

# UNITY

*I dreamed I stood in a studio  
And watched two sculptors there.*

*The clay they used was a young child's mind  
And they fashioned it with care.*

*One was a teacher,  
The tools he used were books, music, & art.*

*The other, a parent,  
Worked with a guiding hand and a gentle loving heart.*

*Day after day, the teacher worked  
With a touch that was deft and sure,*

*While the parent standing by his side  
Polished and smoothed it o'er.*

*And when at last their task was done,  
They were proud of what they had wrought,*

*For the things they had molded into the child  
Could neither be sold nor bought.*

*And they each agreed they would have failed  
If each had worked alone,*

*For behind the teacher stood the school,  
And behind the parent, the home.*

*.... Author Unknown*

**Christina Lake Elementary School  
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[www.sd51.bc.ca/cles](http://www.sd51.bc.ca/cles)**

## *C.L.E.S -- Parent Handbook*

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*INTRODUCTION*

The staff and students extend you a warm welcome to Christina Lake Elementary School.

We believe that Christina Lake Elementary is an excellent school. Our students perform well in the many areas included in school life: academic, athletic and cultural. We hope that our students will wish to be involved in activities, enjoy all aspects of school life and strive to develop school spirit.

The maintenance of an effective educational program requires that the home and school work together. To achieve this objective, parents and students are encouraged to make the best use of the services available at school.

This handbook for parents and students has been prepared to assist you in becoming familiar with school policies and procedures.

In addition, expectations of, and activities for, students are outlined. We hope that this will promote a better understanding of the school's objectives.

We hope that each of our students will contribute their best efforts in class work and school activities to make their school years enjoyable. Again, welcome; we look forward to working with you.

*MISSION STATEMENT*

**Christina Lake Elementary School encourages students to develop their full potential and to become tolerant, caring, responsible citizens of complex and diverse society.**

*CODE OF CONDUCT*

**At Christina Lake Elementary School the right to learn and the right to teach will be respected. Each person is expected to foster a safe and secure environment. Therefore, everyone at Christina Lake Elementary School has the responsibility to:**

- 1. Respect the feelings, rights, authority, and property of all.**
- 2. Be accountable for his/her own actions and development.**
- 3. Contribute to a non-disruptive environment.**
- 4. Encourage each other.**

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### **Accidents, Injuries, & Illnesses at School**

When accidents occur on school grounds or within the school building that involve injuries, they must be reported to the office as soon as possible so that we can get proper treatment started. After any such incident, an official Incident Report Form is filled out detailing what happened and what was done by our First Aid attendant. If necessary, you will be contacted to let you know and to have you come pick your child up if that is necessary. If our First Aid person determines that immediate medical attention is required, and if we cannot get in contact with you or your emergency contact, we reserve the right to call 911. We will always err on the side of “better safe than sorry”.

If your child becomes ill during the day, we may put him/her in the medical room to see what develops. If things appear to be more serious, we will contact you to come and take your child home. For this reason, it is important that you keep your home, work, and emergency phone numbers current with us.

In fairness to all, please do not send your child to school if there are definite signs of ill health in the morning. We have neither the facilities nor the personnel to care for sick or injured children. Good health is necessary for effective learning. Students who are ill should receive proper medical attention and not return to school until their health is reasonable and they are not contagious.

### **Administration of Medication**

Whenever possible, medications should be given at home. CLES staff cannot administer oral medication to students without written parental permission. If your child is administering his/her own medication, a note to the classroom teacher from the parent or doctor is necessary. Medicine should be left with the teacher, not the child, and should always be taken in the presence of the teacher. Medication such as inhalers and antihistamines can be kept in the school under special arrangement. District Medical Alert Forms are required to be completed annually by parents of students with serious medical/chronic/allergic conditions. Parents whose child may require injections or other medications during an emergency, such as a child with an allergy to bee stings, should discuss the situation with the principal. If there is a change in your child’s health that the school needs to be aware of, please contact the school secretary or our health nurse at 442-5470.

### **Assemblies**

Assemblies will take place in **October, November, February, April and June**. All classes perform for the rest of the school body and parents. Each assembly begins at 2:30 pm and runs for approximately 30-45 minutes.

We invite parents, siblings, and community members to attend any of these assemblies as long as parents remove noisy babies and toddlers if that becomes a problem. Please watch school bulletins and newsletters for confirmation of dates and times of assemblies as the year proceeds.

We also usually have several “cultural events” per year where our students have the opportunity to see dramatic, musical, or other types of educational presentations by touring groups. From time-to-time other presentations may also become available, and we like to expose our students to these opportunities when they present themselves.

### **Attendance & Punctuality**

Common sense as well as experience tells us that a student who attends school regularly and punctually will generally have greater success at school. In our custodial role here at school, we also have a legal responsibility to keep careful records of student absences and lates. Teachers and classes also have a right to operate without undue interruptions caused by students chronically late to class.

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If your child is going to be away from the school for the day, please phone the school (447-9423, ext. 10) to let us know. If we don't receive notice, we will be calling home to make sure your child is safe and sound. If your child comes home at lunch and then becomes ill, we would also ask you to please phone so that we don't expect him/her back in the afternoon.

If your child is late to school for good reason, we ask you to let us know with a call or a note. If he/she is late without good reason, we will be asking you to help us remedy that situation.

In any case, absence from school does not excuse students from the work that needs to be done upon return to school. In cases of extended absences, please consult with us as early as possible to develop the best way possible to deal with the specific situation. It is important to recognize that much of the learning that occurs in the classroom cannot be replicated and therefore much of the learning cannot be made up at home.

### **Bad Weather & “In-Days”**

Students are expected to play outside in the morning until **8:23 am**. Supervision is not available until **8:00 am**, and so we cannot accept liability for accidents and other incidents occurring if your child comes too early. Students are also expected to go outside during the morning recess and after eating lunch.

