

École Élémentaire **Cheam** Elementary School



"Soaring for Excellence"

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FAMILY HANDBOOK **2020 – 2021**

This agenda belongs to:

Name: _____

Teacher: _____

For Parents & Students:

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

We have selected this format for a school handbook, hoping that you will find all the information you need in one place. Our school is an active and busy place of learning. We look to our students to try their best and always remember what it means to be a T-BIRD.

School Calendar 2020-2021 <http://cheam.sd33.bc.ca/calendar>

2020-2021 Local School Calendar [School-based Days in Bold]	
Days in Session	181
Minimum Number of Instructional Days	176
Hours of Instruction (Grades K-5)	878
Number of Non-Instructional Days	5
Schools Open	September 8
Thanksgiving Day	October 12
NON-INSTRUCTIONAL DAY #1	October 23
Early Dismissal	October 29
Remembrance Day (Statutory Holiday)	November 11
NON-INSTRUCTIONAL DAY #2	November 27
Last Day before Christmas Holidays	December 18
Christmas Holidays	December 21 to January 3
Schools Reopen after Christmas Holidays	January 4
Early Dismissal	February 11
Family Day	February 15
NON-INSTRUCTIONAL DAY #3	February 19
Last Day before Spring Vacation	March 12
Spring Vacation Period	March 15 to 28
Schools Reopen after Spring Vacation	March 29
Good Friday	April 2
Easter Monday	April 5
NON-INSTRUCTIONAL DAY #4	April 30
NON-INSTRUCTIONAL DAY #5	May 21
Victoria Day	May 24
Early Dismissal	June 24
Last Day for Students	June 24
Administrative Day	June 25

BELL SCHEDULE

7:59	-	Supervision Begins
8:09	-	Warning Bell
8:14 – 10:10	-	Classes in session
10:10 – 10:25	-	Recess
10:25 – 12:15	-	Classes in session
12:15 – 12:55	-	Lunch
12:55	-	Warning Bell
1:00 – 2:14	-	Classes in session
2:14	-	Dismissal
2:14 – 2:29	-	Supervision after school



GENERAL SCHOOL INFORMATION

ATTENDANCE

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

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

PHONES

Students are encouraged to call home if they are going to be staying at school unexpectedly or for other "urgent" reasons. However, our phones are not available for making after-school play dates. Use of cell phones is also prohibited, except under the same conditions listed above for the school phone. In both cases, staff permission must be granted.

VISITORS

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

LUNCH EXPECTATIONS

Ordinarily, we expect our students eat their lunch at school each day. If you wish to take your child out for lunch, please sign them out at the office. Please also note that we are "Peanut Aware" (i.e. send food that is free of peanuts).

NEWSLETTERS

Monthly newsletters are available on our school website: <http://cheam.sd33.bc.ca/newsletters>. Newsletters will also be emailed to you each month.

ASSEMBLIES

We generally hold assemblies on Fridays to recognize student achievement and to reinforce our behavioural expectations (T-BIRD matrix and 'Play is the Way'). The regular time and date will be communicated in September.

STUDENT VOLUNTEERS

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

FIELD TRIPS

Student field trips are an integral part of the learning environment at École Cheam Elementary. They are educationally enriching experiences, which all students will have the opportunity to participate in. All students in "Good Standing" (see Code of Conduct) are eligible to attend planned field trips. Signed permission slips are required for all field trips. Parent volunteers are valued and may be requested by the classroom teacher to assist in supervision and/or driving, depending on the type of excursion. All volunteers are required to have a recent Police Information Check on file for our District, and drivers will need to provide a Driver's Abstract and have adequate insurance.

PARENT ADVISORY COUNCIL (P.A.C.)

