



Cloverdale Traditional School

3427 Quadra Street
Victoria, BC V8X 1G8
School: 250-382-7231
Safe Arrival: 250-361-3706

Welcome to the 11th school year at Cloverdale Traditional Elementary School!

The information at the beginning of the student planner serves as a student and parent handbook, and is intended to provide you with useful information regarding our school's organization, policies, and procedures.

We want Cloverdale Traditional Elementary School to serve our student's well. This can be accomplished most effectively when the parents, staff and the community share responsibility for the growth and the development of our students. We hope you will take every opportunity to be part of this school.

Our Guiding Principles:

- Students achieve their fullest potential in a structured environment where skills and concepts, in distinct subjects, are presented in a sequential manner and consistently applied throughout the school.
- Students will strive for individual excellence and maximize their individual achievement when high standards and expectations are reinforced both at home and at school.
- Behavioral expectations, clearly defined and communicated in our school code of conduct, create an environment in which students act in a respectful and responsible manner.
- The goals of the school community are best met when parental involvement is expected and the PAC and school work together in a systematic, cooperative and thoughtful manner.

We encourage all our students to become lifelong learners and to take responsibility for their own learning. The student planner is used on a daily basis in all classrooms from Grades 1 to 5. Consistent use of the student planner helps students become organized and effective learners. Intermediate students are given a mark on their report card for health and career planning based, in part, on their regular use of the planner.

We wish all students, parents and staff a successful and productive 2017-2018 year. Remember, our doors are always open. Your child's education is a partnership. If you have any questions or concerns, please give us a call at 250-382-7231.

Students are expected to read and discuss this information with their parents. Please sign below to show that you and your child understand Cloverdale Traditional School's rules and expectations.

Parent/Guardian Signature: _____ Student Signature: _____

Student Name: _____

Address: _____

City/Town: _____ **Postal Code:** _____

Telephone: _____

Teacher: _____ **Grade:** _____ **Div:** _____

SCHOOL CALENDAR 2017-2018

187 days in session
 179 days of instruction
 7 non-instructional days
 1 administrative day

September 5, 2017 - First Day of School
 September 18, 2017 - Pro-D Day
 October 9, 2017 - Thanksgiving Day
 October 20, 2017 - Pro-D Day (Provincial)
 November 13, 2017 - Remembrance Day
 November 24, 2017 - Pro-D Day
 December 22, 2017 - Last Day before Winter Break
 January 8, 2018 - School Re-opens
 January 26, 2018 School Specific Pro-D Day
 February 12, 2018 - Family Day
 February 23, 2018 - Pro-D Day
 March 16, 2018 - Last day before Spring Break
 March 30, 2018 - Good Friday
 April 2, 2018 - Easter Monday
 April 4, 2018 - School Re-opens
 April 20, 2018 - Pro-D Day for Curriculum Implementation
 May 18, 2018 - Pro-D Day
 May 21, 2018 - Victoria Day
 June 28, 2018 - Last Day of Classes
 June 29, 2018 - Administrative Day

School Hours

Monday – Thursday	8:44 a.m. – 2:52 p.m.
Friday	8:46 a.m. – 2:52 p.m.
Recess	10:26 a.m. – 10:46 a.m. (20 min)
Lunch	11:54 a.m. – 12:14 p.m. (20 min)
Lunch Recess	12:14 p.m. – 12:49 p.m. (35 min)

We offer supervision of the school grounds 15 minutes before and after our school bell.

Cloverdale Traditional

3427 Quadra Street
 Victoria, BC V8X 1G8
 School: 250-382-7231
 Fax: 250-384-5661
 Safe Arrival: 250-361-3706
 Or
 cloverdalesafearrival@sd61.bc.ca

***Cloverdale Childcare Society,
 Out of School Care and Preschool
 250-995-1766***

STAFF LIST FOR 2017-2018

Division	Teacher	Grade	Room
01	Mrs. S. Jost	5	7
01	Ms. Teresa Hierath	5	7
02	Mr. D. Markin	4 / 5	9
03	Mrs. B. Gleeson	4	8
04	Mrs. C. Young	3 / 4	11
05	Mrs. A. Morrell	3	10
06	Mrs. K. Coulter	3	12
07	Mrs. K. Marshall	2	2
07	Mrs. L. McIntyre	2	2
08	Mrs. L. Marta	2	1
09	Mrs. C. Gordon	1	4
09	Miss K. Bryan	1	4
10	Mrs. C. Black	1	3
10	Mrs. P. Creech	1	3
11	Mrs. M. Kheari	1	5
11	Mrs. S. Sekha	1	5
12	Mrs. S. Petrovic	K	16
13	Mrs. E. Clifford	K	15
14	Mrs. T. Dailyde	K	14
	Mrs. N. Aerts	Library	17
	Mrs. M. Bird	ELL/LSS	13
	Mrs. B. Glover	LSS	13
	Mrs. F. Jones	Music	19
	Ms. K. Whyte	Strings	18

Support Staff

Ms. V. Dundas	Educational Assistant
Ms. K. Gardiner	Educational Assistant
Mr. M. Gartly	Educational Assistant
Mrs. J. Haywood	School Administrative Assistant
Mrs. C. Jones	Educational Assistant
Mr. K. Kissinger	Aboriginal Educational Assistant
Mrs. K. Shaver	Secretary Clerk/ Library Clerk
Ms. C. Thompson	Educational Assistant/Office Assistant
Ms. G. Woodfine	Student Supervisor
Mrs. E. Caya	District Educational Assistant

Custodial Staff

Ms. L. Bilach	Custodian - Daytime
Mr. I. Leonardo	Custodian - Evening

Itinerant Staff/District Support

	Room
Ms. J. Bartfai	District Psychologist 17A
Ms. M. Chiappetta	District LSS Support 13
Mr. L. Chambers	IT Support 6
Ms. D. Marchant	Behaviour Support 13
Ms. A. Martiniuk	District Counselor 17A
Ms. D. Prizeman	Physiotherapist 17A
Mr. A. Reid	Youth/Family Counselor 2043B
Mrs. C. Traverse	Speech Pathologist 17A
Ms. J. Wardill	Occupational Therapist 17A

Mission Statement

Cloverdale Traditional School is a community of students, parents and staff whose aim is to inspire the human spirit through achievement in citizenship, intellectual development and creative expression.