In extreme conditions the Principal or designate may declare an “in-day” where students are invited into the school as early as 8:00 am. A double bell will signify this. It is important to note that conditions must be truly extreme to qualify for this special status. This is no substitute for your child coming to school appropriately dressed for the weather conditions of the day. When students are allowed in early, it is with the understanding that they go to their classrooms and interact quietly while waiting for the bell to signal the start of classes. Please note that this is a privilege offered to your child.

In similar fashion, students are sometimes offered the privilege of staying inside for recess or during the second part of the lunch break due to extreme weather conditions. Students choosing to stay inside can work, read or play games quietly in the classrooms. Students who cannot operate within these rules will be sent outside. If students decide to go outside, they must outside for the duration of the period.

### **Behavior on School Grounds/Safety**

In the interest of student safety, we have the following “common-sense” rules in place on school grounds:

- This is a “hands-off” school, and this is broadly interpreted to forbid all types of assault and abuse (physical, verbal, emotion, and sexual). Bullying behaviours also fall within this rule. Documented assault incidents can trigger out-of-school “timeouts” and short-term suspensions, and repeated incidents can trigger even longer periods away from school.
- No riding of bikes, rollerblades, or skateboards are allowed on grounds during school hours. If a student rides a bike to school, we ask that the bike be walked on the grounds to the bike racks. It should then be walked off grounds after school.
- No climbing of trees, fences, or the building is allowed. All three of these activities provide potential danger due to falling injuries and climbing of trees also damages the trees themselves.
- Students are not to be on the school roof. When balls and other pieces of equipment land on the roof, students should let a staff member know. Staff will go up onto the roof periodically to remedy this situation, although it may be a while between visits.
- No “hard contact” sports should take place on grounds unless under the direct supervision of a staff member. For example, touch football would be an acceptable activity while tackle football would not be. When in doubt, students should play it safe and avoid activities with physical contact.

In the interest of student safety, we also have the following rules in place for students when they are off school grounds:

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a. **School Neighbours**

- All students are expected to conduct themselves as responsible members of the neighborhood adjacent to our school. All must be courteous to the families living in the school neighborhood and respectful of their property. Students who engage in conduct that disturbs, disrupts, or damages the persons or property of the school neighborhood will be subject to discipline.

b. **Travelling To & From School**

- All students are expected to conduct themselves properly while travelling to and from the school. Students who violate the school **Code of Conduct** while travelling to and from school in circumstances that negatively affect the welfare of other students or the learning atmosphere of the school are subject to disciplinary consequences.

c. **School Staff & Their Property**

- All students are expected to be courteous to all school staff and volunteers and to respect their personal property. Students who engage in any acts which are discourteous or which display a reckless or willful disregard for property (e.g., acts of vandalism) are subject to disciplinary consequences.

d. **Lunch Break**

- Students may not leave the school during recess, lunch break, and before riding their final bus of the day without prior written parental permission. Students leaving grounds are expected to conduct themselves in accordance with the **Code of Conduct** during this time. Any conduct that negatively affects the welfare of the neighbourhood, the welfare of other students, or the learning environment of the school may result in disciplinary action.

e. **After School**

- Students who do not take the bus after school are expected to leave the school grounds and head home once they are dismissed. After school supervision is available for the students who take the bus after school, the intention is not to have this supervisor looking after children who want to stay and play. If a child wishes to play on the school grounds after school, they should go home and get permission from their parents and then come back to the school to play. If your child needs to stay for a short time after school, please let the school know by sending along a note or phoning the school.

### **Bell Schedule**

8:23 am	warning bell
8:28 am	classes commence
10:00 am	recess bell
10:15 am	classes resume
11:30 am	lunch dismissal
12:20 pm	classes resume and kindergarten class commences
3:15 pm	dismissal

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## **Block Letter Program**

The Block Letter Program rewards students through the granting of a school letter at the end of each school year in recognition of their efforts and successes in both curricular and extra-curricular areas.

Beginning in grade 4, students are able to acquire a school letter of increasing size for having met the requirement for each important domain. For example, the grade 5 letter would be larger than the grade 4 letter, the grade 6 letter larger than grade 5. Letters are blue, except for grade 7 when the awarding of the letters is based on colours so that a student who receives a letter four years running would receive a gold-coloured letter; three years would receive a silver letter; two years, a bronze letter and only the grade 7 year, a school-colours blue.

To receive a letter, a student must achieve at least one point within each of the three domains – Curricular, Extra-Curricular and Citizenship. Students and their parent complete and submit a Block Letter contract after the first report card of each school year. The contract sets the criteria which will determine how the student's block letter will be achieved. Grade 4 students must achieve 4 points, grade 5 students 5 points, grade 6 students 6 points and 7 points for grade 7 students. Students and their parents must agree on the exact number of activities for their contract. For example, a student in grade 4 must achieve four points, They must decide on which four things it will be, not choosing 5, 6 or 7 things and hoping to get four. We want students to set a goal and strive to achieve it. The hope is that many students are motivated by the Block Letter Program to make the best of every opportunity offered at CLES and that they will be recognized for doing so while maintaining a high standard for each domain.

## **CURRICULAR**

- **MERIT ROLL**

One point may be attained by achieving a merit roll standing (GPA of 3.8) using the following grade weights:

Grade Weighting

A..... 5

B..... 4

C+..... 3

C..... 2

C-..... 1

IP/F..... 0

- **FINE ARTS**

One point may be achieved by keeping a portfolio of examples that demonstrate appreciation for and developing skills in fine arts, including visual arts, descriptions or evidence of dramatic productions in which the student played an important roll or evidence of musical accomplishments. The number of required pieces in a portfolio are:

Grade 4 - six examples

Grade 5 - six examples

Grade 6 - eight examples

Grade 7 - eight examples

## **EXTRA-CURRICULAR**

- **SPORTS**

To earn a point in Sports, a student must participate in a sport for the entire season and consistently demonstrate sportsmanship.

