

Salmo Secondary Student/Parent



Handbook 2019-2020

715 Davies Ave
PO Box 310
Salmo BC V0G 1Z0
Phone: 250-357-2226
Fax: 250-357-9777

Contents

SSS PHILOSOPHY AND SUPPORTING DOCUMENTATION	2
STUDENT CODE OF CONDUCT.....	6
CONSEQUENCES & INTERVENTIONS FRAMEWORK	7
SSS ACTIONS, RIGHTS & RESPONSIBILITIES FOR ALL	9
COMMUNICATION	10
Staff Contact List.....	10
Student – Parent – Teacher Connection.....	11
DISTRICT CALENDAR.....	12
.....	12
FEES.....	13
POLICIES & PROCEDURES FOR STUDENTS	13
Academics.....	13
Attendance	16
Bikes & Skateboards	17
Bus Guidelines	18
Changing Courses	18
Cheating & Plagiarism.....	18
Dress	18
Extra-Curricular Participation	18

Guests at the School	19
Harassment or Bullying of Students	19
Health Care and Student Accident Procedures	19
Lockers and Locks	20
Lost and Found	20
Scent & Fragrances Policy	20
Smoking and Vaporizing	20
Substance Use and Possession	21
Snowballs.....	21
Student Opportunities.....	21
Student Parking and Transportation	22
Students Suspended from School.....	22
Technology Use	22
Textbooks and Library Books.....	24
Weapons and Knives	24
PROGRAMMING ENHANCEMENTS	25
SAFETY AND EMERGENCY PLANS.....	27
STUDENT SERVICES	27
SSS PROCESS FOR DEALING WITH REPORTS OF BULLYING – Version 1.0.....	28
APPENDIX A.....	30
‘Celebrating Learning Outside of School’ form (Version 1.0)	30
APPENDIX B.....	31
Salmo Secondary School Process for Dealing with Reports of Bullying Form	31

SSS PHILOSOPHY AND SUPPORTING DOCUMENTATION

Salmo Secondary School Visioning

At Salmo Secondary, we celebrate the development and evolution of learning opportunities in partnerships with students, families, staff, and community. We continue to develop learning experiences that are relevant, engaging, and rigorous and that help develop excitement and empowerment for life-long learning.

The intent of this handbook is to facilitate a positive learning environment for all. While we place a high emphasis on clarity through this document, we also know that strong relationships and conversations are instrumental in supporting optimal learning. Please contact our office with any questions, suggestions or concerns.

We recognize and celebrate that learning is everywhere for all of us. Celebration of Learning Outside of School form (Appendix A) we like to use as a platform to help us better get to know our students and their families. This will also help us learn more about potential learning opportunities that match students’ interests, curiosities, and passions.

Mission

We strive to develop lifelong personal excellence in students by empowering and supporting each other within a nurturing community. We envision an educational system that equips all students with the intellectual, emotional, and social habits and skills to become powerful and informed citizens who contribute actively toward a democratic and equitable society.

Vision

We aim to foster engaging learning environments and a supportive culture that inspires excellence in all of our students.

Student at the Center

We believe that the content that is taught is as important as the process by which it is taught and the context in which it is taught. If we want to develop critically thinking, self-motivated, problem-solving individuals who participate actively in their communities, we must have an educational system and educational approaches that model and support this for our students.

Human Values

There is much debate about the purpose of school and education. However, most people support the notion that learning is about the development of human values that are valued, both personally and by our society. These values are the lenses through which all meaningful learning happens. In combination, these values provide the glue that holds together skill development, competency development, and the pursuit of knowledge. At Salmo Secondary School, we aim to nurture the following core values: Creative & Critical Thinking, Courage & Resiliency, Integrity & Empathy, and Local & Global Citizenship.

Creative & Critical Thinking – The ability to make decisions and take action using reliable information, knowledge, experience, understanding, common sense, and insight. People who use creative and critical thinking commit to learning how to have intelligent conversations and to use that skill for finding the truth. If truth cannot be found, they seek for a better understanding of the problems at hand.

Courage & Resiliency - *Rising to challenges and welcoming new opportunities with a spirit of anticipated success.* People with courage & resiliency accept new challenges willingly and with a spirit of anticipated success. They enthusiastically encourage others to do the same. They defend their convictions vigorously with good argument, but are equally ready to change their mind when given better argument.

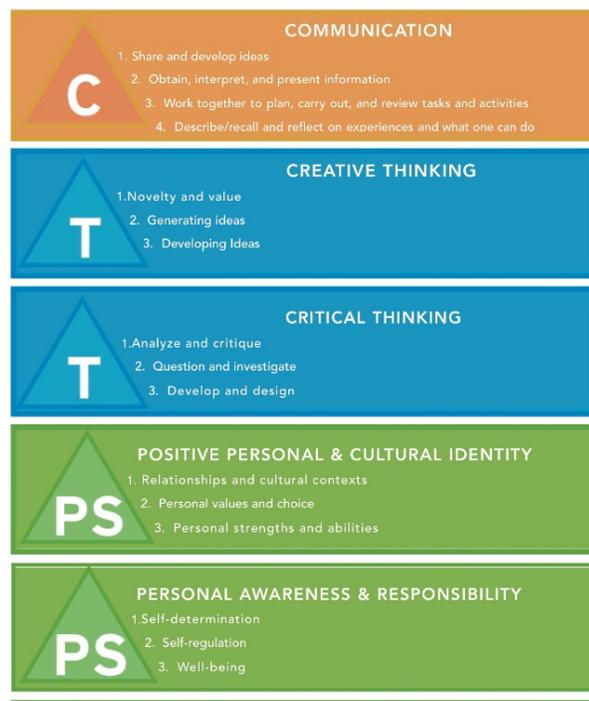
Integrity & Empathy - *Interacting in an honest, transparent and just manner.* People of integrity & empathy hold themselves accountable for both what they do and what they fail to do. They treat themselves and others with respect.

Local & Global Citizenship – Instilling a sense of citizenship and civic engagement in students to act in response to the needs of their local and global community. People who are responsible citizens are informed and involved members in their local, national, and global communities-within the context of their diverse rural environment.

Core Competencies

It is not new for curriculum in BC to contain reference to core skills and competencies. When competencies are emphasized, and when informed by human values, interdisciplinary learning becomes more obvious and more welcoming, helping learners out of their subject-based silos. We know that learning is more powerful when it can cross into other contexts, and we also know that the real world - especially the post 20th century world - is not divided into discrete subjects.

CORE COMPETENCIES



For more information on the new BC Ed plan please visit:

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

School District No. 8 Student Expectations

Our school district's Board of Education recognizes and promotes the idea that learning and success are not easily defined and are multi-dimensional. With this in mind, they have published the following framework to guide our support of student learning.

Academic Success

- All students will possess the knowledge, skills and attitudes required for academic success, and be effectively prepared for life, work and further learning.
- All learners will be challenged according to their individual potential.
- All students will develop a confidence to advocate for their personal learning needs.

Creativity and Imagination

- Each student will identify and actively develop individual gifts, talents and interests in order to be actively and meaningfully engaged in learning.

Citizenship

- Each student will be a responsible citizen by being an informed and involved member in his or her local, national and global community—within the context of our diverse rural environment.