École Cheam Elementary has a well-organized and hard working P.A.C., which meets monthly. This group is a valuable asset to our school both in an advisory and a supportive capacity. P.A.C. meetings are open to all parents, and items can be brought to the meeting in person, or through any member of the P.A.C. executive. You may contact the PAC through the school regarding any questions you may have via the following email address: cheam-pac@sd33.bc.ca

GOAL STATEMENT

At École Cheam we are all critical thinkers in literacy, numeracy and social responsibility.

Rationale for this School Goal

As we prepare students for their lives, it has become evident that the 21st Century will require students to not only be able to read, write and compute, but also to think critically, flexibly and adaptively. École Cheam Elementary will continue to focus on basic literacy and numeracy skills, all through a lens of preparing students to interact effectively with their world.

REPORT CARDS

As the curriculum evolves, so must the assessment and reporting of student progress. The goal of reporting and communicating student learning is to ensure that parents are well informed about their children's progress, while being aligned with the directions of the revised curriculum. The redesigned curriculum reflects a continuum of learning and emphasizes a fundamental shift in how we design engaging learning environments and how we communicate the process of learning to students and parents. With the implementation of the redesigned curriculum, it is difficult to align the historical use of letter grades to effectively report on a learning framework that is based on a learning continuum and a competency-driven approach to learning. As such, your child's current level of progress will be identified using the following scale: *beginning-developing-applying-extending*.

HOMEWORK

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

HOW MUCH HOMEWORK?

Kindergarten

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

Grades 1 – 3

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

Grades 4 – 5

- ★ Students in the intermediate grades may spend up to 30 – 60 minutes per day on varying types of homework INCLUDING daily reading programs, and math facts practice.

Teachers may require students to finish work at recess or lunch hour.

Taking a Vacation?

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

Suggestions to Students:

- ★ Before leaving school, be sure homework is written down and materials are in your backpack.
- ★ Ask your teacher if you aren't sure of something.
- ★ Complete homework by the due date; return it to the school.
- ★ Choose the right time – establish a routine homework time and stick to it.
- ★ Find the right space – find the setting in your home or at the library that works best for you.
- ★ Organize needed materials.
- ★ Prioritize assignments – complete one assignment at a time and check it off your list. You'll feel a sense of accomplishment, and your motivation to continue will increase.
- ★ Take breaks – when you find your mind wandering, or after finishing a difficult assignment, take a short break.
- ★ Reward yourself – give yourself a reward when all homework is completed. Watch a favourite TV show, call a friend, or ask your family for a round of applause. *You deserve it!*
- ★ Not past regular bedtime.

Suggestions for parents:

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

CODE OF CONDUCT

Part of the role of the school is to educate children as to appropriate behaviour and expectations while at school, on their way to and from school, during school sponsored activities, or in other circumstances (including on-line behaviour), or other activities beyond these times, where engaging in the activity negatively impacts the safe, caring or orderly environment of the school, and/or student learning.

Our *Code of Conduct* outlines our key expectations for behaviour and outlines how we will deal with situations as they arise. We have also developed a behavioural matrix, our *T-BIRD guidelines*, as a daily teaching tool, to help define what these expectations are in various settings at the school. This matrix will continue to evolve to meet the needs of the school, and teaching around the matrix will happen both in the classroom, and as part of monthly assemblies.

When children demonstrate correct behaviour we also want to celebrate that success. As such, we will celebrate student success in behaviour on a regular basis. A copy of the *T-BIRD matrix* follows this *Code of Conduct*.

RIGHTS AND RESPONSIBILITIES

- I have a right TO LEARN
 - *I have a responsibility for my own learning.*

- I have a right TO BE SAFE
 - *I have a responsibility to use common sense at all times.*

- I have a right TO BE RESPECTED
 - *I have a responsibility to value and respect others, all property, and the school.*

STUDENT IN GOOD STANDING

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

A Cheam student in good standing is:

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

At Cheam, we work hard to maintain a safe, secure and productive learning environment. A student's right and responsibility to learn, and a teacher's right and responsibility to teach are defended and protected. Students are expected to demonstrate by their actions an understanding of appropriate behaviour.

