

Marie Sharpe Elementary



Student/Parent Handbook 2019-2020

“LEARNING, GROWING AND BELONGING TOGETHER”

SCHOOL DISTRICT #27 MISSION, VISION AND VALUES

Mission

Ensuring all students have meaningful learning experiences, empowering them to succeed in an ever changing world

Vision

We envision an encouraging and understanding learning environment where everyone demonstrates a sense of belonging, mastery, independence and generosity

Values

The Pillars of Support for the School District No. 27 Mission and Vision are characterized by the following four core operating values:
RESPECT · RESPONSIBILITY · KINDNESS AND CARING · ACCEPTANCE

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Welcome to Marie Sharpe Elementary School! Marie Sharpe enrolls approximately 200 students from Kindergarten to Grade 6 and is located at the downtown core of Williams Lake with an off-site Nature Kindergarten program located at the Scout Island Nature Center. Our school is within easy walking distance to many amenities in the downtown core such as the Cariboo Memorial Complex for swimming and skating excursions and to the Williams Lake Library and Museum. We are also fortunate to be located within walking distance to the Williams Lake River Valley walking trail system. With its amazing diversity of plant and bird life, the valley is an amazing ‘outside classroom’. Our school is considered a “Community School” as many agencies such as the Boys and Girls Club, Big Brothers and Big Sisters and City of Williams Lake Rec. and Roll program, as well as many other community user groups work within our school and with our students. We pride ourselves on our culturally diverse student population, our hard-working staff and the ability to allow our students many learning opportunities and experiences.

Principal’s Message

My name is Calvin Dubray and I am excited and proud to begin my sixth year as the principal at Marie Sharpe Elementary as we continuously flourish and grow in population. I believe this is a reflection on the services, caring nature and hardworking staff at our school. We are pleased to welcome all new students as well as our returning students to the school. Our emphasis at Marie Sharpe is on providing students with opportunities and experiences that allow them to develop social, emotional and academic skills for positive interpersonal relationships and for continued growth in leadership and problem-solving abilities; important attributes in our ever-changing world. We are doing this through programs such as the Student Job Board, Student Leadership Team, Nature Based and Project Based Learning as well as through various leadership opportunities and school wide social-emotional learning systems. I am most proud of the programs we have put in place that allow students to give back to the community; many of these initiatives derived by students themselves.

As we all know ‘It takes a village to raise a child” and the successes achieved thus far cannot happen without strong parent support, community volunteers, dedicated teachers, support staff and students. For a healthy community to develop, students need to be accountable and responsible. As a community-based school, we look forward to partnering with you in the development of these characteristics and your child’s education wholeheartedly. Please take the time to come in and volunteer and partner with us in your child’s education.

This handbook is intended to provide a concise and understandable overview of some of the most important opportunities and expectations that anchor our program. Please review this handbook with your child and contact the school if you have any questions. Our contact information is as follows:

260 Cameron Street
Williams Lake, BC
V2G 1S8
Phone: (250) 392-4104
Fax: (250) 392-6574

School Wide Literacy

Marie Sharpe continues to build a strong, individualized literacy program by taking a school wide approach to assessing student strengths and needs, and by planning and working together to provide specialized support for students who are excelling and for students who need specific skill development. Our “School Wide Read” every day, our “Buddy Reading on Tuesdays” and our “School Wide Writes” throughout the year are implemented to assist in promoting this.

STEM (Science, Technology, Engineering, Math) and Project Based Learning

At Marie Sharpe, our goal is to provide opportunities for students to be fully engaged and excited about their learning. We believe in providing students with inquiry-based opportunities to work with their hands to learn real life problem solving skills and thus applying these skills in the greater community and gaining a greater perspective in contributing to becoming a global citizen. These projects may occur inside the school or outside in the greater community. Many of our classes employ “STEM Hour” in the afternoons and our library promotes this through our ‘Maker Spaces’ and ‘Lego Club’ components.

Building Positive Relationships

Marie Sharpe has a long-standing commitment to developing strong, positive and respectful relationships with students and parents. We strive to develop relationships of trust, respect, care and thoughtfulness. Teachers hold a special relationship with students, one that is characterized by honesty, integrity and genuine caring. While at times teachers will demonstrate a level of authority, this is not the dominant attribute of this relationship.

We want our students to respect their teachers, not because they have authority over them, but because of the special relationship they develop as teacher and learner. Our goal is to promote a school culture based on respect and personal responsibility.

Bell Schedule

MSE REGULAR PROGRAM		MSE NATURE KINDERGARTEN PROGRAM	
TIME		TIME	
8:26	Teachers on duty to meet bus students	9:01	Parent and Bus Drop Off; teacher on duty to meet students
8:56	Morning Welcome bell	9:05	School instruction starts
9:01	School instruction starts	10:30	Recess (15 minutes)
9:10	Morning Announcements		
10:30	Recess (15 minutes)	12:10	Students eat lunch in designated seating area (supervisor on duty for noon hour) (45 minutes)
12:10	Lunch (supervisors on duty for noon hour) (45 minutes)	12:30	Student play time in designated area
12:25	Students go out to play (bell)	12:55	Afternoon Instruction starts
12:55	Afternoon Instruction starts (bell)	2:53	Bus Pick Up to go back to Marie Sharpe
3:03	Dismissal bell (Teachers on bus duty)	3:03	Parent Pick Up from Scout Island (Bus drops students at Marie Sharpe)

Staff

- Calvin Dubray
 - Coralee Lebourdais
 - Tanya Isnardy/Vanessa Neufeld
 - Kirsten Hamm
 - Marianne Okrainetz
 - Cecilia Harry
 - Melody Drew
 - Katherine Goertz
 - Celina Parkin
 - Tracy Walton
 - Jeremy Parkin
 - Jennifer Reedman
 - Charlotte Haines
 - To be announced
 - Marlene Eccles
 - Jessica Katsura
 - Naomi Weil
 - Kim Davis
 - Patrick Larose
 - Cindy Stockill-Grant
 - Tracy Campbell
 - Katrina Balmer
 - Chelsea Hamblin
 - Angie Johnson
 - Jody Erho
 - Linda Porter
 - Tanya Johnson
 - Karen Grant
 - Dawn Ross
 - David Julius
 - Charlotte Lundeen
 - Sylvia Fraser
 - Erin Pedersen
 - Natalie Ohlhauser
 - Erika Manarin
 - Gina Henson
 - Sally Wiege
 - Anna Kalelest
- Principal
 - Secretary
 - Kindergarten
 - Nature Kindergarten
 - Grade 1
 - Grade 1/2
 - Grade 2
 - Grade 3/4
 - Grade 3/4
 - Grade 5/6
 - Grade 5/6
 - Resource Teacher
 - Chilcotin Language and Culture
 - Shuswap Language and Culture
 - Learning Support Teacher/ELL
 - Librarian/Reading Recovery
 - Strong Start program
 - Library Technician
 - Custodian
 - Educational Assistant
 - Educational Assistant
 - Educational Assistant
 - Educational Assistant
 - Educational Assistant
 - Educational Assistant
 - Educational Assistant
 - Nature Kindergarten ECE/EA
 - First Nations Liaison
 - First Nations Classroom Support
 - School Counselor
 - Speech and Language Pathologist
 - Speech and Language Assistant
 - Inclusive Support Resource Coach
 - Intensive Behavior Support Coach
 - Occupational Therapist
 - Youth Care Worker
 - Noon Hour Supervisor
 - Noon Hour Supervisor