Resiliency

- Each student will learn responsible and effective means of self-advocacy.
- Each student will be aware of challenges to overcome and opportunities for growth.
- Each student will understand their own social, emotional, learning and mental health challenges, and articulate a means to seek support to mitigate these challenges.
- Each student will have the opportunity to identify with role models, and define who they want to become.

Parent Involvement: School and/or District (PAC and DPAC)

Parent Advisory Council (PAC)

Are you a parent who is wondering how to play a more active role at the school level? The School Act gives parents the right, through PACs, to assume an advisory role in every school. PAC is the officially recognized collective voice of parents of their school. A PAC, through its elected officers, may advise the school board, the principal and staff of the school respecting any matter relating to the school other than matters assigned to the School Planning Council (SPC).

PACs are forums within each school community to discuss matters affecting your school and the education of your children. Parents' voices are a tremendous value to their school. They offer a wealth of ideas and support in the challenges that face all public schools. PACs strive to represent the diversity within their communities and contribute to the benefit of all students by providing opportunities to educate and inform parents about the school; involving parents in volunteer activities; and openly discussing parents' concerns and aspirations for their schools.

If you are interested in being a part of the Salmo Secondary School PAC or in obtaining more information please visit PAC web-site at: <https://bccpac.bc.ca/>

District Parent Advisory Council (DPAC)

Are you a parent who is wondering how to play a more active role at the district level? DPACs are the legislated parent voice at the school district level, representing the collective views of school Parents' Advisory Councils (PAC) in a school district.

DPACs advise the board of education on any matter relating to education in their school district. DPACs advocate for parental involvement in the education system and give input into the development of education policy and curricula. Many DPAC representatives hold seats on school district committees such as policy, finance or budget and healthy lifestyles.

If you are interested in being a part of the Kootenay Lake School District (#8) DPAC or in obtaining more information please visit: <http://dpacsd8.weebly.com/>

STUDENT CODE OF CONDUCT

STUDENT & PARENT RIGHTS AND RESPONSIBILITIES,

DISCIPLINE PROCEDURES AND PRACTICES

APPLICATION

Salmo Secondary School (SSS) and School District 8's (Kootenay Lake) code of conduct and rules apply at all times when students are under school supervision or attending school functions whether on or off school property, and whether in or out of school time. This includes lunch break and travelling to and from school, as well as field trips where inappropriate behavior can harm our school's reputation.

The code of conduct describes school expectations and acceptable student behavior as directed by the School Act 85(2)(c)(i). It is derived from the Ministry of Education's goal for Human and Social development, and is designed to promote a safe, caring and orderly school for the purpose of learning.

Salmo Secondary School supports the values expressed in the BC Human Rights Code respecting the rights of all individuals in accordance with the law – prohibiting discrimination based on race, color, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation.

OUR BELIEF SYSTEM

We believe that all members of our school have the right to learn, be safe and respected, and to be treated with kindness. Our discipline model is based around the rights and responsibilities of our students.

Our Motto:

Be Kind – Be Safe – Be Respectful – Be a Learner”

Application of the School Code of Conduct:

All of the following expectations apply to behavior in all school learning spaces, during school- organized or sponsored activities, as well beyond the school and online if it impacts the safe, caring or orderly environment of the school and/or student learning.

Rising expectations:

As students move from grade to grade it is expected that they have increasing personal responsibility and self-discipline.

Consequences & Interventions:

- School staff will consider the severity and frequency of unacceptable conduct of the student in determining disciplinary action.
- Consequences & interventions will be applied in a fair and consistent manner, respecting individual rights, responsibilities, age, maturity, and any special considerations that apply to the student regarding special needs if he/she is unable to comply due to having an intellectual, physical, sensory, emotional or behavioral disability.
- Disciplinary action will focus on corrective rather than punitive measures and on the individual taking ownership of mistakes.
- The school will treat seriously any behavior or communication that discriminates based on race, color, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation (prohibited grounds set out in the BC Human Rights Code).
- Students, as often as possible, are encouraged to participate in the development of meaningful consequences for violations of the established code of conduct.

Potential consequences & interventions include:

- Conversation with student
- Clarity of Code of Conduct and expectations for behavior that is kind, safe, respectful, and supports learning
- Supervised time in order to fix mistake &/or give back to the school/community
- Involvement of family (parent/guardian)
- Student-involved plan to change behavior
- School or community counseling
- Conflict resolution meetings
- Student-parent/guardian-staff contract to change behavior
- Alternate supervised learning space
- Partial day school program

Suspension (as per SD8 policy 300 - <http://www.sd8.bc.ca/policy/300%20-%20Student%20Conduct%20Discipline%20-%20Apr%201%202014.pdf>)

Notification:

School staff may, depending on the severity and frequency of unacceptable conduct:

- Have students inform parents/guardians directly about instances of unacceptable conduct
- Contact and inform parents/guardians directly about a student's unacceptable conduct
- Inform the parents/guardians of students who have been the victims of unacceptable conduct
- Inform school district officials as required by district policies
- Inform the police or other agencies as required by law
- Inform staff and the school community as deemed appropriate by the school and/or district administration

CONSEQUENCES & INTERVENTIONS FRAMEWORK

1. Consequences/Interventions for behaviors that are disruptive to a positive learning environment, including, but not limited to:
 - Lateness
 - Unexcused absence (skipping)
 - Teasing
 - Inappropriate dress
 - Profanity
 - Loudness/interruptions
 - Running in hallways, pushing, throwing objects
 - Littering
 - Inappropriate use of technology

<i>Initial Behavior</i>	<i>Developing Trend of Behavior</i>	<i>Behavior that is not being Corrected</i>
<ul style="list-style-type: none"> • Conversation with student and potentially with parent/guardian • Clarity of Code of Conduct and expectations for behavior that is kind, safe, respectful, and supports learning <p>Staff member(s) involved will use personal discretion for when to get support from administration.</p>	<ul style="list-style-type: none"> • Supervised time in order to fix mistake &/or give back to the school/community • Involvement of family (parent/guardian) • Student-involved plan to change behavior • School or community counseling • Conflict resolution meetings <p>Administration will be involved in all consequences/interventions at this level.</p>	<ul style="list-style-type: none"> • Student- parent/guardian - staff contract to change behavior • Alternate supervised learning space • Partial day school program • Suspension <p>Administration will be involved in all consequences/interventions at this level.</p>

2. The following will involve the administration immediately. This list may not be exhaustive.
 - Unexcused absence (skipping)
 - Cheating/plagiarizing
 - Substance use/possession/trafficking, including tobacco, drugs, and/or alcohol
 - Defiance
 - Harassment/Bullying
 - Property damage/vandalism
 - Assault/threats of abuse
 - Theft
 - Possession of a dangerous weapon or replica
3. Consequences & interventions will include a combination of the following.
 - Conversation with student
 - Clarity of Code of Conduct and expectations for behavior that is kind, safe, respectful, and supports learning
 - Supervised time in order to fix mistake &/or give back to the school/community
 - Involvement of family (parent/guardian)
 - Student-involved plan to change behavior
 - School or community counseling
 - Conflict resolution meetings
 - Student-parent/guardian-staff contract to change behavior
 - Alternate supervised learning space
 - Partial day school program
 - Suspension (as per SD8 policy 300 - <http://www.sd8.bc.ca/policy/300%20-%20Student%20Conduct%20Discipline%20-%20Apr%201%202014.pdf>)

