



TUC-EL-NUIT ELEMENTARY

PARENT & STUDENT HANDBOOK

Dear Parents and Students:

This handbook contains most of the general information you will need to know about Tuc-el-Nuit Elementary School. We hope that you will keep it handy at home and will find it useful to answer many of the questions you may have.

Our school will be striving to provide quality learning experiences for all of our students in a safe and caring environment. We will promote the traits of respect, responsibility and excellence in achievement.

Parents are encouraged to become actively involved in their child's learning through follow up on homework, assistance with classroom field trip activities or with our Parent Advisory Council. Together, we can open the doors to life-long learning.

Mr. D. Foster
Principal

About Our School

Tuc-el-Nuit Elementary School is the centre of learning and extracurricular activities for approximately 220 students in Kindergarten through Grade 7. Education is a high priority for the

staff of TEN, reflecting the community's belief that our children must have an excellent, well-rounded education.

Unique to our school is the cultural diversity of our children, and we are able to provide students with a variety of programs designed to meet their needs. In return, this diversity of experiences enriches the education for all.

At TEN, we aspire to provide our learners with a safe, nurturing and positive environment where risk taking is encouraged and differences are respected.

Administrative Staff

Principal – Mr. Dave Foster

Administrative Secretary – Mrs. Bev Niddery

Superintendent of Schools – Mrs. Bev Young

Assistant Superintendent – Mr. James Insley

Secretary-Treasurer – Ms. Lynda Minnabarriet

District Principal of Special Services – Mr. Terry Collis

Speech and Language Pathologist – Ms. Janet Montgomery

Elementary School Counsellor – Ms. Tina Lovett

School District 53

Board of School Trustees

School Board Office	250-498-3481
June Harrington	250-495-2212
Debbie Marten	250-499-7791
Sam Hancheroff	250-497-5878
Myrna Coates	250-499-5584
Michael Petersen	250-498-6933
Tamela Edwards	250-485-0902
Marieze Tarr	250-498-1333

Support Staff

Mrs. Bev. Nidderly	Administrative Secretary
Ms. Hayley Stopa	Library Assistant
Ms. Val Harkness	Education Assistant
Mrs. Carol Knodel	Education Assistant
Mrs. Alanna Waunch	Education Assistant (Behaviour)
Mrs. Michele Noel	Education Assistant
Ms. Deb Raposo	Education Assistant
Ms. Silvia Stelkia	First Nations Support Worker
Mr. Rick O'Leary	Custodian
Ms. D Johnson	Custodian

Teaching Staff

Mr. Dave Foster	Principal
Mrs. Debbie Allison	Grade 6/7
Mrs. Leanne Spaurel	Grade 6/7
Mrs. Julie-Anna Martin	Grade 4/5
Ms. Deirdre Simpson	Grade 4/5
Mrs. Thea Kitt	Grade 3/4

Mrs. Jennifer Bernardy	Grade 2/3
Ms. Tania Marques	Grade 1/2
Mrs. Samantha Dunlop	Grade K/1
Mrs. Cynthia Stevenson	Kindergarten
Ms. Helen Gallagher	First Nations Education/Prep
Mr. David Tanner	Okanagan Language
Mr. Craig Newson	CRT/LAT/Spec. Ed./Beh
Ms. Lisa Ante	Band/Music
Ms. Brittney Cooper	6/7 (Friday), LAT, Music
Ms. Marlene Kearsley	Library/ESL/LAT



District Priorities

We are committed to quality learning experiences in a caring environment which promote personal excellence, life-long learning and responsible citizenship.

District Goals

- To improve student success in literacy
- To improve student success in numeracy
- To the culture and climate of each school

School Action Goals

- To improve students’ reading comprehension skills
- To improve students’ writing skills
- To improve students’ numeracy skills
- To continue to develop a socially-responsible school community

Attendance

Regular attendance is essential if your child is to receive the full potential from his/her educational program. Children who are frequently absent miss important instructional time when class discussions and pupil-teacher interactions take place. Working with other pupils, learning to express one’s own ideas and listening carefully to other’s ideas are also important in a child’s overall educational development.

