

## UNSWORTH ELEMENTARY SCHOOL

### ***Our Mission Statement***

*The Unsworth School Community is a positive, safe, caring place where we work together, responsibly and respectfully to fully develop each child's individual skills and abilities*

### ***Unsworth Elementary...Where Learning Lives and Eagles S.O.A.R***

*At Unsworth we strive for excellence through the practice and demonstration of:*

***Self-Regulation***

***Open-Hearted***

***Awesome Attitude***

***Respect***

### ***Our School Goals***

***Goal 1:*** *We are dedicated to ensuring that students are proficient in foundational skills and increase their abilities, confidence and willingness to engage with language to acquire, construct and communicate in meaningful ways from Early Learning through to Grade 12.*

***Goal 2:*** *We are dedicated to ensuring that all students become proficient in numeracy skills that allow them to create, apply and conceptualize mathematics in real world situations from Early Learning through to Grade 12.*

***Goal 3:*** *We celebrate diversity, embrace inclusion and foster a sense of belonging to ensure all students thrive. Equity and inclusion are foundational to learning and leading, and are critical to success, well-being and fulfillment.*

***Goal 4:*** *Students experience pivotal transition points through their education, from pre-K to Kindergarten, from grade to grade, school to school and from school to post-secondary or work situations. We acknowledge our responsibility to support all learners so they successfully complete their education (pre-K through Grade 12) with a sense of dignity and purpose, and opportunities to meet their goals.*

**Unsworth Elementary School**  
**5685 Unsworth Road**  
**Chilliwack, B.C. V2R 4B6**  
**Phone: 604-858-4510**  
**Fax: 604-858-9637**  
**unsworth.sd33.bc.ca**

## **BELL SCHEDULE**

<b>8:15</b>	Warning bell
<b>8:20</b>	Classes in session
<b>9:50-10:05</b>	Recess
<b>12:05-12:50</b>	Lunch/Playtime
<b>2:18</b>	Dismissal

**Morning Arrival:** Students should not arrive at school prior to morning supervision at 8:00 a.m. Students must remain outside until the warning bell at 8:15. Students are expected to line up at their classroom doors.

**Dismissal:** Students are asked to go home by 2:30pm following supervision. They are welcome to return to the school, once they have checked in with parents and received permission from their parents to return to the school (with the understanding that there is no longer school supervision provided).

### **Absence from School**

If your child is going to be absent from school, please call the school at 604-858-4510 and leave a message (our phones are not answered until 9:00), use our [Safe Arrival Link on Unsworth's Website](#) or email [unsworth@sd33.bc.ca](mailto:unsworth@sd33.bc.ca). It saves us a great deal of time and ensures the safety of your child if you communicate their status to us. Please feel free to leave your message on our answering machine. If a parent does not notify the school of a child's absence, the school will email you to check on the absence so please ensure your email is checked regularly or set an alert.

### **Telephone**

The school telephone is provided for school business and emergencies. Arrangements to go to a friend's house should be made with parents before students come to school that morning. Students must have a slip from their teacher before they ask to use the phone at the Office. All calls out of the school, must be made on a school phone and not from personal cell phones during the school day.



### **Contact Information**

It is important that we always have your up-to-date information as well as your alternate contacts in case of emergency. Please ensure we have your latest information so we can connect with you when necessary.

### **Walking, Parking and Bussing**

Pedestrians are asked to enter the school grounds by using the crosswalk and walkway at the north end of the school grounds. Students and parents who use "human powered wheels" (bikes, scooters, etc.) to and from school are asked to wear helmets and walk their wheels once on school grounds.

We ask that parents DO NOT park in the bus drop off/pick up zone.

Please follow the lanes painted in the parking lot. The right-hand lane is for drop off/pick up. The left lane is the drive through lane. If you plan to walk your child to their classroom door (or pick up), please park in the empty stalls. Do not park in marked staff parking or in the side parking lot beside the annex. We have over 50 staff and need all our designated parking stalls.