SSS ACTIONS, RIGHTS & RESPONSIBILITIES FOR ALL

<i>Actions</i> Everyone at SSS will...	<i>Rights</i> I have the right...	<i>Responsibilities</i> I have the responsibility...
Be Kind	<ul style="list-style-type: none"> to a safe, supportive and positive school community 	<ul style="list-style-type: none"> to treat others with respect and dignity regardless of gender, race, culture, or beliefs to deal with conflicts a compassionate and non- violent way to get support when I need help with a conflict
Be Safe	<ul style="list-style-type: none"> to a safe, clean and healthy physical environment 	<ul style="list-style-type: none"> to ensure that the school is free from litter, theft, and vandalism to neither bring nor use tobacco, drugs, or alcohol to keep the school free from dangerous materials(real or replicas) to keep the school free from threats, abuse and violence
Be Respectful	<ul style="list-style-type: none"> to express myself appropriately and be listened to 	<ul style="list-style-type: none"> to care for myself and others to take into consideration the opinions of others to speak respectfully at appropriate times and to listen to others politely
Be a Learner	<ul style="list-style-type: none"> to an education and to learn 	<ul style="list-style-type: none"> to meet school and classroom expectations to be engaged in my learning and to give my best effort to cooperate with others

COMMUNICATION

Our staff is committed to establishing the most positive learning environment possible. Good communication is a major part of that. If you have a private e-mail please consider sharing it with us.

Staff Contact List

TEACHING STAFF	
Anderson, Shelby	shelby.anderson@sd8.bc.ca
Berk, Lisa	lberk@sd8.bc.ca
Foster, Amy	amy.foster@sd8.bc.ca
Marrandino, Melissa	mmarrandino@sd8.bc.ca
Metheun, Tawny	tawny.metheun@sd8.bc.ca
Shunter, Trestan	trestan.shunter@sd8.bc.ca
Reska, Sabina	sabina.reska@sd8.bc.ca
Terhune, Courtney	courtney.terhune@sd8.bc.ca
SUPPORT STAFF	
Mobbs, Claire	claire.mobbs@sd8.bc.ca
Perry, Kalpana	kperry@sd8.bc.ca
SECRETARY	
Abby Nobert	sssclerical@sd8.bc.ca
ADMINISTRATION	
Dawn Snell, Principal	dawn.snell@sd8.bc.ca
Misty Terpstra, Vice Principal	mterpstra@sd8.bc.ca

Open Door

Feel free to attend parent evenings, call us, or just drop by. We'd love to chat with you.



Student – Parent – Teacher Connection

Success occurs when we work as a team.

STUDENTS	<ol style="list-style-type: none">1. Plan to Succeed Set realistic and challenging goals.2. Work the Plan Commit to complete the plan.3. Make Teacher Contact Regularly, and in a meaningful manner.4. Do Homework Nightly Take responsibility to complete work.
PARENTS	<ol style="list-style-type: none">1. Communicate Maintain regular contact with the school.2. Check Monitor children's progress.3. Expect Effectively communicate high expectations.4. Connect Become involved in your children's education.5. Encourage Create a home environment that encourages learning.
TEACHER/ADVISOR	<ol style="list-style-type: none">1. Communicate2. Plan and help students set goals3. Advocate4. Monitor progress and attendance5. Be a team member with students and parents

DISTRICT CALENDAR

Updates to this calendar may be found at: <http://www.sd8.bc.ca/?p=1186>



- Statutory Holidays
- School Vacation Periods
- Administrative Day
- District Pro-D Days (NI Days)
- School Pro-D and Planning Days (NI Days)
- Early Dismissal (one hour early)

September	2	Labour Day stat
September	3	First Day of School
September	20	District Pro-D Day
October	14	Thanksgiving Day stat
October	25	PSA Day (Provincial Specialist Assoc.) Pro-D Day
November	8	School-Based Pro-D Day
November	11	Remembrance Day stat
November	13-14	Early Dismissal Day (1 hour early)
December	20	Last day of school before winter vacation
December	23	Winter Vacation
to January	3	
January	6	Schools Re-Open
February	14	School-Based Pro-D Day
February	17	Family Day stat
March	13	Last day of school before spring break
March	16-20	Spring Break
March	23-27	School Closure
March	30	School Re-opens
April	10	Good Friday stat
April	13	Easter Monday stat
April	20	District Pro-D Day
April	22-23	Early Dismissal Day (1 hour early)
May	18	Victoria Day stat
May	25	School Planning Day
June	25	Last Day of Classes
June	26	Administrative Day
June	29	School Closed for Summer Vacation

Days of Instruction	181
Non-Instructional Days (Pro-D Day)	6
Administrative Day	1
Total Days in Session	188

JULY 2019						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

AUGUST 2019						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER 2019						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER 2019						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER 2019						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

DECEMBER 2019						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JANUARY 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY 2020						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

MARCH 2020						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY 2020						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE 2020						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

CLASS AND BELL TIMES

8:35 – 09:55	1 st Block
09:55-10:05	Break
10:10-11:30	2 nd Block
11:35-12:10	Lunch
12:10-1:30	3 rd Block
1:35 - 2:55	4 th Block
3:00	Bus Departure



FEEES

GENERAL

- All Students – Activities - \$25.00
- Grade 12 only – Graduation fee - \$50.00

OPTIONAL

- Locker Combination lock deposit - Refunded if moving or graduating - \$5.00, additional \$5.00 for Gym Lock deposit as well

ATHLETICS

- Collected by Coach & Athletic Director
- Grades 7 to 9 - \$30.00 per sport
- Grades 10 to 12 - \$50.00 per sport
- Athletic fees - Up to a maximum of \$100 per year per family



Individual classes may Levy an additional fee to assist with costs.

Arrangements are available through school Administration to waive fees or provide alternatives for students unable to meet fee requirements. Please contact us at school with any questions or concerns.

POLICIES & PROCEDURES FOR STUDENTS

Academics

AWARDS – END OF YEAR

- **ACADEMIC EXCELLENCE**
 - Any Subject
 - Must be enrolled in at least three of four classes
 - Only A's
 - Must have only Good or Excellent in effort
- **HONOR ROLL**
 - Any Subject
 - Must be enrolled in at least three of four classes
 - Minimum of 1 A and B's
 - Must have only Good or Excellent in effort



End of year recognition must be based on a least seven courses.

INCOMPLETE WORK

The staff of SSS expects students to complete all assigned work, including homework, ungraded practice work, supplementary work etc. If you are failing a course or have any incomplete work your teacher may issue you an "I". The "I" is a listing of the incomplete work that needs to be completed. Students with an "I" are expected to develop a suitable plan for completing their "I".

All "I" work **MUST** be completed by the deadline and those who fail to do so will be referred to our School-Based-Team for further intervention.

WITHDRAWAL FROM A COURSE

Course changes are routinely permitted until the end of the second week of each semester. Course changes and withdrawals may be permitted up until one week after the first interim report of a semester, provided that a suitable replacement course is available and the student has obtained the permission of his or her parent, the receiving teacher, the counselor, and an administrator. After this time withdrawals will normally not be permitted.

GRADE APPEALS

Students are entitled to appeal their marks. Appeals begin with the classroom teacher. Students may appeal their final course mark to the principal if they feel that there has been an error or injustice.

