



École
Frank Ross
Elementary

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Parent and Student Handbook

2022-2023

Vision: Empowering a community of life-long learners who are socially responsible, mindful, and resilient.

Mission: EFR develops capable, adaptable and responsible students through a focus on kindness, respect and collaboration in an environment of inquiry.

French Immersion Mission: EFR develops capable and adaptable French Language communicators through the development of language and culture rich instruction, activities, experiences, and environment.

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Principal's Message

We are thrilled to be embarking on another school year and excited for all the learning and achievement to continue for our students. We hope you will have more opportunity this year to visit the school and attend presentations, performances, and celebrations of learning! Health and safety of students remains the foundation for success. Over the course of the school year we will remain mindful of any evolving public health challenges, communicate necessary information with our families and remain diligent in the school to focus on good hand hygiene, respiratory etiquette, and cleanliness in the building. We are hopeful for limited upheaval but we will be ready for any potential challenges.

As a school we continue to direct efforts toward high achievement in the areas of literacy and numeracy and the incorporation of indigenous ways of learning and knowing throughout the curriculum. We will be focusing on the core competencies as an underpinning to success through all curricular areas. Strong collegial relationships exist at Ecole Frank Ross and it is a place that values the contributions of students, parents and community to the learning goals of each individual. We hope to continue to build community connections and be a local to global learning environment. Now more than ever we are able to and must explore the world digitally and we will be looking to open our doors to the world and connect to expertise and opportunities for our students using digital tools.

In order to continue building a culture of success and growth this year we aim to continue working as an inquiry organization. At Ecole Frank Ross we will be asking planning questions to support equity and address core-competencies and foundational skills in the areas part of literacy, numeracy, social-emotional learning, and indigenous ways of learning and knowing, to help us inform practice in support of all learners. We aim to create the conditions where all students can answer the questions: "What am I learning?" "How am I doing?" and "Where am I going next?" These questions are crucial to ensuring we are meeting the learning needs of our entire community and encouraging student voice and choice.

We will be seeking opportunities for Ecole Frank Ross students to receive support through new and ongoing literacy and numeracy initiatives and improved formative assessment. Support of staff development in these areas will also be crucial to positive student outcomes. We will strive to implement early and regularized, research informed, interventions to support all learners.

We will support and encourage cross curricular inquiry learning at Ecole Frank Ross through the continued investigation of the new BC curriculum as well as the provision of resources and opportunities to explore hands-on learning and student-driven projects.

The school wide focus on the qualities of a Bulldog; Kind, Calm, Determined, and Courageous will underscore the use of restorative practices at the school and the continued focus on Mental Health Literacy (MHL). Focusing on these qualities is important to build resiliency and capacity in students as they navigate all kinds of challenges. We will prioritize these practices at Ecole Frank Ross in order to build self-regulation and self-determination skills in our students.

At Ecole Frank Ross everyone is a learner.

STAFF 2022-2023

Office	Position
Shaun Henry	Principal
Meghan Haugen	Vice-Principal
Shannon Anderson	Senior Secretary

Room	English Teachers	Grade
112	Mrs. Harman	K
114	Mrs. MacKenzie	K/1
118	Mrs. Power	1/2
116	Mrs. Abbott	2/3
202	Mr. MacCallum	2/3
109	Mrs. de Waard	1/2
203	Ms. Zhang	3/4
101	Ms. Major	4/5
201	Mr. Elson	4/5
103	Mr. Habershtock	5/6
110	Mr. Schilds	6/7
102	Mr. Bowles	6/7

Room	Learning Support Teachers	Role
113	Mrs. Parminter	LAT
113	Mrs. Fieber	LAT
509	Mrs. Loncan	C/M
111	Mr. McKeen	MUSIC
RR	Mrs. Regner	LRT/RR
506	Mrs. Tinto	TL
506	Mme Lauzé	FLS/TL

