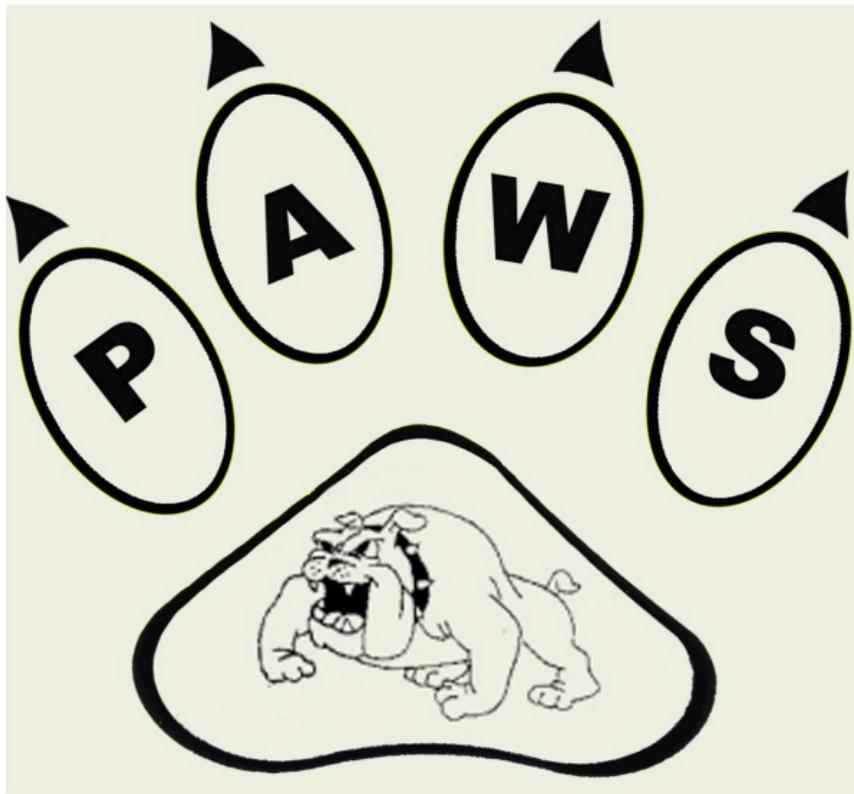


# BERT BOWES MIDDLE SCHOOL

2018-2019

## GRADE 8 COURSE CALENDAR



9816 – 106 STREET - FORT ST JOHN, BC - V1J 4E6  
PHONE: 250-785-6717 FAX: 250-785-5043  
[WWW.BOWES.PRN.BC.CA](http://WWW.BOWES.PRN.BC.CA)  
[WWW.FACEBOOK.COM/SD60BBMS](http://WWW.FACEBOOK.COM/SD60BBMS)

KEEP THIS INFORMATION PACKAGE AT HOME AND REFER TO IT THROUGHOUT THE YEAR!



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## WELCOME!

### **Principal's Message - Mr. Wade Hart**

Welcome to Bert Bowes Middle School. We are proud to be a dual track school offering instruction in both the English and French languages. At Bowes, we believe that success is learned. We welcome the opportunity to work together to ensure that every student acquires this lifelong learning. This course booklet is the first step in working together. Please read it with your parents.

### **Mission Statement**

“Bert Bowes – students, staff and parents working and learning together in a caring community.”

We believe that we have succeeded in establishing a community spirit at Bert Bowes that makes most of our students feel good about coming here. We are striving to make all students feel that way.

Our school continues to implement our school improvement plan. Our goals are:

- To improve student responsibility and develop quality citizens.
- To increase students' engagement in all aspects of their learning.

### **Bert Bowes (Our Namesake)**

Bert Bowes Middle School is named after Mr. Bert Bowes, a distinguished pioneer of the Fort St. John area. Mr. Bowes served as a School Board Trustee for our school district (No. 60, Peace River North), was an early mail carrier, served in the Second World War and was co-owner of the Bowes and Herron garage. Through his many activities, Mr. Bowes created a community service tradition, which we as a school strive to continue and uphold.

In 1964, when the school opened, Mr. Bowes declined the offer to have the “new school” named after him, but upon his death, the School Board elected to rename the school in his honour.

## CODE OF CONDUCT

### **Purpose for the Code**

- To ensure that BBMS is a safe, caring and orderly school.
- To ensure all students are academically and socially successful.
- To clarify and publish expectations for student behaviour while at school, at a school-related activity or in other circumstances where engaging in an activity (including on-line) will have an impact on the school environment.
- To provide a process by which students take ownership of acceptable and unacceptable behaviours.



**Acceptable Conduct**

“PAWS” – a motto for our behaviour expectations

**PAWS**

**Positive**

**pos·i·tive** (adjective) –

having a good effect <a *positive* role model>

marked by optimism <the *positive* point of view>

**Accountable**

**ac·count·a·ble** (adjective) -

responsible to someone or responsible for your action/s; answerable < I will hold myself

*accountable* for my actions >

**Willing**

**will·ing** (adjective) –

acting or ready to act gladly <*willing* and eager to help>

**Safe**

**safe** (adjective) –

secure from threat of danger, harm, or loss <they were *safe* in the neighborhood>

These expectations apply to behaviour at school, during school-organized or sponsored activities on or off school grounds that impacts the safe, caring and orderly environment of the school, and/or student learning.

BBMS promotes the values expressed in BC Human Rights code respecting the rights of all individuals in accordance with the law. BBMS will treat seriously, behaviour or communication that discriminates based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, gender or sexual orientation (prohibited grounds set out in the BC Human Rights Code).