### **Pets on the Playground**

We often have family pets "walking" their family member to school. However, as safety is paramount, we ask that parents please be vigilant with their pet. Even the gentlest of creatures can become "antsy" when approached by a crowd of excited children and the animal's response cannot be guaranteed. If you are walking your child to school with your family pet, please be mindful of proximity to other children when on the school grounds. Although we are all drawn to furry friends, as a parent/pet owner you may not be aware of allergies, medical concerns of other children, or the animal's response in that particular instance – so please do not encourage groups of children to pet your dog. Please ensure to pick-up after your dog. Thank you.

### **Lost and Found**

Articles of clothing lost at the school are put in the lost and found area outside the gym. Keys, watches, eyeglasses, money, and other valuables are kept safely at the office. School supplies, shoes, clothing should be clearly labeled. Our Lost and Found overflows very quickly with articles left on the playgrounds in other areas throughout the school.

### **Cell Phones and Electronic Devices**

If families have an arrangement that their child take a cell phone to school, it should be understood that the child will be asked to keep the device in their backpacks for the duration of the day in order to avoid potential problems. Students and parents must recognize that there is an element of risk to personal property when bringing a device such as a cell phone or other electronic devices to school. By providing consent, the student/parents/guardians understand that Unsworth Elementary School will not accept responsibility for the loss/theft/damage of a personal device. Devices are not to be used during the day unless invited by a staff member for an educational purpose. The picture and recording functions are to not be used at any time.

## **Technology as Learning and Teaching Tools**

We are privileged to have access to technology in our building. With this privilege comes responsibility. We expect all students to use the devices with care and in a responsible way to support their learning. Parents will be asked to sign a Technology User Agreement at the beginning of the year to allow students access to the internet and log on to our equipment,

## **Newsletters**

At Unsworth, we are green! In an effort to encourage parents and students to consult our school website for pertinent information and to conserve paper, and resources, our newsletters are posted on our school website. Additionally, newsletters, alerts and updates are emailed to parents.

## **Parent Advisory Council (P.A.C.)**

Our school has an active Parent Advisory Council, which helps enrich your child's education and helps you become involved in the school. The Parent Advisory Council organizes fundraisers for the school, discusses school board policies, student safety, and any other concerns you may have regarding your child's school. We encourage all parents to attend these meetings. All parents are welcome to attend our PAC meetings. Please refer to monthly newsletters and announcements for PAC meeting dates and times.

## **CHILD PICK-UP, DISMISSAL AND SCHOOL SECURITY**

If you pick up or drop off your child at school, please establish a routine that will allow your children to meet you outside. Please make this part of your daily routine. Our students are asked to avoid using the front door as an entry (only if arriving late) or exit door.

## **Homework**

All students are strongly encouraged to read on a daily basis. Other homework may include:

- Review and practice of math skills (board games, online games, etc.)
- Word work (sight words, spelling, etc.)
- Completing incomplete assignments

### Extended Absences

If your child is going to be away for an **extended** amount of time, please speak to your child's teacher and inform the office. We are unable to provide assignments for children who have extended absences due to family plans. However, we can provide a list of **suggested** activities which are designed to assist parents with planning for their child's educational needs while traveling.

- Set aside a time each day for reading books.
- Keep a scrapbook of special places or sightseeing and write a journal of the travel adventures.
- Have your child keep a "math journal" or ledger, dealing with changes in time and currency, distances traveled, cost of fuel and meals... lots of real-life practice with numbers.
- Your child(ren) can email back to their class at Unsworth to share updates.

