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

## Message from Administration

On behalf of the staff at Hammond Bay School we 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 Literacy focused school goal this year. It focuses on Literacy strategies and oral expression. Our second school goal involves Social Responsibility and the continued development of an inclusive, caring, and positive community at Hammond Bay School.

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

Justin Mark  
Vice Principal

## School Year Calendar 2017-18

Schools open for students	September 5
Non- Instructional Day	October 6
Thanksgiving Day	October 9
Non-Instructional Day (PSA)	October 20
Remembrance Day	November 13
Last Day before of Winter Vacation	December 22
Schools re-open after Winter Vacation	January 8

BC Family Day	February 12
Non-Instructional Day	February 19
Non-Instructional Day	February 20
Last Day before Spring Vacation	March 16
Good Friday	March 30
Easter Monday	April 2
Schools re-open after Spring Vacation	April 3
Non-Instructional Day	May 11
Victoria Day	May 21
Administrative Day – Schools are closed	June 29

## Ecole Hammond Bay Bell Schedule for 2017-18

	<b>Start time</b>	<b>AM Recess</b>	<b>Long Recess</b>	<b>PM Start</b>	<b>Dismissal</b>
<b>Monday</b>	<b>8:35</b>	<b>10:15</b>	<b>11:45</b>	<b>12:20</b>	<b>1:27</b>
<b>Tuesday</b>	<b>8:35</b>	<b>10:15</b>	<b>11:45</b>	<b>12:20</b>	<b>2:27</b>
<b>Wednesday</b>	<b>8:35</b>	<b>10:15</b>	<b>11:45</b>	<b>12:20</b>	<b>2:27</b>
<b>Thursday</b>	<b>8:35</b>	<b>10:15</b>	<b>11:45</b>	<b>12:20</b>	<b>2:27</b>
<b>Friday</b>	<b>8:35</b>	<b>10:15</b>	<b>11:45</b>	<b>12:20</b>	<b>2:27</b>

**\*\*There is a warning bell at 12:18 to prompt students to return from long recess.**

**Supervision is provided fifteen minutes before school and fifteen minutes after school.**

**Students should arrive no earlier than 8:20 a.m. and leave by 1:45 p.m. on Monday; by 2:45 p.m. Tuesday to Friday**

### Visit Our Website

Please visit our 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 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 French Immersion Program continues through to Grade 12. Students follow the same prescribed B.C. curriculum as they would in the English language program. In this way, French Immersion students become functionally bilingual in French.
- Graduates receive a bilingual Dogwood Certificate.
- English studies begin in Grade Three.

## 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 of French.
3. To foster 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 both Official Languages in Canada.

## Suggestions to Support Your Child

- Fluency in a child's first language makes it easier to learn a second or third language.

Read aloud to your child every day. Read books in your own language. Do not worry if you do not speak French  
Foster enthusiasm for books

- Research shows that French Immersion is an education model with universal application. These questions may help you determine whether your child's learning style suits the French Immersion Program.
  1. Has your child's first language developed adequately for a child of his/her age?
  2. Does your child accept change easily?
  3. Have you and your family talked about the French Immersion program?
  4. Do you understand that in Nanaimo your child will study primarily in French up to the end of Grade 2?

5. Are you willing to take an active role in the home/school partnership?
6. Are you aware that 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 meet seismic standards in 2000 when six new classrooms. A further seismic upgrade was completed in 2013.

French Immersion became an option in 1999 when a Grade One French Class was offered. Ecole Hammond Bay currently has 14 divisions, Kindergarten to Grade Seven with an enrolment of 360 students.

## Mission Statements

### B.C. Ministry of Education Plan

The Ministry of Education in British Columbia believes that every learner will realize their full potential and contribute to the well-being of our province.

The Ministry of Education Plan has **five key elements**:

- Personalized learning for every student
- Quality teaching and learning
- Flexibility and choice
- High standards
- Learning empowered by technology

### School District No 68

School District No 68 Nanaimo/Ladysmith Public Schools Board of Education motto is **Success for All**.

“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-centred, 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

**Ecole Hammond Bay 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
3. To monitor this process through regular communication with pupils, staff and parents or guardians.
4. To develop a healthy attitude toward life-long learning.
5. To encourage students to acquire self-discipline and to develop the skills of decision making.
6. To develop and extend the communication skills of speaking, listening, reading and writing.
7. To develop numeracy so that the child can function in real life situations (i.e problem solving, measurement, time)
8. To encourage awareness of and a responsibility to our surroundings and the world beyond the school to include social and environmental responsibility, tolerance of others who have different language, skin color, customs, religion and values.



## **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. Our staff will also let you know about positive things that are happening in your child's school life.

