



Seaview Elementary School



~ Home of the Storm ~

STUDENT HANDBOOK

7000 Lantzville School Road
Lantzville, BC V0R 2H0
Phone: 250-390-4022
Fax: 250-390-1302

EMERGENCY CONTACT INFORMATION

Mom

Cell: _____

Work: _____

Dad

Cell: _____

Work: _____

Daycare: _____

This agenda belongs to:

NAME _____

ADDRESS _____

CITY/TOWN _____

POSTAL CODE _____ PHONE _____

STUDENT NO. _____ HOMEROOM _____



PLEASE NOTE: The front cover is sensitive to extreme heat. Do not leave in direct sunlight!

Printed on recyclable paper



OFFICE HOURS

Secretary 8:15 AM – 3:30 PM (24 hour answering machine)

SCHOOL HOURS

Students are not encouraged to arrive before 8:20 a.m. unless special arrangements have been made with the student's teacher. **Please note the change in our start and dismissal times. Also note the earlier dismissal for every Monday.**

Morning Bell 8:35 a.m.
Morning Session 8:38-10:15 a.m.
Recess 10:15-10:30 a.m.
Long Recess 11:45-12:20 p.m.
Afternoon session 12:20-2:30* p.m.
Dismissal Bell (M) 1:30
Dismissal Bell (T-F)* 2:30 p.m.

IMPORTANT DATES

School opens for students	Tues. Sept. 8
Non-instructional day	Mon. Sept. 28
Thanksgiving Day	Mon. Oct. 12
Non-instructional day	Fri. Oct. 23
Remembrance Day	Wed. Nov. 11
Last day before winter break	Fri. Dec. 18
School re-opens from winter break	Mon. Jan. 4
BC Family Day	Mon. Feb. 8
Non-instructional day	Mon. Feb. 22
Non-instructional day	Tues. Feb. 23
Last day before spring break	Fri. Mar. 11
School re-opens from spring break	Tues. Mar. 29
Non-instructional day	Fri. May 13
Victoria Day	Mon. May 23
Final day of class for students	Wed. June 29

EARLY DETECTION SYSTEM

Early Detection was initiated for the safety and protection of your child(ren). The purpose of the program is to detect as soon as possible the whereabouts of each student not in class. For the system to operate successfully, if your child is going to be late or absent, parents are requested to:

- Phone the school in the morning before 8:45 a.m. Please leave a brief message if no one is available to answer the phone.
- Send a note with another child in the family, or
- Give advanced notice, preferably written, of dental or medical appointments, or any changes from the normal routine.

STUDENT ACCESS TO THE BUILDING

As a student your presence in the building prior to 8:38 a.m. is:

1. Subject to the approval of your classroom teacher, through their side door.

2. Permissible if you are participating in a teacher-sponsored activity, e.g. sporting practice in the gym.
3. Students who have received their Self-Manager Cards.

Note: It is our school's policy that students, not in the company of an adult, enter and leave through exits other than the front door. This helps ensure the ease of access to the school for the general public.

SUPERVISION OF STUDENTS

Supervision will be provided from 8:23 a.m. to 2:45 p.m. Supervision of students during the non-instructional times of the day is more difficult. Often students are in many areas of the building and playground and will be supervised by teachers/supervisors circulating these areas. It is necessary that a student be able to circulate in a manner suiting his age level and be reasonably self-disciplined for the safety of all concerned.

LATES

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 classroom environment 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 must report to the office for a "Late Slip" when they are late. Arrivals after 9:30 AM are recorded as half-day absences.

FIRE DRILL

All schools conduct six fire drills 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 at a designated place, a safe distance from the building. At Seaview, we go to the lower field.

EARTHQUAKE DRILL

At least two earthquake drills are conducted during the school year. Students have a practiced procedure to follow. Teachers and students move to the lower field away from buildings and overhead power lines.

In the event of an earthquake requiring closure of the school, the following procedures will be followed:

- No student will be dismissed from school unless a parent (or guardian designated by the parent) comes and signs for him/her.
- No student will be allowed to leave with another person, even a relative or babysitter, unless we

have written permission to that effect or that particular person is listed on the student's emergency form in our files.

- All parents or designated guardians who come for students must have them signed out at the office or at the alternative Student Release Station at the entrance to the school yard. Signs will be posted if this alternative location is being used.
- We are prepared to care for children in the event of a critical situation, or if parents are not able to reach the school. Unclaimed children will be kept at the school for up to 24 hours. Subsequent arrangements will be posted at the school.

