
BRECHIN STUDENT HANDBOOK



Ms. Tonia Collins – Principal
Mr. Marc Daneault – Vice-Principal
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250-754-7523
brechinelementary@sd68.bc.ca

We acknowledge that we live, work and play on the traditional territory of the Snuneymuxw First Nation.

At Brechin, we value respect for others, respect for learning and respect for the environment and ourselves. We teach and model these guidelines:

We are . . . Respectful
We are . . . Responsible
We are . . . Safe

Mission Statement - Brechin Elementary School

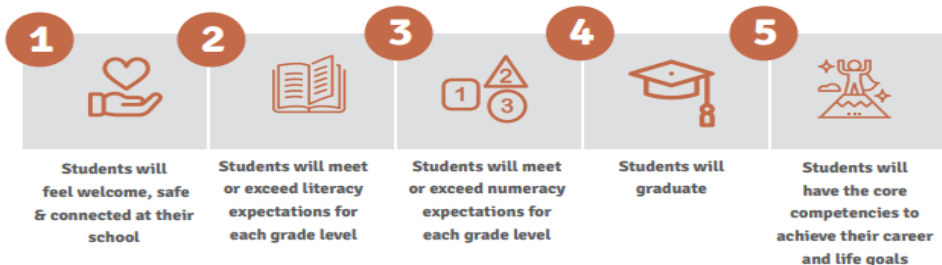
At Brechin Elementary School, we believe in a safe, caring, innovative, inclusive and personalized learning community that inspires success for all. We will:

- Educate all students to become confident, curious and caring citizens
- Increase student resiliency
- Increase opportunities for our families and community to be partners
- Increase student literacy levels
- Increase student math skills

We do so within the district goals:

- Continuous improvement of instruction and assessment
- Safe, caring and healthy learning and working environment that is inclusive
- To be a leader in environmental stewardship and sustainability
- Truth and reconciliation

Brechin's goals align with the province's framework for learning and goals below:



Administration's Message

A warm welcome back to everyone. A special welcome to all our new families 😊 Team work is the key to our school's positive culture and student success. Our staff are always working hard to create learning environments that are: **calm, predictable, supportive.** Staff provide opportunities for students to have successful school involvement, to discover their passions, discover what they are good at, while learning to be good at learning, reading, writing and math.

As a school community, we focus on healthy, positive relationships and positive discipline to increase positive student engagement and school culture. Brechin strives to ensure all students manage their behaviour in a safe and respectful manner at all times. Our school wide positive behaviour expectations matrix teaches all students to be **respectful, responsible, cooperative, and caring** with each other. Specific behaviours are taught and practiced by everyone. Students receive positive recognition when they use these behaviours as this encourages each child to feel good about their choices and to continue using positive strategies.

Our partnerships include our parent community, our school team, the Nanaimo Ladysmith Schools Foundation, the Boys and Girls Club, VIU, VIHA, Breakfast Clubs of Canada, BC Agriculture, Literacy Nanaimo, RCMP School Liaison, Rotary Club, Lions Club, among others. These combined efforts guide our school's work and initiatives as well as promotes our opportunities to celebrate along the way as we watch our students blossom under the concerted effort of excellence!

We enjoy our daily talks with you, so please be sure to say hello to myself, Mr. Daneault your VP, your child's teacher, your class educational assistant, Tony, one of our educational assistants out front in the morning and after school, and our secretary Tara Hill. We know 2020-2021 will be a spectacular year with your help! Your involvement and feedback helps us work together so your child can be their best selves.

We are a focus school so we have additional staff to improve reading, learning & support families: Marc Daneault (VP), Melinda Louis, our counsellor, Janeen Bhatti, our child youth & family support worker, a literacy teacher coordinator, two student support

teachers in Brianne Anderson and Jodi Crawford, Emily Baker (school psychologist), and Lynn Tissington (speech). Please reach out to your teacher or any of these support professionals!

Thank you in advance for reviewing the following policies and guidelines with your child/ren. If you have any further questions, my door is always open.

"Alone we can do so little, together we can do so much" – Hellen Keller

Tonia Collins, Principal

Marc Daneault, Vice Principal

Brechin Elementary School

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marc.daneault@sd68.bc.ca, 250-713-2796

Bell Schedule:

Welcome Bell	8:40
Dismissal	2:20 – Mon-Fri

On time, Every time.