TEN Daily Schedule

8:00	Teachers on Duty for Supervision Doors Open
8:30	Warning Bell
8:35	Morning Classes Begin
10:10	School-Wide ActionSchools! BC Break
10:20 -10:35	Recess
12:05 – 12:15	Lunch Eating Period (can be as late as 12:30)
12:15 – 12:55	Lunch Recess
12:55 – 2:30	Afternoon Classes
2:35	Bus Bell

Please note that supervision of students does not begin until 8:00 a.m. **Please drop your children off at school as close to 8:30 as you can.**

School Philosophy

The major purpose of the school is to provide for the learners a safe, nurturing and positive environment where risk taking is encouraged and where differences are respected. Our school is a social community in which lifetime intellectual, social and physical skills are encouraged and developed through an ongoing process based on mutual respect and co-operation. The interaction of all participants in developing skills is the essence of the educative process.

School Mission Statement

A safe caring community with a focus on quality learning.

School Motto

“Learning Without Limits”

Parent Advisory Council - TEN – PAC

The Tuc-el-Nuit Elementary Parent Advisory Council exists to promote the welfare of children and youth. This group advises and makes recommendations with regard to school policies and programs. All parents of children at Tuc-el-Nuit are invited and encouraged to attend the TEN-PAC meetings.

School Planning Council [SPC]

The Tuc-el-Nuit Elementary School Planning Council consists of one teacher, the Principal and three PAC members. They are responsible for developing the School Plan.

How to Handle a Concern

From time to time you may have a concern that pertains to a classroom or school situation. We request that you first approach your child's classroom teacher. If the problem cannot be solved at that level the school administration should be consulted. If the problem continues, the Superintendent of Schools or his assistants can be contacted at the School Board Office. In the vast majority of situations a co-operative spirit on the part of all involved will result in a positive, constructive solution at the classroom level.

Bus Transportation

Children who ride buses are to strictly obey all rules explained by the bus driver. Riding the school bus is a privilege. Improper conduct on the bus will result in this privilege being denied. When a student is disciplined by the driver, the student is given a "School Bus Discipline Memo" which the student must take home to the parents for signing. The student is not allowed back on the bus until the signed notice is returned to the driver. Usually, the first memo is a warning only, but not always. A serious infraction may result in automatic suspension. A second memo constitutes an automatic three day suspension from riding the bus. Suspensions escalate thereafter. During the year, many requests are made for students to get off the bus at stops other than their own. Sometimes children

request to ride the bus for visitation purposes. To ensure that parents are in accordance, we require a note from home giving permission. Bus passes will be given out in order to ride an alternate bus. Room on the buses is limited, therefore, large groups wishing to use the bus for parties will not be allowed; please make other arrangements.

Lost and Found

Articles found in and around the school should be turned into the Lost & Found. It is a real help if your child's clothing and personal belongings are marked with his/her name. Be sure to periodically check our "Lost and Found Box", located in the hallway for books, lunch pails, boots, clothing, and other misplaced items.

Parking Lot

The parking lot is out of bounds to students at all times. Parents dropping their children off should ensure that it is done safely and that their children go immediately to the appropriate play area. The parking lot allows for one-way flow of traffic. Cars should be parked in the designated spaces and should never be left running when unattended! Any dangerous driving should be reported immediately to the office. We encourage parents to drop their children off along 370th Avenue.

Visitors to the Building

All visitors to Tuc-el-Nuit Elementary must report to the office and sign in when they arrive at the building. Parents are always welcome and may visit any time. Students from other schools or friends of TEN students are not normally allowed to visit during the school day. We ask that visitors wear a name tag.

Smoke-Free Environment

Tuc-el-Nuit Elementary is a smoke-free environment. Please do not smoke in the school or on the grounds at any time.

Safety

Our school will have regular fire, intruder, and earthquake drills. The teacher will be in charge of the class and will instruct the students in the appropriate manner to exit the building safely.

