



# Terry Fox Elementary – Student Handbook



## SCHEDULE

8:40-9:00	Class begins with a soft start.
Recess:	Divisions 6-12 (primary) 10:14-10:29 Divisions 1-5 (intermediate) 10:29-10:44
Lunch Break:	Divisions 6-12 (primary) 11:52-12:22 Divisions 1-5 (intermediate) 12:25-12:55
2:20 P.M.	End of day

**Supervision is provided before school beginning at 8:30 A.M, & after school until 2:30 P.M.**

**Important Dates For Parents:** [Important Dates 2022 2023.docx](#)

## SCHOOL BELIEFS

At Terry Fox we are striving to

- a. Build respectful and trusting relationships throughout the school community
- b. Create inclusive, equitable and harmonious classroom cultures that make students accountable partners in their own learning
- c. Develop each child's curiosity, creativity and self-discipline as we joyfully explore curricula together
- d. Work with families as a collaborative team of hopeful authentic and compassionate educators

## CONTAGIOUS DISEASE MANAGEMENT

- We ask that parents not send their child to school sick. Please consult with your medical professionals or call 811 for medical advice
- At school, students will work in small groups to keep their social groups small.
- Students will be taught to "keep hands to self" and social distancing will be encouraged. There will be minimal physical contact rules.
- Frequent hand washing or hand sanitizing will be encouraged
- Rooms will be well ventilated with open doors and windows
- Each class will be assigned their own bathroom stalls for only their use
- Students are not to share food or bring food for others. The only food that will be given to students will be in compliance with district health and safety regulations.

**ACCIDENTS:** If your child is seriously injured at school, we will contact you and ensure your child receives first aid or medical attention. When we are unable to contact a parent it is our policy to contact an alternate. If necessary, a student may be taken straight to the Abbotsford Regional Hospital.

## ABSENCES AND SAFE PICK UP

- If your child will be late or absent from school, please contact the office (Ms. Davis: 604-859-8403) before 8:40 in the morning; absences/lates can be left on answering machine. You can email us at terryfox@abbyschools.ca or log the absence yourself through the link on the school website or the abby schools app.
- If your child must leave school early, please let us know by giving us a phone call, or sending a note to school. **If you would like another person to pick up your child, please let your child's teacher and the office know in advance.** We cannot release children to adults without your consent. We also have a sign-out system if you are taking your child home early for any reason.

## TELEPHONE USE

Cell phones are not permitted to be used during school hours. Students with cell phones should keep them in their bags, unseen for the school day. Students are able to use the school telephone with permission from their classroom teacher or the office.

## DRIVING IN OUR PARKING LOT

1. **Emergency Fire Lane:** Any of the yellow locked gates are used for emergencies. This is an area that must remain clear in case of an emergency.
2. **Disabled Parking Space** is for use by those with a disabled parking tag displayed in your front window.
3. **Area in front of school** is for small buses and activity vans that are picking up children for daycare purposes or school trips.
4. **No Idling** – please respect the signs.
5. Avoid blocking the driveways of homes in the neighborhood
6. Please respect our orange-vested staff who monitor the parking lot. They are here to protect our students.

## CHILD TOY/TRANSPORT SAFETY

Students are asked to be aware of traffic when riding/skating to and from school. Students should wear helmets and other protective gear. All students upon entering school grounds **must walk their bikes/scooter and remove roller blades** (proper footwear should then be placed on feet). During the winter, sledding must be done with a helmet.

## REPORTING ON STUDENT PROGRESS

There are five reports per year. The Ministry of Education requires three formal reports, one at the end of each term. The other two reports are informal in nature and often are accomplished through a Parent/Teacher Conference and/or Interim Report.

Parent/Teacher Conference is a very important meeting between parents and teachers. You are always welcome to connect with your child's classroom teacher(s) regarding his/her progress.

## **VOLUNTEERING AT TERRY FOX**

The quality of education in our school is greatly enhanced by parent help. If you could spare some time each week to work at the school, please let us know of your interest. School-wide events, and Literacy support are two areas that always benefit greatly from parent assistance. Volunteering on class and school field trips is another way to help. All adult volunteers are required to complete a Volunteer Application, obtain a district approved criminal records check and sign a Volunteer Agreement. Parent chaperones are asked to complete applications well in advance of field trips. We hope that you will understand that protecting the safety of your children is our primary concern.