**Unacceptable Conduct**

**Guiding Principles for Responses to Unacceptable Conduct:**

- Our entire discipline process is designed to be an instrument of success & inclusion.
- Our entire discipline process is designed to be preventative and proactive.
- We aim to be clear about behavioural expectations and what success looks like.
- We aim to be fair, reasonable, and consistent with responses and/or consequences.
- We aim to pre-correct anticipated behaviours and/or rule violations.
- We try to consider the function (the why) of the behaviour.
- We respect the uniqueness of each student, each incident, and each set of circumstances.
- We attempt to balance consequences with recognition and positive feedback.



### **Unacceptable Conduct Examples**

The behaviours cited below serve as examples and in no way is this table an all-inclusive list.

Teacher Managed	Office Managed
Inappropriate Language	Abusive Language
Physical Contact	Physical Aggression
Defiance/Non-Compliance	Disrespect
Disruption	Bullying/Harassment
Property misuse	Fighting
Dress Code Violation	Skipping
Technology Violation	Vandalism
Late	Theft
Lying/cheating	Alcohol/Drugs
	Arson
	Weapons
	Repeating Minor Behaviours

### **Rising Expectations**

We understand behaviours like academics need to be taught and the students understanding of the concepts of respect, responsibility, and safety deepens with maturity and experience. Therefore, behaviour expectations will be on a continuum to reflect the individual student's developmental stage. As the student becomes older, more mature and moves through successive grades, increasing personal responsibility and self-discipline is expected. Therefore, increasing consequences for inappropriate conduct/unacceptable behaviour exist.

### **Consequences**

The guiding principles (mentioned above) set the parameters in determining appropriate disciplinary action. The severity and frequency of unacceptable conduct as well as the age and maturity of students are all considered. The guiding principles ensure that:

- Responses to unacceptable conduct are planned, consistent and fair.
- Disciplinary action, wherever possible is preventative and restorative, rather than merely punitive.
- Students as often as possible, are encouraged to participate in the development of meaningful consequences for violations of the established code of conduct.

Special considerations may apply if a student is unable to comply with the expectations due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature.



### **Notification**

BBMS has the duty to report unacceptable behaviour to involved personnel where deemed appropriate. This includes:

- Parents/ Guardians of student offender(s).
- Parents/ guardians of student victim(s).
- School district officials – as required by school district policy. Usually the principal of enrolling student and if necessary district staff (see conduct committee for details).
- Police and/ or other agencies as required by law.
- All parents – (when 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.

### **Retaliation Prevention**

BBMS will take all reasonable steps to prevent retaliation against a student who has reported a code of conduct breach.

### **Alcohol and Drugs**

Board and School Policy provides for school suspension of a student appearing at school or at a school function while giving evidence of having recently consumed or been in possession of illicit drugs or alcohol. We have taken a strong stand on these issues. School suspensions and referral to the North Peace Alcohol and Drug Counselling Service or a suitable alternative are consequences on every occasion that this rule is broken. In the case of repeat offences, the student may be required to appear before the District Student Conduct Committee before they are allowed to return to the regular school program.

### **Smoking**

Bert Bowes operates under the Ministry of Education policy of Tobacco-Free Schools. This policy is an extension of the Tobacco Control Act, which deems any use of tobacco on school grounds at any time, to be against the law. This applies to all types of tobacco including cigarettes, snuff or chewing tobacco. Since students are unable to leave the campus at any time during the day, students are unable to use tobacco at any part during the school day. Repeated infractions will be considered defiance and may result in suspension or referral to the District Student Conduct Committee. Support is available to students that are addicted to tobacco and want to quit. Below is a letter from Stephen Petrucci, Assistant Superintendent of School District No. 60, on healthy living and smoking regulations.



Peace River North  
10112-105 Avenue, Fort St. John, British Columbia V1J 4S4 Phone (250) 262-6000  
Fax: (250) 262-6046 OFFICE OF THE SUPERINTENDENT OF SCHOOLS

May 2015

Dear Parents/Guardians:

**RE: Healthy Living and Smoking Regulations**

As we transition from one school year to the next, I would like to take this opportunity to remind our families of middle school students that we operate under the Ministry of Education Policy of ***Tobacco-Free Schools***. This policy is an extension of the ***Tobacco Control Act***, which deems any use of tobacco on school grounds at any time, to be against the law. This applies to all types of tobacco, not just cigarettes.

In the middle school years, students can be susceptible to trying and becoming addicted to nicotine and we are determined to prevent this as much as possible. In addition to the potential serious adverse effects to their health such as cancer, lung disease and eye cataracts, students who smoke often put their education at risk.

At our middle schools, students are not permitted to leave the campus at any time during the day unless a parent/guardian comes to pick their student up. Students who are addicted to nicotine will sometimes leave the campus to have a cigarette and end up being late or missing class altogether. This affects not only their own success but is also disruptive to other students and teachers. Of particular concern is when pressure is put on other students to leave the campus with them.

*Chronic defiance of our policy and regulations in this area may result in the student being removed from their school and provided with an alternate means of education.*

For those students that are truly addicted, there are some means of support:

- Consult with your pharmacist and doctor
- [www.quitnow.ca](http://www.quitnow.ca)
- Tobacco Reduction Coordinators (George Wiens and Bonnie Harper) based out of Dawson Creek: ph. [250-719-6500](tel:250-719-6500)
- A free nicotine patch or gum can be obtained by dialing 811 and getting a reference number

School District No. 60 promotes healthy living for all our students and appreciates your support and cooperation.

Sincerely,

Stephen Petrucci  
Assistant Superintendent



### **Dress Code**

The school dress code is based on the expectation that our school shall be a safe and respectful learning environment: respect for learning, respect for the rights and dignity of others, decency, safety of persons and property, cleanliness, and promotion of a drug and alcohol-free environment. Students are expected to wear acceptable and appropriate school attire. As such, they are expected to dress in a neat, clean manner with a taste appropriate to a daytime school/business setting.