Student Behaviour

Students are expected, at all times and at all school activities, to follow the code of conduct of the school. This includes going to and returning home from school, and at all games and functions whenever and wherever held. These are discussed and actively taught in each classroom at the start of the school year and reviewed periodically by the teacher. We hope that parents will reinforce these expectations at home with their child. With your support, Tuc-el-Nuit Elementary School will be a safe and happy place for all.

Virtues of Moral Intelligences

Students and staff will be working on a different Moral Intelligence every two months. This is to help teach our children to stay on the path to goodness, through teaching the meaning of fairness, tolerance, self-control, respect, kindness, conscience and empathy. We believe Tuc-el-Nuit to be a safe, orderly and caring school.

School Skills, Beliefs & Values

In keeping with our mission statement, we strive to promote the following skills, beliefs and values:

Excellence

The development of academic, creative, physical and technical excellence is important.

Respect

Respect for self, others and the environment is essential.

Responsibility

Integrity, honesty, self-motivation, cooperation, self-discipline and accountability are an integral part of our curriculum framework.

Individual worth

All members of our learning community have individual worth and unique characteristics.

Partnership

Staff, parents, students and the greater community work together for mutual betterment.

Community Environment

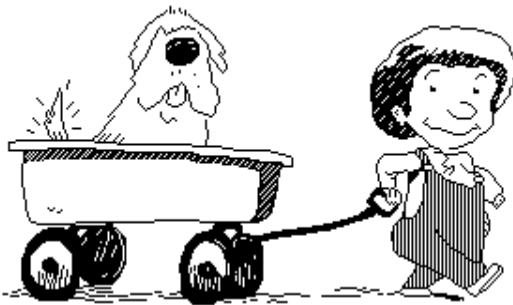
Our school environment should be a healthy, orderly, safe and supportive place where fun and celebration are honoured.

Growth

All members of our learning community strive for continued improvement in a world of change.

School Rules

- Hands Off
- Use Appropriate Language
- Respect everyone, Property, and the Environment
- Stay on School Grounds
- Use the Internet appropriately
- No Violence, Intimidation or Bullying
- No possession of Weapons or Illegal Substances, including Tobacco
- No discrimination or harassment against any person on gender or sexual orientation



Students must practice good behavior on the playground. This is necessary to ensure the safety of others.

Weapons, Violence and Intimidation Policy

Tuc-el-Nuit Elementary endorses the School District's policy of "Weapons, Violence and Intimidation", in promoting a

safe and secure environment for students. Weapons and violence cannot be tolerated on school premises, or during school activities, both on or off school premises.

The Criminal Code of Canada, Section 82 states that:

"weapons means:

- (a) anything used or intended for use in causing death or injury or not, or
- (b) anything used or intended for use for the purpose of threatening or intimidating any person, and without restricting the generality of the foregoing, includes any firearm as defined in Section 82".

Weapons of any kind are strictly prohibited on school premises, school buses or during any school activities. The possession of any instrument designed to inflict injury or to intimidate another person or to create fear in someone is strictly forbidden. Failure to abide within the bounds of this policy will result in serious consequences for offenders. The weapons policy will be reviewed with students throughout the year.

Student Behaviour

Students are expected, at all times and at all school activities, to follow the Code of Conduct of Tuc-el-Nuit. This includes going to and returning home from school and at all school sponsored activities. Student behavioural expectations are discussed and actively taught in each classroom at the start of the school year and reviewed by the teacher and administration throughout the year.

Discipline Policy

Student behaviour is a joint responsibility of the student, home and school. The discipline policy is based on sequential steps of consequence:

- Warning
- In-school suspension to Planning Room
- Out-of-School Suspension

This policy applies to students who have been referred to the Planning Room or office for disciplinary action. Parents are contacted for home follow-up in most circumstances.

The principal reserves the right to adjust the discipline action at his/her discretion.

1. School Supervision Periods:

During the day, students who are spoken to on a repeated basis by the supervisor or teacher will have their names/dates recorded in a supervision book. The child will report to the Planning Room to complete a Plan of Action Form.

