

TAHA YGHEN
ELEMENTARY
SCHOOL
2011 - 2012
POLICY AND
INFORMATION
BOOK



TAHAYGHEN ELEMENTARY SCHOOL

School District No. 50 (Haida Gwaii)

2151 Tahayghen Drive

P.O. Box 290

Masset, BC V0T 1M0

Phone: (250) 626-5572

Fax: (250) 626-3214

Email: tahoffice@sd50.bc.ca

(M-F, 8:-12:00 & 1-4:00)

September 6, 2011

Dear Parents/Guardians:

Welcome to Tahayghen Elementary School for the 2011/2012 school year. I look forward to a productive and rewarding year with you and your children.

The purpose of this handbook is to inform you of the policies and procedures being employed by this school. Please take the time to review this book with your child.

If you have any concerns or questions please do not hesitate to phone us at 626-5572 to arrange a mutually convenient meeting time.

Open communication between the home and the school is the key to the successful education of your child. I look forward to an exciting year together.

Yours truly,

Bernadette Ouellet
Principal

TAHAYGHEN HISTORY

So named to honour Charles Edenshaw, Haida Master of Art, born 1835 A.D., baptized Charles Edenshaw in the year 1884, ascended to become Chief Edenshaw in 1895 after his uncle's death. He died at Masset in the year 1920. Charles Edenshaw used the name "Tahayghen" during his youth and was known for his Haida Carvings in wood and argillite. In later years, he was famous for his paintings and fine engravings in gold and silver.

Tahayghen Elementary School was officially opened the 19th day of October, 1970 A.D. by the Honourable Minister of Education, Mr. Donald L. Brothers.

TAHAYGHEN MISSION STATEMENT

Children are ginn gaganan aatlaan da lang isas:
(the reason we gather in this building)

Together with the community, we nurture
and support the development of the whole child.

TAHAYGHEN ELEMENTARY SCHOOL STAFF

2011 - 2012

Teaching Staff:

Bernadette Ouellet	Principal
Ian Keir	Grades 6 & 7
Monika Hausmann	Grades 5 & 6/English Skills Development / Learning Assistance
Christine Cunningham	Grades 5 & 6
Peter Reynolds	Grades 4 & 5
Laura Holmes-Saltzman	Grades 4 & 5
Allison Mullen	Grades 2 & 3
Michelle Hagenson	Kindergarten & Grade 1
Maureen LaGroix	Haida Language & Culture / Learning Assistance
Alison McDonald	School Counsellor

Support Staff:

Dorothy Sutherland	Secretary
Annette Wilson	Home School Coordinator and Library Clerk
Annabel Wilson	Special Education Assistant
Chris Hillier	Special Education Assistant
To Be Hired	Special Education Assistant
Donna Wesley	Noon Hour Supervisor
James Turner	Noon Hour Supervisor
Mary Disney	StrongStart Facilitator
Rick Barton	Custodian
Wilfred Marks	Custodian
Bryan Lowrie	Maintenance
Noel Bellis	Maintenance
Ryan Brown	Computer Technician

MASSET-HAIDA SCHOOL BOARD MEMBERS

Sharon Matthews

Warren Wesley

SCHOOL DISTRICT NO. 50 STAFF

Angus Wilson	Superintendent/Secretary Treasurer	Shelley Sansome	Director of Human Resources
Moira Dubasov	Assistant Secretary Treasurer	Joanne Yovanovich	Principal of Aboriginal Education
Jo-Anne MacMullin	Accounting Clerk	Marylynn Hunt	Confidential Secretary
Alison Gear	Early Learning Coordinator	Melanie Baerg	Learning Assistance
Steve Goffic	Information Technology	Mary Disney	District Resource Centre

**SCHOOL CALENDAR
2011 – 2012**

September

6	School Opening - 9:00 – 10:30 AM	Tuesday
26	Non-Instructional Day – District Day – No School for Students	Monday
29	Fall Meet & Greet – 6:00 - 7:30 PM	Thursday