- Self-esteem - arriving on time every day **makes children feel good about themselves.**
- Smooth transition period - students who arrive at school with time to spare have time to settle into the class, prepare their materials and say hi to friends, which builds friends & **decreases anxiety**
- Important information – a typical school day starts with announcements and introductions to new lessons and concepts. Students who show up on time, get important details and are prepared for upcoming trips, team tryouts and essential learning.
- Develops long-term positive habits – when students show up on time to school every day, they develop the habit of being punctual which means they can get and keep a job.....and feel good about themselves!

Arriving on time for school ensures that your child doesn't miss out on the important learning activities that happen early in the day when they are most alert. Set your child up for success and make certain he/she arrives to school

***** On Time. Every Time *****

Staff Contacts

Principal:	tcollins@sd68.bc.ca
Vice-Principal	Marc.Daneault@sd68.bc.ca
Secretary	Tara.Hill@sd68.bc.ca
Counsellor	Melinda.Louis@sd68.bc.ca
Child, Youth & Family S.W.	Janeen.Bhatti@sd68.bc.ca
Aboriginal Education Asst.	tony.elliott@sd68.bc.ca
Student Support Teacher	Jodi.crawford@sd68.bc.ca
Student Support Teacher	Brianne.anderson@sd68.bc.ca
Literacy Coordinator	Olga.Poyner@sd68.bc.ca
Librarian, ESL	wendy.robertson@sd68.bc.ca
Div. 10 Ms. Brett	lbrett@sd68.bc.ca
Div. 9 Ms. Bradley	mbradley@sd68.bc.ca
Div. 8 Ms. Alexandra	phoenix.alexandra@sd68.bc.ca
Div. 7 Ms. McConnie	Tara.Mcconnie@sd68.bc.ca
Div. 6 Ms. Mathieson	lmathieson@sd68.bc.ca
Div. 5 Mr. Daneault	marc.daneault@sd68.bc.ca
Div. 4 Ms. Konyonenbelt	tkonyonenbelt@sd68.bc.ca
Div. 3 Ms. Johnson	kjohnson@sd68.bc.ca
Div. 2 Mr. Drown	idrown@sd68.bc.ca
Div. 1 Ms. Smith	Sarah.Smith@sd68.bc.ca

Community Resources

V.I. Crisis Line	1-888-494-3888
Children's Helpline	310-1234
Discovery	250-739-5790
Haven House	250-756-0616
	250-755-7691

Hospital (ER- extension 57626)	250-754-9285
LIFT (Families with Teens)	
MCFD – Support Services	250-741-5444
MCFD – Child Protection	250-741-5444
Aboriginal Services	250-741-5701
NARSF	250-754-2773
Tillicum Lelum	250-753-6578
Strong Start– free for 0-3 yr olds	Quarterway Elem.
Victim Services	250-755-3146

Parent Advisory Council

<https://www.facebook.com/groups/brechinpac/>

EMAIL	brechinpac@gmail.com
Treasurer	Becca Misner
Chair	Amanda Gillespie
Vice-Chair	Alicia Reid
DPAC Rep	Ruby Picini
Directors	Tamara McCarthy, Jennifer Maguire, Kevin Johnston, Kayla Lambert
Chair	Amanda Gillespie
Vice-Chair	Alicia Reid

2020 – 2021 SCHOOL CALENDAR

Schools open for students	Thursday, September 10, 2020
Non-instructional day	Friday, October 9, 2020
Thanksgiving Day	Monday, October 12, 2020
Non-instructional day	Friday, October 23, 2020
Remembrance Day	Wednesday, November 11, 2020
Last day of classes before winter break	Friday, December 18, 2020
Winter break – Schools not in session	December 19 – January 3, 2021
Schools reopen after winter break	Monday, January 4, 2021
Non-instructional day	Thursday, February 11, 2021
Non-instructional day	Friday, February 12, 2021
Family Day	Monday, February 15, 2021
Last day of classes before spring break	Friday, March 12, 2021
Spring break – Schools not in session	March 13 – March 28, 2021
Schools reopen after spring break	Monday, March 29, 2021
Good Friday	Friday, April 2, 2021
Easter Monday	Monday, April 5, 2021
Non-instructional Day	Friday, May 7, 2021
Victoria Day	Monday, May 24, 2021
Year-end administrative day – Schools are closed	Wednesday, June 30, 2021



