

Strathcona Elementary School



"Home of the STARS"

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Ms. Kim Kass, Principal

Mr. Scott Fiddes, Vice Principal



FAMILY HANDBOOK **2021 – 2022**

This agenda belongs to:

Name: _____
Address: _____
City/Town: _____
Postal Code: _____ Phone: _____

I have read the Code of Conduct information inside: _____
(Name)

Mission Statement: *We inspire competence, character and compassion.*

Values: Integrity, Teamwork, Leadership, Collaboration and Compassion.

For Parents & Students:

This handbook contains helpful information about everyday school routines, as well as, a copy of the school “Code of Conduct”. **Please take the time to study it together, parent and child.**

We look to our students to try their best and always remember:

If you reach for the sky, you’ll always be a star!

School Calendar 2021 – 2022

<http://strathcona.sd33.bc.ca/calendar>

Schools Open	September 7
Early Dismissal	September 7 (10:30 a.m.)
National Day for Truth and Reconciliation	September 30
Early Dismissal	October 8 (11:30 a.m.)
Thanksgiving	October 11
NON-INSTRUCTIONAL DAY #1	October 22 (Provincial)
Early Dismissal	November 5 (11:30 a.m.)
Remembrance Day- Statutory Holiday	November 11
NON-INSTRUCTIONAL DAY #2	November 12
NON-INSTRUCTIONAL DAY# 3	November 26
Christmas Holidays	December 18 to January 2
Schools Reopen after Christmas Holidays	January 4
Early Dismissal	February 17 (11:30 a.m.)
NON-INSTRUCTIONAL DAY #4	February 18 (District)
Family Day	February 21
Spring Vacation	March 19 to April 3
Schools Reopen after Spring Vacation	April 4
Good Friday	April 15
Easter Monday	April 18
NON-INSTRUCTIONAL DAY #5	April 29
NON-INSTRUCTIONAL DAY #6	May 20
Victoria Day	May 23
Early Dismissal	May 27 (11:30 a.m.)
Last Day for Students	June 23
Early Dismissal	June 23 (11:30 a.m.)
Administrative Day	June 24

BELL SCHEDULE

8:05	-	Supervision Begins
8:15	-	Warning Bell
8:20 – 10:20	-	Classes in session
10:20 – 10:35	-	Recess
10:35 – 12:05	-	Classes in session
12:05 – 12:50	-	Lunch
12:50 – 2:22	-	Classes in session
2:22	-	Dismissal
2:22 – 2:37	-	Supervision after school



GENERAL SCHOOL INFORMATION

ATTENDANCE

If we have not been contacted about a child's absence, the office will do the following.

1. Call the home number and talk to the parent.
2. If no answer, leave a message asking that they call the school.
3. Call each of the other numbers on the student's file in this order: #1 parent cell; #2 parent cell; #1 parent work; #2 parent work; #1 emergency number; #2 emergency number.

PHONES

Students are encouraged to call home if they are going to be staying at school unexpectedly or for other "urgent" reasons. However, our phones are not available for making after-school play dates.

CELL PHONES & OTHER DEVICES

- All of these devices (cell phones, iphones, ipads, ipods) should only be used for educational purposes...**with consent and under the direct supervision of the classroom teacher.** Items brought to school are **at your own risk**, the school is not responsible for items that get damage, lost or stolen.
- Students are expected to **not use** any of these devices (cell phones, iphones, ipads, ipods) at any time during school hours without the consent & direct supervision of their classroom teacher (including before school, recess, lunch, after school).
- If students feel that they need to use a cell phone during school hours, they should get permission from their teacher/supervisor to use the school phone.
- All devices (cell phones, iphones, ipads, ipods) should be turned off during school hours.
- **EXCEPTIONS...**
 - o If students need to make a call when they arrive at school to ensure parents that they made it safely, they should make that call outside of the building.
 - o If students need to make a call to inform parents that they are leaving the school at the end of the day, they should make that call outside of the building.

VISITORS

Parents or any other guests of the school are required to report to the school office and get a visitor's tag to wear while in the school during instructional time. **All visitors to the school must first report to the office**

LUNCH EXPECTATIONS

The majority of our students eat their lunch at school each day. If you wish for your child to come home for lunch, please inform the school by note or phone call. Otherwise, we expect all of our students to eat here. Please also note that **we are "Nut Aware"** (i.e. send food that is free of peanuts and tree nuts). In our efforts to promote healthy eating we are asking that students refrain from bringing pop or sugary drinks to school.