- **CLUBS**

Actively participate in a school-sanctioned club. (Games, Choir, Yearbook)

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### **Citizenship**

- VOLUNTEER PROGRAM

To earn a point for volunteering, a student must complete one session of voluntary service within the school. (such as Bottle drive, Raffle Ticket Sales, extra Compost/Recycling duties,

- CITIZENSHIP

To earn a point in Citizenship, a student must demonstrate an appropriate level of respect in all aspects of school life. We hope for students to strive toward being model school citizens with respect to how they deal with adults, younger students, each other and the school environment. Classroom behaviour is a consideration of citizenship as it demonstrates the amount of respect a student has for his classmates and teacher.

### **Bus Discipline**

The prime goal of our district bus drivers is student safety. Our District employs only professional drivers and has an enviable safety record. Poor student behaviour draws the driver's attention away from the road, creating a situation where accidents can occur more easily. Thus, it is important for bus students and their parents to ensure proper student behavior while students are riding in District buses. Failure to do so may result in loss of bus privilege. If a child wishes to ride another bus after school (to go to a friend's house for example) we must receive a signed note from the parent indicating this and we will fill in a bus riding slip for the student. This is crucial as bus drivers are not able to allow students on a different bus without office authorization.

### **Bus Routes**

Bus routes are determined by our District Operations Department based on the number of students to be transported and the number of buses and drivers available. The Board has implemented policies and regulations regarding this. If you have any questions regarding this service, please contact Mr. Dean Higashi, the Maintenance Supervisor, at the Board Office in Grand Forks.

In order for a child who is not a regular bus student to ride the bus after school, the bus driver must receive a note from you giving your permission as well as indicating the specific bus stop where your child is to be dropped off. If a child is a regular bus student who is riding a different bus or getting off at a different stop, the driver also requires a note. Please note that non-bus students will only ride if there is room and if the driver gives his/her permission.

In cases where it is not possible to provide bus service, the Ministry of Education provides funding in the form of Transportation Assistance Grants to individual parents. Information and application forms are available from the school or administration office.

### **Cell Phones**

We are aware that cell phone use has become common place in society and that many students have their own phones. Student cell phone use is not permitted at school. If a child brings a cell phone to school the expectation is that the phones will be off and put away for the time they are at school. This includes lunch and recess times. We have a protocol for students to use the office phone making the use of cell phones during the school day unnecessary. If you do send your child to school with a cell phone for safety to and from school, they are not allowed to use it at all while at the school. We appreciate your cooperation.

### **Computers – Student Access to Equipment, Software, and the Internet**

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Most of our computers are connected together as part of our district-wide wide area network. All such machines are internet-capable. You should be aware of the following:

- Our Board of School Trustees is on record via Board policy as encouraging “the use of the district’s computer network to facilitate research and education by providing users with access to the unique resources within the district as well as those available on the Internet”. Recognizing that the district computer network is a valuable shared resource, the Board requires “all users to observe proper etiquette and to refrain from illegal or immoral activities at all times”.
- We all recognize that the Internet is a huge, varied, and potentially valuable educational resource, but unfortunately it is not technically possible to guarantee that a determined student cannot get to an “unsuitable site”. To help deal with these concerns no Internet-enabled computer access will be made available to students without appropriate staff or adult supervision.

If you have any questions or concerns at any time, please let us know.

### **Damage of Property/Vandalism**

We all pay a lot of money through taxes to provide our children with our building, grounds, and equipment. Deliberate damage to these facilities costs us all very heavily and can prevent full use by students, staff, and the community. Students proven to have done damage at the school will be referred to the RCMP for action. In addition, a bill for restitution will be presented to their parents.

### **Discipline Process**

Our school discipline philosophy revolves around everyone following the school’s **Code of Conduct** that states that:

*At Christina Lake Elementary School the right to learn and the right to teach will be respected. Each person is expected to foster a safe and secure environment. Therefore, everyone at Christina Lake Elementary School has the responsibility to:*

1. *Respect the feelings, rights, authority, and property of all.*
2. *Be accountable for his/her own actions and development..*
3. *Contribute to a non-disruptive environment.*
4. *Encourage each other.*

In addition to our obvious educational role in teaching students “academics”, we also have a primary role at school in teaching and reinforcing **positive social skills** and **responsible behaviour** with students. We recognize that there will be times when students make mistakes, and we deal with these by re-teaching the concepts that students are having trouble with. If efforts to re-teach appropriate behaviors and skills do not work for specific students, then a **progressive discipline** process to help us lead the misbehaving students into becoming accountable for their actions.

Minor problems that can be dealt with by an adult speaking to a child who then cooperates should be the “**norm**”. This is the way things should work most of the time, and the student involved in such an exchange should be congratulated for a positive change in behaviour. **Chronic misbehaviour** is a different matter that will come to the Principal (or designate) directly and immediately. The principal, through verbal or written consultation with parents, begin a progressive system of consequences and strategies for improvement that could include behavioral contracts, loss of school privileges, and in-school and out-of-school suspensions.

When a discipline issue arises with a student, we see it as an opportunity to engage in **problem-solving** with that student. Our intention is always to provide **corrective feedback** to the student working to change his/her behaviour and to help that student **learn to make better decisions in the future**. While some students and parents may see some of the sanctions we impose as punishment, this is not really what we are attempting to do at all. We encourage **parental involvement** at all times. **The best result for all comes when school staff and parents work together with students to encourage responsible behavior.**

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### **Items Referred Directly to the School Administrator:**

- Major offenses include those dealing with immediate safety and security issues such as fighting, threats, vandalism, unsafe behaviour, and leaving school grounds without permission. This would also include incidents with students exhibiting repeated non-compliance with staff members' expectations for appropriate behaviour. Immediate investigation is done, and penalties up to and including suspension from school may result.

