

Student Planner 2018-2019

Mrs. Karen MacEwan

Mr. Ken Bergeron



# Royal Oak Middle School

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## Student Handbook 2018-19

### *Expecting the best!*

**Mrs. Karen MacEwan**

Principal

**Mr. Ken Bergeron**

Vice-Principal

#### 2018-19 Early Closure, Stat. & Non Instructional Days

<b>September</b>	04	First day of school (Tuesday)
	20	School Photo Day
	26	Open House - Family Barbeque
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<b>October</b>	08	Thanksgiving Day (Monday) - Stat. Holiday
	16 & 17	Early Closure 2:08 (Tuesday & Wednesday)
	19	Non-Instructional Day #1 (Friday)
	24	Photo Retakes (morning only)
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<b>November</b>	12	Remembrance Day (Monday) - Stat. Holiday
	23	Non-Instructional Day #2 (Friday)
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<b>December</b>	06	Winter Band Concert
	07	Report Card #1 goes home
	21	Last day of classes before Winter Vacation
		<b>December 24, 2018 - January 4, 2019 - Winter Vacation</b>
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<b>January</b>	07	School re-opens (Monday)
	28	Non-Instructional Day #3 (Monday)
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<b>February</b>	13	Early Closure 2:08 pm (Wednesday)
	15	Non-Instructional Day #4 (Friday)
	18	Family Day (Monday) - Stat. Holiday
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<b>March</b>	04	Non-Instructional Day #5 (Monday)
	15	Last day of classes before Spring Break begins
		<b>March 18 - 29, 2019 Spring Break</b>
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<b>April</b>	01	School re-opens (Monday)
	05	Report Card #2 goes home
	08	Non-Instructional Day #6 (Monday)
	19	Good Friday - Stat. Holiday
	22	Easter Sunday - Stat. Holiday
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<b>May</b>	10	Non-Instructional Day #7 (Friday)
	20	Victoria Day (Monday) - Stat. Holiday
	23	Early Closure 2:08 (Thursday)
	28	Year End Band Concert
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<b>June</b>	24	Grade 8 Farewell Celebration
	27	Report Card #3 goes home - Assembly & last day of school
	28	Administration Day - no students

**June 29 to September 2, 2019 - SUMMER HOLIDAYS**

**September 03, 2019** First day of School

Check our school website for calendar updates <http://royaloak.sd63.bc.ca>

## Message from the Principal and Vice-Principal



Mrs. MacEwan  
Principal

Welcome to the 2018-19 school year. We are hoping for another great year with lots of learning and some fun as well. We look forward to supporting all members of our community to make this an year of learning, growth and new relationships.

Please look at the Student Handbook on our website. It contains useful information that will assist students throughout the school year.



Mr. Bergeron  
Vice-Principal

- Firstly, the handbook outlines our district Code of Conduct and Social Responsibility Rubric. Both are key components to ensure a safe and caring learning environment.
- Secondly, the handbook documents school information and expectations.

At Royal Oak we support all students to become engaged learners who are excited and enthusiastic about every aspect of their education. In order to accomplish this goal, students, staff and families must collectively work together in supporting and celebrating student achievement. Consistent use of the school website will help students take ownership of their progress and daily activities at ROMS.

Best wishes for a great year at Royal Oak Middle School, Home of the Eagles!

Sincerely  
Karen MacEwan and Ken Bergeron

### My Timetable / Mon Horaire

Block, Time & Bell*	Monday Lundi	Tuesday Mardi	Wednesday Mercredi	Thursday Jeudi	Friday Vendredi
Warning Bell 8:55*					
Homeroom 9:05 *- 9:09					
Block 1 09:09 – 10:16*					
Block 2 10:16 – 11:23*					
Recess 11:23 – 11:38					
Block 3 11:40 – 12:47*					
Advisory/Eat/ Reading 12:47 – 01:16*					
Lunch Activity 1:16 – 01:56*					
Block 4 02:01 – 03:08*					