Traditional School Definition

Each Traditional school is unique and particular to its community. However, there are commonalities. Traditional schools are defined by their greater emphasis on the following:

- The traditional values of citizenship, responsibility and respect
- Student uniforms
- Active parent involvement
- Educational structure

Our Guiding Principles

- Students achieve their fullest potential in a structured environment where skills and concepts, in distinct subjects, are presented in a sequential manner and consistently applied throughout the school.
- Students will strive for individual excellence and maximize their individual achievement when high standards and expectations are reinforced both at home and at school.
- Behavioural expectations, clearly defined and communicated in our school code of conduct, create an environment in which students act in a respectful and responsible manner.
- The goals of the school community are best met when parental involvement is expected and the PAC and school work together in a systematic, cooperative and thoughtful manner.

Cloverdale Traditional School will focus on academic excellence and consistent expectations in learning and teaching with common language and terminology. The most current, effective and innovative teaching methods will be used to enable all our learners to reach their fullest potential.

School Goals

Cloverdale Traditional Elementary School's goals for 2015-2016 align with the goals of the School District Achievement Contract. Goals are based on the staff and School Planning Council's analysis of the results of school wide assessments which include district, and provincial assessments.

Goal #1: To engage students in real life meaningful activities and relevant projects to enhance their connection to the greater world. Technology will be used to further achieve this goal.
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Cloverdale Code of Conduct

One of the key principles of Cloverdale Traditional School is Social Responsibility. Our parents and community expect our children to be respectful citizens who:

- are well mannered,
- are caring and supportive of each other, and
- set high academic and behavioral standards for themselves.

In keeping in line with a recent B.C. Ministerial Order which references Sections 7 and 8 of the Human Rights Code, our school will not discriminate in the following ways:

- Race, Color, Ancestry, Place of Origin, Religion, Marital Status, Family Status, Physical or Mental Disability, Sex, Sexual Orientation, Age, Gender Expression or Gender Identity.

1. Statement of Purpose

The purpose of our Code of Conduct is to:

- establish and maintain safe, caring and orderly environments for purposeful learning for all students.
- establish and maintain appropriate balances between individual and collective rights, freedoms and responsibilities.

2. Conduct Expectations

Cloverdale Traditional students are expected to conduct themselves in an acceptable manner at school, while going to and from school, and while attending any school function at any location.

Acceptable Conduct

- respecting self, others and the school.
- engaging in the various learning activities in an appropriate manner by helping to make the school a safe, caring and orderly place by:
 - **Being polite.** Using Please, Thank You, May I, Excuse me, etc.
 - **Respecting personal space.** Keeping hands and feet to yourself.
 - **Behaving appropriately in the halls.** Staying to the right side, single file, not talking, not running, facing forward, and hats off inside the school.
- Acting in a manner that brings credit to the school community. Specifically, showing Courtesy, Cooperation and Respect for public and private property and to school members.

Unacceptable Conduct

- **behaviours that:**
 - interfere with the learning of others
 - interfere with an orderly environment
 - create unsafe conditions
- **acts of:**
 - bullying, harassment or intimidation
 - physical violence
 - retribution against a person who has reported incidents
- **illegal acts, such as:**
 - possession, use or distribution of illegal or restricted substances
 - possession or use of weapons
 - theft or damage to property

The following misbehaviours are considered **serious**.

- racial, ethnic or derogatory slurs
- swearing or verbal abuse
- hands on behaviour such as pushing, rough play, play fighting or fighting
- leaving the school or school grounds without permission
- bringing toy weapons or replicas to school
- throwing rocks, sticks, snowballs or other objects
- rudeness, disobedience or disrespect
- stealing, graffiti or willful damage to school property or property of others.

The following behaviors will result in suspension as per School District Regulation 5131.7.

- willful physical assault
- acts of intimidation or harassment
- homophobic or racial hatred
- being in possession of or bringing weapons to school, including pocket-knives
- being in possession of or bringing illegal substances to school
- extortion

Rising Expectations – All students are expected to follow the Code of Conduct. There is the expectation that as students become older, more mature and move through successive grades, that:

- they will become more engaged in learning
- there is increased personal responsibility and self-discipline
- the consequences for inappropriate behaviour will increase

3. Consequences

Parents and guardians should be the first and foremost providers of discipline for their child's behaviour both at home and at school. They, along with the school personnel, should be active in implementing modifications that may be required when problem behaviours present themselves at school.

The severity and frequency of unacceptable conduct, as well as the age and maturity of the student, is taken into consideration when determining appropriate disciplinary action.

Specifically:

- responses to unacceptable conduct are pre-planned, consistent and fair
- disciplinary action, wherever possible, is restorative, rather than merely punitive
- students, where possible, are encouraged to participate in the development of meaningful consequences for violations of the established code of conduct

The following consequences may be given to the student depending on the seriousness of the mis-behaviour.

- Student, after the discovery process (What Happened? Who did what?), is asked to assume responsibility for his or her inappropriate behaviour.
- Student, through a discussion process, is asked to detail appropriate alternative courses of action (eg WITS – Walk Away, Ignore, Talk it Out, Seek Help).
- Implement a restitution process.
- Communication with parent(s)/guardian(s) and school staff
- Alternate recess time and/or lunch recess detentions
- Written action plan/behaviour contract through the counsellor and/or principal
- "In-school" suspension
- Suspension from school as per Greater Victoria School District Policy 5131.7
- Access to school district and out of school district support. This could include: counselling, Ministry of Children and Families, behavioural consultant, psychologist, health official.

While student suspensions are used as a last resort and after all preventative measures have been attempted, there are times when a student's behaviour does result in suspension even when there have not been any previous offences. Such behaviour could include physical violence, theft, or open defiance. Suspensions could range from one to five days in length.

4. Notification

We have the responsibility to advise other parties of "serious" breaches of the code of conduct.

- parents of student offender(s) – in every instance
- parents of student victim(s) – in every instance
- school district officials – as required by school district policy
- police and/or other agencies – as required by law

- all parents/guardians – when it is deemed important to reassure the school community that school officials are aware of the seriousness of the situation or incident and are taking appropriate action to address it.

5. Restitution

Many schools are moving away from punitive forms of discipline and are choosing restitution rather than retribution. We believe that it is more important to teach children appropriate behaviour and to help them learn how to make appropriate choices than to simply punish them. To that end, we use Restitution.