A copy of the Action Plan will be sent home to be signed by parent/guardian.

2. In-School Suspension:

The child loses his/her out-of-classroom free time. Child reports to the Planning Room upon arrival at school, recess, and lunch hour, where they are isolated from the rest of the student body. Parents are contacted and requested to attend a conference with the principal and others involved. Next stage: Out of class all day.

3. Out-of-School Suspension:

The child is not allowed to attend classes or school functions or use school facilities for the period of the suspension. Parents must be contacted by phone or in person and receive a double

registered letter of suspension. Parents must attend a conference. This action is used only when the safety of the child and/or others is considered to be in jeopardy and other means of modifying undesirable behaviour have not been successful.

Code of Conduct

Statement of Purpose

To continue to provide a safe and caring community at Tuc-el-Nuit Elementary. In keeping with our mission statement, we strive to promote the following skills, beliefs and values:

Excellence

- The development of academic, creative, physical and technical excellence is important.

Respect

- Respect for self, others and the environment is essential.

Responsibility

- Integrity, honesty, self-motivation, cooperation, self-discipline, and accountability are an integral part of our curriculum framework.

Individual Worth

- All members of our learning community have individual worth & unique characteristics.

Partnership

- Staff, parents, students and the greater community work together for mutual betterment.

Community Environment

- Our school environment should be a healthy, orderly, safe and supportive place where fun and celebration are honoured.

Growth

- All members of our learning community strive for continued improvement in a world of change.

Conduct Expectations

School expectations in this regard include, yet are not limited to:

- Being 'hands-off'
- Using appropriate language
- Respecting everyone, property, and the environment
- Staying on the school grounds
- Using the internet appropriately
- Abstaining from violence, intimidation, and/or bullying
- Not possessing weapons or illegal substances (including tobacco)
- Being 'discrimination-free', as defined by BC Human Rights Code
- Honouring School District 53 Student Conduct and Discipline Policy [F-3]

Rising Expectations

Students are expected, at all times and at all student activities, to follow the Code of Conduct of Tuc-el-Nuit Elementary. This includes while going to and returning home from school, and at all school-sponsored activities. Student behavioural expectations are discussed and actively taught in each classroom at the start of the school year and are reviewed by the teachers and administration throughout the year.

Consequences

- responses to unacceptable conduct are consistent and fair

- disciplinary action relates to the infraction and is preventative and restorative in nature, in line with School District 53 Student Conduct & Discipline Policy [F-3]

Notification (may be one or more of the following educational partners, depending on severity and progressive discipline model action)

- parents/guardians of student offender(s)
- parents/guardians of victim(s)
- senior school district staff
- police &/or other agencies
- all parents (if a community alert)

Cooperative Discipline

Cooperative Discipline is based on the understanding that all people have a strong desire to "belong". Most of us are able to achieve a sense of belonging by behaving in appropriate, socially acceptable ways. However, for some students, it is difficult to comprehend and practice appropriate strategies for acceptance or belonging.

Alfred Adler, founder of Adlerian Psychology believes that, "A misbehaving child is a discouraged child." With this understanding, it becomes essential for parents and teachers to find ways to help children feel encouraged. As a result, the staff at Tuc-el-Nuit School is successfully looking at numerous ways to achieve a strong sense of encouragement for all students. Through an informal interviewing process, students become aware of their greatest need(s). All people have varying degrees

of need for attention and power. Occasionally, when things aren't going well, revenge and even total withdrawal or helplessness/hopelessness feelings and behaviors arise.

When a child is unable to meet their needs in "up and clean ways" they quickly realize that they will be able to meet them in "down and dirty ways". These behaviors become the means to simply achieve a sense of belonging. Unfortunately, these negative behaviors will meet the child's needs for attention or power but will be unacceptable and disruptive to other children and adults in both the home and school. It becomes essential to alter their mistaken belief that, "attention and power can only be met through negative behaviors."

Once the child and teacher realize what the child's unfulfilled need is, there are specific strategies and interventions to ensure that the need is able to be met in very acceptable ways that will be beneficial to both the child and the people around them.

