

Chase River Elementary

STUDENT HANDBOOK 2016-2017

1503 Cranberry Avenue
Nanaimo, B.C.
V9R 6R7
Telephone: (250) 754-6983
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Home of the Cheetahs

Chase River Staff

Tricia McKay	Principal
Russell Greenway	Teacher
Susan Schlitz	Teacher
Maureen Arabsky	Teacher
Carol Lepage	Teacher
Yvonne Bunce	Teacher
Mike Eyres	Teacher
Travis Preston	Teacher
Lance Hornby	Teacher
TBA	Teacher
Liz Laforest	Music Teacher
Rod Huneault	SST
Heidi Fargo	Librarian
Janet Turner	Education Assistant
Bev Ballegeer	Education Assistant
Deanna Madge	Education Assistant
Joelene Akitt	Ab. Ed. EA
Emily Mason	CYFSW
Madeleine Ware-Jud	SLP
Christine Walterhouse	School Psychologist
Russ Middleton	Counselor
Sandra Fox	Secretary
Bob Grinnell	Caretaker
Dale Brandback	Caretaker

2016

Pro-D Day, (Curric. Imp)	Sept. 29
Local Pro-D	Sept. 30
Thanksgiving Day – Statutory Holiday	Oct. 10
Pro-D Day Provincial	Oct. 21
Remembrance Day – Statutory Holiday	Nov. 11
Winter Vacation	Dec. 23- Jan. 9

2017

Schools re-open	Jan. 9
BC Family Day	Feb. 13
Pro-D Day	Feb. 20
Pro-D Day	Feb. 21
Spring Vacation	Mar. 17- April 3
Good Friday	April 14
Easter Monday	April 17
Pro D Day	May 12
Victoria Day	May 22
Last day for students	June 29
Year End Admin day	June 30

Office Hours

Secretary (Monday to Friday)
8:15 a.m. – 2:45 p.m.

New School Hours for 2015-2016

Day	Start	am Recess	Lunch	End
Monday	8:35	10:15- 10:30	11:45 - 12:20	13:27
Tues. – Friday	8:35	10:15- 10:30	11:45 - 12:20	14:27

School dismisses at 1:27 p.m. on Monday. This allows staff to participate in the NLPS Professional Learning Community initiative. This is the only early dismissal day of the week. Tuesday to Friday, school will dismiss at 2:27 pm

Kindergarten

Gradual entry will take place from September 7th to 13th. This system provides an opportunity for a positive orientation for each child. It consists of individual interviews and meeting with students in a smaller group prior to the full class meeting together beginning September 14^t.



Lunch Policy

Students are dismissed at 11:45 a.m. to go out to play. This activity time is monitored by our Noon Hour Supervisors. Students with poor behaviour will be asked to leave the school property during lunch recess. Students return to classroom at 12:20 a.m. As this is the first year of our new timetable, each teacher will determine when is the best time for their students to eat lunch. Some children may eat prior to the recess break and some following. While the children eat, the teacher reads to them for 15 - 20 minutes.

Student Access to the Building

As a student, your presence in the building prior to 8:35 a.m. is:

1. Subject to the approval of your classroom teacher.
2. Permissible if you are participating in a teacher sponsored activity.
3. Permissible if you have a written note from home requesting access to classroom for

- medical reasons.
4. Permissible in emergencies.

The main entrance to the school is not typically for students. It is for the use of parents, visitors and staff. Students line up quietly in their assigned area. Students arriving late are required to report to the office for a late slip.

CHASE RIVER ELEMENTARY **Mission Statement**

“Working together with our school community, our mission at Chase River Elementary is to ensure a safe, supportive and respectful environment which promotes the development of individual potential and enthusiasm for life-long learning.”

The staff of Chase River Elementary strives to create an educational climate that encourages each child to grow academically, physically and socially to the best of his/her ability. Classes and programs are organized to provide each child with successful experience, appropriate challenges and a sense of achievement and belonging. We are committed to creating a safe, warm and nurturing environment for each student.

We welcome parent involvement in the school. We believe that when we work together, we can provide successful educational experiences for students.

School Philosophy

The staff of Chase River Elementary will assist in the growth and development of the whole child. Children who attain academic proficiency and physical skills based upon appropriate developmental expectations; that are socially aware and cooperative and who display emotions and feelings in an acceptable manner will be able to contribute effectively to society.

The learning process develops both character and ability. Every student is capable of personal growth and achievement when provided with challenging programs. Programs offered are based upon continuous progress and recognizes, respects and attends to individual differences. The time and instructional approaches may vary to permit each child to learn at their own rate according to their

unique needs and abilities.