### **Items To Be Dealt With Directly Within the Classroom or On the Grounds:**

- Minor offenses arising within classrooms, in the hallways, or on the grounds are to be dealt with by the staff member(s) involved. The regular classroom teacher upon his/her return to class will also deal with problems arising from within classrooms when a teacher-on-call is present. If the staff member involved feels that a contact home would be helpful, he/she is encouraged to contact home. **Students who do not cooperate by changing inappropriate behaviours will be referred to the Principal.**

## **District Appeal Procedure**

The Board of School Trustees has approved a Policy and supporting Regulations that ensures your right to appeal decisions made by various persons in positions of authority in the school system.

In general, this Policy includes the following:

- Your first step in any appeal is to go to the individual (or group) directly responsible for the action or decision that you object to. For example, if you are concerned over a decision made by your child's classroom teacher, you must contact that teacher first. If you disagree with a ruling that the school principal has made, then go to see him/her directly. If you disagree with something the Superintendent of Schools is doing, see him/her first. If you disagree with something the Board is doing, then go to the Chairman of the Board.
- If you have gone through the first step of the appeal procedure as outlined above, you may then go to that person's or group's supervisor. For instance, if you have talked to your child's teacher and are still not satisfied, you should then go to your child's Principal. If you have discussed a problem with the principal and have not received satisfaction, you are then free to contact the Superintendent of Schools.

If you have any questions as to how this Policy and its Regulations work, please contact the Superintendent of Schools at the Board Office in Grand Forks.

## **Fees/Field Trips**

There are no instruction fees charged; however, where applicable, monies may be collected to pay for admission fees or field trips. The inability of a family to pay for extra activities will in no way limit their child's participation. All children may participate in field trips or school activities regardless of ability to pay. Please contact the principal or school secretary should circumstances require the school to waive fees. Cheques should be made payable to Christina Lake Elementary School.

Prior to any field trip, students will receive permission slips outlining the date, time, destination, supervision and cost, if any, of the activity. These forms must be completed, signed by the parent and returned to the school by the specified return date or the student will not be permitted to participate.

### Co-curricular Activities

Classes electing to have activities of a non-compulsory nature (curling, bowling, rollerskating) will be required to pay the applicable fees.

### Curricular Activities

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- Ski Program (grades 4-7) \$43-\$100 depending on length of program and equipment requirements.
- Ft. Steele/Silver Lake Field Trips (grades 4-5) approximately \$70-80.
- Vancouver/Okanagan Field Trips (grades 6-7) approximately \$90 to \$150.
- Other Activities - entrance fees, registrations, insurance or special fees.

### Extra-curricular Activities

- Activities: Students will be responsible for registration fees, meals and accommodation.
- Transportation: Students may be asked to supplement district transportation funds.

## **Fire Drills/Emergency Procedures**

We take your child's safety very seriously, and so we have a well-established program of safety instruction for all children starting the first week of school every year. Emergency route maps are posted in all rooms, as are emergency procedure sheets. Fire drills are carried out throughout the year, testing the emergency preparedness of both our building alarms as well as our staff and students. All students are required to take part in this program in a very serious way. An earthquake preparedness drill will take place early in the year and we will also practice a "lockdown" drill two times each year.

## **Fundraising**

The "reality" of public education financing often leaves us without the funds to do educationally worthwhile. District budgeting gives our school \$2,000 for bus trips during this school year, a welcome source of funding. However, shared across all classes will not go as far as we might like. Thus, the Parent Advisory Council (P.A.C.) actively raises funds for the "extras".

The P.A.C. has endeavoured to choose fund-raising ventures that provide a true service to parents and community members in our rather remote area. Therefore, Regal catalogue orders, magazine drives, and school carnivals has become traditional fund-raising ventures for the school. We would ask you to support these campaigns as much as you can, keeping in mind that it is always up to you as an individual whether to take advantage of these opportunities. We thank you for your understanding in this matter.

## **Homework Program**

Our rationale for assigning homework to students is as follows:

- allows students to take responsibility for and ownership of their own learning.
- coincides with the Ministry's prescribed Personal Planning Program.
- Studies (and common sense) tell us that students who regularly do homework generally show significant improvements in performance levels.
- allows us to open another "line of communication" with you enabling us to better work together.

Homework will look somewhat different from class to class to meet the needs of different ages and abilities:

### At the Primary level (Grades K-3), our goals with this program will be:

- To form and then reinforce the habit of taking work home and returning materials daily.
- To foster a love for literature through family reading.
- To reinforce spelling and reading skills being taught in the classroom.
- To help each student to learn and practice good study habits.

### At the Intermediate level (Grades 4-7), our goals with this program will be:

- To form and then reinforce the habit of taking work home and returning materials daily.
- To reinforce and complete classroom assignments.
- To prepare for student assessment activities (tests, quizzes, projects, etc.).
- To enable parents to see their child's progress.
- To strengthen the ties between home and school; particularly when parents can help with assignments in some way.

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You will receive more detailed information as to specific procedures and expectations from your child's classroom teacher early in September. If you have any questions, be sure to contact your child's teacher as soon as possible.

### **Library Resource Centre**

The Library Resource Centre, with all its books and audio-visual materials, plays a central and important role in the development of concepts and learning skills at CLES.

We have an extensive magazine collection as well as paperbacks and all the reference. If students wish to obtain any library information, the staff, including the librarian and assistants, will be pleased to help.

### **Lockers**

Each student is responsible for ensuring that his/her locker is kept in good condition.

Lockers remain the property of the school and are subject to inspection, without notice, by school authorities for reasons of health, safety or security.

Students are expected to pick up and exchange books at their lockers only during breaks. This procedure ensures that students will get to class on time and will help to keep the noise outside the classrooms to a minimum.

### **Lunches & Snacks**

Your child should be bringing a morning recess snack to school each day as well as a lunch (unless your child goes home for lunch). To help your child and to help us keep our grounds clean and tidy, we would ask that all snacks and lunches:

- are nutritionally sound to help your child be alert and active throughout the school day. As much as possible we ask you to please avoid sending "junk foods" such as chips and pop.
- come in reusable containers if at all possible. No "litter" (wrappers, bags, etc) will be allowed outside during recess and lunch.