Basically, students need to experience the 3-C's. The 3-C's are feelings of being capable, connected and contributing. When a child experiences these feelings, their needs for attention and power are in balance and there is no need to misbehave. In fact, they will be experiencing a strong sense of encouragement, and belonging by demonstrating positive behaviors.

The process is simple, yet effective. A misbehaving child is asked to work through a "planning sheet" with a staff member. They are asked to brainstorm ways that they perceive would strengthen their feelings of being a capable, connected and contributing individual. Their ideas are turned into action plans

that the child accepts direct ownership of. In most cases, students know exactly what they would like to be doing around the school, home or community so that they feel that important sense of belonging.

Fortunately, most of our children are able to internalize, "I am feeling a sense of belonging by getting attention or power in very appropriate ways." Our goal is to encourage all students to have a strong sense of belonging through means of positive attention and/or power. It doesn't look like punishment because it isn't. The students own the plan for change and they appreciate that tremendously. Students begin to give back to the school in very positive ways through contribution, consecutiveness and a feeling of being capable.

The natural progression is for a troubled student to be experiencing more encouragement which in turn translates into a more satisfied and cooperative student. We are committed to continuing to find creative ways to provide all students with a strong sense of encouragement at Tuc-el-Nuit School.

Safe Arrival Program

Our school provides a phone-in check system for any parents who are concerned about their child getting to school safely. If you choose to take part in this program, we will call you and check whenever your child is absent from school and we have not been informed why. **YOUR OBLIGATION IS TO PHONE US BETWEEN 8:00 - 8:30 A.M.**, if your child will not be coming to school that day. Phone our office for more details or to register.

Homework

Home study is a bridge between school and home, reinforcing what has been taught in school. It also develops initiative, independence and responsibility.

- Work together. Sit down with your children and establish ground rules on which you can all agree. Decide together on the where, when and how home study is to be done.
- Set aside time to do home study. For every family this will vary. If evening activities are scheduled, home study should be completed before leaving.
- Remember that home study is your child's job. However, in the early years children need adult guidance and lots of encouragement. (If your child is really confused, help them but write a note to the teacher about the difficulties your child experienced. It's important the teacher knows.)
- Be consistent. Doing home study should become as inevitable as the sun setting. Even if there is no assigned home study, have children take 15 minutes to review math facts or spelling words. Every child should read or be read to for a minimum of 15 minutes nightly. (Have your child join our home-reading program.)
- If you have concerns or problems - call the teacher.



Noon-Hour Procedure

Students eat in their own classrooms between 12:05 and 12:15 (younger

students, or those needing more time to eat, may eat until 12:30). They are to sit quietly while eating their lunch. They are not allowed to go outside until the 12:15 bell. After 12:15, students may be outside, yet they also have indoor options: the library, the gym (for intramurals or sports team practices), or clubs in designated rooms (e.g./ choir). During winter months, the computer lab will also be available.

Inclement Weather Procedure

It is expected that students make a choice of where to spend their lunch hour, given appropriate, supervised areas available.

Important Procedures

If you change your address, home telephone number or work number, or emergency contact, please notify our school secretary at once. If you are moving, please let the school know at once so that transfer forms can be prepared.



Student Illness

Periodically students will become sick while at school. Parents will be contacted to take their child home. No child will be allowed to go home without prior parental approval.

Accidents

Every precaution is taken to prevent mishaps in which students are injured, but sometimes such occurrences are unavoidable. In the case of any type of injury, the student should report what happened to his teacher or education assistant. If medical attention is needed, the teacher or education assistant will bring the student to the office and he/she will be taken care of. If serious, parents will be contacted. In a serious accident situation, such as back or head injuries, an ambulance will be called immediately.

Medication

If a student is required to receive oral medication of any kind, a request form from the parent must accompany the medication which is to be kept in the office. The form should be signed by the parent and the doctor prescribing the medication. Medication will be kept by school personnel and upon your request, may be administered by school personnel. No drugs such as aspirin, bufferin, or the like will be distributed by the school. Medication that must be injected cannot be kept at the school unless an exception is made by the Public Health Nurse.

