



Grade 8-9 Parent Night



Acknowledgement of Territory

We gratefully
acknowledge that we
work, play and learn on
the unceded traditional
territories of the Katzie,
Kwantlen, and
Semiahmoo First
Nations.





ADMINISTRATION

Mr. Hignell
Principal

Vice Principals

Mr. Kirincic
(A-G)

Ms. Miller
(H-O)

Ms. Garbe
(P-Z)

PRINCIPAL'S MESSAGE

Mr. Hignell





<https://vimeo.com/836326625>

LTSS Communication & Social Media



App: PantherTime

X (Twitter): @LordTweedsmuir

Phone: 604-574-7407

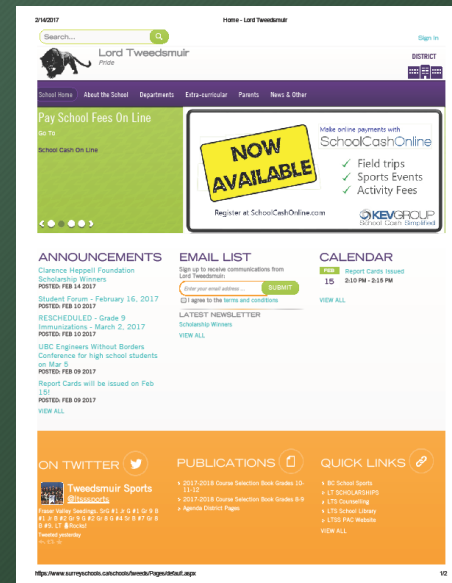
Website: surreyschools.ca/tweeds

- Principal's Blog:
www.LordTweedsmuirNews.com



Check the website and social media channels regularly for school information and updates.

Reminder: contact the office to update your email address so that you receive all parent email communications.



Code of Conduct

We expect all students to demonstrate:

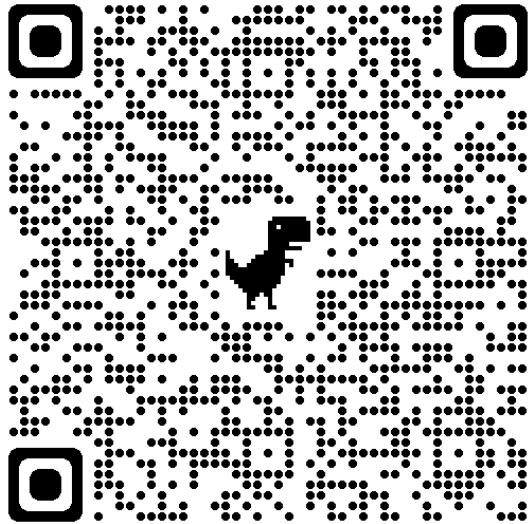
1. Kindness and compassion
2. Consideration and respect for the right to emotional and physical safety of themselves and others
3. Responsible cell phone and social media use that does not cause harm to others
4. A sense of responsibility and accountability



The full School Code of Conduct is available on the [LTSS website](#)

Smoking & Vaping

Scan here for parent resources on vaping:



It is against the law to smoke or vape in a public building. As per district policy:

Students caught vaping or smoking in the school will be subject suspension. Vapes / cigarettes / paraphernalia will be confiscated and may be destroyed.

Note: students who choose to associate with others who violate this policy are also subject to school-based consequences

No grades 8 or 9s are allowed in the vape / smoke pit

There are school and district-based resources to help students who struggle with vaping or drug use. Contact a school administrator or counsellor for more information.

The full School Code of Conduct is available on the [LTSS website](#)

School Discipline



At times, it may be necessary to implement disciplinary measures.

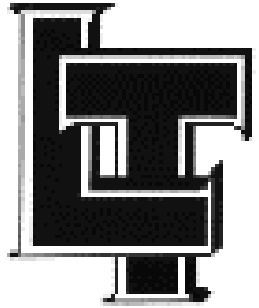
These measures are reflective of the district's safe and caring schools policy, and in alignment with the code of conduct.

Any required disciplinary action will be aim to be restorative in nature, with sensitivity to the emotional and physical safety of those involved.

The full School Code of Conduct is available on the [LTSS website](#)

erase

**EXPECT RESPECT &
A SAFE EDUCATION**

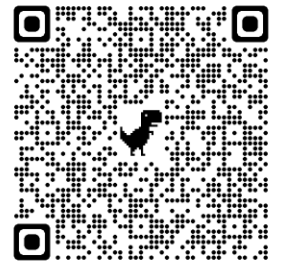


Virtual Family Session: **Establishing Safe, Caring, & Respectful Digital Communities**

This session covers all things digital, from how to be a good digital citizen, the criminal consequences of cyberbullying, and how to report and receive support in cases of sexting/sextortion. Some of the most prominent concerns currently surrounding use of social media platforms, smartphones, and artificial intelligence will be discussed.

Dates

Wed, Nov 8, 6:30-7:30



Tues, Nov 28, 7-8pm



Thurs, Nov 30, 6:30-7:30pm





Children who are chronically absent miss just 2 or more days per month.

Missing a lot of school is called “chronic absenteeism”.