## School Goal Statement

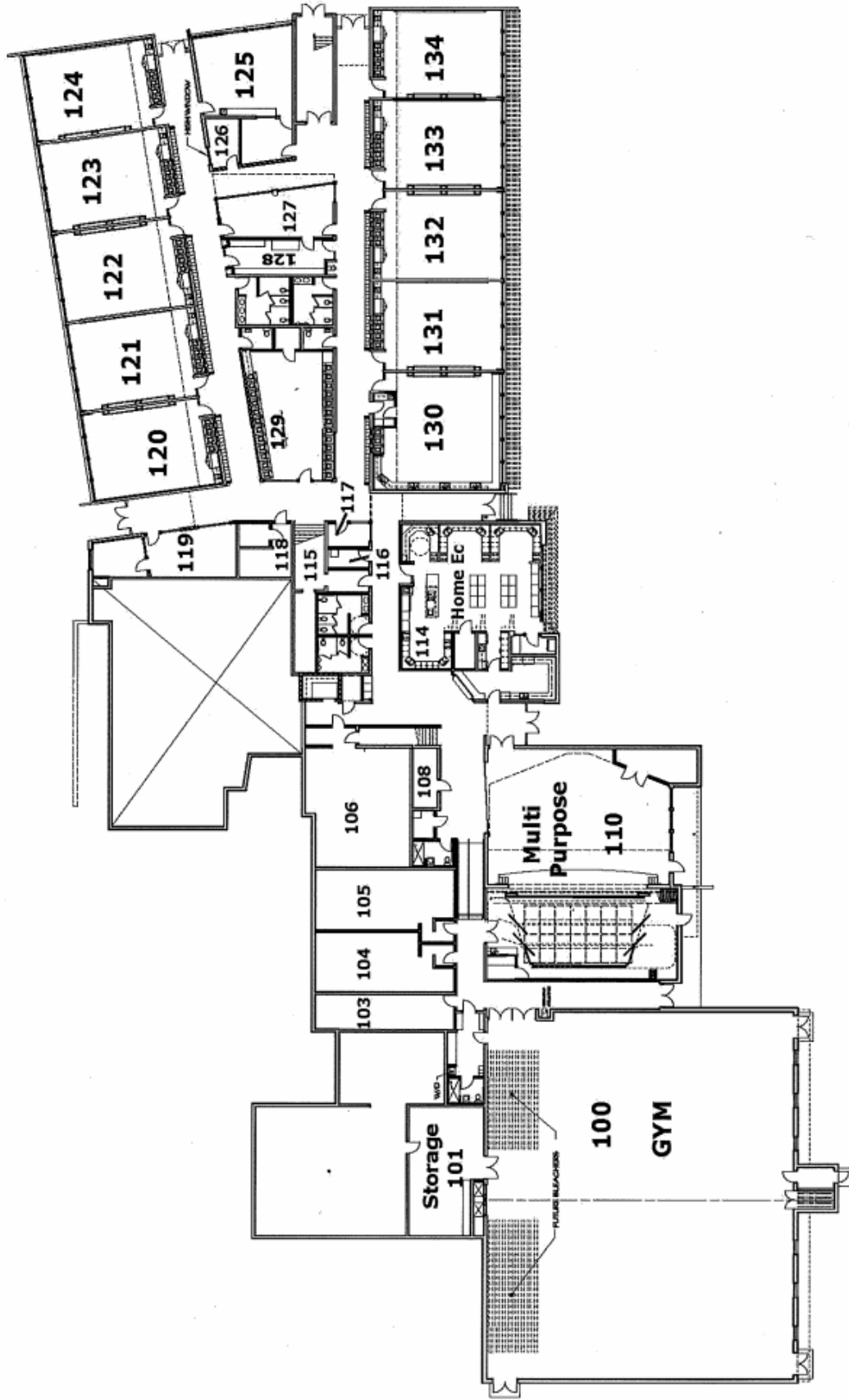
**School Goal Statement:** To improve learners' capacity to be curious, compassionate and resilient.

- **Curious** learners are passionate, engaged and focused.
- **Compassionate** learners effectively contribute to their school community and value the needs of themselves and others.
- **Resilient** learners have a positive mindset that allows them to think critically, solve problems, and overcome challenges.

**School Mission:** Royal Oak is an inclusive and vibrant community of learners where each member of the school community is engaged both socially and intellectually. School community members demonstrate a sense of ownership and strive to maintain a safe and caring culture where everyone has the opportunity to reach their learning potential.

**School Context:** Royal Oak Middle School is home to students from semi-rural and urban locations. We border the Victoria city limits and the Saanich Peninsula. Students attending Royal Oak come from a diverse range of backgrounds. Students come to Royal Oak from Prospect Lake Elementary, Cordova Bay Elementary, and Lochside Elementary as well as a variety of other schools throughout the city. Royal Oak is known for its dedicated staff and innovative educational practices. The focus is on student learning and encouraging students to take an active role in their own learning process. Students learning is supported through the use of technology, a fully updated learning commons, and the use of inquiry-based learning in classrooms. At Royal Oak, we also recognize the need for middle years learners to feel a sense of belonging and safety at school. Staff directly address social-emotional learning and support students by teaching problem-solving and conflict resolution strategies. Students are also given the opportunity to participate in the diverse array of extra-curricular activities offered at Royal Oak. Royal Oak is a great place to learn and grow.

# Lower Floor / Green Floor



## Code of Conduct Signatures

Dear Parents:

We value your participation in your child's learning. Part of the learning process involves that students have clear expectations regarding their rights and responsibilities as a member of the Royal Oak learning community. Please demonstrate that you have actively participated in supporting your child's learning by reading and reviewing the following information with your child. When you have done this please sign as required.

The spaces below are to be signed by you and your child after reviewing the pertinent pages.

Thank you for your time and attention.

### **Student Code of Conduct**

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Date

---

Student Signature

---

Parent/Guardian Signature



# CODE OF CONDUCT

A safe, caring, and orderly school is the foundation for a successful learning environment. This Code of Conduct is designed to build and sustain a community that values and fosters respect, inclusion, fairness and equity. Therefore all members of the school community shall not discriminate against others on the basis of race, colour, ancestry, place of origin, religion, family or marital status, physical or mental disability, age, sex or sexual orientation, gender identity or gender expression, or for any other reason set out in the Human Rights Code of British Columbia, nor shall a student publish or display anything that would indicate an intention to discriminate against another, or expose them to contempt or ridicule on the basis of any such grounds. All reasonable steps will be taken to prevent retaliation against a student who has made a complaint of a breach in the Code of Conduct. This Code of Conduct is the same in all three middle schools in the Saanich School District.

## **RIGHTS AND RESPONSIBILITIES**

### **A) SAFE:**

- Closed Campus
- Bikes, skateboards, rollerblades, scooters, etc.
- School and Public Bus
- Alcohol, Drugs, Tobacco, E-cigarettes, Vaporizers
- Weapons (including replicas) and Violence or Intimidation
- Cyber bullying and the misuse of electronics

### **B) CARING:**

- Respect for Self and Others
- Positive, Supportive Learning Environment
- Appropriate Language
- Respect for School, Public and Private Property

### **C) ORDERLY:**

- Attendance
- Personal Electronic Devices
- Personal Appearance: Clothing, Hats, Handbags/Purses
- Student Movement and Designated Areas

## 1. RIGHTS AND RESPONSIBILITIES

### A) SAFE

A safe school is one in which members of the school community are free of the fear of harm, including potential threats from inside or outside the school. The attitudes and actions of students, staff and parents support an environment that is resistant to disruption and intrusion, and ensures a constant focus on student achievement.