As the development of self-confidence is essential for fulfilling and constructive life, the school will strive to provide each student with interesting and meaningful learning experiences leading to academic and personal success. Personal strengths will be developed and areas of weakness supported and assisted.

Chase River Elementary will endeavour to instill a love of learning; to provide the skills necessary to acquire, process and express information; to offer opportunities to think critically and creatively; to provide leadership opportunities to students to develop self-discipline and independence and to enhance self-esteem.

Developing appropriate learning attitudes and skills depends upon the individual learner’s commitment, self-discipline and responsibility of the learner. Parents and teachers working together as partners will increase the likelihood of such success for each child. Each child must be prepared to succeed in a changing world by striving to do their best in order to grow towards their potential – an investment in themselves and their future.



EXPECTATIONS OF PARTICIPANTS IN THE EDUCATIONAL PROCESS

Pupils

- Obey all school expectations.
- Be courteous, practice common manners and to exercise a sense of responsibility appropriate to their age.
- Respect the rights of others and show respect for property.
- Come to school properly equipped and willing to work.
- Try your best.

Parents

- Ensure that pupils attend regularly and punctually whenever possible. It is the expectation of the school that parents phone to report a student absence or.
- Ensure that the pupil is prepared to work while at school.
- Be prepared to work with pupil and teacher in the planning and carrying out a suitable educational program.
- Work with the teacher to develop in his/her child a sense of responsibility, a sense of self-discipline and a respect for the rights of others.

Teachers

- Present a planned curriculum based on Instructional Resource Packages from the Ministry of Education.
- Acknowledge that pupils have individual differences and adjust the basic program accordingly.
- Be courteous, practice common manners to enforce the expectations of the school and classroom consistently and with impartiality.
- Work with pupil and parent in the planning and carrying out a suitable educational program for each child.



Administrative Officer

- Place students in appropriate class settings.
- Assist in the design of programs to address student diversity.
- Assign appropriate staff to support student success.
- Coordinate interagency meetings.
- Provide support for staff to attain professional goals.
- Work with the parents to respond to their concerns and requests.
- Communicate through the writing and circulation of a school newsletter.
- Work with parents to solve issues.
- Supervise instructions.
- Support the work of the Parent Advisory Council.
- Coordinate the support services provided by the district staff including English Second Dialect, Enrichment/Gifted, Aboriginal Education, Integration Support, Hearing Impaired, Visually Impaired, Counseling, Speech, and Psychology Support.
- Attend all school based team meetings.
- Coordinate and support extra and intra curricular events.
- Exercise paramount authority in matters concerning the discipline of pupils.

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 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.



Fire Drill (6 a year)

All schools conduct fire drills several 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 at a designated place at a safe distance from the building.



Earthquake Drill (2 a year)

Earthquake drills are conducted on a regular basis. In the event of an earthquake, when the shaking stops, the school is evacuated in an orderly fashion. Teachers and students move to a predetermined open space away from the school building. The school's emergency plan is activated and the safety equipment is distributed.

Each September, parents will be requested to update the emergency release information file at the school. In the event of an earthquake, students will be released only to the persons designated on the form.

Each September, a refresher course will be given to all pupils regarding Earthquake Safety.

Lock Down and Hold and Secure Drills

A lockdown is defined as the restriction of movement during the time of a potentially serious violent incident. A lockdown can occur in the event of a potential threat inside the building. A hold and secure can occur if there is a threat outside of the building. Lock down and hold and secure drills are conducted on a regular basis to ensure familiarity with procedures to maximize the safety of all.

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 replacement costs.

Every pupil is encouraged to carry books to and from school in a suitable bag.

Lost and Found

The Lost and Found Box and rack is located in the main hallway. Items are kept there for a few months. Before taking items to a charity organization, students are given the opportunity to review the contents of the box.

Please **place name labels on all items** left at school like boots, shoes, gym strip and coats.

Emergency Closure Procedure

The decision to close schools in School District #68 due to inclement weather is made by the Superintendent. This decision is announced over local radio stations The WAVE (102.3) and The WOLF (106.9) at 6:45 a.m. A decision to re-open schools or to keep schools closed for the afternoon will be made by 11:00 a.m. We would request that students and parents listen to the radio for this information rather than call the school.

Periodically schools may be closed and students dismissed during the day for snowstorms, extended power outages and other emergencies. If you have not done so already, we remind parents who are not home during the day to make arrangements in your neighbourhood for a safe place for your child (ren) to go when such emergencies occur.



