

Parent/Student Handbook

2025 – 2026

R.L. Angus Elementary School

Ms. Becky Froese, Principal
Bag Service 750
5501 Mountainview Drive
Fort Nelson BC V0C 1R0
Telephone: (250) 774.2738

September 2025

Dear Parents/Guardians:

Welcome to RL Angus School!

This handbook was designed to provide answers to commonly asked questions regarding school policy and procedures.

We pride ourselves in building a friendly, welcoming, and positive learning environment for our students. Our school vision is:

We believe that building relationships comes first – with our students, parents, and staff. RLA is a safe and caring environment that encourages students to take risks and persevere with their learning. We aim to be positive, proactive and to inspire a passion for lifelong learning.

We look forward to the coming year and working with your children and you.

Sincerely,

Ms. Becky Froese
Principal

Staffing for 2025-2026

Instructional Staff

Becky Froese.....	Principal
James Gilbert	Grade 5
Katelynn Trainor	Grade 5
Kyle Vandersteen.....	Grade 6
Kyla Mayer and Kathy Cowan	Grade 6
Tiffany Smith and Dustin Eklund.....	Grade 7
Michila Anderson.....	Grade 7
Shannon Clark.....	Teacher Librarian
David Johnstone.....	Band
Genevieve Dogherty	Fine Arts/ SSRT
Amanda Mercer	SSRT
John Donald	Counsellor

Support Staff

Sophia Thomas.....	Administrative Assistant
Connie Croin	Youth & Family Worker
Tabitha Gilson.....	Educational Assistant
Stacey Jensen.....	Aboriginal Educational Assistant
Darian Southwick.....	Educational Assistant
Leah Edmunds	Educational Assistant
Angie Driscoll.....	Youth and Family Worker
Anne Gordon.....	Library Technician
Teresa Olkh.....	Educational Assistant
Aymee Belfour.....	Educational Assistant
Judy Legge.....	Personal Attendant
Jessica Zegnal.....	Educational Assistant

District Staff

Mark Theobald.....	Superintendent of Schools
Sarah-Jane Attrill	Director of Instruction

Enhancing Student Learning

R.L. Angus's School Goals for 2025-2026

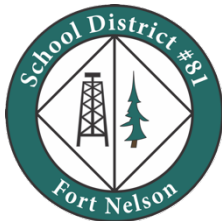
Goal #1 Intellectual – Cultivating a Culture of Learning. To increase the percentage of students meeting and exceeding grade level expectations in reading and numeracy by the end of Grade Seven. We believe that students meeting and/or exceeding grade level expectations in reading and math are more likely to achieve success in school, graduate with a Dogwood Diploma, and be prepared for high school, post-secondary education, and beyond.

Goal #2 Human and Social – Cultivating a Culture of Care. All students will demonstrate school connectedness through opportunities that allow student choice and voice.

We believe that fostering connection to school by engaging students in their learning, and enhancing involvement, choice and personal attachment will lead to student academic success and a greater sense of belonging and self worth.

Goal #3 Career Development – Building for the Future. All students will demonstrate future preparedness through the Maker projects, Symposium of Learning, and developing skills with the Core Competencies.

We believe that our students need to be prepared and empowered to contribute their personal best as tomorrow's leaders. Supporting the development of lifelong learning attributes, skills and abilities are key to future preparedness and success.



School District 81 2024 – 27 Strategic Plan

Vision

Our students will develop the skills and competencies, along with a strong sense of self-worth, resiliency, citizenship, dignity, and purpose, to thrive throughout their lives.

Mission

To provide the environment and resources to inspire and prepare all students to flourish.

