

PARENT HANDBOOK
2024/2025

Nechako Mission Statement:

Together, the school community will provide a safe and caring environment for students to develop the knowledge, skills and attributes to become responsible, independent and productive lifelong learners.

Nechako Motto:

Together We Succeed



A MESSAGE FROM THE PRINCIPAL

Dear Parent(s)/Guardian(s):

I would like to take this opportunity to welcome your family to another school year. We are anticipating a positive, rewarding, and enriching year. I encourage you to take an active role in your child's education. Your presence and assistance at Nechako Elementary is always welcome.

We are most happy to be able to send you the Handbook for Parents. Within these pages you will find the expectations of our school, an explanation of the services we offer and our expectations for the education of your child. You will also find specific directions for implementing any of the procedures necessary for your involvement in our school. We hope you will find this information useful.

We look forward to serving you and your children throughout the coming year. If we may be of service, please contact us.

Mr. David Mills
Principal

BELL SCHEDULE AND INSTRUCTIONAL TIMES

8:45 a.m. Bell rings- Students line up

10:10 a.m. -10:30 a.m. First recess

10:40 a.m.- 11:00 a.m. Second Recess

12:00 noon First Lunch Begins

12:25 p.m. Second Lunch Begins

12:50 pm- Lunch ends

2:51 p.m. Dismissal Bell

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OFFICE HOURS

The school's general office is located diagonally across from the main entrance. The office of the administration is located in the general office.

The office hours are 8:45 a.m. - 12:00 p.m. and 12:50 p.m. - 3:30 p.m. when school is in session. Please make an effort to confine your telephone calls to this time frame if at all possible. If your call is not answered please leave a message. School phone 1-250-632-2912

If you call outside the regular office hours, your call will be forwarded to the answering machine.

GENERAL POLICIES AND PROCEDURES

ATTENDANCE

Regular attendance and being on time are two keys to success for your child. A note to your child's teacher, or to the office, explaining your child's absence is required.

SAFE ARRIVAL PROGRAM

This is a valuable program in that parents need not wonder if their child arrived at school. If we have not been notified of a child's absence, and the youngster does not arrive at school, we will try to notify you so that you can take immediate steps to locate your child. This program adds to the measure of security for our children and, hopefully, increases peace of mind for parents. The success of this program is largely dependent on parents calling the school when they know their child is going to be absent.

BUSES DROP-OFF AND PICK-UP

When students arrive at school on the bus they should go immediately to the playground at the back of the school. If the bus is late students will not be marked as tardy, but they should proceed to the front office. When students are waiting for the bus at the end of the day they must remain in the designated areas assigned for their safety. The bus drop-off and pick up is designated for buses and staff parking only.

NEW

To monitor status of buses go to
[MBS-Landing \(mybusstop.ca\)](https://mybusstop.ca)

Students will be issued white bus passes this year that they will tap when they board the bus. If a student loss the pass they need to contact the office and a new one will be ordered.

Students riding the bus must be registered with the school district. Parents can complete a registration form at the school. Students cannot just get on the bus.

Students who need to go to another care giver must first seek written permission from the office. Parents should call ahead to make these arrangements for the safety of all children. **Students who miss the afternoon bus to go home will remain at school until parents are contacted.**

PLEASE NOTE – drop off and pick up of your children should not exceed 20 minutes before school and 20 after the final school bell (i.e. – 8:30 a.m. in the morning and 3:00 p.m.).

WALKING TO NECHAKO

Walking up Nightingale Street to the school is not only unsafe but can be very dangerous. Students walking to school are expected to stay on the walking paths. Students crossing at Kingfisher Dr. should use the underpass to avoid traffic and walk in between the buildings on the path through Nechako Centre. We expect that parents and students will not walk through the bus parking lot as this is very dangerous because of the number of cars and small parking lot.

STUDENT DROP-OFF AND PICK-UP

The student drop-off and pick-up area cannot be used for parking for parents. When dropping or picking up your child(-ren) do not park in the drop-off and pick-up area. Parents should not walk or drive through the bus or teachers parking lot to pick up or drop off their children. Students are not allowed to walk through the drop-off zone to waiting vehicles in the parking lot. For the safety of all students parents are expected to get out of their vehicle, when parked, to pick up their child{ren}.

