



1025 Morningside Drive
Nanaimo, B.C., V9T 1N5

Phone: 250-758-5711

Office Staff:

Principal	Mme. Christine Bohm
Vice-Principal	Mrs. Sharyn Andruski-Collins
Secretaries	Mme. Susan Clark
	Mme. Marina Lockhart

Office Hours:

Monday - Friday 8:00 a.m. to 3:30 p.m.

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Visit our school web page at <http://hb.schools.sd68.bc.ca/>

Message from the Principal

On behalf of the staff at Hammond Bay School I would like to wish a warm welcome to all pupils and parents returning to Hammond Bay and a special welcome to students and parents, new to the school.

At Hammond Bay School we believe that parents are partners in the education program. You are encouraged to take an active interest and participate fully in the life of our school. As a team with parents, teachers and students working together we can make this year a very successful one, providing the opportunities and quality programs our students deserve. The Hammond Bay School staff, including all teaching and non-teaching staff members, are always open to answering your questions or lending a hand.

We would like you to take the time to familiarize yourself with the content of this handbook. It has been designed to inform you of school and school district policies and procedures. Should you have any questions, concerns, or helpful ideas, please feel free to contact us.

We continue to have a solid school goal in place for this year. It focuses on Literacy and oral expression. We also continue to focus on technology development.

We hope you will take advantage of the many opportunities presented to you this year, and we look forward to providing your children with a happy and challenging school year. I am excited about the next school year. I know that it will be the best yet!

Christine Bohm
Principal

Message from the Vice-Principal

As your Vice Principal and Music Specialist Teacher, I look forward to another creative year at Ecole Hammond Bay. The development of a healthy school community requires communication, cooperation and vision. Part of my role is to work with Mme Bohm and our staff to ensure that students are developing effective social skills. We strive to create a friendly, interactive and positive school.

Sharyn Andruski Collins
Vice Principal

School Year Calendar 2016-17

Schools Open for Students	Tuesday, September 6th
Non-Instructional Day (Curriculum In-service Day)	Thursday, September 29th
Non-Instructional Day (School Based Pro D Day)	Friday, September 30th
Thanksgiving Day	Monday, October 10th
Non-Instructional Day (Pro D Day)	Friday, October 21st
Remembrance Day	Friday, November 11th
Last day of classes before Winter Vacation	Friday, December 23rd
Schools Re-Open after Winter Vacation	Monday, January 9th
BC Family Day	Monday, February 13th
Non-Instructional Day (District Pro D Day)	Monday, February 20th
Non-Instructional Day (School Based Pro D Day)	Tuesday, February 21st
Last Day of Classes before Spring Vacation	Friday, May 17th
Schools Re-Open after Spring Vacation	Monday, April 3rd
Good Friday	Friday, April 14 th
Easter Monday	Monday, April 17th
Non-Instructional Day (School Based Pro D Day)	Friday, May 12th
Victoria Day	Monday, May 22nd
Last Day of School for Students	Thursday, June 29th
Administrative Day - Schools Close	Friday, June 30th

***Students do not attend classes on non-instructional days.**

Bell Schedule

Monday to Friday:

8:35 Start (No Warning)

10:15-10:30 Short Recess Monday - Friday

11:45-12:20 Lunch Recess (Warning bell @ 12:18 pm)

Dismissal Times as Follows:

Monday 1:27 pm

Tuesday – Friday 2:27 pm

Supervision is provided fifteen minutes before school. Students should arrive no earlier than 8:20 a.m. and leave by 1:45 pm Mondays, 2:45 pm Tuesdays-Fridays.

Visit Our Website

Please visit our newly updated website at <http://hb.schools.sd68.bc.ca/>

You will find many important links and information regarding current and upcoming school and individual class events. Sport schedules and field trip permission forms can also be downloaded for your convenience.

French Immersion

- School District 68 offers the Early French Immersion program at no additional cost to parents.
- The French Immersion program welcomes any student turning 5 or 6 years of age by December 31 entering kindergarten or grade one.
- The program continues right through to Grade 12 and students follow the same prescribed BC curriculum as they would in the English language program. In this way, immersion students become functionally bilingual in French while maintaining and enhancing their English language skills.
- Graduates receive a bilingual Dogwood Certificate.

French Immersion Program Goals

1. To enable students to understand and communicate in French and English.
2. To allow students to develop linguistic and cultural knowledge within a program which supports a spirit of positive appreciation and respect.
3. To foster the intellectual, physical, emotional, social and creative development of children.
4. To develop awareness, appreciation, respect and understanding of the French and English cultures and values.
5. To enable students to pursue further education and careers in either or both languages.

The more fluent a child is in his/her own language, the easier it is to learn another.

Here are some suggestions that will support your child in French Immersion:

Read aloud to your child every day. Read books in your own language. Do not worry if you do not speak French; you can instill a love of literature in your child regardless of the language in which you read. By fostering enthusiasm and motivating your child to seek out books independently, you are laying the groundwork for positive attitudes that are essential to lifelong learning in French or in English. It is important that your child's first language be as rich as possible; you have the ability to provide that enrichment at home.