#### **CLOSED CAMPUS:**

- I have the right to be safe at school during my school day.
- I have the responsibility to abide by school bells and boundaries.

#### **Why?**

The safety and security of students is of primary importance. School administration is legally responsible for student safety and whereabouts during the school day. Therefore, I must bring written permission from my parent or guardian (or have a parent speak directly to office staff) in order to leave the school grounds.

#### **BIKES, SKATEBOARDS, ROLLERBLADES, SCOOTERS, ETC:**

- I have the right to be in a safe environment that does not pose threats to my physical well-being.
- I have the responsibility to walk my bike, and carry my scooter, roller blades, and/or skateboard on school property.

#### **Why?**

The use of the above equipment or other wheeled vehicles on school property can be dangerous to the students themselves, as well as others. Therefore, I will walk my bike or carry my scooter, roller blades, and/or skateboard on school property during the school day.

#### **SCHOOL AND PUBLIC BUS:**

- I have the right to be safe and respected while riding any bus to and from school, or when on a field trip or an extra-curricular activity.
- I have the responsibility to follow the school bus guidelines established by School District No. 63 (reference School District Policy 3310 (/node/1247)). I also have a responsibility to be viewed by the public in a positive manner.

#### **Why?**

The safety of students is a main concern. Therefore, as an ambassador of the school, I will abide by this Code of Conduct when riding a school bus. In particular, I will get on and off the bus in a safe manner, ride facing calmly forward, and follow any directions given to me by the bus driver or other adult supervisor (reference School District Policy 3310(/node/1247)).



**ALCOHOL, DRUGS, TOBACCO E-CIGARETTES, VAPORIZERS:**

- I have the right to be in a learning environment free of alcohol, drugs, tobacco, e-cigarettes and vaporizers.
- I have the responsibility not to be in possession of, under the influence of, or involved in providing to others: alcohol, drugs, tobacco, e-cigarettes and vaporizers at any time at school or during any school function.

**Why?**

For our own protection and the protection of others, the law forbids the use or possession of these substances by students. Therefore, I will not be in possession of, under the influence of, or involved in providing to others, alcohol, drugs, tobacco, e-cigarettes or vaporizers. I understand that forbidden items include, but are not limited to: alcohol, illicit drugs as defined under the Criminal Code of Canada; unauthorized prescription drugs, and other chemical substances which impair a person's judgment and ability to participate appropriately in the learning environment established by the school (reference School District Policies 6200 and 4120 (/node/1247)).

**WEAPONS (including replicas), VIOLENCE OR INTIMIDATION:**

- I have the right to be in a learning environment that is free from weapons, violence (acts or threats of), bullying, cyberbullying or intimidation.
- I have the responsibility to not be in possession of any weapons, fireworks or any other illegal items, nor be involved in violence (acts or threats of), bullying, cyberbullying or intimidation.
- I have a responsibility to report to school staff if I believe there are acts of violence, threats of violence, bullying, cyberbullying or intimidation, or if there is a weapon in the school.

**Why?**

Weapons, violence (acts or threats of), bullying, cyberbullying and intimidation will not be tolerated at school. Therefore, I will refrain from any involvement with weapons, fireworks or any other illegal items, and I will not be involved in any acts of violence, threats, or intimidation. I will report violence, weapons, intimidation or threats to individuals' safety immediately to school staff (reference School District Policies 6110 and 6120 (/node/1247)).

**CYBER BULLYING AND MISUSE OF ELECTRONICS:**

- I have the right to be in a learning environment that is free from bullying, harassment or intimidation that takes place on-line or through the use of electronic devices.
- I have the responsibility to use on-line resources and electronic devices (social networking sites, blogs, e-mail and messaging services, cameras, etc) in an appropriate manner.

**Why?**

Intimidation or bullying through the use of electronics will not be tolerated at school. Therefore, I will not be involved in posting photos and/or derogatory messages or comments about others in any electronic forum. I will not be involved in sending inappropriate or hurtful messages to other individuals on-line. I will refrain from taking pictures or video of any individual at school unless I have their expressed permission to do so (reference School District 63 Policies 6110 and 3130 (/node/1247)).

## **B) CARING**

A caring school is one in which members of the school community feel a sense of belonging, and have opportunities to relate to one another in positive, supportive ways. All aspects of school life embrace and reflect diversity. The school is an inviting place for students, staff, parents and visitors.

### **RESPECT FOR SELF AND OTHERS:**

- I have the right to learn in a respectful environment and be treated with courtesy and respect.
- I have the responsibility to treat all individuals with courtesy and respect regardless of their differences.

#### **Why?**

Every person should feel valued, be treated respectfully and be free of harassment. Therefore, I will not engage in behaviours such as rudeness, intimidation, bullying, fighting, or inappropriate physical displays of affection.

### **POSITIVE, SUPPORTIVE LEARNING ENVIRONMENT:**

- I have the right to a positive and supportive learning environment.
- I have the responsibility to demonstrate a commitment to my learning.

#### **Why?**

A positive, supportive learning environment is necessary for success. Therefore, I will actively engage in the learning process, come to class on time prepared to learn, and complete all class and homework assignments.