GRADING

- In **Grades 7-9**, progress is in relation to expected learning outcomes and progress in a course is reported using a letter grade.
- In **Grade 10-12**, progress is in relation to expected learning outcomes and progress in a course is reported using a percentage and letter grade.

<i>MINISTRY APPROVED LETTER GRADES & DESCRIPTIONS</i>		
Symbols	%	Description
A	86 – 100	Excellent or outstanding performance in relation to the Prescribed Learning Outcomes.
B	73 – 85	Very good performance in relation to the Prescribed Learning Outcomes.
C+	67 – 72	Good performance in relation to the Prescribed Learning Outcomes.
C	60 – 66	The student demonstrates satisfactory performance in relation to expected learning Outcomes.
C-	50 – 59	Minimally acceptable performance in relation to the Prescribed Learning Outcomes.
I	Incomplete	Has not demonstrated the minimally acceptable performance in relation to the Prescribed Learning Outcomes.
F	0 – 49	Failed or Failing -- Has not demonstrated the minimally acceptable performance in relation to the Prescribed Learning Outcomes.
W	Withdrawal	According to the policy of the board and upon request of the parent, or when appropriate for the student, the Administrative Officer may grant permission to withdraw from a course or subject.
SG	Standing Granted	Although completion of normal requirements is not possible, a sufficient level of performance has been attained to warrant, consistent with the best interest of the student, the granting of standing for the course.

TS*	Transfer Standing	May be granted by the Administrative Officer on the basis of an examination of records from an institution other than a school as defined in the School Act. The Administrative Officer may assign a letter grade instead.
RM	Requirements Met	For use with Graduation Transitions only.

WORK HABITS

Within each course, teacher assesses student work habits in relation to *Responsibility, Cooperation, and Independence*.

E - Excellent	Responsible Industrious work ethic Completes all work on time Class Leader	Seeks out and Initiates positive and meaningful opportunities Keen and enthusiastic learner
G – Good	Works to best of ability High on-task rate in class Cooperative	All work is completed on time Takes initiative Positive role model
S - Satisfactory	Most work is completed Inconsistent effort	Meets deadlines most of the time
N – Needs Improvement	Insufficient work completed Works only under direct supervision	Makes little effort Often uncooperative

FINAL EXAMS (SCHOOL-BASED)

A schedule of final exams is made available to all students two weeks before the end of a semester. Students must write their exams on the scheduled dates. If a student is excusably absent on the date of the scheduled exam, he/she must notify the school prior to the scheduled writing time of the exam. The school, in conjunction with the student, will reschedule the exam. (Note: The school cannot reschedule any provincial exams.)

GRADUATION REQUIREMENTS

To meet graduation requirements, students must achieve a minimum of 80 course credits. For full details please see the BC Ministry website: <https://curriculum.gov.bc.ca/graduation>

These are the **minimum requirements** for a Secondary School Graduation Diploma. Many courses have prerequisites that need to be completed before the next course can be attempted. Students planning for post-secondary admission are advised to see our academic counsellor to determine entrance requirements for specific programs and institutions.

Grade 10-12 (80 Credits required for Graduation)

- Minimum of **52 credits** in the required courses below:

Course	Grade Level	Credits
Language Arts	10	4
Social Studies	10	4
Science	10	4
Math	10	4
Physical and Health	10	4
Career Life Education	10	4



Language Arts	11	4
Social Studies	11 or 12	4
Language Arts	12	4
Science	11 or 12	4
Math	11 or 12	4
Applied Skills and/or Fine Arts	10, 11 or 12	4
Career Life Connections		4

- Minimum of 28 credits in Elective Courses.
- Minimum of 16 credits at the Grade 12 level (a required Language Arts 12, plus 3 other grade 12 courses).

1. Students must complete a minimum of 30 hours of work experience or volunteering as part of their Career Life Connections.
2. Students must successfully complete three graduation assessments:
 - Grade 10 Numeracy Assessment
 - Grade 10 Literacy Assessment
 - Grade 12 Literacy Assessment

GRADE 12 GRADUATION CEREMONIES

Grade 12 participation in the graduation ceremony is dependent on:

- Being in a position to meet all graduation requirements by June 1st. Refer to the “Course Planning Worksheet”, available from the counsellor for the courses that you need for graduation.
- Not being under suspension or other code of conduct sanction.

AWARDS DAY

The school holds an annual awards day on the last day of school to celebrate achievement of student’s personal growth in academics, athletics, leadership, and citizenship. Please contact administration for more details on this event. Staff, students, parents, and community are invited to attend.

Attendance

A well-planned class provides a learning opportunity for the students every day. If a student is absent, he/she is the one who loses the educational benefits of a class. Often, it is impossible to make up the "missed" experience - at least in its entirety - and to gain from this learning experience to the same degree that students would through group involvement in regular classes.

EXPECTATIONS & PROTOCOLS

1. It is expected that students will attend full classes every school day. All teachers will take attendance and keep a record of absences and tardiness.
2. For safety reasons, it is important for us to know where students are at all times. It is the responsibility of the parent/guardian of an absent student to contact the school for absence verification for full and partial days.
 - For grades 7-12 students, a teacher or secretary will contact a parent/guardian and involve administration in the event of a concern regarding an unexcused absence. Administration will also become involved if there is a trend in absences developing for a student.
 - For absence of three or more days, a parent/guardian will need to contact the teacher, academic counsellor, and/or administration to develop a plan to support the student to

complete missed work. During the planning for an absence, parents/guardians and students should understand that teachers likely cannot pre-teach the lessons, nor provide make-up assignments to cover all the learning that will be missed.

3. Teachers will, within reason, attempt to provide make-up work for excused absences.
4. Students who arrive late to school must report to the main office for a “late admit slip”.
5. Students who are excused to leave early must report to the office to sign out, parental permission is required.
6. Students who are absent from any of their scheduled classes on the day of a co-curricular or extra-curricular activity (eg: a field trip, a sports practice or game, etc.) in which they are scheduled to take part may not be allowed to participate in that activity. Exceptions may be made for excused absences communicated through the office.
7. **Unexcused Absence (Skipping)** Any absence without parent knowledge and/or approval is considered to be skipping and will be brought to the attention of administration. See the framework on pages 4 (this page may change) for consequences and interventions.
8. Teachers will indicate student expectations during absences and for due dates for work. The responsibility for timely completion of all make-up requirements rests with the student, with family support.
9. If a school-related activity requires that students miss class time, students must inform the teachers of the classes they will miss in advance.
10. Teachers will record students arriving late. Administration will be notified if a student is late three times and this will be considered a ‘trend’, as written in the framework.

FAMILY HOLIDAYS

We respect families’ decisions to take holidays that suit their situation. However, if you do decide to go on holidays during regular school time, we ask that you provide as much notice as possible to each teacher (a note or email to the teaching staff would be helpful) and keep in mind that teaching staff cannot always anticipate what work will be missed. Sometimes, work will need to be made up upon return. It is the student’s responsibility to catch up on missing learning activities.

EARLY DISMISSAL FROM SCHOOL (SIGN OUT PROCEDURES FOR ALL GRADE LEVELS)

When you need to leave early follow this procedure:

- Bring a note from your parent/guardian indicating permission to leave early.
- Show the note to your classroom teacher.
- Bring the note to the office to have your absence excused
- Record your early departure on the attendance sheet.