Restitution is a humane approach for guiding students. The goal of any intervention within the restitution model is to assist the student in developing self-discipline by making an initial evaluation of the problem, deciding what they can do to repair their mistakes, and then make reparations.

The restitution model operates from the following guiding principles:

1. All human behaviour is based on meeting five basic needs, those being:
 - Belonging (friendship, caring and involvement)
 - Power (importance, recognition, skill and competence)
 - Fun (pleasure, enjoyment, laughter, learning)
 - Freedom (choice, independence, liberty, autonomy)
 - Survival (food, clothing, exercise, health, savings)
 (How can you meet your needs while meeting the needs of others?)
2. Every child knows when he/she has done wrong.
3. It is okay to make a mistake. What are you going to do to fix it?
4. It is all right to say you are sorry. What are you going to do to fix it?
5. The wrongdoer finds his/her own solution to make amends to the victim.
6. Effort is required.
7. Guilt, anger, punishment, and criticism are not used with the wrongdoer as these lead to defensive behaviour.
8. The emphasis is on compensation and learning a better way.

Here is an example:

If a child is caught stealing at school a choice of consequences could be:

PUNISH	MONITOR	RESTITUTION
Send the student to the principal's office.	Detention	The child decides to return the stolen item(s) and asks the victim what he can do to make amends.

Anti-Bullying Pledge

We agree to not bully others.

We will treat all students and adults with respect.

We will help others who are being bullied by speaking out and getting help.

We will make an extra effort to include all students in activities at our school.

No one will be intentionally left out of any activity.

The adults at school will deal immediately with bullying behaviours.

General Information

Agendas

Students will use agendas in Grades 1 to 5 as an important communication system between school and home. The agendas are a useful tool for parents to monitor homework and upcoming events. Parents can also use the agenda to communicate with the classroom teacher. Students will be taught how to organize their agendas and how to fill them out.

Cloverdale Traditional Elementary School will provide the initial agenda with a request that families donate a 'suggested' amount towards the cost. Parents are responsible for the entire replacement cost if an additional agenda is required.

Attendance

Regular attendance and being on time are two key factors to ensuring student success. Research shows that when a student is absent more than 20% of the school year, the student has only a 1 in 6 chance of graduating from high school with his/her peer group.

School classrooms include an emphasis on interactive learning and participation. Missed time is therefore difficult and often impossible to make up, even when work is sent home. At school, teachers work hard to ensure a learning environment that fosters intellectual, social and emotional growth that meets the individual needs of your child.

If your child is going to be away for an extended time, please contact our school office. It will not be the general policy for our school to send packages of work home for students going on holidays or who are sick for extended periods of time. For those students going on holidays, we recommend that they do plenty of reading and perhaps keep a journal to share when they return. If your child is experiencing a lengthy illness, please contact our school office. Please don't send sick children to school. We do not have anyone who can supervise them or care for them while they convalesce. We also don't want germs/infections to be spread to other children and staff.

Concerns

Please contact your child's teacher if you have a concern or question. This can be done by leaving a message at the office for the teacher or writing a note in your child's agenda. The following steps need to be taken in the order listed:

1. Meet with the appropriate teacher or staff member to talk over your specific situation.
2. If not resolved, refer to the School Principal.
3. If not resolved, contact our Associate Superintendent (Deb Whitten @ 250-475-3212).
4. If not resolved, inform the Superintendent of Schools (Piet Langstraat @ 250-475-3212).

For the complete process for solving conflicts with teachers or administration, please see School District 61 Policy and Regulation 1155.

Dogs on School Property

Please remember that dogs at all times are expected to be on leashes and well away from entrances to the school building. With many children on the grounds, it is important we take special care to ensure everyone's safety - this helps us avoid unpredictable situations with dogs and students.

Drop-Off and Pick-Up

Please use the parking area on **Linwood Avenue** to drop off students. The staff parking lot or Thrifty Foods parking lot is not for parent parking, drop off or pickup. These areas are unsupervised. Any student who is not picked up by 3:07 p.m. must check-in at the school office.

Entry

Students are to remain outside the school until the 8:44 a.m. bell. They then line up at the location designated by their classroom teacher. Students will be allowed to enter the school before 8:44 a.m. for the following reasons only:




- Emergencies.
- Rainy days: a buzzer will signify early entry into the school.
- Using the washroom – with permission.
- Dropping off large musical instruments or projects or models for classroom assignments.

Parents with business in the school please leave your Grade 1 to 5 children outside where they can be supervised and you can conduct your business without interruption.

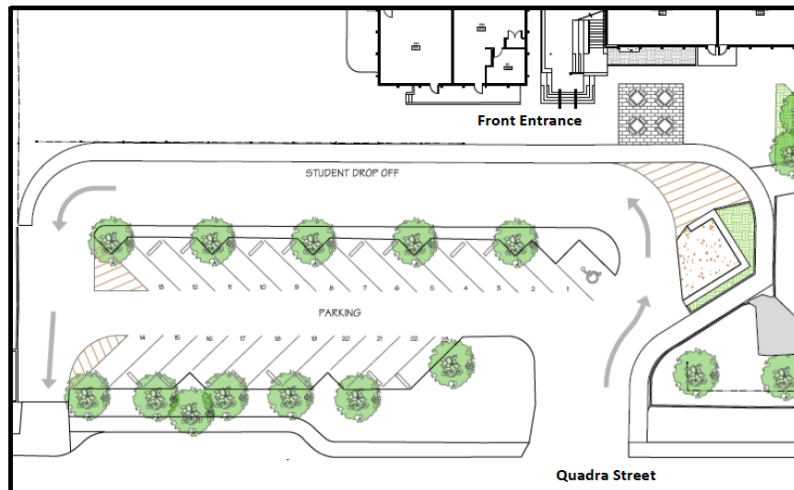
Exit

Students are expected to exit the school as soon as they are dismissed. Students are expected to dress appropriately for the weather.