Research shows that chronic absenteeism leads to a higher risk of:

- Course failure
- School dropout
- Learning difficulties
- Engaging in high-risk and/or criminal activities
- Affective disorders
- Illness
- Social disconnectedness
- Employment challenges



ATTENDANCE
MATTER

What to do if your child is absent:

- Contact the school office to notify them of the absence
- Have your child pick up an Extended Absence Form if they will miss 5 or more days of school
- Contact your child's teachers to make a plan for catching up

If your child's absences are affecting their progress at school, please schedule a meeting with your child's teachers and/or the administration to make a plan...we are here to help!!

DAILY BELL SCHEDULE

Notes about the Extended Block:

- It is regular instructional time
- The purpose is to allow for curricular activities that may take more time

(e.g. science or cooking labs, project work, completion of Core Competency reflections, performance-based assessments, teacher-student conferencing, etc)

1st Period

Block
8:05-9:16
(71 min)

Announcements

2nd Period

Extended Block
9:21-11:04
(103 min)

LUNCH

11:04-11:50

(46 min)

Warning Bell
11:45

3rd Period

Block
11:50-1:01
(71 min)

4th Period

Block
1:06-2:17
(71 min)

Grade 9 Required Courses

- English 9
- Math 9
- Science 9
- Social Studies 9
- Physical Health Education 9

- Careers 9 (non-enrolling)



CAREERS 8 and 9

- **Careers 8** and **Careers 9** are **non-enrolling** courses that are **mandatory** for ALL grade 8 and 9 students.
- Students receive **several short assignments** to be completed and turned in on **Microsoft Teams** throughout the year
- These courses are included on **Learning Updates** and **Summaries of Learning** (report cards)



Teacher Contact: **Mr. Bailey** and **Mr. Hepting**

Grade 10 Required Classes

- An English 10
- A Math 10
- A Physical Health Education 10
- Science 10
- Social Studies 10
- Career Life Education 10



Course Requests 2024/2025 School Year

- Takes place January-February (dates TBD)
- Facilitated at school, but students can also complete online
- Drop-in support sessions offered at lunch
- Students will receive a course request form to take home
- Students will request their courses online using the MyEdBC Student Portal

LORD TWEEDSMUIR SECONDARY SCHOOL
GRADE 9 COURSE SELECTION FORM 2023/2024

Student Name: _____ Student #: _____

Grade 9 Required Courses:

- English 9
- Science 9
- Social Studies 9
- Math 9
- Career Education 9

Physical & Health Education (Choose one)

- Physical and Health Education 9 Boys
- Physical and Health Education 9 Girls
- Physical and Health Education 9 Coed
- Hockey Skills Academy (\$850- See course description for details)

Grade 9 Elective Courses:

Please select:

- 1 elective from Fine and Performing Arts
- 1 elective from Applied Design, Skills and Technologies (ADST)
- 1 elective from any category

(3 electives total)

<u>Fine and Performing Arts:</u>	<u>Applied Design, Skills and Technologies (ADST)</u>	<u>Languages / Other</u>
<input type="checkbox"/> Animation 9 (computers)	<input type="checkbox"/> Animation 9 (computers)	<input type="checkbox"/> French 9
<input type="checkbox"/> Concert Band 9	<input type="checkbox"/> Information Technology 9	<input type="checkbox"/> Spanish 9
<input type="checkbox"/> Dance 9	<input type="checkbox"/> Foods 9	
<input type="checkbox"/> Drama 9	<input type="checkbox"/> Textiles 9	
<input type="checkbox"/> Art 9	<input type="checkbox"/> Drafting 9	
<input type="checkbox"/> Art 9: Ceramics and 3-D Sculpture	<input type="checkbox"/> Film & TV 9	
	<input type="checkbox"/> Electronics 9	
	<input type="checkbox"/> Metalwork 9	

*If you are a former French immersion student or if you are fluent in French or Spanish, please check HERE _____

MyEducation BC Prod

MyEducation BC Login ID

[Request an account](#)

MyEducation BC Password

[Login Information](#) [I forgot my password](#)

[Log On](#)

Login using BC Services Card below

Enterprise
BCSC Production SSO [BC Services Card](#)

LTSS Clubs 2023-2024

Any students who would like to start a club are encouraged to contact the school administration.

SCHOOL CLUBS	2023 2024 supervisors	Meeting time and location
Student Council	Ms. Smith	Wednesdays @ lunch in the library
GSA	Ms. Smith	Thursdays @ lunch Room C211
Zen Den Club	Ms. Harris Mme. Allard	Tuesdays @ lunch Zen Den in Library
Tech & Theatre Tech Club	Ms. Hockey	Fridays @ lunch, Theatre
Grad Council Grad Dinner/Dance	Ms. Garbe	TBD
LST Homework Club	Ms. Calla	Tues-Thurs 2:17pm-3:00pm Tues & Thurs 7:30am-8:00am Room C213/C220
Intramurals	Mr. Jones	Lunch in the Gymnasium
Ad Astra	Mr. Mohr	Thursdays @ lunch Room B304
\$ and Sense Club	Ms. Kermode Mr. Hepting	October 3, November 7, December 5 and January 9 @ lunch in the library
Math Homework Help	Ms. Kalbfuss Ms. Musico	Tuesdays C308 2:30-3:30pm Wednesday C306 2:30-3:30pm Thursdays C304 2:30-3:30pm
Botany Club	Ms. Maion Ms. Ko	Thursdays Room B312 @ lunch
Environmental Club	Mr. Ferrier	Fridays Room C202 @ lunch
LT On Air	Mr. Dauda	Alternative Mon/Wed 2:25pm Rm B204
Writer's Guild	Ms. R. Robinson	Tuesdays 2:30-3:30pm Rm C206
Racial Equity Initiative	Ms. Perez-Dingler	Oct., Dec., Feb., May C203 2 per semester announced closer to date
International Focus Club	Mr. Kavanagh	Wednesdays 2:30pm Room C209
Library Team	Mr. Sexton	School Library
Student School Library Advisory	Mr. Sexton	School Library
Bhangra Club	Ms. Khara	Wednesdays @ 2:30pm, Theatre
Rubix Cube Club	Mr. Auriel-Voigt	Mon & Wed Portable 7 2:30-3:30pm



