

## TABLE OF CONTENTS

SEA VIEW ELEMENTARY JR. SEC. HANDBOOK .....	1
SEA VIEW SCHOOL'S MISSION STATEMENT & GOALS.....	1
SEA VIEW STAFF.....	2
PARENT ADVISORY COMMITTEE (P.A.C.) .....	2
P.A.C EXECUTIVE: .....	2
<b><u>SECTION A: OUR SCHOOL DAY</u></b> .....	3
BELL SCHEDULES.....	3
LUNCH BREAK (12:00-12:45).....	3
INCLEMENT WEATHER .....	3
BREAKFAST CLUB.....	3
<b><u>SECTION B: STUDENT ACHIEVEMENT</u></b> .....	4
PRIMARY PROGRAM:.....	4
INTERMEDIATE PROGRAM:.....	5
JUNIOR SECONDARY PROGRAM (GRADES 8 & 9).....	6
INQUIRY BASED LEARNING (STEM) FOR ALL GRADES:.....	6
LEARNING ASSISTANCE RESOURCE PROGRAM: .....	6
PROGRESS REPORTS .....	7
WORK HABITS:.....	7
STUDENT PLACEMENT:.....	7
STUDENT FILES.....	7
<b><u>SECTION C: BEHAVIOUR EXPECTATIONS</u></b> .....	8
CODE OF CONDUCT .....	8
DISCIPLINE INCIDENCE REPORT FORM .....	10
SOCIAL RESPONSIBILITY RUBRIC.....	10
<b><u>SECTION D: ROUTINE PROCEDURES &amp; EXPECTATIONS</u></b> .....	12
HOMEWORK .....	12
IF YOUR CHILD IS LATE OR ABSENT .....	12
PARKING .....	12
VISITOR PROCEDURES .....	12
SCHOOL VOLUNTEERS.....	13
FOIPOP & TELECOMMUNICATIONS SYSTEM.....	13
SCHOOL COMPUTERS.....	13
PERSONAL ELECTRONICS.....	13
DRESS CODE .....	13
LOCKERS & LOCKS .....	13
FIELD TRIPS .....	13
BICYCLES AND OTHER "WHEELS".....	14
LIBRARY .....	14
PUBLIC HEALTH .....	14
SCENT FREE SCHOOL.....	14
ADMINISTRATION OF MEDICATION IN SCHOOLS .....	14
HEAD LICE .....	14
IMMUNIZATION .....	15
SCREENING.....	15
<b><u>SECTION E: EMERGENCY PROCEDURES</u></b> .....	16
POWER OUTAGE .....	16
IN THE EVENT OF AN EMERGENCY .....	16
<b><u>SECTION F: SCHOOL HOME COMMUNICATION</u></b> .....	16
SCHOOL NEWSLETTER.....	16
PROBLEM SOLVING .....	16
CALENDAR 2015-2016.....	17

## Sea View Elementary Jr. Sec. Handbook

We are pleased to present the latest edition of our Parent/Student Handbook. This booklet will assist you in becoming better acquainted with our school. Should questions arise upon reading this reference, please feel free to contact the school. We welcome your suggestions that may help us improve the handbook.

A school cannot exist in isolation from its community, nor can the community exist in isolation from its school. For this reason, teachers welcome the opportunity to discuss with you the educational growth of your child.

### The Province of British Columbia identifies these three Principles of Learning:

- Learning requires the active participation of the student
- People learn in a variety of ways and at different rates
- Learning is both an individual and a group process

## Sea View School's Mission Statement & Goals

### Mission Statement

***"Working together we strive to ensure individual student development through effective education, creating a community of learners in a changing world."***

### Goals

- 1) Improve student performance in literacy (reading, writing & media).
- 2) Improve student performance in numeracy.
- 3) Improve students' understanding, tolerance, and respect towards others.

Sea View School's goals align with the vision of School District #85, ***"Bringing Learning to Life"***, through intellectual, human/social, and career development, which are integrated into the School Progress Report.

## Sea View Staff

### Administration

Mrs. Heather Johnson                      Principal

### Clerical Staff

Mrs. Natalie Stewart                      School Secretary & Library Clerk

### Custodian

Mrs. Michele Swanson

### Noon Hour Supervisors

Mrs. Pilar Briebe                      Mrs. Debra Lynn                      Mrs. Natalie Stewart

### Support Staff

TBD                      Special Education Worker  
TBD                      First Nations Support Worker

### Teaching Staff

### email address

Mrs. Heather Johnson.....3/4 & K-3 [hjohnson@sd85.bc.ca](mailto:hjohnson@sd85.bc.ca)  
Ms. Stephanie Boal.....LA/RT, (4)5-9 [sboal@sd85.bc.ca](mailto:sboal@sd85.bc.ca)  
Mrs. Kara McPherson .....K-2(3) [kmcpherson@sd85.bc.ca](mailto:kmcpherson@sd85.bc.ca)

## Parent Advisory Committee (P.A.C.)

The Sea View Parent Advisory Committee is a group of parents dedicated to giving our children the best education possible. We are committed to building positive experiences with communication between staff, parents, and children.

