

Chatelech Secondary School

STUDENT HANDBOOK

2025-2026

Mrs. Rae-dene Pednaud, Principal
Ms. Alison Liddicoat, Vice-Principal
Mrs. Luba Arduin, Administration Assistant (Finance)
Mrs. Lori Demeter, Office Assistant (Student Records)
Ms. Andrea Thomas Office Assistant/Communications (Front Desk)



We acknowledge with respect and gratitude the unceded lands and waters – the swiya of the shíshálh Nation, where we learn, collaborate, and journey together.

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Sechelt, BC V0N 3A0
Telephone: (604) 885-3216
Website: <https://chatelech.sd46.bc.ca/>
Online App: <https://chatelech.appazur.com/app/>



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Our Guiding Principles: Core Values and Core Competencies

At Chatelech, our learning community is guided by the BC Core Competencies¹ and our Core Values. We are committed to upholding the learning and values as we move forward together in our journey towards becoming lifelong learners.



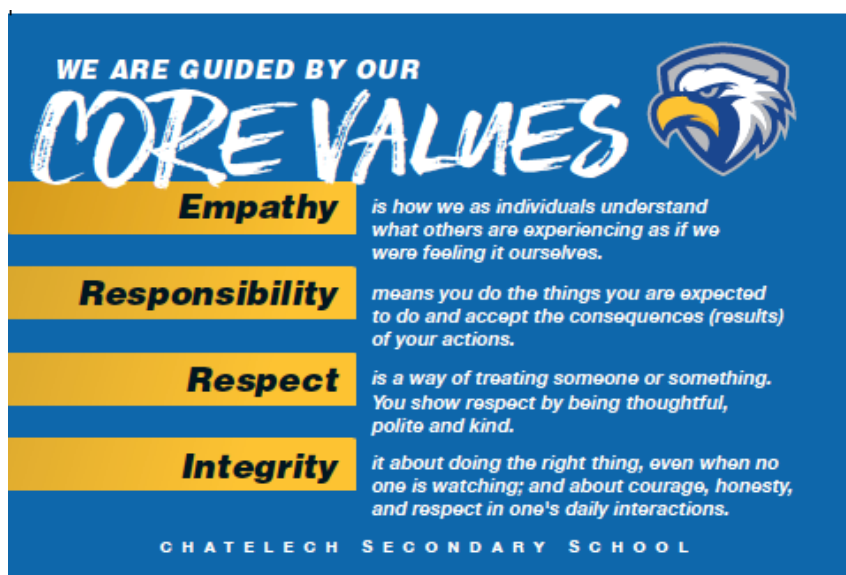
Communication - The Communication competency encompasses the knowledge, skills, processes and dispositions we associate with interactions with others. Through their communication, students acquire, develop and transform ideas and information, and make connections with others to share their ideas, express their individuality, further their learning, and get things done. The communication competency is fundamental to finding satisfaction, purpose and joy.