Here is the link to apply to become a volunteer: [Terry Fox Volunteer Info and Application Form \(office.com\)](https://www.terryfox.ca/volunteer-info-and-application-form-office.com)

### **Dress Code: Dress for Success!**

Students should:

- Wear shoes to be active in
- Leave clothes at home that have logos or words that promote alcohol, tobacco or inappropriate language/pictures
- Dress appropriate for the activities of the day

## **Terry Fox Elementary Code of Conduct (School Code)**

### **I. INTRODUCTION:**

School boards and schools are entrusted through the *School Act* with authority to establish codes of conduct. While recognizing the autonomy of these bodies and acknowledging the efforts they have already undertaken to ensure school climates are as positive as possible, the provincial standards described below are provided to assist them in developing consistent and coherent policies and practices in their communities. Although most schools have codes of conduct in place, it is expected that all British Columbia schools will revisit existing codes and/or develop new codes of conduct reflecting the provincial standards. (Safe, Caring and Orderly Guide, page 15)

### **II. STATEMENT OF PURPOSE:**

At Terry Fox Elementary School, we value maintaining a safe, caring and orderly environment that enables purposeful learning. Students are expected to get along with, be considerate of, and cooperate with all members of our school community. They are expected to display good manners and respect the rights of others. All school community members are also expected to model these behaviours. It is also expected that every individual in our school community will be protected from all forms of discrimination under the *The BC Human Rights Code*.

### III. ACCEPTABLE CONDUCT

While going to and from school and while attending any school function students are expected to act as AMBASSADORS for our school in that they will:

- show consideration, courtesy, and respect to our school, to others and their property
- help make the school a safe, caring, and orderly place
- inform an adult about incidents of bullying, harassment, intimidation or unsafe behaviours
- act in ways that bring honour to our school and school community
- to demonstrate perseverance and determination toward learning and all school activities

### IV. UNACCEPTABLE CONDUCT IS BEHAVIOUR THAT:

- interferes with the learning of others
- physically or verbally harms or threatens people (e.g. Bullying)
- creates unsafe conditions
- includes theft or damage of property
- discriminates in any way because of the race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation or age of that person or class of persons as outlined by *The BC Human Rights Code (section 8)*

may include acts of:

- retribution against a person who has reported an incident to an adult
- physical violence

or include illegal acts such as:

- having or sharing an illegal or restricted substance such as alcohol, tobacco (or vaping products) or drugs
- having or using any item that can be used as a weapon, including fireworks

### V. RISING EXPECTATIONS

As students mature, it is expected that they:

- Take increasing responsibility for their own actions
- Exhibit more socially responsible behaviours (self-regulation)
- Understand that consequences for irresponsible or unsafe behaviour also escalate accordingly

### VI. CONSEQUENCES

When a student does not act in a respectful or responsible manner, it is necessary for the school to have consequences, which will help that student re-establish expected behaviour.

- At Terry Fox, we use positive behavior interventions and supports (PBIS) as an approach to addressing behavior throughout the school. Students are taught expectations clearly and what is taught - is reinforced and modelled. We always assume that all behavior is communication – our job

is to figure out what is being communicated. Often, unexpected behavior is a result of not knowing what is expected or how to do what is expected.

- Before consequences are applied, students are given the opportunity to correct their behavior. If students need extra support to learn what is expected – we reteach them and have them practice what is expected.
- Consequences should be meaningful and match the problem behaviour – they are meant to be restorative and preventative, rather than punitive. For example, students that uglify the school are asked to work at making it more attractive once again. Students who can't use an object correctly, have it taken away. Students who waste time, may find their “free time” or “choice time” taken away until they can demonstrate making better choices.
- The severity and frequency of the behavior in addition to the age, maturity and any physical, emotional and intellectual disabilities of the student will be considered in determining appropriate disciplinary action.
- If a problem behaviour is on-going and/or more serious, the School Based Team (including the parents) may be consulted to create a behaviour plan that gives the child strategies to better monitor his or her own behaviour.

## **VII. PARENT NOTIFICATION**

Depending on the seriousness and frequency of student conduct, there is an escalation of notification. In general, the first person to notify parents of a concern will be the classroom teacher. Should the offences or concerns continue, the Principal will become involved and direct interventions and support. Depending on the severity of the concern, the Principal may involve Police or School District officials. Parents of victims will be given the identity of the student who has caused harm if the problem is ongoing or deemed serious. A meeting between parents may be requested.