### What Do We Do?

**P.A.C.** fundraises to give our children more opportunities with technologies, class field trips, swimming lessons and more.

**P.A.C.** meets every month and we are always looking for parent participation. All parents are welcome.

If you have questions please e-mail us at [seaviewpac@hotmail.com](mailto:seaviewpac@hotmail.com).

### P.A.C Executive:

Natalie Stewart	P.A.C President
Tanya Spafford	P.A.C Vice President
Marsha Smith	Secretary
Sidney Frank	Treasurer & DPAC (District PAC) Rep.

## SECTION A: OUR SCHOOL DAY

### Bell Schedules

#### Monday – Thursday Bells ring at:

##### Elementary

Warning Bell	No warning bell
First Class	8:45
Recess	10:30 - 10:45
Noon Break	12:00 -12:50
Warning Bell	12:45
Class Begins	12:50
Dismissal	3:02

##### Jr. Sec. School

Warning Bell	8:25
First Class	8:30
Break	10:30 – 10:45
Noon Break	12:00 – 12:50
Warning Bell	12:45
Class Begins	12:50
Dismissal	3:11

#### Friday Bells ring at:

##### Elementary

Warning Bell	No warning Bell
First Class	8:45
Recess	10:30 – 11:00
Dismissal	1:12

##### Jr. Sec. School

Warning Bell	8:25
First Class	8:30
Break	10:30 – 11:00
Dismissal	1:21

### Lunch Break (12:00-12:45)

Students are welcome to stay at school for lunch. However, those children that usually stay may not leave the school grounds without written or verbal permission from a parent. Students are supervised while eating lunch in their classrooms. At 12:20 they go outside with their supervisors. Students going home for lunch are welcome to return at 12:30 to play.

### Inclement Weather

There may be days, due to inclement weather, when students will be kept inside at recess and lunch hour. Students arriving at school will be asked to come inside and participate in planned activities.



### Breakfast Club

The Breakfast Club runs from 8:15 am to 8:40 am, Monday to Friday in the Grade 3-4 Classroom. All students are welcome to join us for a healthy start to their day or just to come in and play games quietly. This initiative is generously supported by the Port Alice Thrift Store and individual donations.

## SECTION B: STUDENT ACHIEVEMENT

### Programs

#### **Primary Program:**

In British Columbia the education of primary students is directed by the Primary Program, in conjunction with the Integrated Resource Packages (IRPs). The Primary Program supports the development of the whole child through five interrelated goals. The five goals are:

- Aesthetic and Artistic Development
- Emotional and Social Development
- Intellectual Development
- Social Responsibility
- Physical Development

The Primary Program is a program for all learners. By creating environments in which each student's abilities and contributions are recognized, the program honours the heritage, gender, culture, and abilities of all members of the school community. Subject areas of the curriculum are covered through the Integrated Resource Packages. These give the prescribed learning outcomes expected to be achieved by learners.

The basic aims of the **Language Arts** program are listening, speaking, reading, and writing, as well as an appreciation and knowledge of literature and language. A variety of different materials and techniques are used to meet these goals.

The **Mathematics** IRP states, "Becoming mathematically literate involves developing the ability to explore, to conjecture, to reason logically, and to use a variety of mathematical methods to solve problems." The curriculum is organized as number, patterns and relationships, space and shape, and statistics and probability.

The **Science** curriculum has a four-part structure. This includes applications of science, life science, physical science and earth science. The **Social Studies** curriculum emphasizes developing understanding, making connections, applying knowledge and practicing active citizenship.

**Fine Arts** experiences in the primary years (music, drama, dance, visual arts) acknowledge, respect, and further develop the expressive experiences students bring to the school environment. Fine arts education provides opportunities to develop the imagination, and encourages students to co-operate, develop friendships, and appreciate their own and others' abilities and cultural identities.

The aim of **Physical Education** is to enable all students to enhance their quality of life through active living. Movement and play are focal points of children's lives, critical to all aspects of their growth and development. The curriculum headings are active living, movement, and personal and social responsibility.

**Health & Career Education** focuses on self-awareness, personal & interpersonal relationships.

Like many primary teachers, we at Sea View frequently use a thematic or seasonal approach in order to incorporate the learning outcomes and goals presented in the primary curriculum.

## **Intermediate Program:**

The Intermediate program builds on the experiences of the Primary years and is focused on the learner. This means that the learner and his or her learning are at the center of the educational process. The following subjects are taught throughout the Intermediate grades using Provincial Integrated Resource Packages (IRP's) that prescribe learning outcomes and recommend materials, as well as district resources.