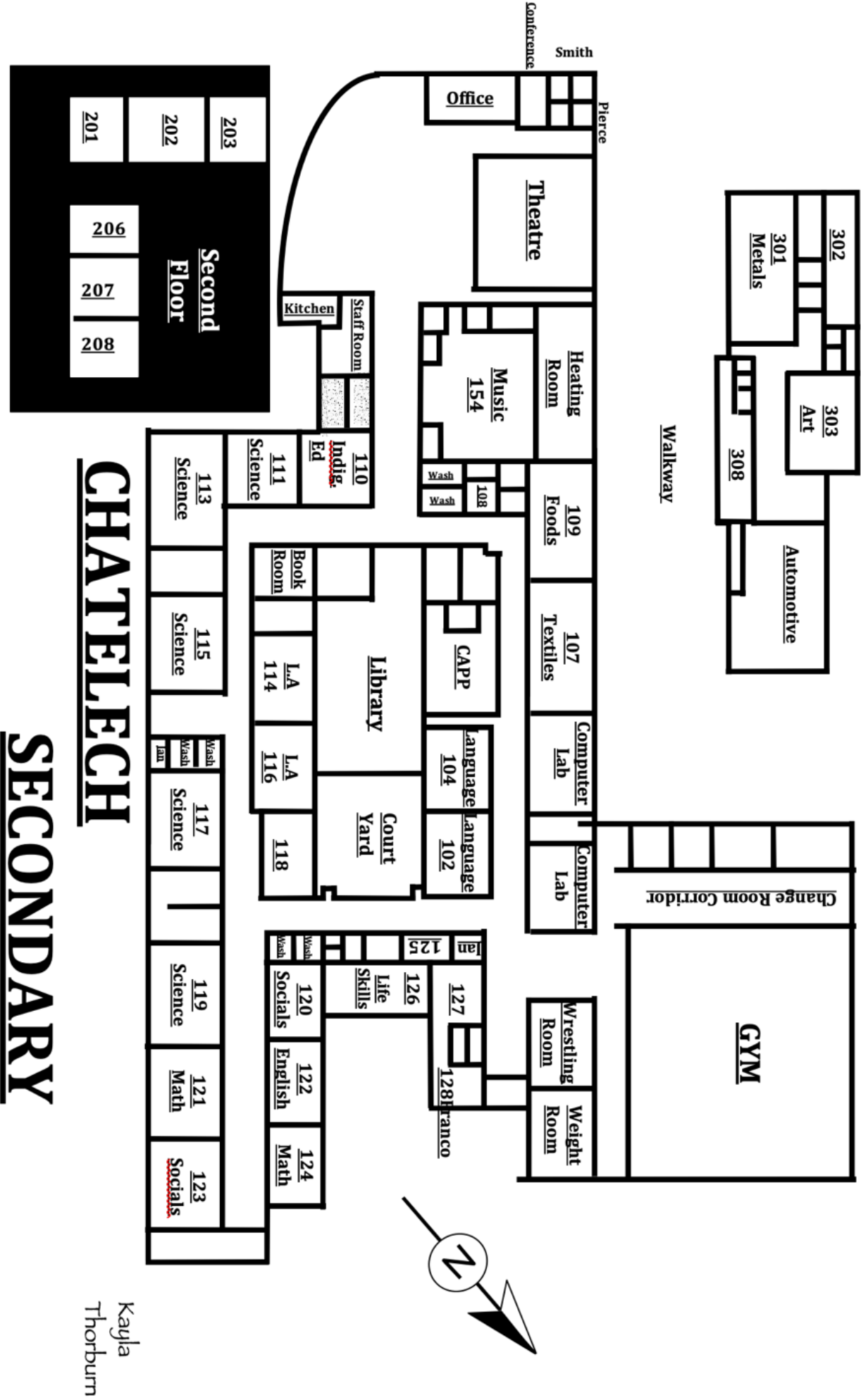
Thinking - The Thinking competency encompasses the knowledge, skills and processes we associate with intellectual development. It is through their competency as thinkers that students take subject-specific concepts and content and transform them into a new understanding. Thinking competence includes specific thinking skills as well as habits of mind, and metacognitive awareness. These are used to process information from a variety of sources, including thoughts and feelings that arise from the subconscious and unconscious mind and from embodied cognition, to create new understandings.



Personal and Social - The Personal and Social competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. Personal and social competency encompasses what students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.



¹ <https://curriculum.gov.bc.ca/competencies>



CHATELLECH

SECONDARY

Second Floor

203	206
202	207
201	208

Kayla
Thorburn

2025-2026 SCHOOL YEAR

August	26 – 28	Locker Day(s)
September	2 3 30	PD Day First Day Back (Shortened Day) National Day for Truth and Reconciliation/Orange Shirt Day
October	6-9 8 & 9 13 14 24	Informal Learning Updates (home with students) Early Dismissals Thanksgiving Day Family Conferences/Interviews PD Day
November	1 3-7 6 7 7 10 11 24	SPACES Post #1 Online Literacy/Numeracy Assessments End of Term 1 Start of Term 2 Remembrance Day Assembly PD Day Remembrance Day Holiday Written Learning Updates (Informal Updates for Linear courses)
December	22	Winter Vacation Begins
January	1 2 12 13-22 27 28 29	SPACES Post #2 Online School Reopens PD Day Literacy/Numeracy Assessments End of Term 2/Semester 1 Turn Around Day Start of Term 3/Semester 2
February	4 & 5 12 13 16	Early Dismissal Days Written Summary of Learning Pro-D Day Family Day Holiday
March	2-6 9 13 16 – 27 30	Informal Learning Update Family Conferences Last Day of Classes before Spring Break Spring Break Vacation Schools Reopen
April	1 3 6 16 19 20-24 30	SPACES Post #3 Online Good Friday Easter Monday End of Term 3 Term 4 Starts Literacy and Numeracy Assessments Written Learning Update
May	8 18	Pro-D Day Victoria Day
June	1 8-12 19 23 25	SPACES Post #4 Online Literacy and Numeracy Assessments End of Term 4/Semester 2 Graduation Ceremony Written Summary of Learning

2025 - 2026 BELL SCHEDULE

Monday-Friday

Period 1:	9:00 to 10:07
FLEX	10:10 to 10:50
Period 2:	10:53 to 12:00
Lunch:	12:00 - 12:48
Period 3:	12:50 to 1:57
Period 4:	2:01 to 3:08
Tutorial:	3:08-3:18