Examples of inappropriate student dress includes clothing, jewelry or personal belongings that have graphics or wording that:

- Is/are racist, sexist, profane, or demeaning to another person
- Depicts vulgarity, obscenity, or violence
- Promotes use or abuse of tobacco, drugs, or alcohol
- May create a threat to the health or safety of the student or others
- May create a significant risk of disruption to the educational process or to
- The operation of the school

Specific items that are inappropriate for the school environment are:

- Clothing worn in such a manner so as to reveal underwear
- Shorts that do not adequately cover the “derriere”
- Skirt/dresses that are shorter than the mid-thigh
- Strapless tops, halter tops
- See-through, mesh garments
- Writing on legs and/or arms
- Sunglasses worn to class
- Bare feet
- Any other article of appearance that is inappropriate for the learning environment

### **Fighting and Harassment**

Differences between students can sometimes manifest themselves in something more than just words. Bert Bowes is a “family” with over 500 individuals and we know that there will be disagreements from time to time. Students are encouraged to sort out their differences and resolve conflict in a non-violent manner. The staff, administrators and student support teachers are available to assist students with these, sometimes difficult issues. One of our policies is that “School must be a safe place for all students”. Therefore, we have adopted a “zero tolerance” policy for harassment and fighting. Those students who harass or fight will be quickly dealt with by the administration. A meeting will be set up with parents/guardians, and in some cases, suspension (in and out) of school may occur. Students who continue to fight or harass may be suspended and referred to the District Student Conduct Committee. Students who promote fights, including watching, will also be dealt with.



### **Pranks and Threatening Behaviour**

Students should be aware that often seemingly harmless “pranks” may result in rather severe consequences; for example: pulling of fire alarms, bomb threats, many forms of vandalism, and general threats to the safety of students and staff. Such potentially dangerous behavior will not be tolerated and may lead to criminal charges for those proven to be involved. Uttering threats is a criminal offense.

### **Picture Taking**

Due to privacy issues, the only students who are permitted to take pictures at school are Yearbook Students who have the permission of the Yearbook teacher and the student. Students who are not part of the Yearbook who take pictures with their own cameras and cell phones will have them confiscated and the pictures deleted.

### **Fire and Lockdown Drills**

These important drills are carried out on a regular basis to ensure adequate preparation in case of an emergency. When vacating the building, students are asked to leave in a quick, quiet, orderly fashion and are to stay with their class/teacher while outside. If a student is not in his/her class when the fire alarm sounds, (i.e. If he/she is in the bathroom) he/she should proceed to the bus compound and find their teacher.

### **On Campus Policy**

As a Middle School, we have an on-campus policy, which means that once students arrive at the school they are expected to stay on-campus throughout the day. This is to ensure the health and safety of your child. Our policy is designed to:

- Keep your child as safe as possible through on-campus supervision
- Promote healthy eating habits
- Reduce tardiness and skipping

While you are welcome to pick up your child and take them to lunch, we do not accept notes or phone calls giving permission for students to leave the school to buy lunch.



## IMPORTANT SCHOOL DISTRICT DATES

### School District No. 60 (Peace River North) Adopted School Calendar 2018-2019

School Calendar Information & Non-Instructional Days	Adopted District Dates
<i>Days in Session</i>	188
<i>Number of Days of Instruction</i>	181
<i>Schools Open</i>	<i>Tuesday, September 4, 2018</i>
<i>Non-Instructional Day (school planning day)</i>	<i>Friday, September 21, 2018</i>
<i>Thanksgiving Day</i>	<i>Monday, October 8, 2018</i>
<i>Non-Instructional Day (Pro-D – Provincial)</i>	<i>Friday, October 19, 2018</i>
<i>Remembrance Day</i>	<i>Monday, November 12, 2018</i>
<i>Early Dismissal Day</i>	<i>Wednesday, November 28, 2018</i>
<i>Early Dismissal Day</i>	<i>Thursday, November 29, 2018</i>
<i>Non-Instructional Day</i>	<i>Friday, November 30, 2018</i>
<i>Christmas Vacation Period</i>	<i>Monday, December 24- Friday, January 4, 2019</i>
<i>Schools re-open after Christmas Vacation</i>	<i>Monday, January 7, 2019</i>
<i>Non-Instructional Day Pro-D (District)/Semester Turnaround</i>	<i>Friday, January 25, 2019</i>
<i>Non-Instructional Day</i>	<i>Monday January 28, 2019</i>
<i>Family Day</i>	<i>Monday February 18, 2019</i>
<i>Non-Instructional Day (Report Writing)</i>	<i>Monday, February 25, 2019</i>
<i>Early Dismissal</i>	<i>Wednesday, March 13, 2019</i>
<i>Early Dismissal</i>	<i>Thursday, March 14, 2019</i>
<i>Spring Vacation Period/District Closure Days</i>	<i>Monday, March 18 - Friday March 29, 2019</i>
<i>Schools Re-open after spring Vacation</i>	<i>Monday, April 1, 2019</i>
<i>Good Friday</i>	<i>Friday, April 19, 2019</i>
<i>Easter Monday</i>	<i>Monday, April 22, 2019</i>
<i>Non-Instructional Day (Pro-D)</i>	<i>Friday, May 10, 2019</i>
<i>Victoria Day</i>	<i>Monday, May 20, 2019</i>
<i>Last Day for Students</i>	<i>Thursday, June 27, 2019</i>
<i>Administrative Day – Schools Close</i>	<i>Friday, June 28, 2019</i>

## COMMUNICATION AND LIAISON



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

In accordance with the BCED plan, students may bring their own electronic devices to school. The expectation is that these devices will be used for educational purposes only during class time as facilitated by the teacher. Students who want wireless connection at school must sign and abide by the Acceptable Use Agreement at the beginning of the year. Parents, please refrain from texting your child during class as it interferes with the learning process. Should you need to contact them, you are welcome to phone the school and we will get a message to them. If it is not of immediate concern, waiting to text them while they are on their lunch would be appreciated. The school cannot be held responsible for the loss, damage, or theft of electronic devices, so please advise your child to lock them up while in PE class etc. If students use these devices inappropriately and it becomes a distraction, they will be directed to put the device away in a secure area, and teachers will contact you. If misuse continues to be an issue, students will be referred to the administration and parents will be contacted.

