



TATLA LAKE

ELEMENTARY – JUNIOR
SECONDARY SCHOOL

2019 - 2020

SCHOOL ORIENTATION BOOKLET FOR
STUDENTS AND PARENTS

SCHOOL ORIENTATION BOOKLET 2019 – 2020

On behalf of our staff, I would like to welcome you and your students to **Tatla Lake Elementary Junior Secondary School**. Tatla Lake is a school of excellence where a focus on academics is balanced with opportunities in outdoor education, arts, technology and athletics. The following pages have been put together to provide information about our school and our school programs and policies. It is the partnership of parents, staff and community that creates a positive learning environment. Although we are planning on using Fresh Grade, an online portfolio where teachers, students and parents all interact to capture and comment on the student's school work, you will be given your first formal opportunity to find out what is happening in the classroom at the **Parent, Student, and Teacher Conferences held during November 4-7, 2019**.

We are a community of learners at Tatla Lake School. At this point we are projecting an enrollment of approximately 16 students. It is my hope that through personalized learning opportunities, teaching assistant time, and parent involvement, we will continue to offer programs that allow our students to achieve excellence in a variety of subject areas. Mrs. Abbott once again has the multiple roles of secretary, education assistant, and library technician. Ms. Peterson and Ms. Gordon will share the teaching. Mrs. Whitehead is an education assistant. Ms. Zintl is our custodian. Miss Leanne is the lunch time supervisor, Miss Iris is the Ready Set Learn teacher, and Peter Weiler, Mrs. Porter, and Connie Bracewell are driving the buses.

I am excited to be a part of the learning community in Tatla Lake, and I am looking forward to a successful year. Please do not hesitate to contact me if you have any questions, but do note that I will be teaching during the day. I am available for conversations on Tuesday and Wednesday afternoons as well as every day before and after school, and of course you can reach me for *urgent* matters throughout the day. I encourage you to use email or Facebook messenger with any less urgent matters of concern.

Sincerely,

Clare Gordon
Principal

clare.gordon@sd27.bc.ca

@claregooutside

250-476-1117

250-305-9575 (cell – doesn't work in Tatla)

Tatla Lake Elementary/Jr. Secondary's
Mission Statement:

“Working together in a dynamic environment that promotes both self esteem and excellence, we will enable students to develop a lifelong enthusiasm for learning and a caring, responsible attitude toward our community and the world.”

MISSION STATEMENT AND OPERATING PRINCIPLES OF SD#27

Mission Statement Working together in an environment which promotes both self-esteem and excellence, we will enable students to develop a lifelong enthusiasm for learning and a caring, responsible attitude toward our community and the world.

Operating Principles Operating Principles describe the way in which this School District will behave. The "we" in these principles refers to the Board, staff, and students. Parents have an important role, but are not part of the "we" since we cannot commit them to these principles. It is not intended that any of these are to be taken in isolation, and they are not a checklist. We may not be able to attain these goals immediately, but we will work towards these goals. We will use these principles to check our decision making and our behaviour.

At School District No. 27, we are committed to the following education values and goals:

1. Students are our highest priority.
2. We believe that all students can learn and every student has the right and the responsibility to achieve success.
3. We provide a positive and safe environment for students.
4. We will operate in a fair, honest, and caring manner in a climate of openness, trust, respect, and collaboration.
5. We will model the behaviour we expect.
6. We value staff and encourage and expect competence and effectiveness from each.
7. We will provide support for and resources to those programs and activities which contribute to our mission.
8. We will promote respect for all.
9. We will consider the impact on the environment in all our decisions.
10. We support innovation and risk taking.
11. We will be accountable.

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SECTION 1 GENERAL SCHOOL INFORMATION

HOURS OF OPERATION

Supervision at the school will begin at 8:30 am.

Elementary/Intermediate/Secondary

- 8:45** School starts
- 10:05 - 10:25** Recess
- 12:00 - 1:00** Lunch
- 3:05** Dismissal

ATTENDANCE OR LATES

Students are expected to arrive at school on time. If a child has been absent or late, or if you know your child will be absent on a certain day, parents are requested to send a short note of explanation to the teacher.