EMERGENCIES AND ACCIDENTS

Emergencies and accidents do occur in spite of careful supervision of activities. School personnel handle routine cuts and scrapes; however there is no nurse at the school and schools are generally not equipped to look after ill or injured students beyond the Band-Aid or cold compress stage.

If an injury is more severe and, will require parent supervision, or treatment beyond the school's capabilities, the parent or guardian will be contacted.

HEAD LICE POLICY

Whilst parents have the primary responsibility for the detection and treatment of head lice our school community will work in a cooperative and collaborative manner to assist all families to manage head lice effectively. Children's hair will be checked for lice if a staff member notices a child continuously scratching or noticeable eggs are present. We will make every effort to contact parents before we check the first time, although more often than not children return to class after their hair has been checked. A child sent home for lice will be rechecked when returning to school. We will only send children home with live lice or in our judgement eggs are about to hatch or the eggs are 6mm from the base of the scalp. We respect the wishes of parents/families that elect not to participate in a school head lice check, but we ask that they check at home and take the appropriate steps. Lice checks will take place at the school's discretion as deemed necessary.

LIBRARY POLICY

Our library has a limited budget and lost books and materials must be replaced. Students are responsible for the books they check out from Nechako Elementary School Library. If a book is lost, or damaged the student will be responsible for paying the full replacement cost of the book. While we do not charge fines for late books, we do charge if a book is irreparably damaged or lost. To make a payment, send cash in a sealed enveloped or make a cheque payable to: Nechako Elementary School.

Lost Books - If a "lost" book is found after the replacement cost has been paid, the student will be reimbursed the cost of the book after it has been returned to the library if it is in good condition and can be returned to circulation.

STUDENT DRESS GUIDELINES

Students and their parents are expected to support a learning environment where attire is appropriate. Articles of clothing which promote alcohol, drugs, inappropriate language and images, or discrimination of any form are not acceptable. Clothing that is too revealing is also unacceptable. (Some discretion with primary students). We suggest students who wear clothing that is deemed inappropriate to change. The school administration will determine if students' attire is appropriate.

Some examples for dress expectations are as follows:

- Shirts cannot be see through
- No thin {spaghetti straps} straps for tops
- Appropriate neckline must be worn
- Clothing must cover the midriff
- Waistbands of pants must be at waist level
- Undergarments are not to be seen
- Hats/caps are removed in the school

ELECTRONICS IN SCHOOL-CELL PHONES

Students must not use cell phones and or other electronic devices during school hours unless a teacher has granted permission. All electronic devices must be powered-off. If a student is using any electronic device on school property, the student will be warned. For a second infraction the device will be taken from the student for the remainder of the day. A third infraction will require the parent or guardian to come to the school to pick it up. For repeat offenders consequences will be subject to progressive discipline at the principal's discretion.

BICYCLES, SCOOTERS, SKATEBOARDS

Students that ride bikes, scooters or skateboards must stop riding and walk once on school property. These items are not allowed to be used at recess.

EMERGENCY SCHOOL CLOSURE

Severe weather or other emergency situations such as loss of electricity, interrupted water supply or heating system breakdown may force school closure. A decision to close the school is made by the Superintendent of Schools. If such a decision is made prior to 8:00 a.m., it will be broadcast over local radio stations CKTK 97.7 CJFW103.1 and/or CBC 101.1 as early as possible.

An emergency could arise during the school day requiring a school closure. Please discuss a location with your children where they might go if you are not home and school has to be closed. Please notify the school with an emergency phone number for this location. Students will not be allowed to go with a friend unless the school has heard from a parent or guardian. The school will make contact with parents. **Children will not be dismissed until the school has spoken to the parent/guardian.**

FIRE, EMERGENCY LOCKDOWN AND EARTHQUAKE DRILLS

Our school conduct regular fire, emergency lock down and earthquake drills during the school year to increase student's awareness of safe and orderly emergency procedures.

