



DEPARTURE BAY ELEMENTARY ECO-SCHOOL

STUDENT PLANNER 2016-2017

3004 DEPARTURE BAY ROAD, NANAIMO, B.C V9T 1B4

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Vision

Our vision is for our students to reach their full potential as caring, self-motivated people with good self-esteem and high standards. Our students are preparing to be contributing members of the global community through the development of life-long learning skills while developing empathy for others.

Produce students who are environmentally literate by using hands-on, interdisciplinary, place-based approach. Provide students with meaningful and imaginative learning opportunities where students are constantly engaged in the natural world around our facility.

Mission

Departure Bay School is committed to fostering in each child academic excellence, social responsibility, and the joy of life-long learning as a share responsibility of home, school, and community.

This agenda belongs to:

NAME _____

ADDRESS _____

CITY/TOWN _____

POSTAL CODE _____ PHONE _____

STUDENT NO. _____ HOMEROOM _____



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Principal's message to parents and families . . .

Welcome students and families to a new and exciting year. We are pleased to work together with you to ensure students have the best learning environment possible for success and progress.

Our staff are skilled, talented and dedicated to provide positive learning experiences for all students. They are sensitive to each child's learning needs and strengths and endeavour to address these in their instructional activities.

Departure Bay School is dedicated to strengthening academic skills in all students, while developing and promoting social responsibility and eco-literacy.

Departure Bay School strives to ensure all students manage their behaviour in a safe and respectful manner at all times. Our school-wide code of conduct teaches all students to be respectful, responsible, safe, and caring with each other. Specific behaviours are taught and practiced by everyone. Students receive positive recognition when they use these behaviours as this encourages each child to feel good about their choices and to continue using positive strategies.

We welcome your involvement. Our PAC group meets each month in our MP room. You are also invited to volunteer in a variety of ways at school. These include classroom helpers or drivers, helping in the Library or with team sports, special events or field trips. The interest and involvement you take in your child's learning greatly influences the importance they place on their time at school.

Please review the general policies and guidelines in this handbook with your child(ren) as they ensure your child's time at school is safe and purposeful. Should you have any further questions, please don't hesitate to see me as my door is always open.

Together we make an important difference.

Mrs. Lisa Frey, Principal

SCHOOL PHILOSOPHY

The students, staff and parents at our school believe we can work together to provide a healthy, caring environment that will ensure the total growth of each child.

We believe everyone has

1. The right to be safe at all times.
2. The right to learn and work in a supportive environment.
3. The right to be respected.

School Goal

- To develop students' awareness, knowledge, attitudes, skills and actions in regards to environmental content.

School Themes:

- **Interconnectedness:** I understand how ecological and social systems and processes are interdependent and influence personal and collective well-being.
- **Diversity:** I value the significance of biological and cultural diversity as well as diverse perspectives in developing social, cultural, global and environmental responsibility.
- **Responsibility and Citizenship:** I contribute positively in furthering a sustainable society by investigating and evaluating the need for change and designing, creating and implementing viable solutions that support our interconnected systems.

2016/2017 School Calendar

2015

School Opening Day	September 6
Non-instructional Day (no school)	September 29
Pro-D Day (no school)	September 30
Thanksgiving Day	October 10
Parent-Teacher Interviews	Oct. 17-20
Pro D Day (no school)	October 21
Remembrance Day	November 11
School Closes-Winter	December 23

2016

School Re-opens	January 9
BC Family Day	February 13
Pro D Day (no school)	February 20
Pro D Day (no school)	February 21
Last day of classes -Vacation	March 17
School Re-opens	April 3
Good Friday	April 14
Easter Monday	April 17
Pro D Day (no school)	May 12
Victoria Day Holiday	May 22
Last Day of Classes	June 30

School Hours:

Mondays:

8:45 am -1:37 pm

Recesses: 10:15-10:30 am & 11:45-12:20pm

Tuesday-Friday:

8:45 am – 2:37 pm

Recesses: 11:45-12:20pm & 1:30-1:45 pm

Departure Bay Code of Conduct

A. Statement of Purpose

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

B. Conduct Expectations: Acceptable Conduct

- Respect self, others, the learning environment and the environment.
- Attend school regularly and on time
- Engage in purposeful learning activities in timely manner.
- Help make the school a safe, caring and orderly place.
- Inform an adult, in a timely manner, of incidents of bullying, harassment or intimidation.
- Act in a manner that brings credit to Departure Bay Elementary School.
- Report unacceptable conduct/behaviour to an adult.
- Be a positive member of the school community.