### **Internet Use**

Bert Bowes staff and students must follow the Internet Policy of School District No. 60. In brief, this policy mandates that a teacher must supervise all students using the Internet. Students may access the Internet only for school and other “appropriately related” information. The use of the Internet is a privilege, not a right.

Students at Bert Bowes agree to follow all computer management rules as outlined by instructors. Each student must agree to refrain from the activities listed below:

- Physical abuse of technology equipment.
- Attempting or succeeding to break into hardware or software settings or computer security systems.
- Downloading, viewing or reading inappropriate material or music on the computer.  
Inappropriate – sexually explicit content and images, pornography, material related to illicit drugs, the promotion of violence, or any other web site deemed inappropriate by the instructor.

Failure to do so may result in a school suspension or the cancellation of computer lab privileges.

### **Website and Facebook**

Bert Bowes has a school website where an abundant of current news and events, athletic information, and staff contact information can be found. Visit <http://bowes.prn.bc.ca/> on a regular basis to stay up to date with what is happening at the school. Additionally, like our “Bert Bowes Middle School” Facebook page at <https://www.facebook.com/sd60bbms>.

### **Messages**

Students are not called out of class except for emergencies. If parents wish to leave a message for their child, they should call and talk to one of the office secretaries, who will ensure that the student gets the message.

### **Lates**

Arriving on time is an expectation at Bert Bowes for the following reasons:



1. Punctuality avoids interrupting or wasting the time of their teachers or classmates.
2. Punctuality enables students to avoid missing important information, presentations or lectures.
3. Punctuality allows students to develop habits that are expected in a job situation.

### **Attendance**

Regular attendance in school is a vital factor in the successful attainment of learning objectives; therefore, it is a requirement that all students attend regularly. Parents are asked to please phone the school on the day of an absence or to provide written verification of the absence upon the student's return. A secretary is in the office by 8:00 AM to take these calls. Excusable absences are considered to be illness or medical appointment with a doctor's note, bereavement, suspensions, field trips, other related school activities and those verified family situations which prevent the student from attending. Please feel free to call the school any time if you are concerned about your child's attendance or to advise us if you would like to receive regular calls home or monthly printouts. We take our partnership with parents seriously. Our automated system will send messages home via phone calls and/or email for unexcused absences.

### **Homework Requests**

If students or parents wish teachers to send homework after three days absent, please contact the school as soon as possible. Teachers require 24 hours to get homework packages together. Please ensure you have made arrangements for the pick-up and/or delivery of the work to be done. Students, who know in advance that they will be absent, are asked to request homework from teachers several days in advance.

### **Leaving During the Day**

For safety reasons it is important that we know at all times student's whereabouts in case of an emergency and that our attendance records are accurate. To this end, we have in place a "signing in" and "signing out" procedure which students are asked to follow. When leaving for a verified appointment, students must sign out at the office, indicating where they are going and when they will return. If a note is not handed in at the office, secretaries will need to verify the appointment with a parent (by phone). When returning to the school, students must sign back in.

### **Telephone**

The student telephone in front of the main office is available for student use at break, lunch and after school. Students are not called out of class except for emergencies. Each student must present the secretary with a phone permission slip if he/she is to use the phone during class time.

### **Visitors**

Public schools are considered, under the School Act, to be private property. As a result, ALL visitors to the school are required to check in at the office before proceeding to any other part of the school.

### **Reporting on Student Progress**



There will be three formal report cards during the year. Additionally, two informal interim reports may be issued at the midway of all terms. Assessment and evaluation in each subject varies, students will be informed of the criteria at the beginning of each course.

Reporting involves the communication among educators, students and parents about student learning. Assessment may take various forms: student portfolios, observations, work samples, student self-evaluations, presentations, performances, and projects as well as more traditional methods such as paper and pencil tests. Teachers use this evidence to evaluate students' progress and report this to students and parents.

Formal report cards for students in grades 7 to 9 will:

Provide Ministry-approved letter grades, which indicate the student's level of performance as it relates to the expected learning outcomes for each course.

Provide a work habit symbol: E, G, S, or N.

Include written comments, where appropriate, that describe, in relation to the expected learning outcomes set out in curriculum: what the student is able to do, areas in which the student requires further attention or development, and ways of supporting the student in his or her learning.

Include written comments to describe student behaviour, including information on attitudes, work habits and effort.

### **Letter Grades and Definitions**

- A Excellent or Outstanding Performance in relation to learning outcomes.
- B Very Good Performance in relation to learning outcomes.
- C+ Good Performance in relation to learning outcomes.
- C Satisfactory Performance in relation to learning outcomes.
- C- Minimally Acceptable Performance in relation to learning outcomes.
- I No demonstration of minimally acceptable performance in relation to learning outcomes in this reporting period.
- F No demonstration of minimally acceptable performance in relation to the learning outcomes for the course.
- W Student has withdrawn from the course.
- SG Standing Granted. Acceptable level of performance though normal requirements not completed.
- TS Transfer Granted. Standing is granted based on records from an institution other than a school.