SUPERVISION OF STUDENTS

Teachers begin playground and building supervision at 8:30 a.m. Students should time their arrival at school to between 8:30 and 8:45 a.m. each day unless special team practice times have been scheduled or a special request has been made by a teacher for early morning assistance or tutoring.

Teachers provide supervision at morning recess morning. During lunch hour our paid noon-hour supervisors and often the administration of the school supervise the students.

Supervision of the grounds is not provided after 3:15 pm. Parents are encouraged to have their children go directly home after school hours unless they are participating in a school sponsored activity. The school is not responsible for students who frequent the skateboard park after school. Students cannot use the

phone to ask permission to visit a friend's home. This should be arranged in advance and a note should be provided.

LUNCH PERIOD

For your child's protection, and so that both you and the school know where your child is at all times, youngsters not going home for lunch must remain on the school property during the entire lunch break. Students who wish to go to a friend's house for lunch must have a note from the parents indicating that permission has been granted to leave the school grounds. If a child has permission to leave school premises it is expected that they will go home for lunch and not go to the skateboard park or to Tony's corner store. **Children who frequent the skateboard park do so at their own risk.**

If for some reason a child who does not normally go home for lunch must leave the school premises during the lunch period, a written note from the parent advising us of this need should be given to the classroom teacher. Permission may be given by the administration for a student to go home to retrieve books or other materials depending on the circumstances.

Students are encouraged to go home for lunch. A hot lunch prepared with loving hands, a rest period away from school, and the exercise needed to go to and from home at lunch are all positive reasons for going home. Our lunchroom priority is for those students who take the bus to school and those students who have parents working outside the home. If students staying for lunch have difficulty following the lunch time procedures they could be asked to go home for lunch for short or long periods of time and parents will be asked to make other arrangements for lunch. **Its always important for students to have a spoon or a fork to eat their lunch if needed.**

LOST AND FOUND

All clothing and other items found in the school are placed in a “Lost and Found” box located in the main hall. Students may retrieve the lost articles at recess, noon or after school. Items unclaimed after a reasonable period of time will be given to a charitable or clothing organization.

It is advisable to mark all articles with your child’s name. This procedure would assist us greatly in returning lost articles to the rightful owner.

TELEPHONE USE BY STUDENTS

The school telephone is a business phone. Students will not be permitted use of the telephone for social calls or last minute arrangements. In order for a student to use the telephone for other reasons, he/she will require a telephone slip from his/her teacher.

Office staff will pass on messages to students in emergency situations, but parents are requested to deal with family matters and normal arrangements prior to the school day.

VISITORS TO THE SCHOOL

School visits are encouraged and welcome. Parents are partners in the education system. When you do visit the school, however, we do ask that you arrange mutually acceptable times with the teacher.

The School Act stipulates that any visitor to the school must check in at the office

REPORTING

There has been some changes to Student reporting practices that align with B.C.'s curriculum and provincial assessment system

What is new is:

- Provincial Proficiency Scale at Grades K-9
- Changing the “I” reporting symbol to “IE” to indicate “insufficient evidence” of learning instead of “incomplete” learning
- Student self-assessment of Core Competencies and goal setting, in all grades in the 3 written reports
- All learners, including students with a disability or diverse ability, will receive regular communications of student learning in the same way as their peers in any other program

There will still be 5 communications of student learning; 3 written and 2 of flexible format. Teachers will provide interim reports at their discretion. Informal reports provide an important link between home and school and can be accomplished in a variety of ways, such as:

- Telephone calls
- Interim reports (written or oral)
- Conferences

COMMUNICATION

SCHOOL TO HOME

Written communication to provide parents/guardians with relevant school information will be issued throughout the school year. We ask you to look for the following publications:

NEWSLETTER

A monthly newsletter is sent home via e-mail.

SCHOOL WEBSITE

Nechako has a website with information about coming eventS, announcements, and programs at our school: <http://nechako.cmsd.bc.ca/>. There is also a facebook page maintained by PAC <https://www.facebook.com/groups/1540432919503328/>

- **SPECIAL BULLETIN**

Occasionally, a special news bulletin will be issued whenever a special/emergency need arises. This message may be sent by mass e-mail. The messages may relate to matters such as a community health problem, or any other problem that requires immediate attention or direction.