LEAVING THE SCHOOL GROUNDS

Parents should make every attempt to schedule doctor, dentist, and other appointments outside of school time. However, should it be necessary to leave the school during school time, it is necessary that students provide the office with a note signed by their guardian. If students are not taking their regular bus home, they must also provide the office with a note signed by their guardian.

ILLNESS AND INJURY

Children who are too ill to go outside for break times are too ill to be at school. Their learning capabilities become limited and often, as with a cold, illness is spread to others. If a student becomes ill at school, the parent will be contacted immediately. *Please contact the school annually to update medical and contact information.*

SCHOOL PROPERTY

During our school year, students are issued school items such as textbooks, library books, and school sports uniforms. Students are expected to take good care of the materials and to return them to the school in the same condition. Students who willfully vandalize school property or damage school property will be billed the cost and labour involved in repair or replacement. Please care for our school property.

SCHOOL PICTURES

Individual photos will be taken in the fall, and class pictures taken at an appropriate time during the school year. This is a volunteer program and parents are under no obligation to purchase the photos. The photo program will be a preview format. This means the pictures will be taken and the proofs forwarded to the parents. If the parents do not like the proofs, they can ask for a retake when returning proofs.

LOST AND FOUND

Parents are asked to assist us by ensuring that personal items are marked clearly with a marker that will not wash or wear off easily. Articles that are misplaced are put in the lost and found located just inside the main entrance. Periodically, we will lay the articles out on display and any articles not claimed are brought to the Share Shed.

COMPUTER USE

District Policy requires an authorization from parents before students can use the Internet. Use of our computers is a privilege and students will treat our computers with care and benefit from them as a learning resource within our school. Appropriate use of the internet will be expected and enforced, and if abused a loss of this privilege may follow.

LOCKERS

Lockers (without locks) will be provided to all students in grades 4-10. Having use of a locker is a privilege, not a right. Students are expected to keep contents of lockers manageable and refrain from keeping food in lockers. Lockers may be searched anytime by school staff.

CODE OF CONDUCT (See extended version, including details Section 4)

Our Code of Conduct outlines the behaviours we expect of all of our students, staff and visitors. The Code of Conduct must be adhered to during all school functions. Our Code of Conduct is based on five basic expectations (**TREKS**):

- 1. Trustworthiness**
- 2. Respect**
- 3. Excellence**
- 4. Kindness**
- 5. Support**

All of the students will know what these expectations are and teachers will continue to teach the expectations throughout the year. The school has a discipline guide for students who do not adhere to the Code of Conduct. This guide will also be explained to the students.

TATLA LAKE SCHOOL STUDENT EXPECTATIONS

1. Attend school regularly and adhere to the rules of the school,
2. Participate willingly, and to the best of their ability, in their learning,
3. Respect themselves and others' safety, well being, and property,
4. Be accountable for their behaviour and responsive to reasonable, related, and respectful consequences,
5. Contribute to a safe, positive environment conducive to learning.

REPORTING TO PARENTS AND STUDENTS

In elementary grades, the school is required to report to parents five times a year: three written formal reports and two informal reports. Informal reports are generally not sent when a student is achieving at grade level. Primary students receive written reports and intermediate students are given grades (see below). However, we are going to be implementing Fresh Grade this year and thus will be reporting much more frequently. A written report card will only be issued at the end of June.

Secondary students receive four report cards during the school year, at the end of each term. **Mid-term reports will be sent out only if students are receiving less than 60% in a core subject.** If you have any questions during the year about your child's progress or their report card, please *first* talk to your child, they often have a very clear idea about how they are doing. If questions or concerns remain, please do not hesitate to contact the classroom teacher.