Alternate Bell Schedules

The daily timetable changes on days when an assembly is planned or we have early dismissal. The alternate bell schedules are:

Early Dismissal Schedule

Period 1:	9:00 - 10:00
Class Change:	10:00 - 10:05
Period 2:	10:05 - 11:05
Class Change:	11:05 - 11:15
Period 3:	11:15 - 12:15
Lunch:	12:15 - 1:05
Period 4:	1:05 - 2:05

No Flex Schedule

Period 1:	9:00 to 10:17
Period 2:	10:23 - 11:40
Lunch:	11:40 - 12:30
Period 3:	12:30-1:47
Class Change	1:47 - 1:51
Period 4:	1:51 - 3:08
Tutorial:	3:08 - 3:18

FLEX Blocks

A key component of the schedule at Chatelech Secondary School includes FLEX time. There is one 40-minute block of FLEX time Monday to Friday morning.

The purpose of FLEX time is to support student personal responsibility, awareness and choice. Students are expected to reflect on their educational needs and choose a space to work that will best help them to achieve their goals. Students must arrive at their FLEX time prepared to work and remain in one place for the duration of the FLEX block. If a student arrives at a class and it is full, they must have a second choice planned so they can quickly transition.

Grade 8 and 9 students must FLEX in a classroom while senior students can FLEX in the library or foyer. Teachers may request that a student attend their classroom during FLEX time, this is at the discretion of individual teachers.

SWAAG

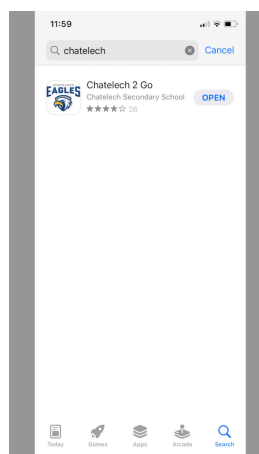
At the beginning of each week, we will email families a SWAAG (School Week at a Glance). This will include the block rotation, athletics calendar, club calendar, hot lunch information and any other pertinent information pertaining to that week.

SWAAG					
Date:	Monday May 8 th	Tuesday May 9 th	Wednesday May 10 th	Thursday May 11 th	Friday May 12 th
Rotation:	Day 1 (3,4,1,2)	Day 2 (3,4,1,2)	Day 1 (4,3,2,1)	Day 2 (4,3,2,1)	Day 2 (3,4,1,2)
Timetable:				Parent Meet and Greet 5-7pm	End of Hex 5 Electives
9:00-10:08	Period 1	Period 1	Period 1	Period 1	Period 1
10:10-10:50	Flex	Flex	Flex	Flex	Flex
10:52-12:00	Period 2	Period 2	Period 2	Period 2	Period 2
12:00-12:45	Lunch	Lunch	Lunch	Lunch	Lunch
12:45-1:53	Period 3	Period 3	Period 3	Period 3	Period 3
1:53-2:02	Break	Break	Break	Break	Break
2:02-3:10	Period 4	Period 4	Period 4	Period 4	Period 4
3:10-3:18	Tutorial	Tutorial	Tutorial	Tutorial	Tutorial
CSS Extra/Flex:					
GRAD:					
ATHLETICS:	Jr Ultimate Zone Championship Sr Ultimate North Shore Championship		Golf Club at Blue Ocean @ 3:30pm Jr Ultimate Practice @ 3:15pm	Ultimate Practice @ 7:00am	
CLUBS:		Board/Card Games Club library @ 12:00pm Art Club @ 3:15pm Chess Club in room 118 @ 12:00pm	SAAS at Flex in Room between 103 & 105 Book Club library @ 12:00pm Disc Golf Club @ 12:00pm in front of school	D&D Club library @ 12:00pm Interactors Club @ 12:00pm Drag Racing 3:15pm	Disc Golf Club @ 12:00pm in front of school
FITNESS CENTRE AM:	6:30-7:30am	closed	6:30-7:30am	closed	6:30-7:30am
FITNESS CENTRE PM:	3:30-5:00pm	3:30-5:00pm	3:30-5:00pm	3:30-5:00pm	
HOT LUNCH:		Sushi	Butter Chicken	Pizza	Hot dogs/ Veggie Dogs
SCHOOL STORE:	Closed	Open	Open	Open	Closed
NOTES & UPCOMING:	<ul style="list-style-type: none"> Please note fitness centre hours are subject to supervision availability 		Upcoming:	<ul style="list-style-type: none"> May 18th clothing swap at lunch. Drop off any donations at the library between May 8th-24th (wearable condition spring or summer clothing – no shoes, intimates or swimwear) May 19th – Pro-D Day NO SCHOOL 	

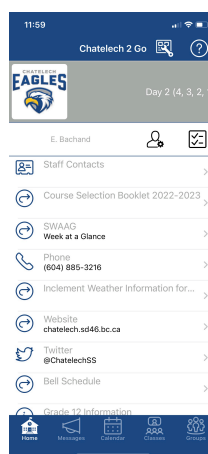
Chat2Go App

We encourage students and parents/guardians to download our app. This enables access to download schedules, receive school messaging, subscribe to classes, athletic teams and clubs for direct communication, access the CSS calendar and school information in general.