### **Language Arts:**

- a) Reading - developing reading skills using a variety of resources and strategies.
  - b) Writing - developing writing skills with a focus on meaning (ideas, information, use of detail), style (clarity, variety and impact of language), form (organization) and conventions (spelling, punctuation, grammar and complete sentences).
  - c) Speaking and Listening – providing opportunities for discussions/conversations, oral presentations and debates.
  - d) Viewing/Representing – observing/presenting information using a wide range of sources.
- 
- Math - emphasis on basic computation skills, geometry, measurement, and problem solving,
  - Science & Social Studies Programs – using local resources when possible, but also exploring global issues and events
  - Fine Arts –exposure to, and experiences in visual arts, drama, movement, and music
  - Physical Education - emphasis on participation, co-operation, and skill development
  - Health & Career Education – self-awareness, personal & interpersonal relationships, and making healthy choices

## **Junior Secondary Program (Grades 8 & 9)**

It is important for all involved with young people to keep in mind the following principles of adolescent growth and development:

- students are at various levels on a continuum of growth in the emotional, social, intellectual and physical areas.
- progress is often quite gradual but at times can be spontaneous or sporadic.
- for students to be considered capable of handling higher placement (grade or course) there are certain minimum standards of development and subsequent performance.

Goals of our Jr. Secondary School program include the personal development of:

1. Responsibility regarding
  - attendance and punctuality
  - preparation for classes:
  - materials
  - assignments
  - test taking
2. Respect for:
  - members of our school (fellow students, staff)
  - parents and community
  - oneself
3. Self-discipline in:
  - setting and applying oneself toward appropriate goals
  - making responsible, individual decisions
4. The desire to attain skills and knowledge
5. An inquiring mind.

## **Inquiry Based Learning (STEM) for All Grades:**

Hands-on, inquiry based projects offer exciting learning opportunities for students at Sea View School. The exploration and application of STEM principles (Science, Technology, Engineering and Math) develop collaboration, creative thinking and problem-solving skills.

## **Learning Assistance Resource Program:**

The Learning Assistance Resource Program is designed to provide services to a school and its students through assessment, direct instruction and consultation. The goal of the program is to identify and meet student needs for academic success. Parents, students, teachers, the learning assistant resource teacher, and support staff meet to develop individual education plans (I.E.P.'s) for students with special needs. Mrs. Boal is the Learning Assistance Resource teacher at Sea View School.

## **Progress Reports**

### **Term Letter Grades**

**The following letter grades will be used:**

- A Excellent Achievement (85.5-100%)
- B Very Good Achievement (72.5-85%)
- C+ Satisfactory Achievement (65.5-72%)
- C Satisfactory Achievement (59.5-65%)
- C- Satisfactory Achievement (49.5-59%)
- I Incomplete (0-49%)
- F Failed (0-49%)

**A student will be given an "F" if they do not meet the requirements of an "I" (incomplete)**

**If a student meets the requirements of an "I", the highest mark that they can receive is a C+.**

### **Final Letter Grades**

**The following letter grades will be used:**

- A Excellent Achievement (85.5-100%)
- B Very Good Achievement (72.5-85%)
- C+ Satisfactory Achievement (65.5-72%)
- C Satisfactory Achievement (59.5-65%)
- C- Satisfactory Achievement (49.5-59%)
- F Failed (0-49%)
- SG Standing Granted - Based on the student's ability and the effort, he/she is given credit for this course.

## **Work Habits:**

Work habits provide teachers important information regarding the effort and attitude of students. For example, if a student is achieving a C/C+ average with Good Work Habits, it reflects a positive attitude and motivation on part of the student. This is a powerful indication that the student is doing his/her "best work" and will continue to be successful in school.

- G Good
- S Satisfactory
- N Needs Improvement

## **Student Placement:**

- Promoted Student has met all requirements to progress to the next grade.
- Assigned Student has not met all of the requirements, but it is in the student's best interest to be placed in the next grade.

## **Student Files**

Parents should be aware that, by law, they have access to their child's file. In order to view the file, an appointment can be made with the school administration. Contents of a student's file must remain at school.



## SECTION C: BEHAVIOUR EXPECTATIONS

### Code of Conduct

#### Sea View School has 3 Rules:

1. Play Safely
2. Be Respectful
3. Do Your Best

These three rules sum up our School Code of Conduct (below):