October

10	Thanksgiving Holiday – No School	Monday
20	Parent/Teacher Conferences – No School in the Afternoon (1:00 – 4:00 PM, 6:00 – 9:00 PM)	Thursday
21	Non-Instructional Day – No School	Friday

November

11	Remembrance Day – No School	Friday
14	Non-Instructional Day – Ministry Day – No School for Students	Monday
29	Report Cards – Term 1	Tuesday

December

14	Winter Concert	Wednesday
15	Santa’s Breakfast / Last Day of Classes before Winter Vacation	Thursday
16	Non-Instructional Day – No School for Students	Friday
19	Winter Vacation Begins – No School	Monday

January

3	School Reopens after Winter Vacation	Tuesday
26	Student Led Conferences – No School in the Afternoon (1:00 – 4:00 PM, 6:00 – 7:30 PM)	Thursday

February

10	Non-Instructional Day – No School	Friday
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March

13	Report Cards – Term 2	Tuesday
16	Last Day of Classes before Spring Vacation	Friday
19	Spring Vacation Begins – No School	Monday
26	School Reopens after Spring Vacation	Monday

April

6	Good Friday – No School	Friday
9	Easter Monday – No School	Monday

May

11	Non-instructional Day – No School	Friday
18	Sports Fun Day	Friday
21	Victoria Day – No School	Monday

June

22	Kindergrad and Grade 7 Grad	Friday
25	Beach Day	Monday
27	Awards Day	Wednesday
28	Final Report Cards / Final Day for Students	Thursday
29	Administrative Day/Staff Meeting/ Schools Close	Friday

NOTE: The **dates** in bold type are statutory edicts - other dates may be subject to change to accommodate unforeseen circumstances. You will be notified well in advance of any changes.

Days in Session	193
Minimum instruction days	186
Maximum non-instruction days	6
Hours of instruction per week	23 hours 45 minutes
School Office Hours	8:00 to 10:40 AM & 10:55 AM to Noon 1:00 to 4:00 PM

AIMS OF THE SCHOOL

The home, the school and the community are important factors in the overall development of the child and as such, must make a concerted effort to provide an environment that encourages the child to strive for life long development. The school offers a safe, caring and orderly environment that is based on a philosophy that:

- Provides the opportunity for each child to develop a positive self-image through successful, challenging and rewarding individual and cooperative learning experiences;
- Places a high priority on the learning process and the acquisition of the basic skills necessary for the student to be able to apply this process and perform at a level consistent with his/her ability;
- Recognizes that the ability to work cooperatively and collaboratively with others is paramount;
- Creates an ongoing interest in themselves and their environment, thus fostering continuous learning outside the controlled environment of the school;
- Fosters within each student the realization of the responsibility to self, family and community while protecting individuality;
- Ensures a student appreciates his/her own worth and worth of others as individuals with individual and cultural differences, thus leading to a mutual respect with others;
- Realizes the child, the parents, and the school have common goals - the total development of the child to his/her utmost potential - and must work as a team to achieve them.
- Further that recognition of our Special Needs students includes an inherent understanding that the school Code of Conduct may require further interpretation on a case by case basis in regards to their welfare.

Tahayghen Elementary School aims to develop within the student a learning process and the academic and personal skills necessary to make learning a life long process and assist him/her to develop into a responsible, self-satisfied citizen.

EXPECTATIONS OF THE STUDENT AND THE HOME

To achieve the goals set out in the philosophy statement, the school has some basic expectations of the student and the home:

- We expect the student to behave in a manner that is conducive to good interpersonal relationships both between the students themselves and between the students and adults. We make every effort to make the students aware of good manners and acceptable behaviour and expect them to apply these at all times;
- We expect the students to develop good work habits through his/her years in the Elementary School and apply these both in and out of the school;
- We expect the student, with home guidance, to complete all home assignments and to become actively involved in the learning process;
- We expect the student to **arrive at school regularly, on time, well rested, well fed, clean, with the needed equipment and supplies for the day's work, and with an adequate lunch if staying at the school.** Throughout the school year personal hygiene, health, nutrition, and physical fitness are discussed and encouraged;
- Positive parental support for the student and the school is vital if the child is to take advantage of all the opportunities offered by the school. Again, if the school can be of assistance, please contact us.