If your child
needs support
at school...



Mr. Thornton (A-C)

thornton_h@surreyschools.ca

Ms. Harris (D-I)

harris_k@surreyschools.ca

Mr. Cameron (J-Mo)

cameron_j@surreyschools.ca

Ms. Allard (Mu-Sc)

allard_m@surreyschools.ca

Mrs. Overgaard (Se-Z)

overgaard_h@surreyschools.ca

COUNSELLORS

For upcoming events, information, course change forms and appointment booking, students can scan the QR code outside of the counselling office.

SAFE SCHOOL LIAISONS

Chris

Abeerah



Youth Care Workers

Jacquie Daigneault

Indigenous Youth Care Worker (Mon, Thurs,
daigneault_j@surreyschools.ca



Emily Killaly

Indigenous Youth Care Worker (Tues, Wed)
Killaly_e@surreyschools.ca

Karolina Warwick

Youth Care Worker
warwick_k@surreyschools.ca

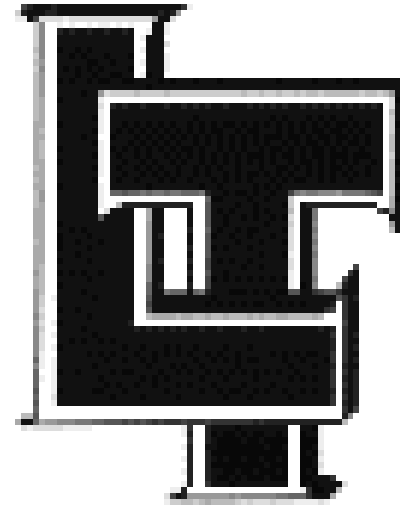


Laura O'Neill

Youth Care Worker (Mondays)
oneill_laura@surreyschools.ca

Janice Mikkelsen

Youth Care Worker (Connections Program)
mikkelsen_j@surreyschools.ca



Teachers

Ms. Smith

Humanities 8 Dept Head

smith_christina@surreyschools.ca



Ms. K. Robinson

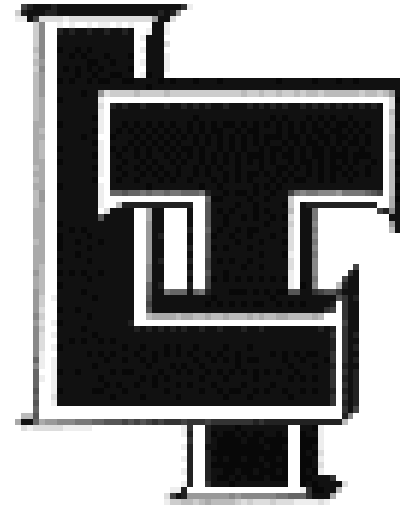
Indigenous Graduate Advocate

robinson_k@surreyschools.ca

Mr. Mitro

Grade 8 Activities Coordinator

mitro_m@surreyschools.ca



All of the teachers and staff at LTSS are here to support students so they can reach out to any teacher they feel comfortable with.

