



Tyee Newsletter

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<https://www.vsb.bc.ca/schools/tyee>

November 3rd, 2023

Dear Parents and Guardians,

As winter approaches, we'll experience brighter mornings and earlier evenings. Don't forget to adjust your clocks this weekend, as Daylight Saving Time will conclude at 2:00 a.m. on Sunday, November 5th.

Have you seen our soccer field lately? We're thankful for our dedicated VSB grounds crew who devoted two days to raking, filling, and leveling our soccer field. It's now ready for some exciting games and play!



Wishing you all a great weekend!

Warm regards,
 Mrs. Monrad

"Honoured to be working together on the traditional, ancestral, and unceded territories of the *xwməθkwəy̓ə* m|Musqueam, *Skwxwú7mesh*|Squamish & *səlilwətał* |Tseil-Waututh Nations"

Information Items:

1. Upcoming Dates:

- November 10th – Remembrance Day Assembly
- November 10th – Grade 6 Immunizations by VCH
- November 13^h – Remembrance Day Statutory Holiday (in Lieu)
- November 24th – District Pro-D Day

2. Remembrance Day Assembly hosted by Kyle and Division 1 Students

Our Remembrance Day Assembly is scheduled for Friday, November 10th, at 10:00 a.m. This is a significant event where we come together to pay tribute to veterans and those who have made great sacrifices for our nation. While our gym has limited seating, there is some space available for parents and guardians. If you plan to attend, kindly inform Mrs. Monrad or your child's teacher so that we can estimate attendance and ensure we remain within our fire code capacity.

Students will be invited to bring a coin donation for the Poppy Fund in the week of Nov.6th – 10th. Money collected will go to the Royal Canadian Legion Poppy Trust Fund. With donations to the Royal Canadian Legion Poppy Trust Fund, the Legion can provide funding to eligible organizations undertaking Veteran support initiatives.

Tyee students and Staff will be given a poppy to wear at our assembly on November 10th.



3. Tyee Code of Conduct

At Tyee, we believe in enabling learners to reach for personal excellence in a supportive, stimulating environment following Montessori principles. We encourage and guide all students to take responsibility for their learning and actively participate in a broad range of learning experiences.

Tyee's School Code of Conduct has been created to uphold a safe, inclusive, equitable, welcoming, nurturing, and healthy school environment. Our Code of Conduct promotes clear behavioural expectations for respectful and responsible citizenship that leads to a culture of safety, caring and respect amongst everyone in the school and programs and at all school-events and activities.

- 1) To encourage the development of socially responsible behaviour.
- 2) To foster a safe, respectful, and welcoming learning environment for all students, staff, and parents.
- 3) To clearly communicate behavioural expectations to the school community.

The School Code of Conduct applies at school, during school-organized or sponsored activities, on school buses, and any behaviour even if outside of school or school hours (including on-line behaviour) that negatively impacts the safe, caring, or orderly environment of the school and/or student learning.

Please take a moment to explore the following documents that support our commitment in being a safe and caring school:

Tyee Code of Conduct Full Document: <https://www.vsb.bc.ca/tyee/page/4490/code-of-conduct>

VSB Peer Conflict, Mean Behaviour and Bullying: Document attached below.

4. Kindergarten Registration

VSB Vancouver School Board

PRIORITY KINDERGARTEN REGISTRATION

NOV 1 - JAN 31

TIMELINE

- 1 AGE**
When your child is 4 years old
- 2 APPLY ONLINE**
govsb.ca/kindergarten
- 3 VERIFY YOUR INFORMATION IN PERSON**
Contact your neighbourhood catchment school to make an appointment

- NOV 1 - JAN 31**
PRIORITY KINDERGARTEN REGISTRATION
For children who are 4 years old
- JAN 8 - FEB 2**
DISTRICT CHOICE PROGRAM REGISTRATION
Optional programs offered by the District include: French Immersion, Mandarin Bilingual, Fine Arts, Indigenous Focus and Montessori
- FEB 1 - FEB 29**
CROSS-BOUNDARY REGISTRATION
For families who wish to attend a school outside of their catchment area
- MID FEBRUARY**
WAITLIST NOTIFICATION
Families registered in identified full schools and District choice programs will be notified
- LATE APRIL**
KINDERGARTEN ENROLMENT CONFIRMED

FOR DETAILS, VISIT govsb.ca/kindergarten

K District Choice Program Registration Information Link:

<https://www.vsb.bc.ca/page/5195/priority-kindergarten-registration>

VSB Elementary Programs Information Link: <https://www.vsb.bc.ca/page/26694/elementary-programs>



PEER CONFLICT, MEAN BEHAVIOUR AND BULLYING

What's the difference?



When a child is having a problem with her or his peers, it can be hard for parents to know what is really happening – is it bullying? Or is it something else?

Each type of behaviour must be handled differently, to keep children safe and help them learn how to get along with others.

Peer Conflict

Conflict between and among peers is a natural part of growing up. Children will have times when they disagree and can't solve their own problems. They may even become so frustrated that they say mean things or act out physically by hitting, kicking or trying to hurt.

- If it's peer conflict you will be aware that these children:
- usually choose to play or hang out together;
- have equal power (similar age, size, social status, etc.);
- are equally upset;
- are both interested in the outcome; and
- will be able to work things out with adult help (after calming down).

Adults can respond by helping the children talk it out, and see each other's perspective. This is often referred to as "conflict resolution".

Mean Behaviour

Children may try out behaviours to assert themselves – sometimes saying or doing mean things – such as making fun of others, using a hurtful name, taking something without permission, leaving a child out, or "budging" in line.

If it is mean behavior, usually:

- it is not planned and seems to happen spontaneously or by chance;
- it may be aimed at any child nearby;
- the child being mean may feel badly when an adult points out the harm **they've** caused.

When adults see mean behavior they should not ignore it. Adults should respond quickly, firmly and respectfully to stop the behavior, to let kids know

that their actions are hurtful and to re-direct children to more positive behaviour.

This quick response stops children from developing a pattern of mean behaviour as their way of interacting with peers, and prevents mean behavior from escalating into bullying. It is a lot easier to correct a child for one nasty comment than to change a pattern of cruelty that grows over time.

Bullying Behaviour

Bullying is serious behavior that has three key features – all three must be present for the situation to be considered bullying:

- Power imbalance -- One child clearly has power over the other(s), which may be due to age, size, social status, and so on.
- Intention to harm -- The purpose of the bullying behaviour is to harm or hurt other(s) – it's intended to be mean and is clearly not accidental.
- Repeated over time -- bullying behaviour continues over time, and gets worse with repetition. There is a real or implied threat that the behaviour will not stop, and in fact will become even more serious.

The effect on the child who is being bullied is increased fear, apprehension, and distress. Often by the time adults find out about what is happening, the child has tried many ways to stop the bullying but cannot do so on their own.

Adults must address the bullying behaviour and ensure the safety of the student who has been targeted. They also need to reassure the children who may have witnessed the behaviour that adults are taking care of it.

When schools respond to bullying, staff will also help the child who has been bullying others to take responsibility for their actions, and change their behaviour. They will monitor the situation to ensure the bullying stops, and will support the child who has been bullied to regain confidence and a sense of safety. Staff may follow-up with the students who observed the behaviour to help them learn what to do when they see bullying.

The “conflict resolution” style of bringing the children together is not recommended in bullying situations, until considerable time has gone by and all children are feeling safe enough to talk about what happened so that relationships can be healed.