Early Detection System

Early Detection was initiated for the safety and protection of Chase River 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:

1. Phone the school (754-6983) in the morning between 8:15 and 8:45 a.m. and in the afternoon between 12:15 and 12:30 p.m. if your child is late or absent from school for any reason, or
2. Send a note with another child in the family, or
3. Give advance notification, preferably written, of dental/medical appointments, or any changes from the usual routine (ie – staying/going home for lunch, early music lessons, etc.).

Most parents already inform the school and this is

appreciated. The school will make contact with parents in the event of an unexcused absence.

Homework Policy

Purpose of Homework

Homework is a task assigned to the student to do on his/her own time, after school hours, as an extension of his/her classroom work.

Homework can be of many types:

- a. Completion of tasks
- b. Long range projects.
- c. Daily or weekly reinforcement or practice of newly learned skills.
- d. Reading.

Teachers assign homework with the hope of:

- a. encouraging self discipline and responsibility
- b. fostering good study habits, and
- c. motivating the student to want to learn more.

Homework can also keep parents informed of the work done by the students.

Chase River Elementary School's Code of Conduct

A. Statement of Purpose

- To establish and maintain safe, caring 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.

B. Conduct Expectations

Acceptable Conduct

- Respect self, others and the school
- Respect the rights, dignity and diversity of others, such diversity including but not limited to race, ethnicity, gender, age, physical and or mental ability, culture, ancestry, language, religious

beliefs, sexual orientation and socioeconomic background

- 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

Specific Expectations

1. **COURTESY** - each of us has the right to be treated in a courteous manner and the responsibility to treat others with courtesy
2. **RESPONSIBILITY** - we each have a responsibility to do the best we can in school and life in general
3. **RESPECT** - for the rights and property of others
4. **CO-OPERATION** - work to the best of your ability and positively with others

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

Bullying

Chase River Elementary believes that all students, staff and volunteers should be provided a safe, secure and welcoming learning and working environment. To that end, acts of bullying and harassment will not be tolerated.

Bullying is defined as an intentional action on the part of an individual, which causes emotional or physical distress of a victim. Bullying implies a power difference of one individual over another. It may involve a single incident or a series of incidents over time.

Barbara Coloroso, the author of, The Bully, The Bullied and The Bystander, says, "bystanders are the supporting cast who aid and abet the bully through acts of omission and commission. It is important that kids recognize that they are all responsible for helping to create a safe, caring, respectful and bully-free environment." Bystanders will have consequences if they don't accept the responsibility of reporting incidences to teachers or supervisors.

Bullying takes three main forms:

1. **Physical bullying** involves hitting the victim in some way or taking or damaging a 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 connections.

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.

C. Consequences

- responses to unacceptable conduct are pre-planned and consistent e.g. Discipline Cycle (below)
- disciplinary action, wherever possible, is preventative and restorative, rather than merely punitive
- students, as often as possible, are encouraged to participate in the development of meaningful consequences for violations of the established code of conduct e.g.

participating in working through a "Think Paper"

- 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.

The Chase River Discipline Policy expects the staff to:

1. Teach students ownership of their problems.
2. Teach the students to accept logical consequences for their actions.
3. Give students time to evaluate their behaviour and to think of alternate behaviour.
4. Teach students to become actively involved in finding positive alternatives to their unacceptable behaviour.
5. Teach students to be in control of themselves.

Discipline Cycle

Classroom Level Problems

Teachers deal "in classroom" with classroom management issues, lining up, homework, follow through, etc. Students understanding of the rules and the consequences for infractions (such as: classroom detentions, parental contact, triad room, removal of privileges), coupled with consistent follow through by the teacher will form a solid foundation for all that happens later. Students may be referred to a Triad Room. If inappropriate behaviour continues, students should be sent to the administrator.

When faced with defiance, rudeness, swearing or fighting, teachers should make a referral directly to the administrator.

With chronic "classroom" based problems, a referral to the office may also be made after the classroom teacher has used all the levels of classroom/teacher-based consequences. Having documentation of the infractions and follow-up at the classroom level will help the principal follow through appropriately.

School Level Problems

Incidents of a minor nature, which occur during breaks will be referred to staff. A Think Paper will be used and parents may be informed.

If inappropriate behaviour continues, a student will have an escalation in logical consequences. If the student is able to behave appropriately for 30 days dating from his or her most recent time-out, he or she will begin again. Time-outs are not cumulative past 30 days. This “fresh start” is important.