Although research has consistently demonstrated that French Immersion is an education model with universal application, the following questions might guide you in your decision about whether it is an appropriate choice for your child and your family.

- Has your child's first language developed adequately for a child of his/her age?
- Does your child accept change easily?
- Have you and your family talked about the French Immersion program?
- Do you understand that in Nanaimo your child will study primarily in French up to the end of grade 2?
- Are you willing to play an active role in the home/school partnership?

Please note: Transportation is the responsibility of the parents.

History of École Hammond Bay School

The school was constructed in 1969 when the concept of open areas and covered play areas was in vogue.

The school was renovated to bring it up to seismic standards in 2000 with the construction of six new classrooms.

French Immersion became an option at EHBS in 1999 for grade one only and has expanded to 14 divisions up to grade seven. The current enrolment is **360 students**.

Mission Statements

BC's Education Plan

BC's Education Plan is based on a simple principle: every learner will realize their full potential and contribute to the well-being of our province.

To move our education system from good to great, the Plan has **five key elements**:

- 1) Personalized learning for every student
- 2) Quality teaching and learning
- 3) Flexibility and choice
- 4) High standards
- 5) Learning empowered by technology

District Mission Statement:

The vision of the Board of Education: **Success for All**

The mission:

Nanaimo-Ladysmith Public Schools, together with families and communities, enable all students to become life-long learners and productive, caring citizens by providing inclusive, challenging and engaging educational opportunities through the continuous improvement of instruction and supports for learning.

Values: In the pursuit of each student's learning success and well-being we value:

- High ethical standards and mutual respect.
- Collaborative planning, committed action, accountability for results, and celebration of success.
- Diversity of opinion, creativity and innovation.
- Student-centered, principled and informed decision-making.
- Compassionate, inclusive, safe and caring schools.

- Engaging learning environments that are responsive to unique student strengths and capabilities.
- The courage and conviction to achieve our goals.
- Fair and inclusive education policies, instructional practices and allocation of resources.

Strengths: These are the conditions that exist now in the district that will contribute to the success of our strategic plan:

- A desire to make changes to improve student learning
- Dedicated staff and Board of Education
- Innovative programs and choices for students
- Strong parental support for schools
- Good working relationships with Aboriginal communities and with other public organizations
- Many talented individuals in the community who share their skills with schools
- Nanaimo-Ladysmith is an attractive and safe part of the world

School Mission Statement:

We shall provide learning experiences in cooperation with the family and the community. We shall help children develop the skills and attitudes necessary for fulfillment as individuals and as responsible members of society.

The following statements support this philosophy:

1. To develop a climate that promotes self-motivation and co-operation;
2. To establish a pleasant, stimulating and safe physical atmosphere that reflects classroom and school goals; and,
3. To monitor this process through regular communication with pupils, staff and parents or guardians.

Hammond Bay Mission Statement:

1. To provide an atmosphere in which a child can develop a positive self-image and to provide opportunities through which the child can develop self-worth.
2. To develop a healthy attitude toward life-long learning.
3. To encourage students to acquire self-discipline and to develop the skills of decision making.
4. To develop and extend the communication skills of speaking, listening, reading and writing.
5. To develop numeracy so that the child can function in real life situations (problem solving, measurement, time, etc.)
6. To encourage the awareness of and a responsibility to our surroundings and the world beyond the school: this to include social and environmental responsibility, tolerance of others who have different language, skin color, customs, religion and values.

Open Communication Policy

It is important to establish good communication between home and school. To communicate effectively, we each have to be able to talk, listen, and hear what the other person is saying. We have to be open and honest, and we must keep in mind that the children's needs are best met when we work together.

The teaching staff is encouraged to contact parents and to advise the principal of any concerns they may have about your child. They will also let you know the positive things that are happening.

If parents have a concern related to the classroom, they should:

- discuss the concern with the teacher to resolve issues at the classroom level.
- involve the principal and put their concern **in writing** only if the issue is unresolved.
- submit in writing to the Assistant Superintendent if unresolved at the school level.

In each step all matters will be treated confidentially.

- at each step of the process you will be asked if the previous step has been followed
- problems will be dealt with and resolved on an individual basis.
- it is always easier to try and deal with a problem right away rather than let it fester and grow. We encourage you to start by talking to the teacher as soon as a concern arises.

Improve Communication between Home and School

Please make sure that you have shared your email address with us. We will send you the PAC and School newsletters and school event reminders.

Communication with the teachers

Please make sure that you make an appointment with the teachers if you need to discuss a matter of importance. They will be able to better address the issue and they will give you their full attention. Please note that it is difficult for teachers to engage in a conversation with parents in the morning as the children are arriving or at dismissal time while the students are leaving. Teachers often have meetings to attend or work to accomplish after school hours please ensure that the teacher is available to meet with you prior to arriving at school or set a mutually convenient time to meet. Teachers are available by phone at 250-758-5711.