HOME TO SCHOOL

The Board of School Trustees encourages parents to discuss their interests regarding their children’s education as early and as directly as possible. The following steps should be followed:

1. Discussion with the Teacher.
2. Discussion with the Principal
3. Submission of the concern in writing to the Superintendent of Schools

Most concerns can be dealt with at the source and this is the best place to seek solutions.

Nechako Code of Conduct

Within the policy on Student Code of Conduct, Being Safe, Responsible and Respectful and Kind, is the message we want our students to understand and adhere to. All students regardless of their sex, race, religion, culture, sexual orientation and gender identity or expression, enjoy a safe, inclusive and welcoming learning environment.

Matrix of Behavioral Expectations at Nechako Elementary School

Note: Expectations listed under specific settings are in addition to those expected in all settings. Behaviours cited in this Code of Conduct are examples only and are not an all-inclusive list

All Settings	Classroom	Hallways/ Stairway	Lunch	Playground	Bus	Washroom
<u>Be Safe</u> -Follow the safety procedures of the school -move safely at all times	-walk/move safely -use materials and supplies safely -follow classroom expectations	-walk safely -be sensitive to other people's feelings	-remain properly seated until dismissed by supervisor -follow the bell schedule -walk outside	-stay on school grounds – use problem solving skills -play safely – walk your bike (scooters, etc.) on school grounds	-be on time -allow others their space -follow bus rules	-flush toilets -clean up after yourself -report problem to the office
<u>Be Responsible</u> -care for school and personal property -be truthful and honest -recognize and appreciate individual qualities	-be ready & on time -be on task -work for success -listen to, and follow, instructions	-carry your equipment -keep area clean -remove outer foot wear in snowy weather	-clean up after you eat -follow the time schedule 12:20pm -use appropriate voice & language	-follow instructions of the supervisors -take care of your things -follow the time schedule - be responsible with equipment	-listen to and follow bus driver's Instructions	-respect people's privacy
<u>Be Respectful and Kind</u> use appropriate voice / language -follow adult directions -Assist others in need of help	-respect other's property and space -respect other's right to learn -Remove hats -use polite and quiet voice	- use quiet voice -listen carefully to Instructions -wait outside of school for friends -walk single file	-use good manners -be and act kind to all -respect others space -be sensitive to other people's feelings	-keep playground clean -share equipment -keep hands and feet to self -show -good sportsmanship	-stay in assigned seat -wait in designated area	-Wash hands

The school's Code of Conduct has been communicated to students and parents in written form.

Discipline actions arising as a result of students not adhering to the Code of Conduct will be based on the notion of progressive discipline with the least possible erosion of instructional time depending on the severity of the infraction.

When investigating behaviour issues we must adhere to the facts as they are presented to us. The Code of Conduct is reviewed annually.

Progressive Discipline

Progressive Step System

The Progressive Step System is a whole-school approach that utilizes interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote the positive behaviours described below. When inappropriate behaviour occurs, disciplinary measures will be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive. Nechako utilizes a range of interventions, supports, and consequences that include learning opportunities for reinforcing positive behaviour while helping students to make good choices.

A student can progress slowly one step at a time by accumulating minor infractions or quickly by engaging in more serious infractions.

Nechako Progressive Step System

Step 1

After a minimum of 3 Minor Infractions in a short period of time a student completes a Behaviour Reflection Sheet. Teacher sends form home to be signed and returned. Major infractions will lead to calls home immediately.

Step 2

If behaviour continues, teacher calls parent to discuss behaviour and ways to support student at home and school.

Step 3

If behaviour continues, parent/teacher/student conference requested. Parent, teacher, and student develop a plan.

Step 4

If behaviour continues, teacher, student, parent, and principal meet to discuss behaviour and review plan.

Step 5

If behaviour continues, School Based Team and/or School Services become involved.

****Students with behaviour IEP's or students with self-regulation concerns will not be part of this system. These students will have a behaviour or safety plan put in place.***

When students are sent to the office they will start with the word... I ...