**Non-adherence to the school Code of Conduct** will result in the following consequences:

Examples of Behaviours which do not meet the Expectations of our School Code of Conduct	Consequence/Disciplinary Actions
<p><b>Note: Teachers</b> will handle the routine discipline matters. Discipline infractions will be guided by the following list of consequences, always with the underlying purpose of giving the students the opportunity to learn from their mistakes, identify better choices, and provide restitution whenever possible using the guidelines on the Discipline Incidence Report form.</p>	<p>The range of consequences is dependent on the frequency and severity of misbehaviour as well as the age and maturity of the student. Where there are special circumstances and/or severe violations, the more extreme levels of intervention may be used. Students with behaviour objectives in an IEP or with a behaviour plan may receive special consideration.</p>
<p><b>Minor disruptions in class:</b></p> <ul style="list-style-type: none"> <li>• talking out</li> <li>• rude language directed at other students</li> <li>• playing around</li> <li>• socializing</li> </ul>	<ul style="list-style-type: none"> <li>• Time out/break</li> <li>• Reviewing, re-teaching school rule(s).</li> <li>• Report/Referral Form completed by teacher</li> <li>• Contacting parents-if warranted.</li> <li>• Having a discussion between student and teacher with principal in attendance.</li> <li>• Working in another room.</li> <li>• Having a meeting between student, teacher, and parent with principal in attendance.</li> </ul>
<p><b>Not doing homework:</b></p>	<ul style="list-style-type: none"> <li>• NHI (not handed in) on the assignment.</li> <li>• Review class expectations.</li> <li>• Contacting parents.</li> <li>• IP (in Progress) on report card.</li> </ul>
<p><b>First offence at cheating:</b></p> <p><b>Repeated cheating:</b></p>	<ul style="list-style-type: none"> <li>• Contacting parents.</li> <li>• Remain after school to re-do assignment/test.</li> <li>• Zero on the assignment/test.</li> <li>• Contacting parents.</li> <li>• Discipline Incidence Report Form completed by student and signed by a parent.</li> <li>• One day in-school suspension</li> </ul>
<p><b>The School Administrator</b> will handle the following, again always with the purpose of giving the students the opportunity to learn from their mistakes, identify better choices, and provide restitution whenever possible:</p>	
<p><b>Attendance:</b> Consistent attendance is important to positive student achievement.</p>	<p>High school students coming late to school will be required to make up time missed at the end of the day. The duration is at the discretion of the teacher. Students missing a day or more may be required to attend Study Club at lunch to make up missed assignments, with the help of the classroom teacher. Contact will be made with home.</p>
<p><b>Disobedience/Defiance:</b></p> <ul style="list-style-type: none"> <li>• students refusing to follow the teacher's instructions</li> <li>• students not showing up for teacher given detention</li> </ul>	<p>Discipline Incidence Report Form completed by student and signed by a parent.</p> <ul style="list-style-type: none"> <li>• One day in-school suspension-if warranted.</li> <li>• Parental contact.</li> <li>• Detention to be served the following day.</li> </ul>

<p><b>Disrespect:</b> (use of words which mean or imply profanity; use of inappropriate tone of voice)</p> <ul style="list-style-type: none"> <li>• rude language used out of the classroom</li> <li>• rude language used during class-time (both verbal and gestures)</li> <li>• rude language directed at an adult in the school (both verbal and gestures)</li> <li>• language implying discrimination of any kind as set out in the BC Human Rights Code</li> </ul> <p><b><u>The District Code of Student Conduct Regarding Discrimination</u></b> Students shall not discriminate against others on the basis of race, colour, ancestry, religion, physical or mental disability, sex or sexual orientation, or for any other reason set out in the Human Rights Code of BC; nor shall a student publish or display anything that would indicate an intention to discriminate against another, or expose them to contempt or ridicule, on the basis of any such grounds. (Policy No. 2-42)</p>	<ul style="list-style-type: none"> <li>• Discipline Incidence Report Form completed by student and signed by a parent.</li> <li>• One day in-school suspension; parental contact</li> <li>• An apology to the class, adult, or student affected.</li> </ul>
<p><b>Physical Contact:</b> May include pushing, shoving, hitting, holding, carrying, picking up, non-contact intimidation, rock throwing, faking of physical contact, kissing</p> <ol style="list-style-type: none"> <li>1. intimidation with contact</li> <li>2. fighting - no blood or injury</li> <li>3. fighting - intentional blood or injury</li> <li>4. bystander(s)</li> </ol>	<p>Discipline Incidence Report Form completed by student and signed by a parent.</p> <ul style="list-style-type: none"> <li>• One day in-school suspension.</li> <li>• Two day in-school suspension.</li> <li>• Three day in-school suspension.</li> <li>• Same as participants.</li> </ul>
<p><b>Bullying/Harassment:</b> Bullying is abuse. It comprises repeated aggressive acts meant to hurt or cause discomfort to another person. It involves a real or perceived imbalance of power with the more powerful individual or group abusing those who are less powerful. Bullies have power because of physical size and/or support from a peer group. Bullying falls within three types: physical, verbal, and social.</p> <p>*It is important to note that harassment that occurs outside of school hours that affects behaviours and relationships within school hours may be dealt with by the school.</p> <p>*It is also important to note that cyber bullying is included in this category.</p>	<p>Depending on the severity:</p> <ul style="list-style-type: none"> <li>• Discipline Incidence Report Form completed by student and signed by a parent.</li> <li>• Parental contact.</li> <li>• One to two day in-school suspension-if warranted.</li> <li>• Two to four day in-school suspension-if warranted.</li> <li>• RCMP contact-if warranted.</li> </ul>
<p><b>Retaliation against another student for reporting:</b></p>	<p>Depending on the severity:</p> <ul style="list-style-type: none"> <li>• Discipline Incidence Report Form completed by student and signed by a parent.</li> <li>• Parental contact.</li> <li>• One to two day in-school suspension.</li> <li>• Two to four day in-school suspension.</li> <li>• RCMP contact.</li> </ul>
<p><b>Cigarettes, drugs &amp; alcohol:</b> (District Policy) Alcohol, cigarettes and other smoking paraphernalia, as well as illegal drugs are not permitted on the school property at any time. Possession or use of such items is a serious offence. Severe penalties will be imposed on those who are responsible for such misconduct. Please note the inclusion of e-cigarettes or vapour cigarettes in this policy.</p> <p>All students who are traveling on sports or field trips (or other school journeys) and their parents/guardians are required to take note of the following school policy: Any student guilty of consuming an alcoholic beverage or of using illegal drugs, and/or any student collaborating in the consumption or use of such, while involved in any school-sponsored activity will receive an in-school suspension and suspension from further participation in extra-curricular activities in accordance with the School Board Policy No. 5-30.</p>	<p>One to two day in-school suspension</p>
<p><b>Stealing:</b></p>	<ul style="list-style-type: none"> <li>• Contact made with parent(s), and RCMP (when appropriate)</li> <li>• If items are returned: Discipline Incidence Report Form completed by student and signed by a parent.</li> </ul>
<p><b>Scent - Free School:</b></p>	<p>Parents will be contacted and students will be sent home to remove the unsafe products.</p>