### **APPROPRIATE LANGUAGE:**

- I have the right to be spoken to respectfully.
- I have the responsibility to speak politely and use language and tone of voice that is respectful to all members of the school community.

#### **Why?**

Being able to use appropriate and tasteful language is a valuable life skill. When language is offensive to others, hurt feelings may lead to further conflict. Therefore, I will not engage in name calling, yelling, swearing, or crude, rude or obscene language, whether it is spoken, written, implied or gestured.

### **RESPECT FOR SCHOOL, PUBLIC AND PRIVATE PROPERTY:**

I have the right to a clean and well-maintained school-learning environment.

I have the responsibility to respect school property, as well as the property of staff, students and the people who live in our neighborhood.

#### **Why?**

Taking care of the school and its surroundings demonstrates pride in the school. A clean school offers a healthy and pleasant place to work. Therefore, I will use garbage cans and recycling bins appropriately. All students and staff should feel that their personal belongings are safe at school. Therefore, I will respect school property and other people's belongings, and I will be accountable for any willful damage.

### **C) ORDERLY**

An orderly school is one in which members of the school community are informed about, and exercise their rights and responsibilities as school citizens. Expectations about acceptable behaviour, respect and decorum are generally understood. Responses to violations are based consistently on sound principles and are appropriate to the context.

#### **ATTENDANCE:**

- I have the right to attend school without excessive disruptions.
- I have the responsibility to attend all my classes and be punctual.

#### **Why?**

Success comes through respect, responsibility, honesty, trust and fairness. The most basic level of student responsibility is attending school. Therefore, I will be present and on time to the best of my ability, and I will bring in a note from my parent/guardian if I have been sick at home. I will also sign in or out if I am late to school or leaving early.

#### **PERSONAL ELECTRONIC DEVICES:**

- I have the **right** to use electronic devices for educational purposes in appropriate ways at the direction of supervising staff.
- I have the **responsibility** to use my personal electronic devices ethically, safely and responsibly.
- I have the responsibility to keep my personal electronic devices at home or, if I bring them to school, off and secured in my locker during school hours.

#### **Why?**

Electronic devices can be used to support educational purposes in significant ways, but they can distract others if used inappropriately. It is important to learn how to use these devices in appropriate ways and at appropriate times.

#### **PERSONAL APPEARANCE:**

- I have the **right** to dress comfortably in a way that reflects my personal identity.
- I have the **responsibility** to dress in a manner that does not promote drugs or alcohol, display offensive language or images, or which encourages discrimination, and which recognizes school is a place of work.

#### **Why?**

- I believe that positive personal appearance reflects good judgement as well as respect for myself and others.

#### **STUDENT MOVEMENT AND DESIGNATED AREAS:**

- I have the right to attend an orderly and safe school.
- I have the responsibility to demonstrate orderly and safe conduct.

#### **Why?**

Students should be able to enjoy a peaceful and orderly environment. Therefore, I will walk in the hallways, be respectful of people's personal space, and be in the areas that are designated for my grade at any given time during the school day.

## 2. INTERVENTIONS & CONSEQUENCES

### **RANGE OF INTERVENTIONS & CONSEQUENCES:**

Regardless of the nature or location of the misconduct, or the staff member involved, the following is a range of interventions and consequences that will be used in Saanich Middle Schools:

1. On-the-spot conference or redirection.
2. Follow-up meeting between the student(s) and staff member(s).
3. Contact with parent or guardian.
4. Restitution, including a logical remedy for the problem (eh: paying for damage willfully caused) and supporting anyone who is a victim or who suffers as a result of the student's actions.
5. Supportive intervention and/or service to school.
6. Additional time for the student with the teacher or office (detention).
7. Referral to counseling, administration, and/or community support services.
8. Serious or repeated indiscretions are reported directly to the vice-principal or principal.

Administration response may include steps 1-7 above, but response to serious or repeated indiscretions will be consistent with school and district policy. Where students refuse to cooperate with staff directions and school expectations, as repeat offenders or through single incidents, parents will be involved and a suspension may result. As well, suspensions will be strongly considered, and parents and police will be involved where chargeable offenses occur (fighting, threatening, assault, willful damage, possession or use of weapons, theft, tampering with fire alarms, possession or influence of drugs or alcohol). Special consideration may apply to students with special needs.

### **SEQUENCE OF CONSEQUENCES:**

The range of responses is not necessarily sequential. This means that the point at which an intervention begins will vary with the severity of the incident, and that not all steps are necessary in all situations. For example, a teacher may simply confer with a student or may refer the matter to counseling or administration. Some issues, such as classroom misbehaviour, may result in sequential elevation up the scale, depending on the student's response to teacher intervention. On the other hand, major infractions such as fighting, involvement with alcohol, etc, may be elevated directly to step 8 above.

## Parent Involvement

At Royal Oak School we value and appreciate parent involvement. We recognize the important role parents and guardians play in a child's education and the operation of our school. The following guidelines may clarify the district principles of parent involvement.

### Visitors

Parents and guardians are welcome in the school at all times. To ensure that our school environment is safe, all visitors should report to the office. We will avoid disturbing classes in session by having your child meet you at the main office. You can expect any staff member to approach you if they see you in the halls and will check if you have visited the office.

### Communications

Positive and constructive communication among parents, students, and teachers is an essential part of your child's education. On a regular basis, five times yearly, you will receive information concerning your child's progress. The school encourages parents to inform teachers of children's success in community endeavors. As well, there will be regularly scheduled opportunities for parents, students, and teachers to conference together. If you wish to meet with a teacher, please email or phone the teacher directly to set up an appointment. This will ensure quality time set aside for this important and confidential activity.