APP STORE



DOWNLOADED APPse



CELL PHONES/DIGITAL DEVICE POLICY

The BC Ministry of Education and Child Care has launched concrete actions to keep young people safe and healthy in schools, which includes restricting the use of cell phones in schools¹. As of 2024, all BC schools are required to have cell phone policies in place that restrict students’ cell phone use in the classroom.

The following guidelines provide a framework for how we are working to educate students, and keep them healthy, safe, and focused on learning within our community. Our model is designed to grow with our students and as students develop and grow in their digital literacy and decision making towards the senior years.

CSS CELLPHONE/DEVICE GUIDELINES:

Grade 8-10 Students:	Grade 11-12 Students:
Personal digital devices will be turned off/put away during instructional and Flex times , and either kept student lockers or in back packs. This applies to hallways and washrooms during instructional time as well. <i>Students in Grades 8-10 will be able to use their phone before and after school as well as lunch.</i>	Personal digital devices will be turned off/put away during instructional time and either kept student lockers or in back packs. This applies to hallways and washrooms during instructional time as well. <i>Senior students will be able to use their phone before and after school, lunch and during spare or FLEX blocks.</i>
Please note, if you need to connect with your child due to an emergency or need to share a message, please contact the front office at (604)885-3216 and they will ensure that we connect with your child.	

CONSEQUENCES:

- Any student unable to follow the guidelines will have their phone placed in the office until the end of the day.
- The school principal or vice principal will **contact parents/caregivers** when a student is regularly struggling to follow the cell phone policy.
- In the event a student is consistently struggling to follow the policy, caregivers may be contacted to arrange a **pickup for that student and/or device**, AND/OR the school may require the device to remain home until further notice.
- Students who require their phone for medical reasons, please let your counselor or principal know so arrangement can be made to support you,

Use of personal devices for educational activities is not required and the school will provide all devices necessary for instructional purposes.

¹ <https://news.gov.bc.ca/releases/2024PREM0004-000088>

HALL PASSES

Students who need to leave class during instructional time (including FLEX) are required to have a staff issued HALL PASS. Students who are in the hallway without a pass will be given a warning and will be asked to return to class. If students are caught regularly in the hallways without permission, they will have a meeting with the school Principal or Vice Principal and a consequence may be given.

CONGREGATING IN AREAS

Student and staff safety is paramount to our Culture of Care at Chatelech. To ensure this objective, we discourage congregating in areas of the school that are unsupervised. **School washrooms, changerooms and hallways, for example, are areas where students should not gather in groups. Students that use this space for this purpose will be asked to leave. Failure to comply to this request may result in a student having further conversations with school Principal or Vice Principal.**

LOCKERS

Lockers are assigned to each student on locker days in August each year. Grade 8-10 students will have lockers pre-assigned to them. Grade 11-12 students will have a choice of their lockers within the designated Grade 11/12 hallways, students must be present to choose their locker.

Students in grades 9-12 must pay any outstanding fees prior to obtaining a locker. The locker **belongs** to the school and is on loan to you. Students are responsible for the locker assigned to them at the beginning of the year – no trading or moving please. Lockers may only be used for the storage of books, school supplies and equipment, outerwear, school sports equipment and lunches.

At the end of the year, students are expected to remove all items, wipe the inside of the locker clean, ensure there are no stickers or graffiti inside or outside the locker and return their lock. The cost to repair lockers with structural damage will be charged to the student responsible.

Very Important Locker Advice:

- **All locks must be school assigned locks. (If there is a special consideration, please ensure that you have spoken to the office and permission to use a non-school issued lock will be reviewed)**
- **Do not tell ANYONE else your combination.**
- If your lock becomes damaged or someone else has discovered your combination, immediately trade it in for a new one at the office.
- **If a lock needs to be replaced (and the previous lock is not returned) there will be a \$5 charge to the student.**

Please note: School Administrators are authorized to open a locker, with or without notification, in circumstances of emergency or safety concern, or to carry out a search when the presence of illegal substances is suspected.