LOCKDOWN DRILLS

We will hold two lockdown drills a year. They are intended to be used in response to an imminent and serious safety and security threat. A lockdown drill requires all staff and students to stay in their classrooms with the doors locked. Any students that are not in their class at the time would report to the closest classroom. The office would be notified that this student is in a different classroom. Any classes missing a student would contact the office to let them know. During a lockdown all doors of the school are locked and no one will be granted access to the school until an "All Clear" signal can be given.

The first of each of these drills will be conducted in the first month of school.

EMERGENCY CLOSURE PROCEDURES

Occasionally, schools are temporarily closed on short notice for emergency reasons. A heavy snowfall is the most frequent reason for emergency school closure, but individual schools can also be closed because of a power outage or furnace breakdown.

Parents should be aware that all schools, or individual schools, can be closed due to an emergency at any time. The following emergency school closure situations are possible:

- School bus morning runs may be canceled but school may stay open. Announcements will be on local radio stations by 7:00 a.m.
- Both schools and bus runs may be canceled in the morning. Again, this will be announced by 7:00 a.m. on local radio stations.
- Schools closed in the morning may reopen in the afternoon if conditions improve. Announcements will be broadcast by 11:00 a.m.
- Schools may be dismissed during the day, and students sent home. Radio stations will have announcements.

Individual schools will attempt to notify parents.

Parents should make sure the school has current telephone numbers and that students have an alternate place to go, if necessary.

In case of a major earthquake or disaster, please:

- Do not call the school; we must keep the lines open for emergency calls.
- Do not immediately drive to the school; the school access route and street entrance areas must remain clear for emergency vehicles.
- Park away from the school.
- Turn your radio to Wolf 106.9 & Wave 102.3 on the FM dial; information and directions will be given over the radio.

It is absolutely necessary that we have your instructions as to the release of your children if you are unable to reach the school due to the severity of the earthquake. Please complete the Emergency Release form and return it to your child's teacher as soon as possible. The alternate person should be someone within walking distance of the school, as it is likely that driving will not be possible in the hours after a severe earthquake.

MEDICINE AT SCHOOL/MEDIC ALERT

Children at times require prescription drugs while at school. Others come to school with non-prescription drugs such as aspirin or Tylenol. There are regulations that must be adhered to for these circumstances.

Drugs can be dangerous. Please do not allow pupils to carry or leave drugs at school. If a child requires special medication consideration of any kind, please advise the school on the pupil information form.

STUDENT EXPECTATIONS

1. To always work and play safely and responsibly.
2. To be courteous and to practice common manners.
3. To respect the rights of others.
4. To respect school property and the property of others.
5. To come to school properly equipped and willing to work.
6. The wearing of hats is not permitted in the school.
7. Gum chewing may be allowed in the classroom with teacher permission.
8. Participation in physical education classes is expected, with proper gym strip unless for medical reasons and there is a written reason from the parents. A note from a physician may be requested for non-participation for extended periods.
9. Students will walk inside the building and are expected to use assigned doors for entering or leaving the school.

10. Students will play in assigned areas. Out-of-bounds play areas are: parking lot - main entrance - washrooms – any area at the front of the school.
11. Students are not allowed to wear roller blades, ride bikes, scooters or skateboards on school grounds.
12. Students are not to leave the school grounds at lunch or recess, unless they have written permission from a parent and have permission from a teacher.
13. Students are permitted to participate in activities in the gym only when supervised by an adult.

PHONE USE

Pupils may use the school phone when their teacher determines 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 plans should be made in advance. Students must get a "phone pass" from their teacher.

LOST AND FOUND

Pupils lose a large number of articles each year. As numerous people use this school, we cannot accept responsibility for lost articles. Items found are put in the Lost and Found and we try to locate the owners but unless the articles are clearly marked with the child's name, this is often an impossible task. Parents are invited to come to school at any time to look through the Lost and Found. Lost articles are periodically taken to the Thrift Shop.

CARE OF SCHOOL PROPERTY

Pupils borrow library books and are issued textbooks. They use school supplies and equipment. It is the pupils' 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, including desks and chairs, will be required to pay the replacement cost. Every pupil is encouraged to carry books to and from school in a suitable bag.