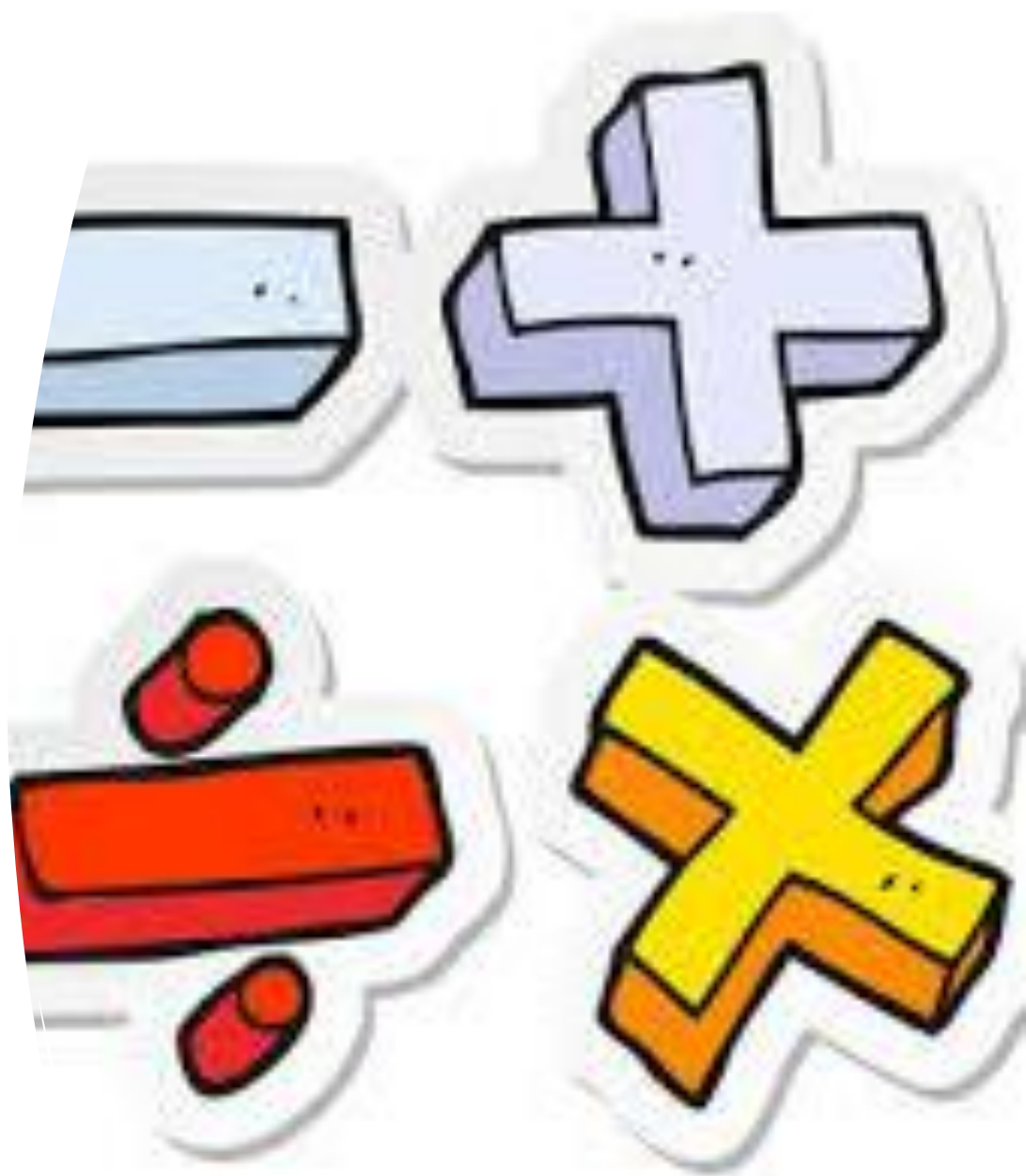
Math Homework Help Club

Drop-in help available
every Tues/Wed/Thurs
from 2:30-3:30pm

Tues in room **C308**

Wed in room **C306**

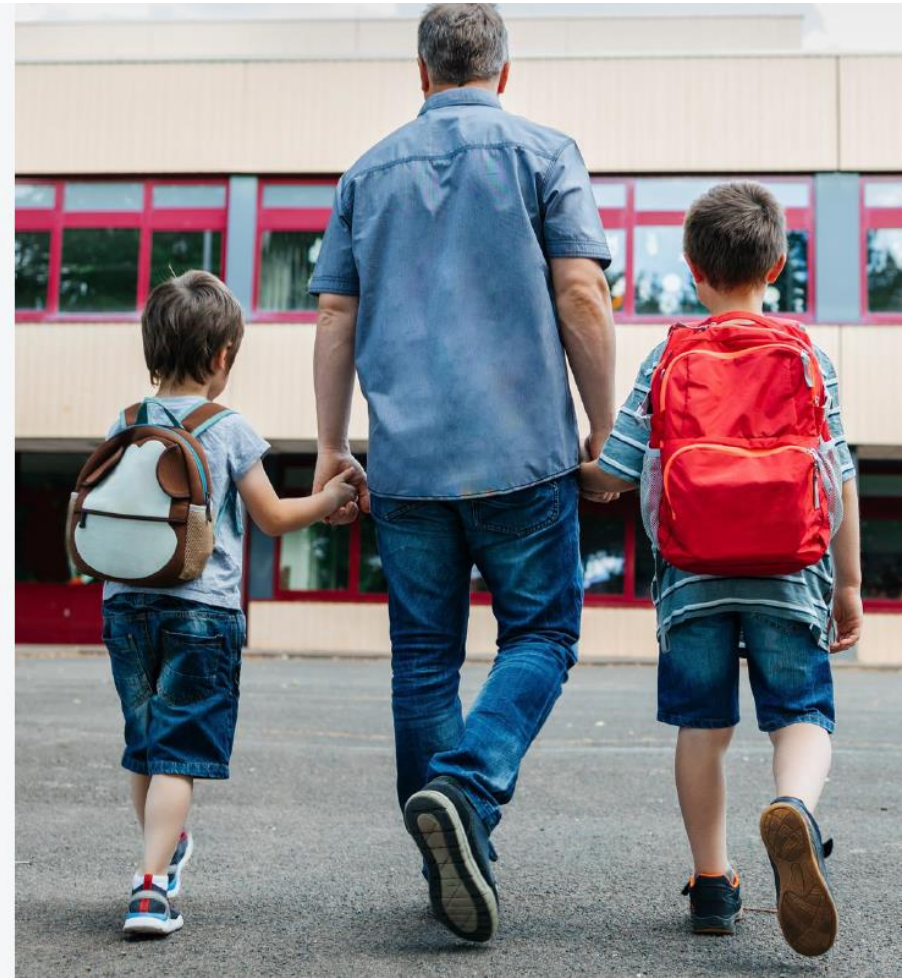
Thurs in room **C304**



**If your
child is
struggling
with their
courses,
please
contact
their
teachers
as soon as
possible.**

**EARLY
INTERVENTION
IS KEY**

Shifts in Student Reporting



What is student reporting?