SPORTS PHILOSOPHY

The Sports Program's purpose is to be an extension of the school's District Athletic Program. It provides the students with an opportunity to further develop their athletic skills through fair competition while at the same time stressing the development of good sporting behaviour.

Student Participation

Student participation in the program depends upon the following criterion:

- The student is expected to maintain good quality academic work that is appropriate to his or her ability;
- The student is in regular attendance at school;
- The behaviour of the student is appropriate so they would be considered good representatives of the school;
- The student at all times complies with the team rules which are determined by the coach;
- The student at all times exhibits the characteristics of good sporting behaviour.

Failure to comply with the stated rules may result in the elimination from further participation and ineligibility to take part in the following sport.

Since eligibility and participation are governed by the five conditions above and not expertise in the sport and that we have limited facilities and coaching staff, **numbers must also be restricted by grade**. If there is not enough participation from the grade indicated, the sport will be opened up to the lower grade. In most years we will offer:

Soccer	Grades 6 - 7
Volleyball	Grades 6 - 7
Basketball	Grades 6 - 7
Badminton	Grades 6 - 7
Track & Field	Grades 3 - 7

It is the policy of the school district that all students travelling to tournaments must have their "Travel Consent" forms signed by their parents or guardians and by their teachers. A \$2.00 charge is also levied to help cover the cost of transportation.

The student accepts **full responsibility** for all personal belongings on school sponsored sports trips; therefore, we strongly advise that watches and money be given to the sponsor teacher for safekeeping and that expensive equipment such as personal music equipment, cameras, etc., be left at home.

REPORT CARDS

Reports of a student's progress will be provided regularly to the parents or guardians of a student. Reports shall be made at least 5 times during the school year as follows:

- a. Three written reports, one of which should be at the end of the school year.
- b. At least two informal reports.

At anytime should a parent or guardian wish to conference about their child's progress they may make direct contact with their child's teacher. Such a conference shall occur in a timely manner and at a mutually agreed on time.

Report cards will be handed out at the end of the school day at 2:45 PM. **Note:** No report card will be handed out early under any circumstances.

LONG TERM ABSENCES/EXTENDED HOLIDAYS

While long term absences are definitely detrimental to a child's progress through school, we do appreciate their necessity for either sickness or family holidays and will make every effort to provide meaningful work to lessen the effect. In general, the work provided will be in the area of review and reinforcement and will be written and textbook type assignments. New concepts will have to be covered when the child returns.

To facilitate this, we would appreciate at least one week's notice if the absence is not an emergency and an arrangement whereby the parent comes to the school to pick up the work and receive the corresponding instructions. It is anticipated if work is sent with a child that both the child and the parent are making a commitment to ensure that a regular supervised time will be set aside for the work and that the work will be done, marked and corrected. It is the intent that such work be spread over the duration of the absence to maintain and reinforce skills, not all done at one time.

In the case of emergencies, please try and give us as much notice as possible and try to personally come in to get the work. Your involvement is important if the work is to be beneficial.

LEAVING THE SCHOOL BUILDING

Please notify the school office if you wish to remove your child from the building during the school day. We realize doctor and dentist appointments may necessitate such a circumstance. Should you remove your child without notifying the office and/or informing your child's teacher and we are unable to contact you we are obligated by law to contact the R.C.M.P.

Please assist us in ensuring your child's safety and well being.