## Discipline Incidence Report Form

For the safety of our students and the efficient operation of the school, order must exist. Order, in turn, means rules. Students benefit considerably when parents and school staff work together to maintain consistent expectations. If necessary, a Discipline Incidence Report Form will be sent home or parents will be contacted to discuss an incident or situation. If a Discipline Incidence Report Form is sent home please sign and return it the next day to indicate your awareness.

This form has several purposes. First, it is used to indicate to the student that what they have done, or failed to do, is not acceptable. An explanation of what transpired is given, usually by the adult who discovered it, but sometimes by the principal after talking to those involved and witnesses if necessary.

Second, the student is asked to complete the back of the form which asks him/her to reflect on what happened, what might have been done differently and what the outcomes of those other options might have been. This process is not intended as punishment, but attempts to give ownership and responsibility of the situation to the student, and to provide insight and reflection about better choices that exist.

Third, the form goes home to be signed so that parents/guardians are aware of what is happening at school. A signature is not an indication that the parent or guardian agrees with any or all of what is written, just that it has been seen, although thoughts and comments are always welcome. A phone call home will be made as well for more serious matters.

Fourth, the form is used for tracking. It is good to know if an incident is a one-time occurrence, or if things may be building for a child who may need additional assistance. It also helps the school to target problem areas and times of day. With awareness comes the ability to become pro-active so incidents can be avoided.

Please feel free to contact the school if you have any questions.





## Social Responsibility Rubric

Of utmost importance is that Sea View School is a safe and caring place for all students, and an orderly environment for learning.

The BC Performance Standards for Social Responsibility provide a framework that schools and families can use to enhance social responsibility among students and improve the social climate of their schools. A common set of expectations help students development in four areas:

1. Contributing to the Classroom and School Community
2. Solving Problems in Peaceful Ways
3. Valuing Diversity and Defending Human Rights
4. Exercising Democratic Rights and Responsibilities

Sea View School students and staff have used this framework to develop the acronym **LEAP** (**L**end a Hand, **E**xercise Your Rights and Responsibilities, **A**pproach Others with Respect, and **P**ractice Peaceful Solutions) to describe these expectations. These expectations are taught, modeled and the rubric is used by students to reflect and self-assess their social behaviour. LEAP is designed to help students develop the skills necessary to become successful, caring citizens.