Playground or classroom incidents of a more serious nature such as physical aggression, defiance or rudeness will result in the student receiving a conduct report and possible suspension from school.

1. The teacher or supervisor in consultation with administrative officer fills a CONDUCT REPORT.
This outlines the name of the student, class, what the problem was and the logical consequence for this action.
2. One copy of the Conduct Report is given to the classroom teacher and one copy is sent home. The home copy is to be signed by the parent and returned the next day.
3. The information from the conduct report is stored in the Principal’s Office.
4. At the end of the school year, this information is destroyed.

Role of Principal in the Discipline Cycle

- To assist staff in administering the school rules.
- To assist teachers who have students with severe behaviour problems.
- To model acceptable behaviour and work toward consistency.
- To encourage parent input in the discipline policy by contacting them when necessary.
- To meet with parent, teachers and counsellor when necessary.
- To monitor.

Prevention Techniques

- Allow for student involvement (class meetings).
- Discuss appropriate behaviour and logical consequences.
- Recognize any appropriate behaviour and give encouragement.
- Create a stable and consistent classroom environment.
- Use the school counsellor.
- Be in the room when students arrive.

- Model the behaviour you wish to see from the students.
- Provide opportunities for students to take some responsibility and become independent.
- Formulate classroom rules with students.
- Be consistent.
- Record data to support decisions on consequences and ensure fairness.

Serious Incidents

Parents are contacted for serious incidents of misbehaviour or if minor incidents persist. 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
- 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.

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

D. Notification

In cases of serious breaches of the Code of Conduct, the school will advise other parties, including:

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

SPECIFIC STUDENT EXPECTATIONS

Children often need rules specifically stated. Some examples are listed below:

1. Pupils are expected to attend daily and be on time.
2. Pupils are expected to remain on the school grounds at all times unless they go home for lunch or unless they have received a *parent's written note* and *staff permission* to leave.
3. Pupils will not use the school phone unless the teacher has determined the purpose is appropriate. Arrangements for rides home, or for visiting with friends should be made in advance.
4. Bicycles should be placed on the racks provided and locked. Students must not tamper with other student's bicycles. Bicycles are not to be ridden on the school grounds. Students will wear an approved helmet.
5. Do not throw or kick anything that might hurt someone.
6. ALL pupils are expected to go outside during recess and lunch times. Pupils may not be in classrooms during recess and lunch without supervision except self managers.
7. Pupils will not enter classrooms other than their own unless a teacher is present.
8. Pupils should not loiter in the halls or washrooms.
9. Sports equipment must be returned to the proper place by the pupil who borrowed it.
10. Students who fight will be sent home, and parents will be contacted.
11. No food is allowed in the gym, library, and computer lab.
12. Equipment e.g. balls, that go on the roof will remain there until a district maintenance staff member retrieves it. Students must not go on the roof.
13. Gum or candy chewing will not be permitted in the school during class time without teacher approval.
14. Throwing snowballs will result in the child receiving a warning and detention. If there are any further incidents the child will be sent home.
15. Cap, hats or head coverings are not to be worn inside the school.

16. No skateboards, scooters or roller blades are to be brought to school during the school day.
17. Students will play in designated areas.
18. Students will not use inappropriate language.
19. No spitting.

Computer Lab

The computer lab is used by all students. Please respect this community space by working quietly in the lab. All materials used should be tidied before leaving. Permission to use internet is given to students who understand and show respect for the Internet User Policy.

Washrooms

The washrooms at the back of the school are open to all students from 8:15 onward. The handicapped washroom is available for students with permission. Please let the secretary know before using this facility.

Washrooms are not to be used as game areas.

Physical Education

- Students are required to wear inside shoes. This keeps the gym floor clean, and thus, prevents slipping.
- Shorts are required for students in Grades 4,5,6,7.
- Students must bring a note from a Doctor or parent to be excused from PE classes.

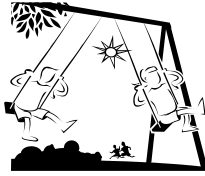
Please do not bring:

- Skateboards, rollerblades, scooters, inline skates, "Heelys"
- Electronic games, I-pads or cell phones must be kept in back-packs for use after school only unless permitted by the teacher in the classroom.
- Trading cards.

Play Areas

- The primary court is to be used by Grade 1,2,3 students only on M, W and F.
- The intermediate court is to be used by Grades 4,5,6,7 students only M W and F
- The adventure playground at the front of the school is for Kindergarten, Grade 1 and 2 students only M, W F.
- Swings at the front of the school may be used by Grades 1,2,3 students.