### School Involvement

All parents/guardians of Royal Oak students are members of the Royal Oak Parent Advisory Council (PAC). PAC meetings are scheduled monthly with dates posted on the school website [<http://royaloak.sd63.bc.ca>]. At the beginning of each school year our PAC will circulate requests for parent volunteers. Opportunities to volunteer or participate on committees varies throughout the year. Participation varies from discussion of educational issues to supporting operational needs. Teachers may make direct requests for support from parents. Punctuality and confidentiality are expected when working around students in a volunteer capacity.

### Clarifying Questions and Solving Problems

Middle school students have questions about everything. As parents and teachers we know that changes in their lives often create situations that require clarification and guidance. At home these questions often center around responsibilities and expectations. At school these questions, such as what was for homework or when are assignments due, are similar. Clarifying these questions can be done most effectively when parents, teachers, and students meet together. Please send a written note or telephone your child's teacher requesting a conference and indicating the topic you wish to discuss. As well, finding solutions to problems is most often successful when people work directly with each other in a supportive and constructive manner. Once again, please contact your child's teacher by phone or email, to set-up a problem solving conference. If the problem solving conference does not achieve satisfactory results, our school's administration will be happy to participate and lend their perspective to the situation.

## Fee Waiver Policy

ROMS requires school fees for a variety of school-based needs and charges fees in accordance with District and Ministry directives. Please make cheques payable to **School District #63**. These funds assist our school in offering additional programs/activities that would not otherwise be funded.

### Policy Statement:

Our school's fee schedule shall conform with the principles contained in the Board's Policy 2300 and the Ministry's School Board Fees Order.

- All of our students have access to required school activities or courses and shall not be denied this access due to the inability to pay our school fees.
- Our school fees shall be kept as reasonable as possible.
- Procedures for those unable to pay fees will be included in our school handbook and will also be communicated on the school website and fall newsletter.

### Fee Waiver Procedure:

- If you require special consideration, please contact the principal no later than September 30 for school fees or 10 days prior to the school activity or field trip.
- Subsequently, the principal will contact the parent/guardian who made the request to confirm receipt of the request.
- If the fees cause financial hardship, ROMS will accept payment by installments (one or more postdated cheque(s)).

- For cases of serious need, arrangements will be made to have the fee partially or completely waived.



## Restorative Process

### Making It Right

1. What happened?
2. What were you thinking/feeling at the time?
3. What are you thinking/feeling now?
4. Who has been affected by what you have done?  
In what ways?
5. What do you need? (see Basic Needs Circle)
6. What are you going to do to make things right?
7. Why is this a better plan?

### Basic Needs Circle\*



Glasser, W. (1998) Choice Theory



## The "I" Message Formula

1. I feel \_\_\_\_\_  
(name the feeling).
2. When \_\_\_\_\_  
(describe the situation or behaviour).
3. I need or I wish \_\_\_\_\_  
(state what you need to make things better).

### Conflict Resolution - Talking it Out

When a problem needs to be solved

Steps

1. Agree to the ground rules of discussion.
2. Use "I" message to say what happened.
3. The second person re-states the problem for the first person.
4. Switch roles. Repeat 2 and 3.
5. Suggest possible solutions.
6. Develop an agreement that is specific, balanced and realistic.

Gibbs, J. (2001) *Discovering Gifts in Middle School Tribes*



## **ROMS students want our school community to:**

### **LOOK LIKE**

Clean walls and stalls; sanitary throughout  
No bullying, peaceful, and happy  
Sports and activities going on  
A social, fun place to be in  
Garbage/litter-free, a green school, Eco-friendly  
Vandalism free  
Substance and alcohol free

### **SOUND LIKE**

Peaceful and quiet during appropriate times  
Calm in hallways  
A fun and safe environment  
No rumors being spread; no gossip  
Positive attitudes from each and every person  
Supportive comments instead of gossip  
No swearing; only respectful and positive language

### **FEEL LIKE**

Calm, comfortable, secure, friendly, and joyful  
Mutual respect  
A fun and safe environment  
A positive and friendly school where people  
can be themselves  
Open to new thinking  
A school where everyone belongs

### **WHAT WE WILL DO TO MAKE THIS HAPPEN**

Welcome new students and teachers  
Respect others and property  
Help others, include everyone  
Work hard at school  
Make the school feel like home to everyone  
Help others, and be a friend  
Reduce, reuse, recycle  
*Treat others the way we would want to be treated*



## School Routines and Procedures

Royal Oak has a number of procedures that aid in the smooth running of the school. Please do your best to follow these.

### **Safe Arrival**

All child is  
**250-**  
absent  
Every  
with  
and  
absent.

A Safe Arrival system is used to protect the children in our attendance area. All students are included in this program as a safety measure. Whenever you are going to be absent or late, please email [romssafearrival@sd63.bc.ca](mailto:romssafearrival@sd63.bc.ca) or call **479-0999** available 24 hours. If the school is not notified when your child is absent or late, you will be called at home, work or cell phone to verify his/her absence. Every effort will be made to contact parents. However, if no immediate contact is made with a parent, messages will be left on the numbers called. This is a time consuming and worrisome process, so please contact Safe Arrival if your child will be late or absent.

### **Sign IN and OUT**

early  
the  
out.  
a

Any time you are late, you must sign in at the office. When you need to leave for an appointment, you must sign out and then sign back in again if you return the same day. A note or parent/guardian personal visit must accompany every sign-out. Students may not leave the school without parent/guardian permission. We have a 'closed campus' policy.