School Calendar 2019-2020

DATE	DESCRIPTION
September 2, 2019	Labour Day Holiday (School Closed)
September 3, 2019	First Day of School – Day Shortened By 2.5 hours (Marie Sharpe dismissal is 11:30 am)
September 20, 2019	District led Curriculum Implementation Day – Students Do Not Attend
September 27, 2019	Non-Instructional Day (Pro-D) – Students Do Not Attend
October 14, 2019	Thanksgiving Day Holiday (Schools Closed)
October 25, 2019	Non-Instructional Day (Pro-D) – Students Do Not Attend
November 4 -7, 2019	Parent-Teacher Days – <i>Days Shortened By 1 Hour Per Day (Marie Sharpe dismissal is 2:03 pm)</i>
November 11, 2019	Remembrance Day Holiday (School Closed)
November 12 - 15, 2019	Fall Break - Not-In Session (School Closed)
December 23 – January 3, 2020	Christmas Break (School Closed)
January 6, 2020	First Day Back After Winter Break
February 17, 2020	Family Day (School Closed)
February 21, 2020	Non-Instructional Day (Pro-D) – Students Do Not Attend
March 16 – 27, 2020	Spring Break (School Closed) <i>March 16-20 – Spring Vacation – Students do not attend March 23-27 – Not in session – Students do not attend</i>
March 30, 2020	First Day Back After Spring Break
April 10, 2020	Good Friday Holiday – (School Closed)
April 13, 2020	Easter Monday Holiday – (School Closed)
April 24, 2020	Non-Instructional Day (Pro-D) – Students Do Not Attend
May 8, 2020	Non-Instructional Day (Pro-D) – Students Do Not Attend
May 18, 2020	Victoria Day Holiday – (School Closed)
June 25, 2020	Last Day Students Attend School
June 26, 2020	Administration Day
June 29 – September 2, 2020	Summer Break

SCHOOL CALENDAR REGULATION

Hours of Instruction:

- Kindergarten: 853 hours
- Grades 1-6: 878 hours
- Grade 7 (LCS): 878 hours
- Grades 8-12: 952 hours

Exempt Days from the Hours of Instruction:

- Exam Days
- Strike or Lockout
- 4 days per year may be shortened by one (1) hour to facilitate parent/teacher interviews
- Opening day of school hours may be shortened and dismissal times may vary

School programs

Zones of Regulation

The Zones of Regulation program has been instilled in our school environment to teach students a system to categorize the complex state of emotions and feelings that each individual experience. This improves their ability to recognize how they are feeling in a safe, non-judgmental way. It also allows students to recognize how their behaviors can affect others and their learning environment. We continue to build and expand on this program every year and our students have become very competent and comfortable in using the 'tools' of the Zones. Please ask your son/daughter about the program as a topic of discussion.

Positive Behavior Support Program/Successful Learner Traits

The school will teach, encourage and celebrate positive social and emotional competencies as well as recognition of students striving for personal academic excellence throughout the school year through the Successful Learner Traits. **The Successful Learner Trait Framework prioritizes competency-based education and is applied to all teaching, assessment, and reporting.** A key philosophical underpinning of The Framework is how we view and support student success.

How It Works

The framework specifically outlines a new perspective and set of priorities for education. Here, student success is recognized as a product of *how a student applies what he or she knows*. While content knowledge is useful; how one applies what they know is critical.

Using the Successful Learner Trait Framework, we prioritize the development of our students' inner capacity explicitly teaching what leads to success by using curriculum content as the context in which to do so. The use of the Framework is based upon this powerful shift.

We provide students with specific feedback according to the traits we see evidence of. Feedback is always and only positive. Assessment slips are filed by students in a place that is accessible to both them and the teacher. At any point in a term, it is very useful for each student to review their assessment slips and identify their learning strengths. Assessment slips are a powerful learning tools within a learning community when shared openly with students.

Successful Learner Trait Assessment slips will be gathered by classroom each month and entered in a draw at the Month End Student Celebration Assembly. Each class will have a student member drawn and recognized with the opportunity to choose an item from Mr. Dubray's Treasure Chest.

Student Celebration Assemblies will be held once a month at the end of the month in the afternoon (or close to the end of the month as we try and incorporate Nature K when they are here on Tuesdays). Classroom teachers are asked to prepare students or select students to present something they have been learning about (e.g. projects, slide-shows, artwork, music, poems or other notable and other celebratory worthy material).

Sensory-Mindfulness Room

We have incorporated a Sensory-Mindfulness room for students to use when they are feeling anxious, overwhelmed, a lack of focus, or need further stimuli to bring them back to a more regulated state. This room is open to all students and is monitored by a teacher or educational assistant and students access this room through 'Break Cards' presented to the adult that is working with them at the time. If you would like more information on how this works, please contact the school. We also have sensory tools in each classroom to assist students with regulation and refocus.

Safe Arrival Program

Marie Sharpe Elementary provides a **Safe Arrival** service for parents, initiated to ensure the safety and protection of our students. Karen Grant, our First Nation Liaison will be operating this system. The purpose of the program is to find out as soon as possible the whereabouts of each student who does not arrive at school. For this program to operate successfully, **parents are requested to let us know if their child will be absent or late by phoning the school in the morning between 8:00 am and 8:56 am, or by sending a note with another child in the family.** If parents would like a phone call and they have signed up for the program and their child is not in class when attendance is taken and we do not have prior notification of their absence, we will proceed as follows:

1. Check the sign-in list to see if the child arrived late and confirm absence with the teacher
2. Attempt to contact parent through home, cell or business number
3. Call emergency numbers that have been provided
4. Failing to reach these contacts, we will notify the police

Please ensure that you have provided our office staff with up-to-date telephone numbers for your home, cell/work and names and numbers of emergency contacts. Student verification forms will be sent home on the first day with students to ensure we have the proper contact information.

Strong Start Centre

A Strong Start Centre for preschoolers, ages 0-5, is open from 9:00 – 12:00 every day. Strong Start is a free drop-in program that is a wonderful way to introduce your child to an engaging and fun early learning school experience. Children must be accompanied by a parent or care giver whose participation is required for most activities. Please bring a Birth Certificate and Care Card to register your child in the program. Our Strong Start facilitator is Naomi Weil.

Language/Culture Programs

Students in Grades 5/6 have a choice of taking Chilcotin, Shuswap or Core French Language instruction. All classes will receive First Nation Studies instruction (Chilcotin or Shuswap depending on what parents select for their children) with a Language/Culture teacher as part of the curriculum. ***The Language/Culture programs are subject to teacher availability.***

Meals Program

Marie Sharpe in connection with the “Breakfast Club of Canada” can provide a breakfast program every day for those students who need breakfast in the morning before school starts. This program operates from 8:30 am – 8:56 am out of our “Breakfast Club” room and is open to everyone. There is no cost to students. **An ‘emergency lunch’ program will be provided for those students that are in dire need.** There is a PAC sponsored lunch once a month on Tuesdays and this is also at no cost to students. **We do accept donations to these programs.** Every alternating Friday we do have ‘Hot Dog’ Days and Pizza Days where students can purchase these items for \$2.00 per hot dog/piece of pizza.

Starfish Pack Program

The Starfish Pack Backpack Program is a ‘hand-up’ program that assists families in need. A backpack of food is sent home before the weekend with a student in need to take back to their home and share with family members. If you need this assistance or would like to donate to the program, please contact the school for more information.

Families and Schools Together (FAST) Program

This program is a prevention and early intervention program that helps children succeed by empowering parents, connecting families, improving the school climate and strengthening community engagement. **No matter where** they may live, what language they speak, or what circumstances they live in, parents love and want the very best for their children. Yet at one time or another, virtually every family faces challenges – from health problems to economic instability – that affect parents’ ability to provide the care and guidance their children need to thrive. Families & Schools Together exists to make a critical difference despite these challenges by empowering parents, strengthening families and creating social networks that give children the opportunity for fulfilling, productive lives. Please contact the school for more information on this program or if you would like to participate. ***This program is subject to run based on availability of volunteers and community agency partnership.***

In-School Mentoring Program

The Big Brothers and Sisters Organization of Williams Lake provides in-school mentors for Schools in District 27. Mentors include adult mentors as well as high school mentors who work with students on a one-to-one basis for one to three hours per week. Referrals for mentors can be initiated by teachers, parents or self-referrals by students.

Artists in Schools Program

The groups and performers invited in to our school provide a wonderful opportunity for students to experience arts at a professional level. Parents are asked to assist if possible, with a minimal donation of \$5 towards the cost of this program which receives partial funding by the District Artists in Schools grant. We have 2 performances this year; one in the Fall and the other in Spring.

Recycling Program

Marie Sharpe recycles all juice packs, cans and plastic bottles. In support of our school, families are invited to drop off recyclable containers at Amanda Enterprises on McKenzie Avenue and specify the amount earned to be donated to Marie Sharpe. When you donate on our school’s behalf, just drop off your recyclables and they will do the sorting for you. Our school also composts and does recycling of cardboard and paper products as well.

Student Job Program

Marie Sharpe has a student job program. All students can apply for a job by filling out a job application form. Upon review of applications, a student may receive a school job. The types of jobs include but are not limited to such activities as helping monitor primary classes during lunch times, assisting the custodian in clean-up and answering office phones during lunch time.