## **VIII. RETALIATION PREVENTION**

- Each student has the right to make a complaint against another student without experiencing retaliation for any breach of the code of conduct
- When students are faced with a situation where another student's actions have impacted them, we advise them to “walk, talk, then squawk” – walk away from a person bothering them, use their words to say “stop”, then tell an adult if the person does not stop.

## **IX. COMMUNICATION**

- ◆ School Code of Conduct is on the school website
- ◆ Student expected behaviors are taught and posted in the halls and classrooms of school

# Terry Fox Elementary School Student Expected Behaviors

<p><b>Everywhere at Fox</b></p> <p><b>“Be a STAR!”</b></p>	<p><b>S</b> – safe</p> <p><b>T</b> – trustworthy</p> <p><b>A</b> – accountable</p> <p><b>R</b> – respectful</p> 
<p><b>Playground</b></p> <p><b>“PLAY with your WITS about you”</b></p>	<p><b>P</b> – put equipment away</p> <p><b>L</b> – listen to adults</p> <p><b>A</b> – all play safe</p> <p><b>Y</b> – you are a friend</p> <p><b>W</b> – walk away</p> <p><b>I</b> – ignore</p> <p><b>T</b> – talk it out</p> <p><b>S</b> – seek supervisor</p>
<p><b>In the Halls</b></p> <p><b>Get your MOVE on</b></p>	<p><b>M</b> – mindful walking</p> <p><b>O</b> – on task</p> <p><b>V</b> – voices low</p> <p><b>E</b> – everyone together</p>
<p><b>Washrooms</b></p> <p><b>“Don’t forget to FLUSH”</b></p>	<p><b>F</b> – floors stay dry</p> <p><b>L</b> – leave space clean</p> <p><b>U</b> – use quietly</p> <p><b>S</b> – swift and safe</p> <p><b>H</b> – hands washed</p>
<p><b>Eating Times</b></p> <p><b>“Time to FEAST”</b></p>	<p><b>F</b> – finish on time</p> <p><b>E</b> – eat your own food</p> <p><b>A</b> – always clean up</p> <p><b>S</b> – stay seated until done</p> <p><b>T</b> – talk quietly</p>

## Helping Your Child to Learn to Self-Regulate

When children are angry or sad, they may communicate their feelings in ways that are not helpful.

Here are some tips for you, as a caring adult, to help your child learn to manage their responses to situations that make them angry, frightened, or sad:

- ❖ Help your child to recognize what makes them feel angry or upset, including their thoughts, and what their body is experiencing physically (clenched fists; tight stomach, gritting teeth, racing heart; hot face; raised voice)
- ❖ Model how to handle anger yourself – state your feelings when you are upset and show them how you use calm down strategies yourself
- ❖ Communicate with your child (duck down to their eye level; give them the words to express their upset: “I can tell that you are sad because it’s time to go home”); be firm but gentle in correcting behaviours; redirect your child
- ❖ Have your child draw or colour to ease, or to express, their frustrations
- ❖ Help your child to breath properly: *Sniff the flower, blow out the candle* slowly 10 times
- ❖ Go for a walk, and let your child know you’re ready to listen when they are calm, and ready to talk
- ❖ Have a special spot/room where your child can retreat to (pillows, stuffies, books, a rocking chair can help to soothe a child); play calming music if this helps
- ❖ Children need to learn that we don’t always get what we want immediately in life. They also do well when taught they need to earn rewards. Ex. First you clean your room, then you will get a treat.
- ❖ Approach our staff if you need more ideas/help

## PARENT ADVISORY COUNCIL

Our PAC (Parent Advisory Council) needs you!!! Our PAC meetings are held on the last Wednesday of every month at 7 p.m. During COVID, we have now moved to online meetings.

Get involved with your child’s school – you’ll be amazed at the difference this makes in your child’s attitude towards school!!!

## How to have a great day at Terry Fox?

➔ Be kind. Be safe. Do your best. Learn something new.

# Abbotsford School District #34 - District Student Code of Conduct

## 1. Purpose:

The Board of Education has a responsibility to establish expectations of student conduct in schools as part of its governance role for the District. The Board believes that the responsibility for student behaviour and conduct in schools is shared among students, staff and parents in order to create a safe, caring and orderly learning environment. To support these aims, the Board has established a District Code of Conduct for Students that shall be followed in all schools.