				
<i>Lend a Hand</i>  <b>L</b>	<ul style="list-style-type: none"> <li>• does not like to help when asked</li> <li>• often unfriendly and negative</li> <li>• does not like to work with others</li> <li>• not always trustworthy</li> </ul>	<ul style="list-style-type: none"> <li>• will help when asked</li> <li>• usually appears friendly and positive</li> <li>• usually works well with others</li> <li>• usually trustworthy</li> </ul>	<ul style="list-style-type: none"> <li>• volunteers to help</li> <li>• almost always appears friendly and positive</li> <li>• almost always cooperative with others</li> <li>• almost always trustworthy</li> </ul>	<ul style="list-style-type: none"> <li>• notices when things need to be done and just does them</li> <li>• always friendly and kind</li> <li>• always effective in groups</li> <li>• always trustworthy</li> </ul>
<i>Exercise Your Rights &amp; Responsibilities</i>  <b>E</b>	<ul style="list-style-type: none"> <li>• feels powerless to change things</li> <li>• doesn't bother voting or contributing to discussions</li> <li>• often doesn't listen to others</li> <li>• is often closed minded, not willing to learn</li> </ul>	<ul style="list-style-type: none"> <li>• is beginning to believe things can change and tries small things</li> <li>• usually votes</li> <li>• usually participates in discussions</li> <li>• usually listens to others</li> <li>• usually open minded, willing to learn</li> </ul>	<ul style="list-style-type: none"> <li>• makes a good effort to change things</li> <li>• almost always votes</li> <li>• almost always participates in discussions</li> <li>• almost always listens to others</li> <li>• almost always open minded, willing to learn</li> </ul>	<ul style="list-style-type: none"> <li>• wants to make the world a better place and notices opportunities for action</li> <li>• always votes</li> <li>• always participates in discussions</li> <li>• always listens to others</li> <li>• always open minded, willing to learn</li> </ul>
<i>Approach Others With Respect</i>  <b>A</b>	<ul style="list-style-type: none"> <li>• does not acknowledge others' rights</li> <li>• doesn't listen to others</li> <li>• doesn't welcome others</li> <li>• doesn't show respect for other cultures</li> <li>• doesn't step up when other aren't being treated well</li> </ul>	<ul style="list-style-type: none"> <li>• usually shows respect to others</li> <li>• usually listens to others</li> <li>• usually welcomes others</li> <li>• is usually respectful of other cultures</li> <li>• usually steps up when other aren't being treated well.</li> </ul>	<ul style="list-style-type: none"> <li>• is almost always respectful to others</li> <li>• almost always listens to others</li> <li>• almost always welcomes others</li> <li>• is almost always respectful of other cultures</li> <li>• almost always steps up when other aren't being treated well</li> </ul>	<ul style="list-style-type: none"> <li>• treats others the way he/she would like to be treated</li> <li>• always listens to others</li> <li>• always welcomes others</li> <li>• is always respectful of other cultures</li> <li>• always steps up when other aren't being treated well</li> </ul>
<i>Practice Peaceful Solutions</i>  <b>P</b>	<ul style="list-style-type: none"> <li>• uses physical actions to express anger or frustration</li> <li>• sometimes gets frustrated when trying to find solutions</li> <li>• sometimes expresses feelings disrespectfully</li> <li>• lies easily</li> </ul>	<ul style="list-style-type: none"> <li>• tries to control anger, but is often unsuccessful</li> <li>• usually stays positive when trying to find solutions</li> <li>• usually expresses feelings respectfully</li> <li>• usually tells the truth</li> </ul>	<ul style="list-style-type: none"> <li>• tries to control anger and is often successful</li> <li>• almost always stays positive when trying to find solutions</li> <li>• almost always expresses feelings respectfully</li> <li>• almost always tells the truth</li> </ul>	<ul style="list-style-type: none"> <li>• always solves problems without getting angry/frustrated</li> <li>• always stays positive when trying to find solutions</li> <li>• always expresses feelings respectfully</li> <li>• always tells the truth</li> </ul>

## **SECTION D: ROUTINE PROCEDURES & EXPECTATIONS**

### **Homework**

The purposes for homework are:

- to reinforce lessons taught during class time,
- to give students extra practice with a skill or concept,
- to help students develop self-reliance and good study habits,
- and to enable parents to see their child's progress.

If your child does not have specific homework assigned, he or she should spend time reading or practicing math concepts. All students at Sea View have access to online reading material at [www.raz-kids.com](http://www.raz-kids.com) (K-5) and/or math practice at [www.ixl.com](http://www.ixl.com) (Gr. 1-9). Student login information has been sent home; please contact the school if you need it again.

### **If Your Child is Late or Absent**

If a student is going to be absent or late, the parent/guardian is requested to notify the school office in the form of a note, email or a phone call.

Arriving at school on time, prepared, and ready to learn is important. Students who arrive late interrupt learning in the classroom and may have difficulty understanding the lesson in progress. Please ensure your child arrives at school 5-10 minutes before the bell.

Although missing a day or two of school is necessary when a child is ill, it should not be a frequent occurrence for other reasons. Learning is a continuum, and when that rhythm is disrupted, it can cause gaps in knowledge, skill development, and shared experiences. Some learning, but not all learning, can be reclaimed by “catch-up” work.

If you are going away, please let teachers know well in advance so they can prepare a homework package that will mitigate the impact of his or her absence.

### **Parking**

The parking lots at the elementary and high school buildings are for the use of visitors and staff-members. There is a student-drop off/pick up lane on Nigei Street, and parents should not be driving into the parking lot to drop off or pick up students. While waiting for your children, please do not leave your vehicle's engine running; Sea View School is an "Idle Free" zone.

### **Visitor Procedures**

All visitors are required to check in at the office when entering the school. Parents are welcome to visit the school at any time, but are asked to check in at the office during school hours. Parents arriving to pick up children are requested to wait at the entrance doors until the bell rings so as not to disturb classes.