2019-2020 Brechin Elementary Student Code of Conduct

We are Respectful, We are Responsible, We are Safe

- To establish and maintain a safe, caring and inclusive learning environment.
- To promote consequences that are age appropriate, restorative in nature rather than punitive, and take into consideration student age, maturity and special needs
- To promote the values expressed in the **BC Human Rights Code** respecting the rights of all individuals.
- To outline our PBIS system of School Wide Behaviour Expectations.
- To guide our support of student social/behavioural learning through restorative practices.

CONDUCT EXPECTATIONS

Specific conduct expectations for safe, responsible and respectful behaviours are outlined in the positive behavior matrix. The behaviours are taught, practiced and modeled by all staff and students.

EXPECTED BRECHIN STUDENT BEHAVIOUR

- Respect self, others, the learning environment and the natural environment.
- Attend school **On time, Every time.**
- Walk inside the building and use assigned doors for entering or leaving the school
- Stay on school grounds at all times
- Engage in purposeful learning activities in a timely manner.
- Help to make the school a safe, caring and orderly place.
- Inform an adult, in a timely manner of incidents of bullying, harassment or intimidation.
- Act in a manner that brings credit to Brechin Elementary School.
- Walk bike or scooter on school grounds
- Helmets mandatory, it's the law.
- Take care of any borrowed book and return it to the library when finished with it as the school has limited resources for replacement of materials.
- **Do NOT** bring items of value such as phones, other person electronics, and jewelry to school. Keep all of your valuable items at home.

UNEXPECTED BRECHIN STUDENT BEHAVIOUR

Examples of unexpected behaviour may include but are not limited to:

Behaviours that:

- **Interfere** with the learning of others
- **Interfere** with an orderly environment
- **Create** unsafe conditions

Acts of:

- **Bullying**, harassment or intimidation, including acts of cyber bullying
- **Physical** violence
- **Retribution** against a person who reported incident
- **Discrimination**, as outlined in the BC Human Rights Code, based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation.

Illegal acts, such as:

- Possession, use or distribution of illegal or restricted substances.
- Possession or use of weapons **including replicas.**
- Theft of or damage to property.

These expectations apply to behavior at school, during school-organized or sponsored activities, and behaviour beyond these times (including Internet, social media, texting behaviour) that negatively impacts the safe, caring or orderly environment of the school, and/or student learning.

CONSEQUENCES

The severity and frequency of unexpected behaviour, as well as the age and maturity of the student will be taken into consideration in determining appropriate consequences. Consequences will be:

- Educative, preventative and restorative rather than punitive wherever possible.
- Created with the direct involvement of the student so that they are purposeful and meaningful.

Minor Misbehaviour/Incidents

A. Students who make choices that do not follow our behavior expectations of Respectful, Responsible and Safe will:

Participate in a problem solving discussion with an adult. The student, with support, will describe what behaviour needs to be changed and will be assisted in making a better choice, and fixing the harm or hurt caused by their actions. The student/ staff discussion will be done in a respectful, quiet manner, with the emphasis on reinforcing the use of W.I.T.S. (walk away, ignore the behaviour, talk it out, seek help) to solve the problem.

B. If not effective, we use escalating consequences:

The student will participate in a second problem solving discussion. A time out may be given or a privilege may be removed. Again, referral back to what the behaviour expectations for all students will be given to help teach the student how to make better choices.

C. If not effective, continued escalating consequences:

The student will have a third problem solving

discussion and will be given a more formal consequence – removal from the classroom to a Triad room or Community Service. Think sheets will be used as well.

Escalating Unexpected Behaviour or Major Incidents

The following strategies may be used to guide changes in student behaviour when students continue to make choices that are not within our behavior expectations of SAFE, RESPECTFUL and RESPONSIBLE OR if a behaviour impacts the learning and/or safety of others.

First referral – Major offense:

1. A referral form will be filled out by the sending adult.
2. A problem solving session will be conducted. Student(s) will identify where they could have made better choices, effects of their behavior on others and self, and what needs to happen to make things right. School privileges may be withdrawn for a period of time.
3. The student and/or staff member will phone home and inform parents if needed.
4. The referral form will go home for signature and returned.