Extra-Curricular Sports and Activities

Students can participate in a variety of extra-curricular clubs and sports including Cross Country Running, Volleyball, Basketball, Floor Hockey, Soccer and Track and Field. Grade 4-6 students can compete on our intermural teams and play against other schools. Additional sports and activities depend on volunteers. Please let the office know if you, or someone you know, have an interest in sponsoring an activity for students.

SCHOOL PROCEDURES

Student Absences

The first part of the school day is a very important time for students. Student learning readiness is highest during this time. Also, important announcements and instructions are given shortly after the last morning bell at 9:01 am. If a child arrives late, they must sign in at the office before going to class. Please call Marie Sharpe at **250 392-4104** or **250 392-4052** to leave a message if your child will be absent or late for school. Please include your child's first and last name and a brief explanation for their absence. Regular attendance at school is a key factor in determining your child's success. Please ensure that your child attends regularly. Unexcused absences amounting to 3 or more will result in a call home from teachers.

Eating Lunch at School

Noon Hour Supervisors are on duty during lunch first in the classrooms while students eat from 12:10 pm - 12:25 pm and then on the playground until 12:55 pm. Students are expected to be seated in their classroom during eating time and wait until they are dismissed by the noon hour supervisor. In the primary classrooms, senior 'lunch buddies' are in classrooms to assist and mentor our younger students.

Leaving the School Grounds: Sign Out/Sign In

For safety reasons, students are not allowed to leave the school grounds during the school day unless they have permission. If your child is to go home for lunch, please inform the school by phone or a note. These students must sign out and in at the office.

If you want your child to leave the school for a specified reason, please come in and sign them out or give your child a signed note to give to the office. Students waiting for parents to pick them up during school hours must wait in the office. If your child has different after school plans than what is their regular routine, please send a note or call the school before 3:03 pm to ensure they get the required information.

Students Who Walk to School

Students who walk to school should not arrive before 8:26 am and leave the school grounds following dismissal time at 3:03pm. Supervision after school is for bus students only. We ask students and parents to use the guarded crosswalk at 3rd and Cameron Street when crossing the street.

Phone Use

Students may use the phone in the office, but we ask for emergency use only. Students, who bring cell phones to school, must keep them turned off during class time. ***Students will be first given a warning for electronic device use during instructional time; second offense will require the teacher to hold on to the device until the days end and a third offense will require the parent/caregiver to come and pick up the device from the office at the end of the school day. Due to privacy acts, students may not use phones to take pictures. Consequences may include asking to delete pictures.*** Marie Sharpe is not responsible for the loss of electronics.

Bicycles, Skateboards and Scooters

Bicycles are to be locked up to the bike rack in the courtyard during school hours and the bike rack is out of bounds to students during school hours. Students may store skateboards/scooters in their classroom, but they are not to be used on school grounds. They are to be used for transportation to and from school only.

Lost and Found

The lost and found clothing rack is in the hallway outside the gym. Jewelry or other small items are stored in the office. Students may claim these items by offering a detailed description of the lost item. To assist the school in identifying personal property, **please label** all articles of clothing and personal items brought to school. Unclaimed items will be donated to organizations in town.

Volunteers

Volunteers are always welcome and appreciated at Marie Sharpe! Volunteer jobs may include everything from preparing PAC sponsored lunches, fundraising, helping regularly in classrooms, listening to students read, accompanying/supervising students on field trips or helping with pizzas days.

Volunteers must also complete a Criminal Record Check. The online link to complete a criminal record check is <https://justice.gov.bc.ca/eCRC/> and the access code is 74A5ZG3VHN.

Volunteers are asked to sign in at the office upon their arrival at the school. If parents or other adults are transporting students in a private vehicle, a Volunteer Driver Application form must be filled out and kept on file at the school. The driver's license and insurance must also be checked to insure proper liability and requirements. The Principal or designate must check the physical condition of the vehicle, specifically looking at seatbelts and tires. It is the responsibility of the Principal to determine if road conditions are safe. This is a mandatory policy.

The responsibilities of parent volunteers are:

- To maintain confidentiality always
- To familiarize themselves with posted escape routes in case of emergency
- To conduct themselves in a manner befitting an office/school environment

If you are interested in volunteering, please let your child's teacher know or drop in to the school office.

Parking

Parents are asked to park along Third Avenue on the school side of the street or use the Public Parking Lot located on Cameron Street. To ensure safety for all, **vehicles must not block the bus zone area along Third Avenue.** If drivers park across the street along Third Avenue, please ensure your child uses the crosswalk at the corner of 3rd and Cameron Street to cross the street. Parents are not to enter the staff parking lot or the courtyard area during the school day unless for pre-arranged handicap access to the school.

Inside/Outside Days

All students are expected to go outside for recess and lunch hour to play in the fresh air unless it is too wet and rainy, or temperatures drop below -15 degrees Celsius. Please make sure your children are dressed appropriately for seasonal weather conditions. Winter clothes include warm coats, boots, mitts/gloves, hats and snow pants. During “Inside Days”, students may play in their classrooms or on the computers in the lab, read/work in the Library or attend an activity in the gym.

Illness / Injury

Normally children who are too ill to go outside for recess are too ill to be at school. Their learning capabilities become limited and often, as with a cold, the illness is spread to others. If a student becomes ill at school, the parent or guardian will be contacted to arrange for the child to go home. If an injury appears serious, parents will be contacted, and the child may be taken to the hospital. Any head injury will be reported to the parent/caregiver immediately.

If your child has specific medical needs, **please inform the school as soon as possible**, so that we can provide the appropriate assistance. School staff is not authorized to administer medication without parents’ written consent. Staff has been trained to administer Epi-pens in the event of an emergency. Parents will be contacted if this medication has been used, needs to be replaced, or the date of expiry is near. If your child requires daily medication, please ensure they receive their medication before they arrive at school. If daily administration of medication is required at lunch time, a letter from you and your child’s doctor is required and the medication will be held at the office. Forms are available at the office for you to fill out if your child requires medication to be administered at school or a medical plan needs to be put in place.

Lice

If it is determined that a child has lice, a call will be made home to inform parents/guardians and at this time they may decide to pick up the child. A letter outlining the appropriate steps to be taken will be sent home with the child. The child will NOT be sent home early and will be allowed back to school. The child’s classmates will also have a note sent home letting parents know about the lice issue. Only with chronic infestation, will a child be asked to remain at home until the problem is eradicated.

Allergies

Some classrooms have been designated as “Peanut Free Zones” if students in the class have a life- threatening peanut allergy. Classroom teachers will send home letters informing parents if this applies to your child’s classroom. Your cooperation in helping us to provide a safe environment for every child at school is appreciated. Other allergies should be noted on the child’s registration or verification form.

School Pictures

Individual photos are taken in early Fall. Students are under no obligation to purchase the photos. Class photos are taken in the Spring and each child will receive a free class picture. This year we will be once again using Lifetouch Photography.

Emergency Contact Information

In the interest of the safety of your child, it is important that the school have **up-to-date home and work telephone numbers** of the parents or guardians and emergency numbers of sitters or family friends. **Student Verification forms will be sent home with all students at the beginning of the year for parents to check information is correct. Please return these as soon as possible.** If changes occur during the year, please contact the school with the

updated information as soon as possible. It is great comfort to your child to know that a parent or emergency contact person can be reached immediately in their time of need.

Library

Our library supports and enriches the curriculum taught in each classroom. The library program also teaches students how to find information and strengthens research skills. The library is a classroom in our school where students may work independently, in small groups, or in whole class activities. Books are signed out for a one-week loan period. Students are responsible for books signed out and will be required to reimburse the school for lost or damaged books. Monies will be refunded if the book is found. Please encourage your child to take care of the library books they borrow by providing a safe place to store them at home when they are not being read. The library space is used to incorporate 'Maker Spaces' and 'Lego Club' into the library for students to create and do more hands-on learning. The library also hosts a Scholastic Book Fair in November as a fundraiser for the school but more importantly to promote reading and literacy.

Computer Lab/Technology

Marie Sharpe has a full classroom computer lab. We have portable touch Smart Boards and document cameras that will allow our students more hands-on, interactive learning while gaining valuable technology skills to use. We also have a mobile laptop lab for classrooms to access for research and project-based learning.