Active and Safe Routes to School

Why Choose Active Travel?	Find your Active Travel Solution!
 <p>Benefits for Students: Activity before school has shown to improve grades & reduce mental health impacts; building healthy minds & bodies</p>	 <p>FEET ON THE STREET: Walking provides numerous benefits to children & familiarizes them with the neighbourhood. Check out the Best Routes map to find your walking route to school.</p>
 <p>Care for our Earth: 28% of Canada's emissions come from transportation & contributes to poor air quality. Be part of the climate solution by choosing to walk or roll.</p>	<p>RIDE BIKES: Improved bike lanes are helping make biking fun & safe for families every day. Children, youth & adult bike safety courses teach the rules of the road.</p> 
 <p>Community Livability: Get to know your community—and teach your children too! Active travel is a great way to meet neighbours. Communities feel more safe when we know one another.</p>	<p>TAKE TRANSIT: Transit is fun! Families can travel together a few times before it becomes a solo trip.</p>  <p>Route No.6 and No.17 deliver right to our front door!</p>
 <p>Friend & Family Time: Time spent walking together allows families and friends to connect without stressful distractions. It is a time to unwind, play or share stories about each other's day.</p> <p>Currently 67% of Cloverdale students are driven each day, yet 56% of students live within 1.6kms of school.</p>	<p>DRIVE TO FIVE: Families unable to active travel all the way can participate part of the way. Park a five minute walk to school giving your children (and you!) some active time in nature together.</p> <p>Try one of these locations:</p> <p>Rutledge Park—Camrose Park Tolmie Park— Parkdale Park</p> 

Map of Student Drop Off/Pick Up





SD 61 SCHOOL SAFETY PLANS

Refer to complete procedures included in the District's [School Emergency Preparedness Guide](#)

School: Cloverdale Traditional Elementary School
Principal/Vice Principal: Renee Pick, Principal; Sandra Jost, Vice Principal
Contact Phone Numbers: 250-382-7231
School Police Liaison Officer: Cst. Ryley Swanson, Saanich Police
Alternative Evacuation Site Location: Thrifty Foods, 3475 Quadra Street, Victoria, BC

Protocols could not possibly be outlined for every emergency situation. The professional judgment of the administrator will always be important in determining actions. The following is a quick reference for some of the processes in place to deal with emergency situations.

Please refer to the following for updated information during an emergency within our district or regarding specific schools: www.sd61.bc.ca, CFA, 107.3, 100.3

EMERGENCY DRILLS AND SUPPORT INFORMATION

EMERGENCY RESPONSE DRILLS

Fire, earthquake, and lockdown drills are held on a regular basis throughout the year to practice student safety procedures.

CIRT

The Critical Incident Response Team provides support to schools and families in dealing with critical incidents through a provision of expertise, resources and additional counseling. The team will develop an action plan in response to a critical incident and may invite the district CIRT to provide further support.

EARTHQUAKE

In the event of an earthquake, students will be instructed to drop and cover. Drop and cover follows this process: drop to the ground, take cover by getting under a sturdy desk or table, and hold on to it until the shaking stops. Evacuation will proceed as outlined in the School Emergency Preparedness Guide. Earthquake drills are practiced a minimum of twice per year at each grade level.

FIRE

In the event of a fire within a school, the fire alarm will be sounded by the person discovering the fire. Students will be evacuated from the building using the nearest safe exit and will assemble at a predetermined location where attendance will be taken and the names of missing students and their possible location are reported to the Principal. Fire drills are practiced on a regular basis, once per month at elementary and every two months at middle and secondary.

HOLD & SECURE

A 'hold & secure' should be used when it is desirable to secure the school due to an ongoing situation outside the school and not related to the school (e.g. a robbery occurs near a school, a cougar has been sighted in the neighbourhood). In this situation the school continues to function normally, with the exterior doors being locked until such time as the situation near the school is resolved. After any hold & secure, a communication should go out to parents/guardians briefly outlining the situation and how it was handled.

LOCKDOWN

A 'lockdown' should only be used when there is a major incident or threat of school violence within the school, or in relation to the school. The school will follow the established lockdown procedures. Parents should wait for information from the school district before coming to the school. After any lockdown, a communication should go out to parents/guardians briefly outlining the situation and how it was handled. Lockdown drills are practiced at the school, at least one per year, and include the school liaison officer.

VTRA

Fair Notice, from time to time it may be necessary to complete a Violence Threat Risk Assessment (VTRA) in response to threatening behavior toward students or staff. To ensure the safety of students, staff, parents and others, threats must be taken seriously, investigated and responded to. The VTRA will allow the school to plan the interventions necessary to prevent traumatic events in schools.

PARENT INFORMATION

In the event that students cannot be released from the school site, our alternative student pick-up location site is Thrifty Foods Quadra Street Location

Please wait for information from the school district before coming to the school to pick up your child. Information can be found at: www.sd61.bc.ca, CFX, 107.3, 100.3

*****Student's will only be released to the parent/guardians or individual(s) listed as an emergency designate. Please ensure the school has updated information for your child.*****

Map of Emergency Student Release Drill



Feature Films

Parents who would like more information about which feature films their children may view in a particular class are encouraged to speak with the classroom teacher. On request from an individual parent, teachers will advise that parent of what films they expect to show and discuss any parental concerns. If the teacher later decides to use a different feature film that was not discussed with the parent, the parent will be advised in advance.

Fees

As a school of choice in a public school district there is no tuition. The following is an outline of our school fees. School Administration may be contacted for assistance, financial or otherwise.

- **School Supplies:** Parents may choose to purchase school supplies on their own using the school supply lists posted on the school website. Parents may also choose to use the services arranged by our PAC with our supplier, Staples. See our school website for the code related to your child's grade level. This happens at the end of the school year for the next year's supplies.
- **Earthquake Kit - Kindergarten** parents are asked to donate toward the school's earthquake kit in the fall of the Kindergarten year. A one-time recommended donation of \$15 will go toward the purchase of emergency standard food and water.
- **Planners:** School Planners are used daily in our school in Grades 1-5. We ask parents to donate a suggested amount toward the planner each year.

Fieldtrips

Teachers will inform parents of upcoming field trips. At times school district or city busses will be used. Parent drivers are also used for field trips. See the school office well in advance to complete the necessary documentation. In most cases, students are expected to wear their full uniform for field trips. Parents will be notified by the classroom teacher of the uniform expectations for field trips. A crested dark navy clothing item is **mandatory** for all school outings

Homework Policy

Homework is considered an integral part of the education program. Homework will be assigned by all classroom teachers. At the start of the year, each teacher will send a letter home describing his/her homework policies and expectations for students for completing homework.