Expectations of the Participants in the Educational Process

Expectations of Students:

- to come to school properly equipped and ready to learn
- to be willing to work
- to complete homework assigned
- to participate seriously in emergency evacuation
- to value their daily experiences
- to respect school rules
- to display good manners
- to be courteous
- to be responsible
- to respect the rights of others
- to show respect for property

Expectations of Parents:

- to encourage and nourish the value of education
- to ensure that the pupil attends regularly
- to ensure that the pupil is on time for school
- to ensure that the pupil is prepared to work
- to work with the pupil at home to carry out the educational program designed for the pupil
- to develop in his/her child a sense of responsibility, self-discipline and respect for others
- to communicate openly with the teachers and administration

Expectations of Teachers:

- to prepare and present a plan for curriculum delivery
- to adjust programs to suit the individual differences of each child
- to work with parents and pupil to develop and carry out the individual educational plan
- to be courteous and model good manners
- to enforce the rules of the school with consistency and impartiality
- to assign homework when appropriate
- to assess student progress
- to refer student to support services when necessary
- to report to parents

Expectations of the Administration:

- to administer and supervise the school
- to oversee the placement and programming of pupils
- to exercise authority in matters of discipline of pupils
- to oversee the general conduct of pupils on the school premises, and during extra-curricular activities off the school premises

Make the Most of Your Day at Hammond Bay

The selection of activities needed may vary from year-to-year, season-to-season depending on volunteers.

Students at École Hammond Bay School are encouraged to participate in extra-curricular activities. Activities are teacher-supervised and voluntary. Parent involvement and help is welcomed. During all of these activities, students are expected to demonstrate positive, respectful behaviour.

There are two types of activities:

Intra-mural activities

- within the school
- during the school day
- clubs, seasonal activities, noon-hour sports

Extra-mural activities

- after school
- sometimes off campus
- competitive team sports, choir
- require parent signature and permission slips for travel

Hammond Bay Elementary School's Code of Conduct

A. Statement of Purpose

To establish and maintain safe, caring and orderly environments for purposeful learning
To clarify and publish expectations for student behaviour while at school, while going to and from school, and while attending any school function or activity at any location.

B. Conduct Expectations

Acceptable Conduct

- Respect self, others and the school
- Help to make the school a safe, caring and orderly place
- Report to an adult, in a timely manner, incidents of bullying, harassment or intimidation
- Act in a manner that brings credit to the school

Unacceptable Conduct

The following points are examples only and are not an all-inclusive list:

- Behaviours that:
 - interfere with the learning of others
 - interfere with an orderly environment
 - create unsafe conditions
- Acts of:
 - Bullying, harassment or intimidation
 - Physical or verbal violence
 - retribution against a person who has reported incidents
- Illegal acts, such as:
 - Theft of or damage to property
 - Possession, use or distribution of illegal or restricted substances such as firecrackers, drugs
 - Possession or use of weapons or “replica toy guns”

C. Rising Expectations

Expectations will increase for students as they become older and more mature, and as they move through successive grades. Students are expected to exhibit increased personal responsibility and self-discipline and there will be increasing consequences for inappropriate behaviour.

D. Consequences

- Responses to unacceptable conduct are pre-planned and consistent e.g., 3 steps (below)
- 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, e.g., participating in working through a “problem-solving sheet”

E. Notification

In cases of serious breaches of the Code of Conduct, the school will advise other parties, including:

- Parents of student offender(s) – in every instance
- Parents of student victim(s) – in every instance
- School district officials – as required by school district policy
- 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.

Bullying

Hammond Bay School believes that all students, staff and volunteers should be provided a safe, secure and welcoming learning and working environment. To that end, acts of bullying and harassment will not be tolerated.

Bullying is defined as an intentional action on the part of an individual, which causes emotional or physical distress of a victim. Bullying implies a power difference of one individual over another. It may involve a single incident or a series of incidents over time.

Barbara Coloroso, the author of, The Bully, The Bullied and The Bystander", says, "bystanders are the supporting cast who aid and abet the bully through acts of omission and commission. It is important that kids recognize that they are all responsible for helping to create a safe, caring, respectful and bully-free environment." Bystanders will have consequences if they don't accept the responsibility of reporting incidences to teachers or supervisors.

Bullying takes three main forms:

Physical bullying – involves hitting the victim in some way or taking or damaging a victim's property.

Verbal bullying – using words to hurt or humiliate others.

Relational bullying – trying to convince their peers to exclude or reject a certain person or people, and cut the victims off from their social connections.

Social Media/Cyber Bullying – involves the use of information and communication technologies to support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm others

Our school's Code of Conduct is also guided by the BC Human Rights Code and specifically includes the guidelines pertaining to discrimination as stated below:

Discriminatory publication

A person must not publish, issue or display, or cause to be published, issued or displayed, any statement, publication, notice, sign, emblem or other representation that:

- a) indicates discrimination or an intention to discriminate against a person or a group or class of persons, or
- b) is likely to expose a person or a group or class of persons to hatred or contempt because of the race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation or age of that person or that group or class of persons.

Discrimination in accommodation, service and facility

A person must not, without a bona fide and reasonable justification:

- a) deny a person or class of persons any accommodation, service or facility customarily available to the public, or
- b) discriminate against a person or class of persons regarding any accommodation,

service or facility customarily available to the public because of the race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation of that person or class of persons.