### **Work Habits and Definitions**



Excellent (E)

Responsibility: demonstrates an industrious work ethic, ready to work and learn.

Cooperation: a class leader exemplified by a high degree of positive and meaningful participation initiated by the student.

Independence: a keen and enthusiastic learner actively seeking out personal growth and learning opportunities.

Good (G)

Responsibility: all assignments turned in, ready to work and learn.

Cooperation: works well with other students and teachers, participates in class in a meaningful way.

Independence: a self-directed learner, takes appropriate initiative and responsibility for learning.

Satisfactory (S)

Responsibility: most assignments turned in, usually ready to work and learn.

Cooperation: usually works well with other students and teacher(s).

Independence: often requires direction.

Needs Improvement (N)

Responsibility: most assignments missing, frequently not ready to work and learn.

Cooperation: does not work well with other students or teacher(s).

Independence: needs one-on-one attention most of the time.

**Honour Roll – Academic, Principal’s, & Work Ethic**

After each formal report card, an Honour Roll is published. Students taking a full course load, with a minimum average of grade B, and nothing less than a C (and with “S” or greater work habit marks) achieve Academic Honour Roll. The Principal’s Honour Roll is reserved for students who earn straight A’s and have all “E” and “G” work habit marks each term. The Work Ethic Honour Roll is awarded to students with “E” and “G” work habit marks in all their courses.



## SUPPORT FOR STUDENTS

### **Academic and Behaviour**

The intent of the academic and behaviour support at Bert Bowes is to ensure all students have the skills necessary to be successful in school and life. Students are assessed and included in the various programs on an individual basis. A student's program is determined at the end of the school year during placement meetings. The school may place students in a higher level, or gifted level, if the skills and understanding warrant such placement or with specific interventions in place for the next school year. Tutorial classes are also available to students who need extra academic support in place of a sampler class.

### **Learning Assistance**

This program helps students to succeed in or outside of the regular classroom. They provide alternate materials, resources and requirements. Please see one of the student support teachers to discuss the particulars of these programs.

### **Aboriginal Student Support Worker – Melissa Noel**

### **Aboriginal Student Support Teacher and Transition Coach – Mrs. Carew**

Bert Bowes has a staff member whose focus is Aboriginal Students. This person assists Aboriginal students in adjusting and coping with the school environment and offers tutorial assistance. Important duties include helping to develop communication links between parents, students and teachers, and identifying and assisting with problems that may be adversely affecting school progress. The Aboriginal Student Support Worker promotes awareness and understanding of Aboriginal cultures.

### **Student Support Teachers**

We have two student support teachers who are available to provide confidential assistance with social-emotional related issues. They also help with course selections and transitions to and from other schools. In addition, they provide information about community support and educational opportunities. Ms. Carlstrom Ms. teBulte can be found in their offices by the front entrance. Feel free to drop in any time or set up an appointment!

### **WEB – Where Everybody Belongs**

WEB leaders are Grade 9 volunteers who are trained to work with the incoming grade 7 students and other new students to the school. After extensive training, the WEB leaders help facilitate Grade 7 Orientation in September. At the orientation, each grade 7 student will be assigned to WEB leaders. WEB leaders will help their students during the first week of school and throughout the year with any challenges they may face. Social activities and lessons also take place during the school year with grade 7 students and WEB leaders.

### **TAG – Teacher Advisory Group**

It is important that every adolescent has an adult who knows him or her well and provides individual support and attention. TAG is an advisory program that provides students with regular contact with a smaller group of peers and a caring adult. TAG is a required course that runs every day for 24 minutes. Teachers and students work together to enrich their educational experiences at



Bert Bowes by building school culture and relationships, promoting communication, and supporting positive work ethics and academic success.

### **PAC – Parent Advisory Committee**

The Bert Bowes Parent Advisory Council (PAC) is a great opportunity for parents to get involved at the school level. The Council’s goal is to work with administration and staff to ensure the best possible education for all students at Bert Bowes. The PAC provides a structure in which parents, teachers, students and the administration can talk about education and the school community. Our meetings are held the last Wednesday of every month at 7:00 p.m. Our meetings are informal; there is a great sharing of information that is beneficial to parents. All parents are welcome to attend.

### **Library**

The Bert Bowes Library exists to serve the needs of students and teachers in the areas of resource-based learning and reading for enjoyment. Internet access is available. The library is often open during lunch hour for students to eat, play games, and read. Volunteers are welcome to help out in the library.

### **Health Room (Main Office)**

Students who are ill may use this facility by asking the school secretary. This room contains a washroom, cot and basic first aid materials. The school provides no medication. Students who wish to go home because of an accident or illness must obtain parental permission and check out at the office. In the interest of student safety, ill or injured students may be transferred to the hospital. Ambulance costs are the responsibility of the parent.

### **Lost and Found**

Students are responsible for the care and safety of their items. If you find anything, please bring it to the office. If you have lost something, it may be in the lost and found box located in the student lounge. Please do not leave personal belongings in the student lounge or hallways.

### **Gym and Weight Room**

Students may access the gym and weight room only with direct supervision of a Bert Bowes staff member. The gym is usually open during lunch hour for students to get exercise and the weight room has been opened a couple of days a week in the mornings.

### **Canteen**

The school canteen is open during lunch for students to purchase a variety of hot and cold lunch items as well as drinks and snacks. Food from a variety of community vendors is brought in on a weekly basis. The Ministry of Education requires all schools to follow their healthy eating standards. Please see [www.bced.gov.bc.ca/health/](http://www.bced.gov.bc.ca/health/) for more information.