TRANSFER OF STUDENTS

If during the course of a school year you move, please try to provide the school with a warning about your intended move. This will give time for the teacher to complete transfer forms outlining texts that have been used, course content that has been completed and your child's recent academic performance. When your child is registered at his/her new school **records are requested from our school**. We then forward all accumulated records. Similarly, when new students are registered at Tahayghen, student records are requested from your son/daughter's former school.

TEXTBOOKS

Textbooks are issued to students free of charge in British Columbia. However, because of rising costs of texts, School Districts have been limited in their allotment of money for the purchase of texts. As a result, **replacement costs** will be assessed for **lost or damaged texts**. Some extracurricular activities or final report cards could be withheld until payment is made. We would urge that all textbooks be covered.

For extended absences such as those for mid-year vacations or transferring before the end of the year, textbooks can be obtained from the school by making a deposit to the value of the books. This deposit will be refunded in full upon return of the books.

LOST AND FOUND

Last year we accumulated many items in the Lost and Found that were never claimed. **Please ensure that all your child's clothing is clearly marked for identification**. If your child does lose something, please come and check the Lost and Found. All Lost and Found articles will be on display periodically throughout the year. Items not claimed by the end of the school year will be disposed of.

PUPIL BEHAVIOUR

The main principle of behaviour stressed in the school is individual responsibility. The students are expected to behave in a cooperative and responsible manner with concern and consideration for the rights and feelings of their fellow students and the school staff. It is also expected that the school and grounds be treated with care and that they be kept in a clean, safe and good condition. All school rules and regulations are directed towards these ends. Tahayghen has also developed our own Code of Conduct which is available upon request.

Discipline Process:

1. Most student misbehaviour is handled through **on the spot** guidance and pupil/teacher conferences.
2. For blatant disregard of the school rules, an appropriate consequence such as restitution will be given.
3. For continued misbehaviour, a Parent-Teacher conference will be held.
4. If the behaviour is not resolved by the previous methods, further conferencing, recommendation for outside support, and/or a school suspension by the administration under Section 85 of the School Act, will be required.
5. Violence or threats to student safety will result in an immediate school suspension. For major incidents

such as violent behaviours (fighting), safety issues and chronic-repetitive behaviours the following will be used to address the issue:

On the first incident the student is typically referred to the office and a conference with the child occurs, the parent is contacted, peer mediation may be recommended, and the student is warned of a suspension for this type of behaviour. Any further incidents, the following steps **may*** be used:

**Note: When and if a student, through a series of repeated incidents, presents a danger to themselves or others it will result in an immediate suspension.*

Step 1 - Second Incident

- Office visit and communication with child
- Parent contacted
- Possible - peer mediation, restitution, removal from environment
- Suspension - 1 day

Step 2 - Third Incident

- Meeting with parent, teacher, child and administrator
- Possible - peer mediation, restitution, removal from environment
- Suspension - 2 days

Step 3 - Fourth Incident

- Behaviour plan developed with teacher, parent, administrator and other resources prior to return
- Suspension - 3 days

Step 4 - Fifth Incident

- Meeting of student, parent, teacher, administrator, and discipline committee (1 parent, Principal, 1 teacher) to discuss a plan for re-entry. Outside agencies called in to assist with plan.
- Suspension - 4 days

Step 5 - Sixth Incident

- Suspension – 5 days to the School Board

6. Verbal or physical abuse to any staff member, substitute or adult volunteers may result in a 1 to 5 day school suspension. If of a serious nature, a suspension of more than 5 days to the Board of Trustees as outlined in Section 6 of the Regulations of School District Policy 4300 will be given.
7. If the student's actions are continuous and seriously detrimental to the learning situation of his/her fellow students, the Principal may, by Section 85 of the School Act, suspend a student to the Board of School Trustees. To be re-admitted from this type of suspension, the parent/guardian must make application to the Board at which time a committee of Board members and the District superintendent will be struck to discuss the conditions of re-admittance to the school.

The vast majority of problems are solved by either Section 1, 2, or 3 with Sections 5, 6, and 7 used only for serious offences or continuous misdemeanours.