Second referral – Major Offense

1. Repeat steps 1 and 2 above
3. The principal will contact the parents and may set up a meeting at school to discuss the matter in person.
4. School privileges will be withdrawn for a longer period of time.
5. The counselor may be involved and a specific behaviour plan may be developed.

Suspension and Restorative Justice:

For severe offenses, parents will be informed and a plan will be implemented to deal with both the nature of the incident and the direct follow up. The plan may include an in-school or at-home suspension, Restorative Justice, Restitution, and the involvement of outside agencies for assistance. Issues at this level are treated on a case by case basis through a team approach.

NOTIFICATION

School Officials have a responsibility to advise other parents of serious breaches of this code of conduct.

- Parents of student offender(s) in every serious incident.
- Parents of student victim(s) in every serious incident.
- School District Officials as required by school District Policy.
- Police and/or other agencies as required by law,

including the John Howard Society.

- All parents when deemed to be important to reassure community members that school officials are aware of a serious situation or incident and are taking appropriate action to address it.

School staff members may involve parents earlier. Parents are always encouraged to call the school if they have any questions or concerns.

USE OF ELECTRONICS

The use of cell phones and other electronic devices has become common place in our society.

However, these devices can be a distraction to learning or infringe on the privacy of others. While classroom teachers direct learning opportunities that integrate technology in

meaningful ways, the use of cell phones during the day **is not permitted.**



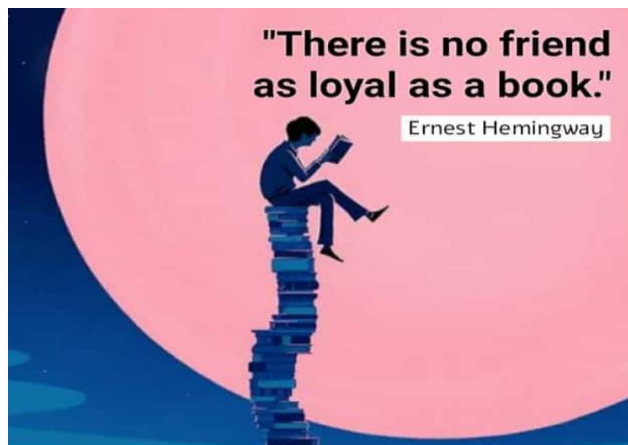
If students are using chromebooks inappropriately, their access to school devices may be limited.

In addition, if students bring personal devices, school personnel may, depending on the circumstances:

1. Place the device in the office for student to pick up at end of the day.
2. Place the device in the office to be picked up at the end of the day by a parent/guardian
3. Keep the device in the office until a meeting with student/parent/caregiver and school team can be arranged.

LOST AND FOUND

Parents are reminded to clearly label all items students bring to school. Found items are kept at school and may be claimed by students and parents. Parents are invited to check the Lost and Found regularly.



Examples of POSITIVE BEHAVIOUR EXPECTATIONS

Expectations	Hallway	Playground	Washrooms	Assemblies	Gym	Electronics
We are RESPONSIBLE	<p>“On the right to be polite”</p> <p>Hands and feet to self</p>	<p>Return equipment</p> <p>Dress for the weather</p> <p>Use outside class doors</p> <p>Do not litter</p>	<p>Enter & leave quietly</p> <p>Report problems</p> <p>Be quick</p>	<p>Enter and leave quietly</p> <p>Keep your personal space</p> <p>Participate at all times</p> <p>Keep hands, feet and eyes to self.</p>	<p>Enter and leave gym quietly</p> <p>Return equipment to storage area</p> <p>Show good sportsmanship</p>	<p>Must be supervised by staff for educational purposes only</p> <p>Appropriate content (songs, lyrics, images)</p>
We are RESPECTFUL	<p>Eyes forward</p> <p>Quiet voices</p> <p>Walk in a line</p>	<p>Help others in trouble</p> <p>Take turns Include others Use kind words</p>	<p>Empty hands Eyes to self</p> <p>Keep floors and walls clean</p>	<p>Facing forward Legs crossed</p> <p>Eyes on speaker Clap nicely</p>	<p>Use equipment properly</p> <p>Be helpful to others</p> <p>Share equipment & space</p>	<p>Electronics turned off during school hours</p> <p>Messages handled through the office</p>
We are SAFE	<p>Quiet feet</p> <p>Walking</p>	<p>Hands, feet and objects to self</p> <p>Stay on school grounds</p> <p>Report problems</p>	<p>Flush</p> <p>Wash hands</p> <p>Feet on the ground</p>	<p>Hands feet and objects to self</p> <p>Empty hands Follow instructions</p>	<p>Follow instructions</p> <p>Use equipment safely</p> <p>Wear safe footwear</p>	<p>Visit only staff approved sites</p> <p>Photograph and record only with staff consent</p>