Student Threat/Violence, Risk Assessment

The purpose of threat assessment:

School District 68 (Nanaimo-Ladysmith) uses the student threat/violence risk assessment process in order to:

- Ensure the safety of students, staff, parents, and members of the public.
- Ensure a full understanding of the context of any threats that are made.
- Begin to understand the factors that contribute to the threat-maker's behavior.
- Be proactive in developing an intervention plan that addresses the emotional and physical safety of the threat-maker and others.

Threats are taken seriously in SD68

In School District 68 (Nanaimo-Ladysmith), we are committed to a safe and supportive environment for all – students, parents and staff. We take all threatening comments and behaviours seriously. Parents and students should be aware of the district's threat/violence risk assessment protocol.

What is a threat?

- A threat is an expression of intent to do harm or act out violently against someone or something.
- A threat may be verbal, written, drawn, posted on the Internet or made by gesture.

In School District 68, all threats will be taken seriously, investigated and a response provided.

Everyone has a duty to report

Often when we read in the media about a violent incident, we learn that the threat-maker had made threats in advance of acting violently, but no one took those threats seriously.

To keep school communities safe, students, parents, staff and community members must report all threat-related behaviours. Every threat must be taken seriously, thoroughly investigated and a response and follow-through completed.

What is threat assessment?

Threat assessment is the process that is followed when a school becomes aware of a threat made against a student, staff member or the safety of the school building and its occupants.

Threats may be made in many different ways – via graffiti written on a wall; through interaction on social media, in an essay written by a student at school; through an anonymous telephone call; or directly to the individual being threatened. Whatever the form of the threat, a threat assessment team will investigate and appropriately address the threatening behavior.

Who is on a threat assessment team?

The threat assessment team at a school is made up of individuals who have received formal threat assessment training. Members of the team may include the school principal, vice-principal, counselors, teachers, and representatives of the police, social services and mental health professionals.

SD68 will follow up on every reported threat.

What do parents and students need to know?

- Students and parents need to be aware of the steps the school district will take in responding to a threat.
- Any threats must be reported to the school principal, counselor or some other responsible adult.
- Nanaimo-Ladysmith schools will follow up on every reported threat.
- Follow-up may involve the police.
- Interviews will be held with the threat-maker and any other students who may have information about the threat.
- Threatening behavior may result in discipline for a student.
- Intervention plans may be developed for the student making the threat and a support plan developed for any students who are the target of threats.

Hammond Bay's Discipline Policy

The *School Act* states that a student shall comply:

- with the school rules authorized by the principal of the school or Provincial school, as the case may be, attended by the student
and
- with the code of conduct and other rules and policies of the Board or the Provincial school, as the case may be.

A student attending a school or a Provincial school shall participate in education programs as directed by the Board or by the principal of the Provincial school, as the case may be.

At École Hammond Bay School our discipline policy is based upon four significant elements: information, common sense, fairness and consistency. Students are informed of our expectations at the start of the school year and again whenever necessary.

Staff endeavours to plan and organize safe, well-supervised and interesting days for students. We expect students to cooperate and respond positively and to accept the behavioural standards that have been communicated. Making mistakes is part of the learning process, and our discipline policy endorses a system to solve problems in a fair and consistent manner.

The Three-Step Disciplinary Procedure may also be used to assist students in correcting their behaviour at school:

Step 1

Discussion between student and staff member. When students choose not to meet behavioural expectations, there will be natural, logical and consistent consequences. Staff handles minor indiscretions. Frequently the consequence will be in the form of time-out. It may also involve completion of a "Think Sheet" where students can reflect upon their actions and consider better choices next time. Parents are often informed and are required to sign the "Think Sheet".

Step 2

Office Referral Forms are issued for major offences (i.e. rough play, throwing objects, defiance of authority, disrespectful/abusive language) and continual defiance of school rules. Students are referred to the Principal. Parents are informed.

Step 3

Parents are contacted for serious incidents of misbehaviour (bullying, fighting, physical abuse of others) or if minor incidents persist beyond step two. Depending on the severity or frequency of the misbehaviour, students will be given in-school or home suspensions for:

- Persistent inappropriate behaviour, which disturbs, interrupts or disquiets the usual, orderly operation of the school
- Inappropriate behaviour judged to have a harmful effect on the safety of other pupils

For the following, students can expect to be suspended immediately, from between one to five days: fighting, overt rudeness, alcohol and/or drug use, stealing, vandalism and any action that deliberately endangers the health and safety of others.

In addition to applying natural and logical consequences for misbehaviour, our discipline procedures include such methods as developing behaviour contracts and counseling for pupils.

For **serious offenses**, School District 68 (Nanaimo-Ladysmith) Policy 3201 will be followed. The Policy states:

"Students committing such actions as the use of drugs or alcohol, setting off false fire alarms, seriously assaulting other students or other persons, while under the jurisdiction of the school, shall be suspended by the school principal for a period of five school days, and the parents or guardians immediately notified in writing of the circumstances. No students so suspended shall be re-admitted until an interview is held with the Superintendent of Schools or his/her designate. It is the responsibility of the parent or guardian to seek such an interview. In extenuating circumstances, the principal may recommend to the Superintendent, a suspension of less than five days. Serious discipline offenses are referred to a "District Discipline Committee."

