

# Clayburn Middle School

## Information Handbook 2023-2024



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Principal: Mrs. Heather Reid

Vice-Principals: Mrs. Elizabeth Smoes  
Mr. Paul Luongo

*Exceed Expectations*

## **What can I expect on the first day of school?**

It is normal for any student to feel nervous the first day in a new school. Finding classes, and meeting new teachers and other students can create more than a few butterflies in the stomach. RELAX! Our teachers know exactly how you feel and are here to help you any way they can. DON'T BE AFRAID TO ASK FOR HELP! We are in this together! An excellent resource person would be your WEB Leader with whom you will be spending much of your first day.

### **Tuesday, September 5 (90 minutes)**

On the first day of school, all students will be at school for approximately 90 minutes, but at *different times*. Students will not need to bring a lunch since they will be dismissed before lunch.

Grade 6: 8:30 to 10:00 a.m.  
Grade 7 & 8: 9:30 to 11:00 a.m.

Students will meet in the gym for a mini-assembly, then go with their teachers to their classrooms for a school wide orientation.

*Bus students will go to the front of the school immediately after the early dismissal time, where busses will be waiting.*

### **Wednesday, September 6 (Full Day)**

On the second day, we will have all of the students at the same time, for a *full day*. Today, students will need to remember a lunch!

Grades 6, 7 & 8 8:20 a.m. to 2:16 p.m.

Students should go directly to their designated classroom door entrance after the welcome bell rings at 8:15 a.m.

## **What do I need on the first day?**

A pen and some note paper will be all students need that day. During the first couple of days teachers will tell students about any additional school supplies required over and above those listed in the basic school supply list. Do not bring school supplies until your teacher gives the green light.

## **Starting the day**

A welcome bell will ring at 8:15 a.m. At this time, students will line up at their assigned entry doorway. They will be accompanied into the building by their teacher, will go to their lockers and gather study materials needed for the first 120 minutes of the day. All personal belongings such as backpacks and jackets are to be left in the locker. Students are expected to be sitting quietly at their desks by 8:20 a.m., ready to begin instruction.

## **O'Canada and Sto:lo Anthems**

Every Monday and Thursday will start with the playing of a national anthem following our morning newscast. Students should immediately stop what they are doing and stand in a respectful manner, whether in the classroom or the hall.

## **How long is the school day?**

The school day begins at 8:20 a.m. and finishes at 2:16 p.m. Unless students have a practice and are asked to come to school early, we ask you to arrive at school between 7:45 - 8:15 a.m. Students are expected to leave the school by 3:00 p.m. unless they are participating in a school activity, or working under the supervision of a teacher.

Although there may be times where lateness is unavoidable, students are expected to arrive on time for school each day. However, when students are late for school, they are expected to report to the office, sign in and they will receive a welcome slip which they must present to their teacher.

## **Do we have a break in the morning?**

Students have a 15 minute Nutrition/Locker Break at 10:15 a.m. This is the time to use the washroom, eat a snack and/or gather study materials needed for the next 60 minutes of the day from the student's locker. A warning bell will ring at 10:30 a.m. indicating that students should immediately proceed to their next class. Instruction resumes at 10:32 a.m.

## Bell Schedule

Welcome Bell.....8:15 a.m.  
Morning announcements.....8:20 a.m.  
Nutritional Break ..... 10:15 – 10:30 a.m.  
Lunch Break..... 11:27 – 12:12 p.m.  
DISMISSAL ..... 2:16 p.m.

**Office Hours**        8:00 a.m. to 3:15 p.m.

## What is the lunch routine?

The lunch break is 45 minutes long and includes an eating period of 15 minutes. All students will eat in their classrooms.

11:27 a.m.     *Lunch Begins*

11:27 a.m. – 11:42 a.m. *Eating Period*  
In their class at their desk, with their lunch

11:42 a.m. – 12:12 pm. *Activity Time*  
All students go outside or choice inside activity (e.g. Intramurals)

12:12 p.m.     *Warning Bell*

12:15 p.m.     *Afternoon Instruction Begins*

Please bring a lunch the first week of school.