POSITIVE BEHAVIOUR EXPECTATIONS

Expectations	Library	Field Trips	Emergency	Classroom
We are RESPONSIBLE	<p>Enter and leave quietly Use quiet voices Follow instructions</p>	<p>Return permission slips</p> <p>Look after your own things</p>	<p>Stay calm</p> <p>Stay with the group</p>	<p>Arrive On Time, Every Time.</p> <p>Daily use of planner Be prepared</p> <p>Stay on task</p> <p>Neat and tidy</p>
We are RESPECTFUL	<p>Take care of books and materials</p> <p>Share and take turns</p>	<p>Use manners Listen</p> <p>Keep your personal space</p>	<p>Listen Be quiet</p> <p>Be helpful</p>	<p>Raise hands to share Inside Voice</p> <p>Listen and follow instructions</p>
We are SAFE	<p>Hands, feet and objects to self</p> <p>Push in chairs Walk at all times</p>	<p>Stay with the group Follow instructions</p> <p>Follow Electronics guidelines</p>	<p>Keep hands, feet and objects to self</p> <p>Leave area quickly</p> <p>Follow instructions</p>	<p>Keep hands, feet and objects to self</p> <p>Always walk Push in chairs Line up safely</p>

General Procedures

Parents & Caregivers will:

- ensure their child attends **On Time, Every Time.**
- ensure child arrives rested, fed and prepared to learn, letting teacher or office know when this is not the case so we can work together to resolve.
- work with student and teacher in the planning and carrying out of a suitable educational program.
- work and talk with the teacher to develop in his/her child a sense of responsibility, a sense of self-discipline and a respect for the rights of others.
- keep the teacher (school) informed of any changes in the student's life that may affect his/her behaviour and/or performance (i.e. moves, custody, health, treatment, separation, bereavement, etc.)
- reinforce with their child that learning is important and makes their brain stronger, and increases opportunities.
- review and reinforce the safety rules of the road governing pedestrians, cyclists and skateboarders:
 - Ride on the right-hand edge of the paved surface.
 - Wear a helmet.
 - Stop completely at stop signs.
 - Ride in single file.
 - Do not ride on the sidewalk.
 - Dismount and walk the bicycle when entering school property.
 - Walk the bike to the edge of school property when leaving.
 - pedestrians should walk well off the road, facing oncoming traffic.
- review and reinforce the School's Code of Conduct and Behaviour matrix
- follow the school's electronics policy, including using school phone during the day, not cell phones



TRAFFIC SAFETY

Traffic safety is an ongoing priority at the school. You can help us by reminding your child (ren):

1. Cross the road at the intersection.
2. Look both ways before crossing.
3. Make eye contact with the driver before crossing
4. Walk across the crosswalk.

ON TIME, EVERY TIME

- We recognize that there will be times when your child is sick or away for an appropriate reason, therefore,
- Early Detection was initiated for the safety and protection of your children. The purpose of the program is to detect, as soon as possible, the whereabouts of each student not in class. For the system to operate successfully, parents are requested to:

- Phone the school before 9:00 am if your child is going to be late or absent for any reason, or,
- Send a note with another child in the family, or
- Give advanced notice, preferably written, of dental/medical appointments or any changes from the usual routine.
- The school will phone/email parents/guardians to confirm that the absent child is safe. Please notify the office if your phone number or address changes.

LATE POLICY

It is a matter of common courtesy to arrive for classes at the proper time and students are encouraged to develop lifelong habits of promptness.

Students who arrive late often disrupt the operation of the classroom by requiring the attention of their teachers or classmates to assist them in getting started on their assignments or to re-teach all or part of a lesson.