TAHAYGHEN ELEMENTARY SCHOOL RULES

General Rules:

1. All activity around the school will be governed by the philosophy of “Respect and Responsibility” towards adults and other students and towards all school property.
2. Physically aggressive behaviour or verbal abuse will not be tolerated and is considered a personal assault.
3. There will be **NO** swearing anywhere around the school.
4. There will be **NO** smoking anywhere within sight of the school.
5. The school building and school grounds will be treated with care and respect.
6. Due to severe allergic reactions we are asking students, staff and the public to limit their use of perfume, hair spray, cologne, and nail polish/remover while at school. Also, please leave pets in your vehicle or tied up outside.

NOTE: Anaphylaxis Policy – Peanuts, Walnuts, etc.

“Anaphylaxis – sometimes called ‘allergic shock’ or ‘generalized allergic reaction’ – is a severe allergic reaction that can lead to rapid death, if untreated.” Common causes are food, latex, insect stings, medication and exercise.

Ensuring the safety of the anaphylactic children in a school setting depends on the cooperation of the entire school community.

This policy summarizes the responsibilities of all members of the school community in minimizing the risk of exposure and ensuring immediate response to an emergency.

3.1.1 Peanut allergies require more stringent management plans. They are one of the most common food allergies and the leading cause of food induced anaphylaxis.

To meet with Board Policy and Procedures Tahayghen is instituting a **Peanut Free School Policy** to ensure the health and safety of all students.

While not as common as peanut allergies there is the possibility that some students may also be severely allergic to other varieties of ‘nuts’. Therefore, we are asking your help in ensuring the safety of every student by clearly identifying to the classroom teacher if any food products come to school containing other ‘nut’ varieties. For example, many baked goods contain walnuts or hazelnuts.

7. All visitors are required to report in and out at the school office.
8. Students will not run in and out of the school.
9. Students not completing assignments may be required to stay after school for up to 30 minutes to complete assignments. Parents may make arrangements for their child to complete their work at home.

10. Students should not be sent to school prior to 8:30 a.m. or stay on the school grounds after 3:15 p.m. as there is no scheduled supervision outside at these times.

Rules for Inside the School:

1. No gum.
2. All types of “junk” food such as: pop, chips, candies, chocolate, etc. is strongly discouraged.
3. Toys are not permitted unless brought in with teacher’s permission.
4. Modest clothing and no inappropriate messages (i.e. advertising beer, drugs, violence, etc.). No hats/hoodies/caps, etc. are to be worn in the school.
5. “Heelies” (shoes with wheels in them) are not permitted in the school.
6. No running - if in a hurry, walk briskly.
7. Unless in an emergency, the Fire Escape doors are to be used at the teacher’s discretion only.
8. The student phone is available for **school related use** from 9:00 - 10:40 AM, 10:55 – 12:00, and 1:00 – 4:00 PM.
9. There is to be no loitering or playing in the washrooms.
10. Paper towels and toilet paper are not to be used wastefully.
11. Students will not touch light switches, thermostats, or fire alarms unless instructed to do so by staff.
12. Respect the private property of others, i.e. desks, lunches, etc.
13. Weapons or any object that could be used as a weapon are not permitted (pea shooter, slingshots, knives, etc.)
14. Expensive personal equipment* is not to be brought to school. Any loss or damage done to equipment of this nature is not the responsibility of the teacher or the school.

**expensive personal equipment refers to cell phones, MP3/CD players, digital cameras, etc.*

If a student brings these products to school they will be confiscated for 1 day. A second infraction will result in a meeting with the parent/guardian. If, after this, a student again brings these products to the school they will be confiscated for the remainder of the year.

Outside Area:

1. General School Ground Rules:
 - The students are to play within the school boundaries at all times during school hours.
 - Students are not to leave the school grounds at recess.
 - Students who regularly stay at school for lunch must have a note from their parents to go off school grounds at lunch time.
 - Students are not to play around parked cars.
 - School doors are not to be played with.