NEWSLETTERS

Are available on our school website: <http://strathcona.sd33.bc.ca/newsletters>

ASSEMBLIES

Strathcona holds assemblies though out the year to recognize a variety of school, class and student accomplishments, celebrate behavioural successes, showcase classrooms and individual talents.

STUDENT LEADERSHIP

Strathcona Elementary encourages and strongly supports the effort of our Student Volunteers. Student Volunteers can take many forms; they can be Library Helpers, Recycling Team, Peer Leaders, Office Helpers, Lunch Monitors to name a few. Students from Grades 4 – 5 will be made aware of opportunities available to them at their grade level after the year is underway.

FIELD TRIPS

Student field trips are an integral part of the learning environment at Strathcona Elementary School. They are educationally enriching experiences, which all students will have the opportunity to participate in. All students in "Good Standing" (see Code of Conduct) are eligible to attend planned field trips. Signed permission slips are required for all field trips. Parent volunteers are valued and may be requested by the classroom teacher to assist in supervision, depending on the type of excursion. Volunteers are required to have a current School District Criminal Record Check, please check with the office to see if your CRC is current or to receive a Volunteer CRC form from the office.

STRATHCONA ELEMENTARY

CODE OF CONDUCT

Respect Yourself

Respect Others

Respect this Place

Purpose:

At Strathcona Elementary School, we believe that all children have the right to learn in a safe, caring and orderly environment. Our expectations are that students, staff, parents, and community members will maintain an attitude that is cooperative, courteous and respectful.

Strathcona school promotes the values expressed in the BC Human Rights Code respecting the rights of all individuals in accordance with the law, - prohibiting discrimination based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation – in respect of discriminatory publication and discrimination in accommodation, service and facility in the school environment.

These expectations apply to behaviour at school, during school-organized or sponsored activities, and other circumstances where engaging in the activity (including on-line behaviour) will negatively impact the safe, caring and orderly environment of the school, and/or student learning.

Our Code of Conduct is designed to provide guidelines for appropriate student & visitors behaviour while under the jurisdiction of the school or at any school-sponsored functions.

Student Dress Guidelines:

All SD #33 Elementary school student clothing should be suitable for a school learning environment. Clothing and footwear should be comfortable and appropriate for students to participate safely in all school activities. (P.E., Recess, Lunch activities) Clothing should demonstrate a respect for the school community and the B.C. Human Rights Code. Any person dressed in an inappropriate manner, will be advised personally and discretely, and given an opportunity to meet the school dress guidelines.

Guidelines

- Hats to be worn outside only
- Shoes must be worn at all times
- Clothing should be free of suggestive, rude or offensive logos, pictures or literature and must cover the body within the grounds of common modesty and decency (no bare midriffs; spaghetti straps and tank tops should comply with the two-finger wide strap rule and bottoms should be to the ends of a child's fingers when their arms are straight down at their sides)

Students **will** be asked to change if they arrive at school in clothing which the staff or administration considers inappropriate.

INDOOR SHOES

In an effort to keep the hallways, the gymnasium and classrooms clean we are asking that **all students have indoor shoes.**

Safe & Caring School Environments:

Are Free From Acts Of:

- bullying, harassment, and marginalization
- violence in any form
- discrimination in any form including race, colour, gender, gender identity or expression, religious beliefs, marital or family status, physical or mental disability, sexual orientation, ancestry or national origin
- retribution against a person who has reported incidents
- threat and intimidation
- abuse in any form

Or Misuse Of:

- Cyberspace/Cell Phones/Electronic Devices/Computers - students are to be aware that they may be subject to discipline (or, if applicable, confiscation of personal property) for misuse of technology if it negatively impacts on the school environment.

Unacceptable conduct cited above are only some examples and not an all-inclusive list.

Do Not Tolerate the Presence Of:

- theft and vandalism
- weapons/replica (toy) weapons and explosives
- intoxicating or banned substances
- intruders or trespassers

Notification:

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

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

Strathcona Elementary 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/>

RIGHTS AND RESPONSIBILITIES

I have a right
TO LEARN

I have a responsibility for my own learning.

I have a right
TO BE SAFE

I have a responsibility to use common sense at all times.

I have a right
TO BE RESPECTED

I have a responsibility to value and respect others, all property, and the school.