If a student is consistently late, there may be in class consequences such as making up the missed time at recess and/or after school

For the chronic tardiness, a letter will be sent home to parents with a copy in the student's file.

BREAKFAST AND SNACK PROGRAM (Grab & Go Café)

We are pleased to offer both a breakfast and a light lunch or "snack" program for students. Breakfast is served from 8:00 a.m. until 8:30 a.m. and a sandwich is served at lunch. We ask that students return their signed order forms so that we are able to prepare enough meals each day. Thanks to Country Grocer and NLSF, each class will have a bowl of fruit most days. Cost is \$20/month or what you can afford.

***We hope that the Breakfast and Snack Program will not be cancelled for this school year due to Covid-19.

ENTRY AND DISMISSAL

Unless otherwise planned for educational or socio-emotional reasons, all students are to enter and exit the building through their outside classroom doors. Please do not go through the hallway.

A student's presence in the building prior to the bell is:

- Subject to the approval of your classroom teacher, some students may be in the classroom to work PRIOR to 8:30 am
- Permissible if participating in a teacher-sponsored activity (i.e. in the library at 8:30 – if the teacher-librarian permits, or for a sports related practice).
- Permissible if you have a written note from home requesting access to classroom for medical reasons, and permissible in EMERGENCIES.

STUDENT PICK-UP AND DROP-OFF

Our drive way is very busy before and after school. Please

be courteous of other families by parking in designated areas only and turning off your vehicle while waiting. Busses and people parked in the parking spots need the ability to get through the driveway – please do not abandon your vehicle!

SUPERVISION

Breakfast starts at 8 am, outside supervision begins at 8:15 a.m. and ends at 2:45 p.m (1:45 on Mondays). Please watch the signs on the school door to determine if the library is open in the morning. For safety reasons we encourage families not to arrive prior to this time and to ensure pickup has occurred by 2:45 pm.

VISITORS TO THE SCHOOL

Parents and guardians are welcome to visit our school. In keeping with school district policy, we ask that **all visitors** report to the office before going anywhere else in the building. Visitors will receive a visitor's pass. Please keep your pass visible so that all staff and students will know that people in our school are safe and welcome to be here! In case of an emergency, this also allows us to know who is in our building. We greatly appreciate our families' cooperation.

STUDENT SIGN OUT

At times, students may need to leave school before the end of the day. We ask parents/caregivers to stop in at the office and "sign out" their child. We are unable to send students home without direct contact with an authorized person. If your child returns to the school on the same day, please sign them back in at the office.

SCHOOL DRESS GUIDELINES

At Brechin, in accordance with our district's policy, we ask that our students dress in a manner which reflects purpose, decorum and cultural propriety

Our Code of Conduct requires that we maintain a safe and orderly environment; we ask that our students dress in a way that is respectful to self and others. If clothing is determined inappropriate by staff, parents will be contacted and asked to bring alternate attire.

PLAYGROUND USE

Primary students (K/1) will have access to the front playground only. At an appropriate time determined by staff, these students may be given access to the back of the school. Student leaders may be assigned as peer helpers at the front of the school. At times, older students may be assigned time on the primary playground. School behaviour data will be used to help determine if modifications need to be made to the established routines for the playground.

STUDENT OFFICE PHONE USE

The school telephone may be used by students for

emergency or safety situations only. For these calls, **students may use the office telephone with a permission slip from their teacher.**

NUTRITION POLICY

School District #68 Policy on Nutrition Education

The Board of School Trustees believes it has a **shared responsibility with parents/guardians and the community** to ensure that students develop healthy lifestyles that include a focus on healthy nutrition. **Healthy, well-nourished children are more prepared to learn, more likely to attend class and are better able to take advantage of educational opportunities.** The school has an important role to play in improving the health of Canadians by reinforcing sound nutrition principles both through its provision of food and education programs.

Good nutrition can promote brain development; increase immune function; raise self-esteem; reduce anxiety, depression and hyperactivity; increase attendance; increase cognitive development; and reduce the risk of health problems such as those associated with obesity.

The Objectives of the District Nutrition Policy are:

1. Nutrition education should be a cooperative effort between home and school with practice reinforcing theory.
2. Nutrition education in schools should encourage a positive attitude towards nutritious eating and thereby play an important role towards preventative health care.
3. Teachers are encouraged to integrate nutrition and health information into the curriculum.
4. Nutrition education in schools should prepare students as consumers, to make informed choices.