## What do I do if I am going to be absent from school?

Parents or guardians are asked to use the Abby Schools Messenger App to report an absence or late arrival. Please call the school if the absence will be more than three days.

## What do I do if I arrive late to school?

Any time students are late, they are expected to report to the office, sign in and they will receive a welcome slip which they must present to their teacher.

## What do I do if I have an appointment during the school day?

If students need to leave early for an appointment, parents are expected to call the school and we will arrange to have your child waiting for you. *Students may not leave the school grounds without parent permission.*

## What do I do if I am sick at school?

Tell your teacher and report to the office, where you will be advised about calling your parent or guardian. You will be sent to the medical room until such time as you either return to class or your parent arrives to take you home.

## Nutritional Choices Canteen

The canteen will be open during nutrition break and at lunch for students to purchase items. Students line up single file by grade, wait for service, and should only come to the canteen if they are purchasing food items. In addition to cash purchases, \$20 canteen cards are available from the office or can easily be purchased online through School Cash Online for students to pick up the next day at nutrition break.

## Closed Campus

Clayburn Middle School has a closed campus policy. This means that only students who attend Clayburn Middle School are to be on the school grounds during the school day. It also means that once students arrive at school they are to remain on the school grounds for the rest of the school day.

## Visitors

All visitors are required to report to the office upon arrival to receive authorization for their presence in the school. Visitors (students/adults) on official business are welcome at our school. Friends and/or relatives are not permitted to 'visit' during the school day.

Parents dropping off lunches, homework, planners, etc. for their child are asked to leave items on the table outside of the office; we will page the child during a break. Please make sure that your child's name is on the item. There are stickies on the front counter.

## District Code of Conduct

The Abbotsford School District expects all students to conduct themselves in a manner worthy of the respect of others:

- be honest and forthright
- treat others with respect and courtesy
- respect the property of others

- attend regularly and punctually
- work to the best of their abilities

And to promote and maintain a climate free of:

- lying
- cheating
- theft
- intimidation
- violence
- weapons
- prejudicial behaviour
- racism
- harassment
- illegal substances, or substances which can be abused.

Conduct by any student that adversely affects a school's climate or operation, including disruption of the learning environment, shall be considered a breach of the District Code of Conduct, warranting appropriate forms of intervention that may include suspension.

### **School Code of Conduct**

It is expected that students will conform to high standards of behaviour when at school, on the way to and from school, and while attending any school function or field trip. Students are also expected to demonstrate high standards of work habits, arriving to school and class on time; with the necessary supplies and materials; as well as completing all in-school and homework assignments.

In summary, students are expected to be cooperative, responsible, and do the best they can, at all times. To this end, the following school code of conduct has been developed to guide student behaviour:

- **Treat others as you would like to be treated yourself.**
- **Solve problems with your head and your heart.**
- **Demonstrate by actions and words, respect for yourself, others, property and the environment.**

### **Consequences**

The development of self-discipline is a very important goal at Clayburn Middle. The aim of consequences for misbehaviour is for students to learn something from their experience. Consequences for behaviour that does not meet expectations will be logical, realistic, and consistent, with each case of misbehaviour being dealt with on an individual basis. Students will always be given the benefit of the doubt in making good decisions for themselves.

### **Harassment & Bullying**

Harassment or Bullying is against the District Code of Conduct and will be dealt with severely and quickly. Harassment or bullying is inappropriate remarks, jokes, taunting, comments, gestures, sexually suggestive comments or actions that create an uncomfortable environment. A bully is someone who:

- uses power to hurt others or harm their possessions.
- purposely scares or intimidates others.
- often hurts the same person repeatedly.
- is sometimes supported by other people who just watch and laugh, instead of helping the person being bullied.