- Swings at the back are for students in Grades 4,5,6,7.
- The Adventure playground at the back of the school is for students in Grades 3,4,5,6,7. M, W and F



- Students will load and unload the bus in an orderly manner

Students must be on time for the bus.

Student Recognition and Awards Philosophy



Chase River Elementary School recognizes student academic achievement and positive participation in a number of ways. We believe that students should be encouraged to do their best by striving for excellence, promoting student responsibility, sportsmanship, citizenship and positive participation, effort and attitude.

Spirit Awards

Students who set an example of positive behaviour inside and outside of the classroom will be recognized with Spirit Awards.

Classroom Recognition

Classroom teachers will recognize students from their classroom on a regular basis for positive accomplishments. These students will be recognized in their classes for their achievements during that particular month. Teachers will develop their own strategies within each classroom.

Principal Recognition

The Principal will meet with groups of students on a monthly basis to recognize and encourage student achievement and effort. It will be the teacher's responsibility to nominate students and indicate areas of recognition. When possible, students will come to the session with work to share with the group.

School Running Program

Each year an imaginary running target is identified and students run laps of the building as part of their required Daily Physical Activity. The laps are counted and converted into kilometers. Over the year students are recognized with a ribbon when benchmarks are reached. At the end of the year students achieving 200 kilometers are recognized with a Master Runner t-shirt.

Term/Year End Recognition

Primary

Students will receive recognition within their classrooms.

- Teachers recognize all Primary students for a variety of accomplishments during the year.

Respect your Property and School Property

- Keep your desk area organized.
- Keep your cubby tidy and free of food.
- Respect the washroom areas.
- Come with pencils/pens ready to study.
- Label everything with your name.

Hallways

Everyone shares hallways. Please be considerate of all other students while moving in the hallway.

- Walk on the right whenever possible.
- Walk in single or double file.
- Refrain from talking.
- Keep your hands to yourself.
- Be courteous towards everyone.

Assemblies

Learning to be an audience is part of your school curriculum. School wide assemblies are held monthly to acknowledge your students. We have guest performers and speakers at our assemblies. At Chase River Elementary, we expect that students will:

- Enter and exit the assembly in a calm, quiet and orderly fashion.
- Follow the seating plan for their class.
- Acknowledge performers with applause only.
- Remain seated until their teacher stands and gives permission to exit.



Phone Use

We strive to keep our phone lines for incoming calls. Students may use the phone with permission of the teacher or office staff. Telephones may be used to contact parents regarding an important matter. Forgetting a lunch, school money, gym strip, and making after school arrangements are not considered emergencies.

Bus Rules

- Students sit oldest to youngest
- Students may not eat on the bus
- Students must remain seated on the bus

- End of year recognition for students exhibiting Academic Achievement, Good Effort, Appropriate Behaviour, Positive Attitude and Citizenship/Service. Certificates may be presented by teachers.

Intermediate

Students will receive recognition during the year in the following areas:

Participation/Recognition (WINIT Awards): Students participating in other school activities will be recognized. At the end of the year students will be presented with a WINIT Awards Certificate. Activities might include: Sports Teams, Choir and Clubs.

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 we must adhere to for these circumstances.

Drugs can be dangerous. Please do not allow pupils to carry or leave drugs at school. Any drugs should be given to the teacher by the parent. Arrangements can be made for teachers to administer drugs to pupils, but it involves completing an appropriate consent form.

If a child requires special medical consideration of any kind, please advise the school on the pupil information form. Our health nurse will issue a Medic Alert card and will follow up with appropriate directions for our teaching staff.

New Curriculum

A message from the BC Ministry of Education of

Today we live in a state of constant change. It is a technology-rich world, where communication is instant and information is immediately accessible. The way we interact with each other personally, socially, and at work has changed forever. Knowledge is growing and information is changing extremely quickly, creating new possibilities. This is the world our students are entering.

British Columbia's curriculum is being modernized to respond to this demanding world. To develop new models, the Ministry consulted with education experts both locally and internationally. They agree that to prepare students for the future, the curriculum must be student-centred and flexible, and maintain a focus on literacy and math skills, while supporting deeper learning.

What and how we teach our students has been redesigned to provide greater flexibility for teachers, while allowing space and time for students to develop their skills and explore their passions and interests. The deep understanding and application of knowledge is at the centre of the new model, as opposed to the memory and recall of facts that previously shaped education around the globe for many decades.