Students in Kindergarten are usually assigned 10 minutes of homework on a daily basis. This could include being read to, reading to or with someone, learning colours, numbers, letters and letter sounds. Generally, students in Grade 1 and Grade 2 are assigned 20 minutes and in Grade 3, they will be expected to complete 30 minutes of homework. In Grades 4 and 5, students will generally be assigned a minimum of 30 minutes of homework, but in many cases more time will be needed to complete projects, assignments and to review for tests, quizzes and unit ending tests.

Late Students

There is an expectation that all students come to school on time. Being late can often increase a student's anxiety in getting caught up to their peers. Students arriving late disrupt the class and require extra effort by the teacher to catch the student up to their peers. Students who are late must first go to the school office to sign in.

Leaving the School Grounds

All primary schools are closed campuses. Students are not permitted to leave the school grounds at recess or lunchtime by themselves.

If a child has an appointment, please provide a note for the teacher so that the teacher and child are prepared for an early departure. Please sign your child out at the school office.

Library Books and Textbooks

Students are provided with approved and required textbooks in their respective grade levels and subjects. Maintaining those books in an appropriate and respectful way is expected of all students. A student will be required to pay the full price of a given textbook or library book if it is lost or damaged.

Lost items: Check the Lost and Found Box located at the front entrance or check in the office.

Lunch Hour

- Eating Time: 11:54 a.m. – 12:14 p.m.
- Outside Play Time: 12:14 p.m. – 12:49 p.m.
- All elementary and middle schools in our School District are closed campuses during lunch hour. Students cannot leave the school grounds by themselves to buy lunches.

We all know that learning requires energy and clear thinking. To that end, we ask that parents provide their children with nutritious snacks and lunches and avoid the pre-packaged products that are either high in sugar or salt and/or are filled with chemical additives. Pop or other caffeinated beverages or junk food (chips, candy, etc.) are not permitted at school. We no longer recycle juice boxes. We should all do our part to support the environment by using recyclable containers. We want to encourage all the children to use as few disposable containers as possible.

Lunch Hour Behaviour Expectations

Our lunchroom rules are very basic and are no different than what would be expected at home.

- Be seated and eat your lunch in your own desk until dismissal at 12:14 p.m.
- Wait for permission from lunch monitors to leave desk.
- Put waste materials into the garbage, compost or recycling containers after dismissal.
- Take any uneaten food home.
- Quiet talking is permitted.

Eating lunch at school is a privilege. Inappropriate lunchroom behaviour may result in the loss of this privilege and parents will be asked to make other arrangements for their child's lunch time.

Medications

Students who are required to take prescription drugs or over the counter drugs while at school must have a signed consent form from their doctor. The required form is available from our school office. School staff cannot administer any form of medication unless authorized by the student's doctor.

Moving

If your family is moving please inform the school office. Although we don't want to see you go your early notice to the school office allows us to offer a position to a family on the waitlist.

Parent Expectations

Cloverdale Traditional School is a school of choice and it is expected that all families support the policies and activities in the school. In addition to supporting the school policies listed in this handbook, it is also important to volunteer. This could be volunteering in a classroom, supporting fundraising activities, serving as a classroom coordinator, serving on the PAC executive, and much, much more.

Expectations at School

- Support of Cloverdale Traditional School's Code of Conduct, Dress Code and Academic Standards. Ensure that your child dresses appropriately and in dress code during school hours.
- Reinforcement of appropriate behaviour standards, study habits and good attendance.
- Promoting of self-esteem, self-respect and self-empowerment.
- Ensuring that your child attends school regularly and is on time.
- Keeping up regular communication with classroom teacher.
- Reading and keeping up with school newsletters, notices and activities.
- Meeting with the teachers for conferences regarding your child's progress and achievement. When required, making appointments to speak to your child's teacher at a time that is mutually agreeable when you have issues or concerns about your child's academic or social progress.
- Ensuring that your child has the needed supplies to complete her/his work and assignments.
- Attending school assemblies when your children are participating.
- Be part of the PAC, SPC or other committees. Every parent/guardian is welcome. Attend PAC meetings. See calendar for dates and times.

Expectations at Home

- Reviewing and initialling your child's agenda daily for homework, upcoming assignments and notices.
- For primary students ensure that all items: agenda, library books, home-reading bags, etc go into the backpack every day.
- Encouraging and monitoring the intermediate students for daily transportation of the agenda to and from school until it becomes a habit.
- Have students establish short and long term academic and social goals and review them constantly.
- Consistent reminding and encouragement about the intrinsic benefits of achieving goals.
- Establishing routines for schoolwork and home responsibilities.
- Setting aside a time each night for reading silently or for reading to children.
- Connecting to Cloverdale Traditional School website (www.sd61.bc.ca/school/cloverdale) for suggestions and other links.
- Making certain that your child gets proper rest, food, and daily exercise.

Personal Belongings

Students are not to bring valuable items to school. Some examples may include toys, cell phones, trading cards or money. If there is a special reason for doing so, students should ask the teacher or office to keep it safely stored for them during the day. The school does not provide insurance for lost, damaged or stolen items or assume responsibility for missing items. Any item that is confiscated will need to be picked up by a parent or guardian.

Recess and Lunch Hour

Outside Expectations

Students are expected to:

- Go outdoors at recess and lunch unless the weather is inclement. Student supervision is only offered outside after the 12:14 p.m. bell.
- Dress appropriately for the weather
- Play safely and do not throw rocks, sticks, acorns, or pine cones. Hard balls and hockey and lacrosse sticks are not permitted.
- Walk their bikes while on school property and no roller blades, scooters, or skateboards are to be used on school grounds.
- Stay away from bike racks during recess and lunch hour.
- Behave in a respectful, considerate manner.
- Fighting, play fighting, verbal abuse or any form of bullying will not be tolerated.

Indoor Expectations

- Only when there is a severe downpour or when it is extremely cold outside will students be permitted to stay inside their classrooms at which time monitors will help supervise. During that time, students are to engage in quiet activities. Students will not be permitted to be in any other location without supervision.

Report Cards

The levels of achievement shown in the report card are based on the Province of British Columbia Student Progress Report Order, Ministerial Order 191/94 as amended by Ministerial order M101/05. These are used for Grade 1-5.