### **Breakfast Program**

Every morning, students are able to purchase breakfast at the canteen from 8:00-8:30. A variety of food and drinks are served for a small fee so that students are able to start off their day with a full stomach.

### **BC School Fruit and Vegetable Program**

This is a free school-wide program designed to create more opportunities to encourage our



students to eat fruits and vegetables. These fruits and vegetables are offered in addition to but not instead of healthy snacks or lunches. Students receive the fruit or vegetable on a monthly basis.

## STARTING OFF THE SCHOOL YEAR

### **First Day of School**

The first day for all Grade 8 students is ***Wednesday September 5, 2018*** which will be a full day. Teacher Advisor Groups (TAG) will be posted in the main hallway. Please go to the TAG room you are assigned to for the first day. In TAG students are given their timetables, assigned their lockers and student fees are paid.

### **Course Selection**

Students who miss the course planning classes need to pick up a registration form from the office. If you have any questions please talk with one of the counsellors. Students should have their registration and course selection sheet in by **Tuesday April 17, 2018**.

### **School Bus**

If you need to catch a school bus to Bowes, please contact Clarke Oakley, the Transportation Supervisor (263-6426), in late August to find out the schedule, bus numbers, etc. Students riding on a bus are expected to give the bus driver the same due respect, consideration and cooperation they give their teachers and always and immediately carry out the bus driver's reasonable demands and instructions. District bus drivers have the authority to write up discipline referrals on students who misbehave or violate expectations or safety regulations. These discipline referrals are sent to the Vice Principal and treated as any school discipline referral. Students may receive a warning or have their riding privileges suspended for a period of time. Large cumbersome objects are not allowed on the bus.

### **Lunch and Breaks**

Since Bert Bowes is a closed campus; therefore, students should either bring a lunch or they may purchase items from the canteen. Students are welcome to be in numerous areas of the school including the student lounge, hallways, outside, or gym; however, students must remain on school grounds.

### **School Fees**

Students are assessed a Caution fee of \$93.00 which includes a textbook deposit of \$70, and an Agenda/Cultural fee of \$23.00. The agenda/cultural fee is non-refundable and will be charged every year as the agenda is nonreturnable. The deposit (\$70) is kept in trust and is refunded at the end of your time at Bert Bowes or forwarded to NPSS, if all of your books have been returned in good condition. You may pay the \$93.00 fee to the office when you come the first day. Athletes will be asked to pay a joiner fee and participate when appropriate in fund raising projects. Senior team members and individual sports participants will pay a set fee per sport to cover entry fees, transportation and accommodation for trips. The French Immersion textbook, *Bescherelle*, for grades 7-9 is \$17.00. This book is not mandatory, but is suggested as an excellent purchase to help students study the French language during high school.



### **Lockers and Locks**

You will be assigned a lock and a locker for storing school related materials. It is not recommended to share your combination with others. There is to be no sharing of lockers. Only school locks are allowed. A charge of **\$5** will be applied for purchase of a new lock if the lock is lost or broken. Please remember that school administration may inspect any locker at anytime if it is deemed necessary. Lockers are expected to be kept neat and free of rotting lunches and distasteful or offensive material. Those students who abuse their lockers will be in danger of losing their locker privileges.

### **Textbooks and Library Books**

Textbooks are handed out to every student at the beginning of the school year. Depending on the grade and program, students usually receive a textbook for each academic subject. Every textbook and library book has a barcode that are recorded in the computer system for the specific student who has them signed out. It is the **students' responsibility** to take care of them and return them when due. Textbooks and library books that are not returned or are damaged must be paid for. The following fees generally apply for textbooks (these prices can change):

Social Studies: up to \$85.00 Math: \$60.00 Science: up to \$75.00 English: \$65.00 Novels: \$10.00 Graphic Novels: \$15.00

### **Student Agenda**

Each student is issued a Bert Bowes agenda on the first day. The agenda provides you with all of the important dates during the school year and is a tool to keep you organized. It also is a valuable resource for students to become familiar with all of our expectations, from reporting procedures to students' rights and responsibilities.

### **School Supplies**

For the first week, bring a pencil, pen, eraser, and a notebook. Do not buy too much until you receive specific instructions from your subject teachers. Below is listed a general school supplies guideline for those parents who would like to purchase school supplies ahead of time before receiving a specific school supply list from the teacher. Please note that the following is a guideline only and students may be asked by their specific teachers to acquire other supplies.

- In-door gym strip - running shoes, shorts or sweat pants, t-shirt
- Out-door gym strip – as above, appropriate for outdoor activity and weather conditions (including gloves, toques, etc)
- Black Fine Line Marker
- Calculator – Basic Scientific
- Eraser
- Geometry
- Glue stick
- Graph paper
- Highlighter
- Loose leaf or lined paper
- Loose leaf reinforcements
- 2 plain binders (2 inches or bigger)
- Pencil crayons/felt pens
- Pencils-(package)



- Pens (black or blue, and red)
- Ruler
- Scissors
- Subject dividers

**BELL SCHEDULE & TIMETABLE**

**Grade 8 Bell Schedule**

Grade 8's are on the same bell schedule as the grade 9's but on a separate bell schedule than the grade 7's. There is only an 11-minute overlap where all grades are on lunch together.