Public Health Nurse

A public health nurse visits our school once a week. Messages can be left for her at the main office.



Peer Mediation

Our school has a program called Peer Mediation. This program consists of Grade 6 and 7 students who are specially trained in the art of conflict resolution and mediation. This group of approximately 15 students is specially selected by their peers and teachers and then put through approximately six hours of training which includes a practical exam which must be passed in order for them to "graduate".

Once they have become full-fledged Peer Mediators, they signed up for weekly duty and patrol the playground looking for students having conflicts. Their job is not to stop conflicts but rather to teach children how to solve conflicts peacefully. Hopefully all students will eventually learn to solve conflicts on their own. The program is in its seventh year and has been extremely successful. The number of conflicts in our school has dropped immensely and students are learning how to solve them peacefully.

Recognition Awards

Categories & Criteria

The student recognition assemblies are designed to formally recognize students for their effort and capabilities. Three (3) categories for Primary and five (5) categories for intermediate that highlight a wide range of abilities and efforts. The Criteria were developed by staff.

PRIMARY

Citizenship/Social Responsibility

- demonstrates good manners, social skills, ,interacts well with others
- helps without being asked
- is a good role model
- may show service to classroom, school or community

Work Habits

- is on time for school
- has all materials ready
- completes assignments and homework on time
- stays on task
- shows responsibility for returning home/school activities

Effort

- asks & accepts help
- uses time wisely
- learns from one’s mistakes
- tries their best

Note: students must meet all criteria to qualify for an award and only receive one award per category a year.

INTERMEDIATE

Citizenship/Social Responsibility

- helps without being asked
- shows commitment or service to classroom, school or community
- may take a leadership role
- demonstrates excellent manners, social skills and interacts well with others
- is a good role model

Academic

- Excels in more than one academic area (Language Arts, Math, Science, Social Studies, Technology, and French).

Effort

- asks and accepts help
- completes all work to ability level
- stays on task using time wisely to complete all assignments
- learns from one's mistakes

Fine Arts

- entertains others appropriately
- shows a flair for drama, music, dance or art
- expresses creativity

Athletics

- respects everyone (teammates, opponents, referees and coaches.)
- shows sportsmanship
- shows natural ability or participates in a school-wide athletic event
- coachable (listens and tries new skills)
- plays for the team



Closed Campus Policy

Except in the case of students who go home for lunch, we assume that parents sending their child to school expect that their student will remain on the school grounds at all times.

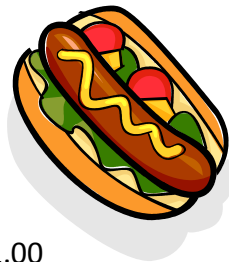
Also, please let us know if some other person is to pick your child up either during the day or after school. We hope you understand these precautions are necessary to ensure the safety of your children.

Student Dress

The home and the school need to co-operate in the matter of dress. School is the child's place of business, and children who are dressed in appropriate school clothing seem to do a better job. Short shorts, tank tops, halter tops, clothing with obscene suggestions, defamatory remarks, violent sayings, messages or pictures are not allowed. Please be reminded that students should have appropriate footwear on while in the classroom

Lunch Program

A Lunch Program will be provided Monday to Thursday featuring, Deli Buns, Cheese Pizza, etc. The cost will be \$3.00 each. Starting in October, a Salad Bar will be available on Wednesdays and Thursdays, providing students with a healthy selection of items, including at least five vegetables, three fruit, a carbohydrate , and a protein. The cost for eight meals (a four week pass, twice each week) is \$21.00 (ordered the week before a four-week cycle). Hot Dog Day is on Friday's; the cost \$1.00 each.