We recommend that students do NOT bring valuables to school. Any wallets and jewelry should be given to the PE teacher, not left in gym lockers during PE class. Any incidents of theft should be reported immediately but please note that the school cannot be responsible for the loss of personal belongings, including electronics.

CLOTHING REGULATIONS

Students are expected to dress appropriately by meeting reasonable standards which includes the following:

- Shoes must be worn at all times inside the building;
- Please refrain from wearing articles of clothing that have direct or indirect inappropriate messages or graphics (e.g. messaging about alcohol, drugs, racism or sexism or profanity etc.).
- Undergarments should be minimally visible.
- **Important note:** “Reasonable standards” means as in a place of business or professional work place.
- **If items of clothing are deemed inappropriate (as per above standards) by school staff, students can expect to be asked to either change their clothing or put on an outer garment.** If students refuse to comply with staff or administration on this matter, parents will be contacted and it will be deemed as a discipline matter.

SKATEBOARDING/BIKING

Skateboarding/Biking is not permitted on school grounds without a helmet. In order to ensure student safety, we ask that students do not perform tricks or engage in excessive speeds in the parking lot or in drop off/pick up areas. Students are welcome to use their skateboards at the Skate Park adjoining the school parking lot during non-instructional time.

SUBSTANCE FREE SCHOOL

School Board Regulation 3240 defines district policy regarding substance use on school property. We support a proactive and comprehensive approach to substance use which emphasizes preventative curriculum, early intervention, counselling and disciplinary actions.

Our community and grounds are vape and smoke-free. This includes the use of chewing tobacco and dip as well as electronic cigarettes/‘vapes’. The consequence for violating this will be escalating discipline up to and including parental contact and in-school suspension.

A student who has consumed or is in possession of alcohol/drugs at any school premises/functions, will face suspension and/or referral to a counsellor. Following district suspension guidelines, the consequence may include being transferred to another school. **Students may lose the privilege of participating in school activities including team sports, dances, Grad events and/or Dry Grad activities at the end of the school year.**

ATTENDANCE AND ABSENCE

Attendance affects more than just academic performance and it is important to attend regularly so that you can be successful academically and socially. Being absent can cause a lot of challenges for students. It is expected that all students attend regularly and **our goal is to avoid chronic absenteeism (2+ days per month)** this requires a team approach with students, families, school, and sometimes the larger community.

MYTH	FACT
Absences are only a problem if they are unexcused.	Being away from school means lost opportunities, whatever the reason.
Sporadic absences (versus consecutive absences) are not a problem.	Learning time is impacted regardless of when absences occur.
Attendance only matters in older grades.	Significant research shows attendance at early grade levels has important consequences.
Attendance is a family's problem.	Students miss school for many reasons, and it is best addressed collectively – by students, families, schools, and the community together.



Images Credit: FNEC "Raising The Attendance Rates of First Nations Students in BC" Toolkit

When a student is absent:

- **Unexcused:** Parents will be contacted by the school's auto dialer (unexcused) daily.
- **Both Unexcused and Excused:** Parents will be contacted by the school staff, teacher, or administration if absences are becoming an issue.
- All missed instruction must be made up and students must check-in with teachers to find out what they have missed when they are absent.
- Chronic absences will result in a meeting with the student, their parent and/or the teacher(s) involved to develop an attendance plan.
- If lack of attendance continues then student will be referred to the District Inclusion Support Team for follow-up.
- We recognize attendance can be a multi-layered issue. If you are struggling with your attendance or the attendance of your child, please reach out to the school principal or counsellors for support. Proactive, early intervention is an important part of supporting the success of our students together.



CHATELECH CODE OF CONDUCT

1. Statement of Purpose

- The Chatelech Code of Conduct is designed to establish and maintain
 - safe, caring and orderly environments for purposeful learning and,
 - appropriate balance between individual and collective rights, responsibilities and freedoms
- The Code of Conduct provides guidelines for student behaviour while at school, while going to and from school and while attending any school function or activity at any location.
- The Code of Conduct is based on the Core Values of Respect, Responsibility, Empathy, and Integrity.

2. Expectations

Acceptable conduct:

- act with respect and dignity toward others;
- act with respect toward our school and our community;
- treat others how you would like to be treated, and
- solve conflict in a peaceful manner.