### ***Top Ten Tips in Making your Child's (and Your) Year SUCCESSFUL***

1. *Know your school*
2. *Communicate regularly with the teacher / be involved*
3. *Set up a regular routine for homework and nightly reading*
4. *Support your child with organization*
5. *Use / Read the planner daily*
6. *Know your child's friends*
7. *Seek to clarify – don't believe everything that you hear*
8. *Use your school's resources*
9. *Establish routines of punctuality and regular attendance*
10. *If you need help...ASK*



Days in Session	187
Number of Instructional Days	177
Number of Non-Instructional Days	10
Schools Open	September 3
NON-INSTRUCTIONAL DAY #1 (Pro-D Day)	September 27
Truth and Reconciliation Day – Statutory Holiday	September 30
Thanksgiving Day - Statutory Holiday	October 14
Early Dismissal Day #1	October 18
NON-INSTRUCTIONAL DAY #2 (Pro-D Day)	October 25 (Provincial)
NON-INSTRUCTIONAL DAY #3 (A&E Day #1)	November 1
NON-INSTRUCTIONAL DAY #4 (Pro-D Day – Lieu Day)	November 8
Remembrance Day - Statutory Holiday	November 11
Last Day of School before Christmas Holidays	December 20
Christmas Holidays	December 23 to January 3
Schools Reopen after Christmas Holidays	January 6
NON-INSTRUCTIONAL DAY #5 (A&E Day #2)	January 24
NON-INSTRUCTIONAL DAY #6 (Pro-D Day)	February 14
Family Day - Statutory Holiday	February 17
Early Dismissal Day #2	February 28
Last Day of School before Spring Vacation	March 14
Spring Vacation Period	March 17 – March 28
Schools Reopen after Spring Vacation	March 31
Good Friday - Statutory Holiday	April 18
Easter Monday - Holiday	April 21
NON-INSTRUCTIONAL DAY #7 (Pro-D Day)	April 25 (CTA)
NON-INSTRUCTIONAL DAY #8 (Pro-D Day – Lieu Day)	May 16
Victoria Day - Statutory Holiday	May 19
NON-INSTRUCTIONAL DAY #9 (A&E Day #3)	May 30
Last Day for Students / Early Dismissal #3	June 26
Administrative Day	June 27

## Unsworth Elementary Matrix – S.O.A.R.

<b>S.O.A.R.</b>	<b>LEARNING SPACES</b> <small>(Library, Gym, Multipurpose Room, Online, In/Outdoor Classroom Areas)</small>	<b>PLAYGROUND</b>	<b>FIELDTRIPS</b>
<p><b>Self-Regulation</b></p> <p><i>"I can be calm, alert and in charge of my feelings."</i></p>	<ul style="list-style-type: none"> <li>I can enter and exit rooms in an orderly manner.</li> <li>I can use supplies &amp; materials properly.</li> <li>I can be my own boss.</li> <li>I can walk silently at all times.</li> <li>I can walk on the right-hand side of the hall.</li> <li>I can take ownership for my own behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>I can problem solve in peaceful ways (W.I.T.S.).</li> <li>I can recognize and acknowledge the emotions of others.</li> <li>I can keep my hands and feet to myself.</li> <li>I can take ownership for my own behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>I can remain with my assigned group.</li> <li>I can be patient and in control.</li> </ul>
<p><b>Open-Hearted</b></p> <p><i>"I can create a sense of belonging where I and others feel welcome."</i></p>	<ul style="list-style-type: none"> <li>I can acknowledge the learning needs of others.</li> <li>I can try my best on all assignments.</li> <li>I can be kind and helpful.</li> </ul>	<ul style="list-style-type: none"> <li>I can listen to my friends' opinions and thoughts.</li> <li>I can recognize and acknowledge the emotions of others.</li> <li>I can keep an open mind when problem-solving.</li> <li>I can invite others to play.</li> <li>I can be polite and use my manners.</li> </ul>	<ul style="list-style-type: none"> <li>I can be a positive representative of Unsworth Elementary.</li> <li>I can be a focused listener.</li> <li>I can learn from and contribute to a larger community.</li> </ul>
<p><b>Attitude</b></p> <p><i>"I can always try my best."</i></p>	<ul style="list-style-type: none"> <li>I can be on time, prepared to learn and complete my work.</li> <li>I can persevere through challenging tasks.</li> <li>I can ask for help when needed.</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate fair play.</li> <li>I can share and take turns.</li> <li>I can compromise with my friends.</li> <li>I can report a problem to an adult immediately.</li> <li>I can set a positive example for others to follow.</li> <li>I can greet others in a friendly way.</li> </ul>	<ul style="list-style-type: none"> <li>I can come with an attitude to learn.</li> <li>I can bring permission slips in on time.</li> </ul>
<p><b>Respect</b></p> <p><i>"I can show respect for myself, others and this place."</i></p>	<ul style="list-style-type: none"> <li>I can listen and follow directions.</li> <li>I can accept consequences for my choices.</li> <li>I can keep my hands-off other people and their belongings.</li> <li>I can clean up after myself.</li> </ul>	<ul style="list-style-type: none"> <li>I can put garbage in the proper bins.</li> <li>I can follow instructions of the Noon Hour Supervisor.</li> <li>I can make others feel welcome.</li> <li>I can be respectful of others away from class.</li> <li>I can re-enter the class quietly and respectfully</li> </ul>	<ul style="list-style-type: none"> <li>I can listen and follow directions.</li> <li>I can raise my hand to share.</li> <li>I can use a quiet voice on the bus.</li> <li>I can be respectful and responsible when using technology</li> </ul>