### **Sickness or Injury**

room.  
and

Please report to the office immediately and you will be admitted to the medical room. We have staff members qualified in First Aid. We will call your parents to come get you if you are very sick and/or send you to the hospital. Please have an emergency contact name & number that can be reached during the day in case of emergency. Please report all accidents to the office.

### **Student Support Services**

Family  
lend a

If you need help with your school work, or have a personal concern, there are many ways to get support. Don't be afraid to ask Homeroom Teachers, the Youth & Counsellor, Teacher Counsellors, Administrators, or any school staff member to help. At Royal Oak we all work together to support one another.

### **Lockers and Locks**

days of  
teacher.

All students at Royal Oak Middle School will be issued a locker on the first few days of school. Grade 6 students must purchase a new lock through their homeroom teacher.

must

If Grade 7 and 8 students do not have a school lock from the year prior, they must purchase one from the office. These locks are the property of the student, but if needed, enable school administration to enter a locker.

### **Starting the Day**

the  
school  
be  
extremely  
early and

Our school opens at 8:55 a.m. each day. Students are to remain outside prior to school opening. The administration or other staff will welcome students into the school each morning. Students who are in the school prior to the school opening, must be supervised by a teacher or have permission to be in the building. In cases of poor weather, the administration will encourage students to enter the school and wait in the multi-purpose room. At the beginning of the day, prior to morning announcements, all personal belongings such as back packs, extra clothing, hats, and all Personal Electronic Devices (turned off) must be stored in your locker. All class materials are to be gathered together for the two blocks following each break, morning blocks 1 & 2, Recess, block 3, Lunch & block 4.

### **Announcements**

they  
announcements are  
the regular  
We  
subscribe

Announcements occur during homeroom period, and on ROMS TV at lunch, plus they are posted on the hallway walls and on the school website. These announcements are very important for students to gain information in regard to any changes in routine. They also provide students with information about clubs and activities. We encourage all parents/guardians to sign up for our forum subscriptions and

to our daily announcements. Please visit our website at <https://royaloak.sd63.bc.ca>.

**Expectations at Recess** Recess takes place between blocks 2 and 3. The purpose of our morning recess is to encourage students to engage in meaningful activities. During this time students should eat a snack, take a washroom break, get some fresh air, and gather materials needed for the next block of instruction.

## School Routines and Procedures (continued)

### **Lunch Procedures**

Students will

Friday)  
time

Our first expectation is that students bring a healthy lunch each day, eat their lunch in their class with their teacher during Advisory/Eat/Reading instructional time. Pizza is for sale on the last day of each week (Thurs or throughout the year, and is sold from the canteen. During Lunch Activity students are expected to be outside or in designated activity areas indoors.

### **Healthy Schools**

home  
important  
Royal

Royal Oak Middle School recognizes its responsibility in cooperation with the and community, to encourage healthy lifestyles. We acknowledge the role that nutrition plays in the development and performance of individuals. Oak will promote healthy eating through nutrition education, our physical education program and our food and beverage sales.

### **Closed Campus**

you  
the  
through the  
parent and  
and  
however,

Royal Oak Middle School has a closed campus policy. This means that once arrive at school you remain on the school grounds in appropriate areas for remainder of the school day. Students needing to sign out must do so main office. A written note from your parent or guardian is required. All adult visitors are required to report to the office where they are signed in given a visitor's pass which is worn in a visible manner. Our campus is, closed to your friends during the school day.

### **Learning Commons**

who  
asked to:

The Learning Commons is an important part of the school. In order that all use the Learning Commons may receive maximum benefit, students are

- respect the learning commons as a place of learning
- sign out all materials except those marked 'reference'
- return materials on time
- treat resources with care
- refrain from eating in the Learning Commons
- pay for any lost materials

### **Lost & Found**

etc.,  
into the  
are held  
periodically to a

Clearly write your name on all of your personal items. If you misplace books, check for them in the rooms in which you have classes. Textbooks turned office will be given to the subject teacher. Valuables turned into the office in the Lost & Found. Unclaimed articles of clothing will be donated charity. During PE, please store all your jewelry/valuables/cell phones in your locker, not in the PE change room.

### **Telephone**

their  
emergency or if  
will be

With the teacher's permission, students are permitted to use the phone in homeroom. Please do not ask to use the office phone except in an the student is going home sick. In the event a student receives a call, they paged at break. Cell phones can be used before and after school or with the teacher's permission, otherwise they are stored in the locker.

### **Valuables**

thereby  
school  
will

We encourage students to keep **valuables locked in their lockers**, minimizing the temptation of theft. Do not bring large sums of money to and NEVER leave money or valuables in the PE change rooms. If possible we help to recover missing things, but the school cannot assume responsibility.

## Personal Electronic Devices

Royal Oak School is a place of “school business”. Cell Phones and electronic devices can be used to support educational purposes in appropriate ways at the direction of the supervising staff. Phones and electronic devices can distract others and self if used inappropriately. It is important to use devices in appropriate ways at appropriate times.