MEDICAL ROOM

Students who become ill during the school day should sign out and go home if parental consent can be obtained. Students are to inform the teachers of classes that will be missed. If parents can’t be reached, junior students will be signed into the medical room. Senior students may be dismissed at office discretion.

PHYSICAL EDUCATION CLASS EXEMPTIONS

If you are well enough to come to school but have good reason not to participate in PE, a note from a parent or doctor is required for presentation to your PE teacher. You will be required to remain in the PE class and may be asked to participate as much as you are able. You may be required to make up the missed time.

Bikes & Skateboards

- Bicycles must be parked in the racks provided. It is recommended that students bring and use bicycle locks. **Students must wear helmets to and from school and during any bicycling activities organized**

by the school. We welcome student-organized bicycle days and will support the safe use of shared spaces. These days must be planned with staff in advance. Students are not to interfere with others' bikes, helmets or other equipment.

- Skateboarding on school property during school hours is not permitted, except under supervision, during pre-arranged times in identified locations. **Helmets must be worn while skateboarding during these pre-arranged times.** Skateboards are not to be taken to classrooms. If a student does not want to store his/her skateboard in a locker, it can be stored each day in the office. Skateboards on the bus must be enclosed in a bag.

Bus Guidelines

To ensure safety, students who travel on school buses are expected to obey all rules, which will be explained by the bus driver. Infractions of bus rules may result in the suspension of bus privileges, and/or other disciplinary actions. Where students are found responsible for damage to busses, they and/or their parents/guardians or guardians, will be liable for the cost of repairs. These guidelines are for appropriate student conduct while under the jurisdiction of the school. This includes traveling to and from school, while at school and while at any school sponsored function whenever and wherever held. Buses are equipped with video surveillance.

Changing Courses

The school timetable is prepared on the basis of learning experiences that are required by the BC Ministry of Education, in combination with what students select. Generally, students will be placed into classes of their choice. This is not always possible and, in some cases, students may be placed in courses by the counselor to ensure a full program. The principal has full authority in the placement of students and will make final decisions in this regard. Where it is approved by teachers and the counselor, and where numbers permit, students may change courses with the counselor's approval during a period of time that will be communicated by the principal. After this time period, the counselor and/or administration will make decisions regarding possible changes in any course or program.

Cheating & Plagiarism

Plagiarism, in any form, will not be accepted. Any student involved with plagiarism will be referred to the administration for further action. For information about using resources and referencing sources please contact your teacher or the librarian.

Dress

We understand that student dress is highly personal and an important form of self-expression and a controversial in schools. At the same time, we are a 7-12 school and a public space with expectations for how we present ourselves.

Student dress needs to be safe for each learning space and free from any reference to alcohol, drugs, gangs, hate, obscenity, profanity, racism, discrimination, and sexual references. Students wearing clothes that are deemed by staff to be inappropriate or too revealing will be referred to administration for a respectful conversation. (The school has SSS sportswear for such occasions.)

For the safety of all students, students are required to wear shoes or rubber-soled footwear at all times both inside the school and on the playing fields.

Extra-Curricular Participation

SSS values the importance of extra-curricular activities as part of the learning that happens at school. Participation in extracurricular activities is encouraged for all. Participation is a privilege earned through

demonstrating behaviors that meet school policies and our Code of Conduct. Some activities are planned to include only those who have met specific criteria.

Students involved in extra-curricular activities are ambassadors for the school and have high expectations placed upon their behavior.

District policy 430 (<http://www.sd8.bc.ca/Policy/430ExtraandCoCurricularActivities.pdf>) outlines the expectations for all involved. Any student involved with alcohol or drugs while participating in a school sponsored activity may be immediately removed from all extra- curricular activities during that season of play and may be prohibited from further extra- curricular activities throughout the year.

Before any extra-curricular event happens, the list of participants in the activity will be circulated ahead of time for all teachers. A teacher with a concern about an individual student's participation in the activity will flag any student on that list who is not meeting expectations. The concerned student will then approach this teacher to give them an opportunity to resolve the concern before he/she is permitted to participate in the activity.

A student's participation in an extra-curricular activity can be appealed to administration. The final decision will be made by the principal or designee.

Each coach/sponsor will establish team/club rules in collaboration with administration. Team/club rules will be distributed and discussed with parents/guardians and participants prior to the beginning of the activity. Students are expected to comply with team/club rules and might forfeit their eligibility through noncompliance.

Board Policy prohibits the use of student-driven vehicles for school based activities. Any parent/guardian/community member who wishes to drive students on a school based trip must have a current driver's abstract, vehicle registration and insurance policy on file at the school. Under no circumstances are students able to transport other students.

All students are welcome to help organize, lead, and participate in intramurals, clubs, evening activities and are encouraged to speak with administration and/or a sponsor teacher for support.

Guests at the School

Parents/guardians are welcome to visit the school. Please arrange with individual teachers for the best time to visit a class. All guests are expected to register at the office prior to proceeding to other areas of the school. Unregistered guests will be asked to leave the building. Student guests are permitted on an occasional basis as long as such visits do not disrupt normal school routines. As with other guests, student guests must sign in at the office. Student guests are permitted to attend a class only with permission from administration, and with each teacher's permission.

Harassment or Bullying of Students

The staff of SSS believe that students, whether at school or participating in a school- sponsored activity, should be made to feel welcome and positive about the school and its activities. Harassment and bullying issues will be responded to and will be addressed through our 'Process for Dealing with Reports of Bullying'. See Appendix B.

Health Care and Student Accident Procedures

Except in cases of emergency, students who become ill or who have suffered a minor injury at school will be cared for at the school. Parents/guardians will be contacted when the illness necessitates the student missing class or when medical attention is required. Where there is an immediate concern for a student's health, the

school will summon an ambulance or take the student immediately to the hospital. In emergency cases, parents/guardians will be contacted while the student is transported to the hospital.

Each year, students will be asked to provide the office with updated health information, including name(s) of doctor(s), dentist(s), and any health concerns (eg: allergies). Medications are not administered to students by school staff, unless a health protocol has been formalized. Members of school athletic teams are advised to have a routine medical examination at the start of each season. Coaches or administrators may require students to have a medical examination prior to participation.

'Kids Plus Accident Insurance' is available each year for purchase. See www.kidsplus.ca for more information.

Lockers and Locks

All lockers should be kept locked at all times. The purpose is:

1. To prevent theft from lockers.
2. To prevent abuse of and vandalism of the lockers.
3. To maintain a respectable hallway appearance.



Each student will be held responsible for the locker assigned, and any damage or defacement of the locker will be rectified by the student concerned.

Lockers will be assigned at the beginning of the school year. Students must use only the lockers assigned to them. Locks may be purchased at the office for \$5.00. Each student is responsible for the condition of both items. It is essential that no valuables, including clothes or books, be left in an unlocked locker. Items that are very valuable, including money, should not be kept in lockers under any circumstances. The office will assist you in storing items of this nature, including skateboards.

All lockers are the property of the school. Where a student is suspected of keeping in the locker items, articles, or materials contrary to those permitted by the school or by the Criminal Code of Canada, the administration retains the right to search lockers.