Brechin Nutrition Objectives:

5. Students will be encouraged to drink *water* as a way of staying hydrated during the school day. Only drinking containers containing PLAIN WATER will be permitted on school desks during instructional times.
6. All food and beverage items being sold to students (ie. hot lunch, recess sales, concessions, etc.) will be selected from the Choose Most and Choose Sometimes categories of the Nutrition Guidelines for Sales of Food and Beverages in B.C. Schools (revised Fall 2013)
7. Chips, pop, and candy (including chocolate bars) are seen as treats and are not part of our healthy lifestyle at Brechin. Students will be asked to put these items away if they are brought to school. Please keep this in mind when packing snacks/lunch items for your child(ren). Exceptions may be made on special occasions.
8. School community members (students, staff, and parents) are encouraged to refer to *Eating Well with Canada's Food Guide* when making snacks and lunches for school.

9. It is recognized that there are 'special celebrations' occasionally throughout the school year (ie. Valentine's Day, Christmas, etc.). Staff will work to create a balanced approach to these celebrations while recognizing that 'treats on occasion' are part of a balanced approach to a healthy lifestyle.

STUDENT ASSESSMENT AND REPORTING

In Nanaimo Ladysmith Public Schools, we are moving from a model of 'reporting to parents' to 'communicating student learning with parents' on an ongoing basis. We are supporting educators to provide parents with timely and responsive communication of student learning throughout the year, following district policies and procedures. Parents will receive two written reports (Progress Report in January and Summative Report in June) that include descriptive written comments and a summary of student progress.

Parents will also receive 'Ongoing Communications of Student Learning in each of the core subject areas (Language Arts, Mathematics, Social Studies & Science), that adhere to the following four criteria: includes authentic evidence of learning, explicitly references the Learning Standards, includes student voice, includes descriptive feedback.

HOMEWORK

Agree on a nice location and time in your home to do daily school work with your child (even if that means just making them comfortable with a snack or drink and giving them encouragement and supporting their needs ie. tv or game off or turning music on or off).

- Daily reading with parents (younger) or independently (older)
- Regular practice of arithmetic facts (numbers, addition, subtraction, etc.)
- Completion of work not completed at school
- Project work
- Preparing for tests (older)
- Skill building work assigned by teacher

PLANNER

A student planner is used from grades K-7 to assist in the communication between home and school. It is recommended that all students set aside a certain time and place each day for doing school work, whether assigned or not. Homework promotes hard work. It helps students develop responsibility for their own learning.

SCHOOL SUPPLIES

In order that all students have the SAME supplies, the school purchases your child's school supplies. Please be assured that the students will get the best prices & quality.

EMERGENCY PROCEDURE

Should your child have a serious injury during school hours, the following procedure is followed:

1. The nature and seriousness of the child's injury is determined.
2. If time is not an important consideration, the home is contacted and the parent is asked to come for the child.
3. If the home cannot be contacted the emergency number provided to the school is called.
4. If no contact is made, the school will take the necessary action to ensure the child gets medical attention. The school will continue in its attempt to contact parent/guardians.
5. If emergency care is required, the school will do so as quickly as possible. In such cases the parent may have to meet their child at the hospital.

SCHOOL CLOSURES IN AN EMERGENCY

Unforeseen circumstances or conditions may result in a school closure. What do parents need to know?

1. Be informed. The local radio stations WAVE 102.3 FM or WOLF 106.9 FM will start broadcasting bulletins by 7:00 a.m. if circumstances are necessary for a school closure. These will be updated again by 1:00 p.m.
2. Prepare your child. If schools are closed during the school day due to some emergency situation, your child needs to know what to do. Contact by phone would be attempted as quickly and efficiently as possible. Please ensure all your emergency contact numbers in the office are current and working.

FIRE DRILL

All schools conduct fire drills several times throughout the year. Any unplanned ringing of the fire bell must be treated as a real emergency (as it well could be). Students evacuate the school in an orderly fashion and gather on the front field at a safe distance from the building. The deliberate activation of a false alarm is a very serious offence and will result in up to a five-day suspension.