Time	Day 1	Day 2
8:45 (5)	Warning Bell	Warning Bell
8:50-9:15 (24)	TAG (3 <sup>rd</sup> )	TAG (3 <sup>rd</sup> )
9:15-9:20 (5)	AM Class Change	AM Class Change
9:20-10:31 (70)	1 <sup>st</sup>	1 <sup>st</sup>
10:31-10:36 (5)	AM Class Change	AM Class Change
10:36-11:46 (70)	2 <sup>nd</sup>	2 <sup>nd</sup>
11:46-12:26 (40)	LUNCH	LUNCH
12:31-1:41 (70)	4 <sup>th</sup>	4 <sup>th</sup>
1:41-1:46 (5)	PM Class Change	PM Class Change
1:46-2:57 (70)	5 <sup>th</sup>	5 <sup>th</sup>

**Day 1 and Day 2**

Bert Bowes operates on a two-day schedule that switch back and forth each school day. You will have different classes depending on if it is day 1 or day 2. There is a calendar in your agenda that lets you know which day it is.



**Grade 8 English Program**

Grade 8 core academic courses will be linear (year long) with the same teachers. The sampler courses rotate on a trimester schedule throughout the year.

**Required Courses**

- English 8
- Social Studies 8
- Math 8
- Science 8
- Physical Education 8
- Health & Career Education (HCE) 8
- French 8
- TAG 8
- 2 Sampler Trimester Rotations 8
  - a. Art/Digital Literacy/Woodwork
  - b. Music/Digital Media/Foods

*Note: Students taking Band 8 will take that in place of 1 Sampler Rotation.*

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<b><i>Warning Bell</i></b>	Day 1	Day 2
	<b>TAG</b>	<b>TAG</b>
<b><i>Block 1</i></b>	<b><i>PE 8</i></b>	<b><i>French8/ HCE 8</i></b>
	Break	
<b><i>Block 2</i></b>	<b><i>Sampler 8</i></b>	<b><i>Sampler 8</i></b>
	Lunch	
<b><i>Block 4</i></b>	<b><i>Math 8</i></b>	<b><i>English 8</i></b>
<b><i>Block 5</i></b>	<b><i>Science 8</i></b>	<b><i>Social Studies 8</i></b>



### Grade 8 French Immersion Program

Grade 8 core academic courses will be linear (year long) with the same teachers.

#### Required Courses:

- français langue 8
- sciences humaines 8
- English 8 (for French Immersion students)
- Mathematics 8
- Science 8
- éducation physique (ÈP) 8
- éducation à la santé et la carrière (ÈSC) 8
- TAG 8
- 2 Sampler Trimester Rotations 8
  - a. Art/Digital Literacy/Woodwork
  - b. Music/Digital Media/Foods

*Note: Students taking Band 8 will take that in place of 1 Sampler Rotation.*

#### Special Note for French Immersion Students

Please be sure you complete the letter regarding your plans to either remain in French Immersion or transition to the English Program. As outlined in the letter, if you chose to stay in French Immersion it will be a yearlong commitment. Due to scheduling limitations, it will not be possible to come out of the French Immersion program part way through the school year. The French Immersion letter should be returned to your school or Bert Bowes with your registration form.

#### **EXAMPLE:**

<i>Warning Bell</i>	Day 1	Day 2
	<b>TAG</b>	<b>TAG</b>
<i>Block 1</i>	<i>ÈP 8</i>	<i>ÈSC 8/Eng</i>
	Break	
<i>Block 2</i>	<i>Sampler 8</i>	<i>Sampler 8</i>
	Lunch	
<i>Block 4</i>	<i>français langue 8</i>	<i>Mathematics 8</i>
<i>Block 5</i>	<i>sciences humaines 8</i>	<i>Science 8</i>



## COURSE DESCRIPTIONS

### **TAG – Teacher Advisory Group**

It is important that every adolescent has an adult who knows him or her well and provides individual support and attention. TAG is an advisory program that provides students with regular contact with a smaller group of peers and a caring adult. TAG is a required course that runs every day for 24 minutes. Teachers and students work together to enrich their educational experiences at Bert Bowes. Strategies for success will be explored and support for students will be provided.

The focus or purpose of a successful TAG community is:

- To build school culture and relationships
- To promote communication
- To encourage and support work ethics and academic success

Students will receive lessons and experiential activities related to the above areas of focus.

Students will also have opportunities to complete the requirements for Daily Physical Activity (DPA) during their “TAG” time.

French Immersion students will receive TAG in French.

### **LANGUAGE AND CITIZENSHIP**

#### **English / English for French Immersion**

The English 8 Language Arts Program is designed to achieve a number of goals. Learning experiences are established so that students have the opportunity to communicate more effectively in written, spoken, and visual forms. One of the aims of the program is to provide an environment in which students develop positive attitudes towards language learning. For example, a play is learned not only through reading, but acting, and through the making of connections with the students’ lives and world. Students are exposed to literary experiences that develop a deeper appreciation of their own culture and the culture of others. Many opportunities are provided for students to think critically, creatively and reflectively. Technological literacy is used through the use of computers and multi-media devices.

#### **français langue**

This course continues with the integrated study of the basic skills of speaking, listening, reading and writing, begun at the elementary level and further developed in grade 7. Literature of various types is introduced, enabling students to gain a deeper insight into the workings of the French language. Grammar is learned through readings, oral exercises, presentations, and written assignments.

#### **French**

The objectives of this course are to develop comprehension of spoken French, to develop the ability to speak the language, to develop reading and writing skills, which follow from the oral aspects of the course, and to stimulate an interest in and knowledge of the culture. The course uses plays, songs and raps that cover vocabulary and introduce grammatical concepts.

**Social Studies**

Through the study of the rise and fall of classical civilizations, students examine how cultures develop as a response to a variety of social, economic, political and cultural forces. The classical civilizations include those of Western & Eastern Europe, China & India, and/or the Middle East. Connections to self and society are made by identifying and comparing patterns in the development of civilizations. The geographical aspect of the course includes developing the knowledge and skills to interpret maps and globes. Research skills are also further developed. Current events are intertwined throughout the course to further provide understanding of present day happenings.