## **School Volunteers**

If you are interested in volunteering at Sea View, applications are available at the office. Volunteers in the school **must** have a criminal record check completed and on file at the school. Criminal record checks for volunteers are free through the local RCMP detachment.

## **FOIPOP & Telecommunications System**

The school provides a form covering FOIPOP (Freedom of Information and Protection of Privacy) and the use of the school's telecommunications system. Once the form is completed, signed and returned to the school, the information remains in effect (in the student's file) until the parent gives written permission to change it.

## **School Computers**

Computer technology is frequently integrated into many subject areas. Permission for students to use the computers to search the internet is covered in the FOIPOP form. Students are not permitted to use the school computers to check personal e-mail or engage in social media.

## **Personal Electronics**

Sea View School provides wireless network access in school to provide students with learning opportunities. Students must understand that the use of personal devices in the classroom is for instructional use only **and** at the teacher's discretion. Personal electronics must stay in the classroom or locker during non-instructional times, except with a teachers' specific permission for a specific purpose.

## **Dress code**

Students are expected to dress in clothes that will not be distracting or disturbing to others. The clothing covering the top of the body must touch the clothing covering the bottom of the body so there is no bare midriff. As well, bare backs; spaghetti straps and cleavage are not permissible. Clothing with references to inappropriate activities or language is not allowed.

## **Lockers & Locks**

Older students may be assigned a locker to store textbooks and other school related materials. Please be aware that the lockers remain the property of the school and students should not store private or personal items. The locker door must be closed whenever the student is away from the locker. A student may use either a school-issued lock or a door-hook on the locker. The school is not responsible for anything stolen from a locker.

## **Field Trips**

Teachers bring "learning to life" by taking students on walking (local) or bussing field trips. An opportunity to participate in most field trips is considered a privilege. Student behaviour, attitude and effort in school may determine participation on field studies.

## **Bicycles and other “Wheels”**

Bicycle racks are located outside the elementary building. Students are not allowed to play with bicycles or other wheeled modes of transportation during the school day. Wearing a helmet in good condition is mandatory while riding a bicycle and good practice for other “wheels”.

## **Library**

Our automated school library allows students to easily search and check out books. The library is available to all students. Please take good care of our library books, and return them promptly. There are so many good books to enjoy!

If a book gets lost or damaged, a letter will be sent to parents requesting payment. Included is the \$10.00 processing fee, to cover the shipping cost of the new book and the time to order and process.

## **Public Health**

The school health program is the responsibility of the Ministry of Health and it is outlined in the School Act and the Health Act. The basic services are communicable disease control (including immunization), screening for vision and hearing defects, consultation with teachers, parents and students about health related matters, and family life education.

The primary health care worker in the school is the Public Health Nurse. The Public Health Inspector provides inspection of school facilities and a dental health team provides teaching in some areas.

## **Scent Free School**

Sea View became a Scent Free school in 2010. Your continued support and respectfulness for members of our community is appreciated.



## **Administration of Medication in Schools**

In order to maintain a uniform, safe, and efficient way of dispensing medication at school, if your child requires medication while at school, you may request a Medication and/or Treatment Data form from the office. Please have the form completed by your doctor, sign it yourself, and return it to the school as soon as possible. This procedure complies with school board policy (5-20) regarding medications to be taken at school. This form refers to medication that must be taken on a regular or emergency basis. If you have any questions, please call the school principal. Where applicable, the child should be encouraged to wear a Medic Alert bracelet.

## **Head Lice**

The beginning of the school year is when head lice may show up on your child's hair. To prevent the spread of head lice among children at Sea View School, we ask that you check your child's head regularly (once each week or two) for the presence of head lice. If you detect head lice, please notify the school and treat immediately. Early detection and appropriate treatment will significantly limit the spread of head lice in our school.

## Immunization

Kindergarten and Grade One: The immunization records of all students are checked. If immunization is required, parents are contacted and arrangements made to have this done at a health clinic. If your child has not received past immunization in the Upper Island Health Unit area, please leave a copy of his/her records with the school secretary.

Grade Six Students: Immunizations for Hepatitis B, Meningococcal C and Chickenpox are offered to all students in grade 6.

Grade Six Girls: Immunization against the above, plus the human papillomavirus vaccine (HPV) are offered to female students.

Grade Nine Students: Diphtheria, tetanus and oral polio boosters are given to grade nine students.

Consent cards will be sent home with the students and the cooperation of the parents in signing these and returning them to the school is requested. These boosters offer protection for a ten-year period.

## Screening



**Vision:** Routine screening for visual acuity and stereopsis is done in Kindergarten and Grade One. As time allows, Grades Three, Five, Seven, and Nine are also screened for visual acuity.

**Hearing:** Kindergarten and Grade One receive routine hearing screening. When this screening is done, your child is given a card to take home. If there is a screening failure, the child is re-tested, and the parent or guardian is notified.