If you are being harassed or bullied:

- Walk away and ignore the person.
- Tell the person to stop.
- Tell a teacher or another adult with whom you feel comfortable discussing the incident(s) at school and your parent/guardian.

The school can only deal with incidences if teachers and administrators are aware of the situation. It is important for our students to know that telling an adult is a necessary step in arriving at a solution to the problem.

### **Will there be a lot of peer pressure to do things I shouldn't?**

Most students say that their friends don't pressure them into doing things they don't want to do. Sometimes, however, kids do. You need to remember that you should only do that with which you are comfortable and that which your family

thinks is right. People who try to make you do or say things you don't want to, are not true friends.

### **Who can I talk to if I have a problem?**

If you have a problem you can talk to your teacher, student services teacher, principal, vice-principal, counsellor, or another staff member you trust. We all want to help you be successful at Clayburn Middle.

### **Is there a Dress Code at Clayburn?**

The Abbotsford School District expects all students to adhere to standards of cleanliness and dress that allow for a clean and tasteful school environment.

The following points indicate our expectations of student attire at Clayburn Middle School. The dress code rules apply on the school grounds and at school sponsored activities either on-or-off campus.

- Clothing and accessories cannot pose a safety concern or conceal one's identity.
- Clothing must allow students to participate safely in activities such as physical education and explorations.
- Clothing must not promote use of alcohol or drugs, display offensive language or images, sex or pornography, weapons or violence, or refer to gang culture.
- Hats, sunglasses and jackets should be stored in lockers.
- Clothing must cover undergarments.

Students who do not meet dress code expectations will be required to replace or cover up inappropriate articles of clothing.

### **Copying & Plagiarism**

Students are expected to present their own work in their own words. The substitution of work copied or taken from other students or from other sources such as the internet, and presented as their own, is not acceptable and will result in appropriate consequences.

### **Hall Behaviour**

Hall behaviour and language should be suitable to an institution of learning. No profanity or

inappropriate remarks or touching of others. Public displays of affection in the school setting are not appropriate.

### **Can I chew gum at school?**

NO, Clayburn has a no gum policy. Students are not allowed to chew gum while at school.

### **What is Learning Support Services?**

Learning Support Services is a team of teachers who help students with a variety of things. They are the teachers who help you if you need extra help with your learning, if you are on an Individualized Education Plan (IEP), if need help in making good behaviour choices or if you need to talk.

### **Inclusion**

Clayburn Middle School, in keeping with the inclusionary model, integrates all students into age appropriate classes. Students' individual needs are met within the classroom environment as much as possible by classroom teachers, Student Services teachers and Education Assistants. Students will receive help in targeted areas, as well as with class work when needed.

### **What do I need to know about lockers?**

Lockers are the property of the school and the contents are subject to school supervision. It is a privilege to have a locker. It is the students' responsibility to take care of their locker and to ensure that their lock combination is kept secret. Do not mark up the doors of your locker. Use a magnet or 'fun tak' to hang a poster, do not use tape or glue. Everything you put on your locker must be removable and show no marks! All decorations must be in good taste! Do not switch lockers.

Anything that is unsafe or could be dangerous to others should never come to school and must never be put in a school locker. Locks are supplied by the school. *Only school issued locks are to be used on school lockers.*

## Why we use planners?

In classrooms where planners are used, students are expected to keep their agenda up to date throughout the year.

When teachers assign homework and tests, it is expected that students record the nature of the homework or test in their planners. By writing down homework and tests all students will be aware of what each teacher expects and when assignments are due. *Parents are expected to review their child's planner on a daily basis.*

## Bicycles / Skateboards / Scooters

We encourage students to be physically active while at school. Students wishing to skateboard, scooter or use roller blades **must wear a helmet**. Other safety equipment e.g. knee, wrist and elbow pads, while not mandatory, is strongly encouraged, and left to the discretion of each child's parent.

Students participating in hockey, regardless of whether it is on roller blades or not, **must wear eye protection**.