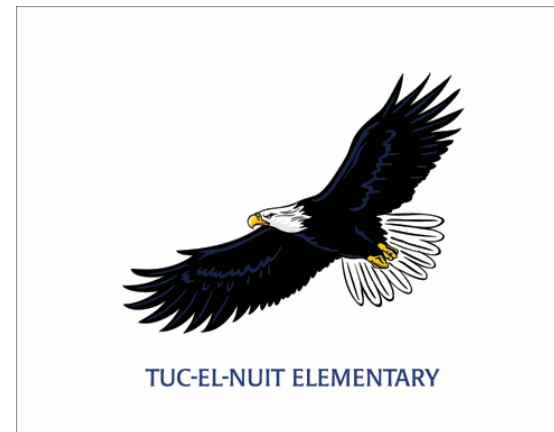


Gym Strip

Gym strip is required for Physical Education classes. Some T-shirts and shorts are available at cost from the school office. Present prices are: \$5.00 per item until sold out.

School Logo

Our school logo is the eagle:



Extra-Curricular Sports

At Tuc-el-Nuit, we plan to offer a full spectrum of athletic activities which include participation in all district leagues plus various life-sports activities at various grade levels. This is dependent on availability of workers and sponsors. We approach all extracurricular sports with a participation policy. That is, all students participate with equal playing time during league play. However, we expect all participating athletes to meet high standards of sportsmanship, team sportsmanship, coach ability and effort. Students are expected to be committed to the team and the school. They must be up-to-date in their classroom commitments. Students who are on an in-school suspension will not be allowed to represent the school.

Co-Curricular Sports / Activities

We attempt to offer the following programs to students:

Grade 1 - 7	Skating
Grade 4/5	Cross Country Skiing
Kindergarten - Gr. 7	Swimming
Grade 6/7	Curling

Community Service Projects

Each class at TEN provides service to the community by participating in a community service activity.

Extra Curricular Expectations

At Tuc-el-Nuit we value participation in extracurricular activities. Students participating in extracurricular activities are ambassadors for our school and are expected to meet the following guidelines:

SCHOOL WORK

- ✚ Complete all class work to date (make up missed class work).
- ✚ Follow classroom and school rules and guidelines

TEAM PARTICIPATION

- ✚ Attend all practices (inform coach if need to be absent).
- ✚ Demonstrate sportsmanship by encouraging team-mates, respecting opponents, referees and equipment).

If a student does not meet one or more of the above guidelines he/she may be denied the opportunity of participating in that activity. A decision will be made with the classroom teacher/coach and Principal involved.

Reporting

The School Act requires that we report home on your child's educational progress a minimum of five times per year. Three of these reports are formal consisting of a written report and possibly a conference depending on the wishes of teacher or parent. In addition, there will also be a minimum of two informal reports which will take the form of a parent/teacher conference. Parents may also be contacted by telephone or in writing.

We encourage parents to take the initiative to contact the teacher at any time when there are concerns. An appointment can be arranged through the school office.

Formal Report Cards

Reports for students in Kindergarten to Grade 7 will be written, structured progress reports. In relation to the curriculum, student progress reports will describe:

- What the student is able to do
- What areas require further attention or development
- Ways of supporting his or her learning

In addition, for students in Grades 4 to 7, the reports will include a letter grade to indicate the student's level of academic achievement or performance as it relates to established criteria.

Criterion-Referenced Evaluation and Letter Grades

Criterion-referenced letter grades are used to indicate a student's level of performance in relation to expected learning outcomes.

This requires that teachers establish specific criteria based on the expected learning outcomes, plan appropriate learning activities, gather data on and collect evidence of student learning, and make a professional subjective judgment on the student's overall performance - assigning a letter grade.

Performance standards - students will be evaluated in Math, Language Arts and Social Responsibility using the Ministry of Education Performance Standards.

Primary Program

The Primary Program at Tuc-el-Nuit Elementary School is a four-year experience where children progress at their own rate and in their own learning style.

Some of the key building blocks of the primary program include:

- ✚ The continuation of the learning your child began at home
- ✚ Continuous progress which allows the child to learn at his or her own pace.
- ✚ Curriculum designed to meet the needs of the individual learner.