- 1 **EXCEEDING EXPECTATIONS**
 - work exceeds grade-level expectations
 - demonstrates superior performance and in-depth understanding of learning outcomes.
- 2 **MEETING EXPECTATIONS**
 - work meets grade-level expectations
 - evidence that relevant learning outcomes have been met
 - demonstrates proficient academic performance
- 3 **APPROACHING EXPECTATIONS**
 - work may be inconsistent, but meets grade-level expectations at minimal level
 - evidence of progress toward relevant learning outcomes
 - needs support in some areas
- 4 **NOT YET MEETING EXPECTATIONS**
 - work does not meet grade-level expectations
 - may be evidence of progress toward relevant learning outcomes but requires ongoing support

Intermediate Letter Grades

The Ministry of Education requires teachers of Grades 4 and 5 to use letter grades. The following guidelines assist teachers in evaluating student work.

- A **Excellent or Outstanding Performance.** The student:
- meets all assignment criteria and demonstrates full understanding of concepts
 - includes lots of detail and creativity and completes high quality work which is neat and precise
 - completes assignments thoughtfully
- B **Very good Performance.** The student:
- meets all assignment criteria and demonstrates very good understanding of concepts
 - includes some detail and creativity and produces very good quality work, showing time and effort
- C+ **Good Performance.** The student:
- meets all assignment criteria and demonstrates good understanding of concepts
 - completes better than average quality work

- C Satisfactory Performance. The student:
- meets all assignment criteria and demonstrates adequate understanding of concepts
 - completes work that is adequate
- C- Minimally Acceptable Performance. The student:
- meets only the basic assignment criteria and demonstrates partial understanding of concepts
 - completes work that is just acceptable

Primary Students and their Development

Primary students are encouraged to feel confident that they **can** and **will** learn. At best, the report card is a snapshot of a child's growth and development in relation to the five goals of the Primary Program.

- Aesthetic and Artistic Development
- Physical Development
- Emotional and Social Development
- Intellectual Development
- Development of Social Responsibility

As young children grow, development of understanding and skills are very individual and do not always happen in a sequential manner. Growth and development may advance quickly at times and may appear to be slow, or even regress, at other times.

The core competencies along with literacy and numeracy foundations and essential content and concepts are at the centre of the redesign of curriculum and assessment. Core competencies are sets of intellectual, personal, and social, and emotional proficiencies that all students need to develop on order to engage in deep learning and life-long learning. Three core competencies were identified.

Communication - The communication competency encompasses the set of abilities that students use to impart and exchange information, experiences and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media.

Thinking - The thinking competency encompasses the knowledge, skills and processes we associate with intellectual development. It is through their competency as thinkers that students take subject-specific concepts and content and transform them into a new understanding. Thinking competence includes specific thinking skills as well as habits of mind, and metacognitive awareness.

Personal and Social - Personal and social competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. Personal and social competency encompasses the abilities students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.

<https://curriculum.gov.bc.ca/competencies>

Safe Arrival Program

The intent of this program is to ensure that all students arrive at school safely. To make the system work, it is important that the parent/guardian contact the school when the student is going to be absent or late. Please phone before 8:44 a.m. Messages can be left on the voicemail during out-of-school hours. If a student does not arrive at school and we have not been notified, we follow up with a phone call to the parents to establish the reason for the absence and to confirm that the child is safe. It is imperative that home, emergency and work numbers are kept up to date during the year. PLEASE use our Safe Arrival phone number: 250 361-3706. Alternatively you can also email us at cloverdalesafearrival@sd61.bc.ca.

Student Placement Policy

The process of making up classes for each school year is a complex one. It begins in May and is based on the best information available at that time. In assigning students to classes, school personnel must balance the student needs in each class, and also work within the limits of the provincial and school district class size legislation. Multi-aged or split classes will sometimes occur. This practice is well supported by research and our beliefs about how children learn. It also accommodates the number of children in each grade. In meetings that include the 'sending' teachers and the 'receiving' teachers, staff members go through a process that considers the following factors. (This list is not in order of priority). We work very hard to structure the classes to provide the best educational experience for every child.

1. Provincial, District and School considerations

- class size
- number of students with special needs
- number of educational assistants
- shared teaching assignments

2. Learning needs of individual students

- each child's academic needs
- the teaching style of the teacher and the learning style and learning rate of the student
- the child's physical and social maturity
- the child's needs in social, emotional and behavioural areas
- the child's intellectual development level
- the age of the child
- the possible need for LSS, ELL or special education services

When parents make individual requests for class placements, it does put additional stress on the system. Accommodating your particular request may mean not accommodating someone else's, which hardly seems fair. Before making a request, please bear in mind that class groupings are among the most important educational decisions made by teachers and administration in the year. A lengthy process of consultation goes on to arrive at a class group that is balanced in terms of gender, ability, behavior patterns, special learning needs and personalities. This mix is of more crucial importance to your child than the particular teacher, as a group that does not function well, requires undue amounts of time for any teacher to "manage." Please realize that, for the good of Cloverdale Traditional Elementary School, it is important that all of our teachers know that they enjoy the support of the parents. Continue to do all you can to support them. Respect the established protocol to follow up on issues that you feel need addressing (by speaking first directly to the teacher). We are confident that you will do everything you can to make the year a success for everyone. After all, a willingness to see the positives, and to work together for the common good, is what we ask your children to do every day!

Student Services

ELL Program: The English Language Learner (ELL) and English as a Second Dialect (ESD) programs help children develop their English language skills. Depending on students' individual needs and development an ESL teacher: monitors the progress of all ESL students; works with some children in the ELL room; works with students in the classroom and helps teachers with classroom programming.

Learning Support Services: Learning Support Services (LSS) supports students who are working in the regular classroom and need extra help from a specialist teacher. Referrals are made by the classroom teacher and the School Based Team.

School Based Team: The School Based Team consists of members of the District Student Services Department including an educational psychologist, a speech therapist, counselor, learning support teacher, classroom teachers, vice principal, and principal. The team meets to consult with classroom teachers regarding a student's needs. They recommend and arrange in-school and out-of-school supports and testing.