Field Trips

At times, students go on field trips that are designed to complement topics of study. Some are walking trips, while buses or parent volunteer drivers may be required for others. Parents will always be notified ahead of time if your child is going on a class field trip. This should help avoid conflicts with medical and other appointments, or if parents need to pick up their child unexpectedly during the school day. **Permission slips are required for all field trips so please get them back to the school in a timely manner before the scheduled trip is to take place. A reminder that field trips are part of the regular school day and are often used to introduce new curriculum or reinforce or expand on already taught curriculum. Field trips are not optional.**

Student Leadership

We have an established and active Student Leadership Team at our school. Students in grade 4-6 are given the opportunity to become a team member, attend regular monthly meetings and organize activities for the entire student body. They may also participate in fundraising for charitable organizations and school-based events.

Assemblies

There will be a Student Celebration assembly once a month at the end of the month. During this time the "9 Great Things" regarding student's efforts and achievements will be celebrated, expectations and arising issues will be discussed and special occasions will be acknowledged. Parents and community members are welcome to attend these ceremonies.

SCHOOL POLICY

Visitors

All visitors to the school are requested to check in at the office upon entering the building prior to going to the classroom to see a teacher or child. Visitors/Volunteers that are here for an extended period will be asked to wear an identification badge.

Bus Regulations

Students who come to school on the bus should return home on the bus unless they have a note from parents and permission from the principal. Bus students are expected to go immediately to the Bus Loop along the Third Avenue side of the school as soon as they are dismissed in the afternoon. Bus students are not allowed to leave the school grounds before they catch their bus home. Non-bus riding students will not be permitted to ride busses unless parental permission is given and authorized by the principal in advance of the date of travel.

Bus Safety – Remember riding the bus is a privilege and not a right

- When buses are parked, it is important for safety reasons that students and parents walk around buses to use the cross-walk and not in between the buses.
- The bus driver is in complete charge of the vehicle and the students. It is expected that students will be courteous and obey instructions promptly.
- Respect for property is expected. Vandalism or willful damage to a bus will result in total removal of bus privileges.
- Students must remain seated while the bus is in motion. Personal belongings as well as heads and arms must be kept inside the bus. Objects that may cause injury (e.g. sports equipment such as skates) must be safely packaged.
- **The bus driver will warn a student about inappropriate behaviour and request that it stop. If the behaviour continues, the bus driver will write up the student and have a conversation with school administration which could lead to a suspension of bus privileges for the student after the 3rd written warning. In all write-ups a parent will be notified of the incident.**

Cold Weather

Parents must make the decision as to whether students should be sent to school when temperatures and conditions are hazardous. Responsibility for such decisions cannot rest with the supervisor, the bus driver or the School Board. When the temperature at the Williams Lake Airport is -32 degrees Celsius or colder, school buses will not be operated in the Williams Lake area. Cancellation of school buses will be determined by the transportation supervisor and will be broadcast on the local radio station and posted on the school district website at www.sd27.bc.ca. Students will be brought into the school during times when the temperature is below -15° C.

Early Closure/Non-Scheduled School Closures

In the event of an unpredicted situation such as a power outage or extreme weather condition, school may be let out early. In this event, school personnel will contact parents/guardians or emergency contacts. All children will remain at the school with staff until arrangements have been made to ensure someone is at home or at the bus stop to meet the students.

Student Dress and Footwear

When conditions are wet or muddy, outdoor shoes for students, staff and visitors will be required to be removed when entering the school. Students should have indoor footwear at school. To ensure Marie Sharpe remains safe and clean for staff and students, indoor shoes will be required for all students. A student's indoor running shoes can also be used for gym class. Please dress children according to weather conditions. Students will be required to remove hats while inside the school.

Electronic devices/Valuables

To ensure a quality learning environment, we ask that electronic devices remain at home unless for emergency purposes only. If students bring electronics such as cell phones to school, they will be asked to put them away and shut off until the end of the day. Failure to do so will result in the following actions: **First Offense:** A verbal warning to put the device away in a secure area – teachers can offer to hold the device for them.

Second Offense: Teacher will hold on to their device until the end of the day to then be returned.

Third Offense: The individual will be referred to the office where the principal will call and inform parents to come and pick up the device. It is also forbidden to use electronic devices to take pictures of students or staff at school. Students should not bring valuable items to school.

The school takes no responsibility for lost or stolen items and requests that all such devices remain at home.

Toys

Students need to keep their toys at home as it continually interrupts with their learning in classrooms.

It also presents a problem when students see fit to trade toys and then regret their decision later.

We will provide all classrooms with outside PE equipment and items for the Mud Kitchen and sandbox.

Chewing Gum

To ensure our school remains a clean and respected place to work and learn, chewing gum will not be permitted in the school building or on the school grounds.

Snowballing

To ensure the safety of all students and staff, throwing snowballs is strictly forbidden and could result in consequences up to and including suspension.

Fire Drills/Lockdowns

Fire drills will take place on six occasions during the school year. Each class will evacuate the building by an approved fire exit route in a quick and orderly manner. They will then remain with their teacher on the designated area on the school grounds. Attendance is taken and students remain with their groups until it is safe to return to their classrooms.

A school lockdown drill will also take place once a year. The students will respond to a predetermined signal by assembling in a quiet location within the class, while the doors of the classrooms are locked by their teachers. Students will be taught to find safe areas and respond quickly and appropriately to the drill.

Internet Use

Students can use the computer lab or mobile laptops during specified class time or on designated 'inside' days. In order to access the internet, parents and students must sign an internet use form.

This will be sent home with your child at the beginning of the school year. Any violation of SD27 Policy #5780 (www.sd27.bc.ca) will be dealt with in accordance with the Code of Conduct.

Bullying Policy

The schools and the District are working together to eliminate bullying in schools.

In accordance with the school plan, every reported act of bullying will:

- * Be acknowledged, investigated and dealt with.
- * Result in a consequence for the bully and support for the victim.
- * Result in a progressive plan of remediation for the bully.
- * Protection of the victim from retaliation by the offender.

The progressive discipline system will be followed in all instances with the the final step in any school action plan, where there is no improvement in behaviour, results in indefinite suspension for the student.

School Supervision Policy

As per the School Act (section 148) and accompanying Regulations (section 83), we are required to supervise students while they are on school premises. Staff members are expected to supervise students beyond the immediate area of the classroom. In order to maintain the positive atmosphere our school has established all teachers will be responsible for general supervision of the whole school during instructional time and in breaks between classes. All staff members are requested to monitor the corridors outside their teaching area in the morning and afternoon before classes begin, immediately after lunch and dismissals at the end of the day. It is expected that all staff members will check unacceptable student behavior in the school buildings, on the grounds, or at any school function. The support and assistance of the administration will be available as well.

Whenever extra-curricular programs are scheduled such as team sports on the field or in the gym, club/informal group meetings, or intramural activities, a staff or community sponsor must be present to supervise the students. Such supervision is strictly voluntary and, although required, does not constitute part of the school's formal supervision schedule.

On occasions where the weather is inclement, the principal or TIC will determine whether it is an inside or outside day. This information will be announced on the PA system and all doors will be marked with a sign to indicate inside days. First thing in the morning, supervision staff will be inside monitoring students in classrooms with only one adult outside making sure students come into the building. Students are to remain in the classroom or Breakfast Club room. At recess, students will remain in their classrooms with teachers and 'on duty' staff supervising them in 'sit-down' activities such as art, games, stations etc. At lunch hour, on inside days, students will be given designated areas (usually the gym, computer lab, library) to be by the principal or TIC with noon hour supervisors designated to those areas as well.

Noon hour supervisors are responsible for monitoring students while in class at lunch from 12:10-12:25 pm and then outside from 12:25-12:55 pm. They will rotate through the hallways and classrooms on a monthly basis. They will be assisted by 'classroom lunch buddies' that will be assigned to the primary classes.

Communication

It is essential that communication between home and school be maintained. Good communication minimizes misunderstanding and provides the opportunity to determine what is best for our children. The school works diligently to keep parents regularly informed about planned activities through monthly calendars, school district website, classroom/school Facebook pages and newsletters. Also, individual teachers will communicate to their students about special projects or activities in their classrooms. Permission forms will be sent home for all activities and events which take place off the grounds. Day planners and 'Back and Forth' books are also ways that teachers and parents can communicate with each other on student progress, concerns or upcoming events and homework.