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

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

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

Please Note!

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

APPROPRIATE BEHAVIOURS

The following outlines some of the behaviours that are considered appropriate for all members of the Cheam Community. These expectations include but are not limited to:

- Politely following the directions of staff
- Following school expectations
- Being prepared for school (arriving on time, having supplies)
- Taking responsibility for learning
- Keeping hands and feet off
- Showing safe, polite, friendly and kind behaviour/attitude
- Using polite and appropriate language
- Demonstrating polite/respectful manners
- Respecting each other's personal as well as school property
- Being honest and trustworthy

We recognize students who demonstrate appropriate behaviour through: personal commendation, phone calls home, "House Points", awards, and special or additional privileges. We believe that appropriate behaviours can be taught and will be encouraged, recognized and reinforced.

INAPPROPRIATE and/or UNACCEPTABLE BEHAVIOURS

The following are some of the behaviours that are considered either inappropriate or unacceptable behaviours. These include but are not limited to:

Behaviours that: *Interfere with the learning of others, including their emotional well-being; Interfere with an orderly learning/working environment; Are rude, disrespectful, defiant or non-compliant; Create unsafe conditions (reckless, impulsive)*

Acts, such as: *Aggressive behaviours such as bullying, cyberbullying, harassment, intimidation, threatening or violent behaviours while at school, at a school related activity or other circumstances where engaging in the activity will have a negative impact on the school*

Illegal acts, such as: *Possession, use or distribution of illegal or restricted substances; Possession or use of weapons; Theft of or damage to property*

Consequences for inappropriate and unacceptable behaviours may include, but are not limited to: *verbal warning; problem solving/school community service (or other restorative practice); in or out of class time outs; walking with a supervisor; removal of playground privilege (recess/lunch); phone call/note home; parent meeting; classroom/school formal communication; suspension for various lengths of time (in school, home, reduced day, altered start and end time); assigned work over lunch break; referral to School Based Team (Behaviour Plan/Contracts, Counseling, involvement of outside agencies); referral to District Behaviour Committee as part of a long term suspension.*

The consequences will vary and are based on conditions such as: *the individual needs and nature of the child; the nature and severity of the concern; the frequency of the behaviour; the maturity/age of the child; special considerations may apply for students having special needs of an intellectual, physical, sensory, emotional or behavioural nature.*

CHEAM STUDENT DRESS CODE

Student clothing and footwear should be suitable for an elementary school learning environment. Wearing appropriate attire for our school setting is important in supporting a productive, safe and respectful work environment. Any person dressed in an inappropriate manner will be advised personally and discretely, and given an opportunity to meet the school dress guidelines. Depending on the age of the child, contact may be made with the parents to discuss why certain items are considered inappropriate in our elementary school setting to avoid further issues.

Here are a few additional specific guidelines:

- Clothing should be free of coarse language and images depicting drugs, alcohol, sexuality or violence (e.g. weapons).
- Clothing should appropriately cover themselves and their under garments.
- Hats and toques are allowed to be worn both inside and outside the school.

- Please note that the expectations within each classroom may differ, and the teacher may ask that hats be removed during instructional time.
- Hoods on sweaters must be pulled back on school grounds for safety reasons (i.e. lack of peripheral vision when playing and interacting with others).
 - Some exceptions do apply, such as when a child is upset and needs 'space', or when the hood is providing protection in wet or cold weather.
 - Hoodies with a zipper mask should not be used.

POSITIVE BEHAVIOUR SUPPORT

Our

school follows a model of behavioural support called Positive Behaviour Support (PBS). It is clear that people, children and adults alike, function best in a positive climate, where expectations are clearly understood.

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

What is PBS at our school?