# Unsworth Code of Conduct

## PURPOSE

As a learning community at Unsworth Elementary, we provide a nurturing environment for students to achieve high standards and to become respectful, responsible, cooperative members of society. Our Code of Conduct takes into account the rights, freedoms and responsibilities of both individuals and the school community and clarifies behavior expectations that are acceptable and unacceptable.

The Code of Conduct is established to maintain a safe, caring and orderly environment for purposeful learning for all students. Students are responsible for respecting the rights and dignity of others in a learning environment free from discrimination as set out in the B.C. Human Rights' Code.

## EXPECTATIONS OF BEHAVIOUR

Our Code of Conduct is designed to teach children how to make choices with a focus on:

- **Self-regulating emotions and behaviours**
- Being **Open-hearted** by creating a sense of belonging where all feel welcome
- Demonstrating **Awesome Attitudes** toward learning, self and others and always trying their best
- **Respecting** self, others and the environment;

Students at Unsworth are able to **SOAR** when they follow expectations of behavior. It is understood that as students become older and more mature, expectations of increasing responsibility and self-regulation will be evident.

Expectations apply to behavior at school, during school-organized or sponsored activities, and behavior beyond these times (including on-line bullying that negatively impacts the safe, respectful environment of the school and/or student learning). All staff, students and parents at Unsworth will work together to help each other reach their fullest potential and SOAR.

## ACCEPTABLE BEHAVIOUR

- Respect self and the rights of others;
- Respect the property of others and the school;
- Attend school regularly and punctually;
- Inform an adult of any unsafe behavior;
- Work diligently and to the best of their ability; and
- Follow school rules and expectations

Some positive incentives for students SOARing:

- Recognition by staff, peers, the school community
- Recognition with 'Eagle Eye'
- A feeling of self-respect; pride; self-esteem

## UNACCEPTABLE CONDUCT

Behaviors and acts that interfere with the learning of others or create unsafe conditions are considered unacceptable. *All behaviors are not listed in the Code, but those cited are examples.*

### Examples of unacceptable conduct:

- |  |                         |
|--|-------------------------|
| * Vandalism  | * Theft                 |
| * Weapons  | * Insolence/defiance    |
| * Illegal substances                                 | * Harassment/racism     |
| * Lying/cheating                                     | * Violence              |
| * Intimidation                                       | * Threatening behaviour |
| * Bullying (verbal/physical/online or cyberbullying) |                         |

### Discrimination of the following will not be tolerated:

- |                      |                              |
|----------------------|------------------------------|
| * Race               | * Religion                   |
| * Colour             | * Marital status             |
| * Ancestry           | * Family status              |
| * Age                | * Physical/Mental disability |
| * Place of origin    | * Gender identity/expression |
| * Sexual orientation |                              |

## CONSEQUENCES OF UNACCEPTABLE BEHAVIOUR

If a student chooses harmful actions to him/herself or the school community, there will be progressive discipline and/or consequences. Considerations are given to the severity of the incident, the frequency of the incidents and the age/maturity of the students.