All lockers must be emptied on the last day of the student's final class. Unclaimed items will be donated to charity or discarded.

Lost and Found

The school's main "Lost & Found" is located at the front entrance to the school. Students are cautioned not to bring large sums of money or valuables to school. These items can be stored, if necessary, at the office. Students are responsible for the care and safety of all their personal belongings. The school cannot accept responsibility for lost or stolen articles. Any and all items remaining in the "Lost and Found" at the end of each school year will be donated to a local charity or discarded.

Scent & Fragrances Policy

The Salmo Secondary School Community includes several staff and students who have serious and in some cases life threatening allergies to perfumes, colognes and other scented products. All scented personal products and all aerosol products are banned under this policy (the propellants used in aerosol products can themselves be allergens). Violations of this policy are covered under discipline procedures and may lead to suspension.

Smoking and Vaporizing

The Board of Education of School District No. 8 prohibits smoking and the use of other tobacco products and electronic smoking devices in all district facilities, grounds and vehicles. Therefore, smoking, or the use of any

other tobacco products is prohibited at Salmo Secondary School, anywhere in the building or on the school grounds. Students caught smoking in prohibited areas will be referred directly to the administration. Violations may be reported directly to the home and repeated offences may result in suspension from school.

Substance Use and Possession

The Board of Education does not condone student use or possession of illegal drugs or alcohol. The Board recognizes that drug and alcohol abuse by students while in attendance at school or a school sponsored function requires discipline as well as support and guidance. The details of Policy 311.1 will be followed.

(<https://www.sd8.bc.ca/sites/default/files/AP%20311.1%20Illegal%20Use%20of%20Drugs%20and%20Alcohol.pdf>)

Snowballs

We welcome student-organized snow event days and will support these events, provided safety precautions are developed and followed. These days must be planned with staff in advance. Otherwise, the throwing of snowballs on school property or adjacent to school property is prohibited. This includes the parking areas.

Student Opportunities

Involvement can make your school years far more pleasant and enjoyable. Don't hold back – get fully involved in school life!

CLUBS

No matter what your interests, you may find a club that will help you enjoy school and learn more. Students may start clubs of interest to them by convincing other students to join and finding a teacher sponsor.

EXTRA-CURRICULAR ATHLETIC TEAMS

You are encouraged to participate in team sports to develop your skills and/or challenge yourself.

Typically, we run school teams in volleyball, cross-country running, soccer, basketball, track & field & golf.

INTRAMURAL SPORTS

Throughout the year the physical education department sponsors noon-hour sports activities. These may include flag football, floor hockey, volleyball, badminton, basketball or soccer. Listen to announcements and check out the gym at lunch; we emphasize participation and fun.

LEADERSHIP

Leadership in students is promoted extensively throughout the school. All Grade 7-9 students' take a student leadership course while attending the school. Senior students (grades 10-12) have the opportunity to be on student council. Students in student's council earn graduation credit by helping to plan positive and spirit building activities for the school.

TUTORS

Students may need extra help with their schoolwork. Staff may be able to help students find a peer tutor from within the school or a tutor in the community who can help them with their work. Students interested in tutoring are encouraged to talk our academic counsellor or with administration. There are also various online tools and services that may be recommended to students.

SCHOLARSHIPS AND BURSARIES

SSS students are fortunate to live in a very generous community that provides graduates with bursaries and scholarships. Be sure to apply for scholarships and bursaries in your grade 12 year!

SCHOOL BREAKFAST PROGRAM

Our school breakfast program is open every day at 8:20 and offers a healthy breakfast option for all students attending the school.

Student Parking and Transportation

Student parking is allowed currently in the parking areas in the front and sides of the school. This may need to be re-visited if the number of student drivers drastically increases. Students who drive to school are expected to obey posted speed limit, traffic laws and regulations stipulated in the Motor Vehicles Act. Failure to do so may result in the loss of parking privileges, and referral to local police. The school is not responsible for damage to or theft from vehicles parked at the school.

Students Suspended from School

The administrative officers may suspend students for up to five school days for infractions of the school rules. Students under suspension are denied the privilege of attending school and all school-sponsored functions, and are not to appear on the school property for the duration of the suspension. A parental/guardian interview may be required before the student is allowed back to school. A student who is under suspension from school or from class is responsible for maintaining regular class work in an up-to-date manner. A student who is suspended from one class must attend all other classes on his/her schedule.

Technology Use

The tools available today empower us all to become global creators of value, co-creators in real time, sharing, learning and growing from and with each other – across the age spectrum and across the globe. Our district is currently in the process of developing practices and modernizing equipment in order to “...use technology to create powerful learning experiences that meet the needs of this generation of learners.”

Students are expected to follow classroom procedures for use of technological devices. Any student not respecting these procedures in any class will be referred to administration.

COMPUTER USE POLICY

The Provincial Learning Network (PLN) which provides our Internet access requires that students and staff abide by the following policies:

- Do not access Internet Radio or Video streaming services
- Do not play on-line multi-player games. Do not download music or video files
- Do not use file-sharing programs
- Do not open email attachments before virus scanning them.



The following rules apply to all computer activity:

- Keep your password protected and do not allow others to use it. Use the Internet in a responsible, ethical and appropriate manner. Never use any other person's account to access the network.
- Do not install any programs.
- Use and treat the computers at SSS responsibly and respectfully. Close all programs and perform a proper software Shutdown of the computer when leaving it.
- If you agree to these terms you may use the school computers, the Internet and the PLN.

Abuse will result in a deactivation of your ID and password.

LAPTOP MOBILE LAB POLICY

PURPOSE

1. Rules that must be followed regarding student and staff responsibilities in use of laptops.
2. Laptop Policy to be used in addition to "Acceptable Use Policy".

LAPTOP LAB USAGE

The Laptop lab is a mobile computer lab available for School classroom usage. Laptops are not to be distributed singly.

The mobile lab will be checked out to a classroom teacher as a unit. The teacher will have the responsibility for pick up and safe return of the mobile lab to assigned school computer lab/teacher (Rm. 123, Tech Teacher) by end of sign out time.

The IT department and classroom teacher are responsible that students understand and follow the rules for laptop use in the classroom. Keys to lock cart will be held by IT Dept.

TEACHER'S ROLE

1. Sign up is done on the Calendar attached to the laptop mobile cart.
2. Teachers are responsible for the laptop cart: moving the cart, locking and unlocking the cart, recharging, making sure students replace laptops into the designated slot, and making sure all laptops are returned to Rm. 123 and are locked safely in the cart at the end of the usage.
3. Each classroom will use the attached sign out sheet and protocol for distribution and collection of the laptops to students.
4. Teachers need to monitor student use: no downloading of games or music. Non- educational games are forbidden on any laptop.
5. Prepare backup lesson plans to use if the computer network is down.
6. Teacher will record and describe any laptop student offense on the user license agreement, sign and date the entry. All offenses should be reported to the IT department.

STUDENT'S ROLE

1. Students must have an orientation session before being allowed to use the mobile laptop lab.
2. Students will be assigned a laptop user license.
3. Students will not swap computer with another student.
4. Students are to keep passwords private.
5. The laptop is for use as a tool for learning and must be handled with care.
6. Student use of laptop is a privilege, not a right. The privilege can be revoked.
7. Infractions for improper use of the laptop computer will be recorded on the user's license.
8. Laptops history will be checked for unapproved files. When inappropriate material is found computer privilege will be taken away. The time frame to be determined by the technology coordinator.