Student reporting is the **assessment and communication** of student learning to students, parents, and caregivers.

The way teachers and schools communicate student learning, and the format of traditional report cards, are shifting.



The goal of communicating student learning is to ensure that:



Students are engaged in meaningful conversations that help them develop responsibility for engaging deeply with their learning

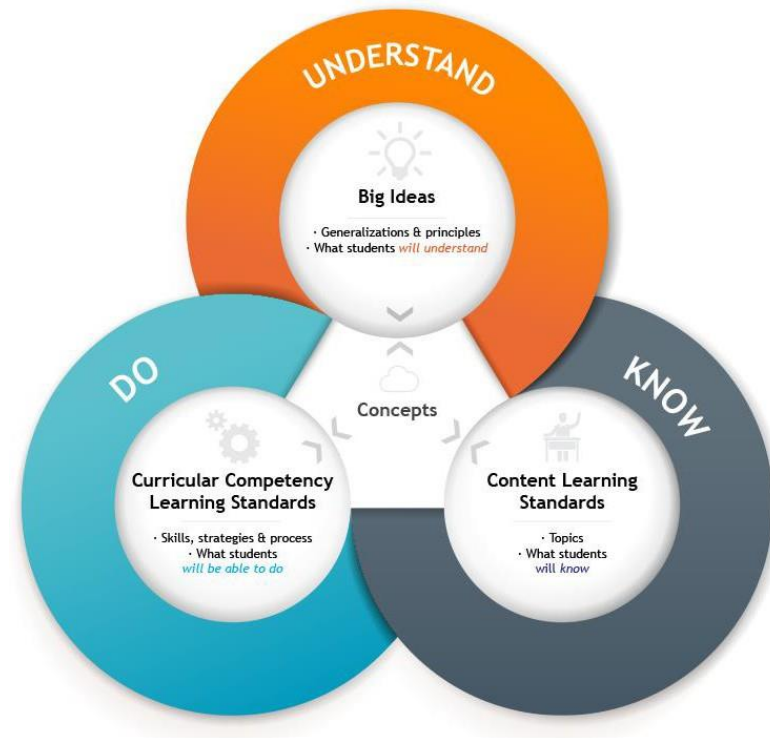
Parents and caregivers are well informed, involved in dialogue about their child's learning, and understand ways to support and further student learning

Teachers provide timely and meaningful communication with students, parents, and caregivers

**Why is student
reporting changing?**

It began with the curriculum redesign

- BC's new curriculum focuses on **Core Competencies, Big Ideas, essential learning standards, and literacy and numeracy foundations**, and is rooted in **evidence-based research**
- These skills matter in a rapidly changing future
- The new curriculum has been in place since 2019, but report cards and communication of student learning haven't significantly changed for decades
- These changes ensure that the way student learning is reported is in alignment with the focus of the new curriculum



K-12 Student Reporting: Summary of Changes

K-12 Student Reporting: Summary of Changes	Previous K-12 Reporting Order	Updated K-12 Reporting Order (Effective 2023-2024)
Student reporting practices that align with B.C.'s curriculum and provincial assessment system		✓
Timely and responsive feedback to families throughout the school year including 5 total communications of student learning; 3 written and 2 of flexible format	✓	✓
Provincial Proficiency Scale at grades K-9 instead of letter grades		✓
Letter grades and percentages at grades 10-12	✓	✓
Changing the "I" reporting symbol to "IE" to indicate "insufficient evidence" of learning instead of "incomplete" learning		✓
Replacement of work habits G/S/N with descriptive feedback		✓
Written descriptive feedback to accompany proficiency scale or letter grade and percentage	✓	✓
Student self-assessment of Core Competencies and goal setting at all grade levels K-12, three times throughout the year		✓
Graduation status updates at Grades 10-12		✓
All learners, including students with a disability or diverse ability, will receive regular communications of student learning in the same way as their peers in any other program		✓



Student reporting practices that align with B.C.'s curriculum and provincial assessment system



Timely and responsive feedback to families throughout the school year including **5 total communications of student learning; 3 written and 2 of flexible format**



Provincial Proficiency Scale at grades K-9 instead of letter grades



Letter grades and percentages at grades 10-12



Changing the "I" reporting symbol to "IE" to indicate "insufficient evidence" of learning instead of "incomplete" learning

What is the Provincial Proficiency Scale?

Reporting

Students in grade 8-9 won't see letter grades on their report card. Instead, they will see a Proficiency Scale Indicator:



Emerging

Emerging means your child is beginning to understand something in an area of learning. They are still learning but may need more support to move ahead. Emerging doesn't mean your child is unsuccessful in this area.



Developing

Developing means your child understands some things in an area of learning but still has other areas to work on. Like Emerging, it doesn't mean your child is unsuccessful in this area.



Proficient

Proficient is the goal for your child. It's also the goal for all students. When your child is Proficient, it means they fully understand the required learning. But it doesn't mean their learning stops.



