



BEGBIE VIEW ELEMENTARY

Located on the shores of the Sn̓xw̓ n̓tkwɪtkw “Sin-When-tu-Queet-Qu” (Columbia) which means ‘Swift River’, on the traditional and unceded territory of the Sinixt, land shared by Secwepemc, Syilx and Ktunaxa people since time immemorial.

2023-24 STUDENT HANDBOOK/AGENDA

Ms. Ariel McDowell, Principal

PO Bag 7100, 1001 MacKenzie Ave

Revelstoke, BC V0E 2S0

250-837-3085

<http://begbieview.sd19.bc.ca/>

Please sign below to indicate that you have read the Student Handbook portion of this agenda:

Student

Parent

Date

BVE MISSION STATEMENT

At BVE, we strive to create a culture of inclusion and respect. In this environment, students are able to work towards becoming life-long, creative and critical learners who are connected, compassionate and contributing members of their community.

Our Motto: Growing Together...

Being Our BEST

B - stands for Be

Respectful and

Responsible

E - Giving our best

Effort

S - Stands for Safety

T - Stands for Thought



GENERAL SCHOOL INFORMATION

SCHOOL SCHEDULE

School begins	8:30
Recess	10:00-10:20
Lunch	12:00-12:50
Afternoon classes begin	12:50
Dismissal	2:30

HOME-SCHOOL COMMUNICATION

Parents/guardians are welcome to communicate with the school at any time. Please feel free to contact the school with any concerns, questions, suggestions, etc. We welcome your input. You may call (250)837-3085 or email Ariel McDowell (amcdowell@sd19.bc.ca) or Secretary Meredith Biollo (mbiollo@sd19.bc.ca). Additionally, you can look forward to communication from us in many forms:

- Informal Reporting: includes regular teacher contact at drop off or pick up, via telephone, or email
- Student agenda notes, checked and signed daily by parents and teachers.
- Monthly school newsletters

- Periodic class newsletters or email updates
- School and District website: <http://begbieview.sd19.bc.ca>
Written student learning profiles are shared three times throughout the year
- Fall conferences Oct. 25th and 26th, and Spring student-led conferences April 17th and 18th

SCHOOL-PARENT PARTNERSHIPS

How Can Parents Support Student Learning?

- Read and discuss the contents of this agenda with your child.
- Check and sign your child's agenda daily
- Ensure your child attends each day, and arrives to school on time.
- Contact your child's teacher if you have any questions or concerns.
- Attend a BVE Parent Advisory Meeting (usually the first Monday of each month) at 6:30pm
- Become familiar with our school's programs, policies, and operations. If you are not sure, please ask us.
- Support your child to take time to read daily, and complete home practice as needed in the upper grades
- Ensure your child comes to school well-rested and limit screen/gaming/social media time

***Read with your child. Read to your child.
Read alongside your child.***

Parent Advisory Council (PAC)

The PAC is a vital part of our school. As a collective voice of BVE parents, the PAC meets regularly to discuss issues, ideas or plans to continue to improve our school. The PAC serves as a key support with special events, funding and planning special initiatives and projects at the school. Begbie View PAC aims to assist the learning of our students while encouraging success and pride in our school and community. All BVE parents/guardians are part of the PAC and

are encouraged to become involved. Come out and help us continue to make BVE a great place to be! The PAC meets monthly, usually on the first Monday of every month.

Volunteers

We are grateful to have had a dedicated group of volunteers over the years who work hard to improve student learning within our school. Parents, grandparents, other extended family, retired teachers, and many various community members help with a wide range of activities both in and out of the classroom, as well as with special events and trips. Please let your child's teacher or the office know if you are interested in volunteering.

For the safety of our children, volunteers may be requested to complete an SD19 volunteer information form and/or a criminal record check. Confidentiality is essential when working with our children.