Unacceptable Conduct:

- Behaviours that interfere with the learning or participation of others.
- Actions that interfere with orderly and safe situations.
- Violence and abuse in any form
- Discrimination in any form.
- Acts of bullying, cyber-bullying, harassment, threat or intimidation
- Acts of retribution against a person who has reported incidents
- Illegal acts, such as: theft or damage to property.
- Possession, use or distribution of illegal or restricted substances or weapons.

Bullying

Departure Bay School believes that all students, staff and volunteers should be provided a safe, secure and welcoming learning environment. Bullying acts 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 children recognize that they are all responsible for helping to create a safe, caring, respectful and bully-free environment. Bystanders have consequences if they don’t accept the responsibility of reporting incidents to teachers or supervisor.”

Bullying takes three main forms

1. Physical bullying – involves physical contact or damaging victim’s property.
2. Verbal bullying – using words to hurt or humiliate others.
3. Relational bullying – trying to convince their peers to exclude or reject a certain person or people, and cut the victims off from their social connection.

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

The severity and frequency of unacceptable conduct, as well as the age and maturity of the student, will be considered in choosing appropriate consequences for unacceptable behaviour. Consequences are:

- Pre-planned, consistent, and fair.
- Preventative and restorative rather than punitive wherever possible.
- Created with student involvement so they are purposeful and meaningful.
- Considerate of any special needs that may impact a student’s ability to comply with the expectations.
- In alignment with the *BC Human Rights Code* with respect to discrimination (see SD68 Website for complete information)

Step 1

Discussions between student and staff member: When students choose not to meet behavioural expectations, there will be natural, logical and consistent consequences. Minor indiscretions are handled by staff. Frequently, the consequences will be in the form of a 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 may be informed and required to sign a “think sheet”. In addition, it may be recorded on a ‘student cumulative record’ form to track behaviour to determine the best ways to support the child.

Step 2

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

Step 3

For severe offences, parents are contacted by the school to pick up their child for a period of time varying from one to five days. The District may decide to give a longer-term suspension depending upon the circumstances of the case.

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 serious situations or incidents and are taking appropriate actions to address it.

Summary

The school will:

1. Use low-key responses and positive techniques to create connections and belonging.
If this is not sufficient
2. Match the student’s level of misbehaviour with an appropriate level of response.
If this is not sufficient
3. Use logical consequences – usually applied by giving students either/or options or informal contracts.
If this is not sufficient
4. Involve the school Principal and the parents. All parties, including the student, will create a formal agreement specifying the consequences for continued

misbehaviour, which can include suspension or a modified day.

Detentions:

Teachers may give students detentions for cases of minor breaches of discipline or reasonable expectations (e.g. completing class work). Students may be kept in for up to 30 minutes. Students are given the opportunity to phone home if they will be detained.

General Expectations

1. Pupils may use the school phone when their teacher has determined that the use is appropriate. The phone is not to be used to arrange for rides home or for permission to play at a friend’s house. These arrangements need to be made in advance.
2. Participation in physical education classes is expected unless for medical reasons there is a written request from the parents. A note from a physician may be requested for non—participation for extended periods. Students need to have proper footwear at school for safe participation in our daily physical activities.
3. Students will walk inside the building and are expected to use assigned doors for entering or leaving the School.
4. Students will play in assigned areas. Out-of-bounds play areas are: parking lot, bicycle stands, main entrance, on outside stairs and in washrooms.
5. Bikes and skateboards/scooters must be walked on the school grounds. Helmets are required. Students must not tamper with other students’ bikes.
6. Students are not to leave the school grounds at lunch or recess, unless they have permission from a teacher, written permission from a parent or they eat lunch at home.
7. Students are permitted to participate in activities in the gym only when supervised by an adult.
8. Students should not arrive prior to 8:30 am as there is no supervision at this time.
9. Students are asked to go home immediately after school as supervision ends 15 minutes after dismissal time.
10. Students are encouraged to leave valuable items at home. We are unable to control the loss of valuable items. If students choose to bring valuable items to school, they do so at their own risk.
11. All playground equipment will be used in a safe and responsible manner.