The Public Health Nurse will see to referrals for vision, hearing, or other health concerns, on her visits to the school.



## SECTION E: EMERGENCY PROCEDURES

### Power Outage

If the power is out before school starts in the morning or at lunch, please keep your child at home. If the power goes out part way through the school day, students will remain at school unless the District Superintendent makes a decision to temporarily close the school. In this case, parents will be notified before children are dismissed earlier than usual.

### In the Event of an Emergency

The school will contact parents/guardians to ensure they are aware of the situation. Students will remain at school until they are picked up by either a parent/guardian or a designated emergency contact. Release forms will need to be signed before a student is allowed to leave the school.

## SECTION F: SCHOOL HOME COMMUNICATION

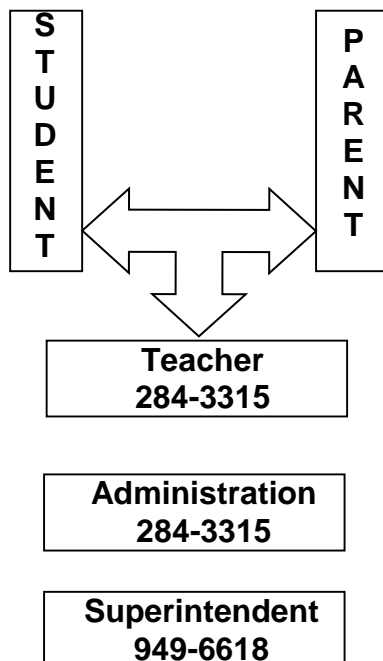
### School Newsletter

At the beginning of each month the school newsletter will be issued, relating special events and important dates. There is also a weekly update that will be sent home each Friday for a quick glance at the week ahead. We are trying to go paper free, so if you are not already getting your newsletter electronically and would like to, please e-mail [nstewart@sd85.bc.ca](mailto:nstewart@sd85.bc.ca) to have your address added to our e-mail list. Please be sure to check out our Facebook page as well for all the latest events and activities at Sea View School.

### Problem Solving

How do I help my child solve a problem at school?

The first step is communication.



At left is a diagram showing the steps followed when working towards solving problems.

You will find the staff are as concerned with your child's welfare as you are, and they will do everything in their power to help the student.

On some occasions, your child's teacher may not have the necessary resources for solving an issue. The School Administration is then the person to see. If the School Administration does not have the resources for solving the problem he/she will then direct you to the District Superintendent of Schools, Scott Benwell or the District Assistant Superintendent of Schools, Carol Robertson.

Most problems can be solved at the school level.

## CALENDAR 2015-2016

Month	Day	Event
September	8	School Based In-Service (No Classes)
	9	First Day of Classes
	24	Family Activity Night & Parents Informational Meeting
October	5-9	Walk & Wheel to School Week
	12	Thanksgiving Day (No School)
	21	Informal Progress reports go home
	23	Provincial Pro-D Day (no classes)
November	6	Picture Day
	10	Remembrance Day Assembly
	11	Remembrance Day (no school)
	23	School Based Pro-D Day (no classes)
December	8	Christmas Coffee House 7:00 PM
	11	1 <sup>st</sup> Term Reports go home
	18	Last Day of School before Winter Break
January	4	School Based In-Service (no classes)
	5	Classes Resume
February	5	Informal Progress Reports go home
	8	Family Day (no school)
	19	District Pro-D Day (no classes)
March	17	2 <sup>nd</sup> Term Reports Go Home
	18	Last day of School before Spring Break
April	4	Classes Resume
May	6	School Based Pro-D (no classes)
	23	Victoria Day (no school)
June	10	Bike Rodeo
	17	Sports Day
	23	Celebration of Learning Last Day of Classes Final Reports go Home
	24	Administrative Day

Special events are updated in our newsletter.

Check our web page at [www.svejss.edublogs.org](http://www.svejss.edublogs.org) or like us on Facebook.



## PARENTS' CHECKLIST: 10 Ways to Help My Child Do His or Her Best Learning at School



1. Smile when you look at your child. Greet them each morning like they are the most precious part of your life – because they are.
2. Begin with a healthy breakfast – or pack a healthy breakfast for them to eat when they get to school.
3. Have your child walk or bike to school. The fresh air and exercise, and the bit of responsibility and independence for those who are older, can be a good thing.
4. Pack a nutritious snack for recess – something that will make your child healthy **and** happy.
5. Save on juice and other packaged beverages – the water at school is fresh, free, and free of packaging. Drinking water is a healthy habit, and good for regulating your child's energy levels. Re-usable water bottles are welcome!
6. Limit screen time. Engaging in active play, imagination, construction and creativity are better choices.
7. Include your child in daily conversations with adults who care about them.
8. Help your child prepare for tomorrow by completing homework early (right after school or right after supper – choose a regular time to make the task easier).
9. Read together. Make this a special time.
10. End the day on a thankful note. Sleep well.