EARTHQUAKE DRILL

Earthquake drills are conducted on a regular basis. Students stay indoors (usually under desks). In the event of an earthquake, when shaking stops, the school is evacuated in an orderly fashion.

LOCKDOWN DRILL

Lockdown drills are conducted a few times throughout the year. During this drill, the classroom lights are turned off, the classroom door locked, and students asked to remain quiet and be out of sight until an 'all clear' is announced.

ADMINISTERING MEDICATION IN SCHOOLS

Parents please complete a Request for Administration of Physician Prescribed Medication if your child needs medication administered in the day. All medication is locked up in the office area and administered by the staff member that has signed the request form. Please note the District Policy regarding medication. Administration of (or supervision of the self-administration of) medications to students occur only if the following conditions are met:

- The medication is required while the child is attending school.

- A parent has requested the school's assistance and has completed the Parent Request Form concerning the administration of medication.

Please note: For children who have serious medical problems that require medication and/or ambulance attendance or hospitalization (such as severe allergic reactions to bee stings or certain foods) it is the parent's responsibility to provide the school with the medication and information on what to do. This must be updated by the parent on a yearly basis or as required.

STUDENT SUPPORT SERVICES

We have access to a wide range of educational services and specialists to support the needs of all learners here at Brechin. Please work with your classroom teacher and/or Brienne Anderson and Jodi Crawford, our two Student Support Services specialist teachers.

In addition, Brechin's School Based Team meets weekly to strategize, problem solve and plan with staff for the instruction of learners who may need additional interventions and supports.. SBT is comprised of the school principal, counselor, the student support service teachers, the child youth and family support worker, and the classroom teacher.

We also have access to district specialist staff who can provide additional recommendations and support when needed. This team is accessed through a referral system from School Based Team.

INCLUSION POLICY

All members of our School community have the right to expect that its policies, procedures, programs and communications are inclusive and respectful; taking into consideration visible and invisible diversities including but not limited to: race, sexual orientation, gender identity, ability, religion, culture and socio-economic status.

The Board expects that all students, staff, and members of our school communities will:

- Adhere to a code of conduct that is educative, preventative and restorative in practice and response;
- Foster school cultures that are responsive to diverse social and cultural needs of individuals and groups;
- Understand how characteristics of diversity impact the access to, and outcomes of, education;
- Recognized the injustices of marginalization, advocate for social justice and promote human rights; and
- Participate in the ongoing development of practices that promote fair and equitable treatment for everyone, cultivating mutual respect, civility and a sense of belonging.

PARENT VOLUNTEER OPPORTUNITIES

We have an active and involved Parent Advisory Committee that provides great support for student learning. PAC funds have provided opportunities for students to learn to swim, skate, do gymnastics, go on field trips, acquire new books and participate in special

events. Join the many parents who meet the first Monday of each month and get to know other Brechin parents.

PARENT VOLUNTEERS & DRIVERS

Parent volunteers are the backbone of so many activities we do during the school year. The district has updated its policy on volunteers working with our schools, both in the schools and as drivers and chaperones for field trips. It is now district policy that all adults working with students that are not under direct supervision of a school district staff member must have a criminal record check. This can be done online, does not cost anything, and only takes a few minutes. We want parents to understand that no adult will be able to drive other students to or from any field trip or school event without this record check passed.

More detailed information in regards to how to complete the Criminal Record Check and other volunteer driver forms will come home early in September with your child. Please take the time to read over them carefully if you are interested and able to volunteer in some capacity with your child's classroom this year.

25 GROWTH MINDSET STATEMENTS AND AFFIRMATIONS
by Big Life Journal

1. Mistakes help me learn and grow
2. I haven't figured it out YET
3. I am on the right track
4. I can do hard things
5. This might take time and effort
6. I stick with things and don't give up easily
7. I strive for progress, not perfection
8. I go after my dreams
9. I cheer myself up when it gets hard
10. I am a problem solver
11. I try new things
12. I embrace new challenges
13. Learning is my superpower
14. I am brave enough to try
15. I improve with lots of practice
16. I grow my brain by learning hard things
17. I try different strategies
18. When I don't succeed right away, I try again
19. I ask for help when I need it
20. I learn from my mistakes
21. I focus on my own results
22. I was born to learn
23. When I fail, I say "I can't do it YET" and try again
24. I strive to do my best
25. I can learn anything!

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