Values

We value:

1. Schools where each child can flourish
2. Safe, supportive, and inclusive environments
3. Celebrating the accomplishments of all learners

4. Respecting and honouring the uniqueness and dignity of each person
5. The diversity and culture of all people
6. Equitable access to education

Our priorities for this strategic plan are:

1. Cultivating a Culture of Learning

- Build learning environments where all learners are included and can be successful
- Focus on building the skills and competencies needed for student success in numeracy and literacy at all levels, beginning with strong foundational skills in their primary years
- Focus on building the skills and competencies needed for students at all levels to successfully analyse, interpret, and make decisions in a changing world
- Build and strengthen our early learning partnerships and programs

2. Cultivating a Culture of Care

- Support positive relationships with students, families, staff, and community members to ensure that everyone in our school system feels connected and welcome
- Support the social, emotional, cultural, physical, and digital safety of everyone in our school communities
- Support the well-being of students and staff

3. Building for the Future

- Be flexible and adaptive in helping our students navigate rapid changes in society
- Build leadership capacity at all levels of the district
- Provide opportunities for students to contribute to planning through input, decision making, and innovative thinking
- Ensure long-term sustainability for our district

Accountability Framework

The Framework for Enhancing Student Learning (FESL) will continue to be the primary vessel for reporting and responding to data related to student outcomes in the three areas of Intellectual, Human and Social, and Career Development.

A Strategic Plan update will be published in April of each year outlining progress on the Strategic Plan, which will include any initiatives, results, and data not encompassed by the annual FESL report.

The annual budget, facilities plans, technology plans, and school plans will be in alignment with the District's Strategic Plan and FESL report.

R.L. ANGUS STAFF MISSION STATEMENT

We believe that building relationships comes first – with our parents, students, and staff. RLA is a safe and caring environment that encourages students to take risks and persevere with their learning. We are positive, proactive, and work hard to inspire a curiosity for lifelong learning.

Cell Phone Use (Policy 6340)

Staff will model the expectations required of students, restricting their own use of digital devices during working hours (including during instructional time and while on supervision) to necessary work-related use. At the elementary school level, the use of and access to personal digital devices will not be permitted at any time during the school day. Should you need to get in touch with your child during the school day please call our administrative assistant at 250-774-2738 and she will make sure the message is passed on.

Progressive Discipline and Interventions:

It is expected that teachers will start class with a reminder to all students the OFF and AWAY expectations.

If a student is accessing their phone at school, they will receive a verbal reminder and referral to policy and procedure. They will be asked to turn over their cell phone for safe keeping. Parents will be made aware of phone misuse and repeat offenders may be asked to leave their phone at home or check it in at the office at the beginning of each day.

RL Angus School Code of Conduct

The purpose of our Code of Conduct is to provide a safe, caring, and orderly school environment for our students.

Students at RL Angus are expected to:

1. Treat others with dignity, respect, tolerance, and courtesy.
2. Respect the rights of others to learn and work in an environment free from abuse, intimidation, harassment, bullying, disruption, or discrimination (i.e., Discrimination based on race, colour, ancestry, place of origin, religion, family status, physical or mental disability, sex or sexual orientation of that person or class of persons, gender identity or age).
3. Act in a safe and responsible manner toward themselves, others, and others' property.
4. Comply with classroom and school standards for attendance, promptness, language, and behaviour. Unacceptable behaviour can include, but is not limited to bullying, cyberbullying, harassment, intimidation, threatening or violent behaviours, verbal aggression, or insults, calling someone derogatory names, harmful hazing, or initiation practices, vandalizing personal belongings, and spreading malicious rumors, including the use of interpersonal and electronic communications, such as social media and texts.
5. The Code of Conduct applies while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school environment. The school principal's authority to discipline students for

violations of the Code of Conduct is not limited to behaviours, which occur during the school day, or on school grounds. Any student behaviours, which negatively impact the school environment could be subject to disciplinary action. The school will take all reasonable steps to prevent retaliation against any student or individual who reports a breach of a school's or the School District's Code of Conduct.

6. When a student's behaviour is inconsistent with our behavior guidelines, action is taken. Each classroom teacher develops rules designed to protect the learning atmosphere in their classroom. Consequences are developed and administered to encourage students to respect and follow these rules. Parents are involved if a child is frequently unable to behave appropriately. If parental involvement is unsuccessful in helping a child behave, the school principal becomes involved. Most discipline problems can be solved when teacher, parents, and principal work together to find solutions. Counseling services may provide additional help for the student.