LRT-Literacy Resource Teacher

LAT – Learning Assistance Teacher

TL – Teacher Librarian

CM – Coach Mentor

RR – Reading Recovery

EA – Educational Assistant

EA:SN Educational Assistant: Significant Needs

EA:INT – Educational Assistant Intervention

AS: Aboriginal Support

IT: Information Technology

FLS: French Language Support

Room	French Immersion Teachers	Grade
119	Mme Laforest	K
106	Mme Parker	K/1
107	Mme Heily	1
108	Mme Clark	2
117	Mme Braun	2/3
120	Mme Brokenshire	3/4
105	Mme Jaeger	4/5
200	Mme Gowda	5/6
104	M Chenier	6/7

Support Staff	Title
Mrs. Brown	EA
Mrs. Campbell	EA
Ms. Christie	EA:INT
Mr. D'Amato	EA
Mrs. Girard	EA
Ms. Mani	EA:SN
Ms. Cheryl	EA:SN
Ms. Bartel	EA
Mme Richard	EA
Ms. Irvine-Pennock	LIB
Ms. Mohan	EA
Mrs. Veach	AS
Mrs. Peirce	EA
Ms. Joseph	EA:SN
Ms. Lajeunesse	EA

School Information

Opening of the door in the morning

The main doors at Ecole Frank Ross **will be open** but unscheduled visits should be kept to a minimum. Parents and visitors should **contact the school office at (250) 782-5206** to make an appointment. The office staff is available as of 8:00am each school day to answer enquiries.

Student Entry will occur at 8:50am, students will be guided into the school from their designated entry.

Please do not drop students off before 8:30am as there will be no supervision.

Attendance/Check-in for Safety

Check in for Safety:

If you know that your child is going to be absent or late, please notify the school. Students must check-in with the office upon arrival when they are late.

Attendance:

If holidays or trips require that students be absent during the school year, we would appreciate prior notification. It will be the student's responsibility to complete assignments given during his/her absence. If your child is going to leave school early, please notify the teacher.

Student Drop-off/Pick-up

Please use designated parking areas to pick-up and drop-off students. **Please do not stop or park in areas marked NO PARKING** as this congests the lot, impedes traffic flow, and creates safety issues for students.

School Schedule

8:50	Warning Bell
8:59	Instruction Begins
10:15	Intermediate Recess begins
10:30	Primary Recess begins
12:10	Lunch begins
2:40	Dismissal

Newsletters

Newsletters will go home on the first Friday of the month. A monthly calendar of events will be included with the newsletter. Newsletters will be posted to the website as well.

Supplies

The primary fees for the 2022-2023 school year will be \$30 a child. Payment can be made at the school office. All the school supplies will be distributed to the primary students (Kindergarten to grade 3) at school.

All intermediate students (grades 4 to 7) are required to provide their own materials including a calculator. A list of supplies will be made available and will be determined by individual teachers.

Office Hours

Mrs. Anderson, our secretary, will be in the office Monday through Friday from 8:00 a.m. to 3:30 p.m. **Please make an appointment/sign-in at office** when spending time in the school for any reason. The most convenient time to contact a teacher is after school (2:40pm). The school phone is equipped with an answering machine and messages will be checked throughout the school day. If there is no answer at the school, please leave a message and we will return your call ASAP. You may leave messages to report a student absence.

Telephone Use

We ask that students do not use cell phones in the school unless for a specific purpose as directed by the classroom teacher. If you need to contact your child, we ask that you contact them through the main office (250) 782-5206. The office will also work with your child to communicate home, should the need arise.

Shoes

Please ensure your child has indoor and outdoor shoes. If younger students can't tie their shoes, it is easier for them to have slip-on shoes with velcro.

Students will participate in daily physical education. It is important students have appropriate footwear (non-slip, non-marking runners) for physical education. Students must also be prepared to either stay inside or go outside for physical education.

Nutritional Policy

All food offered at Ecole Frank Ross will meet the guidelines outlined in the Ministry of Education and Ministry of Health [Guidelines for Food and Beverage Sales in BC Schools](#). The document provides great information for healthy eating choices and parents/guardians may request a copy of the document at the office and/or it can be found online.