Student Activities

We have many dedicated staff and volunteers who provide a wide variety of curricular and extra-curricular activities throughout the year. Students are encouraged to get involved with activities when they are offered. We hope to be able to continue the regular roster of inter-school sports, including Smashball (pre-requisite game to volleyball), basketball, badminton and running club. Depending on staff and volunteer availability, we have offered a variety of clubs and activities, including junior basketball, Skiing After School, games clubs, etc. We recognize with gratitude the hours of volunteer service our staff contribute to making these activities happen!

STUDENT SERVICES

Indigenous Education

Three days per week, our district Elementary Indigenous Student Assistant, Marlene Jessica Stewardson, provides a range of activities for both our school's Indigenous and non-Indigenous students. Indigenous Student

Assistants also work with classes to integrate First Peoples' perspectives into daily classroom and outdoor learning.

Counselling

Our District Elementary Counselor, Sean Borthwick, provides direct counselling services to students and families. Should you feel your child would benefit from counseling support, please contact Ms. McDowell, or your child's teacher.

Speech-Language Services

Speech and Language Pathologist Monica Penner provides speech and language assessment, consultation and intervention for students. Contact the school for more information.

Learning Support

Our Learning Support teachers work with students, Educational Assistants, specialists, and classroom teachers to develop supports for students as needed in consultation with the school-based team (SBT), which includes parents. In some circumstances, the SBT may request further assessment of a child's learning or development through the District School Psychologist, Andrew Sykes.

Home Reading and Homework

The purpose of home reading in the primary grades is to develop the habit and enjoyment of reading. Parents are encouraged to read with their child for 10 to 30 minutes nightly. In the older grades, home reading is more independent, but parents can support by modelling the habit of reading daily.

For primary students, homework may be sent home in the event of absences. For Intermediate students, some homework may be assigned for further practice, work on projects assigned in class, or to complete work not finished in class. Time spent at home on homework should never exceed 40 minutes. If this assigned work is taking longer than this, put a quick note in your child's agenda letting the teacher know you and your child ran out of time.

If your child seems to be overwhelmed with homework on a regular basis, please contact their teacher.

FACILITY AND SERVICES

Bussing

Students in Begbie View's catchment area are not bussed to school, as our school is centrally located. However, our students may be bussed during field trips. Students are reminded that this service is a privilege. They are required to behave in a respectful and responsible way, consistent with our school Code of Conduct and District expectations to ensure safe transportation for all students. All BVE expectations apply when travelling by bus as well.

Library

A library schedule will be sent home with all of our students at the beginning of the year. Books may be borrowed for up to two weeks. BVE parents also have borrowing privileges. Our library collection is kept current through District funding, and additional books are purchased through library fundraisers like book fairs.

Attendance and Punctuality

Punctual and regular attendance is very important to students' success in their learning. Begbie View Elementary encourages parents to support punctual, daily attendance by establishing home routines that maintain regular hours of sleep and a morning schedule that ensures students have the time necessary to be prepared and on time for school. Students who arrive late to school miss out on essential instruction at the beginning of the lesson and school day. They also impact the learning of others by disrupting the rest of the class and the teacher. Please advise us of any barriers which may impede full attendance so we can support your family to ensure they are addressed in an appropriate and timely manner. Please plan family vacations to coincide with regular school breaks so that your child does not miss class. Teachers are

generally not able to provide work packages for school missed due to elective vacations. If your family is away, it is the responsibility of the the student to catch up on work missed once they return, understanding that much of the learning in classes is not "paper and pencil", and can be difficult to make up.

Absence And Late Arrival

Please call the school (250-837-3085) if your child will be absent or late. We need to know that everyone who left for school arrived safely! Please expect a call from the school if you forget. Students arriving late must report to the office before going to the classroom.

Student Sign In And Out

Please have your child sign in/out at the office if your child is coming late, returning to school from an appointment, heading home for lunch, or leaves the school during the day due to illness, appointments, etc. The Sign In/Out Book is on the counter at the office window.

Illnesses and Accidents

Please help keep all children healthy by having your child stay home if they are sick. Generally speaking, if they are too sick to go outside at recess and/or lunch, they are too sick to be at school.