STUDENT IN GOOD STANDING

In our school we strive to create a community of learners that is positive, responsible and respectful. We have standards in place for student behaviour, to ensure their success, both academically and in their personal interactions.

A STRATHCONA STUDENT IN GOOD STANDING is:

- ★ A student who has demonstrated that she/he can be trusted to be responsible both in the classroom and out.
- ★ A student who has completed assignments as required.
- ★ A student who has demonstrated that she/he is working positively with fellow classmates and adults in our school.

**SUCCESS IS EVERYONE'S GOAL,
EVERY DAY.**

At Strathcona Elementary, the staff works together every day to ensure that children in our charge co-operate and care about each other. Sometimes it is necessary to provide discipline to help and guide their understanding. Our procedure for discipline is straightforward and flexible, and it is in place to recognize appropriate behaviours, and to establish routines and consequences for inappropriate and unacceptable behaviours.

Please Note:

Whenever and wherever possible the classroom teacher is responsible for the discipline and student conduct in the classroom and during the school day. As is indicated in B.C. School Law, teachers are to act as "kind judicious parents". Individual teachers will share with students and parents their expectations for student conduct and will, at their discretion, communicate to parents concerns or problems involving student conduct.

Consequences:

Consequences will be applied in a fair and consistent manner, respecting individual rights, responsibilities, age and maturity; and with the goal of being restorative rather than punitive in nature. Special considerations may apply to students with special needs if these students are unable to comply with the code of conduct due to an intellectual, physical, sensory, emotional or behaviour exceptionally.

Inappropriate behaviour typically has the following consequences:

- restorative reflection and or circle process
- review of expectations
- parents are informed
- time out and / or loss of privileges
- meeting with the parents
- short-term (in school) suspension up to 3 days
- long-term suspension (over 3 days) or referral to district program
- consultation with police

APPROPRIATE BEHAVIOURS

Some examples of **appropriate** behaviours include:

- Showing respect for other students
- Showing respect for the school building, playground and equipment
- Moving through the building in a quiet and orderly manner
- Respecting the “hands off” policy
- Following school safety rules and obeying classroom rules
- Being prepared for classes
- Being productive, caring members of our school community
- Showing respect for the property of others
- Respecting the adults in the school
- Settling disagreements fairly
- Wearing clothing which is appropriate for school
- Attending punctually and regularly
- Working to the best of their ability

Students who demonstrate appropriate behaviour are often recognized through; personal commendation, phone calls , notes, certificates and special or additional privileges. We believe that appropriate behaviours can be taught and will be encouraged, recognized and reinforced.

UNACCEPTABLE BEHAVIOURS

Some examples of **unacceptable** behaviours include:

- Lack of respect for others, teasing
- Aggressive behaviours, Fighting / Play Fighting
- Chronic disrespectful behaviours
- Bullying / Intimidation
- Running in the halls
- Vandalism
- Littering
- Rudeness, swearing
- Chronic disruptive behaviours
- Unauthorized leaving the school grounds
- Insolent, dangerous or defiant behaviour
- Throwing objects (rocks, sticks, snowballs etc.)
- Stealing
- Possession of cigarettes, matches, lighters, drugs, alcohol or weapons

Consequences for unacceptable behaviours include: Classroom Consequence, Behaviour Plan, Meeting with Parents, part time attendance with gradual re-entry to school when deemed necessary, an in-school or an out of school suspension.

As well, the school will treat seriously behaviour or communication that discriminates based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation (prohibited grounds set out in the BC Human Rights Code).

POSITIVE BEHAVIOUR SUPPORT

Our school applies in an Positive Behaviour Support (PBS) system. It is clear that people, children and adults alike, function best in a positive climate, where expectations are clearly understood.

PBS is a process for creating safer and more effective schools. It is a systems approach to enhancing the capacity of schools to educate all children by developing research-based, school-wide, and classroom behaviour support systems. The process focuses on improving a school’s ability to teach and support positive behaviour for all students. Rather than a prescribed program, PBS provides systems for schools to design, implement, and evaluate effective school-wide, classroom, non-classroom, and student specific plans. PBS includes school-wide procedures and processes intended for all students and all staff in all settings. PBS is not a program or a curriculum. It is a team-based process for systemic problem solving, planning, and evaluation. It is an approach to creating a safe and productive learning environment where teachers can teach and all students can learn. Visit www.pbis.org for more information on this approach to school-wide behaviour support systems.