12. Snowballs/Firecrackers/rock-throwing – the throwing or use of these objects at school creates an unsafe situation. Students involved will be disciplined. There is “no snow throwing” on Departure Bay School grounds. Students are not to participate in activities that may injure or annoy other students – face washing, putting snow in clothing.

Electronic Devices

Cell phones: If your child must bring a cell phone to school, we ask that it only be used outside after dismissal. It must be turned off during school hours and be stored in your child’s backpack. If a student’s cell phone causes disruption during school time, it will be removed from the student and it will be returned at the end of the day. Persistent misuse or disruption may result in a parent/administration meeting and/or the student not being allowed to bring it to school. We do have a phone available for emergencies. Parents can leave messages for their child.

We want to encourage our students to be active and practicing appropriate social interaction with each other during our recesses.

Electronic Devices: Digital recording devices and other hand held electronic devices are not permitted at school, unless the classroom teacher/supervising staff member has given permission for a specific purpose.

Noon Hour Policy

Lunch recess at school should be considered a privilege, not a right. The consequence for children who are unable to demonstrate acceptable behaviour during lunch recess will be loss of this privilege. Students will be given warnings and parents will be informed before loss of noon-hour privileges occurs. If unacceptable behaviour persists, parents will be required to make alternate arrangements for their child at lunch recess. From 11:45-12:20 p.m. students will be supervised on the playground. When heavy rainstorms occur, it will be declared an ‘inside day’ and supervisors will move inside. Pupils cannot leave the school grounds during the recess without permission from their teacher and written permission from their parent.

Rainy Day and Inclement Weather:

Please ensure that your child comes to school prepared for the weather. Inside days are only called in cases of heavy rain and extreme weather.

Pupils shall:

- At recesses, play on the playground or in the gymnasium (if participating in a supervised activity),
- Eat their lunch after the play period, between 12:20 p.m. and 12:40 p.m. At the discretion of the teacher, providing a student isn’t wasting time, extra time could be allotted, if needed to complete lunch. This eating time is instructional time.

Dropping off/Picking up Students

We recognize that there is minimal parking at DBS but we ask that parents, for the sake of student safety, respect the signs and requests of the teachers on duty. Please do not stop and park in the drop-off/pick-up area. It is necessary that you move in and out of this area quickly. We suggest that older students get picked up 10 minutes after our dismissal. Possibly older siblings can pick their younger siblings up from class and wait with them to get picked up a little later to help. **Please do not drive into the staff parking lot.** We appreciate everyone’s attention to safety and your cooperation in regards to the parking lot.

Expectations of Participants in the Educational Process

To achieve an effective learning environment for our students, the school community must function well together. For the educational process to be a successful and enjoyable one:

- The child must be prepared to learn.
- The climate of the school and classroom must be conducive to learning.
- The teacher must be prepared to help the child.

Expectations of Pupils

- To always work and play safely and responsibly.
- To be courteous and to practice common manners.
- To respect the rights of others.
- To respect school property and the property of others.
- To come to school properly equipped and willing to work.
- Complete planners according to teachers

Expectations of Parents

- To ensure that students attend regularly and punctually.
- To ensure that the child is prepared to work while at school.
- Responsible to ensure appropriate and recent legal documents regarding custody

are provided to the school. Ensure that staff are aware of their existence.