Appeals:

Parents or guardians wishing to appeal a student suspension of up to and including five

days will be afforded the opportunity to make such an appeal to the principal of the school. Appeals of a school decision can be referred to the Assistant Superintendent, and where his/her decision is appealed to the District Discipline Committee. Appeals to decisions made by the District Discipline Committee can be referred to the Superintendent. If the matter cannot be resolved at the administrative level, it will be referred to the Board of School Trustees whose decision on all matters of appeal will be final and binding.

Some Specific Rules

- Parents should contact the school at 758-5711 before 8:35 a.m. if their child will be absent from school.
- Pupils will remain on the school grounds at all times unless they go home for lunch and the school has been advised.
- Pupils will use the phone for emergency situations only, or with a phone pass. Pupils are not permitted to use cell phones at school.
- Pupils and parents bringing bicycles will follow traffic laws to and from school (8:00 a.m. to 5:00 p.m. and will walk bicycles on the school property.
- Roller blades, bikes, skateboards, scooters, and “weelies” will not be used on the school grounds.
- Pupils will go outside during breaks except:
 - students who are ill with a note from parents requesting an indoor day;
 - on days with inclement weather there will be an announcement made if it is to be an inside day.
- Pupils will only enter their own classrooms.
- Pupils will move through the hallways with a destination in mind; loitering is discouraged.
- Pupils will only be permitted in the gymnasium, library or computer lab, when supervised by a staff member.
- The use of electronic devices, games and cell phones is not permitted on the school ground.
- **The wearing of hats and the chewing of gum will not be permitted in the school and classrooms.**
- Students upon entering the school office are expected to wait quietly until office staff can acknowledge them or they may politely make their presence known.
- Equipment shall be returned to the proper place by the person who borrowed it.
- No food is allowed in the gym, library or computer lab.
- Participation in physical education classes is expected unless for medical reasons there is a written request from parents. A note from a physician may be requested for non-participation for extended period.
- Students are encouraged to bring home all recess, snack, and lunch wrappers and peels.
- Use of laser pointers by students is not permitted at school under any circumstances.
- No snowball, pinecone, rock etc. throwing is allowed.
- Students are expected to dress appropriately for each season, the weather, and the worksite. T-shirt logos must be appropriate and shirts should cover the midriff (“tops need to meet bottoms”). Clothing or jewelry that has reference to drugs may not be worn to school.

Legislation Banning the Use of Tobacco on School Property

The use of tobacco products in school buildings and on school property is against the law. In March 2007, the B.C. Legislature approved legislation making it illegal to smoke or use tobacco at school, effective September 2007.

Staff, students, parents and school guests are reminded that they must not smoke or use tobacco in the school building or on school property. This includes smoking in vehicles while you are on school grounds. Students found violating this law will be subject to school discipline.

Nutrition Policy & School Food Guidelines

Hammond Bay School will continue to promote a positive and informed attitude toward healthy eating through nutrition education. We will ensure that all decisions involving food and drinks at H.B. will be carried out in the best interests of our school communities' needs. Our continued education will incorporate Canada's Food Guide for Healthy Eating and will focus on nutritional food during classroom and school functions.

HAMMOND BAY SCHOOL FOOD GUIDELINES

- a) School community members (students, staff, and parents) will be encouraged to bring only snacks belonging to one of the four food groups of Canada's Food Guide to Healthy Eating as a school day snack.
- b) All food and beverage items being sold to students (i.e. hot lunch, recess sales, concessions, etc.) will be selected from the Choose Most and Choose Sometimes categories of the Nutrition Guidelines for Sales of Food and Beverages in B.C. Schools.
- c) It is recognized that there are 'special celebrations' occasionally throughout the school year (i.e. Valentine's Day, Christmas, etc.) Staff will work to create a balanced approach to these celebrations while recognizing that 'treats on occasion are part of a balanced approach to a healthy lifestyle.
- d) Staff will not use food as a reward.

Attendance

The Provincial School Regulations state that students are expected to attend school except for:

- pupil illness
- contagious disease within the home
- danger to pupil health due to exposure

When students are absent, they miss concepts and assignments. If absence is due to any reason other than illness, a lesser value is placed on school education in the eyes of the child.

Parents - It is important to update the school if changes happen:

- address
- phone numbers
- emergency contacts
- medical conditions or serious family matters which might affect student learning

ARRIVING ON TIME IS IMPORTANT

The school bell rings at 8:35 a.m. Students are expected to proceed to their assigned entrance door and wait for their teacher to welcome them in the school. Announcements will take place at 8:40 a.m. and students should be at their desks listening carefully.