Minor and Severe Infractions

In some circumstances, short-term suspension may be a useful tool. In the case of a serious incident, long-term suspension or expulsion, which is further along the continuum of progressive discipline, may be the response that is required. If two students are disciplined for the same infraction but one of the students has had a previous Behaviour Reflection Sheet(s) the consequence(s) may look different for that student.

In considering the most appropriate response to address inappropriate behaviour, the following will be taken into consideration:

- the particular student and circumstances (e.g., mitigating or other factors) such as; students age, maturity and special needs(if any-such as intellectual, physical, sensory, emotional and behaviour disability
- the nature, severity and frequency of actions of the behaviour {is the behaviour ongoing}.
- the impact on the school climate (i.e.,relationships within the school community)

The range of consequences increases with each visit to the office:

Strategies for Addressing Inappropriate Behaviour

When inappropriate behaviour occurs, the school will utilize a range of interventions, supports, and consequences that are developmentally appropriate, and should include opportunities for students to focus on improving behaviour. Consequences for inappropriate behaviour may include, but are not limited to, meeting with the parent(s), student, teacher, and principal; referral to a community agency ;focus on restorative justice and detentions or loss of privileges including school and class trips or special celebrations.

Student Safety and Security and Common Language

Within the policy on Student Code of Conduct, Being Safe, Responsible and Respectful and Kind, is the message we want our students to understand and adhere to. All students regardless of their sex, race, religion, culture, sexual orientation and gender identity or expression, enjoy a safe, inclusive and welcoming learning environment. Incidents which affect the safety of students and negatively affect the school environment such as bullying must be recorded at the school level and reported to the main office to facilitate appropriate level and /or district interventions as necessary.

Suspending a student's rights to attend school or school programs is an appropriate consequence in the promotion of acceptable behaviour in certain circumstances.

Incidents or threats involving violence, defiance, bullying, drugs or alcohol use, aggression, and weapons will neither be ignored nor treated lightly. Such behaviours will be responded to in a manner that recognizes the severity of the offence, the nature of the incident and takes into consideration the student's age, maturity and special needs, discipline record and other pertinent factors (see above). For serious breaches of our code of conduct parents will be notified if a third party is involved (RCMP). When discussing discipline matters with parents the confidentiality of other students must be maintained at all times.

When a student is having a difficult day and they refuse to listen to the adults in the building they pose a safety risk to themselves and to others. When this occurs the school will contact the parents or (guardian) and the student will be sent home.



Nechako uses common language that all students know. This language is reinforced daily and throughout the school year on the announcements, assemblies, newsletters and in the classroom.

RTI-Response to Intervention

RTI is an approach to identifying and supporting students struggling, academically, behaviorally, or socially in a school setting. There are 3 tiers RTI. Nechako uses common language that all students know. This language is reinforced daily and throughout the school year on the announcements, assemblies, newsletters and in the classroom.

Please keep in mind when we met with parents, we try to provide the interventions, so they know how to react if the behaviour continues. When we meet with parents, we discuss how best to support their child/ren no matter the incident. We do not discuss other children and use the Response To Intervention Model when dealing with all incidents. If specific interventions are unsuccessful, we might have to use second tier interventions that include small group work. At the third tier are more intensive Interventions are used and students are monitored closely.

Bullying

Bullying can be physical, verbal, or emotional.

Bullying happens everywhere, in all different forms. There are six primary types of bullying:

- Physical bullying
- Verbal Bullying
- Sexual Bullying
- Relational Bullying
- Reactive Bullying
- Cyberbullying

Physical bullying is using strength and size to overtake a victim. **Verbal bullying** is

using harmful words, cursing or name calling to intimidate the victim. This diminishes the victim's self-esteem and reputation, and humiliates the victim. **Relational bullying** is working to destroy someone's reputation, and make their friends turn against them. **Reactive bullying** is when a bully convinces others to take part in the bullying. This kind of bullying completely overpowers and outnumbers the victim. Bullying happens in many different places and in so many different ways. **Bullying is when someone has power over another individual.**

At Nechako bullying will be treated in a serious manner and students who bully others will be dealt with accordingly.