ACADEMIC PERCENTAGES AND GRADES

A	86-100%
B	73-85%
C+	67-72%
C	60-66%
C-	50-59%
I	0-49 % An "I", or Incomplete, is assigned prior to a fail mark. This alerts parents and students to the fact that the student is not meeting the learning outcomes and a chance will be given for the student to bring his/her mark up to a passing grade.
F	0-49%

School Based Team (SBT)

At various points throughout the school year, students may be brought up at school based team meetings. The purpose of these meeting is to work together as a staff and community in the development of personalized programming for students who may be struggling in various areas. When the team meets, parents are contacted and invited to attend. Discussions focus on ways to implement strategies and supports that better meet the needs of the particular student. Members of the school based team may include: the principal, education assistants, school counsellor, intensive behaviour support teacher, school psychologist, district itinerant teachers, district speech and language pathologist, community health nurse, school social worker, parents, and in some cases the student themselves. **Parents will always be notified prior to the school based team if their child will be discussed.**

SECTION 2 SCHOOL PROGRAMS

TECHNOLOGY

We are equipped with an updated PC lab. Students are given the opportunity to discover how computers can enhance their projects and assignments. In many cases computers are required to complete courses.

RURAL SECONDARY PROGRAM

Tatla Lake secondary students in grades 8 through 10 are part of a distributed learning model within School District #27 called the Rural Secondary School. Within this rural secondary program, students have the opportunity to interact and learn with teachers and students from around the Cariboo-Chilcotin (Anahim Lake, Alexis Creek, Dog Creek, Tatla Lake, Horsefly, Distance Ed. and Naghtaneqed schools.) Students are taught new concepts and processes in the core areas: Math, English, Science, and Social Studies in a semester-based system with two core subjects each semester. Students are now also able to access a variety of online elective courses. Feedback and students' grades show that this program is quite successful for rural students, and should you have any questions or concerns about how it operates please contact me at the school directly.

OUTDOOR EDUCATION

Tatla Lake School is an outdoor education school. All classes will participate in curriculum enhancing outdoor experiences in all of the seasons. When students miss school for these enriching experiences you can rest assured that an educational program is part of the experience. We are equipped with snowshoes, skis, bikes, camping equipment, etc., that enable us to take advantage of outdoor education. We make every effort to provide learning opportunities in the surrounding wilderness. Students will be outside every Tuesday afternoon for two hours. They should wear appropriate clothing and footwear.

ARTS & THEME DAYS

Classroom teachers provide excellent instruction in art, and we are always looking for individuals in the community with talents they would like to share! Stay tuned for dates and information that will be passed onto you throughout the school year.

BREAKFAST

We will continue to provide a breakfast snack free of charge to everyone after our daily physical activity in the gym. Mrs. Whitehead will have a couple of students helping her. All students will be assisting in the kitchen and learning Applied Skills on a rotating basis.

HOT LUNCH

Hot lunches will not be offered this year. Healthy snacks, consisting of milk, fruits, and vegetables will be offered 12 times over the school year through the BC School Fruit and Vegetable Nutritional Program.

SECTION 3

PARENT ADVISORY COUNCIL (PAC)

All parents/guardians of children attending Tatla Lake Elementary-Junior Secondary School are welcome and encouraged to join and attend the meetings of the PAC. Our primary goal is to promote the effective communication and co-operation between the home and school. Parents are encouraged to participate in educational activities and decision making, to strengthen the role of families in education and schooling, and to participate in their children's learning. We also do fundraising for needed equipment and special projects not covered by the school budget. We can review, discuss, and make recommendations to the school staff, school administration, and the school board on: school policy and procedures, programs and services, facilities and equipment, parent/community education, and learning resources.

The council holds monthly meeting. Meetings generally start at 3:15 pm in the library at the school. Please come and get involved in your child's school. It helps in all areas to understand the complexities of education in this ever-changing world.

SECTION 4

TATLA LAKE ELEM./JR. SECONDARY SCHOOL

CODE OF CONDUCT

2019 – 2020

A. Purpose:

The contents of this Code of Conduct acknowledge that if there is a conflict between this Code and the *BC Human Rights Code* then the *BC Human Rights Code* shall prevail.