Please make an appointment with your child's teacher 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 if time has been set aside for your meeting. 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, and teachers often have meetings to attend after dismissal. Please phone 250-758-5711 to arrange for an appointment.

### **Steps to Resolving a Concern:**

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

1. First discuss the concern with the teacher to resolve issues at the classroom level
2. If the issue is unresolved, involve the principal and put the concern in writing.
3. If resolution cannot be met at the school level, submit the concern in writing to the Assistant Superintendent assigned to Hammond Bay School.

In each step all matters will be treated confidentially.

1. At each step of the process you will be asked if the previous step has been followed.
2. Problems will be dealt with and resolved on an individual basis.
3. Deal with a problem right away. 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.

# **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 daily experiences and lessons
- 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**

Activities at École Hammond Bay vary from year-to-year, and from season-to-season depending on volunteers, teacher sponsors and student participation.

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

For all activities off campus, we require a signed parent consent form.

# Hammond Bay Elementary School's Code of Conduct

## A. Statement of Purpose

- To establish and maintain a safe, caring and orderly environment for purposeful learning
- To clarify and publish expectations for student behaviour while at school, enroute 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 property
- Actively 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 (see the three 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.

## **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 Public 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 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.

## **Serious Offenses**

For **serious offenses**, School District 68 (Nanaimo-Ladysmith Public Schools) 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 8:45 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. Neck Point Park is NOT school property.
- 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, 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;
  - when weather is inclement and an inside recess has been called
- 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 or classroom.**
- 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 participating on sports teams are expected to wear gym shorts and running shoes for both practices and games.
- 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 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 in 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) will be selected from the revised 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.
- e) Ecole Hammond Bay requests that foods containing nuts not be brought to school. Please read the labels of specialty bars to ensure that nuts are not at school.

## 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 8:50 a.m. when classes start. Students are expected to proceed to their assigned entrance doors between 8:45 and 8:50. They will wait for their teacher to welcome them into the school. Announcements will take place at 8:55 a.m. and students should be at their desks listening carefully.

Parents and students are reminded that arriving at school on time is important. 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.

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

## **Safety and Attendance**

When classes convene at the start of the day, and again after lunch recess, teachers take attendance. This is part of our Early Detection System used to ensure that children's whereabouts are noted.

The Early Detection System 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 8:45 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. When you register late at our office, your child will carry a Late Slip to the teacher. This lets the teacher know that the attendance information has been upgraded. In case of emergency, we must know exactly who is in attendance.

## **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 taken within instruction days. The reasons for this are that:

- 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 is 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, all of which all effect the day-to-day planning.

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 School District 68. The format of the formal report comments include: what the student is able to do, areas that require attention or development, and recommended 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 Improvement Plans may be designed by teachers to adapt work within a subject area. Parents will be informed if your child requires a Student Improvement Plan.

## **Student Planners**

Grade 1-7 students have the opportunity to purchase planners. For participating classes, planners will be available to parents for purchase every 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 (ie. fostering growth in student 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](http://www.nochildwithout.ca)

## **Programs**

### **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 (ie. 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 Choir may also be available to students.

## **Computer**

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.

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.

## **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 Teacher
- Educational Psychological Services
- Speech and Language Teachers
- Visually-Impaired Teacher

## **Parent Advisory Committee**

The purpose of the Parent Advisory Committee is to provide a forum for the liaison between parents and 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, District PAC Representative, School Planning Council Members

and Members at Large. All parents are members of the PAC and may attend meetings of the PAC.

## **School Planning Council**

The purpose of the School Planning Councils formally acknowledges the importance of parental involvement in improving student achievement. School Planning Councils formalize the role of parents in all schools in British Columbia.

The School Planning Council is an advisory body. The major responsibility of School Planning Councils is to consult with the school community in developing, monitoring and reviewing school plans for improving student achievement.

The School Planning Council provides advice to the School Board with respect to:

- allocation of staff and resources in the school
- matters contained in the board's accountability contract relating to the school
- educational services and educational programs in the school

The School Planning Council does not engage in discussion or provide advice regarding:

- personal/confidential information on students, teachers, parents or other employees
- complaints about individuals
- personnel matters

The School Planning Council consists of:

- the school principal
- one teacher representative elected by secret ballot from the teaching staff
- representatives elected by secret ballot from the school's Parent Advisory Council
- two members 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 six 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. Maps marking emergency exits are in each room of the school
- Classes are to move directly to the designated assembly area via the safest and shortest route.
- Classroom Red Bags and attendance information will be taken to the designated area

***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, parents prepare and send 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 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.

<p><b>All</b> Emergency Evacuations are to be treated as <b>real</b> emergencies.</p>
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