Our new curriculum maintains a focus on sound foundations of literacy and math skills.

Every student will continue to be connected to the basics of reading, writing and math. These critical skills are the foundation of B.C.'s education system, and are a key component of developing an educated citizen.

B.C. students are at the centre of these changes, and ensuring their success continues to be our driving force.

Key Features of the New Curriculum

Essential learning, literacy and math skills are the foundation of our new curriculum. All three features contribute to deeper learning.

Core Competencies

The Core Competencies are the intellectual, personal, and social skills that all students need to develop for success in life beyond school. B.C. has identified three Core Competencies as essential for all learners:

- Communication
- Thinking
- Personal and Social Competency

Core Competencies are directly related to students becoming educated citizens.

Literacy and Math Skills Foundations

Literacy is the ability to understand, critically analyze, and create a variety of forms of communication, including oral, written, visual, digital, and multimedia, in order to accomplish one's goals. Literacy helps students apply reading, writing, speaking and listening skills across a variety of subject areas.

Math skills, or numeracy is the ability to understand and apply mathematical concepts, processes, and skills to solve problems and make decisions in a variety of situations, including real-life scenarios. Numeracy assessment looks at learning which has taken place throughout the student's education, not only in mathematics, but across various subjects.

Literacy and math skills are fundamental to all learning. While they are commonly associated with

language learning and mathematics, literacy and math skills are applied in all areas of learning.

Curriculum Model

All areas of learning are based on a “Know-Do-Understand” model to support a concept-based competency-driven approach to learning.

Three elements, the Content (Know), Curricular Competencies (Do), and Big Ideas (Understand) all work together to support deeper learning.

Content (Know)

The Content learning standards — the “Know” of the Know-Do-Understand model of learning — detail the essential topics and knowledge at each grade level.

Curricular Competencies (Do)

The Curricular Competencies are the skills, strategies, and processes that students develop over time. They reflect the “Do” in the Know-Do-Understand model of learning. While Curricular Competencies are more subject-specific, they are connected to the Core Competencies.

Big Ideas (Understand)

The Big Ideas consist of generalizations and principles and the key concepts important in an area of learning. They reflect the “Understand” component of the Know-Do-Understand model of learning.

The big ideas represent what students will understand at the completion of the curriculum for their grade. They are intended to endure beyond a single grade and contribute to future understanding.

Concept-based, Competency-driven Curriculum

B.C.’s new curriculum brings together two features that most educators agree are essential for 21st-century learning: a concept-based approach to learning, and a focus on the development of competencies, to foster deeper, more transferable learning.

These approaches complement each other because of their common focus on active engagement of students. Deeper learning is better achieved through “doing” than through passive listening or reading. Similarly, both concept-based learning and the development of competencies engage students in authentic tasks that connect learning to the real world.

Student Assessment and Reporting

Ongoing student assessment is a vital part of each child’s educational program. Assessment and reporting can take on many different forms over the course of the year. Teachers use formative assessment in their classrooms every day. Formative assessment includes sharing goals and criteria with students, and giving them feedback while they are working towards those goals. The purpose is to help students understand how to improve, while at the same time helps the teacher determine the learning needs of the individual student and the whole class.

The Ministry of Education still requires school districts to also report out in a summative way. This is to evaluate student learning at the end of a significant learning opportunity. This has traditionally been in the form of a report card. Both *formative* and *summative* assessments are important.

As there have been significant changes to the BC Curriculum, there may also be changes in how schools will be reporting out to students and families in the coming year. Our school and district will be developing updated reporting procedures once the new Reporting Order is in place from the Ministry of Education. In the Fall, schools will inform families on what both informal and formal reporting will look like, as well as expected timelines.

STUDENT SUPPORT SERVICES

We have available access to a wide range of special education services to support the needs of all learners.

For students with learning difficulties, our program targets two groups of students. For students that require support to meet the goals of the regular program, less intensive support is provided, two to three times per week for 30 to 45 minutes, primarily in the Language Arts area. Help in other areas is provided as time and space permit.

The second target group of students requires significant modifications or adjustments to their program. They are given intensive daily support for 60 to 90 minutes. For this placement specific learning goals are established. These are developed in an IEP (Individual Education Plan) by the Student Support Service teacher in conjunction with the classroom teacher, counselor, and other specialists who may be working with the student. Throughout the period on the program, parents are consulted frequently.