Anaphylaxis in Schools

- At the beginning of each new year and when a new student registers, the pictures of the children with anaphylactic needs are viewed by the staff and individual needs and protocols are discussed.
- Public Health Nurse is accessed if training of staff is required to address specific needs.
- Protocol for each child is identified and shared with staff. Epi Pens are either carried with the student or kept in a secure location in the classroom.
- Crisis management and emergency response phone numbers, including the school's address, are placed by each phone in the school.

Medication

- Medicine, if required, is kept in a safe place in the office and administered as directed by a physician.

****Parents must sign documentation providing consent for any medication administered during the school day.****

Toys and Money at School

To avoid unnecessary arguing, losses and tears, we ask your cooperation in having children **keep toys and money at home** unless it is specifically requested by the teacher for a special occasion.

Lost and Found

If your child is missing any items, please have them check the LOST AND FOUND which is located outside the office. The lost and found can pile up and so items are displayed near the end of each term for students and parents to search. At the end of this period, items are donated to local charity.

Parent Involvement

Parents of pupils that attend Ecole Frank Ross are encouraged to participate in school activities in a number of capacities. Parents can help the school by assisting with lunchtime supervision, volunteering to sponsor extra-curricular activities, volunteering to help tutor pupils in the classrooms and attending the monthly Parent Advisory Committee ("PAC") meetings. Parents can also be of assistance in fundraising, trips, etc., that will occur during the year.

To volunteer your time, contact your child's teacher or the office. Watch for the PAC meetings announced in the regular newsletter.

Volunteers are required to complete the school volunteer form each year.

Volunteers are required to have a criminal record check on file at the school. Criminal record checks must be updated every three years. Volunteer drivers must also have a current driver's abstract on file at the school. Driver's abstracts must be updated every 12 months. There is currently no fee for either the criminal record check or the driver's abstract.

*****Forms and information for both driver's abstracts and criminal record checks can be obtained by contacting the school office. (250) 782-5206*****

Guidelines for Volunteers

- You may be privy to information that is confidential in nature. It is important that you maintain this confidentiality.
- The teacher in the class will provide the direction in the classroom.
- The classroom teacher and the volunteer need to be consistent in their expectations of pupils. This requires clear communication between the teacher and the volunteer.
- Teachers are responsible for disciplining pupils. Volunteers should look to the teacher for direction in this area.
- If you cannot keep to the schedule as planned, please contact the teacher.
- Know the fire exits, especially if working away from the classroom.
- Consult with the teacher before giving permission to students to leave the room, etc.

Code of Conduct 2022/2023

Our Code of Conduct is designed to provide guidelines for appropriate student behaviour while under the jurisdiction of the school or at any school-sponsored function.

Prohibited Grounds of Discrimination

In accordance with the “prohibited grounds of discrimination set out in the BC *Human Rights Code* (RSBC 1996, c. 210),” Students will not discriminate against others on the basis of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, and age, or for any other reason set out in the Human Rights Code of British Columbia.

Neither will a student make gestures, publish, or display anything that would indicate an intention to discriminate against an individual or group, or expose them to contempt or ridicule on the basis of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, and age, or for any other reason set out in the Human Rights Code of British Columbia.

Rationale:

To promote a safe, caring and orderly learning environment for all students. We believe in respecting and valuing all people and voices and providing engaging learning opportunities for the students in our school. Our expectations are that students will maintain an attitude that is cooperative, courteous and respectful.

Some Examples of Acceptable Behaviour

In the classroom:

- being kind.
- using an inside voice.
- keeping hands to ourselves.
- trying our best.
- taking care of our things.
- listening to others.

In the Hallways:

- being quiet.
- walking in line.
- keeping our hands to ourselves.
- not playing.

On the playground:

- taking turns and including others.
- leaving rocks, sticks and snow on the ground.
- keeping the ground free of litter
- keeping hands to ourselves.
- using kind language

In the washrooms:

- cleaning up our messes.
- respecting others’ privacy.
- being kind to others.
- keeping our hands to ourselves.
- not playing.