Parents and students are reminded that arriving at school on time is important. It is a matter of common courtesy to arrive for classes at the proper time. Students who arrive late often disrupt the operation of the classroom by requiring the attention of their teachers or classmates to assist them in getting started on their assignments or to re-teach all or part of a lesson. Chronic lateness reinforces a lesser value on school education in the eyes of your child. It is imperative students arrive for classes on time and develop a lifelong habit of promptness. When students are here on time it sets the tone for the day. They can start relaxed and ready to face the day in an organized fashion. When you make sure your child arrives on time you model values that help support learning. Students who are chronically late could be “chronically on time” often by getting an earlier start. Ten minutes in the morning can make a big difference! We encourage students to organize themselves the night before in order to make the morning smoother. Here are some suggestions: 1) Make lunches the night before; 2) Pack school books and put them by the door; 3) Lay out your clothes before going to bed. These simple tips can prepare your child for a smoother, happier day.

Safety

EARLY DETECTION SYSTEM

Early Detection was initiated for the safety and protection of your child(ren). The purpose of the program is to detect as soon as possible the whereabouts of each student not in class.

For the system to operate successfully, parents are requested to:

1. Phone the school (758-5711) in the morning between 8:15 and 8:35 a.m. if your child is late or absent from school for any reason, or
2. Send a note with another child in the family, or
3. Give advanced notice, preferably written, of dental/medical appointments, or any changes from the usual routine.

LATES

Please report to the office before going to class.

Schoolwork Policy with regards to Mid-Year Vacations

Children are legally required to be in school according to the School Act unless they are ill. Unless a child is ill, the school cannot be responsible for preparing work packages for such things as family holidays that are taken outside of the regular school calendar. The reasons for this are that:

- a large amount of class instruction is done orally through demonstrations and discussions and therefore cannot easily be made up through work sheets unless considerable explanations take place.
- vocabulary development and understanding of the concepts in Science, Language Arts, etc., is tightly linked to the active participation of the student.
- it is difficult for a teacher to assign work ahead of time and to know exactly what will be covered two or three weeks down the road. As the approach at the elementary level is more child-oriented than content-oriented many variables constantly come into play such as the children's pace, difficulties, interests, unexpected special events, etc. which all effect the day-to-day planning.

In the past, teachers sometimes spent time preparing work for a child to take along while traveling. The teacher would expect the work to be completed upon the student's return. However, frequently, the student would inform the teacher that they were too busy during their trip to do this. Therefore, if a child has to miss school, it is usually more feasible to do some catching up after they come back to class.

This being said, we recognize that certain trips can offer excellent learning opportunities. We also realize that parents are the ones who ultimately make the final decisions on whether to take their child out of school to go on trips after all things have been considered. We hope that this helps you understand our position no matter what your decision may be.

Homework

Purpose of Homework: Homework can be of many types:

1. completion of assigned work
2. long range projects
3. daily or weekly reinforcement or practice of newly learned skills
4. reading

Teachers assign homework with the hope of:

1. encouraging self-discipline and responsibility
2. fostering good study habits, and
3. motivating the students to want to learn more

Homework can also keep parents informed of the work done by the students.

It is recommended that all students set aside a certain time and place each day for doing school work whether assigned or not. Homework is not a punishment. It helps students develop responsibility for their own learning.

Students in Primary classes will not usually be assigned homework, but daily reading, computation and spelling practice is encouraged (15 – 30 minutes per day). Students from Grades 4-6 can be assigned 30 - 45 minutes per day of homework. Grade 7s can be assigned up to one hour per day of homework.

Reporting to Parents

Teachers will report to parents five times during the school year - three written reports and two informal reports. The form used for reporting is approved by the school district. The format describes what the student is able to do, identifies areas that require attention or development, and suggests ways of supporting the child's learning.

At the primary level the performance standard scale is as follows:

- **4 – Exceeding Expectations** – Student demonstrates superior performance and in-depth understanding of the prescribed learning outcomes
- **3 – Meeting Expectations** – Student has demonstrated that the prescribed learning outcomes have been successfully achieved
- **2 – Approaching Expectations** – Student shows evidence of progress towards prescribed learning outcomes; student needs support in some areas
- **1 – Not Yet Meeting Expectations** – Student may show evidence of progress toward prescribed learning outcomes; student needs more support and time
- **N/A – Not Applicable at this time** – Not applicable / No grade assigned at this time

Letter grades are used in reporting from Grades 4-7. The letter grades indicate a student's level of academic achievement as it relates to the standards set out in the provincial curriculum.

Letter Grades and Symbols for Intermediate Report Cards:

- A – The student demonstrates excellent or outstanding performance in relation to expected learning outcomes for the course or subject and grade.
- B – The student demonstrates very good performance in relation to expected learning outcomes for the course or subject and grade.
- C+ - The student demonstrates good performance in relation to expected learning outcomes for the course or subjects and grade.
- C – The student demonstrates satisfactory performance in relation to expected learning outcomes for the course or subject and grade.
- C- - The student demonstrates minimally acceptable performance in relation to expected learning outcomes for the course or subject and grade.
- I – In Progress or Incomplete. The student, for a variety of reasons, is not demonstrating minimally acceptable performance in relation to the expected learning outcomes.
- F – Failed or Failing. The student has not demonstrated, or is not demonstrating, the minimally acceptable performance in relation to the expected learning outcomes for the course or subject and grade. “Failed” may only be used as a final grade if an I (in progress) has been previously assigned.
- IEP – When this appears in the letter grade box, it indicates that the student is on an Individual Education Plan and a letter grade is not being assigned.

