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Office Staff:

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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/>

School Year Calendar 2021-22

Schools Open for Students	Tuesday, September 7
Thanksgiving Day	Monday, October 11
Non-Instructional Day (School-Based Pro D Day)	Friday, October 22
Non-Instructional Day (Provincial Professional Development Day)	Monday, October 25
Remembrance Day	Thursday, November 11
Last day of classes before Winter Vacation	Friday, December 17
Schools Re-Open after Winter Vacation	Tuesday, January 4
Non-Instructional Day (District Pro D Day)	Monday, February 7
Non-Instructional Day (Professional Development Day)	Tuesday, February 8
BC Family Day	Monday, February 21
Last Day of Classes before Spring Vacation	Friday, March 11
Schools Re-Open after Spring Vacation	Monday, March 28
Good Friday	Friday, April 15
Easter Monday	Monday, April 18
Curriculum Implementation Day (no students)	Thursday, May 5
Non-Instructional Day (Professional Development Day)	Friday, May 6
Victoria Day	Monday, May 23
Last Day of School for Students	Wednesday, June 29
Administrative Day - Schools Close	Thursday, June 30

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

Bell Schedule

Monday to Friday:

8:35 am Start (No Warning)
 10:15-10:30 Short Recess
 11:45-12:20 Lunch Recess (Warning bell @ 12:18 pm)
 2:15 pm Dismissal

Supervision is provided fifteen minutes before school. Students should arrive no earlier than 8:20 a.m. and leave by 2:30 pm.

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**.

EHB is currently under construction and is expanding to a projected enrolment of 700 students in the coming years. It currently has 16 divisions and 380 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 (NLPS Inclusion Policy AP 344 (<https://www.sd68.bc.ca/wp-content/uploads/Administrative-Procedures/300/AP-344-Code-of-Conduct.pdf> . Please, 345, etc.)*
- *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.*

The *Nanaimo Ladysmith Public Schools 2.10 Inclusion Policy* is based on the principles of respect, acceptance, safety and equity. It “affirms a learning environment that reflects diversity, inclusivity, and equity is essential in supporting the highest level of individual growth and achievement.”

BC Human Rights Code

The BC Human Rights Code states that three of its purposes are to:

“(a) foster a society in British Columbia in which there are no impediments to full and free participation in economic social political and cultural life of British Columbia.

(b) promote a climate of understanding and mutual respect where all are equal in dignity and rights.

(e) to provide a **means of redress** for those persons who are discriminated against contrary to this Code”.

It further states 8.1 (b) a person must not “discriminate against a person or class of persons regarding any accommodation, service or facility customarily available to the public because of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person or class of persons”.

The *Safe Caring and Orderly Schools: A Guide* states, schools should be places where students are free from harm, where clear expectations of acceptable behavior are held and met, and where all members feel they belong.

The NLPS Inclusion Policy states that all members of our school community “have the right to expect that policies, procedures, programs and communications are inclusive and respectful”. Administrative Procedure that supports the school Code of Conduct include:

- AP 312 Harassment, Intimidation, Bullying and Discrimination
- AP 344 Code of Conduct
- AP 345 Student Suspension
- AP 347 Sexual Orientation and Gender Identity
- AP 250 Honoring Diversity and Challenging Racism

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

Ecole Hammond Bay staff use the BC Performance Standards for Social Responsibility to teach students appropriate social behavior. There is an outline of progression of expectations held 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 behavior.

D. Consequences

NLPS Inclusion Policy states:

“The Board expects that all students, staff, and members of our school communities will adhere to a code of conduct that is educative, preventative and restorative in practice and response”.

Ecole Hammond Bay community works with students to help them with learning responsible choices, acceptable conduct and safe behavior and restorative responses. Students, as often as possible will be encouraged to participate in the development of meaningful practices, responses and interventions through discussion and/or mediation.

- 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”

Restorative Practices:

- Focus on creating conditions for students to learn self-discipline, fix mistakes and return to the group/class/school strengthened
- Address the needs of those who have been harmed
- Encourage the students, as often as possible, to participate in the development of meaningful, interventions through discussion or mediation to replace, repair or make “good” what has been taken, damaged, destroyed and/or defaced
- Responses to the harm are meaningful in addressing the needs of all involved
- Help students reclaim their self-esteem through self-evaluation, personal effort and restitution
- Provide opportunities to model leadership
- Emphasize the importance of positive relationships in building community and, speak to the obligation we all have to each other to move towards wholeness,

restoration and belongingness.

Participating in a meaningful consequence which may include:

- A “do over” opportunity
- Face to face meetings to address the harm done
- Group or classroom circles to restore equity, balance and respect
- An act of service to make a positive contribution to the class, school or community
- School/community support to learn and practice problem solving or conflict resolution strategies
- Reflective/think process that includes the opportunity to create a plan to restore the harm done

Student Suspensions:

Discipline measures used with students should be viewed with the context of helping students achieve intellectual and social development. The purpose of suspension, or any other disciplinary strategy, should be to meet the provincial goals and to develop self-reliant adults. Suspension is one strategy in a more complex problem-solving process designed to support the student in changing inappropriate behavior. Used judiciously, suspension can have positive effects including:

- Ensuring safety for everyone in the school community
- Assigning clear consequences for a range of serious breaches of code of conduct
- Providing the time for planning support for behavior change
- Promoting collaboration among family, school, and other community services to solve problems

To be equitable, consequences may vary from student to student where the misconduct appears to be similar. Intervention must be appropriate to the student’s age, maturity, needs, exceptionalities, extenuating circumstances and the nature of previous intervention taking in consideration the needs of the school. Please refer to *AP 344 Student Suspension*.

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.