Responses to unacceptable behaviors are consistent and fair. Considerations may apply to students with a disability of an intellectual, physical, sensory, emotional or behavioral nature when determining appropriate disciplinary action.

Disciplinary action, whenever possible, is preventative and restorative. As often as possible, students are encouraged to participate in the development of meaningful consequences using:

- Problem-solving conversations
- Problem-solving assignments
- Restorative circles
- Contracts/school or public service
- Referral to School Based Team
- Counselling
- Suspension (in school/out of school)

## NOTIFICATION & COMMUNICATION

At Unsworth Elementary, we share a responsibility to protect every teacher's right to teach and every student's right to learn. The classroom teacher handles most issues arising from classroom behaviour. Issues are referred to the Principal if they are major offences or chronic behaviour problems.

In the event that there is a concern for the safety of students or staff, school personnel have a responsibility to inform other parties of a serious breach of conduct. (Eg. Parents, school district officials, police and/or other agencies)



## **Purpose of Our School Code of Conduct**

Students, staff and parents of Unsworth Elementary School are expected to behave in a manner that honors our Code of Conduct, by speaking and acting with care, kindness and respect at all times.

These expectations apply to behaviour at school, during school-organized and sponsored activities, and behaviour beyond these times (including on-line behaviour) that negatively impacts the safe, caring or orderly environment of the school, and/or student learning.

All members of the Unsworth Family believe that socially responsible behaviour needs to be based on clear and consistent rules, expectations and consequences. At Unsworth, expected behaviours are taught, modeled, practiced and discussed. Students learn to monitor and evaluate their own behaviour and to set goals for improvement.

## **What Happens with Poor Decisions or Misbehaviour?**

Students at Unsworth Elementary are encouraged to solve problems independently using the following strategies:

1. What is the problem?
2. How can I respond? What are my choices/options?
3. Do I need an adult?

**For Minor Playground Conflict**

**Walk Away**

**Ignore**

**Talk it over or Tell them how you feel**

**Seek Help**

## **Increasing Expectations**

As our students become older and more mature, our expectations of them change. We expect increased personal responsibility and self-discipline with increased age.

## **Consequences:**

Consequences are applied with the goal of improving the student's ability to self-reflect on the incident and to help the student to self-monitor and to apply improved problem-solving strategies in the future. Our staff is committed to using the strategies and principles of restorative practices. We respond to difficulties using the following guiding principles:

- Disciplinary action will be preventative and restorative whenever possible, rather than merely punitive.
- Consequences will depend on the severity and frequency of the inappropriate behaviour as well as the age and maturity of the student.
- As often as possible, students will be involved in problem-solving discussions with other students and staff members in order to fix their mistakes and restore their sense of self.
- The school will respond seriously to behaviour or communication that discriminates against race, colour, ancestry, place of origin, religion, marital or family status, physical or mental disability, sex, gender identity/expression or sexual orientation.

At times, students are unable to solve problems on their own in appropriate ways, or the problems are beyond the student's problem-solving abilities. On these occasions, staff members become involved in the following ways:

### **Level 1- Inappropriate Behaviours**

For poor decisions or misbehaviours that are of a minor level (e.g. running in the hallways, arguing over game rules), a staff member will:

- Speak directly to the child to:
  - identify the poor decision or misbehaviour
  - ask students what they would need to do to meet behaviour expectations
  - ask how their actions affect other people
  - ask the purpose for the misbehaviour or poor decision
  - have students apologize when suitable or appropriate
- May apply a mild consequence such as a warning, or a time out or have the student practice the appropriate behaviour.