Extending

Extending is when students show a deeper understanding. It's when your child is able to apply their learning in new and different ways. Extending is not the goal for all students in every area of learning.

- ✓ **Replacement of work habits G/S/N with descriptive feedback**
- ✓ **Written descriptive feedback to accompany proficiency scale or letter grade and percentage**
- ✓ **Student self-assessment of Core Competencies and goal setting at all grade levels K-12, three times throughout the year**
- ✓ **Graduation status updates at Grades 10-12**
- ✓ **All learners, including students with a disability or diverse ability, will receive regular communications of student learning in the same way as their peers in any other program**

What are the Core Competencies exactly?

As you know, our world is constantly changing. It's still important for students to learn information, but it's also important for students to learn how to think, communicate, and interact with others. This is where the Core Competencies come in. The Core Competencies are integrated into all of BC's curriculum, so every day your child goes to school, they will be building these skills.



COMMUNICATION

The communication competency encompasses the set of abilities that students use to impart and exchange information, experiences and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media.



THINKING

The thinking competency encompasses the knowledge, skills and processes we associate with intellectual development and is demonstrated through:

- creative thinking
- critical thinking



PERSONAL & SOCIAL

The personal and social competency includes

- positive personal & cultural identity
- personal awareness & responsibility
- social responsibility

**What will my
child's report card
look like?**

Report cards (Learning Updates/Summaries of Learning) will include:

- information on how your child is doing in each area of learning based on the provincial **Proficiency Scale**
- written comments (**descriptive feedback**) on your child's strengths and areas they need to work on, as well as their work habits and behaviour
- information on the communication, thinking, and social skills that your child needs to be successful (**Core Competencies**) and your child's goal setting
- information about your child's **attendance**

[DATE]

Firstname Lastname



Learning Update
Reporting Period: 28/1/2024 to 28/4/2024
Q3

Firstname Lastname

PEN: 123456789

Grade 08

School Logo

School Name

123 456 St

Surrey, BC

V1V 1V1

604-123-4567

School Message

For any questions related to your child's progress this term, please contact your child's teacher. A full list of teacher emails can be found on our website: <https://www.surreyschools.ca/schools/schoolname>

Student Plans and Programs

Individual Educational Plan

Annual Instructional Plan

Student Self-Reflection of Core Competencies



[comment with information on where to find the student's self-reflection and goal setting. A link can also be provided.]

ENGLISH LANGUAGE ARTS 8

Term: DEVELOPING

**SOCIAL STUDIES 8**

Term: EMERGING

Teacher Name

(Student) is an enthusiastic participant and is working on listening attentively and making connections between ideas.

(He/She/They) (is/are):

- beginning to understand the historical competencies in Social Studies;
- demonstrating initial learning in the competency of Significance through the content of revolutions while attempting to identify how an event resulted in change;
- working towards using clear language and evidence from our course to justify (his/her/their) thinking.

Attendance:

Absent: 2

Late: 0

VISUAL ARTS 8

Term: PROFICIENT

Teacher Name

(Student) approaches Visual Arts and learning with an optimistic and positive attitude. (He/She/They) (has/have) shown evidence of being able to reason and reflect in (his/her/their) ideas and image development through the creative process. (His/Her/Their) artwork shows proficiency in the exploration of materials, tools, techniques, and the development of new ideas, and independently takes part in art room processes. (Student)'s next steps include taking risks and following (his/her/their) instincts to push (his/her/their) ideas and use of materials in innovative ways.

Attendance:

Absent: 0

Late: 0

**When will my
child get their
report card?**



LORD TWEEDSMUIR STUDENT REPORTING TIMELINE 2023 – 2024 (for Parents/Guardians/Caregivers)

Semester	Reporting Period	Type of Communication	Format	What to expect	Where to access
S1	Oct	Informal *	Various (e.g. EI-Form, student self-assessment, phone call, email, conference)	Communication home about your child's progress, and an action plan if your child is not yet demonstrating sufficient evidence of meeting the learning standards	Various
	Nov	Formal ** (Learning Update)	Written	<u>Report card that includes:</u> - Proficiency Scale (gr 8-9); Letter Grade & Percentage (gr 10-12) - Descriptive feedback - Goal-setting in relation to Core Competencies - Attendance information	MyEd BC
	Jan	Formal (Summary of Learning)	Written	<u>Report card that includes:</u> - Proficiency Scale (gr 8-9); Letter Grade & Percentage (gr 10-12) - Descriptive feedback - Attendance information - Graduation Status Update (gr 10-12)	MyEd BC
S2	Mar	Informal	Various (e.g. EI-Form, student self-assessment, phone call, email, conference)	Communication home about your child's progress, and an action plan if your child is not yet demonstrating sufficient evidence of meeting the learning standards	Various
	Apr	Formal (Learning Update)	Written	<u>Report card that includes:</u> - Proficiency Scale (gr 8-9); Letter Grade & Percentage (gr 10-12) - Descriptive feedback - Progress check in relation to Core Competencies - Attendance information	MyEd BC
	Jun	Formal (Summary of Learning)	Written	<u>Report card that includes:</u> - Proficiency Scale (gr 8-9); Letter Grade & Percentage (gr 10-12) - Descriptive feedback - Self-reflection and next steps in relation to Core Competencies - Attendance information - Graduation Status Update (gr 10-12)	MyEd BC