Think first, Be responsible, Include and cooperate, Respect others, Do your best

We have adopted a unified set of behavioural expectations, called the T-BIRD Behaviour Matrix. Similar to the Code of Conduct, the matrix defines our expectations for behaviour in our school. You will see the matrix posted throughout the school and in your child's classroom. Teachers will explicitly teach these expectations on an on-going basis. We ask that you, too, familiarize yourself with these expectations, and talk about them with your child. All documents can be found on our school's website [<http://cheam.sd33.bc.ca>].

To maintain a positive learning climate, we do the following when teaching academics and behaviour: *Regularly teach and refer to our school-wide expectations; Provide students with more praise than correction; Talk to students with respect using positive voice tone; Actively engage everyone in the class during instruction; Use pre-correcting, prompting, and redirecting as we teach; Look for the positive first and provide positive, immediate, frequent, and explicit feedback.*

We also have a school-wide system for dealing with misbehaviour. The first step is to document the incident on an AIDE Form. AIDE stands for *assistance, intervention, discipline, and education*. PBS is a data-driven system, and these forms provide valuable information for our PBS Committee and School-Based Team. The key to a successful, positive school climate is the ability to predict possible problems, and to develop plans that promote success.

- **T** - *Think First* means stopping and making smart and safe choices.
- **B** - *Be Responsible* means doing the right things.
- **I** - *Include and Cooperate* means working and playing together.
- **R** - *Respect Others* means treating others in a kind, fair and polite way.
- **D** - *Do Your Best* means being proud of yourself and your school.