Students are expected to use common sense in terms of the safety of other students and themselves; stay out of the parking lot / driveway, and not to use skateboards, scooters or roller blades inside the school building.

## Bicycles

Bikes must be walked while on school district property and locked/ stored in the front bike racks. Bike locks are required. The school accepts no responsibility for lost or stolen bikes. Students are not permitted to be around the bike rack area during the school day. Students who forget their lock may ask for a temporary bike lock from the office.

## Valuables & Cell Phones

Valuable items are brought to school at the owner's risk; the school is not responsible for any loss or damage.

**Cell phones are to remain in the student's locker while at school.**

Electronic devices must be turned off and stored in their locker from start of school to end of school. Students may check for messages only after

exiting the building.

## Will I have homework?

Homework shall be monitored by individual teachers as well as teams of teachers. Work done at home is an important part of all learning. It is an expectation of all students to have homework completed and all assignments handed in on time. Most teams will have a homework club available at lunch or after school to assist students needing some extra support.

## What classes will I be taking?

All students take the same subjects. The core subjects include Language Arts, Math, Science, Social Studies, French, Physical Education & Health, and Careers. The Explorations subjects include Home Economics, Technology, Media Arts, and Music.

Home Arts: Students will create with sewing machines, cooking in groups, using a full kitchen.

Technology Arts: Students will work with wood and glass. They will use sanders, scroll saws, band saws, sand blaster, graphic press, and laser engraver.

Media Arts: Students will be drawing and learning how to use Photoshop, photography and video skills, as well as stop motion animation.

Music: Students will be working with iPads to practice keyboard skills, garageband to learn about music genres and chords/chord progression. iPad instruction is supplemented with guitars and keyboards.

Explorations are divided into four terms per year, with students taking a different explorations subject in each term. Students may also choose to take Band. These options are not scheduled on a term basis, but run all year long.

## Looping

"Looping" is a simple concept: a teacher moves with his or her students to the next grade level, rather than sending them to another teacher at the end of the school year. At the end of a "loop" of two years, the teacher begins the cycle again with a new group of students. At Clayburn Middle

School, students and teachers in grades 6 and 7 will loop.

### **What Are the Benefits of Looping?**

Teachers and students in looping classes need not start from scratch every fall, learning new sets of names and personalities, establishing classroom rules and expectations. Most teachers find that students remain on task far longer at the end of the first year; accordingly, teachers estimate that they gain a significant amount of learning time at the start of the second year.

Spending two years with a class enables teachers to accumulate more in-depth knowledge of students' personalities, learning styles, strengths, and weaknesses. This longer contact reduces time spent on diagnosis and facilitates more effective instruction. It also helps teachers build better relationships with students and parents.

For students, having the same teacher and classmates for two or more years provides stability and builds a sense of community. Looping reduces anxiety and increases confidence for many children, enabling them to blossom both socially and as learners.

### **Athletics and Clubs**

Being involved in extracurricular programs in school is a very important part of enjoying your time at Clayburn Middle School. Clayburn offers an Intramural program during our lunch break, so students can play with and against your friends and meet new kids.

Our sports programs, where we play against other middle schools include Cross Country, Volleyball, Basketball, Rugby, Golf, and Track and Field. These athletic teams will be coached by teachers, parents, and community members.

We also offer a wide range of clubs including Chess, Yearbook, Film, Builder's Club, Jazz Band, Cougar Crew, Girl Squad, Guys Alive, Art Club and more; listen to announcements or check out the website for start days and teacher sponsors.

### **School Supplies**

The basic supply list required for all students can be found on our webpage. Once students meet with their team of teachers in September,

additional supplies may be required. As we are encouraging BYOD, we, as a school, have minimized the basic school supplies and strongly encourage recycling from previous years. *Students will only need a pencil and some paper on the first day.*

Please label all supplies. As students will not be in the same class all day, ownership of supplies must be clear.

### **Bring Your Own Laptop/ Device**

Clayburn Middle School is a Bring Your Own Device school. At the direction of the teacher, students are encouraged to Bring Their Own Device / Laptop.