- ✚ Integrating traditional subjects such as language and number skills with an increased emphasis on creative and critical thinking skills and problem solving
- ✚ An increased emphasis on the social, emotional, and physical development of children.

Intermediate Program

The intermediate program at TEN is a four-year experience where children continue to progress at their own rate and in their own learning style.

Some of the key elements of the intermediate program are:

- ✚ Continuous learning approach--children continue their learning from the primary years.
- ✚ Subjects and strands may be integrated, or teaching may be organized according to traditional subjects, or a combination of these approaches.
- ✚ Encouragement of primary and intermediate groupings (i.e. buddying, co-operative learning activities, etc.)
- ✚ Curriculum designed around meaningful experiences which allow students to express their learning through a variety of forms, encouraging children to find the connections between their learning and the real world.
- ✚ Emphasis on thinking critically, creatively, and reflectively.

- ✚ Continued emphasis on developing the whole child through intellectual development, emotional development, aesthetic and artistic development, physical development, social development and social responsibility.

Pre-School

TEN offers a morning and afternoon pre-school for children three through five years-old, while school is in session.

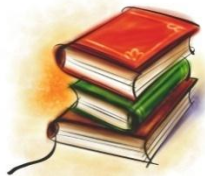
Daycare

TEN offers a daycare program 11:00-6:00 daily, while school is in session.

Library

Our library is open from 8:00am to 2:30pm each day for students to read, study or do research when supervisions is available. Books may be checked out continuously throughout the day.

Classroom teachers may use the school library resource centre as an extension of the classroom, and are able to send students individually or in small groups to the library for book exchanges or research activities. We view the library resource centre as the active and vital hub of the school. Whenever possible, the classroom teacher and the teacher-librarian work together to plan and implement co-operative teaching units to integrate library skills into the curriculum.



The library resource centre is attempting to maintain a current and complete collection of print and audio-visual material while also integrating advancements in technology. We have access to a number of CD programs and the Internet. We are able to search our entire library electronically which enhances accessibility of material to students and teachers through computer database.

Special Needs Programs

At Tuc-el-Nuit, teachers are given support in providing challenging programs for their students through the Learning Assistance, ESL, Gifted and Special Education Programs. These specialists support the classroom teachers by providing resources, consultation, assessment and evaluation, and offering small group or individual instruction.

Other services available to teachers and students include Hearing Impaired, Speech Pathology, Physical Therapy, and Counselling. Parents are informed and/or consulted when their child is receiving these additional services.

Family Life Program

This program is offered to all students in Grades 4, 5, 6, and 7. Three hours of instruction is given at the Grade 4, 5 and 6 level dealing with topics related to self esteem, body changes, and rapport building. Grade seven students receive six hours of instruction in topics related to puberty, pregnancy, socially transmitted diseases, and decision making. The Care Kit will be taught in Kindergarten and in Grade 2.

Band Program

Our school offers a comprehensive band program at the grade five, six and seven levels. We do have some instruments for rent, and in addition the purchase or rental of an instrument from a company that is the responsibility of the parent. Information will be sent home with your child in April for the coming school year.



School Web Site www.sd53.bc.ca/ten

The school web site is a great place to find out even more about the programs and events occurring at TEN. PAC information, newsletters, and educational links are among the offerings. We are always looking to improve our communication, so do not hesitate to drop us a line in regard to how we can improve our web site to best meet the needs of the TEN Community.

Language Programs - French and Okanagan

We offer two second language programs at Tuc-el-Nuit. Core French is offered in the classroom and Okanagan, the language of our local Native Indian people is offered in an alternate setting. Both languages are available to all students, but they are blocked against each other.

Technology

Tuc-el-Nuit Elementary strives to keep abreast of technological developments. The school contains a modern computer lab with 31 laptop computers and a staff who are continually training to keep ahead of new techniques and innovations in technology. In addition, the library, many classrooms and special education rooms are equipped with computer stations. SMARTBoards may be found in the library and the learning assistance room. Our school also subscribes to Discovery Learning, which allows for supplemental audio-visual media to be viewed by students to enhance their learning.