* Optional for linear (year-long) courses

** No formal reporting required for linear courses; however, Early Intervention Week (Informal Learning Update) will take place instead during this period



LORD TWEEDSMUIR SECONDARY SCHOOL

SCHOOL DISTRICT 36 SURREY

6151 – 180th Street, Surrey, B.C. V3S 4L5 Tel: (604) 574-7407 Fax: (604) 574-4759

www.surreyschools.ca/schools/tweeds/

Early Intervention Form Notice of Concern to Parents/Guardians

Student:	#	Date:
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Course:	Current assessment:
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Dear parent(s) / guardian(s),

Your child is not yet demonstrating sufficient learning in relation to the learning standards. This means your child is at risk of not being successful in this course, for the following reasons:

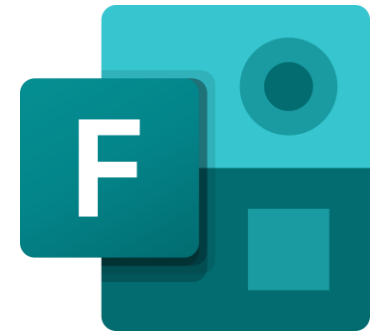
- Insufficient evidence of learning** in relation to the learning standards; the teacher does not have enough information to adequately assess your child.

- Insufficient understanding** in relation to the learning standards.

The following areas require further attention or development:

How is my child completing their Core Competencies goal-setting and reflections?

Students are using **Microsoft Forms** to complete and submit their goal-setting and reflections



A copy of their work will be sent to their SurreySchools email address, which can be accessed using **Outlook** or by going to surreyschools.ca



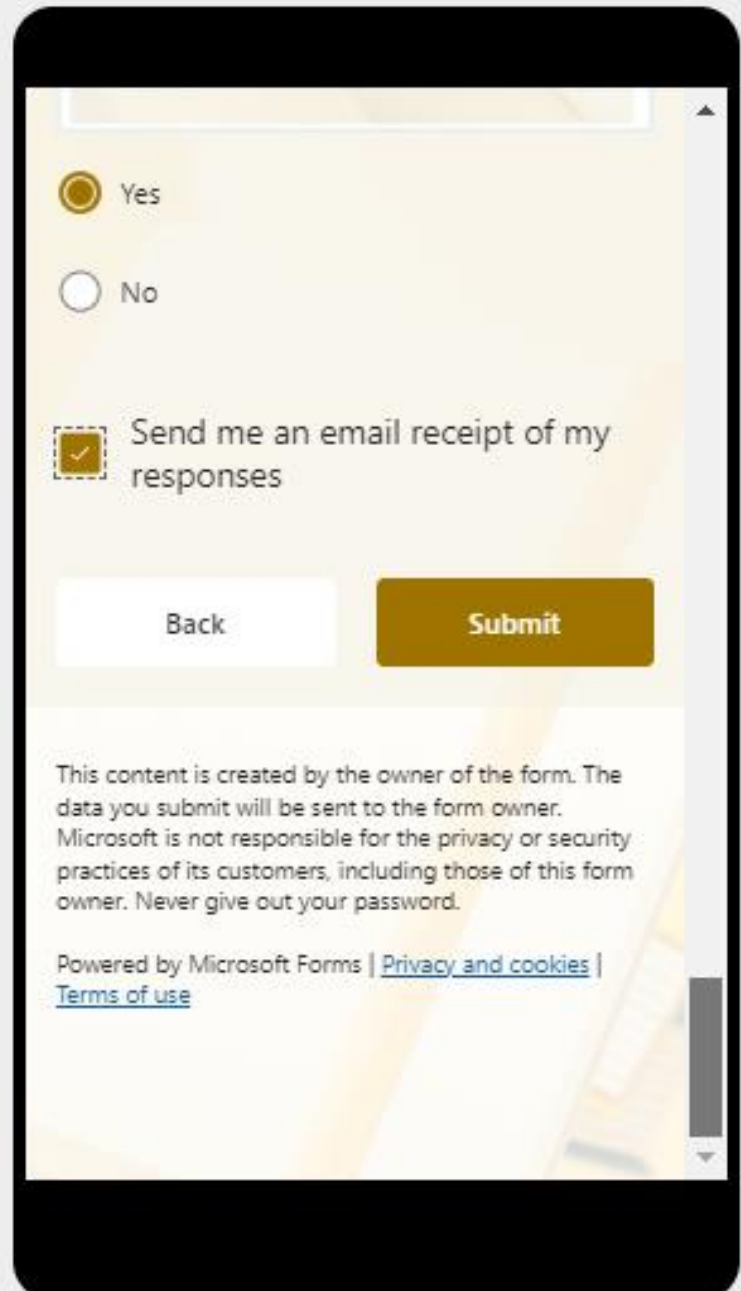
You child's report card will also contain information about how to access this work

Preview of the November Core Competencies session...