We have adopted a unified set of behavioural expectations, called the STARS Behaviour Matrix. Similar to the Code of Student Conduct, the matrix defines our expectations for behaviour in our school. You will see the matrix posted throughout the school in your child’s classroom and in this agenda. Teachers will explicitly teach these expectations on an on-going basis. We ask that you, too, familiarize yourself with these expectations, and talk about them with your child. All documents can be found on our school’s website [<http://strathcona.sd33.bc.ca>].

As part of our PBS process, teachers and other staff members use evidence-based practices to increase student learning and decrease classroom disruptions. To maintain a positive learning climate, we do the following when teaching academics and behaviour:

- Regularly teach and refer to our school-wide expectations.
- Talk to students with respect using positive voice tone.
- Use pre-correcting, prompting, and redirecting as we teach.
- Provide students with more praise than correction.
- Actively engage everyone in the class during instruction.
- Look for the positive first and provide positive, immediate, frequent, and explicit feedback.

PARENT ADVISORY COUNCIL (P.A.C.)

Strathcona Elementary has a dedicated, P.A.C., which meets monthly. (<http://strathcona.sd33.bc.ca/calendar>) This group is a valuable asset to our school both in an advisory and a supportive capacity. P.A.C. meetings are open to all parents, and items can be brought to the meeting in person, or through any member of the P.A.C. executive.

You may contact PAC through the school regarding any questions you may have via the following email address: strathconapac@gmail.com

STRATHCONA ELEMENTARY SCHOOL GOAL 2021-2022: strathcona@sd33.bc.ca

REPORT CARDS

Teachers send home formal reports at 3 times during the school year. As well, 2 opportunities are scheduled for interviews with teachers, parents, and students. Students are assessed using "performance standards" that evaluate student progress with the widely held expectations for children of comparable age and grade.

Beginning	Developing	Applying	Extending
to acquire knowledge, skills, strategies and processes. With support, student is beginning to understand grade level concepts and competencies.	the ability to apply knowledge, skills, strategies and processes. Student is further developing an understanding of grade level concepts and competencies, but still requires support.	knowledge, skills, strategies and processes consistently. Student is working independently and is meeting grade level concepts and competencies.	knowledge, skills, strategies and processes creatively and strategically. Student can apply concepts and competencies innovatively in other contexts.

HOMEWORK

Homework should be appropriate to the age and abilities of the student. It is not intended as a form of accelerated academic learning nor is it intended to be punitive. It is intended to be productive for the child related to the classroom program. We appreciate that time with family members is valuable and can also provide rich experiences that are equally important. In an endeavor to bring clarity to the notion of homework, the following guidelines have been developed.

HOW MUCH HOMEWORK?

Kindergarten

- ★ Routine homework assignments are not considered appropriate for this level, beyond daily reading. Parents may support their child’s program by encouraging the use of books for pleasure. Number games may be an effective way for the home to be involved.

Grades 1 – 3

- ★ Students may spend about 10 to 30 minutes per day on varying types of homework that may include daily reading, practicing word work patterns, or basic math facts and activities

Grades 4 – 5

- ★ Students in the intermediate grades may spend up to 30 minutes per day on varying types of homework INCLUDING daily reading programs, and math facts practice.

Teachers may require students to finish work at recess, lunch hour or after school. Teachers will communicate to parents before having a student stay in after school to complete work.

Suggestions to Students:

- ★ Before leaving school, be sure homework is written down and materials are in your backpack.
- ★ Ask your teacher if you aren’t sure of something.
- ★ Complete homework by the due date; return it to the school.
- ★ Choose the right time – establish a routine homework time and stick to it.
- ★ Find the right space – find the setting in your home or at the library that works best for you.
- ★ Organize needed materials.
- ★ Prioritize assignments – complete one assignment at a time and check it off your list. You’ll feel a sense of accomplishment, and your motivation to continue will increase.
- ★ Take breaks – when you find your mind wandering, or after finishing a difficult assignment, take a short break.

- ★ Reward yourself – give yourself a reward when all homework is completed. Watch a favourite TV show, call a friend, or ask your family for a round of applause. You deserve it.
- ★ Not past regular bedtime.

Suggestions for Parents


- ★ Support completion of tasks by checking student planner/assignment.
- ★ Ask “What do you have for homework?” (Not, “Do you have homework?”)
- ★ Ask “Show me what you’ve done.” (Not, “Have you finished?”)
- ★ Support development of time management skills, i.e. work completed in an appropriate amount of time and at an appropriate hour.
- ★ When needed, clarify concepts being learned.
- ★ Assist with proofreading and editing written work.
- ★ Parents should contact the teacher if the child repeatedly requires very long periods to finish assignment.