The Student Support teachers test and diagnose pupils referred by the classroom teacher. They may suggest to the teacher materials and programs for the child or provide appropriate instruction that would assist the student in overcoming specific learning difficulties. Due to the high demand for these services, the use of screening instruments are employed to establish priorities. Depending on the individual needs of students, instruction can take place in the classroom or in the Learning Assistance Centre for varying periods of time

To support the classroom teacher, regular weekly School Based Team meetings are held. The team meetings operate in a problem solving manner to assist classroom teachers in planning for the instruction of learners who are encountering difficulties. The administrator, the counselor, the student support service teacher, specialist from Student Support Services and parents are invited to provide suggestions and ideas.

We have the services of an area counselor each week. The counselor works with individuals or small groups regarding personal, academic, social or behavioural problems. She is also available to assist parents who are seeking advice related to parenting skills and techniques.

Through the Student Support Services Office, we have access to a wide range of services for regular and special needs students. These include:

- Educational Assessment and Planning Services
- Psychological Services
- Mentally Handicapped Programs
- English as a Second Language
- Aboriginal Programs
- Itinerant Teacher of Hearing Impaired
- Itinerant Teacher of Visually Impaired
- Speech and Language Itinerant Teacher
- Hospital Homebound Programs
- School Health Programs:
 - Vision and Hearing (referral)
 - Dental
 - Hepatitis B Vaccinations

CHASE RIVER 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.

- A. The following principles regarding Field trips have been adopted by the staff.
 1. That teachers should work to establish equal opportunity at each grade level for field trips.
 2. That major fundraising activities should be targeted to specific grade levels.
 3. Teachers at each grade level will, at the beginning of each year, meet to determine which field trips are appropriate. Following that, we will determine which fundraising ventures will be assigned for each grade.
 4. Parent information meetings will be held prior to finalizing all out of district field trips.
- B. District-wide Procedures (3335P) have been adopted by the Nanaimo School Board to provide for the safety and supervision of students on field trips. The complete policy is available on the School District Website www.sd68.bc.ca. These are some of the procedures:
 1. The principal shall assume overall responsibility for the arrangement and supervision of the travel and the curricular or extra-curricular activity. The principal may delegate such responsibility to teachers and /or other persons deemed to be appropriate. The principal shall ensure that field trips, to the greatest extent possible, are experienced equitably among all classes and students in the school.
 2. Neither curricular nor “whole school, whole class or whole team” extra-curricular field trips shall be denied to a student because of cost. Emergency funding shall be provided on the basis of need to the extent that funds are available. If available funds are insufficient to ensure that all students who wish to participate can be included in a field trip that is intended to involve the entire school, class or team of which the student is a part, the field trip must be abandoned, or rescheduled to a time when funds are sufficient.
 3. An appropriate program of instruction at school shall be provided for students who do not participate in the field trip. Parents shall be advised of these arrangements.
 4. At the earlier stages of the planning of a field trip, parents should be notified in writing of expectations for student behaviour and safe conduct while on the field trip. It is appropriate for a coach or sponsor of a field trip to make the

decision – in consultation with school administration and teaching staff – to deny access to the field trip to any student who it is felt may constitute a discipline or safety risk while on the field trip. Parents and students must be notified at the earliest possible date of such a decision to deny access in order to minimize disappointment and to ensure that students do not needlessly engage in fund-raising or planning activities for field trips to which they have been or would be denied access.

5. On a field trip of any kind, the teacher sponsor/adult supervisor will act in a manner consistent with what would be expected of a “judicious parent.”

6. Where a situation warrants a student’s being sent home from an overnight/out-of-district field trip, parents shall be notified as soon as practicable and appropriate travel and pick up arrangements shall be made for that student.

7. Potential chaperones for overnight and extended school sponsored trips will complete an “Application to be Chaperone” form. This form will be kept on file at the school for at least two years after the trip.

8. Criminal record checks shall be conducted for all chaperones prior to overnight and extended activities.

9. Criminal record checks will be reviewed by the Human Resources Department in consultation with the school principal, and will be kept on file by the Human Resources Department.

10. Criminal record checks for chaperones will be valid for one year after date of issue.

District Policies

Our School District has numerous policies that direct and safeguard a school’s operation and the students who attend our schools. A complete set of policies are available on the School District website for your perusal should you wish to view them.

Below are a few policies in summary form that the board has asked you to be informed of on a yearly basis. The complete policy for each is available on the School District website – www.sd68.bc.ca .

3200 – Student Discipline – District Standard of Conduct

The Board of Education of School District 68 (Nanaimo-Ladysmith) is committed to providing a safe, caring and orderly learning environment in its schools.