- To inform the school of any medical conditions which require emergency response. These include allergies, asthma, seizures etc. This information is kept on file at school in case of emergency.
- To be prepared to work with the child and the teacher in planning and carrying out a suitable educational program.
- To work with the teacher to help the child develop responsibility, self discipline, and respect for the rights of others.
- Support our planner program by reviewing the contents of the planner each evening with your children.
- Sign and return field trip permission slips on time.

Expectations of Teachers

- To present to a group of individual students a planned basic program.
- To acknowledge the individual differences of pupils, and to make adjustments to the basic program, so that each pupil is challenged to reach his/her potential.
- To be courteous, practice common manners, and to enforce the expectations of the school and the classroom consistently and with impartiality.
- To work with pupils and parents in planning and implementing a suitable educational program for each child.

Expectations of the Educational Administrators

To administer and supervise the school, including:

- Placement and programming of pupils in school.
- General conduct of pupils at school, going to and from school, and participating in extra-curricular activities.
- Provision of guidance, advice, support, and direction to pupils, parents, teacher, and support staff in all school matters.

Early Detection System

Early Detection was initiated for the safety and protection of your children. 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:

- Phone the school in the morning between 8:00 and 8:45 a.m., if your child is late or absent from school for any reason, or,

- Send a note with another child in the family, or
- Give advanced notice, preferably written, of dental/medical appointments or any changes from the usual routine.

Students who arrive late for school are expected to check in at the office to advise staff of their arrival.

Attendance

Attendance at school is important for two reasons:

1. Pupils miss concepts taught and assignments when away.
2. Perhaps more importantly in the long run, if absence with parent permission is due to any other reason except illness or medical reasons, it places a lesser value on school education in the eye of the child.

Late Policy

- It is a matter of common courtesy to arrive for classes at the proper time and students are encouraged to develop lifelong habits of promptness.
- 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.
- Students will be asked to stay in at recess or lunch to make up for lost class time.
- For the chronic tardiness, a letter will be sent home to parents with a copy in the student's file.

Student Access to the Building

As a student, your presence in the building prior to 8:45 a.m. is:

- Subject to the approval of your classroom teacher.
- Permissible if you are participating in a teacher-sponsored activity (i.e. in the library at 8:30 – if the teacher-librarian permits, or for a sports related practice).
- Permissible if you have a written note from home requesting access to classroom for medical reasons, and permissible in **EMERGENCIES**.

Emergency Procedures

Should your child have a serious injury during school hours, the following procedure is followed:

1. The nature and seriousness of the child's injury is determined.

2. If time is not an important consideration, the home is contacted and the parent is asked to come for the child.
3. If the home cannot be contacted the emergency number provided to the school is called.
4. If no contact is made, the school will take the necessary action to ensure the child gets medical attention. The school will continue in its attempt to contact parent/guardians.
5. If emergency care is required, the school will do so as quickly as possible. In such cases the parent may have to meet their child at the hospital.

School Closures in an Emergency / Emergency Dismissal / School Closures

Unforeseen circumstances or conditions may result in a school closure.

What do parents need to know?

1. Be informed. The local radio stations WAVE 102.3 FM or WOLF 106.9 FM will start broadcasting bulletins by 7:00 a.m. if circumstances are necessary for a school closure. These will be updated again by 1:00 p.m.
2. Prepare your child. If schools are closed during the school day due to some emergency situation, your child needs to know what to do. With approximately 200 students, we cannot contact all parents by phone. If your child's first option is to go home, be sure to instruct him/her on what to do (i.e., whom to phone if home alone.) You may, especially if both parents work outside the home, need to establish a plan for your child after an emergency release.

This plan could include:

- Going to a friend, neighbour, or relative.
- Enlisting support services.

Keep this in mind

- You may not be able to get home quickly or easily, and, communication by telephone may be difficult.

Report Cards

Formal written report cards to parents will be given three times during the year, in November/December, March and June. Primary students (Kindergarten – Grade 3) receive a value on the performance scale from not yet meeting grade level expectations to displaying strong performance as well as written comments about their learning. Intermediate students (Grade 4 – 7) receive

letter grades, a performance scale rating, as well as written comments.