Student Planners

Grade 1-7 students have the opportunity to purchase planners. For participating classes these planners will be available to parents for purchasing in September and can be used as a back and forth communication book and homework book. Daily use of the planner is very important and critical in helping children develop positive organizational and homework skills.

School-Based Student Support Services

Student Support Services

School-based support services are school-based, non-categorical resource services designed to support classroom teachers and their students who have mild to moderate difficulties in learning and adjustment.

School-based support provides co-ordinated support services which include:

- assessment and evaluation to Level B
- individual and small group instruction
- IEP development and review
- assistance with program/curriculum adaptations and/or modifications to meet individual needs
- collaborative consultation regarding service delivery or in class support
- follow-up with teachers, parents and community agencies
- coordination of support from District Specialist Teachers and/or school-based Education Assistants

IEP Development

The Ministry states “Students receiving ongoing instruction in a school support program should have an Individual Education Plan.” An exception can be made if a student is receiving 15 hours or less remedial instruction per school year, by a person other than the classroom teacher, in order to meet the expected learning outcomes.

Student Improvement Plan - SIP

Collaborative Planning and Co-ordination

The School Support Teacher plays an active role in the identification, assessment, planning, implementation, reporting, and evaluation process. He/she is a member of the school-based team, provides collaborative consultation, assists with pre-referral interventions and works closely with teachers and the school-based team to plan for, organize and access support services for students with special needs.

Learning Assistance Program

Learning Assistance may provide small group or individual instruction for students who are experiencing difficulty in the basic skills of reading, writing and computation.

Students attend their regular classes and leave for help for one-half to two hours per week in the Learning Assistance room. The Learning Assistance teachers also participate in the school’s literacy project, guided reading and literacy circles.

The classroom teacher refers students to learning assistance. Concerned parents are encouraged to discuss this service with their child's teacher.

School Based Team Meetings

The School Based Team meets once a week to review student needs. The committee is formed of the Student Support Teacher, Principal, Classroom Teacher and parents may be invited to attend. Staff or parents may request a School Based Team meeting to discuss a student concern.

Child and Youth Care Worker

The Child & Youth Care Worker works as part of the school based team to provide supplementary support to students. The duties of the Child and Youth Care Worker may include:

- working with the school team providing guidance, ongoing assistance, encouragement and support to students in developing and achieving appropriate behaviour, personal and life skills goals
- assists student integrating or re-integrating in to the regular school system
- acts as a liaison between home and school
- establishes and maintains effective working relationships with community agencies and resources; acts as a liaison and advocate for students and families as required

- facilitates group sessions for youth, children and families, as appropriate
- provides transportation for students as required
- supervises students when involved in program related activities
- maintains accurate reports, records and statistics on students
- attends staff, team and other scheduled meetings

Aboriginal Education

Our Aboriginal Education Assistant provides the following assistance:

- academic encouragement and assistance to Aboriginal students to achieve academic success by coaching, explaining and enhancing their learning experiences, referring to professional staff as required, in both small group and individual settings
- assists in the teaching function by collaborating with teaching staff in the delivery of educational service to students. E.g. marking assignments, conducting drills, reading to or listening to reading, assisting and reinforcing students and directing, monitoring and recording group or individual activity and progress
- participates in staff meetings or school-based team meetings as required and consults with professional staff, parents and Aboriginal communities regarding the needs of Aboriginal students
- assists school staff and students in understanding the role of Aboriginal culture, heritage and spirituality in the lives of Aboriginal students
- may assist in the planning, organization and supervision of cultural and social events, field trips, sports and other activities

Zone Support Teacher/Counselor

Counsellor/behaviour consultants provide a continuum of preventative developmental, remedial and intervention services. They may develop programs and facilitate referrals to community resources.

They work in collaboration with the school-based team, zone team and community agencies to develop support systems, adaptations and modifications to the educational programs of students exhibiting behavioral challenges. The aim is to maintain the student in the regular elementary classroom wherever possible. This role includes counseling, school-based consultation, coordination and education.

Services may include:

- being part of the school-based team
- providing individual and group counseling including crisis intervention
- consulting with parents, teachers and administrators
- providing support for developmental, remedial and preventative programs
- promoting students' personal and social development (i.e. fostering growth in students' self-esteem, individual responsibility, goal setting, problem solving, decision making, and social skills)
- assisting in the identification, placement and implementation of programming for behavioral change
- assisting and empowering students in the process of behavioral change
- providing liaison between school, home and community agencies, and

- facilitation referrals of school or community services
- assisting in transition processes at the K and Grade 7 level
- assisting in the development of IEPs for severe behaviour students

Health Care

School nurses are no longer assigned to schools on a call-out basis. If you have any health care questions or concerns, please call the Health Unit at 755-6200.

Medicine at School: Children at times require prescription drugs while at school; others come with aspirin from home. There are regulations we must adhere to for these circumstances.

Please do not allow pupils to carry and leave medications at school. The parent should give anything of this type to the teacher. Arrangements can be made for teachers to administer drugs to pupils, but it involves parents signing a form. If your child requires special medical consideration of any kind, please advise the school on the pupil information form. Follow-up will be done if needed.