The purpose of all intervention is to reinforce appropriate behavior and to discourage inappropriate behavior. School consequences are age appropriate, reflect the maturity level of our students, and allow for special considerations based on exceptional circumstances and/or students. Appropriate interventions include:

- a. a student conferences
- b. short-term removal from class to another supervised area
- c. in-school detention
- d. parent conference/contact*
- e. in-school suspension *
- f. referral for school-based student services *
- g. counseling for the student *
- h. referral to District staff for programs or services *

* *Parents notified for all consequences beyond "c"*

Out of School and In-School Suspensions

Home suspensions and/or in-school suspensions are used when other forms of intervention have been unsuccessful, or when a significant, major infraction has occurred.

Acceptable Use of District and Personal Digital Devices (Policy 6340)

The District, in conjunction with schools, will develop age-appropriate programming, procedures, and restrictions to aid in the responsible use of both personal and district digital devices that support student learning, well-being, critical use of technology, and the development of both digital literacy and digital citizenship.

The use of District digital devices, and personal digital devices during school hours, must be used only for those purposes that support the goals, objectives and activities as prescribed by the District.

The Principal or designate shall ensure that Acceptable Use Forms are signed by students and their parent/guardian. These forms shall be kept on file at the school. No student shall have access to the District networks unless authorized by a teacher or other designated staff member.

At the elementary school level, the use of and access to personal digital devices will not be permitted at any time during the school day.

At no time will the use of any digital devices invade or infringe upon the personal privacy or safety of any member of the school district community. Students must not use digital devices to record audio and/or video in any school setting without the express permission of those being recorded and must not record in settings where there is the potential to violate a person's reasonable expectation of privacy.

R.L. Angus School Expectations

At R.L. Angus School we want all students to learn in a safe, caring, and orderly environment. To that end, we expect our students to follow our Code of Conduct. It is our expectations students will:

1. Be Respectful
2. Be Responsible
3. Contribute Positively

R.L. ANGUS SCHOOL WIDE EXPECTATIONS

Expectation/Area	Be Respectful	Be Responsible	Contribute Positively
PODS	<ul style="list-style-type: none"> ✚ Give each other space ✚ Only access your locker ✚ Pick up items from the floor and store in the locker/classroom ✚ Use garbage cans 	<ul style="list-style-type: none"> ✚ Keep your combination private ✚ Lock your locker after each use ✚ Only come and go from your pod ✚ Treat lockers with respect ✚ Wear inside shoes 	<ul style="list-style-type: none"> ✚ Help others ✚ Use inside voice in hallways ✚ Be respectful to the next-door classroom and their rules ✚ Keep pod clean & orderly
HALLS	<ul style="list-style-type: none"> ✚ Walk quietly ✚ Be respectful of school property ✚ Keep your hands to yourself 	<ul style="list-style-type: none"> ✚ Be mindful of students engaged in learning when walking by 	<ul style="list-style-type: none"> ✚ Walk scuff free ✚ Recycle ✚ Speak kindly to others ✚ Pick up garbage
WORKING WITH TECHNOLOGY	<ul style="list-style-type: none"> ✚ Be respectful of the equipment ✚ Store equipment carefully ✚ Follow food rules ✚ Stay in workplace 	<ul style="list-style-type: none"> ✚ Plug in equipment when finished ✚ Use internet responsibly. ✚ Use technology etiquette and rules ✚ Work quietly and appropriately 	<ul style="list-style-type: none"> ✚ Stay on task ✚ Only access website, apps, and tools that are permitted.
BUSES	<ul style="list-style-type: none"> ✚ Remain seated ✚ Listen to instructions ✚ Hands to yourself ✚ Use appropriate language 	<ul style="list-style-type: none"> ✚ Solve problems cooperatively ✚ Be safe ✚ Sit quietly and stay in your seat ✚ Respect other people's property 	<ul style="list-style-type: none"> ✚ Help others ✚ Have a positive attitude
CLASSROOM	<ul style="list-style-type: none"> ✚ Follow expectations from all staff members ✚ Be cooperative 	<ul style="list-style-type: none"> ✚ Listen to directions ✚ Take pride in schoolwork ✚ Be on task ✚ Return items to correct location 	<ul style="list-style-type: none"> ✚ Work hard ✚ Clean up after yourself
PLAYGROUND	<ul style="list-style-type: none"> ✚ Play appropriately and safely 	<ul style="list-style-type: none"> ✚ Use equipment properly ✚ Play safely ✚ Be responsible for your actions ✚ Use garbage cans for your garbage ✚ Stay on our school property 	<ul style="list-style-type: none"> ✚ Share equipment ✚ Treat others the way you want to be treated ✚ Be considerate of others and their property
GYM	<ul style="list-style-type: none"> ✚ Use equipment safely ✚ Wait your turn ✚ Play safely ✚ Follow rules and instructions ✚ 	<ul style="list-style-type: none"> ✚ Put equipment away when finished ✚ Stop when asked ✚ Wear indoor shoes ✚ Remove your hat 	<ul style="list-style-type: none"> ✚ Encourage others ✚ Have a positive attitude ✚ Try your best!
LIBRARY	<ul style="list-style-type: none"> ✚ Work quietly 	<ul style="list-style-type: none"> ✚ Bring books back when they are due ✚ Return books to shelves neatly ✚ Use garbage can ✚ Push in chairs ✚ Clean up after yourself 	<ul style="list-style-type: none"> ✚ Use positive behaviours ✚ Help others who need it