When an accident or illness occurs at school, first aid will be administered and the parent/caregiver notified. The school district will accept financial responsibility if an ambulance is called. Please ensure the school has two emergency contacts in the event you are unavailable, or cannot be reached.

Outside Time

We encourage students to be active on our playground, outdoor play equipment, in the forest play area, snow hills and fields during recess and lunch and during outdoor learning with their class. Students are outside a lot, so outer wear for every weather situation in Revelstoke is essential. If your family is in

need of winter wear or rain gear, please let the school or your teacher know and we can help you get some - often at little or no cost. Supervision staff are outside at recess and lunch to ensure BVE students are safe and comfortable.

Nutrition Guidelines:

Healthy eating is important to children's growth and development. When students eat well at school, they learn better, feel better and have energy for their busy, active days. We encourage families to support their child's nutrition by sending non-packaged food items like fresh fruits and vegetables, protein, and whole grains. Please send your child with a water bottle rather than juice or soft drinks. At BVE we do not generally give food rewards. Our PAC and Breakfast Program aim to provide healthy food options when serving meals.

With permission of the Principal, rare school celebrations may offer a treat. **However, we ask that families not send treats to share at school.** Classrooms or school events should not to be used by families to recognize individual student celebrations (e.g. cakes/cupcakes for birthdays). Please do not send treats for Halloween or Valentine's Day, as these days quickly become overwhelming for students when sugar is involved, and some students have allergies and food sensitivities.

Leaving School Grounds

If your child will regularly go home for lunch, please contact the teacher to let them know your family's expected schedule. We encourage students to go home for lunch if they live close enough. Students who remain at school for lunch are to remain on school grounds. In the event that you wish your child to have an occasional lunch day at home, parent written permission must be provided to permit students to go home for lunch. Prior to leaving the school, each student will sign out in the office and sign in on their return. Parents, please check into the office if you are picking your child up to leave early.

Administration of Medication at School

School employees may only administer medication if a medication request form has been completed by the child's parent and physician. Forms are available at the school office. If your child has a serious allergy, or life threatening illness, it is the parent obligation to inform the principal so that a medical safety plan can be developed, in consultation with the family and physician.

Bicycles, Scooters, Skateboards, Roller Blades , etc.

Bike racks are provided at the front of the school. Students are to park and lock their bikes and scooters in the racks. Students may only be at the bike racks when they are arriving or leaving with their bicycles/scooters.

Students may carry their skateboards and roller blades inside the school so that they may be safely stored during the day. At no time may they be used inside the building. In order to keep our students safe, and to reduce damage to our playground environment, no bikes, skateboards, or scooters may be ridden on school grounds. Rollerblades may be worn on school grounds when arriving, or departing.

Dress Code and Day-to-Day

In keeping with our Code of Conduct, students are expected to dress in a clean, neat and appropriate manner for a school setting. Clothing with words, slogans, or pictures that are contrary to our Code of Conduct are not to be worn at school. Hats should not be worn during assemblies or presentations, or in the classroom at the discretion of the teacher. Please do not chew gum at school, as it can become a sticky problem for our custodians.

Internet Usage At BVE

Every student who accesses the Internet at school must have a signed "Consent, Waiver and Indemnity" form on file at school. Students may only access sites that are considered educational and/or directly related to curricular learning. Internet

privileges may be revoked if guidelines are not followed.

Cell Phones, Electronic Devices At School
Student cell phones and other personal electronic devices are not to be brought to school. If a student must have a cell phone with them for their activities after the school day, any cell phone brought to school must be placed in "Airplane mode" in a designated area for the day (usually the teacher's desk). Students have ample access to learning technologies at the school (student iPads and laptops), and if you need to get a message to your child, you can call the school at (250) 837-3085.

Traffic Safety

Access by vehicle to the **BVE cul-de-sac is only for families with Cornerstones, Kindergarten and Grade One students.** For all other grades, please drop off and pick up children **on Ninth Street or Vernon Ave (RSS)**, and children can walk across the field or down the path to BVE.