2. Covered Area:
 - Balls, pucks, sticks, rocks, etc. are not to be thrown or kicked in this area.
 - If there are no parked vehicles then organized games are permitted in the parking areas on the weekends or after 6:00 p.m. on weekdays.

3. Bicycles, Scooters, Roller Skates/Blades and Skateboards:
 - The above are only to be ridden to and from school, **not** around the school grounds or in the building.
 - Bicycles/scooters are to be left in the racks provided at the owner's risk. It is **strongly** recommended that they be locked when not in use.
 - Roller Skates/Blades and Skateboards are to be stored in the cloakrooms at the owner's risk. They may be brought into the classroom only with the teacher's permission.

BUS CONDUCT

Travelling on School Busses:

1. Pupils must not litter or trespass on private property while waiting for the bus.
2. Pupils must stay well off the roadway until the bus arrives at the scheduled stop.
3. Students must not talk to the driver or in any way distract him/her while the bus is underway.
4. Pupils must remain seated until the bus has come to a full stop.
5. Eating, drinking and smoking are prohibited on the bus.
6. Students should not take any articles on the bus which may constitute a safety hazard.
7. Any malicious damage done to a school bus will be charged to the parent and/or guardian of the student responsible for the damage.
8. Students are expected to show respect to fellow passengers on any school bus.

Misbehaviour on the Bus:

The driver is in full charge of the students taking the bus and has the authority to refuse riding privileges for serious misbehaviour. Other types of misbehaviour will be reported to the Principal and a letter of warning will be sent home. Further incidences of misbehaviour by the student will result in the loss of riding privileges for a specified period of time.

FIELD TRIPS

1. From time to time pupils go on field trips that are designed to complement topics of study. Some are walking trips while busses are required for others.
2. You will be notified if your son/daughter is going on an out-of-town bus trip or other major field trips. This will avoid conflict with medical appointments, etc. For field trips within walking distance, a field trip form is not required.
3. If a field trip does conflict with some prior arrangement such as a doctor or dental appointment, a call or note to the school is all that is necessary.

LUNCH REGULATIONS

It is the responsibility of the parent(s) to inform the school as to whether their child will be remaining at school to eat their lunch or leaving the school for lunch. It is our expectation that students staying for lunch are provided with a good nutritious lunch. Classrooms are used as lunchrooms for all students from 12:00 - 12:20 p.m. There are two adult supervisors and an administrator assigned to general supervision throughout the school and the Primary classes have intermediate students assigned for more direct supervision. Those students staying for lunch are expected to adhere to the following rules:

1. Lunches are to be eaten in the classroom with the student seated in a desk.
2. When the student finishes his/her lunch, she/he cleans up the papers, crumbs and desktop, and finds something to do quietly in his/her seat until the 12:20 p.m. bell goes.
3. Between 12:20 and 12:30, the student uses the washroom, puts his/her lunch kit away, then decides whether to go outside or to an activity. The student must stay in that place until the 12:40 bell goes. Students do not enter or leave the school between 12:30 and 12:40 except for emergencies.
4. Students bringing lunch to school must remain on the school grounds for the entire lunch hour unless a parent has given written permission. If there is a change in regular lunch plans (normally stays at school or normally goes off school grounds), the parent(s) need to provide the information in writing to the school prior to the noon bell.
5. If a student is going off school grounds for lunch they are not to return until the 12:40 bell as this is a safety issue in the event of an emergency.

Misbehaviour during lunch will be dealt with through the regular school procedures.

LIBRARY

Non-current magazines and books are loaned to children for a one week period. One week loan books may be renewed by the student. Students should not have more than two books in their possession at any time unless they have previously received the Librarian's permission. Resources like pictures and pamphlets are available for one day loans. New magazines remain in the school.