Discrimination: discrimination on the basis of an individual's or a group's race, colour, ancestry- ,place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation, gender identity or expression or age is prohibited under the BC Human Rights Code.

In considering the most appropriate response to address bullying, the following will be taken into consideration:

- the particular student and circumstances (e.g., **mitigating or other factors**)
- the nature and severity of the bullying incident {how long has it gone on}
- the impact on the school climate (i.e., the relationships within the school community)
- **The school will take all reasonable steps to prevent retaliation against a student who has made a complaint about behaviour that is a breach of the code of conduct.**

WHAT BULLYING IS NOT

The incidents on this list are NOT considered bullying:

Not liking someone - It is very natural that people do not like everyone around them and, as unpleasant as it may be to know someone does not like you, verbal and non-verbal messages of "I don't like you" are not acts of bullying.

Accidentally bumping into someone - When people bump into others, the reaction depends mostly on the bumped person's mood. If they have had a bad

day, they think it was an act of aggressive behavior, but if they are in a good mood, they smile back and attract an apology. This is also relevant for playing sport, like when kids throwing the ball at each other hit someone on the head. It is very important to understand that some accidents happen without any bad intention and it is important not to create a big conflict, because it was NOT an act of bullying.

Making other kids play things a certain way - Again, this is very natural behaviour. Wanting things to be done our way is normal and is not an act of bullying.

Arguments - Arguments are just heated disagreements between two (or more) people (or groups). It is natural that people have different interests and disagree on many things.

All the behaviors above are unpleasant and need to be addressed, but they are not to be treated as bullying. Sometimes friends become 'frenemies' and will fight, name call or argue, but will talk the next day after they've made their apologies or have moved on from the incident. Many negative behaviours are often related to frenemy situations.

Many times, putting a label on a single act of aggression can turn it into bullying just by perceiving it that way.

CYBERBULLYING and INTERNET SAFETY

Internet safety used to be all about keeping children away from inappropriate content and illicit web sites. Many real-world hazards have migrated to Cyberspace, such as bullying, threats, and predators and parents need to be proactively involved in their children's Internet world more than ever before.

All incidents in Nechako involving inappropriate student behavior while online occur outside of school because of the tight supervision and filtering systems adopted by our district. However, these problems often spill over into the school in the form of bad feelings, arguments, and disruption. What we see the most includes: inappropriate personal information being posted on a profile, cyber

bullying or cyber threats via Instant Messaging or in Chat Rooms, the posting of hurtful or threatening messages, the sharing of hurtful text messages, embarrassing comments, and inappropriate photos and videos being uploaded to social networking sites such as Facebook, YouTube, Instagram, Snapchat, and so many more.

Most of these incidents occur without the knowledge or consent of parents, who aren't aware of what their children are doing when they go online either in their own home or at a friend's house. Some parents work long hours and aren't available to supervise their children's computer use after school.

Children are growing up with technology. It is part of their everyday lives mostly for the better but sometimes for the worse. Children don't realize that there are real-life consequences for poor online choices. It doesn't occur to them that what they post online can be copied, saved, and forwarded to others and remain long after the original has been deleted.

At Nechako cyber bullying will be treated in a serious manner and students who partake in hurtful images or messages will be dealt with accordingly.

Below are some ways in which you can support and learn about what your child is doing online.

- Talk to your child about what s/he likes online.
- View your child's instant messaging { Facebook, Yahoo, Messenger, Instagram, Vine, AskFM, Games}
- Check your child's files in "My Pictures" to see what images are being sent.
- Learn how to adjust/increase privacy setting

For more information go to www.cyberbullying.ca

www.safecanada.ca

www.stopcyberbullying.org

We always remind students:

I can't control anyone else...but I can control MYSELF

My Thoughts

My Words

My Choices

My Actions

My Reactions

My Future

When students are sent to the office they will start with the word... I ...

WITS Bullying Programs

Nechako has introduced the WITS Bullying Program. The WITS Primary Program teaches children in Kindergarten to Grade 3 to make safe and positive choices when faced with peer conflict. The WITS acronym - Walk away, Ignore, Talk it out, and Seek help - provides a common language that children and the adults in their environments can use to talk about and respond to peer victimization.