Student Dress – Policy 5260 – 05/30/17

While the Board recognizes that dress is a legitimate avenue of individual expression, acceptable student dress will be subject to the following guidelines.

Guidelines

1. Principals may restrict the wearing of clothing, adornments, and hairstyles where safety is placed at risk.
2. Principals must ensure that student wear appropriate safety clothing and equipment when required.
3. Principals may restrict the wearing of clothing and adornments which contravene acceptable standards.
4. Principals may require students to return home and change their appearance. When this occurs, the student may re-attend school without penalty.

**If you are in doubt, please check with your child's teacher or the principal.

- At RLA we respect individual styles and provide students with learning environments that are safe, equitable, welcoming, and inclusive.
- All students should be able to dress for school without fear of unnecessary discipline, body shaming, bias, or discrimination.
- All students are treated equitably regardless of their race, age, ability, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, socio-economic circumstances, or body type/size.
- All students may not wear anything that promotes or symbolizes drugs, alcohol, illegal activity, hate or discrimination, profanity, or pornography.

Attendance

Research has shown that regular and prompt attendance is a major factor contributing to student success. We want everyone to be aware of the importance of regular school attendance. When students must miss two or more days of school, parents are encouraged to inform teachers so that learning plans can be made. While we want to underline the importance of regular attendance, we recognize that students do become ill and recovery time at home is essential to overall health and wellness.

Tardiness

Frequent tardiness negatively impacts student learning. Please be respectful of our school's schedule and ensure that your child arrives on time. Should a child be late, they must check in at the office and obtain a late slip.

Safe Arrival Program

R. L Angus uses the Safe Arrival Program. The purpose of this program is to ensure that no child is lost or experiencing problems between home and school. Please call if your child will be late, has an illness, or will be away from school. Each day after attendance has been taken, our school administrative assistant will be phoning your home, if your child's name turns up on the absentee report. If you have phoned in to report the absence of your child, no phone call will be made.

Communication

Parent –Teacher Communication

Your child will receive three written Learning Updates during the year in December, March, and June. As well, two formal Parent-Teacher Interviews will occur. Exact dates will be communicated in a variety of ways, including email, classroom communication from the teacher, newsletter, and through the school Facebook page.

Please remember, parents may arrange Parent-Teacher interviews at any time simply by phoning the school.

Student Telephone

Telephones for student use are in each of the classrooms. Students may use the school phone with teacher permission and when the teacher is in the room. Please have your child make after school arrangements and plans before arriving at school.

Telephone Messages for Staff

Teachers may not be interrupted during instructional time to take a phone call. We are committed to protecting instructional time.

- Please leave a message at the office to have the teacher return your call or send a written note with your child to have the teacher call you.
- Email the teacher. All school staff have a professional email – first initial, last name @sd81.bc.ca (for example, bfroese@sd81.bc.ca)
- Teachers are available before and after school, or when they are free from student supervision.

Other Information

Bus Students

The bus driver requires a note **from the parent** if a student is riding the bus and is not a regular bus student, or if they are getting off at a stop that is not their regular bus stop.