Student Use of the School Building and Grounds

Our school environment is important and everyone can contribute by:

- respecting our communal space
- keeping desks, hallways and washrooms clean and tidy
- keeping walls and hall displays free from graffiti and damage
- caring for textbooks, library books, equipment, furniture and other supplies as if they were your own
- walking on the right side of the hallways
- obtain permission from teacher or supervisor on duty to use washrooms
- moving quietly in the halls so as not to disturb other classes
- return to class immediately after using the washroom

Supervision

We offer supervision for fifteen minutes before and after the school bell. We have supervision during recess and lunch hour. Our supervisors can be identified by orange safety vests. Grade 5 students also provide leadership as lunch monitors during the eating period as well as during indoor rainy days.

Telephone Use

The use of the student phone is restricted to **emergency situations** and not to plan after school activities. Please appreciate that with the number of children in the school, students' use of the phone is by teacher permission. We also request that parents limit the messages they leave for their children at school. Please be sure that they are absolutely critical or emergencies. We cannot guarantee that messages will always reach your child in time.

Volunteers

Parent volunteers help make our school a better place. Please let us know if you can volunteer for a school field trip, in the library, in the classroom, in the office, or with any of our supportive PAC fundraising. A volunteer form needs to be completed at the office. For those parents who wish to drive their own child(ren) to or from a field trip, they do not require a criminal record check or a driver's abstract. However, they do need to understand that they are not volunteers, have no supervisory responsibilities and may not transport children other than their own.

SCHOOL UNIFORM & DRESS CODE POLICY

1: Rationale

All students who attend Cloverdale Traditional School are required to wear the prescribed uniform. The school uniform is **mandatory** for all students, and was created through the Uniform Committee consisting of parents and school staff.

The students are ambassadors for Cloverdale Traditional School in the community; well-groomed students who wear well maintained uniforms create a positive image. It is believed that the responsibility for maintaining the school uniform and dress code rests with the parents and students together. **It is the expectation that students look presentable at all times.** When making decisions about appropriateness of uniform items and personal accessories, parents are asked to ensure that **no items, hairstyles or accessories detract from the general appearance of the uniform.**

It is the belief that uniform dress codes foster the following:

- a sense of belonging and pride;
- a safer and more respectful learning and teaching environment; and
- a confident and positive sense of self,; and
- a respect for the dignity and welfare of others.

2: Requirements

Cloverdale Traditional School has developed the following School Uniform and Dress Code Policy in consultation with parents/guardians and staff. The requirements are also summarized in a Quick Reference Guide for parents/guardians, presented at the end of the Policy.

An official supplier has been selected for all crested uniform items. Crested items must be purchased through the approved supplier.

Parent(s)/guardian(s) may purchase all non-crested uniform items through alternate suppliers; **however, not all retailers produce garments that follow the School Uniform and Dress Code Policy requirements. It is the responsibility of the parent(s)/guardian(s) to ensure compliance with the policy.**

Crested Items: Crested items include at least one of the following: fleece vest or fleece jacket (navy), V-neck long sleeve pullover sweater (navy), sweater vest (navy), cardigan sweater (navy). Crested items must be purchased through the supplier approved by the Uniform Committee. **It is mandatory for each student to have at least one Cloverdale Traditional School crested item, and must be available at school every day.**

Tops: White tops must be worn under all navy items. White, collared and turtleneck shirts for both boys and girls are permitted. **White collars and turtlenecks must be visible.** Navy tops include fleece vest or fleece jacket, crew or V-neck long sleeve pullover sweater, sweater vest, cardigan sweater. Sweatshirts are not permitted.

Bottoms: All bottoms must be navy. These include dress pants and dress shorts for both boys and girls; rugby pants for boys; skirts, skorts and tunics for girls.

Shoes: Black shoes are required for indoor wear. If only one pair can be purchased, it is recommended to be black runners, so they may be worn as gym shoes as well. Soles must be non-marking. Patent shoes are permitted.

Socks: Socks are to be navy or black for boys, and navy or white for girls. Girls' socks are to be knee high, ankle socks are not permitted for girls. Girls may wear navy or black dress socks under dress pants only. Girls may wear white or navy tights.

Hair: Haircuts should be conservative (e.g. no Mohawks, faux-hawks or any extreme cuts/spikes). Hair must not be dyed in unusual colors. Simple, solid colored hair accessories are acceptable, in navy, black, white, clear or hair color.

Jewelry: Rings, bracelets and necklaces are not permitted. Earrings must be simple (e.g. stud or sleeper style), solid colored in navy, black, white or skin color. Watches are permitted.

Skin: Rub-on tattoos or other body art on visible skin are not permitted.

Nails: Nail polish is not permitted.

Additional Guidelines:

- Absolutely **NO** logos, embroidery, pictures or print of any kind, this includes undershirts and on jewellery.
- Capri, cargo, yoga and sweat pants **are not permitted.**
- Leggings and other footless tights **are not permitted.**
- Hooded tops and cropped sweaters **are not permitted.**
- Bike shorts are recommended underneath skirts and dresses. They may not exceed length of garment, and must be white, navy or black.
- White collar or turtleneck shirts must be worn under tunics, sweaters, vests and jackets, and must be visible.
- Dress shirts must be tucked in.
- Buttons, zippers and buckles must not detract from the general appearance of the uniform.
- No open toed or heeled shoes or sandals.
- All uniform items need to be kept in good condition (e.g. clean, non-faded, good repair, correct size).
- Outdoor wear and gym shoes are exempt from the standard requirements.
- The Cloverdale Traditional School, School Uniform and Dress Code Policy respects head coverings or an accessory worn for religious purposes. Contact the school Principal for further details.
- The Cloverdale Traditional School, School Uniform and Dress Code Policy also respects traditional wear for cultural celebrations. Contact the school Principal for further details.

3: Infractions

In the case that a student is not in compliance with the dress code, he/she will be issued an infraction notice. This infraction notice is to be read, the School Uniform and Dress Code Policy should be reviewed and the infraction notice must be signed by the parent(s)/guardian(s) and returned to the teacher. After three uniform infraction notices, the student will be referred to the school Administration for further follow up.

More serious infractions will automatically involve the school Administration.

In situations not covered by the School Uniform and Dress Code Policy, the school Administration will determine outcome of the infraction. The final decision on appropriateness of hairstyle, clothing or related items will be at the discretion of the school Administration.

It is expected that the problem(s) addressed in the infraction notice will be corrected in a timely manner. The school Administration may be contacted for assistance, financial or otherwise. Confidentiality will be maintained.