RESPECTFUL, RESPONSIBLE AND ETHICAL USE AND CARE OF LAPTOPS

1. Follow normal school rules – no running, fighting, pushing, shoving, etc. around any computer.
2. No food or drinks near the computers and make sure hands are clean.
3. Carry with two hands.
4. Set laptops flat on the desk (not on papers or other materials).
5. No pencils, pens, or fingers should touch the screen.
6. Open and close the computer carefully.

7. Follow correct software shutdown procedures. Do not use the on/off button to turn the computer or laptop off.
8. Type gently on the keyboard
9. Save to your U: (student) drive. Sometimes computers require time to do their job, be patient.
10. Do not change any settings on the computer and use only the applications/programs assigned by your teacher.
11. Do not download anything without your teacher's permission.
12. Ask permission before printing.
13. When storing laptops on a cart make sure the laptop number matches the number on the cart's slot and the electrical port is on the bottom and facing out.
14. Staff only will move the cart of multiple laptops. Students do not move the cart to or from the classroom.
15. Students do not connect or disconnect the hub or power sources.
16. Do not insert things into openings of the laptop.

STUDENT LAPTOP MOBILE LAB OFFENSES

NOTE: 4 Offenses result in the "USER LICENSE" being "**revoked**".

User License "punched" for the following MINOR infractions:

1. Touching the laptop screen with any body part or anything attached to a body part.
2. Reaching over and "driving" a laptop when it is not your turn.
3. Hitting laptop keys unnecessarily hard.
4. Picking a laptop up and moving it around unnecessarily.
5. Playing with the screen- (i.e.: tilting it back and forth, closing a screen hard).
6. Attempting to remove any part of a laptop.
7. Changing any of the settings on a laptop (i.e.: screen wallpaper and etc.) or downloading anything without teacher approval.
8. Having food/drink/pencils, etc. on desk when using a laptop.
9. Lack of self-control while using a laptop.
10. Turning laptop off without properly shutting down.
11. Printing without selecting the correct printer.

General misuse of laptop not mentioned above.

Textbooks and Library Books

We have a school-based budget that has to be managed carefully and so need everyone to be respectful and careful with our resources, including textbooks and library books. Textbooks will be issued by, and are returned to, the library, the classroom teacher or the office. Books that are lost or damaged must be paid for. The cost to the student for a lost or damaged textbook or library book is its replacement value.

Weapons and Knives

Kootenay Lake School District is committed to creating and maintaining school environments in which students, staff, parents and others feel safe. Schools cannot ignore any threat of violence. Salmo Secondary School will address all threats to self and/or others.

Possession of, or use of, any weapon or replica of a weapon by students is contrary to Board policy and is illegal. Violations may result in suspension from school; the matter may also be referred directly to the District Superintendent and RCMP.

Should a student be found with a weapon, administration may initiate a District level Violent Threat/Risk Assessment. This will include a multi-disciplinary team who will investigate the threat; ensure a full understanding of the context of the threat; understand the factors of the threat makers' behavior; and be proactive in developing an intervention plan.

For more information on Student Violence/Threat Risk Assessment, please visit the SD8 Fair Notice Process: <https://www.sd8.bc.ca/sites/default/files/SD8%20Fair%20Notice%20Brochure%202019.pdf>

PROGRAMMING ENHANCEMENTS

TEACHER ADVISORY (TA)

At Salmo Secondary students are assigned to a "Teacher Advisory Block" (TA). The goals of TA are multi-faceted and include:

- Make the school more personal and to help each student become an active participant in the school and the learning process
- Allow students to develop a close relationship with at least one adult who will come to know them well and will act as their mentor or advocate
- Monitor student achievement, attendance and work habits
- Assist students in developing a sense of self-direction and in remaining focused on being successful in school
- Direct students to methods of solving problems, achieving success, goal setting, managing stress, gaining knowledge on the importance of health and nutrition to success in school etc...
- Create balanced groupings for school-wide spirit activities.
- Communicate with parent, administration and teachers regarding concerns with students.

Please find an outline of Teacher Advisory Roles below.

EXPLORATORY BLOCKS

Exploratory blocks occur on Wednesday afternoons all year long. Multi-graded groups of students and teachers working together in areas of shared interest is a powerful learning experience.

Each year students and teachers alike will be surveyed about their ideas for "high interest" electives – and we will seek to place likeminded teachers and students together to learn together.

Exploratory options may include – computer programming, app creation, international cooking, photography, metal art, outdoor education, sustainable living, 60's/70's rock and roll, creative writing, drama, set design etc... Students will have the opportunity to select two Exploratory Blocks (one per semester) during the course of the school year.

STUDENT LED CONFERENCE

The Ministry of Education is modifying the B.C. curriculum in response to changing needs of young people and the world in general. The world that students will face today is much different from the one school prepared many of us for. The job market is changing; many routine jobs are now performed by technology. Challenges, environmental and otherwise, require creative solutions no one has thought of yet. Along with learning foundational knowledge in a variety of disciplines, students also need to develop the ability to think creatively and critically. They must communicate well, be confident in who they are, and empathetic and understanding towards others. These qualities are what we also want students to learn, and this is what the competencies are about.

The main purpose of student-led conferences are to celebrate a student’s learning, show growth over time, and provide parents with a better understanding of their child’s learning process. When students are well prepared over an extended period to tell the story of their own success (or lack thereof), they seem to experience a fundamental shift in their internal sense of responsibility for that success. The pride in accomplishment that students feel when they have positive story to tell and tell it well can be immensely motivational. The sense of personal responsibility that they feel when anticipating what it will be like to face the music of having to tell their story of learning can also drive them to productive work.

To get students thinking about competencies, students are responsible for continually reflecting on the most impactful things they have learned throughout the year. Each student choses the learning experiences or activities most meaningful to them and examines how they have used the learning competencies. Having the students do the reflecting themselves, rather than us simply explaining it to them, ensures a deeper understanding and retention of what they are learning.

Teachers still assess, collecting marks, and giving feedback as usual. Students receive formal report cards in November, February and June. The student-led conference is a supplemental method of reporting which allows the parent to get deeper feedback than you might at the dining room table. You will see their best pieces of learning, and hear them explaining how they are growing as people.

TEACHER ADVISORY ROLE (TA)

1. Communication	<ul style="list-style-type: none"> • Develop sound assessment of student growth in TA • Set the tone for the day • Communicate with parent, administration and teachers regarding concerns with students • Convey special concerns that come up: safety and emergency procedures • Arrange individual conference with students and parents • Promote a sense of community within TA
2. Planning and Goal Setting	<ul style="list-style-type: none"> • Assist in setting daily, weekly, and monthly goals • Teach goal setting
3. Advocate	<ul style="list-style-type: none"> • Respond to teacher and student requests • Attend administrative meetings • Accompany students to make and renew teacher contact • Work with parents
4. Monitor Progress and Attendance	<ul style="list-style-type: none"> • Complete preliminary grad checks • Consult with student, parent, teacher and counsellor regarding proposed course changes
5. Member of Team (Student/ Parent/ Teacher Advisor)	<ul style="list-style-type: none"> • Initiate home contact through planner/email/phone • Monitor and promote wellness • Communicate with parents as necessary • Have parents acknowledge TA updates and reports on designated pages through signatures

SAFETY AND EMERGENCY PLANS

ALLERGIES AND MEDICAL ASSISTANCE

Many students and staff suffer from a range of serious allergies and medical concerns. It is essential that students with medical conditions that could require treatment at school provide up-to-date information to the school. See the office staff for a medical information form.