## 2. Responsibilities:

School staff are responsible for consistently supporting and applying the District's and School's Code of Conduct and establishing a positive climate in which structure, support and encouragement assist students in developing a sense of self-discipline and responsibility. School staff are required to inform volunteers and the school community about the Code of Conduct and its expectations.

Students are responsible for respecting the rights and dignity of others in learning environments free from discrimination as set out in the BC Human Rights Code and becoming actively and productively involved in their own academic learning and social growth.

Parents/Guardians and all other adults working with students are responsible for knowing and supporting the District's and School's Code of Conduct, and encouraging students to understand and follow these Codes of Conduct.

## 3. Conduct Expectations:

**3.1** The Board believes that acceptable behaviours and conduct are fostered in a positive climate in which:

- all students feel safe, valued and trusted, and have the opportunity to develop, assume and maintain responsibility and self-motivation;
- all students feel supported without fear of retaliation in reporting unsafe conditions, actions or potential incidents;
- there is a joint effort to learn and a feeling of mutual respect among staff, students and parents;
- appropriate behaviour is taught, encouraged, modeled, practiced, and acknowledged, thereby increasing student self-respect and positive social behaviours;
- disciplinary action, wherever possible, is preventative and restorative, rather than solely punitive;
- expectations for student behaviour increase as they become older and more mature;
- disciplinary action is considerate of students with special needs if these students are unable to fully comply with the code of conduct due to a diagnosed disability of an intellectual, physical, sensory, emotional or behavioural nature.



**3.2** The Board believes that acceptable student conduct, based on respect for oneself, respect for others, and respect for property is essential to the development of responsible citizens.

To this end students are expected to:

- be aware of and obey all school rules;
- respect the rights of all persons within the school including peers, staff, parents and volunteers;
- refrain from lying, cheating, stealing;
- attend classes punctually and regularly;
- work cooperatively and diligently at their studies and home assignments;
- respect the legitimate authority of the school staff;
- respect all school property, including buildings and equipment;
- respect the diversity of our school community;
- behave in a safe and responsible manner at all times;
- refrain from any behaviour that would threaten, harass, bully\*, intimidate, assault or discriminate against, in any way, any person within the school community on or off school property; (\*Bullying includes but is not limited to physical or verbal intimidation, verbal harassment and cyber bullying).
- refrain from being in possession of or under the influence of drugs and/or alcohol in all school facilities or on school grounds or at school sponsored functions and activities;
- refrain from being in possession of weapons of any kind in school or at school activities;
- refrain from inappropriate computer usage and/or multi-media devices in accordance with Board policies(cell phones, cameras, Blackberries, etc).

The Board believes that any breach of Code of Conduct behaviours or expectations would be considered unacceptable. Students are encouraged to inform a responsible adult when becoming aware of any infraction of the Code of Conduct.

#### **4. Notification:**

The Superintendent will ensure that each Principal, in consultation with staff, parents and, when appropriate, students, establishes a code of conduct for his/her school that is consistent with the District Student Code of Conduct and which reflects the provincial standards. The school's Code of Conduct and a summary of the district's policies on *Suspension, Re-admittance and Refusal to Offer an Educational Program* (11.120), *Possession of Weapons and Explosives* (11.90), *Drugs* (11.100), and *Cell Phones and Multimedia Devices* (9.330) shall be communicated to all students annually. Under the Freedom of Information and Privacy Protection Act and/or other relevant legislation, it may be necessary to advise other parties of serious breaches of the District Student Code of Conduct.

#### **5. Consequences:**

Students will be disciplined in a timely and fair manner and such discipline shall be in accordance with District Policy 11.120 *Suspension, Re-admittance and Refusal to Offer an Educational Program*.

Students, while attending school, school sponsored functions and activities, shall be subject to the District Code of Conduct as well as the school's Code of Conduct. Students may be subject to discipline under the school and/or District Code of Conduct for any conduct which has the effect of negatively impacting the school environment, whether that conduct occurs on or off School District property, at a school sponsored function or activity, or elsewhere.

Serious breaches of conduct that threaten the safety and welfare of others will be referred directly to a District Board of Review. (Level Three suspension).