### **School Fees**

Middle school students are expected to pay a student activity fee of \$30, to cover costs related to student planners, guest speakers, student cards, school events, student recognition, student leadership, lock and locker rental.

Additional fees:

- Students who choose to participate in extra-curricular activities e.g. athletics and/ or clubs will be asked to submit an additional fee to cover costs related to participation.
- Students who choose to participate in Band will be asked to pay a Band fee to cover the cost of their sheet music (book).

### **Parent Advisory Council**

The Parent Advisory Council (PAC) is your parent community at Clayburn Middle. It is hoped that our parent community will work closely with administration and staff to support, encourage, and provide assistance to enhance the quality of education and the well-being for all students at Clayburn Middle.

For more information, please contact our PAC President, at clayburnpac@gmail.com

## If Concerns Do Arise

While many factors affect a child's education, there is one that can be of paramount importance - communication. Frequent and open communication between parents and teachers leads to a greater understanding and appreciation of the educational process, as well as each child's participation in it.

We welcome and appreciate your inquiries and visits, and trust you will contact us when, and if, concerns or questions arise.

**First** Talk to the teacher involved.  
If you are not satisfied

**Then** Talk to one of the Vice-Principals (Mrs. Smoes or Mr. Luongo)  
If still not satisfied

**Then** Talk to the Principal (Mrs. Reid).  
If still not satisfied

**Then** Talk to the Assistant-Superintendent  
Mr. Ngieng (604-859-4891)

## How Can Parents Help?

Learning is not confined to the classroom. Parents are vital partners in the educational process. Some ways in which parents might help are:

- Ask what was the best part of his/her day. Why?
- Help him/her set aside a time and place to study.
- Be supportive by offering lots of praise and encouragement.
- Read aloud to your child to help foster vocabulary development and comprehension, and listen to him/her read; a very powerful activity.
- Limit 'unproductive screen time', and promote physical activity.
- Keep in touch with the classroom teacher as to the classroom routines, expectations,

projects, etc.

## Physical Activity

At Clayburn Middle, we encourage students to be physically active while at school. Research has indicated that:

- Participation in regular physical activity has a positive impact on behaviour and healthy lifestyles in youth.
- Physical activity has a positive affect upon children's academic achievement, academic readiness, and perceptual skills.
- Regular physical activity improves children's mental health and contributes to their growth and development.
- Physical activity is consistently related to improved self-esteem and body image.
- Adolescents who engage regularly in physical activity demonstrate lower anxiety and depression.
- The prevalence of childhood obesity is increasing - this is directly linked to a lack of physical activity.
- Overweight and obesity in childhood are linked to many health risks and even mortality in adulthood.
- Daily physical activity improves children's skeletal health, which in turn reduces their risk of developing osteoporosis in the future.
- High school students, who are physically active, are less likely to smoke, use marijuana, or engage in sexual risk behaviours when compared to inactive peers.



## This We Believe

The National Middle School Association believes successful schools for young adolescents are characterized by a culture that includes:

- *Educators who value working with this age group and are prepared to do so.* Effective middle level educators understand the developmental uniqueness of the age group, the curriculum they teach, and effective learning and assessment strategies. They need specific teacher preparation before entering the classroom and continuous professional development as they pursue their careers.
- *Courageous, collaborative leadership.* Middle level leaders understand adolescents, the society, and the theory and practice of middle level education. As the prime determiner of the school culture, the principal influences student achievement and teacher effectiveness by advocating, nurturing, and sustaining an effective instructional program.
- *A shared vision that guides decisions.* A shared vision and the mission statement derived from it should guide all decisions made about the school.
- *An inviting, supportive, and safe environment.* A successful school is an inviting, supportive, and safe place, a joyful community that promotes in-depth learning and enhances students' physical and emotional well being. In such a school, human relationships are paramount.
- *High expectations for every member of the learning community.* Educators and students hold themselves and each other to high expectations. Such confidence promotes positive attitudes and behaviors and motivates students to tackle challenging learning activities. Successful schools recognize that young adolescents are capable of far more than adults often assume.
- *Students and teachers engaged in active learning.* The most successful learning

strategies are ones that involve each student personally. When students routinely assume the role of teacher, and teachers demonstrate that they are still learners, a genuine learning community is present.