Good communication between home and school is essential to support a child's progress. Informal reports such as phone calls, notes in the student planner and discussions after school are all examples of informal "reports" which work to keep parents and teachers aware of issues for children.

Many parents and teachers use the student planners on a regular basis to help keep each other informed about a variety of issues.

Homework

The following time ranges serve as a guide: Grade 1-3, 10-45 minutes. Grade 4-7, 45-90 minutes per night. This matter, however, is at the discretion of the teacher. Homework can be of many types. It may include the following:

Primary Grades:

- Regular reading with parents
- Regular practice of arithmetic facts
- Practice of spelling and printing
- Completion of work not completed at school
- Project work

Intermediate Grades:

- Practice of spelling/numbers facts
- Preparing for tests
- Completion of work not completed at school
- Project work
- Skill building work assigned by teacher

Teachers assign homework with the hope of:

- Encouraging self-discipline and responsibility.
- Fostering good study habits, and
- Motivating the students to want to learn more.

Homework can also keep parents informed of the work done by the students. A student planner is used from grades K-7 to assist in the communication between home and school. 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.

Homework for Vacations

Each year we are approached by an increasing number of parents who wish to take their child out of school for extended periods of time.

Usually this is for reasons associated with family plans. We do not have a procedure for granting students a “leave of absence”. Rather it is assumed that parents will make decisions in the best interests of their own child. We are respectful of the fact that many of our families have family members far away, and spending time with them is important. Difficulties arise, however, when parents wish to have some sort of reassurance that their child will not be “behind” in their work when they return. If your child misses school for extended periods of time, he or she will be “behind” in classroom work. Students may well have other cultural travel experiences that contribute to their overall development, but the many varied daily classroom activities they will miss cannot be duplicated through worksheets or a workbook!

We are not in the position to provide assignments for children who have extended absences due to family plans. Rather we are providing a list of suggested activities that are designed to assist parents with planning for their child’s educational needs while traveling.

- Set aside a time each day for reading books
- Have your child keep a reading response journal in which he or she records this reading activity and thoughts about what has been read that day
- Keep a scrapbook of special places or sightseeing
- Have your child keep a “math journal” or ledger, dealing with changes in time and currency, distances traveled, cost of fuel and meals, etc.
- You may wish to purchase a math workbook that will help your child keep in daily practice with basic math skills.

We will be happy to see what your child has accomplished upon his or her return, but will not be evaluating or marking these activities. It is your right to take your child out of school due to family circumstances, but, you must also accept the responsibility of your child’s education during that absence.

Field Trips

Student Expectations: Students who participate in field trip experiences do so with the same expectations for behaviour and conduct as if they were in a classroom. Students are expected to be courteous and respectful to all persons they encounter while on a field trip. Any departure from these expectations will be dealt with in the same manner as if the child was working at school.

Field Trip Permission Forms: Forms with signed permission to participate, acceptance of conduct expectations and acceptance of involved risks are due prior to the trip. **Students will not be allowed to use the phone for parent permission as it is required that we have signed parent permission.**

Student participation: Staff members have determined that all students should be given the opportunity to participate in field trips. However, there may be some students who are not participating, or have not met the required criteria of demonstrating responsible in-class and out of class behaviour. Student who are not attending will be assigned to a class for a regular day of schooling while the field trip is taking place.

District Field Trip Policies/Procedures:

Parents should be aware of the following School District #68 policies (Policy 3335P) to ensure safety and supervision of students on field trips. Prior to embarking upon a field trip of any kind, students and parents will be appropriately advised of the school’s Code of Conduct, with particular reference to expectations regarding behaviour and curfew.

On a field trip of any kind, it is expected that teacher sponsors/adult supervisors will endeavour to ensure proper and safe student conduct by providing a proactive, participatory and visible presence, as well as guidelines, expectations and duties prior to the field trip.