Unacceptable conduct:

- interfering with the learning of others (e.g. creating disruptions, etc.)
- interfering with an orderly environment (e.g. disrespect, rudeness, cheating, chronic lateness, etc.)
- creating unsafe conditions (e.g. play fighting, etc.)
- no discrimination on the basis of gender expression, gender identity or sexual orientation (Bill 27, Human Rights Code Amendment Act, 2016)
- acts of bullying, discrimination, harassment (verbal, physical, and sexual) or intimidation
- violence (physical and verbal, including harsh language)
- retribution against a person who has reported incidents
- illegal acts, such as:
 - possession, use or distribution of illegal or restricted substances
 - possession or use of weapons
 - theft of or damage to property

Rising Expectations:

Chatelech students are expected to grow in their capacity for

- personal responsibility and self-discipline
- acceptance of increasing consequences for inappropriate behaviour.

3. Consequences

All people make mistakes and all of us are expected to learn from and grow beyond our misconduct and mistakes. The severity and frequency of unacceptable conduct as well as the age, maturity and special needs of students are considered in determining appropriate disciplinary action.

Wherever possible, disciplinary action is preventative and restorative, rather than merely punitive. The following serve as some examples of disciplinary actions:

- after-school or lunch hour detention
- in-school or out-of-school suspension
- time out (i.e. time is provided for all parties involved to calm down, gather all relevant information or arrange necessary meetings)
- restorative justice circles led by trained community facilitators

Notification

Schools have a responsibility to advise other parties of serious breaches of the code of conduct as follows:

- parents of students offender(s)
- parents of student victim(s)
- school district officials as district policy
- police and/or other agencies as required by law
- all parents when it is deemed to be important to reassure members of the school community that school officials are aware of a serious situation or incident and are taking appropriate action to address it.

4. Descriptors

The following descriptors serve to describe important terms in the Code of Conduct:

Harassment: We define harassment as unwanted and unwelcome behaviour that, in the perception of the person being harassed, interferes with his or her life. Intimidation, threats, and coercion are examples of harassment.

Discrimination/Racism: The BC Human Rights Code prohibits discrimination. Racism is a specific type of discrimination. At Chatelech, students and staff from many different cultural, ethnic and religious backgrounds are working together. Discriminatory and particularly racist attitudes or behaviours will not be accepted.

Bullying: Grabbing other people or their clothing; making noises, remarks, looks, or gestures; writing inappropriate notes to or about a person (including online bullying); spreading rumours are all examples of actions that can be perceived as bullying. Individuals who harass, bully or promote racism violate our expectations for behaviour.

Reporting: Situations should be reported to administration, counselling or teaching staff. School programs, such as HACE, are intended to raise the level of awareness about harassment in all of its forms and thus, help to eliminate it. However, students should be aware that such behaviours will not be tolerated and are subject to the disciplinary procedures outlined in the following section.

Cheating: Cheating is considered to be a serious action requiring significant consequences. A student discovered to be cheating will be expected to write another exam or comparable assignment at an alternate time convenient to the teacher to demonstrate their learning. Discipline of the cheating behaviour will be determined by the teacher and/or administration. Repeated incidents of cheating by a student may result in s/he being withdrawn from the course. Teachers are encouraged to speak early in the school year to their classes about the problem of cheating.



STUDENT SERVICES

We offer an array of services for students and parents. Our focus is on the intellectual, behavioral, emotional, social, physical, and career development of each student. We use the School Based Team to plan; problem solve and coordinate services. Students or parents who wish to work with the School Based Team to address a concern can make arrangements to do so through the counsellors or administrators.

COUNSELLING SERVICES

Ms Roberts (A-L) and Ms Pierce (M-Z)

Our counsellors are here to assist with course selection and post-secondary education planning, provide conflict resolution strategies and offer support and interventions for personal issues that impact student success at school.

Virtual Therapeutic Counselling:

Foundry.bc.ca

Foundry is a province-wide initiative sponsored by the Government of BC and offers services that students can access for

- virtual (same day) counselling
- peer support
- support with employment
- access support groups and workshops and much more.

INCLUSION SUPPORT SERVICES

Mr Biel, Mr Gasson, Ms Curling, Mrs Aube

Our Inclusion Support Services Team works with students who are eligible for an individualized education program. Students, parents and teachers may make requests for any of the services offered by this department through any member of the School Based Team.

Shine-On programming and supports nurture our students' Core Competencies through a dynamic combination of academics, functional and daily living skills, social and emotional learning skills, communication skills and personal independence. We offer 3 areas of programming supports based on individual needs:

1. Connect
2. Life Skills
3. Vocational Life Skills

LIBRARY:

Librarian: Ms Sharkey

The CSS library offers students and staff a wide range of resources and services, from print materials (books, textbooks, magazines, comics) to digital options (e-books, audiobooks, and subscription databases). Students and staff sign out Chromebooks for use during the day or take home an iPad to read or listen to a digital book. The library offers printing and scanning services, and is the Tech Support hub for the school. Our courtyard offers an outdoor space to read, study, or eat lunch. The library aims to connect all students to the information that they need, and stories they will enjoy.