In order to keep the books in good condition, I would like parents to see to it that their children carry the book in some protective device (e.g. plastic bag) to ensure the books won't be damaged by the frequent precipitation. **Students will be charged for lost or damaged books.**

STUDENT ABSENCES AND TARDINESS

We require notification if your child will be absent from school, either for a full day or part day, or if your child will be late for morning or afternoon class. Please notify the office if your child will not be at school on time or if it is necessary for your child to be absent.

There is a problem of frequent student absences and tardiness at Tahayghen Elementary School that is having some serious effects on some individual student's rate of progress.

Acceptable reasons for absence would be:

- a) Sickness of the pupil.*
- b) Any sickness or affliction in the family.*
- c) A danger to health from serious exposure, or*
- d) Any other unavoidable cause which makes attendance impractical.*

Although regular attendance is basically a parent/guardian responsibility, we at the school want to be of every assistance possible in helping you meet this responsibility.

Aside from the legal aspect of a student's attendance, a more important consideration must be given to the effect frequent absences and tardiness has on a child's progress. Almost all programs and courses in the school are continuous and progressive. This means that if a child is absent or late one day, he not only misses all or part of that day's work, but he will probably have difficulty with the current work as it is based on concepts learned previously. Frequent absences and tardiness compound this effect and cause the child to experience unnecessary and avoidable learning difficulties.

STRONG START PROGRAM

The Strong Start Program is a school based early learning program for 0-5 year old pre-school children and their parents or caregivers. The program offers today's families an opportunity to provide their young children with: Problem solving skills; Self-Esteem building practices; Social skills that will help them successfully manage in school; and Family Literacy and Numeracy skills. This is a free, daily drop-in program that adults and children can attend Monday to Friday. This year the hours will be as follows: Monday to Friday mornings from 9:00 AM to 12:00 PM.

PUBLIC HEALTH

Routine immunizations will be offered to children in Grades 1 and 6 throughout the school year but will require parental consent. If you have given your consent previously this will apply.

The parents and teachers can refer pupils when any health problem is suspected. Public Health can be reached at 250-626-4727.

HEAD LICE PROCEDURES

Yes, it does happen! Head lice do not carry disease and do not have anything to do with cleanliness but they are a nuisance and are easily spread. Therefore, if there happens to be a case of head lice in a classroom we have adopted the following procedures: If it is discovered that your child has head lice and/or head lice eggs (nits) parents will be notified by phone and an explanation letter and treatment confirmation form will be sent home with your child. Upon the student's return to school, school personnel will repeat the head check to ensure the student's comfort and health. A class notice will also be sent home alerting other parents of the occurrence and include additional information on head lice along with a suggestion that head checks be increased and treatments be given where necessary.

HOME AND SCHOOL COORDINATOR

The Home and School Coordinator is an employee of the School District whose general function is to act as a liaison person, in a counselling capacity, between the home and the school to work towards greater understanding on matters pertaining to education. Some of the duties are:

- a) Arranging parent/teacher conferences.
- b) Communicating information to parents regarding pupil behaviour, performance and attendance.
- c) Communicating information about the School's policies and programs for students.
- d) Communicating parental thoughts on the school's operation.

PARENT ACCESS TO INFORMATION

As a policy, Tahayghen Elementary School encourages parents to continually monitor their child's school performance. This should be done through either formal or informal discussions with your child's teacher.

Questions involving general school performance or policies should be discussed either formally or informally with the School principal.