Dress Code

The appearance of any young person is primarily the responsibility of that individual and his/her parents. We expect students to maintain the type of appearance that is not distracting to teachers or other students to the detriment of the educational process of the school. When a student’s appearance is felt to be detrimental, a parent/administrator conference may be requested.

At Departure Bay, staff and parents have agreed that we would like to maintain a dress code.

Footwear must be worn at all times and must be considered safe to wear in case of emergency exits from the school.

Students are not to wear attire:

- Advertising drugs or alcohol.
- That you would wear to the beach – no muscle shirts, spaghetti straps, short shorts

or clothing that reveals the midriff and/or underwear. (Tops must meet the bottoms.)

- Expressing vulgar language, racist, hate, put-down, gang related, negative or sexist comments. This includes words that are substitutes for inappropriate language (swearing).
- Displaying any suggestive sexual thoughts.
- Covering their heads unless it is for religious reasons sanctioned by their parents.
- Heavy makeup (thick eyeliner, eye shadow and lipstick) is not appropriate at elementary school. Please no flashing light shoes or clothing

Student Planners

At many schools including Departure Bay, planners are used to help students keep track of homework assignments as well as act as a communication tool between home and school. Planners are an essential organizational tool for our students.

The parents' role in the Student Planner Program:

- Ask to see the Student Planner daily. Provide encouragement and guidance to help the child use the Planner properly and fully.
- Communicate with the teacher or child through the Memos/Reminders section occasionally: e.g. "Won't be home till 4:00 Remember to get key from next door." Mrs. Jones – could we meet briefly Wednesday or Thursday of next week?"
- Help to keep track of important school activities and special events.
- Use the Planner to communicate with the teacher and student during reporting times.
- Initial daily

The parents are encouraged to:

- Help the child set up at home an area conducive to quiet study.
- Encourage the child to develop good organizational habits by having him/her get the Planner, consent forms, homework, etc. packed and ready for return to school in the morning.
- Model successful behaviour by showing your child your planner and how you use it.
- Keep a planner/calendar by the phone where all family events and child activities are listed.
- Encourage your child when you see the Planner being used with homework – "Carolyn, I really like that you're using your Planner for all your activities".

Care of School Property

Pupils borrow library books and are issued textbooks. They use school supplies and equipment. It is the pupil's responsibility to take care of any item that is on loan to him/her.

As the school has only limited resources for replacement of materials, any pupil who carelessly or willfully loses, defaces, or destroys books and other school property will be required to pay the replacement costs. Every pupil is encouraged to carry books to and from school in a suitable bag.

Lost and Found

Parents are reminded to clearly label all items students bring to school, as we cannot accept responsibility for lost or misplaced articles. Found items are kept at school and may be claimed by students and parents. Parents are invited to check the Lost and Found regularly as remaining items are periodically taken to the Salvation Army.

Fire Drill

All schools conduct fire drills several (6) times throughout the year. Any continuous ringing of the fire bell must be treated as a real emergency (as it well could be). Pupils evacuate the school in an orderly fashion and gather on the upper field at a safe distance from the building. The deliberate activation of a false alarm is a very serious offence and will result in up to a five-day suspension.

Earthquake Drill

Earthquake drills are conducted on a regular basis (2 times per year). In the event of an earthquake, when shaking stops, the school is evacuated in an orderly fashion. Teachers and students will move to the upper field, away from building and power lines.

Lockdown Drill

Lockdown drills are conducted twice per school year. Drills are supervised activities involving all members of the school community to provide the opportunity to practice skills in the response procedure. Students are directed to the closest secure area where they remain until the lockdown is over.

Departure Bay is "NUT AWARE"

- **Peanuts, Peanut Butter, almonds, ground nuts and products which have peanut butter or peanuts or other nuts in them**

can be fatal for some of our students who have nut allergies.