Teachers are not able to make bus notes.

Questions regarding bus schedules and bus stops can be directed to Pansy Anderson at the School Board Office, 250-774-2591.

Parking & Student Drop-off/Pickup

When dropping off or picking up students please do not park in the fire lane, designated area at the front of the school, or in the bus lanes.

Locks and Lockers

Students will not be assigned a locker unless a current Locker Consent Form has been signed by the student and the parent/guardian and returned to the school office. Once the Locker Consent form has been received, students are assigned an individual locker by the classroom teacher. Lockers must be kept locked, using a combination lock (supplied by the school). It is the responsibility of the student to make sure their locker combination is kept private. Locks are provided by the school, or students can bring their own lock from home.

Lost and Found

Ensure that runners, boots, mitts, coats, hats, etc., are clearly marked with your child's name. The Lost and Found tables are in the library.

Loss of Personal Items

The school is not responsible for loss or damage to personal items brought to school from home. Cell phones, iPads, iPods, Laptops, etc. brought to school run the risk of being lost or damaged. It is best if these items are left at home.

Supervision

To provide a healthy, safe, and responsible atmosphere at R.L. Angus, we believe in a supervision process that promotes self-regulation. We ask that students are respectful towards staff members and to their fellow students.

When possible, please do not send children to school before 8:45, instructional time does not begin until 9 AM. Our welcoming bell rings at 8:55.

If the weather is favorable, students can place their belongings in their locker and return outside to play. In-days will be decided by using the risk factor according to the Environment Canada Wind Chill Chart.

Please ensure that your child dresses warm enough to play outdoors as they may go out at lunch or recess.

Supervision duty is provided during the following times:

- 8:35 am - 8:55 am
- 11:30 am - 12:30 pm (lunch and playtime)
- 1:55 pm - 2:25 pm (staggered recess)
- 3:19 pm - 3:30 pm (bus students only, crossing guard for the crosswalk)

Lunch Time Procedures

Depending on the classroom your child is in, students will play from 11:30 to 12:00 and eat lunch in the school from 12:00 to 12:25. (or vice versa – eat first and play second)

- During playtime, students are expected to go outdoors or to designated indoor areas.
- During eating time, students are to follow classroom and school expectations while they eat. Students are to be respectful and responsible.
- Each child is responsible to clean up. Classrooms must be ready for the afternoon instructional requirements, which begin at 12:30 pm.

Please notify the school, in writing or by phone call, if your child has your permission to leave the school playground at lunch break. Students must check out and back in at the office on any days they go out for lunch. This is for your child's safety. **It is an expectation that students eating lunch off school grounds will return on time for afternoon classes.**

Extra-Curricular Programs

Throughout the year, many extra-curricular activities occur. These programs rely on teacher and parent volunteers and may vary based on both teacher and student interests. Encourage your child to listen and watch for announcements throughout the school year.

Student Dances

1. Only students of R.L. Angus School are welcome to our dances provided that:
 - Students attend school the day of the dance, or valid reason for absence discussed by principal and parent/guardian.
 - Student behavior has been acceptable, as determined by the teacher and the school administration.
2. Respectful and responsible behavior is expected.
3. Access to the building for dances will be as follows:
 - Enter the building through the door adjacent to the Art Room (on the Simpson Trail side of the school). Once in the school, students must stay in the school. Students are not allowed to leave the school during the dance, without parent permission. (This can be in the form of a note or a phone call with a staff member).

Financial Barrier Statement

All students will be offered the opportunity to participate in all school activities. If a financial barrier exists, students or parents are encouraged to approach school staff or the Secretary Treasurer at 250-774-2591 for assistance.

Refer to Appendix A: *Policy 6330*

Student Health and Safety

Life Threatening Allergies

R.L. Angus School has several students enrolled with significant allergies. Regardless of the content of a student's lunch, we request that your children remember to clean their hands after eating and not share the contents of their lunches. Please check with the classroom teacher for guidelines for each classroom.

Medication

The school needs to be kept aware of medical conditions that may impact a child's learning at school. If there are any short or long-term medical conditions that are important for us to know about, please stop in at the office and let our Administrative Assistant know. There may be a need to create an Emergency Action Plan for the child.