4: Fieldtrips

Students are expected to wear the full uniform for field trips, including indoor black shoes. Parents/Guardians will be notified by the classroom teacher of the uniform expectations for field trips. A crested item is mandatory for school fieldtrips.

5: Civvies Day

On occasion, all students will be allowed to wear non-uniform clothing to school on specified days. On these days, students may wear civvies. These are often based on a theme and information will be sent home well in advance. Students must ensure that on these days they are dressed in the appropriate clothing. **Students must be dressed as per the specific civvies day clothing, or be in full uniform.**

Civvies days are for:

- Halloween (orange and black)
- Valentine's Day (pink, red and white)
- Pink Shirt Anti-Bullying Day (pink shirt top **only**; uniform bottoms)
- Beach Day
- Fun Day
- and one school themed day as selected by student leadership (e.g. Pajama Day)

On Fridays, during the months of May and June, Grade 5 students may be permitted to wear Grade 5 graduation T-Shirts (commonly donated by the PAC). Contact the school Principal for further details.

QUICK REFERENCE GUIDE

TOPS	
Golf/Polo Shirt – white, collared, long or short sleeve.	Golf/Polo Shirt – white, collared, long or short sleeve.
Dress Shirt – white, plain, collared, long or short sleeve.	Blouse – white, plain, long or short sleeve.
Turtleneck – white, plain, long sleeve.	Turtleneck – white, plain, long sleeve.
Fleece Vest or Jacket – navy, zipper front. <i>May be crested with the school emblem; special order item.</i>	Fleece Vest or Jacket – navy, zipper front. <i>May be crested with the school emblem; special order item.</i>
Cardigan – navy, knit sweater, button or zipper front. Cotton, Polyester, Cotton/Poly blend, Acrylic. <i>May be crested with the school emblem; special order item.</i>	Cardigan – navy, knit sweater, button or zipper front. Cotton, Polyester, Cotton/Poly blend, Acrylic. <i>May be crested with the school emblem; special order item.</i>
Crew or V-neck sweater – navy, long sleeve. Cotton, Polyester, Cotton/Poly blend, Acrylic. <i>May be crested with the school emblem; special order item.</i>	Crew or V-neck sweater – navy, long sleeve. Cotton, Polyester, Cotton/Poly blend, Acrylic. <i>May be crested with the school emblem; special order item.</i>
V-neck sweater vest – navy. Cotton, Polyester, Cotton/Poly blend, Acrylic. <i>May be crested with the school emblem; special order item.</i>	V-neck sweater vest – navy. Cotton, Polyester, Cotton/Poly blend, Acrylic. <i>May be crested with the school emblem; special order item.</i>
BOTTOMS	
Dress Pants – navy, fly front. Full length. Cotton, Polyester, Cotton/Poly blend.	Dress Pants – navy, fly front. Full length. Cotton, Polyester, Cotton/Poly blend.
Dress Shorts – navy, fly front. Knee to mid-thigh in length. Cotton, Polyester, Cotton/Poly blend.	Dress Shorts – navy, fly front. Knee to mid-thigh in length. Cotton, Polyester, Cotton/Poly blend.
Rugby Pants – navy, elastic waist. Full length. Cotton, Polyester, Cotton/Poly blend.	Skirt – navy, A-line, pleated, knee to mid-thigh in length. Cotton, Polyester, Cotton/Poly blend.
	Skort – navy, A-line, knee to mid-thigh in length. Cotton, Polyester, Cotton/Poly blend.
	Tunic – navy, A-line, plain, pleated, knee to mid-thigh in length. Cotton, Polyester, Cotton/Poly blend.
Socks – navy or black dress socks.	Socks – navy or white knee-high or tights. Navy or black dress socks with pants only.
Shoes – solid black, non-marking sole, black laces. Dress or running shoes.	Shoes – solid black, non-marking sole, black laces. Dress or running shoes.

CLOVERDALE TRADITIONAL SCHOOL PARENT ADVISORY COUNCIL (CTS PAC)

At Cloverdale Traditional, we know that parents and guardians play an integral role in their children's education and in promoting a positive school environment. All parents and guardians of the children at Cloverdale Traditional are members of the CTS PAC and are, therefore, encouraged to take part in these meetings as well as other school events. A school PAC is successful when parents come together and share their ideas and goals for the school.

Our school relies on parents to be active PAC members by contributing in any way they can, whether it is through fundraisers, attending meetings, acting as a class rep or helping in general when possible.

Parent involvement is required in our Traditional School model.

The Executive:

The CTS PAC executive is made up of a group of parents who have been voted into position by other parents in the school at the mandatory AGM, which takes place each May. The executive is put in place to represent the voice of the parents to the school administration by communicating their views and opinions on programs, policies and activities.

Keeping Informed:

The CTS PAC holds PAC Meetings in the school library, the first Tuesday of each month (except December and January). Every parent/guardian is welcome and strongly encouraged to attend. This is a great opportunity to meet other parents, share ideas and learn more about how you can participate in your child's school life.

A monthly CTS PAC newsletter is circulated soon after the PAC Meeting to help keep parents informed and involved when they are unable to attend a meeting. Alternatively, minutes from the meetings will be posted on the Cloverdale Traditional School Website.

CLOVERDALE PARENT ADVISORY COUNCIL (PAC)

2017 – 2018 Board of Directors		PAC Meetings in the School Library
		September 12, 2017 (Business Meeting)
Chair	Ms. Maureen Andersen	October 3, 2017 (Information Night - Topic TBA)
Treasurer	Mrs. Erin McAskile	November 7, 2017 (Business Meeting)
Secretary	Mrs. Dawn Martin	January 9, 2018 (Information Night - Topic TBA)
Member at Large	Ms. Sarah Stark	February 6, 2018 (Business Meeting)
Member at Large	Mrs. Marilyn Kay	March 6, 2018 (Information Night - Topic TBA)
		April 10, 2018 (Business/Information Night Combo (Topic TBA))
		May 1, 2018 (Vote in New Executive and AGM)
		June 5, 2018 (Budget & Planning Meeting)
VCPAC Rep	Mrs. Starr Munro	Please check the school website to confirm dates & times
School Board Trustee(s) Assigned to Our School Peg Orcheron and Deborah Nohr		

Contact information:

cts.pac@vcpac.ca

<https://cloverdale.sd61.bc.ca/>

Informed, involved parents strengthen and enrich our school, benefiting our children