À l'École South Sa-Hali...

|  | Je... (se lever) | Nous ... (déployer ses ailes) | Tout le monde... (s'envoler) |
|---|--|--|--|
| Aimable Être aimable. | <ul style="list-style-type: none"> • Je suis attentif. • Je réponds quand quelqu'un m'adresse la parole. • Je suis patient et poli. • Je suis gentil. | <ul style="list-style-type: none"> • On travaille vers l'égalité. • On invite les autres à jouer. • On montre qu'on est des bons amis. | <ul style="list-style-type: none"> • Tout le monde est accepté comme il est. • Tout le monde respecte les autres. • Tout le monde est accueillant. |
| Impliqué Être impliqué Agir avec de bonnes intentions | <ul style="list-style-type: none"> • Je participe; je me porte volontaire. • Je suis honnête et j'assume les conséquences de mes actes. • Je suis attentionné. | <ul style="list-style-type: none"> • On ramasse et range. • On respecte les règles pour chaque endroit de l'école. • On fait de notre mieux. | <ul style="list-style-type: none"> • Tout le monde partage équitablement. • Tout le monde respecte l'intimité et les objets des autres. • Tout le monde est ponctuel. |
| Généreux Être gardien d'amis | <ul style="list-style-type: none"> • Je dis quelque chose d'encourageant aux amis. • Je conscient de mes propres limites. • Je suis attentif envers ceux qui ont besoin d'aide. | <ul style="list-style-type: none"> • On partage avec les autres. • On demande l'aide d'un adulte s'il le faut. • On aide les autres élèves. | <ul style="list-style-type: none"> • Personne ne devient un spectateur faces aux comportements inacceptables. • Tout le monde réduit, réutilise et recycle. • Tout le monde encourage les autres. |
| Linguiste (Langue) Être linguiste. | <ul style="list-style-type: none"> • Je suis poli avec tous les élèves et le personnel de l'école. • J'écoute avec tout mon corps. • Je suis honnête. | <ul style="list-style-type: none"> • On utilise le bon ton de voix et un volume raisonnable. • On emploie un bon langage selon la situation. • On résolve nos problèmes avec les mots. | <ul style="list-style-type: none"> • Tout le monde prend des risques en participant. • Tout le monde s'exprime avec un vocabulaire enrichi et approprié. • Tout le monde utilise un langage corporel acceptable. |
| Ouvert d'Esprit Être ouvert d'esprit. | <ul style="list-style-type: none"> • Je fais de mon mieux. • J'utilise mes stratégies quand j'ai des défis. • J'inclus tout le monde. | <ul style="list-style-type: none"> • On prend des risques avec notre apprentissage. • On encourage nos camarades vers le succès. • On prend soin de notre école et communauté. | <ul style="list-style-type: none"> • Tout le monde respecte les choix des autres. • Tout le monde fait des erreurs, et on apprend de nouveau. • Tout le monde prend soin des autres avec gentillesse. |
| En Sécurité Être en sécurité. | <ul style="list-style-type: none"> • J'attends mon tour. • Je respecte l'espace des autres. • Je dis NON aux jeux dangereux. | <ul style="list-style-type: none"> • On signale les comportements dangereux. • On respecte le matériel de l'école (utilise et transporte le matériel avec respect). • On établie les règles avant de jouer et on joue selon ces règles. | <ul style="list-style-type: none"> • Tout le monde se lave les mains avec du savon et est propre. • Tout le monde respecte les règles de l'école. • Tout le monde se comporte bien (même sans la présence des adultes). |

E.A.G.L.E. Behaviour Matrix

At South Sa-Hali Elementary...

|  | I...(stand up) | We...(spread our wings) | Everyone...(soars) |
|---|--|---|--|
| Empathy Be empathetic and kind towards others. | <ul style="list-style-type: none"> • I listen respectfully. • I respond kindly when someone speaks directly to me. • I am patient and polite. | <ul style="list-style-type: none"> • We work towards equity and fairness. • We invite others to participate. • We show that we are friendly. | <ul style="list-style-type: none"> • Everyone accepts differences. • Everyone respects others. • Everyone is welcoming. |
| Actively participate Be intentional when participating. | <ul style="list-style-type: none"> • I participate and am ready to help. • I am honest and accept responsibility for my actions. • I am attentive. | <ul style="list-style-type: none"> • We do our very best. | <ul style="list-style-type: none"> • Everyone is generous. • Everyone respects others belongings. |
| Guardian Be helpful and kind to everyone. | <ul style="list-style-type: none"> • I say things that are encouraging. • I recognize my own limits. • I look out for those who need help and I offer to help them. | <ul style="list-style-type: none"> • We share with others. • We ask an adult for help when we need it. • We help our fellow students. | <ul style="list-style-type: none"> • Everyone avoids/being a bystander to unexpected behaviour. • Everyone encourages others. |
| Listen and Speak Actively Be respectful when communicating. | <ul style="list-style-type: none"> • I am polite with all students and school staff. • I tell the truth and am honest. | <ul style="list-style-type: none"> • We use an appropriate tone and volume. • We choose the appropriate language (French or English) for the situation. • We solve problems using words. | <ul style="list-style-type: none"> • Everyone takes risks and participates. • Everyone uses appropriate body language. |
| Encourage Diversity Be open minded. | <ul style="list-style-type: none"> • I always demonstrate my best effort. • I include and invite others in my play. | <ul style="list-style-type: none"> • We take risks with our learning. • We encourage our peers to be successful. | <ul style="list-style-type: none"> • We respect others' choices. • We all make mistakes and we learn from them. • We take care of each other with kindness. |