- We ask that, if possible, you consider not sending or bringing any of these products to school.
- If these products are to be brought to school, they must be consumed in the homeroom classroom only – ie. not in public areas such as playgrounds, hallways, washrooms or other rooms. Adults or students using such products must take responsibility for washing their hands, desks, books and equipment, as necessary, to ensure that we limit the chance that allergic students will come into contact with the dangerous products.
- Our “nut aware” approach offers no absolute guarantees of safety but is our sincere attempt to do everything possible to ensure the safety of all of our student.
- Your cooperation, understanding and compassion are very much appreciated. Thank you!

Administering Medication in Schools

Teachers are not required to administer medical procedures nor are they required to administer medications on a regular or predictable basis. The administration of medication is the responsibility of appropriate health personnel or an individual capable and trained in self-administration. Some students must, of necessity, take medication while attending school. Parents need to fill out a Request for Administration of Physician Prescribed Medication. All medication must be locked up in the office area and administered by the staff member that has signed the request form. If you have to send medication to school with your child, please note the District Policy regarding medication. Administration of (or supervision of the self-administration of) medications to pupils occur only if the following conditions are met:

- The medication is required while the child is attending school.
- A parent has requested the school’s assistance and has completed the Parent Request Form concerning the administration of medication.

Please note: For children who have serious medical problems that require medication and/or ambulance attendance or hospitalization (such as severe allergic reactions to bee stings or certain foods) it is the parent’s responsibility to provide the school with the medication and information on what to do. This must be

updated by the parent on a yearly basis or as required.

Student Use of Telephones

The school telephone may be used by students for emergency or safety situations only. For these calls, **students may use the office telephone with a permission slip from their teacher.**

Visitors to the School

All the school doors are locked before and after school except for the main entrance to ensure that all visitors to the school check in at the front office to pick up a Visitor’s Pass.

Nutrition Policy

Departure Bay Elementary School will continue to promote a positive and informed attitude toward healthy eating and active living through nutrition education and physical education. We will ensure that all decisions involving food and drink at Departure Bay Elementary will be carried out in the best interests of our school community’s needs. Our continuing education will incorporate Canada’s Food Guide for Healthy Eating and will focus on nutritional foods during classroom and school functions.

Departure Bay Elementary School Food Guidelines

- a) All food and beverage items being sold to students (ie. hot lunch, recess sales, concessions, etc.) will be selected from the Choose Most and Choose Sometimes categories of the Nutrition Guidelines for Sales of Food and Beverages in B.C. Schools.
- b) School community members (students, staff, and parents) are encouraged to refer to *Eating Well with Canada’s Food Guide* when making snacks and lunches for school. Bringing soft drinks, candy and potato chips are strongly discouraged.
- c) It is recognized that there are ‘special celebrations’ occasionally throughout the school year (ie. 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.

Serious Offences – Policy No. 3201

Students committing such actions as the use or possession of drugs or alcohol, setting off false

fire alarms, assaulting other students or other persons, bringing and/or igniting firecrackers (see procedure above) while under the jurisdiction of the school, shall be suspended by the school principal for a period of up to five school days, and the parents or guardians immediately notified in writing of the circumstances. No student so suspended shall be readmitted until an interview is held with the Superintendent of Schools or his designate. It is the responsibility of the parents or guardian to seek such an interview. In extenuating circumstances, the principal may recommend to the Superintendent a suspension of less than five days or more than five days.

Parent/Student Appeals - Policy 3560

In accordance with section 11 of the School Act, a student or parent of a student entitled to an educational program in the School District may appeal a decision of an employee of the School Board, which significantly affects the education, health or safety of the student.

Multicultural Education - Policy 3804

The Board organizes the role of the school in promoting an awareness of the multicultural nature of the community and believes that such awareness will encourage respect for human dignity. As such, the Board is committed to providing school and classroom environments, and educational practices leading to respect for the cultural traditions of students.

Cross-Cultural, Ethnic and Race Relations-Policy 3808

The board recognizes the diverse background of our district students, staff and community members. In order to assure an education, which will broaden and enrich life experiences of all those served by this school district, the Board will work to improve understanding among cultures, promote respect for diversity and combat racism and discrimination. The Board will be sensitive and ensure equal rights to individuals of different ethnic backgrounds and resist racial bias in any form.