November Core Competencies Session

Students will:

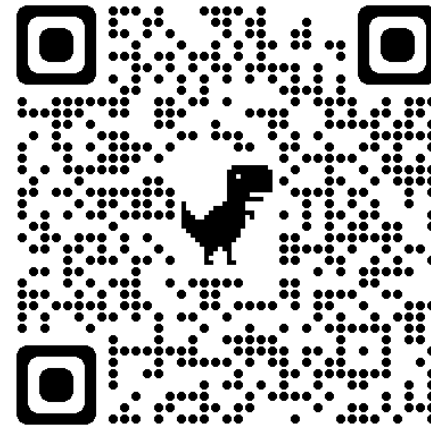
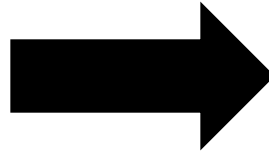
- Self-assess strengths in each competency
- Provide evidence of strengths
- Self-assess challenges in each competency
- Set a **1 goal** in a competency area



The image shows a mobile application interface for a survey. At the top, there is a search bar. Below it, there are two radio button options: "Yes" (selected) and "No". Underneath, there is a checkbox labeled "Send me an email receipt of my responses" which is also checked. At the bottom of the form, there are two buttons: "Back" and "Submit". Below the form, there is a disclaimer text: "This content is created by the owner of the form. The data you submit will be sent to the form owner. Microsoft is not responsible for the privacy or security practices of its customers, including those of this form owner. Never give out your password." At the very bottom, there is a footer that says "Powered by Microsoft Forms | [Privacy and cookies](#) | [Terms of use](#)".

**Where can I
learn more?**

Scan the QR Code or visit the [BC Ministry of Education website](https://www2.gov.bc.ca/gov2/education).



There you will find parent resources on the new K-12 reporting order.

What is descriptive feedback?

What is my child learning?

Why is my child not getting a letter grade?

What's inside?

1. What is my child learning?
2. How will I know how my child is doing?
3. Why is my child not getting letter grades?
4. What is descriptive feedback?
5. Why is my child self-reflecting and setting goals?
6. How will I know my child is on track to graduate?

K-12 Student Reporting: Information for Parents and Caregivers

How will I know how my child is doing?

Why is my child self-reflecting and setting goals?

How do I know my child is on track to graduate?

Why is my child not getting a letter grade?

What is descriptive feedback?

What is my child learning?

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K-12 Student Reporting: Information for Parents and Caregivers

How will I know how my child is doing?

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How do I know my child is on track to graduate?

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What is descriptive feedback?

What is my child learning?

Why is my child not getting a letter grade?

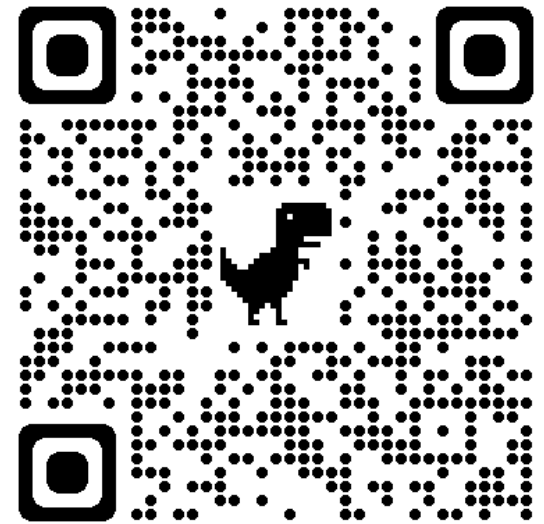
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SurreySchools Parent Information Brochures

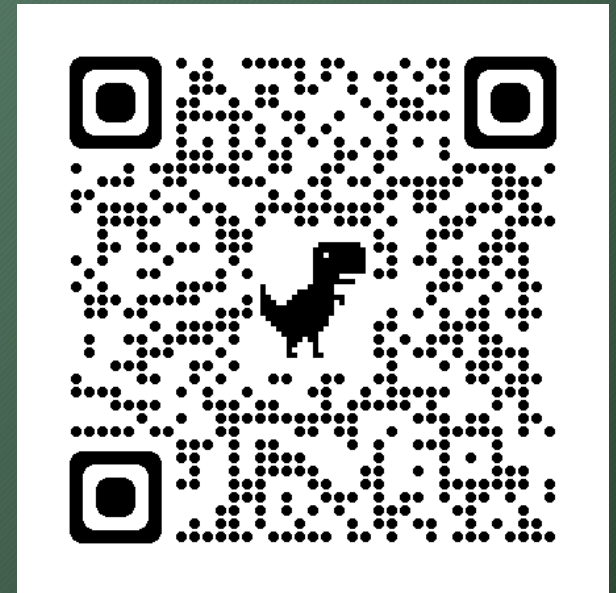
Information on a range of topics, in various languages:

- ✓ Achieving academic success
- ✓ Classroom learning
- ✓ District policies
- ✓ Health and wellness
- ✓ Parent involvement
- ✓ Safety
- ✓ SOGI
- ✓ General information and events



<https://www.surreyschools.ca/page/412/parent-information-brochures>

Communit-e-bulletin



<https://www.surreyschools.ca/page/12360/family-events-activities>

How can parents stay involved?

- Join our [Parent Advisory Council](#) (PAC)
- Communicate regularly with your child's teachers (contact info on the [school website](#))
- Talk to your child about school
- Monitor your child's social media activity
- Attend parent-focused events and workshops (such as this one!)
- Stay up-to-date with school information ([website](#), [monthly newsletter](#), [Principal's message](#))

Thank you for all that you do!