HOMEWORK

- a) **Primary** - There will be very little formal homework in the primary grades. This follows Ministry of Education guidelines. This is, however, a good time to establish the importance of a regular, quiet routine and a suitable place of work.
- b) **Intermediate** - The assigning of homework is recommended for pupils in Grade 4 and up. Ministry guidelines indicate 30 minutes on average. This matter, however, is at the discretion of the teacher. Parents should avail themselves of the opportunity to look through pupil's books

whenever they are brought home. Feel free to initial planners and/or books you have inspected. Comments or suggestions can also be added if necessary. When assigning homework, the instructions or intent should be definite and the purpose obvious.

STUDENT SERVICE

As in previous years, the Grade 6 and 7 classes at Seaview will work throughout the year on the theme of Leadership and Service. We are very proud of the efforts of our students in these two areas. This year, students will meet with their teachers/sponsors to discuss the importance of academic responsibility in connection with leadership opportunities throughout the school.

POSITIVE BEHAVIOUR INTERVENTION and SUPPORT

The staff at Seaview Elementary is proactively looking at ways to support students in making healthy choices and decisions that help to make Seaview a safe place to learn, work and play!

A school-wide matrix outlines types of behaviours we want to model in a variety of school settings. Behaviours are separated into two general types: (a) Responsible and Safe, and (b) Kind & Thoughtful. This matrix is on display around the school and is reviewed with students.

HOUSE TEAMS

All Seaview Elementary students are sorted into one of four house teams: Avalanche, Fire Storm, Solar Storm and Tsunami. House Team points are earned during school events that include: Spirit Days, Storm Alert Draws and Cooperative Games Day. At the end of each school year, the house team with the most team points is declared the winning team.



STORM ALERTS

To celebrate students who display behaviours that help make Seaview Elementary a great place to learn, work and play, Seaview staff give students special Storm Alert certificates. Students submit the certificates into Classroom Storm Alert draw boxes. Once or twice a month, assemblies occur where Storm Alert Draws are held. Students whose names are drawn earn a point for their house team and may receive a prize (house team pencil etc.).

Once or twice a year, special Storm Alert Assemblies occur where names are drawn for larger prizes. These draws normally occur around the winter break and/or June.

SCHOOL CODE OF CONDUCT

PURPOSE

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

CONDUCT EXPECTATIONS

Acceptable Conduct

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

Unacceptable Conduct

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

- Behaviours that:
 - Interfere with the learning of others
 - Interfere with an orderly environment
 - Create unsafe conditions
- Acts of:
 - Bullying, harassment or intimidation
 - Physical violence
 - Retribution against a person who has reported incidents
- Illegal acts, such as:
 - Theft of or damage to property
 - Possession, use or distribution of illegal or restricted substances such as firecrackers
 - Possession or use of weapons (Note: This includes possession of replica weapons!)

These expectations apply to behaviour at school, during school organized or sponsored activities, and behaviour beyond these times (including on-line behaviour) that negatively impacts the safe, caring, or orderly environment of the school, and/or student learning.

Bullying

Seaview Elementary School believes that all students, staff, and volunteers should be provided a safe, secure, and welcoming learning and working environment. To

that end, acts of bullying and harassment will not be tolerated.

Bullying is defined as an intentional action on the part of an individual which causes emotional or physical distress of victim.

Bullying implies a power difference of one individual over another. It may involve a single incident or a series of incidents over time.

Barbara Coloroso, the author of, *The Bully, The Bullied and The Bystander*, says, “bystanders are the supporting cast who aid and abet the bully through acts of omission and commission. It is important that kids recognize that they are all responsible for helping to create a safe, caring, respectful and bully-free environment.”

Bystanders will have consequences if they don't accept the responsibility of reporting incidences to teachers or supervisors.

Bullying takes four main forms:

- **Physical bullying** - involves hitting the victim in some way or taking or damaging a victim's property.
- **Verbal bullying** – using words to hurt or humiliate others.
- **Relational bullying** – trying to convince their peers to exclude or reject a certain person or people and cut the victims off from their social connections.
- **Cyber bullying** - Cyberbullying is the act of sending or posting electronic messages/photos/videos that are abusive, obscene, threatening, harassing, or damaging to or about another person. Cyberbullying is prohibited at Seaview Elementary. This prohibition applies to conduct off school property if it affects the educational environment and well-being of students at Seaview Elementary. Students participating in cyberbullying may, in certain circumstances, be reported to law enforcement.