Contacting Staff

Parents should not hesitate to contact the school to discuss a matter **or to make an appointment with their child's teacher or the school principal**. The school answering machine is checked each morning before school, at recess, at lunch, and at the end of the day. The principal or TIC will respond to any messages.

Notes

Teachers appreciate correspondence about students in their classes. Please send a note if:

1. Your child is getting off the bus anywhere other than his/her regular stop. The bus driver must have this information before he/she is permitted to let a child off at a new destination.
2. You are picking your child up early or if your child is going home with someone other than a parent.
3. Your child has had an important event in their life that their teacher might need to know about in order to best meet the child's educational needs.
4. If your child is unable to participate in a school activity.

Parent Concerns

If you have a concern about your child, please speak to their classroom teacher first, who will help to solve the problem or find additional help for you. If you have a concern about someone at the school, contact the person. If you are not satisfied with the result, please contact the Principal.

Complaint Protocol (DISTRICT POLICY)

As many complaints are a result of misunderstanding, the person complained about should be given an opportunity to clear up the problem without the intervention of a third party. Only in unusual circumstances will a third party receive and act on a complaint that has not passed through the people directly concerned. Based on this belief, the School Board has instituted the following policy: **Policy # 1312** *Persons who have complaints against staff or volunteers are required first to discuss the matter with the person directly concerned before raising the complaint to a higher level of authority/responsibility. A person receiving a complaint must not attempt to obtain a resolution until assurance is provided that the complaint has been referred to the lower level of the referral chain.*

Parent Advisory Council (P.A.C.)

One method for parents/ guardians to become involved at Marie Sharpe school is through our school P.A.C. which meets on the first Wednesday of each month at 6:30 pm in the "Breakfast Club" room. We encourage all parents (from Kindergarten to Grade 6) to become partners in their child's education at Marie Sharpe. Your PAC is an avenue for you to become involved in supporting the students, staff and school community, express things that you would like improved upon or suggest something new you would like to see happen at the school.

Newsletters

School newsletters will be sent home approximately every three weeks with students to help keep everyone up-to-date on school activities. They will also be posted to the school district website and you can access them by going to www.sd27.bc.ca; **clicking on the school tab at the top of the page; then clicking on the elementary schools tab; then selecting Marie Sharpe.** Classroom teachers may also send home notices periodically throughout the year with information related to classroom events and activities.

Displayed Information

Bulletin boards outside the office display information providing updates of PAC (Parents Advisory Council) activities as well as information regarding sports events and special happenings within the school. Our teachers and administrative staff are always available should you wish to contact us regarding concerns or suggestions.

Parent Teacher Interviews

Parent/Teacher Conferences are held in November. Parents will be asked to sign up for a convenient meeting time well ahead of Interview Week. It is important that parents/guardians meet with teachers to stay informed before issues arise, to collaborate on ways to assist your child or just to check on their child's progress. Dismissal during Interview week Monday – Thursday will be at 2:03 pm (one hour earlier than usual). Report cards will be sent home at the end of each term: in the Fall, in the Spring and at the end of June.

Reporting Student Progress

Report cards are issued three times a year. Interviews with teachers are scheduled during November 4th- 7th, 2019. The first formal report will be sent home December 13th, 2019. ***It is particularly important for you to schedule an interview with your child's teacher if he or she receives an "I" on a report or if your child is on an IEP.***

Reporting Schedule

Parent –Teacher Interviews	November 4 th – 7 th , 2019
First Report Card	December 13 th , 2019
Second Report Card	March 13 th , 2020
Final Report Card	June 26 th , 2020

Primary Student Performance Scale Report

1. for students in Kindergarten, as "Approaching", "Meeting" or "Exceeding" expectations, and
2. for students in Grades 1 to 3 as "Not yet meeting", "Approaching", "Meeting", or "Exceeding" expectations

Intermediate Student Performance Scale Report

Letter grades are granted based on the percentages students achieve.

Term Report Symbols

<u>Letter Grade</u>	<u>Meaning</u>
A = 86 – 100%	Excellent or outstanding performance in relation to expected learning outcomes.
B = 73 - 85 %	Very Good performance in relation to expected learning outcomes.
C+ = 67 – 72 %	Good performance in relation to expected learning outcomes.

C = 60 – 66 %	Satisfactory performance in relation to expected learning outcomes.
C- = 50 – 59 %	Minimal acceptable performance in relation to expected learning outcomes.
I = 0 – 49 %	Not demonstrating minimally acceptable performance in relation to the expected learning outcomes.
F	Fail – student has not achieved a pass standing. It is in his/her best interest to undertake further work at this same course level to prepare for subsequent courses or grades.

Use of the Letter Grade "I"

The letter "I" will be used to alert parents when students, for a variety of reasons, are not demonstrating minimally acceptable performance in relation to the expected learning outcomes. The "I" may be used at any time during the school year on informal or formal reports. The underlying principle is that parents and students should be alerted to a problem as soon as teachers detect it.

When an "I" reporting symbol has been assigned:

- students and parents are informed, and are provided with an opportunity to consult with teachers about the problems students are having and possible solutions; and,
- teachers will identify what the problems are and specify a plan of action to help students achieve the learning outcomes
- students will be given a minimum of 10 days to complete the plan of action

The "I" letter grade must be converted to another letter grade or percentage:

- before students' records are transferred to another school, unless there is agreement between the principals of the two schools to defer conversion of the "I" reporting symbol;
- when letter grades are recorded on the permanent student record card; and,

An "F" letter grade can only be assigned if an "I" reporting symbol was previously assigned.

Criteria for Honour Roll

At the end of each reporting period, the school determines an academic achievement **HONOUR ROLL**. A percentage average of 73% or more qualifies a student for the Honour Roll provided that the student has no percentages below 60%.

Work Ethics List of Distinction

At the end of each reporting period this list is published to recognize students who make a substantial **EFFORT** in their studies. Students who have achieved at least 60% or more and have "E's" or "G's" with **NO** unsatisfactory Work Habits will achieve this distinction.

Principal List

At the end of each reporting period this list is published to recognize students who have maintained an 86% or greater average throughout the term.

Student Support Services

School Based Resource Team

The School Based Resource Team's purpose is to support the academic, social, and emotional well-being of Marie Sharpe's students. The team is chaired by the Principal and is comprised of the parent(s), the learning assistance teacher(s), the special education teacher, classroom teachers, teacher assistants, counselor, and various district and community-based professionals as required. Specific concerns about the individual student are brought to the team by classroom teachers based on their observations and assessments. Alternatively, parents may request to have their child's learning reviewed by the team. Through the collective expertise of all attending members, the team discusses the issues or concerns, and develops strategies and recommendations for the resolution of a student's difficulties.

Learning Support

Our school has a vibrant Learning Support Program led this year by Mrs. Jenn Reedman. She will work with the School Based Team to test and diagnose pupils referred by the classroom teacher and suggest materials and programs that would be suitable for correcting identified problem areas. Our learning support model is one of inclusion and support happening within the classroom, so students remain with their peer base and the learning support teacher can collaborate and support the teacher as well. Sometimes a 'pull out' program is implemented, where the student comes to the Learning Assistance room for instruction and assistance in a certain subject on a regular basis, and sometimes the learning assistance is of a short-term duration. In many cases, it is not necessary for the child to receive LA help all year. In every case, however, there is frequent communication between parents, the Learning Support teacher, and the classroom teacher, so that all are aware of the difficulties the child is having and what is being done to address the difficulties and the progress being made by the student.

Reading Strategies Teacher

We have a Reading Strategies teacher available for Grade 1 students who are identified as needing extra literacy support. We welcome back Mrs. Jessica Katsura to this position. In consultation with parents, students are evaluated, and specific goals are established for them to help move them towards grade level reading skills.

English Language Learners (ELL) and English as a Second Language (ESL)

Children attending Marie Sharpe whose first language is not English are provided with small group instruction in the English language, based on individual needs and level of English proficiency. This support may occur either within the classroom or in a pull-out scenario. We welcome Ms. Marlene Eccles to this position.

Other Services

Our school district provides other services for students, including an elementary counselor, a school psychologist, a speech and language therapist, a District autism coach, a District behavioral coach, an occupational therapist and assistance for visually impaired and hearing-impaired students. These support professionals work with small numbers of students in our school. Teachers will make referrals to the Principal upon which parents will be contacted to discuss the issues and to decide if their child requires these services.