ATHLETICS

Athletic Director/Leadership: Mr Mani

Our extra-curricular athletic program normally includes teams in Volleyball, Basketball, Cross Country Running, Ice Hockey, Ski & Snowboard, Wrestling, Ultimate, Golf, Track & Field, Mountain Biking and Rugby.

- Listen/read daily announcements for information about our **sports teams** as well as follow on the School App.
- Annual fees to participate in our athletic program are \$45.



STUDENT SERVICES

STUDENT VOICE AND LEADERSHIP

Leadership Teacher: Mr Kudaba

At CSS we value student voice and believe that students are important voices in creating our learning community. We offer many leadership opportunities throughout the year for students to get involved in the school community including many activities and events organized by our Grade 10-12 Leadership class(es) and our school grade-based leadership program.

GRADUATION COUNCIL

Grad Teacher Sponsor: Ms Legault

We recognize that graduation is an exciting time for students and their families. Every year the incoming Chatelech Graduating class to select a graduation committee of peers to organize and plan their grad year. This is an excellent learning opportunity for our students while creating a Grad year that is unique and personalized for their class. The council will communicate with parents for support and volunteer opportunities.

MUSIC PROGRAM:

Mr Forst

The CSS library offers students and staff a wide range of resources and services, from print materials (books, textbooks, magazines, comics) to digital options (e-books, audiobooks, and subscription databases). Students and staff sign out Chromebooks for use during the day or take home an iPad to read or listen to a digital book. The library offers printing and scanning services, and is the Tech Support hub for the school. Our courtyard offers an outdoor space to read, study, or eat lunch. The library aims to connect all students to the information that they need, and stories they will enjoy.

FITNESS STUDIO

CSS has a fitness studio on site that is often open outside of instructional hours. Students must be supervised at all times by a qualified adult while in the fitness facilities.

Extra fees will be charged to students to use our fitness Studio during non-instructional time. Studio times will be posted outside the fitness room as well as being posted in the SWAAG (School Week at a Glance).

****Students may be able to use the fitness studio during FLEX blocks with approval as long as they have regular attendance and have successfully completed all other academic work.**

SCHOOL SUPPLIES

Students will be provided all the required supplies that they need to attend class. This includes the following (may vary year to year depending on course needs).:

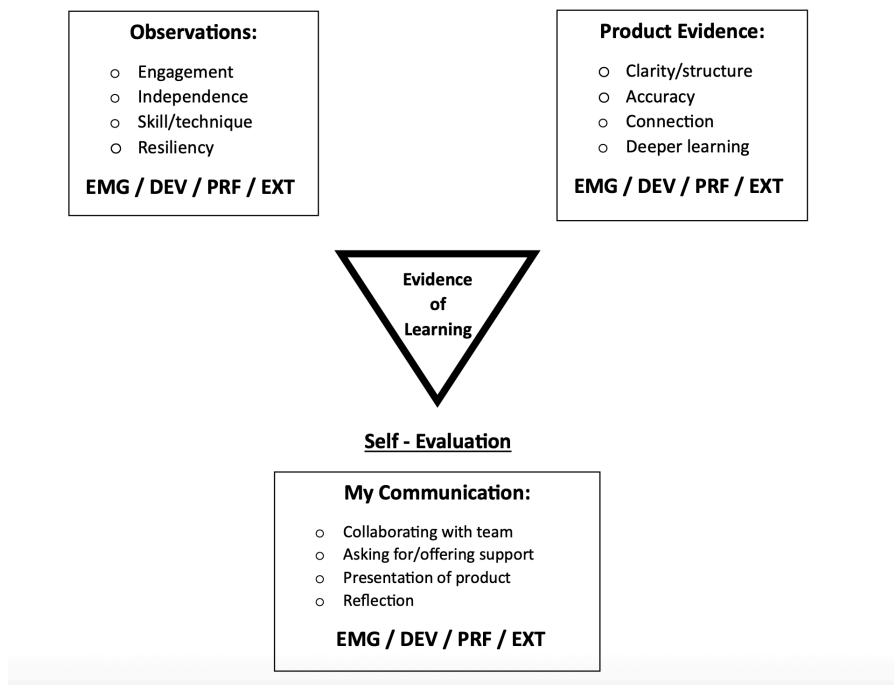
- a. Two binders
- b. Pens/pencils
- c. Eraser
- d. Pencil Sharpener
- e. Pencil Case
- f. Paper
- g. Ruler
- h. Calculator (one provided in grade 8/when student arrives at school)**

**Students are expected to use the same calculator from grade 8-12, please put your name on it. If you lose your calculator, you will be responsible for replacing it.