Risk/Threat Assessment

SD 68 takes all threats seriously. What parents and students need to know? Students and parents need to be aware of the steps the school district will take in responding to a threat:

- Any threats must be reported to the school principal, counselor, or some other responsible adult
- Nanaimo-Ladysmith schools will follow up on every reported threat.

- Follow-up may involve the police
- Interviews will be held with the threat-maker and any other students who may have information about the threat.
- Threatening behaviour may result in discipline for a student

Intervention plans may be developed for the student making the threat and a support plan developed for any students who are the target of threats

C. Rising Expectations

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

D. Consequences

- Responses to unacceptable conduct are pre-planned and consistent and fair – e.g., 3 steps (below)
- Disciplinary action, wherever possible, is preventative, educative, and restorative, rather than merely punitive. The goal for the student is:
 - to take ownership for his/her choices.
 - to reflect on the options that could have been chosen.
 - to fix any damage that may have occurred if possible.
 - to prevent the problem from reoccurring.
 - to have direct involvement so that the consequences are purposeful and meaningful. This could include working through a “Problem-solving sheet”

This process is intended to strengthen both the victim and offender

Special considerations may apply to students with special needs if these students are unable to comply with this code of conduct due to a disability of an intellectual, physical, sensory, emotional or behavioural nature. 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.

Step 1: Minor Infractions of the Code of Conduct

Discussion between student and staff member. When students choose not to meet behavioural expectations, there will be natural, logical and consistent consequence. Minor indiscretions are handled by staff. Frequently the consequence will be in the form of a

time-out. It may also involve completion of a “Problem Solving Sheet” where students can reflect upon their actions and consider better choices next time. Parents are often informed and are required to sign the “Problem Solving Sheet”.

Step 2: Repeated Minor Offenses or More Severe Offense

In classrooms, students will be sent to a designated buddy classroom with work, to remain there until the next natural break (i.e. recess, lunch, end of period). If the student needs to be sent to the BUDDY CLASSROOM twice within a month, or at the teacher's discretion, the classroom teacher will contact the parents to inform them and discuss possible remedies. Student Conduct Sheets will be issued. Student Conduct Sheets are issued for major offenses (i.e. rough play, bullying, fighting, physical abuse of others, throwing objects, defiance of authority, disrespectful/abusive language) and continual defiance of school rules. Students are referred to the Principal. Parents are informed.

Step 3: Major Offenses or Continued Inability To Respect the Code of Conduct Go Directly to Step 3

Parents are contacted for serious incidents of misbehaviour or if minor incidents persist beyond step two. Depending on the severity or frequency of the misbehaviour, students are given in-school or home suspensions for persistent inappropriate behaviour, which disturbs, interrupts or disquiets the usual, orderly operation of the school and/or inappropriate behaviour judged to have a harmful effect on the safety of other pupils

For the following, students can expect to be suspended immediately, from between one to five days: fighting, overt rudeness, alcohol and/or drug use, stealing, vandalism and any action that deliberately endangers the health and safety of others. The student may be suspended from school under the authority of School District and Ministry of Education policy. While the student will be provided with work to complete during suspension, it is expected that upon returning to school, the student will make up time for any academic areas missed. This may be done at noon hour or after school.

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

An action plan focusing on acceptable behaviour will be developed with the student and parents. This plan may include a modified time table permitting the

student only partial attendance in regular classes for a specified time or until acceptable behaviour can be assured.

Where appropriate, Seaview staff and administration will employ additional disciplinary strategies designed to enhance the "educative nature of our disciplinary approach." Such additional disciplinary strategies for the student being disciplined might include:

- a. Being interviewed by community, police or fire safety authorities
- b. Being required to undertake the intervention of a counselor or social worker
- c. His/her family being required to pay restitution for damage done
- d. Being required to perform school or community service consistent with the offense
- e. Being required to perform an educational task appropriate to the offense; for example, a research assignment on the dangers of tobacco use.
- f. Being required to meet, in a controlled setting, with the "victim" of his/her offense, hearing of the impact of the offense on the victim and to provide specific restitution, apology, etc.
- g. Counseling

E. Notification

In case of serious breaches of the Code of Conduct, the school will advise other parties,

Including:

- Parents of student offender(s)-in every instance
- Parents of student victim(s)-in every instance
- School district officials – as required by school district policy
- Police and /or other agencies – as required by law
- All parents – when deemed to be important to reassure members of the school community that school officials are aware of a serious situation or incident and are taking appropriate action to address it.