- *An adult advocate for every student.* Academic success and personal growth increase markedly when young adolescents affective needs are met. All adults in successful middle level schools are advocates, advisors, and mentors.
- *School-initiated family and community partnerships.* Successful middle schools promote family involvement and take the initiative to develop needed home-school bonds. The involvement of family is linked to higher levels of student achievement and improved student behavior.

Therefore, successful schools for young adolescents provide:

- *Curriculum that is relevant, challenging, integrative, and exploratory.* An effective curriculum is based on criteria of high quality and includes learning activities that create opportunities for students to pose and answer questions that are important to them. Such a curriculum provides direction for what young adolescents should know and be able to do and helps them achieve the attitudes and behaviors needed for a full, productive, and satisfying life.
- *Multiple learning and teaching approaches that respond to their diversity.* Since young adolescents learn best through engagement and interaction, learning strategies involve students in dialogue with teachers and with one another. Teaching approaches should enhance and accommodate the diverse skills, abilities, and prior knowledge of young adolescents, and draw upon students' individual learning styles.
- *Assessment and evaluation programs that promote quality learning.* Continuous, authentic, and appropriate assessment and evaluation measures provide evidence about

every student's learning progress. Grades alone are inadequate expressions for assessing the many goals of middle level education.

- *Organizational structures that support meaningful relationships and learning.* The interdisciplinary team of two to four teachers working with a common group of students is the building block for a strong learning community with its sense of family, where students and teachers know one another well, feel safe and supported, and are encouraged to take intellectual risks.
- *School-wide efforts and policies that foster health, wellness, and safety.* A school that fosters physical and psychological safety strives to build resiliency in young people by maintaining an environment in which peaceful and safe interactions are expected and supported by written policies, scheduled professional development, and student-focused activities.
- *Multifaceted guidance and support services.* Developmentally responsive middle level schools provide both teachers and specialized professionals who are readily available to offer the assistance many students need in negotiating their lives both in and out of school.

## **STUDENT & SCHOOL SUCCESS**

Student *achievement, attendance, attitudes, and behaviours* can be influenced by actions taken by schools focussing on seven indicators.

### **1. Safe & Orderly Environment**

In the effective school, there is an orderly, purposeful, businesslike atmosphere which is free from the threat of physical harm. The school climate is not oppressive and is conducive to teaching and learning.

### **2. Climate of High Expectations**

In the effective school, there is a climate of expectation in which the staff believes and demonstrates that all students can attain mastery of the essential school skills and they believe that they have the capability to help all students attain

that mastery.

### **3. Strong Instructional Leadership**

In the effective school, the principal acts as an instructional leader and effectively and persistently communicates that mission to the staff, parents and students. The principal understands and applies the characteristics of instructional effectiveness in the management of the instructional program.

### **4. Opportunity to Learn & Student Time on Task**

In the effective school, teachers allocate a significant amount of classroom time to instruction in the essential skills. For a high percentage of this time, students are engaged in planned, teacher-directed learning activities.

### **5. Clear and Focused Mission**

In the effective school, there is a clearly articulated school mission through which the staff share an understanding of and a commitment to the instructional goals, priorities, assessment procedures, and accountability. Staff accept responsibility for students' learning of the school's essential curricular goals.

### **6. Frequent Monitoring of Student Progress**

In the effective school, student academic progress is measured frequently. A variety of assessment procedures are used. The results of the assessments are used to improve individual student performance, and also to improve the educational program.

### **7. Positive Home-School Relations**

In the effective school, parents understand and support the school's basic mission and are given the opportunity to play an important role in helping the school to achieve this mission.