The purpose of the Code of Conduct is to inform all members of the school community of our shared obligations and responsibilities to ensure a safe, caring and orderly school environment where students feel a sense of belonging, pride in their school, and where people in the school community are respectful, fair, and where they feel safe to work and learn. The goal is to have students manage their own behaviour.

B. Development and Regular Review

1. At the beginning of the year, students, staff and parents are included in the development of the Code of Conduct during class time and assemblies, through newsletters, and at staff and PAC meetings
2. The Code is reviewed and updated on an annual basis with input from students, staff and parents during class time, and at staff and PAC meetings.
3. Conduct is consistently monitored by students, staff, and parents to ensure Codes reflect current and emerging situations and are contributing to school safety.

C. Communicating Expectations

1. The Code of Conduct is communicated to staff, students, parents, temporary staff, new members of the school community and visitors. Each family receives a Student Handbook containing the Code of Conduct at the beginning of each year. The Code of Conduct is discussed at staff and PAC meetings and is also visible to all stakeholders as it is located in the office.

D. Active Teaching and Promotion of Expectations

1. The teachers use class time to ensure behavioural expectations are explicitly taught and promoted.

E. Expectations of Acceptable Conduct

1. Acceptable behaviour creates an atmosphere of trust and security in which students may grow in confidence as a result of their actions and achievements: respecting self, others, and the school; helping to make the school a safe, caring, and orderly place; informing an adult in a timely manner of incidents of

bullying, harassment, or intimidation; engaging in purposeful learning activities in a timely manner; and acting in a manner that brings credit to the school.

2. The Code of Conduct conditions apply while students are in attendance at school, while travelling to and from school, and while attending any school function at any location.
3. School District's policy regarding the possession or use of weapons:
Policy 5114.1
The Board of Education considers the possession or use of any weapon by anyone on school premises to be a serious threat to the school environment and to the safety of both students and staff.
Weapon:
 - a. *Anything that is used, or intended to be used, or is designed to be used to put someone in fear; or*
 - b. *Anything used or intended for use in causing death or injury to persons whether designed for that purpose or not; or*
 - c. *Anything used, or intended for use, to threaten or intimidate any person and, without restricting the generality of the foregoing, includes any replica weapon or firearm as defined in the Criminal Code (s. 84).*
4. Prohibited grounds of discrimination set out in the *BC Human Rights Code*, as they relate to the school environment (s. 7).

People are protected by virtue of their, real or perceived, race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, age, sexual orientation or gender identification and therefore should not be subjected to discriminatory actions, including publication or discrimination of service.

5. The Board of Education will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of the Code of Conduct.
6. The conduct of students, parents, coaches, and involved members of the greater community while acting as ambassadors of the school must align to create a safe, caring, and orderly environment where respect, responsibility, kindness, caring and acceptance are upheld. These expectations will be clearly made known to these individuals.
 - a. In keeping with the focus on preventative and restorative action, positive behaviour support acknowledges acceptable behaviour. The students have opportunities to be championed for positive actions and accomplishments. When a student demonstrates excellence in behaviour or performance, reflective of their individual ability, their actions are celebrated during the morning meeting.
 - b. The expectations for behaviour are consistently taught through classroom discussions, newsletters, assemblies, and conversation. The expectations are reinforced through an acknowledgement and

celebration of excellence in action and achievement. Each child is evaluated and recognized as an individual, with distinct skills and abilities.

- c. Student's work is also celebrated at assemblies. Teachers choose a "Student of the Month" for a student who has shown exemplary attitude and effort promoting the components of TREKS within the school. Teachers then share the students' accomplishments with their peers, parents, staff, and community members.