BE SAFE and BE RESPECTFUL to YOURSELF, to OTHERS and to PROPERTY.

Some Examples of Unacceptable Behaviour:

- Verbal or physical aggression
- Rudeness or swearing
- Physically dangerous behaviour to self or others (throwing objects such as sticks, rocks, snowballs etc.)
- Defiant behaviour, insolence, lack of respect, teasing
- Misusing or damaging property or equipment

Safe and Caring School Environments:

Are Free From Acts Of

- Bullying, cyber-bullying, harassment and marginalization
- Threat and intimidation
- Violence in any form
- Abuse in any form
- Discrimination in any form
- Retribution against anyone who reported an incident

Do Not Tolerate The Misuse Of

- Cyberspace, Cell Phones, Electronic Devices, Computers

Students will not be permitted use of their personal cell phones/electronic devices from the time they arrive on school grounds to the time they depart.

Misuse of cellphones/electronics may include but is not limited to:

- Taking pictures/video without permission at school
- Inappropriate messaging
- Use of social media
- Sharing inappropriate content with others directly or indirectly
- Cyber-bullying

Misuse of cell phones/electronics at school will result in removal of the phone to the office for the remainder of the day. Further infractions will result in removal of the phone for parent/guardian to pick-up from office. An individual plan for having the phone at school will be implemented at the discretion of school administration.

Do Not Tolerate the Presence Of

- Theft or vandalism
- Intoxicating or banned substances
- Weapons or replica (toy) weapons and explosives
- Intruders or trespassers

Consequences:

Consequences will be applied in a fair and consistent manner, respecting individual rights, responsibilities, age and maturity; and be restorative rather than punitive in nature.

Inappropriate Behaviour Typically Has The Following Consequences

(not necessarily in the order listed):

- Review of expectations and a timeout
- Review of expectations, written assignment and/or loss of privileges
- Parents are informed
- Meeting with parents
- Possible short-term(in school or at home) suspension up to 5 days
- Possible change in schedule or program
- Consultation with police and/or fire department
- Expulsion
- Restorative practices (restorative conversation, circle and/or conference)
- Work with staff and family to develop a plan to address the behavior

Learning Atmosphere (Dress)

The general rule for the dress code is for ***students to dress in a manner appropriate to establish a positive and safe learning environment at school.*** This means that clothes that may be appropriate in other settings may not be appropriate for school. *School administration reserves the right to judge what is or is not appropriate.*

- Footwear must, for safety reasons, be worn at all times.
- Shorts, pants and skirts must be of sufficient length. Undergarments must not be showing.
- Tops must cover the majority of your upper body.
- Clothing of any kind condoning violence, profanity, hatred, discrimination, negative stereotypes, or promoting illegal drug use or abuse of alcohol are not appropriate.

Accommodation of Students with Special Needs:

Special consideration may apply to students who are unable to comply with the code due to a disability of an intellectual, physical, sensory, emotional or behavioural nature.

Notification

As circumstances warrant, administrators have a responsibility to advise other parties following a behaviour incident:

- Parent of student exhibiting major behaviours (in every instance)
- Parent of student (if any) on the receiving end (in every instance)
- Superintendent, Safe Schools Team Member and/or other District Staff
- Ministerial agencies and/or School Liaison Officer (Police)

The Ecole Frank Ross School Code of Conduct has been structured to align with and adhere to the standards outlined in:

- The School Act
- B.C. Human Rights Code
- B.C. Ministry of Education: Safe, Caring and Orderly Schools Guide (2014)

Parent Advisory Council (PAC)

All parents and guardians of students registered in the school are able to participate and are members of the PAC.

Purposes of a PAC

To advise the school principal and staff on parents' views and feedback about school programs, policies, plans and activities.

To organize PAC activities and events and endeavor to provide parent education.

To encourage parent involvement in the school, and to support programs that promote parent involvement.