Visitors

For the safety of all children and protection of quality classroom instruction, **all** visitors including parents **must** report to the school office. We will be happy to assist you with lunch deliveries or other needs.

A Non-Discriminatory Environment

At Begbie View Elementary School we are committed to providing an environment that supports the BC Human Rights Code (RSBC 1996) that is based on the equality of persons and is free from discrimination. A person must not imply, or present any statement, or communication (written, spoken, electronic or drawn) that intends to, or indicates discrimination against a person, group, or class of persons, or is likely to expose them to hatred, or contempt because of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, age, gender, sexual orientation or gender identity or expression.

Accommodation, service or facility must not be denied without a bonafide and reasonable justification. Staff at Begbie View Elementary School will teach, exemplify and expect non-discriminatory behaviours.

BVE CODE OF CONDUCT

Our Code of Conduct is designed to provide guidelines for appropriate behaviour at school, at school-sponsored functions, and in settings outside school that have an impact on our school (for example on social media). School expectations have been established for everyone's protection, safety and well-being. School expectations are taught and reviewed so that we all have a shared understanding of expected behaviours in a variety of settings.

Students and Staff at Begbie View share the motto "Growing together, being our BEST", where the B stands for "Be respectful and responsible", the E stands for "give our best Effort", the S stands for "Safety", and the T stands for "Thoughtful".

In addressing mistakes or misbehaviour, our staff takes a teaching approach, rather than applying arbitrary punishment. We seek to understand the purpose of the behaviour, and work with the student to understand the impact of their behaviour on others. Often it is possible to work with the student to develop a consequence that restores the positive school environment and addresses the impact on any victims.

An annual review of our Code of Conduct occurs with students, parents and staff to ensure we have good communication and a shared understanding of our approach to student discipline. If you have any concerns about student behaviour, please let Ms. McDowell or your child's teacher know as soon as possible so it can be dealt with.

Behaviour Intervention Responses

- ◆ Whenever possible and appropriate, consequences for breaches of the code are restorative in nature.

- ◆ Age, maturity and special needs of students are considered when determining appropriate action.
- ◆ School officials may have the responsibility to advise other parties of serious breaches of the code of conduct (i.e. parent, school district officials, police and/or other agencies as per fair notice guidelines).
- ◆ All reasonable steps will be made to prevent retaliation against a student who has made a complaint of a breach of a code of conduct.
- ◆ Behaviours that require intervention may include bullying, cyberbullying, harassment, intimidation, or behaviours that are threatening or violent while at school, at a school related activity or in other

circumstances where engaging in the activity will have an impact on the school environment (eg. On social media).

Behaviour Beliefs

To further support our students' ongoing development of social responsibility, our behaviour beliefs were developed and are regularly updated by students and staff. The beliefs contain all elements of our code of conduct, as well as specific examples of expected behaviours. We acknowledge that students who know what is expected of them will help our school community to continue to achieve high levels of social responsibility.

To view our full Behaviour Beliefs please visit our school website:

<http://begbieview.sd19.bc.ca>

BEHAVIOUR INTERVENTIONS					
Minor Behaviours		Moderate Behaviours		Major Behaviours	
Guidelines	Response	Guidelines	Response	Guidelines	Response
Behaviour disruptive to learning or without regard to others or the school environment. Behaviours typically are unintentional infractions with no intent to harm and are generally isolated or rare incidences.	Infractions are primarily teaching opportunities which may result in a reminder of school expectations resulting in a correction. Student restitution/ resolution and/or consequences appropriate to the infraction may be imposed as necessary.	Behaviours that may be chronic, more serious in nature, unsafe, disrespectful or hurtful. Moderate infractions are typically intentional and purposeful, impacting the tone of the school.	Student restitution/resolution and parent/guardian contact. Restorative action and/or consequences appropriate to the infraction may be imposed. Where a behaviour is repeated, increased supervision or an alternative setting may be required to reduce the opportunity for the behaviour to be repeated.	Behaviours that are illegal, violate the human rights, well-being or safety of others or have the potential to impact the personal safety of the student him or herself.	Parent contact and conference including limits to classroom or school contact as necessary for personal safety and safety of others. Threat Assessment and other District Protocols will be followed and multi-agency consultation may occur to provide appropriate support for student safety, compliance and success.