	Think First	Be Responsible	Include & Cooperate	Respect Others	Do Your Best
Assembly	<ul style="list-style-type: none"> - Follow directions of staff - Watch for attention signal - Enter and exit quietly 	<ul style="list-style-type: none"> - Sit properly on floor/benches - Sit in straight rows - Sit flat and face forward - Sit down/stand quietly when directed 	<ul style="list-style-type: none"> - Respond positively to presentations and award ceremonies 	<ul style="list-style-type: none"> - Pay attention to the speaker - Clap in appreciation - Use appropriate applause and cheers - Keep hands and feet to yourself 	<ul style="list-style-type: none"> - Face flag and stand quietly with hands by sides for O' Canada - Sing loud and sing proud for O' Canada
Bathroom	<ul style="list-style-type: none"> - Use gym washrooms at recess, lunch and before school - Use equipment and supplies appropriately 	<ul style="list-style-type: none"> - Be quick and quiet - Wash and dry your hands - Change quickly and quietly - Report problems to staff 	<ul style="list-style-type: none"> - Leave stalls open when finished - Patiently wait your turn - Take turns at sinks and hand dryers 	<ul style="list-style-type: none"> - Knock on stall before entering - Respect the privacy of others - Use inside voices - Keep hands and feet to yourself 	<ul style="list-style-type: none"> - Leave bathrooms clean and tidy - Flush!
Buses	<ul style="list-style-type: none"> - Line up and wait to be let on - Eat or drink before getting on 	<ul style="list-style-type: none"> - Be on time - Stay seated on bus - Keep feet out of the aisles - Obey bus rules 	<ul style="list-style-type: none"> - Share your seat - Help younger students 	<ul style="list-style-type: none"> - Listen to and follow bus drivers' directions - Use inside voices and appropriate language 	<ul style="list-style-type: none"> - Help keep buses clean and tidy - Keep track of your belongings
Computers/ On-line	<ul style="list-style-type: none"> - Follow Internet User Agreement - Keep food and drinks away from computers - Ask for permission to print 	<ul style="list-style-type: none"> - Use appropriate programs, websites and games - Follow directions - Log off when finished 	<ul style="list-style-type: none"> - Share computers if needed - Offer help to others in need 	<ul style="list-style-type: none"> - Use inside voices - Treat equipment with respect - Push in chairs - Follow staff instructions 	<ul style="list-style-type: none"> - Return the laptops properly - Focus on the task at hand
General	<ul style="list-style-type: none"> - Be aware of and follow expectations - If you aren't sure about something, ask first - Remember all staff are responsible for all students 	<ul style="list-style-type: none"> - Electronics are allowed only with teacher permission 	<ul style="list-style-type: none"> - Share equipment and supplies - Help others in need 	<ul style="list-style-type: none"> - Respect all staff and TTOCs - Remove hoods/hats in school - Shirt straps must be at least 3 fingers wide - Use appropriate language - Keep hands and feet to yourself 	<ul style="list-style-type: none"> - Take care of school and personal property - Be the best you can be
Hallways and Pathways	<ul style="list-style-type: none"> - Treat pathways to gym and portables as hallways - Walk safely and carefully - Watch where you are going - Check IN/OUT sign 	<ul style="list-style-type: none"> - Ask permission to come in on OUT Days - Walk in hallway position - Walk quietly; use inside voices - Use correct entrances and exits 	<ul style="list-style-type: none"> - Hold doors open for others - Take turns at water fountains - Keep hands and feet to yourself 	<ul style="list-style-type: none"> - Respect all staff and students - Hands-off of hallway displays and personal belongings - Return promptly to class after breaks - Walk quietly; use inside voices 	<ul style="list-style-type: none"> - Keep hallways and pathways clean - Keep cloakroom areas tidy
Inside Days	<ul style="list-style-type: none"> - Pick appropriate inside activities - Use equipment and materials appropriately - Solve problems with words 	<ul style="list-style-type: none"> - Stay in your classroom unless given permission - Play quietly in your classroom - Clean up when finished with an activity 	<ul style="list-style-type: none"> - Cooperate with lunch monitors and Supervision Assistant - Share with others - Invite others to play - Take turns 	<ul style="list-style-type: none"> - Respect all staff - Keep hands and feet to yourself - Use inside voices 	<ul style="list-style-type: none"> - Take care of classroom equipment and materials
Lunch	<ul style="list-style-type: none"> - Eat healthy foods first and save treats for last - Wait to be dismissed at the end of eating period 	<ul style="list-style-type: none"> - Pick a spot; stay in it until dismissal - Stay seated while eating - Take home any leftovers 	<ul style="list-style-type: none"> - Cooperate with lunch monitors and Supervision Assistant - Share with those in need 	<ul style="list-style-type: none"> - Use polite table manners - Use inside voices - Keep hands and feet to yourself 	<ul style="list-style-type: none"> - Eat all of your lunch - Clean up after yourself - Recycle what you can
Office	<ul style="list-style-type: none"> - Get permission before making phone calls - Get permission to take an ice pack - One person may accompany an injured person 	<ul style="list-style-type: none"> - Check in at the office when late - Remain outside of the office 		<ul style="list-style-type: none"> - Wait patiently if Secretary/Office Monitors are busy 	
Parking Lots	<ul style="list-style-type: none"> - Remind parents to drop off/pick up in Parent Parking Lot - Walk safely to and from the parking lot 	<ul style="list-style-type: none"> - Watch for cars and buses - Walk around, not through, parking lots 	<ul style="list-style-type: none"> - Help younger students 	<ul style="list-style-type: none"> - Listen to and follow directions of staff on duty - Keep hands and feet to yourself 	<ul style="list-style-type: none"> - Help make our parking lots safe for all - Keep parking lots clean
Playground	<ul style="list-style-type: none"> - Stay in bounds; ask permission to leave the grounds - Play in appropriate areas - Solve problems with words - Seek adult help if needed 	<ul style="list-style-type: none"> - Follow safety rules - Use playground equipment for its purpose - Stay outside until the bell goes - Dress for the weather 	<ul style="list-style-type: none"> - Cooperate with each other - Invite others to play - Take turns - Help younger students 	<ul style="list-style-type: none"> - Keep hands and feet to yourself - Follow staff directions - Play fair and follow the rules - Return promptly to class after recess and lunch bell 	<ul style="list-style-type: none"> - Keep our playgrounds clean - Take care of equipment and play structures