**sciences humaines**

Through the study of world history, students become familiar with classical civilizations and the idea that distinctive cultures develop in response to a variety of influences. Through the examination of the Middle Ages, the Renaissance and the Reformation, students learn about the political, social and economic developments that have influenced the world. The knowledge and skills to interpret maps and globes are acquired. Students are taught to locate information through the study of Eastern and Western Europe, the Middle East, India and China. Throughout the year the introduction of significant current events is integrated into the study of the world. This course parallels English 8 and Social Studies 8.

**MATH AND SCIENCE****Mathematics**

The course focus is on simple arithmetic operations and concepts, patterns and relations, algebraic expressions and equations, data analysis, statistics, and probability. The major emphasis is on growing students mathematical knowledge and skills in all of the above-mentioned areas. . A calculator is required for this course.

**Science**

The major goals of the science is to provide students with a positive attitude toward the world, constructive study habits, a background of basic factual knowledge, scientific skills and processes, and critical thinking skills. Topics in Science 8 include cells, micro-organisms, optics, atomic theory, kinetic molecular theory and plate tectonic movement.

**HEALTH AND CAREER EDUCATION/ éducation à la santé et la carrière**

The aim of HCE 8 is to provide students with the knowledge, skills, and attitudes that will assist them in making informed decisions related to their health, education, and future careers. The main units in the course include: Education & Careers, Healthy Living, Healthy Relationships, Safety & Injury Prevention, and Substance Misuse Prevention.



## **PHYSICAL EDUCATION/ÉDUCATION PHYSIQUE**

Physical education is a requirement for all grade 7 to 9 students which emphasizes active living through participation in a balanced variety of movement experiences. The aim of physical education is to enable all students to acquire the knowledge, skills, and attitudes that enable them to enhance their quality of life through active living - a way of life that values physical activity as an essential component. Physical education is also an integral part of the total education process as students who participate in regular physical education classes gain enhanced memory and learning, better concentration, and increased problem-solving abilities. They are willing to take appropriate risks, and have a more positive attitude toward self and others.

PE 8 may include activities such as Volleyball, Badminton, Basketball, Archery, Bowling, Soccer, European Handball and Broomball. Students are required to wear gym strip consisting of shorts or sweat pants, t-shirt and proper running shoes.

## **BAND**

Band 8 students have played their instruments for a minimum of two years. Students continue to advance their musicianship skills. Students in Grade 8 perform in the Concert Band. This band rehearses once per week on Wednesdays from 7:00 - 8:30pm. Students are expected to attend the evening rehearsals in order to perform in the evening concerts and travel out of the district with the band. Students new to the school district or students who would like to start Band in Grade 8 need the permission of the band teacher. Please contact Joe Brooks for more information at [jbrooks@prn.bc.ca](mailto:jbrooks@prn.bc.ca).

## **SAMPLERS**

### **Art**

This course will allow students the opportunity to further develop their art skills. Students will be provided with the opportunity to challenge themselves through a variety of projects including, but not limited to, drawing and painting with a variety of media.

### **Digital Literacy**

The goal of Digital Literacy 8 is to prepare students for 21<sup>st</sup> century learning. This course is to provide students with a variety of computer skills that will be useful throughout the remainder of their education and into their lives beyond school. The emphasis is placed on learning to use tools that will be most useful to complete work for other classes as well as be safe online. An emphasis is also placed on developing high-level thinking skills and creating knowledge and skills that will be used in everyday lives inside and outside of the educational setting. Some of the areas covered are: Internet Safety and Ethics, Computer terms, Google Applications, Internet Research, Keyboarding, 3D Design, and much more.

**Digital Media**

The goal of Digital Media is to combine Drama/Theatre skills and Video Production skills to produce products that are inspiring and meaningful for students. Students will learn basic camera equipment, framing and movement, and how to edit footage. Students will learn basic drama technique through activities and exercises that relate to one or all of the main areas in drama: focus, body, and voice. They will then transfer these skills to their films. Students will get the opportunity to see live Theatre production at the North Peace Cultural Centre (when available) and possibly get to tour the building.

**Foods and Nutrition**

Foods and Nutrition is a lab-oriented course in the study and preparation of foods. Students prepare various foods described in Canada's Food Guide under the categories of: grains, meats and alternates, milk and milk products and fruits and vegetables.

Reading and interpreting recipes, time management, safety, sanitation, co-operative learning and evaluating their products are integral learning outcomes in this course. Students learn the use of basic kitchen measuring and food preparation tools.

**Music**

This course explores the basics of note reading and applies them to playing the acoustic guitar. Students will learn to play basic melodies using the first 4 strings of the guitar and by the end of the course they will know how to play and sing a basic song with the guitar. No previous guitar experience is required for this course, and guitars will be provided to the student during class time with opportunities to loan guitars from the library.

**Woodwork**

Students are given more in-depth instruction on the use of almost all tools within the shop. We have been creating gumball machines over the past couple years, which the students seem to really enjoy. Safety, ability to follow instructions, problem solving, effort, utilization of shop time, and personal and social management are all key components to this course.

Students will use the radial arm saw, miter saw, drill press, band saw, router, jointer and possibly the CNC laser.

**Tutorial**

Tutorial is for students who are struggling with their studies in a variety of classes. Students will learn skills such as, developing good study habits, how to stay organized, how to use and follow an agenda, as well as building a positive mindset toward learning. Students will be expected to come to class (on time) with all of their books, materials and assignments for ALL core classes to work on during their tutorial block. In order to be considered for this class, students must show that they are committed to improving their overall academics. Tutorial is assigned in replacement of a sampler and there is an application process before a tutorial period is granted.