Community School Threat Assessment: Fair Notice

What behaviours warrant a Student Violence Threat Assessment to be initiated?

A Student Violence Threat Risk Assessment will be initiated for behaviours including, but not limited to: serious violence or violence with intent to harm or kill, verbal/written threats to harm or kill others, online threats to harm or kill others, possession of weapons (including replicas), bomb threats (making and/or detonating explosive devices), fire setting, sexual intimidation or assault and gang related intimidation and violence.

Duty to report

To keep school communities safe and caring, staff, parents/guardians, students and community members must report all threat-related behaviours.

What is a threat?

A threat is an expression of intent to do harm or act out violently against someone or something. Threats may be verbal, written, drawn, posted on the Internet or made by gesture. Threats must be taken seriously, investigated and responded to.

What is a Site-Specific Threat Assessment Team?

Each school has a Site-Specific Threat Assessment Team. The team may include the principal, teachers, counsellor(s) and a member of the local police agency.

What is the purpose of a student threat assessment?

The purposes of a student threat assessment are:

- To ensure the safety of students, staff, parents and others
- To ensure a full understanding of the context of the threat
- To understand factors contributing to the person of concern's behaviour
- To be proactive in developing an intervention plan that addresses the emotional and physical safety of the person of concern
- To promote the emotional and physical safety of all

What happens in a student threat assessment?

All threat-making behaviour by a student shall be reported to the Principal who will activate the protocol for the initial response. Once the team has been activated, interviews may be held with the student(s), the person of concern, parents and staff to determine the level of risk and develop an appropriate response to the incident. Intervention plans will be developed and shared with parents, staff and students as required.

Can I refuse to participate in a threat assessment process?

It is important for all parties to engage in the process. However, if for some reason there is a reluctance to participate in the process by the person of concern or parent/caregiver, the threat assessment process will continue in order to promote a safe and caring learning environment.

Collection Notice

The School District is subject to personal information privacy laws and will undertake the collection of this information in compliance with the requirements of such laws, including by limiting collection to information that is relevant and necessary to address a risk or threat and by ensuring that information is collected from online sources is only obtained from open source sites. The School District will not collect information as part of a threat assessment unless there is reason to believe that a risk exists. Information collected as part of a threat assessment may be provided to law enforcement authorities in appropriate circumstances.

Peer Conflict, Unkind Behaviour, and Bullying		
Peer Conflict Conflict between and among peers is a natural part of growing up. Children will have times when they disagree and can't solve their own problems. They may even become so frustrated that they say mean things, or act out physically by hitting, kicking or trying to hurt. If it's peer conflict, you will be aware that these children: ▪ usually choose to play or hang out together; ▪ have equal power (similar age, size, social status, etc.); ▪ are equally upset; ▪ are both interested in the outcome; and ▪ will be able to work things out with adult help (after calming down).	Unkind Behaviour Children may try out behaviours to assert themselves - sometimes saying or doing unkind things - such as making fun of others, using a hurtful name, taking something without permission, leaving a child out, or "budging" in line. If it is unkind behavior, usually: ▪ it is not planned and seems to happen spontaneously, or by chance; ▪ it may be aimed at any child nearby; ▪ the child being unkind may feel badly when an adult points out the harm he/she caused.	Bullying Behaviour Bullying is serious behaviour that has three key features: ▪ Power imbalance — One child clearly has power over the other(s), which may be due to age, size, social status ▪ Intent to harm — The purpose of the bullying behaviour is to harm or hurt other(s). It's intended to be mean and is clearly not accidental. ▪ Repeated over time — Bullying behaviour continues over time, and gets worse with repetition. There is a real, or implied threat that the behaviour will not stop, and in fact will become even more serious.

Adapted from: https://www.vsb.bc.ca/Student_Support/Safe_Caring/bullying/Pages/Default.aspx