Medicine will not be administered to a child. The office can house the medication for students, but the parent must communicate with the office administrator the expectations around the child's use of the medication. All medicine must be in the original container with the prescription label. Medication cannot be sent to and from school by the child.

A Medication Administration Form must be signed by the doctor and kept on file in the office before any medication can be given. Please stop by the office to get the necessary forms. All medication will be kept in the office and will be administered by designated personnel.

Legal Custody, Visitation Rights, Legal Change of Name

Please contact the office if there is any information you wish to share regarding these issues. Remember, **we must have legal documentation on file to deny access to any parent.** Both parents have equal rights of access unless otherwise stated.

Visitors Policy

All visitors, including parents, are required to report to the office upon arrival.

This is an important policy for two reasons:

1. For your safety, it is important that you let the school administrative assistant know that you are in the building in case there is an emergency, such as a fire.
2. For the safety of our students, it is important that we know who is in the school and why.

Critical Incident Response
Policy 5450
30/05/17

The Board of Education recognizes the importance of ensuring a compassionate and timely response to critical incidents of a traumatic nature that affect the normal functioning of a school. A critical incident may involve, but is not limited to, a death of a student or staff member by accident, illness, injury, or suicide, school fires, natural disasters, disturbing or threatening behavior, or criminal investigations. The Board expects that critical response plans and procedures will be developed, implemented, and maintained for all schools.

Details of specific critical responses, such as bomb threats, hold and secure, and lockdowns, are clearly defined in the school-based Critical Response Plan, which is updated each September.

EVACUATION OF THE SCHOOL

In the event of a situation requiring the evacuation of R.L. Angus students and staff from the school, the Fire Alarm Drill procedures will be followed. Should the duration of the evacuation or the temperature or inclemency of the weather dictate that shelter is needed for the student body; the marshaling of students will take place in the Fort Nelson High School Gymnasium. Should the conditions allow for outdoor marshaling, students will be moved to the soccer field of the school.

- a. The administrative assistant of the school will use the School Messenger App to inform parents. If the alert is issued outside of school hours, a message will be sent out to all parents via email, text, and phone on the School Messenger app by the school board office notifying them of the alert and closure.
- b. If the alert is issued during school hours, the School Messenger app will be utilized from the school board office to immediately call/text all parents/caregivers at the school(s) within the evacuation zone to notify them of the alert and to request pickup of their children. Staff will be assigned to ensure that students do not leave the area without being released into the care of their parents/caregivers.
- c. Students must be picked up by their parent/caregiver. ID should be requested if the parent or caregiver is not known to the staff member.

The buses will be called to transport students home. The school board and maintenance will be informed of the situation and other agencies (hospital, ambulance, police, fire department, etc.,) will be informed as needed. Should the high school be unavailable or unfit for safe use, another indoor marshaling point, the Rec Centre, will be selected. All the above procedures will be followed in this situation.

Fire Drills

Students will practice fire drills several times during the school year. We will follow the procedures in our school-based Critical Response Plan.

Student Support Programs

Student Services Resource Teacher (SSRT)

- The primary role of the SSRT is to provide support for students with diverse abilities in learning. As well, the SSRT is expected to be an instructional leader and plays an active role in assisting teachers with implementing effective programs for all students.
- Some students need IEPs, and these decisions are usually made after discussion between the classroom teacher, parent and the SSRT. If deemed necessary, formal assessments may follow and parents are contacted.
- The goal of the learning assistance program is to ensure that students' learning needs are met. The SSRT may support the teacher in modifying curriculum or teaching strategies to meet the needs of the student. The SSRT may also support the student directly in the classroom, whether individually or in a small group setting. Another option is student support outside the classroom.

Counselling Services

Our students have access to counseling services. If you believe that your child would benefit from the services of the school counsellor, please contact your child's teacher or principal. At the time of printing, the school counsellor position remains unfilled. However, students may access virtual counselling services at the school. (TinyEye)

Enrichment

The Teacher-Librarian can provide extended or exploratory studies (the studies may include curricular content but will not necessarily do so) for students who show interest and meet the criteria for extensions and challenges to their academic programming. Please speak to your child's teacher or the Teacher-Librarian, Shannon Clark, for more information.