F. Retaliation:

No student, school employee, parent or volunteer may engage in reprisal or retaliation against a victim, witness, or other person who brings forward information about an act of

harassment, intimidation, bullying, prejudice or discrimination. Reprisal or retaliation is prohibited and will result, where appropriate, in discipline and/or in the filing of a complaint with the appropriate authorities.

G. 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.

See AP 325 – *Complaints and Appeals*.

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 of 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.

Threat Assessment

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.

FAIR NOTICE FOR STUDENTS

What behaviours initiate a student threat assessment?

A student threat assessment will be initiated when behaviours include but are not limited to: serious violence or violence with intent to harm or kill, verbal/written threats to harm/kill, Internet website/MSN threats to harm/kill, possession of weapon (including replicas), bomb threats and fire setting.

Duty to Report

In order to keep school communities safe and caring, staff, parents/guardians/caregivers, students and community members must report all threat-related behaviours to the school principal.

What is a threat?

A threat is an expression of intent to do harm or act out violently against someone or something. Threats may be verbal, written, drawn or posted on the Internet or made by gesture. Threats must be taken seriously, investigated and responded to.

What is a Site-Specific Threat Assessment Team?

The school has a site-specific threat assessment team that includes the principal(s), counselor(s), teachers and a member of the police.

The purposes of a student threat assessment are:

- To ensure the safety of students, staff, parents and others
- To ensure a full understanding of the context of the threat
- To understand factors contributing to the threat makers' behavior
- To be proactive in developing an intervention plan that addresses the emotional and physical safety of the threat maker
- To promote the emotional and physical safety of all

What happens in a student threat assessment?

All threat making behavior by a student shall be reported to the Principal who will activate the protocol for the initial response. Once the team has been activated, interviews may be held with the student(s), the threat maker, parents and staff to determine the level of risk and develop an appropriate response to the incident. Intervention plans will be developed and shared with parents, staff and students as required.

Can I refuse to participate in a threat assessment process?

It is important for all parties to engage in the process. However, if for some reason there is a reluctance to participate in the process by the threat maker or parent/guardian, the threat assessment process will continue in order to promote a safe and caring learning environment.

Collection Notice

The School District is subject to personal information privacy laws, and will undertake the collection of this information in compliance with the requirements of such laws; including by limiting collection to information that is relevant and necessary to address a

risk or threat and by ensuring that information is collected from online open source sites. The School District will not collect information as part of a threat assessment unless there is reason to believe that a risk exists. Information collected as part of a threat assessment may be provided to law enforcement authorities in appropriate circumstances.

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."

Process Elements Expectations:

We consult staff, students, and parents on a bi-annual basis. A sample of upper intermediate students, PAC members, and staff are given the opportunity to review and provide input into the Code of Conduct in September and May of each school year. The information gathered will be specifically taught and reviewed by school staff in classrooms, playgrounds, grade specific and whole school assemblies on an ongoing basis throughout the school year.

Process to Inform:

We inform parents, students and staff of the expectations of acceptable conduct through the Parent/Student Handbook, PAC meetings, monthly newsletters, assemblies, morning announcements, the direct teaching of the positive behavior matrix in classroom and school wide settings.

Process for Instruction and Promotion:

At Ecole Hammond Bay, we use the following strategies to instruct and promote the expectations of acceptable behavior: Positive Behaviour Matrix, House Teams and Recognition, Response to Intervention (RTI), Virtues Program, WITS program, Finn's Friends program, and Grade Group Social Groups.

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 playgrounds and fields.
- 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 or library.
- Indoor shoes are required for the interior of the school and the gymnasium (non-marking runners)
- 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.
- 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. Clothing or jewelry that has reference to drugs may not be worn to school. See Administrative Procedure 352 – School Attire: <https://www.sd68.bc.ca/wp-content/uploads/Administrative-Procedures/300/AP->

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 a minimum of five times during the school year – a minimum of three ongoing communication of student learning (one of which may be the Formative Assessment Parent Teacher Conference); and two written reports: Progress mid-year and Summative (end of year). In addition, students will be self-assessing in all three Core Competencies two times per year (Communication, Thinking & Personal & Social). The Ongoing Communication of student learning to parents is as follows:

Subject	Kindergarten to Grade 3	Grade 4 to Grade 7
Français (French Language Arts)	3	2
English Language Arts	n/a	2+
Mathematics	3	3
Science	2+	2+
Social Studies	2+	2+
Health and Physical Education	Included as needed	
Arts Education		
Applied Design, Skills and Technologies		
Career Education		

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.

The following is the learning continuum scale which will be used in all communications and written reports for students Kindergarten to Grade 7:

Emerging – the student demonstrates an initial understanding of the concepts and competencies

Developing – the student demonstrates a partial understanding of the concepts and competencies

Proficient – the student demonstrates a complete understanding of the concepts and competencies

Extending – the student demonstrates a sophisticated understanding of the concepts and competencies

- IEP – When this appears on the sliding scale, it indicates that the student is on an Individual Education Plan.
- SSP – when this appears on the sliding scale, it indicates that the student has a Student Support Plan in place to support learning

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 Support Plan - SSP

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 Teachers, Administration, School Counselor, Child and Youth Family Care Worker, Speech and Language Pathologist and Classroom Teacher(s). The School Psychologist may be invited, as per the need arising. Classroom teacher(s) will communicate the plan of assistance to the parent(s)/guardian(s).

Child and Youth Family 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. 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.

Computers

The school has 5 carts of chromebooks and 1 cart of ipads for students' use. Teachers must sign these computers out for their class. Students will not be able to sign them out individually. Use of the computers must follow the School District's Technology Guidelines and Parental Consent for Google Suite.

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

Cell phones 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 assemble 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.