Parent Volunteer Vehicles - Policy 4410

The BC minimum third party liability insurance required on each vehicle is \$200,000. Volunteer vehicles are not to carry an excess of the number of passengers prescribed by law. Volunteer vehicles are to carry a maximum of nine passengers. The principal or designate

shall inform in writing the volunteer driver/owner that the vehicle must meet all standard safety requirements, including a seat belt for each passenger. Children under 5'5 or less than 12 years old must not be transported in the front seat if the vehicle is equipped with a passenger side air bag which is not disabled. All volunteer drivers for any school event must complete a "driver's volunteer form" and have must have a Criminal Record Check completed and cleared.

School Programs

Some of the Programs Departure Bay School uses in developing our positive group of citizens includes:

- Zones of Regulation
- Positive Behaviour Intervention Support - PBIS
- Response to Intervention - RTI

Response to Intervention (RTI)

Creates a three-tiered pyramid of support to close gaps in student learning and resolve behavioural problems. RTI blurs the boundaries between regular and special education by creating a unified system that serves all students. RTI fosters a system-wide focus on learning, collaboration and on results. – "Pyramid Response to Intervention"

PEER CONFLICT, MEAN BEHAVIOUR AND BULLYING - WHAT'S THE DIFFERENCE?

When a child is having a problem with her or his peers, it can be hard for parents to know what is really happening – is it bullying? Or is it something else? Each type of behaviour must be handled differently, to keep children safe and help them learn how to get along with others.

Peer Conflict

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

If it's peer conflict you will be aware that these children:

- usually choose to play or hang out together;
- have equal power (similar age, size, social status, etc.);

- are equally upset;
- are both interested in the outcome; and
- will be able to work things out with adult help (after calming down).

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

Mean (Aggressive) Behaviour

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

If it is mean behavior, usually:

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

When adults see mean behavior they should not ignore it. Adults should respond quickly, firmly and respectfully to stop the behavior, to let kids know that their actions are hurtful and to re-direct children to more positive behaviour. This quick response stops children from developing a pattern of mean behaviour as their way of interacting with peers, and prevents mean behavior from escalating into bullying. It is a lot easier to correct a child for one nasty comment than to change a pattern of cruelty that grows over time.

Bullying Behaviour

Bullying is serious behavior that generally has three key features (though there may be others) – any or all three features may be evident to be considered bullying:

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

*It should be noted: bullying is NOT always repeated- in rare form, it could be singular in delivery and intention. The effect on the child who is being bullied is increased fear, apprehension, and

distress. Often by the time adults find out about what is happening, the child has tried many ways to stop the bullying but cannot do so on their own.

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

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

The "conflict resolution" style of bringing children together is not recommended following traumatic bullying situations. "Conflict resolution" would be best suited to resolve 'genuine' conflict as opposed to 'bullying' scenarios, as a target/victim may feel 're-victimized' by the alleged bully in such an environment.

An alternative to "conflict resolution" is "restorative justice and/or practices" where the intent is to repair the harm that has been committed by the bullying, if all parties agree to participate willfully. It is being utilized in various district schools, in timely manners.

Self Regulation (by Stuart Shanker)

Self-regulation is the ability to manage your own energy states, emotions, behaviours and attention, in ways that are socially acceptable

and help achieve positive goals such as maintaining good relationships, learning and maintaining wellbeing. It does not involve

the inhibiting of impulses but, rather, being able to deal effectively and efficiently with stressors. There are five aspects of self-regulation: biology, emotion-regulation, cognitive factors, social (able to develop

and use socially-desirable behaviours and moral (the development of empathy and values). Practices that enhance children's self-regulation are: trying to figure out your child's stressors and what helps them stay calm and alert, exercise, play (engages focus), and mindfulness (help children identify and understand their own states and help them learn

how to get "Just Right" on their own.

"The better a child can stay calmly focused and alert, the better he integrates the diverse information coming in from his different senses, assimilates it, and sequences his thoughts and actions. (Baumeister & Vohs)