Research also shows us that students who lack good breakfasts before coming to school tend to have problems concentrating and staying on-topic during lessons and activities. Please work with your child to make sure he/she starts out each day with the greatest opportunity to learn and grow.

### **Newsletters and Bulletins**

Weekly Bulletins or monthly Newsletters are sent home with your child the last school day of each week. If you do not receive one or the other, please ask your child where it is. If necessary, feel free to contact us here at the school to get a copy. Please notify the office if you would like to receive newsletters and bulletins via e-mail.

Each newsletter contains a variety of informational items including important announcements about things going on at the school and in the area. An up-to-date calendar will be included in each issue. We urge you to post these bulletins and newsletters in a prominent place in your home so that important dates and events don't "pass you by".

### **Office Hours**

The school office is open each school day; however, office hours may vary, depending on the school week. The school has a part-time secretary and, thus, there may not be someone in the office to assist you or to take your calls. During a Monday-Thursday school week, office hours are Monday & Wednesday 7:30 am to 3:30 pm and Tuesday/Thursday 7:30 am to 12:30 pm. During a Tuesday-Friday school week, office hours are Wednes-

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day/Friday 7:30 am to 12:30 pm and Tuesday/Thursday 7:30 am to 3:30 pm. The office is closed during all school holiday times.

### **Off-Grounds Rules**

As an elementary school, it is very important that we exercise control over the movement of students in the interest of safety. As a result, we prohibit students from leaving school grounds during school hours except in the following cases:

- Students are not allowed to leave grounds at **lunch break** only without written permission of the parent. In this case, it is expected that the student will leave the grounds promptly at the beginning of lunch break and will return close to time to go back into class. Students are not permitted to “drift in and out” of the grounds as this creates a supervision problem for our Noon Hour Supervisors.
- Students are allowed to leave the grounds on approved class and field trips as long as appropriate permission has been obtained and with proper staff supervision along.
- If you need to remove your child during the school day, please provide us with written notice/permission. We encourage parents to make after-school appointments as much as possible.

In all cases, permission is best granted through a **signed note of permission**. In an emergent situation, we will accept a phone call from you as permission.

### **Parent Advisory Council (PAC)**

The *School Act* specifically designates a school’s Parent Advisory Council as the parents’ “official voice” to the school staff and the school board. All parents belong to this Council. We encourage you to become involved with your PAC and to attend the monthly meetings. We will announce all PAC meeting dates in our school newsletters as well as post their meeting Agendas and Minutes. The PAC usually meets on the first Monday of each month beginning at 6:30 pm. Notice of meetings is listed on the weekly bulletins and the newsletters. All parents are encouraged to attend these meetings and to assist in the activities carried on by this group.

The PAC is the officially-recognized voice of parents at the school level. It is composed of parents and other community members who have been elected to keep the school principal and School Board advised on parental views regarding school programs, policies and activities. The Christina Lake PAC also organizes fund raising events such as carnivals, assists with special events including Sports Day, provides food services to the student body (hot dogs, muffins, etc.), provides financial support for special programs and events such as the year-end breakfast and field trips, and provides the public with the opportunity to learn more about the school and its programs.

### **Personal Information/FOIPPA**

We collect personal student AND family information under the authority of the *School Act, Sections 13 & 97 and/or Ministerial Order M152/89*. This information is used for educational program purposes only, and when required may be provided to health services, social services, or other support services as outlined in **Section 07(2) of the School Act** and/or the information will be used for data submission to the Ministry of Education. The information collected is protected under the federal *Freedom of Information and Protection and Privacy Act (FOIPPA)*. Questions about the collection and use of any such information should be directed to the principal of the school and/or the Secretary-Treasurer of the school district.

### **Physical Education Program**

All students are expected to participate fully in all activities in their physical education program unless medically or otherwise unable. If you feel that your child cannot participate in part or all of his/her class’s PE program, please send a medical certificate with your child stating the specific nature of the problem(s) and what he/she can and cannot do. If a doctor cannot be reached quickly, please write a note yourself with the specifics

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above, and then follow this with the doctor's certificate as quickly as possible. If there are any concerns or problems, please give your child's teacher a call.

All students are required to have a pair of indoor non-marking runners. These are required as they provide good traction while protecting the finish of our wooden floor. All students are also required to have a gym shirt and shorts or sweats as these provide more freedom of movement, which improves performance and reduces the risk of injury. These also help improve personal hygiene by avoiding the problem of students sitting in damp clothes the remainder of their day. P.E. clothing is to be kept in a cloth gym bag.

### **Private Vehicle Transportation**

We frequently request parents to drive students on field trips. Before a private vehicle and its driver can be used for transportation of students on school trips, District Policy states the following criteria must be met:

- have ICBC liability coverage of \$1 million
- have seat belts for every passenger
- register with the school office which includes:
  - verification of insurance
  - obtain a Driver's Abstract to submit with application (800-950-1498)
- complete a vehicle checklist prior to departing from the school

Once this criteria is met, the vehicle and the driver can assist with field trips during the year. The School District blanket coverage will also be in effect once this criteria has been met.

### **Reports To Parents**

Ministry and district policy requires five reports during the school year be given to parents. Three are to be formal report cards and two informal reports.

Formal report cards will be issued three times this year:

- Report #1: **November**
- Report #2: **March**
- Report #3: **June**

Informal methods of reporting

will occur at least twice during the school year but most likely more often, by various methods such as:

- parent-teacher interviews
- informal dialogue and notes to parents
- sending home samples of children's work
- sharing children's self-evaluation
- classroom visits by the parents
- interim reports

Parents and teachers are encouraged to keep the lines of communication open at all times during the school year.