Risk Rescue

The Risk Rescue Medical Crisis Response System offers a reliable means for responding to a medical emergency, such as anaphylaxis, that can be precipitated by a severe reaction caused by bee stings, peanuts, shellfish, or latex. It can also be used when responding to severe diabetic hypoglycemia, asthma attacks, epileptic seizures, angina, and almost any other medical emergency arising in people with known risk factors.

How it works:

The key component of the Risk Rescue System is the Rescue Kit. Each Rescue Kit displays a photo of the individual who is at-risk, details about their medical condition, their medications and instructions for administering them, consent forms, and other vital information.

Risk Rescue packages can be obtained from the office. Please come to the office to register your child at the start of the school year.

No Child Without

No Child Without provides free medical identification services for elementary school children from ages 4 – 14. MedicAlert identification will be provided for your child along with the 24 hour protection of the MedicAlert emergency information services.

Please enroll at: 1-877-282-5378 or visit www.nochildwithout.ca

Library Services

The school library resource centre is central to the educational process. At Hammond Bay, the library resource centre provides resources in French and English and in various media formats (i.e. print, video, computer, multimedia) that serve to satisfy the research, literary, and leisure reading needs of the school's student and teaching population. The collection reflects curriculum needs and interests of students from a wide range of ages from Kindergarten to Grade 7. A section of our collection also contains books of interest for parents. Parents are welcome to borrow any books. All classes from Kindergarten to Grade 4 visit the library on a once-weekly basis with our teacher-librarian, while upper-intermediate classes use the facility as needed with their teacher and with the teacher-librarian as a resource person and teaching partner when she is available. It is to be noted that teacher-librarian time at the school has been cut back severely in recent years.

Fine Arts

A music specialist provides music instruction to Kindergarten to Grade 5 classes.

Band

A band program will be offered to Grades 6 to 7 students.

Choir

Extra-Curricular Junior and senior choirs may also be available to students.

Computers

The computer lab has thirty computers and many programs are offered to the students at Hammond Bay. Classes are scheduled into the lab to foster regular computer use and skill development. In addition, students will be offered learning activities using ipads and chromebooks.

Please note that students are not permitted to use MSN chat rooms, Facebook, texting or e-mail while at school.

Cell phones, iPods, iPads and other electronic devices are not allowed during school hours unless they are used for instruction purposes in the classroom under the supervision of the classroom teacher.

District Support Services

The district provides a wide range of student support services on referral from the classroom teacher and/or on request by parents. Most district Student Support Service program referrals are made on the form provided at the school office. All inquiries regarding referrals can be directed to the school's personnel.

Student District Support Services include:

- Alternative Education Programs
- Elementary Counseling
- First Nations Programs
- Hearing Impaired / Itinerant Teacher of the Hearing Impaired
- Hospital/Homebound Programs
- Psychological Services
- Speech and Language Therapy Program
- Visually-Impaired / Itinerant Teacher of the Visually-Impaired

Parent Advisory Committee

The purpose of the Parent Advisory Committee (PAC), is to provide a forum for liaison between parents and the school, so parents will have more input into their child's education.

The PAC distributes their own newsletters and operates under their constitution.

The PAC at École Hammond Bay School has an executive of President, Vice-President, Treasurer, Secretary, Committee Chairpersons. All parents are welcome attend meetings of the PAC.

Note: A parent is defined in the School Act as the:

- guardian of the person of the student or child
- person legally entitled to custody of the student or child, or
- person who usually has the care and control of the student or child

Fire/Earthquake Procedures

Fire Drill

All schools conduct fire drills several times a year. Pupils evacuate the school in an orderly fashion and gather at a designated assembly area for attendance and further instruction.

Earthquake Drill

Earthquake drills are conducted on a regular basis. Students practice duck and cover procedures indoors and then evacuate when safe to do so. Teachers and students gather in the designated assembly area.

- All evacuations - drills or emergency are SILENT as alternative evacuation instructions may be given.
- Students are to quickly evacuate the building using the designated exit routes (see map next page).
- Classes are to move directly to the designated assembly area via the safest and shortest route.

In the Assembly area:

- join with their buddy class - students "buddy-up"
- look after their buddy
- be alert for instructions and announcements
- remain calm and orderly

Comfort Kits

At the beginning of every school year we ask parents to prepare a Comfort Kit for their child(ren) to keep at school. These kits will contain items such as snacks, family pictures or a small toy to provide comfort to all our students in the case of an emergency. We do have a supply of solar blankets, glo-sticks, water, first aid material, etc. in the event that shortages do occur.

Lockdown Drill

Lockdown drills are conducted twice per year, one in the Fall and one in the Spring. In conjunction with local RCMP, students and staff practice safety procedures during instructional time and non-instructional time.

- All evacuations – drills or emergency are SILENT as alternative evacuation instructions may be given
- Students are to quickly assembly in designated spaces in the classroom and/or the school, and remain in the areas until directed otherwise by staff, administration or the RCMP.
- Classes off-site (ie. Field trip) will be redirected to a secure location away from the school, in the event of an emergency

All Emergency Evacuations are to be treated as real emergencies.
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