Permitted with Teacher Permission	Not Permitted
<ul style="list-style-type: none"><li>Cell phones in classrooms.</li></ul>	<ul style="list-style-type: none"><li>Do not take photos or videos of other students (unless with teacher permission for school project).</li></ul>
<ul style="list-style-type: none"><li>Ear buds in classroom during independent work only.</li></ul>	<ul style="list-style-type: none"><li>Do not post photos or videos taken at school on social media.</li></ul>
<ul style="list-style-type: none"><li>Printing from a device.</li></ul>	<ul style="list-style-type: none"><li>No video streaming unless teacher permission for specific educational research.</li></ul>
<ul style="list-style-type: none"><li>Sharing work from a device.</li></ul>	<ul style="list-style-type: none"><li>No music streaming</li></ul>
<ul style="list-style-type: none"><li>Phones on “<b>Silent Mode</b>” at all times.</li></ul>	<ul style="list-style-type: none"><li>No ear buds or headphones in hallways.</li></ul>
<ul style="list-style-type: none"><li></li></ul>	<ul style="list-style-type: none"><li>No on-line gaming.</li></ul>

### Consequences:

- Inappropriate usage-first offense-will result with the phone being taken by a staff member hold or taken to the office and the student will be permitted to pick it up at end of the school day.
- If misuse continues and a second offense occurs, then phone use will be prohibited and parents will be required to pick up the phone from the school office.

### Note:

If a student does not want to have their phone taken away by a staff member, responsible use will prevent it from ever being taken away.

### A Good Digital Citizen ....

Does	Does Not
<ul style="list-style-type: none"> <li>• Use device for appropriate purposes at all times in all locations</li> </ul>	<ul style="list-style-type: none"> <li>• Send a message that their parent would not want to see</li> </ul>
<ul style="list-style-type: none"> <li>• Use a device at school for educational purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Post photos or videos without the person's permission</li> </ul>
<ul style="list-style-type: none"> <li>• Stop and thinks before hitting "send"</li> </ul>	<ul style="list-style-type: none"> <li>• Post inappropriate photos or videos</li> </ul>
<ul style="list-style-type: none"> <li>• Use appropriate language in messages</li> </ul>	<ul style="list-style-type: none"> <li>• Send hurtful, mean or bullying messages</li> </ul>
<ul style="list-style-type: none"> <li>• Use electronic devices as a tool to communicate and to enhance learning</li> </ul>	<ul style="list-style-type: none"> <li>• Give out personal passwords</li> </ul>
<ul style="list-style-type: none"> <li>• Reports to an adult anything that makes one feel uncomfortable or does not seem right</li> </ul>	<ul style="list-style-type: none"> <li>• Accept requests or talk to people that they do not know, even if they have friends in common.</li> </ul>
<ul style="list-style-type: none"> <li>• Understands the potential ways messages or photos can be damaging and hurtful to others</li> </ul>	
<ul style="list-style-type: none"> <li>• Understands that all digital messages and images are public even with private settings</li> </ul>	
<ul style="list-style-type: none"> <li>• Understands the digital messages and images are permanent and can come back to haunt a person months/years later</li> </ul>	
<ul style="list-style-type: none"> <li>• Understands that a person who claims he/she is "a kid" might not be "a kid"</li> </ul>	

Student Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date \_\_\_\_\_

**Do not text or phone your child's cell phone during curricular time. If you need to get a message to your son/daughter, please contact the school's main office at 250-479-7128 and leave a message for them.**

## Reporting

Reporting is ongoing and may take a variety of forms. The School Act stipulates that reporting shall occur five times during the school year, and three of the five reports shall be formal, written reports. Teachers may report on student development and learning more frequently than required. Term reporting dates will be posted in the school calendar on the school website.

### LETTER GRADES AND DEFINITIONS:

- A** The student demonstrates excellent or outstanding performance in relation to the expected learning outcomes for the course or subject and grade.
- B** The student demonstrates very good performance in relation to expected learning outcomes for the course or subject and grade.
- C+** The student demonstrates good performance in relation to the expected learning outcomes for the course or subject and grade.
- C** The student demonstrates satisfactory performance in relation to the expected learning outcomes for the course or subject and grade.
- C-** The student demonstrates minimally acceptable performance in relation to the expected learning outcomes for the course or subject and grade.
- I** The student's work is not meeting expectations in relation to the expected learning outcomes for the course or subject and grade.
- F** Failing or Failed.
- W** The student has withdrawn from the course.
- SG** Standing Granted.
- TS** Transfer Granted. Standing is granted based on records from an institution other than a school.

### WORK HABITS

- E Excellent**  
Responsibility: demonstrates an industrious work ethic, ready to work and learn.  
Cooperation: a class leader exemplified by a high degree of positive and meaningful participation initiated by the student.  
Independence: a keen and enthusiastic learner actively seeking out personal growth and learning opportunities.
- G Good**  
Responsibility: all assignments turned in, ready to work and learn.  
Cooperation: works well with other students and teachers, participates in class in a meaningful way.  
Independence: a self-directed learner, takes appropriate initiative and responsibility for learning.
- S Satisfactory**  
Responsibility: most assignments turned in, usually ready to work and learn.  
Cooperation: usually works well with other students and teacher(s).  
Independence: often requires direction.
- N Needs Improvement**  
Responsibility: most assignments missing, frequently not ready to work and learn.  
Cooperation: does not work well with other students or teacher(s).  
Independence: needs one-on-one attention most of the time.

## Royal Oak Recognition Program

Royal Oak strives to recognize all students for their success and school engagement throughout the year within the classroom setting. Recognition may vary from class to class.

Every student has strengths and talent which we strive to recognize. Students are encouraged to set goals for themselves and work responsibly to achieve them throughout the year.

Note: The staff and the PAC are currently reviewing the student recognition process. Please stay tuned for further updates on this topic.

## Setting and Meeting Goals

In order to be successful at school, or at anything else, a person must set goals for him/herself (Personal, Academic, and Social Responsibility Goals). A goal is just a target that we want to reach.