### **Report Cards – Ministry Rules & Regulations, Letter Grades, Symbols, Etc.**

From time-to-time we get questions regarding reporting procedures here at the school. As you probably know, reporting procedures are dictated by the **Ministry of Education**, and this school district and all schools within it must follow the rules given to us. Occasionally the Ministry changes the rules, and so it is probably useful to

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review the policies and procedures. Another difficulty comes from the virtual alphabet soup of letters and symbols used in connection with report cards. What follows is meant to help clarify this very complicated system.

Standard report card symbols are designed to let you know about a student's performance compared to the "Intended Learning Outcomes" as set by the Ministry. Letter grades are only used with Grade 4 - 7 students following "regular programs". Recognized special education students may have special programs that do not meet the same requirements as for those students in the regular program.

- Each **Primary Division student (Grades K-3)** receives an anecdotal report card describing what he/she is able to do, what areas require further attention or development, and ways in which you can support his/her learning. No letter grades are permitted. Additional information is also provided about how your child is progressing in relation to other children in a similar age range. This information may be made available to you either verbally or in writing.
- Each **Intermediate Division student (Grades 4-7)** receives a report card using Ministry-approved letter grades in a number of curricular areas. In addition to the "letter grades", additional written comments highlight what he/she is able to do, what areas require further attention or development, and ways in which you can support his/her learning. Following are the approved letter grades for Intermediate Division report cards:

<b>A</b>	<b>Outstanding performance</b>	<b>86% - 100%</b>
<b>B</b>	<b>Very good performance</b>	<b>73% - 85%</b>
<b>C+</b>	<b>Good performance</b>	<b>67% - 72%</b>
<b>C</b>	<b>Satisfactory performance</b>	<b>60% - 66%</b>
<b>C-</b>	<b>Minimally acceptable performance</b>	<b>50% - 59%</b>
<b>I</b>	<b>(In Progress or Incomplete). This mark is assigned when a student is not demonstrating minimally acceptable performance. If this mark is assigned, then the student will have a short period of time to make up missed or incomplete work to make the performance acceptable.</b>	<b>0% - 49%</b>
<b>F</b>	<b>(Failing or Failed) This mark is assigned if the student has not demonstrated or is not demonstrating the minimally acceptable performance after having been given a chance to make the performance acceptable. This mark may only be used if an "I" (In Progress or Incomplete) has been assigned previously.</b>	<b>0% - 49%</b>

The "I" symbol (**In Progress or Incomplete**) is used for one of two reasons:

1. The student has missed a significant amount of school for reasons such as illness, death in the family, trips, etc. The student needs extra time to complete the work. The time frame is adapted but regular learning outcomes apply. A letter grade will be awarded at the end of the indicated time period.
2. The student needs some extra time to complete work to an acceptable standard, so this time is provided. As in case #1 above, the time frame is adapted, but regular learning outcomes apply. A letter grade will be awarded at the end of the indicated time period.

Another symbol that is sometimes used is "IEP". This symbol stands for "**Individual Educational Plan**". This is an individualized plan for a student who is not following the regular provincially mandated "expected learning outcomes" because of identified learning difficulties that make it necessary to **modify** his/her program. **This can only be done after appropriate educational testing and with the permission of the parent/guardian.** In this case, both the time frame and scope of learning is adjusted such that the student's program no longer serves the regular learning outcomes. In this case, no letter grade is used; you will find the symbol "IEP" showing instead. A written comment will tell you how your student is progressing measured against his/her specific "IEP" rather than the regular performance standard.

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We know that this is a very complicated system, but we hope this explanation helps to clarify the system of student progress reporting in place at the current time.

### **School Closure**

When hazardous road or adverse weather conditions exist, students who live within walking distance as established by the District are expected to make a reasonable effort to report to their school for instruction. However the decision regarding attendance is the responsibility of the individual parent. Should the District make a decision to close schools a declaration shall be broadcast over the radio (BKR 93.3 FM or 1340 AM). If the District becomes aware of impending hazardous road conditions, the Principal shall be notified that the school shall have to be closed early. When deteriorating weather conditions exist, if the bus driver is unable to complete the normal bus run, he/she is expected to ensure the safety of students in his/her care. When the distance a student must walk is significant, even though it is less than the walk limits, the driver shall consider the age of the student, the weather and road conditions, the number of houses along the road, and other similar factors. When he/she considers there to be some hazard, the driver shall not permit the student off the bus. Students remaining on the bus shall be taken, by the driver, to a place of shelter, such as the bus depot, school or other supervised, public building until arrangements can be made with parents for acceptable transportation.

### **School Counselling**

Our access to a school counsellor is limited. All staff members do some general counselling as an integral part of their jobs, although we certainly do not have the specialized training of a Counsellor. If you feel that your child might benefit from some counseling, please let us know. We can refer to counselors attached to other agencies outside the school if necessary. If you have specific needs or a specific concern in regard to your child's well-being, please contact the Principal at the school.

### **School Dress/Appropriate Clothing**

The following guidelines apply during school hours and at school sponsored events for all students, staff and guests:

1. Clothing and jewelry that promote, advertise, or make reference to the following are not permitted:
  - a. Alcohol, drugs or tobacco
  - b. Derogatory, racist, anti-religious or sexist messages
  - c. Vulgar, abusive and inappropriate language, including profanity
  - d. Illegal activity
2. Clothing must cover the entire back, front and mid-section. Revealing clothing such as halter tops, backless shirts, visible midriffs, spaghetti straps (under 3 cm), love necklines (no cleavage to be seen), is not acceptable.
3. No undergarments are to be visible
4. Dresses, skirts (including slits) as well as shorts, must be no shorter than mid-thigh.
5. No heavy chains (over ½ cm), spikes or other potentially harmful accessories.
6. Sunglasses or hats will not be worn at any time inside the school.

All students are expected to have non-marking indoor athletic shoes for use in the gym to protect the finish on our wood floor and to minimize the probability of students and staff members and causing injuries.