Individual Education Plans (IEP's)

Individualized Education Plans are required by the Ministry of Education for every student on a specialized program; meaning a student has had his/her instruction modified. These plans are developed in conjunction with the parent, Principal, classroom teacher, and specialist teacher(s) who will be working with the student.

School Code of Conduct

Purpose

At Marie Sharpe Elementary we hold a common belief in a set of rights and responsibilities which supports a safe, caring and respectful learning environment where students feel a sense of belonging, pride in their school, and where people in the school community are respectful, fair, and where they feel safe to work and learn.

Accompanying these rights and responsibilities is a set of expectations which provides a framework for school discipline, while at both school and school related activities. We believe that in order to have and maintain a positive school environment a cooperative effort between parents, staff, students and the community is imperative.

Acceptable behaviors would be generalized as any behaviors that promote each student's rights and responsibilities.

Development and Regular Review

The Marie Sharpe Elementary Student Code of Conduct will be reviewed annually by students, staff and parents (through PAC) in September of each school year. However, should a situation arise where the Code of Conduct needs to be reviewed after September of each school year, time will be afforded to address the issue. The Student Code of Conduct will be continually monitored to ensure it is reflecting current and emerging situations throughout the school year.

Communicating Expectations

The Code of Conduct is to be communicated to staff and students via the student handbook which will be supplied at the start of each school year. Copies will be retained in the office for parents, temporary staff, school community members and visitors as requested. Teachers will review the Code of Conduct with students on the first day of school and revisit it throughout the year as needed.

Active Teaching and Promotion of Expectations

The school will teach, encourage and celebrate positive social and emotional competencies as well as recognition of students striving for personal academic excellence throughout the school year through the Successful Learner Traits. **The Successful Learner Trait Framework prioritizes competency-based education and is applied to all teaching, assessment, and reporting.** A key philosophical underpinning of The Framework is how we view and support student success.

How It Works

The framework specifically outlines a new perspective and set of priorities for education. Here, student success is recognized as a product of *how a student applies what he or she knows*. While content knowledge is useful; how one applies what they know is critical.

Using the Successful Learner Trait Framework, we prioritize the development of our students' inner capacity explicitly teaching what leads to success by using curriculum content as the context in which to do so. The use of the Framework is based upon this powerful shift.

We provide students with specific feedback according to the traits we see evidence of. Feedback is always and only positive. Assessment slips are filed by students in a place that is accessible to both them and the teacher. At any point in a term, it is very useful for each student to review their assessment slips and identify their learning

strengths. Assessment slips are a powerful learning tools within a learning community when shared openly with students.

Successful Learner Trait Assessment slips will be gathered by classroom each month and entered in a draw at the Month End Student Celebration Assembly. Each class will have a student member drawn and recognized with the opportunity to choose an item from Mr. Dubray's Treasure Chest.

Expectations of Acceptable Conduct

Students will be asked to conduct themselves in such a way as to help create an atmosphere of trust and respect in which they may grow in confidence as a result of their actions and achievements. Behaviors we believe that will facilitate such an atmosphere are as follows:

- to attend school regularly and follow the expectations of the school,
- to participate willingly, and to do the best of their ability, in their learning,
- to respect themselves and others' safety, well-being, and property,
- to be accountable for their behavior and responsive to reasonable, related, and respectful consequences,
- to participate in creating a safe, positive environment conducive to learning.
- to be involved in developing a school code of conduct.
- to be involved in their school by participating in school-wide activities that promote sense of belonging, leadership, learning and fun.

Students Rights and Responsibilities

All students have rights and responsibilities. These rights and responsibilities include:

1. I have a RIGHT to learn.
It is my RESPONSIBILITY come to school prepared, on time and ready to learn to listen to instructions, work quietly at my desk, and always do my best work.
2. I have a RIGHT to hear and be heard.
It is my RESPONSIBILITY to listen and not disturb others when someone else is speaking.
3. I have a RIGHT to be respected in the school.
It is my RESPONSIBILITY not to bully, tease or bug other people, or to hurt their feelings.

4. I have a RIGHT to be safe in this school.
It is my RESPONSIBILITY to participate in activities safely and not threaten, or harm others.
5. I have a RIGHT to privacy and to my own personal space.
It is my RESPONSIBILITY to respect the personal property of others, and to accept their right to privacy.

These conditions apply while students are attending school, while travelling to and from school, and while attending any school function at any location. School District #27 has no tolerance for weapons, explosives/incendiary devices/materials and in the interests of safety, Marie Sharpe Elementary will do everything in its power to ensure this no tolerance policy is adhered to.

Possessing or using weapons, explosives, fireworks, firecrackers, or any other items capable of causing bodily harm, including "fake" weapons that can be perceived as "real" weapons will result in immediate suspension from the school and the file undergoing district review.

School Code of Conduct Requirements with Respect to the Human Rights Code

The Code of Conduct and the BC Human Rights Code

- **The contents of this Code of Conduct acknowledge that if there is a conflict between this code and the Human Rights Code then the Human Rights Code shall prevail.**
- **With respect to the Human Rights Code, this School Code of Conduct in no way intends to discriminate against a person or class of persons because of race, color, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation of that person or class of persons.**

The school and the Board of Education will take all reasonable steps to ensure no person affects retaliation on another for making a complaint resulting in a breach of the Code of Conduct.

It is expected that while involved in school related functions of any nature that students, parents, coaches and involved members of the greater community follow the School Code of Conduct as they are acting as ambassadors of the school.

Consequences for Unacceptable Conduct

In the event a breach of conduct by a student occurs, certain behaviors have been highlighted as well as a disciplinary action plan in effort to provide students, parents and staff with a guideline for disciplinary proceedings and protocol.

Where consequences for unacceptable behavior are concerned, whenever possible and wherever appropriate, consequences shall be restorative rather than merely punitive in nature (ex. actions of a discriminatory nature). The design of the level 1, 2 and 3 behaviors is meant to address the very issue of restorative rather than punitive actions (see below).

In no way is this list meant to be wholly comprehensive as situational variables must be considered in all cases in effort to best meet the needs of all parties involved in disciplinary incidents. Consideration will be given to a student's age, maturity, and special needs as well as the student's previous school record.

Special considerations may apply to students with special needs where appropriate. (These are students who may not be able to fully comply with a code of conduct because of their special needs). As students grow older and move through successive grades at Marie Sharpe Elementary School it is expected that their maturity will increase and accordingly be held to a higher standard of personal conduct.

The use of suspension will only be considered when violation of the Code is serious or other consequences have been inadequate or ineffective.

On occasion school officials may have a responsibility to advise other parties of serious breaches of the Code of Conduct (e.g., parents, school district officials, police and/or other agencies). Teachers are responsible for developing their own Classroom Management Plan. Within this plan, there will be classroom expectations, classroom recognition, and classroom consequences that will be explained to all students at the beginning of the year and that are consistent with and complement the School Code of Conduct. See the School Wide Discipline Plan on the following page.

LEVEL 1 BEHAVIORS

The teacher handles the following behaviors:

- Disruptions/Disobedience
- Tardiness
- Lack of effort
- Lack of respect
- Inappropriate language/behavior
- Homework issues
- Inappropriate assembly/audience behavior
- Breach of school rules/policies

LEVEL 2 BEHAVIORS

The following behaviors are dealt with by the teacher then reinforced by the principal:

- Lack of respect (Major)
- Truancy
- Harassment
- Defiance/Willful Disobedience
- Inappropriate internet use
- Disrespect of teachers' personal space and belongings
- Inappropriate behaviors on school trips
- Cheating or plagiarism

LEVEL 3 BEHAVIORS

The following behaviors require immediate referral to the principal:

- Bullying
- Repeated/Major harassment
- Intimidation
- Theft and vandalism
- Inappropriate sexual activity
- Fighting/Assault
- Endangering safety
- Drug and/or alcohol infractions
- Possession/Use of weapon
- Smoking/Inappropriate tobacco use

School – Wide Consequences – A Guideline

LEVEL 1 BEHAVIORS

- Step 1 – Remind student of behavior expectations
- Step 2 – Restitution by the student
- Step 3 – Home contact by the teacher
 - Discuss a student plan of action with the student
- Step 4 – Move directly to “Level 2 – Step 2”