F. Consequences for Unacceptable Conduct

1. Unacceptable behaviour and consequences:

LEVELS OF UNACCEPTABLE BEHAVIOUR

Level 1 Behaviours

The attending adult handles the following behaviours:

- ✓ Inappropriate classroom/playground/assembly behaviour
- ✓ Tardiness
- ✓ Lack of effort/incomplete assignments
- ✓ Minor disrespect
- ✓ Inappropriate language
- ✓ Inappropriate dress
- ✓ Misuse of electronic devices
- ✓ Disregarding school rules (in Student Handbook)
- ✓ Disruptive behaviour

Level 2 Behaviours

The following behaviours are initially dealt with by the attending adult – then reinforced by the office:

- ✓ Lack of Respect (major)
- ✓ Inappropriate internet sites
- ✓ Disrespecting teachers' and students' personal space & belongings
- ✓ Inappropriate representation of school (field trip/athletics)
- ✓ Cheating or Plagiarism (minor)
- ✓ Truancy
- ✓ Lying
- ✓ Minor inappropriate physical contact (first offence)
- ✓ Throwing snowballs

Level 3 Behaviours

Immediate office referrals and intervention:

- ✓ Bullying/Harassment/Intimidation/ Inappropriate display of affection (sexually-orientated actions/suggestive behaviour)
- ✓ Fighting/Assault/Gang activity
- ✓ Direct disobedience
- ✓ Endangering safety
- ✓ Drugs or alcohol infractions
- ✓ Vaping
- ✓ Possession/use of a weapon
- ✓ Smoking/Tobacco
- ✓ Criminal Acts as defined by the law
- ✓ Racism

SCHOOL-WIDE CONSEQUENCES

Level 1 Behaviours

- | | |
|-----------------|--|
| First offence: | Reminder to student of behavioural expectations. |
| Second offence: | Restitution by the student.
Documentation by the teacher |
| Third offence: | Home contact by the teacher
Documentation by the teacher and referral sheet sent to office. |
| Fourth offence: | Move directly to “Level 2 – Step 2” |

Level 2 Behaviours

- | | |
|---------------------------|--|
| First offence:
Step 1 | Restitution by the student
Documentation by the teacher
Home contact by the teacher. |
| Second offence:
Step 2 | Referral to administration
Home contact by the
teacher/counsellor/administration
1 to 3 day in-school suspension |
| Third offence:
Step 3 | Referral to administration by teacher
Home contact by administration
1 - 5 days in or out of school suspension
Parent conference with administration before student returns |
| Fourth offence:
Step 4 | Move directly to “Level 3 – Step 2” |

Level 3 Behaviours

All drugs, vapes, or other drug paraphernalia found on school property will be confiscated and destroyed.

First offence: Referral to administration

Step 1 Parent conference with administration
1 - 3 day in or out of school suspension

Second offence: 1 - 5 days suspension
Step 2

Third offence: 5 days suspension
Step 3

Step 4: Indefinite Suspension – referral to District

Considerations for the following with regard to the Code of Conduct:

- a. Ensure that consequences applied are appropriate for the violation of the Code of Conduct, and focus on restorative actions rather than those that are punitive in nature.
 - b. When levying consequences for behaviours of a discriminatory nature, make every attempt to address all parties involved and develop a plan to address the school culture.
 - c. Consider a student's age, maturity and special needs, as well as the student's previous school record.
 - d. Give special considerations to students with special needs if these students are unable to comply with a Code of Conduct due to a disability of an intellectual, physical, sensory, emotional or behavioural nature.
2. Students have varying levels of understanding as they grow older and more mature. Conduct expectations for students in the primary grades may be very different than what we would expect of an intermediate or senior student.

3. The use of suspension is only when violation of the Code is serious or other consequences have been inadequate or ineffective.

Violations of the code of conduct often result in notification to relevant stakeholders. When necessary, parents will be notified initially by phone and in more serious circumstances, through official letters. When a letter of suspension is written, the superintendent will be notified, along with the parents. During all courses of action, students will be made aware of the procedures and included in the process of discipline.

4. School officials may have a responsibility to advise other parties of serious breaches of the code of conduct. (e.g., parents, school district officials, police and/or other agencies).