Except in extremely bad weather conditions, our expectation is that your child will go out to play during the day. You have the very important responsibility of making sure that your child comes to school with appropriate clothing suitable to the season and the weather of that particular day. Layered clothing is best as it provides flexibility allowing students to adjust to changing conditions during the day.

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## **School Music Program**

Christina Lake Elementary School offers a formal music program to all of our students.

## **School Pictures**

Our school signs an annual contract with a photography company to have individual, class, and whole-school pictures taken. It is expected that all children will get their picture taken, although any purchase of pictures is completely optional. The individual pictures are normally taken early in the fall, while the classes and school pictures are normally taken in the spring.

## **School Savings Program**

The local Credit Union offers a school savings plan. Students can bring a weekly deposit to school on Wednesdays. This money can be withdrawn at the Grand Forks Credit Union during regular business hours. Those students who make regular deposits receive a bonus at the end of the school savings year, as well at various intervals of the school year.

## **School Supplies**

We produce a specific list of required school supplies for each year. This list is a “minimum” list for what will be needed during the year in each class. It is possible that individual students may run out of some supplies before the end of the year, and it is our expectation that you will replenish these supplies as required in a timely manner.

We offer parents the option of pre-ordering supplies for their child for the next school year. Order forms are sent out in May and are due back at the school in June. Supplies are delivered to the school in August, ready for the first day of school.

## **Second Language**

Students are introduced to a second language in the primary grades. All students, from Grades 2 through 7 receive formal French instruction as required by Ministry guidelines.

## **Special Services for Students**

We provide special programs for students in the areas of Learning Assistance as well as support for Special Education students in the areas of academic support, program adjustments, and behavioral modification. These programs may take the form of assisting teachers in finding appropriate support material, diagnosing problem areas, prescribing types of programs, involving outside clinicians such as school psychologists, speech pathologists, or reading specialists, or gathering information to assist parents and teachers in decisions on placement of students in programs

## **Standardized Testing – Foundational Skills Assessments (FSA)**

All students in **Grades 4 and 7** must write the Ministry F.S.A. standardized tests each spring to assess their skill development in the areas of reading, writing and numeracy. The results provide some of the pieces of information the ministry, school district and the school use for evaluating our program delivery effectiveness. In some cases, your child’s next classroom teacher may use the information to individualize his or her program to better meet the needs of your child

## **Student Belongings**

We are very aware that clothing, shoes, and school supplies cost a great deal of money, and these items can get lost too easily. To help minimize problems with this, we would urge you to mark all belongings with your

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child's name. Things that are found are generally brought to the office. If we find your child's name on an object, we will return the article quickly.

We do maintain a "lost & found" area outside the office, and we prominently display "found" items at parent visitations and other times when we have lots of people moving through the school. If your child is missing something, please feel free to come in and have a look!

### **Student Delivery & Pickup**

All parents delivering and picking up students are asked to please obey the "No Parking" signs in front of the school that have been placed in the interest of student safety. Please park on the north side of West Lake Drive. We also caution you to pay strict attention to the 30 km/h speed zone around the school.

### **Student Rights & Privileges – Special Activities**

Throughout the year, there are many occasions when the school provides and/or supports extracurricular experiences and activities for students. These may include special performances, sports events, clubs, Gym activities, "fun" field trips, etc. These opportunities are an excellent way to motivate students as well as to provide curricular extension.

We look upon access to these occasions as something which students "earn" through cooperation, good behaviour, and hard work. Thus, it is a privilege to be allowed access to these events, and undeserving students may be excluded or particular events may be cancelled, depending on the circumstances. Parents of any student so excluded will receive a letter from the event sponsor explaining the reason for the loss of privilege.

### **Students in Unsupervised Areas**

In the interest of student safety and school security, no student is to be in any area of the school, excepts wash-rooms and change rooms, without a supervising adult present.

### **Suspensions**

While the availability of a public education up to age 16 is a right in the Province of British Columbia, attendance at any individual school within the public system is a privilege. Sometimes the rights of the majority to a **safe, orderly, and effective educational environment** have to be protected from individuals creating serious problems. Thus, occasionally individual students lose the privilege of attending school for a period of time through poor choices and inappropriate actions.

The *School Act* provides for the suspension of students from school. School Board policy and regulations also deal with this issue in a more specific context. Among other provisions, the school principal is given the power of suspending a child for up to five days if required, the school principal with the approval of the Superintendent of Schools can suspend a child for up to 15 days, and the Board itself can suspend a child for longer than 15 days if that is deemed appropriate and necessary. Students may also lose the opportunity to be in a certain class for short periods of time while remaining at school.

Students may be suspended from school or classes for any of the following reasons:

- For any action putting another individual in danger.
- For being, or suspected of being, under the influence of alcohol or prohibited drugs at school or any school.
- For violent, abusive, or aggressive behaviour threatening or otherwise impacting on others.
- For displaying behaviour that is detrimental to the school including that which interferes with the educational process for others.
- For habitual use of foul language, rude gestures, and other unreasonable behaviours.

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- For habitual non-compliance with reasonable requests by staff members and others in a position of authority.
- For theft or for purposefully vandalizing the building, equipment, or property of those working at this school.
- For habitual absenteeism, truancy, and lateness.
- For habitual lack of application to studies.
- For smoking on the grounds or in the building.

### **Teacher/Parent Meetings**

Teacher/Parent meetings are an integral part of reporting to parents each year. This year interviews will take place in late September/early October, and again in April. Parents will be notified by their child's teacher as to when their interview time is.

### **Telephone Use**

We do not have a telephone available for general student use. It is our experience that most student calls can be avoided through advance planning.

In emergent situations, students can request permission to use of a phone. However, our phones are for business use, and our telephone lines are in heavy demand at times, especially at the end of a school day. All phone calls should be as brief and as "to-the-point" as possible.

### **Tips for Parents**

#### Developing a Child's Positive Self-Concept

Self-concept is a person's sense of his or her own self-worth or value. Children with a low self-concept are often discouraged, give up easily, and/or exhibit behaviour problems. They may belittle themselves as well as others and have negative attitudes generally. On the other hand, children with a healthy self-concept tend to have more confidence, are more supportive of others, and have more positive learning attitudes.