Second Step

Second Step is a research-based training program for educators and children. Students learn to self-regulate behavior and mindfully engage in focused concentration required for academic success. Second Step lessons support improved academic performance while enhancing perspective taking, empathy and kindness as well as fostering complex problem solving skills.

Kindergarten Students and Hands on Behaviour

Kindergarten students often hit others as a result of not being heard or because of their feelings being hurt. They may try “using their words” but when that fails to work, bam! They’ll resort to something they think will such as hitting.

This is not spiteful, mean or manipulative. The children are doing what they know works.

We recommend trying problem solving with your child if they are hitting other children. Also reinforce our WITS program by Talking It Out and help guide your child through a number of solutions. Those solutions could be asking for help from a grownup, or to try using words again to resolve the situation. It could be taking several deep breaths to calm down or walking away to play with something else. These are all part of the WITS Program: WALK AWAY, IGNORE, TALK IT OUT, SEEK HELP. Classroom teachers will be using Second Step to support to help children make good choices and show empathy for others. Second Step is a social-emotional learning program that helps students make good choices gives them self regulation strategies. Role playing is also very helpful. Younger kids may be more open and this is also a great way to learn. It's helpful because children can come up with the words they would use in real-life situations.

SCHOOL SERVICES

In addition to the regular classroom programmes, there are the following services:

Library

The library houses an extensive collection of non-fiction, fiction and reference materials that are arranged in primary and intermediate sections. Students are encouraged to use the library and to borrow books to read at home. Students visit the library twice a week. Please encourage your child to take good care of books and return books promptly. Students are charged for lost or damaged books.

Resource Teachers

A resource teacher is in the school to provide additional intensive instruction to those students identified by the Ministry of Education Special Education guidelines. Language Arts is the main area of remediation; study skills are also emphasized.

Counsellor

This service is available to all students through self-referral, or through teacher or parent referral.

Youth Support Worker

The Youth Support Worker is responsible for working in partnership with the school system, families and community agencies to provide integrated, evidence based support services for students identified as vulnerable. The Youth Support Worker provides individual and group support to students as determined by assessing student and school needs.

English Language Learners

The school provides E.L.L. instruction

First Nations Support Worker

The FNSW is a valuable member of our staff and works primarily with First Nation students. Our First Nation Worker works ***closely with parents, teachers, administrators and support staff***. Our FNSW works with small groups and individuals based on ongoing assessments.

PARENTAL INVOLVEMENT IN THE SCHOOL

VOLUNTEERS IN THE SCHOOL

Your active participation in the school is encouraged. Many parents volunteer their time at the school to assist the staff in a variety of ways on a regular basis. Please contact the school if you are interested. A Criminal record checks must be completed prior to volunteering. The necessary paperwork is available from the main office.

PARENT ADVISORY COUNCIL (P.A.C.)

This group has a constitution and, holds meetings generally once a month. The group is interested in involving parents in the education of their children, current educational issues, fundraising and District PAC Council. You can like them on Facebook here <https://www.facebook.com/groups/>

VANDALISM

The Board of School Trustees is appreciative of the pride shown by parents, students and teachers in keeping our schools and grounds clean and well maintained. Your continued assistance will further reduce the vandalizing acts of a few that destroy public property. Cameras are placed in the Intermediate undercover area.

If you see anyone engaged in acts of vandalism or acting in a suspicious or questionable manner, please telephone your local police agency. School facilities belong to all of us.

Children Learn What They Live

If a child lives with criticism,
He learns to condemn

If a child lives with hostility
He learns to fight.

If a child lives with ridicule,
He learns to be shy.

If a child lives with shame,
He learns to feel guilty.

If a child lives with tolerance,
He learns to be patient.

If a child lives with encouragement,
He learns confidence.

If a child lives with praise,
He learns to appreciate.

If a child lives with fairness,
He learns justice.

If a child lives with security,
He learns to have faith.

If a child lives with approval,
He learns to like himself.

If a child lives with acceptance and friendship,
He learns to find love in the world.*Dorothy Law Nolte*