For items such as standardized test results, counsellor's reports, etc., once considered confidential to the school, the Board of School Trustees has established the following policy to give you access to this kind of information:

Parent Access to Information (Policy 4600):

It is the position of the Board of School Trustees that such documents which the District receives or prepares are the property of School District No. 50 (Haida Gwaii/Queen Charlotte). Information contained in these records shall be made available, upon request, in the following manner:

- a) *Report cards, academic transcripts and statements of standings, once prepared, will be provided to the student and to the parent(s)/guardian(s).*
- b) *Raw data, working records and materials which are the working materials of professional staff, will, upon request, be **shared** with the student and/or parent(s)/guardians(s) in **confidence** and shall not become part of the permanent record of the student.*
- c) *Results of the District Assessment Program which are entered in a student's record are **accessible** to the student and/or parent(s)/guardian(s), upon request through the Principal, who shall assure that such information is provided **in confidence with professional staff** qualified to interpret the data in its proper and intended context.*

PARENT INVOLVEMENT

In that successful education involves the concerted effort of the student, the home, the school and the community, this school would like to establish open communication with these publics. We would like to encourage the parents to become actively interested in the school by extending an open invitation for them to come into the school and observe their children at work. Prior notification would be appreciated and we ask that all visitors check in at the office. As well, you as parents should feel free to express your concerns to the teachers or principal throughout the year.

Volunteers:

Another way of becoming actively involved in the school is to become a volunteer. The only qualifications necessary are an enjoyment in working with children and an interest in their education and the school. However, if you have areas of expertise, we would certainly like to exploit these. The effective use of volunteers would enable us to better meet the individual needs of some students.

School volunteers not working under the direct supervision of a teacher may be required to complete a criminal record check at no charge.

As a regular volunteer, you could come in for an hour or so a day, or two or three times a week on a scheduled basis to work with a specific teacher for a specific purpose. If this is inconvenient, we also need volunteers to assist with special events around the school such as class parties, Winter Concert, etc.

If you have any time and would like to be involved, please phone the principal, at 626-5572.

LEARNING ASSISTANCE PROGRAM

The Learning Assistance (LA) Program at Tahayghen is the main provider of Special Services in the school.

The Learning Assistance program will attempt to meet the needs of students with developmental delays, learning disabilities, gifted students, students with emotional/behavioural/social disorders, and ESL students through a combination of direct and indirect services. In keeping with new program initiatives, all students are enrolled fulltime in a regular class and receive assistance within the class or are enrolled in a smaller Special Education class to address their needs.

Individualized Education Programs (IEP's) will be developed for all students who are not able to cope with the regular program. These IEP's will be done in consultation with all professionals who are involved with the students. It is expected that parents will be involved in the development of the IEP's and every effort will be made to encourage their involvement and commitment. The Learning Assistance teacher will act as "Case Manager" for the IEP's and provide assistance to Special Education Assistants and teachers regarding program modification, implementation, and materials.

The Learning Assistance teacher also works closely with the Speech Language Pathologist to coordinate information, meetings, programs and provide service to students with developmental speech and language delays.

SPEECH-LANGUAGE PATHOLOGY

The School District contracts with the Queen Charlotte Island Health Care Society to provide a speech-language-hearing service to the schools. The speech-language pathologist is at Tahayghen on a regular basis, consulting with teachers, conducting assessments and providing individual or group therapy. Should it be noticed that your child is having difficulty with communication, his/her teacher will request your permission to make a referral to the speech-language pathologist for assessment.

The kinds of problems referred to a speech-language pathologist include difficulties producing certain sounds, poor vocabulary and concept development, difficulties understanding what is said, difficulties expressing ideas in sentences, stuttering and voice problems. Monitoring of hearing problems is also part of the role that the S-LP plays in the school. The S-LP works closely with the parents and teachers should therapy be necessary. Parents may refer their child directly (626-4715) or through the child's teacher if they have concerns.

SECOND LANGUAGE PROGRAMS

Haida Language Program

Approximately twenty-five years ago a Haida Language program was introduced at the Grade One level. Over the years the program was expanded to include all classes from Kindergarten to Grade 7. The program is staffed by the Haida Band Council and funded jointly by the Band Council and School District No. 50. This year all Kindergarten through Grade 7 students will be taking Haida Language and Culture classes for 90 minutes per week.

French Language Program

Those students at the Grades 5, 6, and 7 levels will receive instruction on the French Language. The focus will be on conversational French.