To communicate with parents, and to promote co-operation between home and the school in providing support for the education of children.

To assist parents in accessing the system and to advocate on behalf of parents and students.

To provide financial support for the goals of the PAC, as determined by its membership.

To advise and participate in the activities of the District Parent Advisory Council (DPAC) and the BC Confederation of Parent Advisory Councils (BCCPAC).

Please check out the PAC page on the school website to stay informed.

*****PAC meeting times will be advertised in school newsletters and on the website.*****

Communication Process for Parents

Parents are the most important factor in students' success in school. Working together with the classroom teacher, the principal and other school staff, are key to students achieving their best. Good communication between the home and the school is vital to that desired success.

When concerns arise, it is important to keep the lines of communication open. When issues occur at school, school staff will contact parents to inform and discuss the issues with them.

When a parent has a concern, it is important the matter is discussed so it can be resolved in a timely fashion.

SD59 (Peace River South) has a process for helping parents deal with concerns effectively. Here are the steps to follow:

1. The simplest and most effective way is to contact the teacher or staff member involved and share your concern. In order to problem solve together, it's important that both parties listen to each other to understand the issue from all perspectives. Most of the time, this is the only step needed, and a respectful team approach to solving the problem is successful.
2. If the issue can't be resolved at this point, the next step is to contact the principal who will facilitate a meeting to resolve the issue.
3. If the problem cannot be resolved after this meeting, the next stop is to contact a District Principal, Director, or Assistant Superintendent who will review the matter, meet with the persons involved, and attempt to resolve the concern.
4. If the issue is still unresolved, the next step is to contact the Superintendent, who will further review the concern and work with the individuals involved toward resolving the issue.
5. If there is no resolution at this point, the final step is to make an appeal to the Board of Education. This step is covered under Board Bylaw 3-08: Student Appeals, which outlined the rights of students and parents to Appeal to the Board.

Open communication and maintaining positive relationships between families, schools, and the School District is always our goal, and is key to ensuring student success.

Student Violence Threat Risk Assessment (VTRA)

FAIR NOTICE FOR PARENTS/GUARDIAN COMMUNITY

SD59 (Peace River South) is committed to creating and maintaining school environments in which students, staff, parents/guardians/caregivers and others feel safe. Schools cannot ignore any threat of violence.

What is a threat?

- An expression of intent to do harm or act out violently against someone or something.
- May be verbal, written, drawn. Posted on the internet or made by gesture.

Duty to report

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

What is the purpose of a Student Threat Assessment?

- The purposes of a student threat assessment are:
- Ensure and promote the emotional and physical safety of students, staff, parents, the student making the threat, and others.
- Ensure a full understanding of the context of the threat.
- Understand the factors contributing to the threat maker's behaviour.
- Be proactive in developing an intervention plan that addresses the emotional and physical safety of the threat maker.
- Promote the emotional and physical safety of all.

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

- A student threat assessment will be initiated for behaviours including, but not limited to:
- Serious violence with intent to harm or kill.
- Verbal/written threats to harm/kill others (clear, direct, and plausible).
- Online threats to harm/kill others.
- Possession of weapons (including replicas).
- Bomb threats (making and/or detonating explosive devices).
- Fire Starting.
- Sexual intimidation or assault.
- Gang related intimidation and violence.

What Parents and Students Need to Know

- Any threat must be reported to the school principal
- Investigation may involve the school counselor, the police, or other community agencies.
- Investigation may involve locker or personal property searches.
- Interviews will be held with the threat maker and other students or adults who may have information about the threat.
- Parents of students who are directly involved will be notified.
- Threatening behaviour may result in disciplinary action.
- An intervention plan may be developed for the student making the threat and a support plan developed for any individuals targeted by the threats.
- 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 threat maker or parent / guardian, the VTRA process will continue in order to promote a safe and caring learning environment.

Collection Notice

The school district is subject to the 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 publicly available open source social media sites. The School District will not collect information as part of 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.