Taking a Vacation?

From time to time, parents take students on extended vacations during the school year. It is not always reasonable or even possible for teachers to provide “school work” at these times. Speak to your child’s teacher to determine what, if anything, can be provided. **Take-home assignments should not be a cause of stress. Quality home assignments do not interfere with families; instead, they help to build connections between students, parents, and teachers.**

Strathcona Elementary School STARS Behaviour Expectations

STRATHCONA BEHAVIOUR MATRIX

Shine like 	Everywhere	Classroom	Playground	Hallways	Washrooms	Eating Time	Assemblies	Digital Citizenship	Gym	On the Bus
Respect Yourself	<ul style="list-style-type: none"> • Be on task • Be prepared • Smile 	<ul style="list-style-type: none"> • Be focused • Be safe • Be ready to learn • Raise your hand • Try your best • Participate 	<ul style="list-style-type: none"> • Be safe • Use appropriate language 	<ul style="list-style-type: none"> • Walk quietly on the right-hand side 	<ul style="list-style-type: none"> • Wash your hands • Flush • Use an inside voice 	<ul style="list-style-type: none"> • Sit and eat quietly • Make healthy food choices • Use restaurant style manners • Be a good friend 	<ul style="list-style-type: none"> • Sit quietly and listen • Think and make connections to presentations 	<ul style="list-style-type: none"> • Study, read, compute • Be safe online • Keep personal information to your self 	<ul style="list-style-type: none"> • Stay in your space • Be safe • Try your best 	<ul style="list-style-type: none"> • Stay in your seat • Be kind
Respect Others	<ul style="list-style-type: none"> • Be kind • Hands off Feet off • Share with others • Use your WITS 	<ul style="list-style-type: none"> • Be aware of personal space • Hands off property that is not yours • Listen • Honour others' ideas and needs • Use your WITS • Eyes on the Speaker 	<ul style="list-style-type: none"> • Be kind • Include others / invite others to play • Hands off Feet Off • Share equipment with others • Be aware of other people • Wait your turn • Be a good sport • Use appropriate language • Use your WITS. 	<ul style="list-style-type: none"> • Hands off Feet to yourself • Walk quietly on the right-hand side • Work quietly with others 	<ul style="list-style-type: none"> • Wait your turn patiently • Be calm • Flush the toilet • Respect privacy • Go directly back to class when finished • Use bathroom in an appropriate and timely manner 	<ul style="list-style-type: none"> • Maintain your personal space • Use style restaurant manners • Sit and eat quietly • Eat with your mouth closed 	<ul style="list-style-type: none"> • Use polite applause • Use inside voices • Listen well • Be silent when the speaker is speaking • Come to attention quickly • Respect the speaker • Show appreciation without hooting and hollering 	<ul style="list-style-type: none"> • Use quiet voices • Only send information you would say directly to the person 	<ul style="list-style-type: none"> • Be a good sport • Use appropriate voices • Be safe • Use your manners 	<ul style="list-style-type: none"> • Use quiet voices • Leave the windows alone • Use appropriate language
Respect this Place	<ul style="list-style-type: none"> • Recycle • Clean up after yourself • Use inside shoes • Clean up the space around you • Keep hats off in school 	<ul style="list-style-type: none"> • Clean up after yourself • Use materials wisely • Handle shared materials with care • Treat school property properly 	<ul style="list-style-type: none"> • Clean up after yourself • Return equipment • Use equipment respectfully • Keep the playground clean • Put garbage in trash cans • Model caring for the Earth 	<ul style="list-style-type: none"> • Clean up after yourself • Hang up coats and backpacks • Hands to yourself • Respect the displays on bulletin boards • Keep cubbies neat/organized • Pick up garbage 	<ul style="list-style-type: none"> • Clean up after yourself • Be quick • Flush the toilet • Leave it better than you found it 	<ul style="list-style-type: none"> • Recycle • Clean up after yourself • Speak quietly 	<ul style="list-style-type: none"> • Clean up after yourself 	<ul style="list-style-type: none"> • Push in chairs • Treat books & equipment properly 	<ul style="list-style-type: none"> • Help put away equipment • Take care of equipment • Wear inside shoes 	<ul style="list-style-type: none"> • Clean up after yourself • Listen to your teacher and the driver