SUDDEN ILLNESS WHILE AT SCHOOL

Students who are ill are expected to report to the main office. They will be directed from there and parents will be informed if necessary.

EARTHQUAKES

If an earthquake occurs, it is important that you drop to the floor, take cover under something solid (like your desk) and take hold of your cover (so that it is not shaken away from you).

FIRE DRILLS

When the fire alarm rings, everyone must evacuate the building safely and quickly. Attendance is taken outside, and teachers send a list of missing students to the secretary at the front of the building.

Students on a study block when a fire alarm rings report directly to the secretary at the front of the building. If a fire alarm rings outside of class time, (lunch, break, before or after school) report to your teacher.

LOCKDOWN

Lockdown protects staff and students from a threat inside the building when it may be more dangerous to evacuate than to stay in a secured room. During a lockdown, you must stay in (or return immediately to) your room. The door will be locked and no one will be let in until an "all clear" notification by the RCMP. Stay away from windows and doors in lockdown.

ROOM CLEAR

If school staff need you to leave an area (classroom, gym, etc.) an order for room clear will be given. If this occurs, leave the room without delay.

STUDENT SERVICES

COUNSELLING SERVICES

- Academic counselling is available for elementary and secondary students. The academic counsellor assists students in planning their programs, working on portfolios, discussing post-secondary education, planning for scholarships, and developing good work/study habits.
- Social-emotional counselling is also available for students to support them with personal concerns.
- The counsellors can also help students make contact with community agencies that can provide support and who also offer workshops to support the healthy development of our children and youth.
- Our counsellors are available during the school day and by appointment.
- Outside counselling services are provided and include art therapy, private counselling sessions, group counselling, and SOGI support groups.

SSS PROCESS FOR DEALING WITH REPORTS OF BULLYING – Version 1.0

1. Principal/Vice-Principal will meet with student(s) with potential bullying behaviors and victim(s) to:
 - a. Identify where on the Peer Conflict –Mean Behavior – Bullying Behavior continuum the behavior is currently and historically at;
 - b. Specify which of type(s) of bullying are potential involved (*physical, verbal, social, emotional, relational, and cyber*)
 - c. Review our school’s Code of Conduct; and
 - d. Understand the details involved in the current challenging relationship.
2. From conversation above, Principal/Vice-Principal will determine who else needs to be involved in a conversation to gather more information. This could include other students, staff, parents, and community members.
3. Principal/Vice-Principal will develop an Action Plan for each student, according to the template attached. Each student will be involved in developing his/her plan and will meet regularly with the Principal/Vice-Principal for follow up. ‘School Based Team’ and ‘Child and Youth Care’ meetings take place regularly and will address School Climate, including following up on details of student action plans.

Knowing that each student has a different history with a diversity of needs and challenges, specific details of each Action Plan could include:

- a. Increased direct supervision
- b. Referral to counselling
- c. Referral to social skills groups with counsellors
- d. Ongoing conversations with Principal/Vice-Principal
- e. Ongoing conversations with parents
- f. Conflict resolution sessions
- g. Student missing activities where there is a safety concern

ACTIONS IN OUR SCHOOL TO ADDRESS BUILDING A POSITIVE SCHOOL CULTURE AND POTENTIAL BULLYING BEHAVIORS:

- Ongoing development of a Naturally Open System, where information about behaviors flows to the Principal/Vice-Principal from students, staff, parents, and community members;
- Ongoing relationship building among students and adults so that each student has at least one significant and trusted adult he/she can go to for help;
- Building self-efficacy and social skills through Health and Career Education programming and Individual/Group Counselling;
- Daily and ongoing group sharing sessions in elementary classes with a focus on developing empathy and self-regulation;
- Implementation of programs that support social-emotional development, such as Zones of Regulation, Mindfulness, MindUP the Friends program
- Ongoing School-Based Team meetings for/with specific students;
- Ongoing Child and Youth Care meetings involving community support organizations;
- Individual Education Plan meetings for/with specific students;
- Ongoing meetings amongst staff in relation to challenging behaviors;
- Ongoing development of learning experiences that engage learners, build on strengths, foster curiosity, and challenge our student to grow.

PEER CONFLICT – MEAN BEHAVIOR – BULLYING BEHAVIOR CONTINUUM – VERSION 1.0

Peer Conflict	Mean Behavior	Bullying Behavior
<p>If it's peer conflict you will be aware that these children:</p> <ul style="list-style-type: none"> • 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) 	<p>If it is mean behavior, usually:</p> <ul style="list-style-type: none"> • It is not planned and seems to happen spontaneously or by chance; • It may be aimed at <u>any</u> child nearby; • The child being mean may feel badly when an adult points out the harm they've caused. 	<p>Bullying has three key features – all three must be present for the situation to be considered bullying:</p> <ul style="list-style-type: none"> • Power imbalance – One child clearly has power over the other(s), which may be due to age, size, social status, and so on. • Intention to harm – The purpose of the bullying behavior is to harm or hurt other(s) – it's intended to be mean and is clearly not accidental. • Repeated over time – Bullying behavior continues over time, and gets worse with repetition. There is a real or implied threat that the behavior will not stop, and in fact will become even more serious. <p>The effect on the child who is bullied is increased fear, apprehension, and distress. Often by the time adults find out about what is happening, the child has tried many ways to stop the bullying but cannot do so on his/her own.</p> <p>Adults must address the bullying behavior and ensure the safety of the student who has been targeted. They also need to reassure the children who may have witnessed the behavior that the adults are taking care of it.</p> <p>When schools respond to bullying, staff will also help the child who has been bullying others to take responsibility for their actions, and change their behavior. They will monitor the situation to ensure the bullying stops, and will support the child who has been bullied to regain confidence and a sense of safety.</p> <p>Staff may follow up with the students who observed the behavior to help them learn what to do when they see bullying.</p> <p>The “conflict resolution” style of bringing the children together is not recommended in bullying situations, until considerable time has gone by and all children are feeling safe enough to talk about what happened so that relationships can be healed.</p>

APPENDIX A

'Celebrating Learning Outside of School' form (Version 1.0)

We recognize and celebrate that learning is everywhere for all of us. We'd like to start to use this form as a platform to help us better get to know our students and their families. This will also help us learn more about potential learning opportunities that match students' interests, curiosities, and passions.

What I'm learning outside of school:

How I started learning about this:

The other people who are involved in my learning (My 'Learning Network'):

Other resources I use in my learning other than people:

When and how often I participate in this learning:

APPENDIX B

Salmo Secondary School Process for Dealing with Reports of Bullying Form

Action Plan for: _____

Description of situation

Determination of where this situation currently fits on the Peer Conflict – Mean Behavior – Bullying Behavior continuum (see attached document for details) and which potential type(s) of bullying may be involved

Actions student intends to take to help fix this situation

Actions student would like others to take to help fix this situation

Description of how this situation has changes since last check-in