*Parents have found the following suggestions effective in helping children develop positive self-concepts:*

- Treat your child with respect. Belittling, ridiculing, intimidating, or other forms of humiliation will depress a child's self-concept. If he is treated with consideration and fairness, he will become more aware of his worth as an individual and more considerate in his interactions with others.
- Encourage your child to engage in activities in which she can succeed. Achievements, and the satisfaction that accompanies success, are very effective in building positive self-concept.
- Measure your child's achievements in terms of his own record. Unfavorable comparisons with brothers, sisters, or peers will produce feelings of inferiority and possible self-rejection.
- Acknowledge your child's achievements, even small ones. This may come in the form of praising, expressing satisfaction, or merely making your child aware that she has attempted or completed something worthy of being noted. Recognition should be deserved, sincere, & specific.
- Establish consistent limits for your child. Make up your mind about what will and will not be allowed, and then "stick to it". Inconsistent discipline of your child leads to confusion, the inability to cope, and developing a sense of failure.
- Make disciplinary requirements for your child realistic. Expectations that are set too high induce failure leading to the loss of the sense of self-worth.
- Teach your child to accept responsibility for their own actions and a accepting of the consequences for those actions.
- Encourage your child to discuss his feelings and needs. Self-expression is an aid to her developing understanding of and appreciation for himself.

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- Listen to your child as he expresses his feelings, needs, and aspirations. This lets him know that he is important. It shows your interest in and concern for him. By gaining attention, he will feel accepted, wanted, and valued.
- Help your child to realize that no one is perfect and that everyone makes mistakes. There is little danger such frankness will undermine your parental authority. Instead, it will encourage your child to follow the adult example by accepting her own limitations and imperfections without feeling guilty and inadequate.
- Express your disapproval toward your child's undesirable behavior and actions without referring to his character. For example, if he hits his brother, tell him "We don't approve of hitting people and there are better ways to solve problems." Help him think of other choices he could have made, and encourage him to engage in constructive problem-solving.

No set of rules or suggestions can substitute for parental awareness and understanding of the individual child's feelings and needs, nor can it take the place of sincerity and genuine affection for the child. Please consider observing the above suggestions with discretion and with genuine interest in and appreciation of your child as an individual.

### Getting Involved With Your Child's Education May Not Always Be Easy, But Remember:

- It is your school too.
- Education is a partnership between the school and home. It works best when we work together.
- The teachers need to hear from you.
- Your child needs your support and involvement.
- You are your child's first and best teacher & helper.

### Education Starts At Home:

- Here are some things you can do at home to help your child in school:

#### ***Homework:***

- Your child needs a quiet & orderly place to do school work at home.
- Your clearly expressed expectation that all homework must be completed on time and in a quality form.

#### ***Set Some Limits:***

- Put aside a set block of time for doing homework.
- Be flexible -- more time may be needed some nights than others.
- Discourage phone calls from friends during that time.
- During longer sessions, provide breaks for a snack, an exercise opportunity, or a phone call.

#### ***Take An Interest In What Your Child Is Doing:***

- Ask about her schoolwork.
- Find out if he has all the things needed to do the work required (e.g., dictionary, geometry set, etc.).
- Have your child read to you out loud.
- Go over work before a quiz or test to see if she understands what has been taught.
- Encourage neat and accurate work, and stress quality over quantity.
- Review work to see if it is completed and ready for school the next day.
- Encourage your child to take responsibility for completing homework and returning it to school on time.
- Read to your child

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### The School Needs To Hear From You:

- Teachers want to know that you are interested in what the school is doing and that you will help to make sure that homework gets done.
- Teachers find it easier to help your child when they know something about you.

### What Can You Do?

- Call the school and plan a visit with your child's teacher.
- Let the teacher know about:
  - Things that might be bothering your child (e.g., illness in the family or any other major issues).
  - Things that your child likes to do outside of school such as sports, hobbies, or favorite games.
- Go to school events such as assemblies, concerts, sports days, and open houses with your child.
- Support the actions of the school – become a positive partner.
- Take an active part in classroom and school activities as well as becoming actively involved in the school's PAC (Parent Advisory Council).

### It May Not Always Be Easy To Know What To Do:

- “What should I do if my child is having difficulty in school with his/her work?”
  - Talk with your child.
  - Contact the teacher or the Principal to discuss the matter.
  - Tell your child about the meeting you had and review what was discussed.
  - Work with the teacher to help your child.
  - Work with your child on the problem.
- “What should I do if my child is having difficulty with other students?”
  - Find out what the problem is from your child.
  - Contact the teacher to find out what he/she knows about the situation and to discuss possible solutions.
  - Set up a meeting for you and your child to go to school to talk about the situation, if you think that is necessary.

### Attend Parent-Teacher Interviews:

#### ***Before You Go:***

- Talk with your child to find out if there are things that need to be discussed with the teacher.
- Make a list of the things you wish to discuss. For example:
  - What the teacher expects from your child.
  - How your child's work is being evaluated.
  - School activities in which you can participate that will help your child.
  - How much time your child should be spending on homework on an “average” night.
  - How your child is getting along with other students.

#### ***When You Are There Ask The Teacher:***

- What you can do at home to help your child.
- For positive comments about your child.

#### ***After You Leave The Interview:***

- Talk to your child about the meeting and pass on positive comments made by the teacher.

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- Please feel free to call the teacher or set up an additional appointment if you think that is necessary.

### **Volunteers**

Volunteers are a most important aspect of the day-to-day happenings at school. Our parent volunteers are very much appreciated! If you are interested in helping in any capacity please contact your child's teacher any time.

District Policy states that frequent volunteers submit to a Criminal Record Search. CLES realizes that this is an invasion of personal privacy; however, the safety of our students is always our first concern.