### **Level 2 - Inappropriate Behaviours**

For misbehaviours that are more serious or are repeats of minor misbehaviours (eg. repeated classroom disruptions, arguing or fighting over a game, out of bounds, continuous refusal to follow dress code, repeated code of conduct infractions), a staff member will:

- Speak directly to the child (as in Level 1)
- Apply consequences such as:
  - a longer time out
  - recess or lunch detention
  - the child phoning home to describe the misbehaviour and the consequence
  - school service
  - and/or paying the cost of the damages
  - loss of privileges

Level 2 behaviours are tracked and recorded and may require parental involvement and communication by phone or a meeting.

### **Level 3-Unacceptable Behaviours**

For non-compliant, violent or serious behaviours, or a repeat of level 1 and 2 behaviours (e.g. threats, bullying, physical aggression, repeated breach of code of conduct and school expectations), school staff will:

- Respond as in Level 1 and Level 2
- The principal will involve the parents by phone or setting up a meeting
- Consequences applied at this level may include:
  - restricted privileges
  - recess and lunch detentions
  - repair and replacement of equipment
  - school community service
  - in-school suspension
  - out-of-school suspension

Level 3 behaviours are communicated to the parents and (all involved) staff and are recorded and tracked.

### **Notification**

School officials may have a responsibility to advise other parties of serious breaches of code of conduct (parents, school district officials, police and/or other agencies).

# Home Reading Support

Reading at home will make a HUGE difference in your child's school success! Every day, every child should listen to a fluent adult read aloud. This should be a fun and engaging book for the child. Every day, every child should have the opportunity to read something they choose. This can be a new book or even a favourite re-read even if they have read them a 'million times'.

## Building a Reader

- ✓ Have your child turn the pages
- ✓ Encourage them to fill in the rhymes
- ✓ Notice patterns in the text and illustrations
- ✓ Have your child be the 'reader' and read the pictures
- ✓ Notice and talk about the letters and the sounds they make
- ✓ **Help them fall in LOVE with books**

## When Readers get Stuck on a Tricky Word

### Skippy Frog

- ✓ Skip the tricky word, read to the end, hop back and try again



### Lips the Fish

- ✓ Get your lips ready to make the first sound



### Eagle Eye

- ✓ Look at the pictures to help you figure out the words



### Stretchy Snake

- ✓ Stretch the sounds out s-l-o-w-l-y



### Chunk the Skunk (aka Chunky Monkey)

- ✓ Break the word into chunks you know



### Flippy Orca

- ✓ Flip the vowel sound. Try short and long sounds



Now you're read to read smooth as a seal!

## Things to notice before reading

- ✓ What do you notice about the book cover
- ✓ What might this book be about?
- ✓ What do you already know about \_\_\_\_?

## Things to notice during reading

- ✓ What does this remind you about?
- ✓ What are you picturing in your head?
- ✓ What do you think will happen next? Why?
- ✓ What are the characters feeling or thinking?
- ✓ Have you ever felt this way?

## Things to notice after reading

- ✓ Now what do you think about \_\_\_\_?
- ✓ What did you like about the story? Why?
- ✓ What did this story remind you about?
- ✓ Why do you think the author wrote this book?

# Math For Life

There are many ways you can support your child in developing their numeracy skills.

## Board Games



## Card Games



## Building with blocks and Lego



## Cooking/Baking



## Math Websites for Home

**Prodigy**

**Mathletics**

**AAA Math**

**[www.estimation180.com](http://www.estimation180.com)**

**[steveWyborney.com](http://steveWyborney.com)**

**AAA Math**

**[Khanacademy.org](http://Khanacademy.org)**

**[Mathisfun.com](http://Mathisfun.com)**