At Royal Oak Middle School there are three logical times to set goals:

- At the start of each of the three terms (reflection, goal setting & action plan)
- At the start of each week
- At the start of each day.

As you work on each task, it is important to reflect on and evaluate your progress toward your goal.

As well, there are logical times for reflection. They are:

- At the end of each term
- At the end of each week
- At the end of each day.

These goals can be short-term or long-term. For example:

- I will improve my standing in Math this term.
- I will get more involved in school extracurricular activities.
- I will participate more positively in my classes.

To achieve your goal:

1. Make sure your goal is reasonable and achievable.
2. Break down the larger goal into smaller tasks.
3. Set up an action plan with specific steps and continuous growth, and any support necessary.
4. Remind yourself about your goal daily.
5. Modify or adapt your plan or goal as needed.

Note: to meet any goal, you must work at it steadily. You will find it difficult to meet a goal by applying yourself at the last minute. Meeting a goal is an ongoing process.

### Example of a Goal and Action Plan

**Goal:** I will become more organized at school.

**Action Plan:** (What must I do to reach this goal?)

- Check my homework at the end of each day during homeroom and write down assignments.
- Clean out my binders and put sheets in their proper places every Monday.
- Clean out my locker every week.

## LONG TERM GOAL-SETTING

Take some time to reflect on your goals for this year. Use the space provided below to state a long term goal and plan your action strategy. Remember that our goal can change over time so be sure to come back to this page throughout the year to revise, restate, and replan your goal.

**Goal:** \_\_\_\_\_

**Action Plan:** (What must I do to reach this goal?)

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## Term \_\_\_\_ - Goal Setting

For the coming term, set **Letter Grade and Work Habit Goals** that you would like to achieve for specific classes. Also take some time to reflect on two *subject priorities* and one *work habit routine* to form an Action Plan to meet your goals.

Please use the following **Work Habit** definitions to describe your behaviour, attitude and social responsibility for this term:

Excellent **(E)**

Good **(G)**

Satisfactory **(S)**

Needs Improvement **(N)**

Be realistic, and also be sure to challenge yourself.

SUBJECT	Letter Grade		Work Habits	
	Goal	Mark	Goal	Mark
English/LA				
Socials				
French				
FAAS				

SUBJECT	Letter Grade		Work Habits	
	Goal	Mark	Goal	Mark
Math				
Science				
PE				
Band				

**Subject:** \_\_\_\_\_ **Letter Grade Goal:** \_\_\_\_\_ **Work Habit Goal:** \_\_\_\_\_

**Action Plan:** (What must I do to reach this goal?)

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**Subject:** \_\_\_\_\_ **Letter Grade Goal:** \_\_\_\_\_ **Work Habit Goal:** \_\_\_\_\_

**Action Plan:** (What must I do to reach this goal?)

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**Work Habit Routine:** \_\_\_\_\_ (e.g. homework, locker care, organization . . .)

**Action Plan:** (What must I do to reach this goal?)

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## TERM \_\_\_\_\_ - RATING SCALE FOR PERSONAL AND SOCIAL RESPONSIBILITY

### Personal Responsibility:

Aspect	Description	Rarely	Some of the time	Most of the time	All of the time
Being on Time	I arrive on time and follow classroom routines.				
Being Prepared	I use my school agenda and am well organized.				
	I bring all necessary materials and supplies to each class.				
Work Quality	I use "Page Perfect" directions for work completion.				
Meeting Deadlines	I complete and submit all forms and other assignments on time.				

### Social Responsibility:

Aspect	Description	Rarely	Some of the time	Most of the time	All of the time
Contributing to the School and Classroom Community	I notice and care about how others are feeling.				
	I listen politely, even when I disagree.				
	I make good choices that respect myself and others.				
	I accept responsibility for my actions.				
	I show respect for the classroom environment.				
Solving Problems in Peaceful Ways	I solve problems calmly.				
	I use effective strategies to solve problems with others.				
	I reflect on how my behaviour affects others.				
	I use "I" messages to express my feelings and state what my needs are.				

# TERM \_\_\_\_ - REFLECTION, GOAL-SETTING AND ACTION-PLAN

## Reflection

Personal Responsibility: \_\_\_\_\_  
\_\_\_\_\_

Social Responsibility: \_\_\_\_\_  
\_\_\_\_\_

Academic Progress: \_\_\_\_\_  
\_\_\_\_\_

### Sample Sentence Starters:

I can see that I have improved in \_\_\_\_\_ because \_\_\_\_\_.

One thing that is still difficult for me is \_\_\_\_\_ because \_\_\_\_\_.

**\*\*Remember:** A reflection is a look back on your strengths and challenges this term.

## Goal Setting

Personal Responsibility: \_\_\_\_\_  
\_\_\_\_\_

Social Responsibility: \_\_\_\_\_  
\_\_\_\_\_

Academic Progress: \_\_\_\_\_  
\_\_\_\_\_

### Sample Sentence Starters:

Next term my goal is to \_\_\_\_\_.

Next term I will work hard at improving \_\_\_\_\_.

**\*\*Remember:** Goals must be specific and realistic.

## Action Plan

Personal Responsibility: \_\_\_\_\_  
\_\_\_\_\_

Social Responsibility: \_\_\_\_\_  
\_\_\_\_\_

Academic Progress: \_\_\_\_\_  
\_\_\_\_\_

### Sample Sentence Starters:

I can meet my goal by \_\_\_\_\_.

I will take the following steps to meet my goal \_\_\_\_\_.

**\*\*Remember:** Your action plan must list specific things that you will DO to meet your goal.

Parent Signature: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_