LEVEL 2 BEHAVIORS

- Step 1 – Restitution by the student
 - Discuss a student plan of action with the student
 - 1 to 3 day in-school suspension **or** parent supervised home suspension
- Step 2 – Referral to Principal
 - Home contact by Principal
 - 1 to 5 day in-school suspension **or** parent supervised home suspension
- Step 3 – Referral to Principal by teacher
 - Home contact by Principal
 - 1 to 5 days out of school suspension
 - Parent conference with Principal before student returns
 - Student contract and behavior plan
- Step 4 – Move directly to “Level 3 – Step 2”

LEVEL 3 BEHAVIORS

- Step 1 – Referral to Principal
 - 1 to 3 day in-school suspension **or** parent supervised home suspension
 - Parent conference with Principal before student returns
- Step 2 – 1 to 5 days out of school suspension
- Step 3 – 5 to 10 days out of school suspension
- Step 4 – Indefinite Suspension – Referral to District Discipline Committee



SAFE SCHOOLS INITIATIVE



September
2019

VIOLENCE THREAT/RISK ASSESSMENT PROTOCOL

FAIR NOTICE

Student Threat Assessment Protocol: Fair Notice

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 others, internet website threats to harm/kill others, possession of weapons (including replicas), bomb threats and fire setting.

Duty to report

To keep school communities safe and caring, staff, parents, students and community members must report all threat-related behaviours.

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, posted on the internet or made by gesture. Threats must be taken seriously, investigated and responded to.

What is a Threat Assessment Team?

Each school has a Threat Assessment Team which is multi-disciplinary. The team may include principal, vice-principal, school counsellor, learning support teacher and police.

What is the purpose of a student threat assessment?

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 for all.

Emergency Response Plan

Fire drills and evacuation procedures will be conducted at least 6 times during the school year.

In the Event of an Emergency (Teacher and Student Procedures)

- Students will evacuate the school
- Students and teachers gather on the top field – primary students on the left, intermediate to the right
- Non-division teachers and support staff accompany classes
- Division teachers to check that neighboring division teachers are present and report any teacher absences to command post at long-jump pit
- After division attendance is taken student runner to bring attendance list to goal post (even if all students are present).
- Students and staff remain at marshaling area until all clear is sounded at the direction of the principal or principal designate.
- Should students not be able to return to the building, staff will supervise students in moving to Lake City Secondary (Carson Campus) until arrangements can be made for them to return to school or go home.

Procedures for Parents

- Parents are expected to provide to the school current information on home and emergency contact numbers as well as to delegate alternate people to pick up their child.
- In the event of emergency that requires students to go home, parents are expected to arrive at Marie Sharpe or Lake City Secondary, as soon as it is safe for them to do so or they are able.
- Parents are to report to a student release station where a staff member will locate their child and ensure they are signed out before leaving.
- Parents can call the school 250 392-4104, the School Board Office at 250 398-3800 or go to the District website at www.sd27.bc.ca as information will be posted as it becomes available.

Wildfires and Safe Return to Schools

In considering the opening of schools for student attendance in a wildfire crisis, the following parameters are considered:

1. **The safety of students and staff is paramount;**
2. **Schools will remain closed to students if the school is under evacuation order or alert;** and
3. **School busses will not operate in, or through, areas that are under evacuation order or alert.**

Any updates to the following information will be posted to the School District's website (www.sd27.bc.ca).

Student Safety While at School

Principals will consult the Air Quality Health Index and make decisions regarding students being outside (much the same as on cold days). If your child has any existing health issues that may be exacerbated by air quality, please contact your school.

School Evacuation Alert

In the event a school that is open for students is put on Evacuation Alert during school hours, parents will be required to pick up their child(ren) immediately. The School will begin its emergent notification process and contact parents. Parents are urged to register with the CRD's Emergency Notification System, if they have not already done so (Emergency Notification System Sign Up). Upon learning of an evacuation alert, do not wait for the school to contact you – please pick up your child immediately. Circumstances will dictate whether school busses will operate in this situation.

If your home area is put on Evacuation Alert during school hours, please contact your school immediately to initiate a Student Safety Plan for your child(ren).

School Evacuation Order

In the extreme circumstance of an Evacuation Order during school hours, busses will be immediately called to the school and all students will be transported to a safe zone, based on the evacuation orders. Information will be posted to the School District's website as soon as possible once the students have been moved. Emergency contact numbers will be posted as well.

Bus Routes

Bus routes in the District have been impacted, affecting many of our schools. As previously advised, busses will not be operating in, or through any areas that are on evacuation alert or order.

Alternate Transportation for Students and Student Safety Plan

Parents who choose to transport their child(ren) through evacuation alert areas to attend their school (that is open for students) will be required to have a School Principal **approved Safety Plan** in place for each child, prior to the child being allowed to attend classes. A copy of a Safety Plan form can be found on the District #27 website. It is imperative that if parents are making alternate transportation arrangements for their child(ren) the Safety Plan must be completed and approved by the School Principal PRIOR to the child(ren) attending school. If this affects you, and you require further assistance, please contact your school for details.

If parents are planning to meet the school bus at an alternate bus stop (outside an alert or evacuation area) parents MUST contact the Transportation Department for approval PRIOR to your child(ren) being transported on the bus.

Transportation Assistance

Temporary transportation assistance will be made available to qualified parents/guardians who are experiencing interrupted bus service due to the current wildfire situation. Application must be made on the appropriate form. (Transportation Assistance Wildfire Form)

Recovery after a Wildfire

The physical and emotional recovery process following wildfires can be lengthy. Children react and recover from fires and other traumatic events in various ways depending on their personal experience of the fire and other traumatic events that have occurred in their lives. The National Child Traumatic Stress Network -<http://www.nctsn.org> provides guidelines for parents, caregivers and educators to help support the recovery process for children after wildfires.

1. Children's Reactions (Click on Recovery Tab)
2. What Parents Can Do to Help Their Children (Click on Recovery Tab)
3. Therapy for Children (Click on Recovery Tab)
4. What Parents Can Do to Help Themselves (Click on Recovery Tab)

Upon return to school, School Staff will also be available to assist any students affected. Parents of students who may require this assistance are asked to advise the school.

To support BC residents who have been affected by wildfires, Morneau Shepell has opened a 24/7 crisis line for anyone impacted to speak with a counsellor. This complementary offering is available province wide outside of your individual Employee/Family Assistance Plan program (1-844-751-2133).

Scout Island Nature Kindergarten

(Direct Contact # 250-267-1883)

(Marie Sharpe # 250-392-4104)

Bell Schedule

TIME	EVENT
9:01 am	Parent and Bus Drop Off; teacher on duty to meet students
9:06 am	School instruction starts
10:30 am	Recess (15 minutes)
12:10 am	Students eat lunch in designated seating area (supervisor on duty for noon hour) (45 minutes)
12:30 pm	Student play time in designated area (Mud Kitchen - supervisor on duty)
12:55 pm	Afternoon Instruction starts
2:53 pm	Bus Pick Up to go back to Marie Sharpe
3:03 pm	Parent Pick Up from Scout Island

Our Philosophical and Pedagogical Approach

Children learn to manage risk through experience and exposure, making it an important part of learning and one of our goals for Nature Kindergarten students. The benefits of developmentally appropriate risks are crucial to the healthy physical, social and mental health of children (Brussoni, Sandseter & Kennair, 2011; Sandseter, 2007).

A belief in children's abilities to be responsible and competent will make children partners in maintaining the safety of the group. Five-year old children are able to judge risk and to help each other as they learn and play in the outdoors. With guidance, they can learn what to avoid and how to behave in an emergency. The teacher and ECE will include children in on-going discussions of how to act in an emergent situation. Emergency protocols will be practiced throughout the year (6 Fire Drills and 1 Emergency Evacuation practice). Rather than preventing all risk, children will be encouraged to assess risk and their own abilities.

Risks vs Hazards

Scout Island Nature Kindergarten recognizes that good risk management does not always result in risk being reduced or controlled. It also aims to define the difference between risks and hazards present at Scout Island. In order to effectively do this, we believe children need to be given a role in determining their abilities while adults are present to identify hazards. Hazards are things that a child would not be able to control or recognize, like vehicles or thin ice. Hazards will be mitigated as reasonably as possible by supervising adults and administration.