Reporting Periods

There are five Learning Updates throughout the year. Three Written Learning Updates and Two Informal Learning updates, which will be Parent-Teacher Interviews.

Reporting Requirements

The written Learning updates must include:

- Communication of student learning in all areas of learning the student is currently studying, using the Provincial Proficiency Scale. (Emerging, Developing, Proficient, and Extending)
- Feedback describing student strengths, areas for future growth, and opportunities for further development.
- Information about student attendance
- Student self-reflection on the Core Competencies and goal setting

Library Information

Sign Out Materials:

Our library is staffed from 11:30 am to 3:25 pm, Monday to Friday. There are regular, weekly class sign-outs where the students are helped by the teacher and library staff. Whenever students finish their books, they may come to the library to sign-out new items, with their teacher's permission. To ensure all students have reading material, each teacher has a class collection of library materials. Parents are very welcome and are encouraged to come and sign out materials at any time during our school day.

School Messenger System:

The School Messenger application is a system School District 81 uses to increase communication. It provides the district, in the case of an emergency, the ability to communicate with all families through multiple modes of communication in a matter of minutes. Parents can "opt in" to receive a text message, but all parents will receive a phone call and email (if this information is provided to the school district) when there is a district-wide alert. The system is also used to alert families to bussing cancellations/lates.

Parents as Partners

Classroom Volunteers (Policy 2150)

Parents are welcome to volunteer in the school. Individual classroom teachers should be contacted to set up a suitable schedule. There are liability issues with parents conducting volunteer duties out of the view of the teacher; therefore, volunteer work needs to be done in the class with the teacher. We ask that if you are volunteering in the classroom, you make babysitting arrangements for any pre-school children. The learning environment of our students needs to be protected. The Volunteer will complete the authorization for a criminal record check through the local RCMP office.

Parent Advisory Council (PAC)

Our school has an active and committed PAC.

Election of officers, and regular meeting dates, will be determined at the first meeting of the year. Our school newsletter and Facebook page will provide details of upcoming PAC meetings.

We encourage parents to get involved with the Parent Advisory Council and their many worthwhile initiatives.

For more information about PAC, you may contact the 2024 – 2025 PAC Executive. They have a RL Angus PAC Facebook page you can “like” and join for more information.

President: Colin McMillian
Vice President: Iris Black
Secretary: Saber Roscoe
Treasurer: Margaret Godfrey

**Parental Concern Process Regarding Incident Involving their Child
(Guidelines from Policy 2230)**

1. Talk to the classroom teacher, if comfortable, in situations where the concern involves the classroom or the teacher.
2. If not comfortable speaking with the teacher or if the incident involves a broader school or playground issue, take concerns directly to the principal.
3. The principal will address the issue. If a parent is not satisfied that their concern has been resolved, concerns should be taken to the Superintendent of Schools, who is the next level of appeal.
4. If a parent is not satisfied that their concern has been resolved at the Superintendent's level, they may appeal to the Board of School Trustees by phoning the Secretary-Treasurer at 774-2591, who will ask them for a letter describing the incident to be placed in the next Closed Board Meeting package. The parent will be asked to present their concern at the Closed Board Meeting. The Superintendent will contact parents to let them know the Board of School Trustees recommendations or decision.

Please note: The Principal, Superintendent or Board of School Trustees will not disclose confidential information regarding employee discipline or consequences applied to other students.

Regulation of Vehicular and Pedestrian Traffic on School District Property (Guidelines from Bylaw #1)

The School Board has the right and responsibility to control access and safety on school property. The Board Bylaw #1, Regulation of Vehicular and Pedestrian Traffic on School District Property restricts vehicle access on school property to roadways and parking lots, and states that students must have permission from the school principal to drive or park their vehicles on school property.

In British Columbia, you cannot legally drive a motorized off-road-vehicle on a public road or in a school parking lot unless you have a valid driver's license, and the vehicle is properly registered. In general, this means students cannot drive or park off-road vehicles on any school district property.

If a student rides an off-road vehicle to school and parks it on school property, their parent will be contacted and asked to remove the vehicle in a safe and legal manner. If refused, the RCMP will be contacted.