BEHAVIOUR REFERRAL FORM

In the event of a behavioural concern, the reporting staff member will complete a "Behaviour Referral Form". This is a three copy form with one copy going (a) to home, (b) to the enrolling teacher, and (c) to the office. Parents are requested to sign and return the White Copy that is sent home.

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

Discriminatory publication

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

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

Discrimination in accommodation, service and facility

8 (1) A person must not, without a bona fide and reasonable justification,

- (a) deny to a person or class of persons any accommodation, service or facility customarily available to the public, or
- (b) **discriminate against a person or class of persons regarding any accommodation, service or facility customarily available to the public because of the race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation of that person or class of**

APPEAL PROCEDURES

At times parents may have concerns regarding decisions in the area of behaviour, pupil placement and program. Most often any problems can be solved at an early stage through consultation.

Parents are encouraged to use the following steps to address these concerns:

1. Discuss concerns with your child.
2. Discuss concerns with the classroom teacher.
3. Following an attempt to resolve issues with classroom personnel, parents can involve school administration to help resolve the situation.

Parents have the right to appeal a decision at the school level by involving school district personnel.

DRESS CODE FOR ALL

Students are expected to dress in a manner that is appropriate and conducive to a positive and safe learning environment.

Appropriate dress is considered to be that which is safe and is free of any reference to alcohol, drugs, gangs, hate, obscenity, profanity, racism, discrimination, and/or violence. It is also dress that is not disturbing or distracting to others within the school setting.

At school we rely on the good sense of students and their parents rather than a strict code as to what is suitable to wear to school.

These are some general guidelines that the staff, students, PAC committee and parents have developed:

- a. Hats are not worn in the building
- b. Beach wear/leisure wear or clothes that are revealing are not acceptable (ie low cut tops, spaghetti straps, muscle t-shirts, halter tops, bare midriffs, bare backs)
- c. Items of clothing that display offensive graphics/writing not appropriate for school
- d. Shorts/skirts at a reasonable mid thigh length

ELECTRONIC DEVICES

There have been a multitude of personal electronic devices (cell phones, digital cameras, I-Pods, MP3 players, handheld video games, etc) turning up at school. Our concern is that too many students are using personal electronic devices during instructional and play time to text, send messages, phone others, play video games, view photos, or access the internet. These activities interfere with lessons and students' ability to learn. Also, students need to develop social skills such as conflict resolution, getting along with peers and developing a sense of fair play during break times. If electronic devices are brought to school, they must remain in their backpacks and be turned off between 8:38-2:30 (1:30 on Mondays) each day. Students using electronic devices during the day will have them confiscated and have to pick it up at the end of the day. If there is a second occurrence, the device will be confiscated and a parent will have to pick the device up at the office.

HOME-SCHOOL COMMUNICATION BOOK

All students in Grade 1 through Grade 7 are asked to purchase a Student Planner available at school.

Students will regularly write assignments and deadlines. Often teachers communicate with parents in

this manner. Don't hesitate to set up communication with your child's teacher in this manner. See helpful hints to make the "Communication Book" as useful as possible. This is part of the curriculum known as Personal Planning.

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 until 4:00 p.m." "Remember to get key from next door." "Mrs. Jones, could we meet briefly Wednesday or Thursday of next week?"
 - Help the child to keep track of important out of school activities and special days in the Plans for Today section. e.g. Dental appointments, family birthdays and events, chores.
 - Use the Planner to communicate with the teacher and student.
 - May initial daily or weekly (depending on the need of the child) until child is using Planner well on his/her own.
 - Please do not sign the planner unless you have checked if required work is complete.

ASSESSMENT OF STUDENTS PROGRESS

Pupil progress is measured through continuous teacher observation of day-to-day performances and through regular teacher-chosen/created tests. Parents are encouraged to contact the school at any time to discuss the progress of their child.

Three formal written reports will be issued to each child in a school year; December, March and June.

Conferences with the teacher are scheduled for all parents in the first term, while either party may request a meeting at other times during the year. Good communication between school and home and vice versa is an essential part of a student's progress

INFORMAL PARENT-TEACHER MEETINGS

Parents having concerns regarding their child should call ahead for an appointment. Teachers are always willing to discuss your concerns when notified in advance.