Risks children can assess for themselves may include:

- Speeds
- Heights
- Using dangerous tools
- Getting lost
- Rough and tumble play
- Playing near dangerous elements

(Bjorklund & Pellegrini, 2000; Sandseter & Kennair, 2011).

Boundaries

At lunch time, students must remain in the area within the bulrush trail and butterfly trail. A noon-hour supervisor will be present to supervise students (see attached map). Recess snack breaks may take place within the designated area but also may occur in another location on Scout Island. In this case, the classroom teacher and/or possibly the ECE, Field Naturalists or parents will be supervising students.

Campfires

Educating children about fire and the reasons for fire safety is more important than simply reducing fire to something fearful.

As per city bylaws, campfires will be built in a contained unit. Children are not to be near a campfire without adult supervision. Children will be taught the STOP, DROP and ROLL, safety method. A bucket of water will always be nearby. The fire will be properly extinguished by carefully pouring on water until no heat is emanating when hovering your hand about an inch above the coals.

Clothing

Parents are expected to prepare and dress their child for the weather each day and anticipate variable conditions. Winter clothes include warm coats, boots, waterproof mitts/gloves, hats, neck warmers and snow pants. Wet weather clothes include rain coats with hoods or hats, rain-pants, rubber boots. Warm weather clothes include hats. If a child arrives without the appropriate clothing, items will be borrowed from the clothing library until parents can provide the necessary items.

Domestic and Wild Animals

Children will be taught to behave safely and respectfully around dogs, geese, deer and other wildlife.

Fire Drills / Lockdowns

Fire drills will take place on six occasions during the school year. The class will evacuate the building by an approved fire exit route in a quick and orderly manner. They will then remain with the teacher at the designated staging areas depending on the nature of the incident until it is safe to return to the classroom. Should students not be able to return to the Nature Centre, staff will supervise students in moving to Beaver Valley Feeds until arrangements can be made for them to return to the Nature Centre or be picked up to go home.

A lockdown drill will take place once a year. Students will be taught to find safe areas and respond quickly and appropriately to the drill.

First Aid

While walking on the trails, an accompanying adult will carry a Level 1 First Aid kit and a map of Scout Island. Our teacher and Education Assistant have a Level 1 First Aid certificate.

Garbage

As outdoor spaces are approached, the educators will scan for garbage. Children will be taught to identify hazardous items and avoid them. Educators will safely collect the garbage.

Handwashing

If away from the classroom, hand sanitizer (at least 60 % alcohol) will be used before eating, after handling vegetation or animals, using toilet facilities, etc.

Thin Ice

Caution must be used near beaver lodges and muskrat push-ups. No one is to walk on the ice in the marsh (north of the causeway).

The Canadian Pediatric Society recommends: Never assume it's safe to skate on a lake or pond. An adult should make sure the ice is at least 10 cm (4") thick for skating alone or 20 cm (8") for skating parties or games. Do not walk on ice near moving water. Ice formed on moving water, such as rivers and creeks, may not be thick enough to be safe.

Staff at Scout Island are constantly checking ice depth and stability regularly during winter months before students are on the ice. Students are also involved in this process of checking when it is safe to do so.

**These recommendations will be followed at Scout Island Nature Kindergarten.*

Lost Student

To ensure student safety, educators will use cell phones (and walkie-talkies if required) and children will wear whistles while walking on the trails. If a child cannot be seen by any adult, one adult will gather the remaining students and return to the Nature Centre. The other adult will follow emergency communication protocol.

Plants

Children are not to taste anything unless approved by a knowledgeable adult.

Children will be taught to identify hazardous vegetation such as Stinging Nettle and European Bittersweet as well as vegetation that provides sustenance.

Ticks

The Canadian Pediatric Society recommends: Practice daily “full body” checks for ticks and remove any attached ticks. If you find a tick attached to your child, remove it as soon as possible. Ticks can stay attached and feed for five or more days. Removing a tick within 24 to 36 hours of it starting to feed is likely to prevent Lyme disease.

- Use fine-tipped tweezers to grasp the tick’s mouth-part area (not the body) close to the skin surface.
- Pull upward with steady, even pressure.
- Don’t twist or jerk the tick; this can cause the mouth-parts to break off and stay in the skin. If this happens, remove the mouth-parts with tweezers. If you can’t, leave it alone and let the skin heal.
- When possible, disinfect the bite area after removal (with an antiseptic like rubbing alcohol).

****Parents will be expected to do the daily check for ticks after the child arrives home. If an attached tick is found on a child during school hours, the parent will be notified immediately.***

Signs and symptoms of tick-borne infections can include, but are not limited to:

- Fever
- Headache
- Muscle and joint pain
- Fatigue or weakness of the muscles of the face
- Skin rash, especially one that looks like a “bull’s eye”
- Swollen lymph nodes

Tick-borne infections are more effectively treated if diagnosed early in the course of illness.

Vehicles/Buses

Portable signposts will be put out during school hours at the end of the causeway by the Nature Centre parking lot to designate a crosswalk. Parents will be directed to the assigned drop-off and pick-up areas in front of the caretaker’s house. We would like to limit vehicle traffic within Scout Island as to lessen our ‘carbon footprint’ so we encourage students to use the bus when possible.

Water

Children will be closely supervised when they are near water. The number of children on the docks at one time will be limited. The children must lie on their stomach while on the docks. Students will be taught water safety and procedures when exploring around water before doing so.

Weather

The Canadian Pediatric Society recommends: Do not send your child outside to play if the temperature or the wind-chill is reported as -27°C (-16°F) or lower. At these temperatures, exposed skin will begin to freeze.

**These recommendations will be followed at Scout Island Nature Kindergarten and will be monitored as conditions change. Discretion will be used by the teacher and administrator on whether conditions are safe for students.*

The Canadian Pediatric Society recommends: Your child should wear a sun hat with a wide brim and back flap, sunglasses with 100% UV protection ("broad spectrum") and loose cotton clothing to protect skin from the sun's rays. Apply a sun block cream with an SPF (sun protection factor) of at least 30 on all areas of your child's skin that will be exposed to the sun. Use a lip balm with SPF 15 as well.

**Parents will be encouraged to follow these recommendations and children will be encouraged to wear hats and sunglasses provided by their parents.*

Air Quality

In the event there is an Air Quality Advisory issued, the teacher will use her discretion of whether students should be kept inside for the day or shortening the duration of time spent outside. If your child has any respiratory issues such as asthma, please inform the teacher during your scheduled meeting time in the first days of school.

In the Event of an Emergency (Teacher and Student Procedures)

Fire drills and evacuation procedures will be conducted at least 6 times during the school year.

- Students will evacuate the Nature Center through either of the 2 emergency exit routes if inside the building.
- Students and teachers gather at the staging area on the grassy knoll adjacent to the Water Treatment building.
- Attendance is taken.
- Students and staff remain at marshaling area until 'all clear' is sounded at the direction of the principal or principal designate.

- Should students not be able to return to the building staff will supervise students in moving to Beaver Valley Feeds until arrangements can be made for them to return to their classroom or go home.

Procedures for Parents

- Parents are expected to provide the school with current information on home and emergency contact numbers as well as to delegate alternate people to pick up their child.
- In the event of an emergency that requires students to go home, parents are expected to arrive at the grassy knoll marshalling area if safe to do so or Beaver Valley Feeds in extreme cases, as soon as they are able.
- Parents are to report to a student release station where a staff member will locate their child and ensure they are signed out before leaving.
- Parents can call the school 250 392-4104, the School Board Office at 250 398-3800 or go to the District website at www.sd27.bc.ca as information will be posted as it becomes available.
- **All emergency information will be routed through Calvin Dubray, Marie Sharpe Principal.**
- **Calvin will then relay information to Marie Sharpe secretary, Scout Island Nature Centre staff and parents if necessary.**
- **Teachers/Educational Assistant will carry a cell phone with pre-programmed emergency numbers.**

With Critical Incidents First Response is ALWAYS ...”911”

Calvin Dubray, MARIE SHARPE Principal calvin.dubray@sd27.bc.ca	(250) 302-1756
Coralee Lebourdais, MARIE SHARPE Secretary coralee.lebourdais@sd27.bc.ca	(250) 392-4104
Scout Island Nature Centre	(250) 398-8532
RCMP (non-emergency)	(250) 392-6211
FIRE	(250) 392-4321
POISON CONTROL	1-800-567-8911