ASSESSMENT

You will receive a course outline on the first day of class from each teacher, course outlines contain important information and should be kept in your binder for reference for the duration of each course. Course outlines contain important information like teacher contact information, course competencies, and how you will be assessed in the course.

All teachers at Chatelech will be using a combination of different types of evidence to understand your learning and growth for your final marks. An example of this is below:



For more information on BC Assessment: <https://www2.gov.bc.ca/gov/content/education-training/k-12/support/curriculum-and-assessment/assessments>

REPORTING

Reporting serves 3 purposes:

- 1) To make sure students are involved in meaningful conversations that help them to develop responsibility for engaging with their learning.
- 2) To make sure parents and caregivers are informed and understand ways to support and further student learning.
- 3) So teachers can provide timely and meaningful communication with students, parents, and caregivers.

If you are in **grade 8/9** your teacher will communicate your marks using proficiency scales.

The Provincial Proficiency Scale	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

If you are in **grade 10/11/12** your teacher will communicate your marks using percentages

Letter Grade	Percentage Range	Definition
A	86 - 100	The student demonstrates excellent or outstanding learning in relation to the Learning Standards of the curriculum.
B	73 – 85	The student demonstrates very good learning in relation to the learning standards of the curriculum.
C+	67 – 72	The student demonstrates good learning in relation to the learning standards of the curriculum.
C	60 – 66	The student demonstrates satisfactory learning in relation to the expected Learning Standards of the curriculum.
C-	50 – 59	The student demonstrates minimally acceptable learning in relation to the Learning Standards of the curriculum.
F	0 – 49	The student has not demonstrated minimally acceptable learning in relation to the Learning Standards of the curriculum.
SG	N/A	Standing Granted: Although completion of normal requirements is not possible, sufficient evidence of learning has been demonstrated to warrant, consistent with the best interests of the student, the granting of standing for the area of learning and grade. Standing Granted may be used in cases of serious illness, hospitalization, late entry or early leaving, but may only be granted by an adjudication process authorized by the principal, vice principal or director of instruction in charge of the school.
TS	N/A	Transfer Standing: May be granted by the principal, vice-principal, or director of instruction in charge of a school on the basis of an examination of records from an institution other than a school as defined in the School Act. Alternatively, the principal, vice-principal, or director of instruction in charge of a school may assign a proficiency scale indicator or letter grade and percentage on the basis of an examination of those records.
IE	N/A	The student, for a variety of reasons, has not provided sufficient evidence of learning in relation to the Learning Standards of the Provincial Curriculum.

You can find more information on the K-12 reporting for families here:

<https://curriculum.gov.bc.ca/reporting/resources-for-parents-and-caregivers>

SPACES – Self-Reflection and Goal Setting

Self-Reflection and setting Core Competency goals is an important way for students to be involved in their own education and parents to be involved. Students are responsible to make sure their posts are completed 4 times per year. If posts are not completed, students may be unable to participate in extracurricular events or may have to attend Saturday School to complete.

Parents can access their students' self-reflections and goal setting through the SPACES website. Please see your email for information on how to log in. Students will report out on SPACES 4 times per year, please see the [school calendar](#) and watch your email for dates.

HOW STUDENTS/PARENTS CAN COMMUNICATE WITH US

The best way to contact staff is directly via email. All emails can be found on our website in the staff directory <https://chatele.ch.sd46.bc.ca/our-staff/>

COMMUNICATING TO RESOLVE CONCERNS

If there are concerns or differences that arise between staff, students, families, and caregivers, we use the following steps to help resolve the differences. Students can have an adult (staff, parent, etc.) present to help support them in these conversations. Confidentiality will be maintained throughout the process.

Step 1: Try to resolve the issue at the source

- a. Identify the specific problem (list specific examples that illustrate the problem).
- b. Make an appointment to see the person with whom you have a concern one-on-one.
- c. Respectfully express your concern.
- d. Ensure mutual understanding of the concern.
- e. Together, explore solutions.
- f. Together, set up an action plan with times, dates and follow-up.
- g. If a resolution cannot be reached, inform the other party and move to step 2.

Step 2: Principals

- a. Make an appointment with your child's principal.
- b. Identify the concern and establish what has been done to reach a solution.
- c. The principal will help explore further options to resolve the concern.
- d. Together, set up an action plan with times, dates and follow-up.
- e. If a resolution cannot be reached, please see administrative regulation 1162 on SD46 website for steps on how to communicate with the Director of Instruction/Assistant Superintendent/Superintendent (Step 3).

We appreciate families being proactive with concerns and find that the best resolutions happen when the affected parties communicate directly with one another.