The development of children who demonstrate social responsibility and interdependence is the vision of the Board. Through direct instruction, modeling, and support, students will acquire the knowledge and skills that would

enable them to experience a sense of connectedness to, and respect for, family, peers, and the school community.

To ensure a safe, caring and orderly learning environment, the Board recognizes its responsibility to establish expectations regarding conduct, and for communicating such expectations to staff, students and parents on a regular basis.

The expectations outlined in Policy and Procedure 3200P represent the District’s standard of conduct and provide the basis for school codes of student conduct.

Students are expected to conduct themselves in a manner which contributes to a safe, caring and orderly learning environment at all schools, school functions and activities. Appropriate student conduct is based on respect for oneself and others and is essential to the development of responsible citizens.

Any conduct which contravenes the school’s code of conduct warrants appropriate intervention as outlined in the following procedure.

The Board supports the Provincial Standards for Codes of Conduct Order M 208 with respect to discrimination as set out in section 7 (discriminatory publication) and section 8 (discrimination in accommodation, service, and facility) of the Human Rights Code, RSBC 1996, c. 210.

3804 – Multicultural Education

The Board recognizes the role of the school in promoting an awareness of the multicultural nature of our community and believes that such an 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 all students.

3808 – Cross Cultural, Ethnic and Race Relations

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 to and ensure the equal right to individuals of different ethnic backgrounds and resist racial bias in any form.

3590 – Student Dress Code

In School District No. 68, it is expected that students will dress in a manner that is appropriate and conducive to a positive and safe learning environment. Each will establish its own student dress code policy.

School 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. Some general guidelines are:

- Hats or head coverings are not worn in the building
- Beach wear or clothes that are revealing (low cut tops, spaghetti straps, muscle T-shirts, halter tops, bare midriffs and backs are not acceptable)
- Items of clothing that display offensive graphics/writing are not appropriate for school
- Clothing needs to be suitable for the season (i.e. warm tops in winter).
- Tops must meet bottoms.

Chase River Elementary School Nutrition Policy

Chase River 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 Chase River will be carried out in the best interests of our students and community. Our continuing education will incorporate Canada's Food Guide for Healthy Eating and will focus on nutritional foods during classroom and school functions.

Chase River Elementary School Food Guidelines

- a) School community members (students, staff and parents) will be encouraged to bring only snacks belonging to one of the four food groups of Canada's Food Guide to Healthy Eating as a school day snack.
- b) All lunch program items will be selected from the Choose Most and Choose Sometimes categories of the Nutrition Guidelines for Sales of Food and Beverages in BC Schools.
- c) All food and beverage items being sold to students (i.e. special hot lunch days, recess sales, concessions, etc...) during the school day will be selected from the Choose Most and Choose Sometimes categories of the Nutrition Guidelines for Sales of Food and Beverages in BC Schools.
- d) It is recognized that there are "special celebrations" occasionally throughout the school year (i.e. Valentine's Day, Christmas, etc...). Staff will work to

create a balanced approach to these celebrations while recognizing that "treats on occasion" are part of a balanced approach to a healthy lifestyle.

- e) Staff will use food from Choose Most or Choose Sometimes categories as parts of lessons or activities.

Parent Involvement

Parent Advisory Council

This is our parent association. It has become more than a fund raising group and now also serves in a consultative capacity regarding school policy, programs and directions.

If parents can afford the time, please get involved. This is your school.

Who: is on the PAC?

1. Elected members from the parents of students in the school.
2. Principal of the school.
3. Staff Representatives.
4. All parents can attend meetings and have input.

What: is the Purpose of a PAC?

1. To provide a discussion forum for school activities between staff and parents.
2. To bring ideas to the attention of the principal and staff members that might benefit the children in that school.
3. To consult on new programs, fund-raising, volunteer activities, etc.
4. To channel school activities through one group.

It is not a committee to discuss individual students/staff problems.

Bus Schedule



Route #9

Extension to Chase River Elementary

1845 Nanaimo River Road (by white gate)	7:55
Twilight /Nanaimo River Road	7:56
Nanaimo River Road/McDonald Road	7:58
White Rapids/Nanaimo River Road	8:00
Godfrey & White Rapids	8:02
Godfrey Road/Welding Shop	8:04
Extension Elementary	8:08
2730 Extension	8:09

CHASE RIVER ELEMENTARY **8:20**
(Cranberry at Extension)

*Leave Chase River School (T – TH)	2:35 pm
(Mon.)	1:35 pm
(Fri.)	2:45 pm