



**400 Campbell St
Nanaimo, B.C., V9R 3G7**

Phone: 250-754-2722

Office Staff:

Principal
Secretary

Mme. Shannon Apland
Mme. Jennifer Mile

Office Hours:

Monday - Friday 8:00 a.m. to 3:00 p.m.

E-Mail: sapland@sd68.bc.ca, or jmile@sd68.bc.ca

Visit our school web page at <http://www.paulinehaarer.ca/>

Message from the Principal

On behalf of the staff at Ecole Pauline Haarer we would like to wish a warm welcome to all pupils and parents returning to Pauline Haarer and a special welcome to students and parents new to the school.

At Ecole Pauline Haarer we believe that parents are partners in the education program. You are encouraged to take an active interest and participate fully in the life of our school. As a team with parents, teachers and students working together we can make this year a very successful one, providing the opportunities and quality programs our students deserve. The Pauline Haarer staff, including all teaching and non-teaching staff members, are always open to answering your questions or lending a hand.

We would like you to take the time to familiarize yourself with the content of this handbook. It has been designed to inform you of school and school district policies and procedures. Should you have any questions, concerns, or helpful ideas, please feel free to contact us.

We look forward to providing your child(ren) with a happy and challenging school year.

Shannon Apland
Principal

School Year Calendar 2018-19

Schools Open for Students	Tuesday, September 4th
Non-Instructional Day (Curriculum In-Service Day)	Thursday, October 4th
Non-Instructional Day (Professional Development Day)	Friday, October 5th
Thanksgiving Day	Monday, October 8th
Non-Instructional Day (Provincial Professional Development Day)	Friday, October 19th
Remembrance Day	Monday, November 12th
Last day of classes before Winter Vacation	Friday, December 21st
Schools Re-Open after Winter Vacation	Monday, January 7th
BC Family Day	Monday, February 18th
Non-Instructional Day (District Pro D Day)	Monday, February 25th
Non-Instructional Day (Professional Development Day)	Tuesday, February 26th
Last Day of Classes before Spring Vacation	Friday, March 15th
Schools Re-Open after Spring Vacation	Tuesday, April 1st
Good Friday	Friday, April 19 th
Easter Monday	Monday, April 22nd
Non-Instructional Day (Professional Development Day)	Friday, May 10th
Victoria Day	Monday, May 20th
Last Day of School for Students	Thursday, June 27th
Administrative Day - Schools Close	Friday, June 28th

***Students do not attend classes on non-instructional days.**

****NEW Bell Schedule 2018/2019**

Monday

Bell Schedule

8:45 – 10:15 am	Instructional Time
10:15 – 10:30 am	Short Recess
10:30 – 11:45 am	Instructional Time
11:45 – 12:21 pm	Long Recess
12:21 – 1:37 pm	Instructional Time

Tuesday to Friday

Bell Schedule

8:45 – 11:45 am	Instructional Time
11:45 – 12:21 pm	Long Recess
12:21 – 1:30 pm	Instructional Time
1:30 – 1:45 pm	Short Recess
1:45 – 2:37 pm	Instructional Time

Outdoor supervision is provided 15 minutes before and after school. For their safety and wellbeing, students should arrive no earlier than 8:30 am and should leave the school grounds by 1:52 pm Mondays and 2:52 pm Tues-Friday.

Professional Learning Community Days

(PLC occurs on the following Mondays from 1:45-2:45 pm for Staff)

September 17, 24
October 1, 22, 29
November 5, 26
December 3
January 14, 28
February 4, 11
March 4, 11
April 8, 15
May 6, 13
June 3, 10

Visit Our Website

Please visit our newly updated website at <http://www.paulinehaarer.ca/>

You will find many important links and information regarding current and upcoming school and community events.

French Immersion

- School District 68 offers the Early French Immersion program at no additional cost to parents.
- The French Immersion program welcomes any student turning 5 or 6 years of age by December 31 entering kindergarten or grade one.
- The program continues right through to Grade 12 and students follow the same prescribed BC curriculum as they would in the English language program. In this way, immersion students become functionally bilingual in French while maintaining and enhancing their English language skills.
- Graduates receive a bilingual Dogwood Certificate.

French Immersion Program Goals

1. To enable students to understand and communicate in French and English.
2. To allow students to develop linguistic and cultural knowledge within a program which supports a spirit of positive appreciation and respect.
3. To foster the intellectual, physical, emotional, social and creative development of children.
4. To develop awareness, appreciation, respect and understanding of the French and English cultures and values.
5. To enable students to pursue further education and careers in either or both languages.

The more fluent a child is in his/her own language, the easier it is to learn another.

Here are some suggestions that will support your child in French Immersion:

Read aloud to your child every day. Read books in your own language. Do not worry if you do not speak French; you can instill a love of literature in your child regardless of the language in which you read. By fostering enthusiasm and motivating your child to seek out books independently, you are laying the groundwork for positive attitudes that are essential to lifelong learning in French or in English. It is important that your child's first language be as rich as possible; you have the ability to provide that enrichment at home.

Although research has consistently demonstrated that French Immersion is an education model with universal application, the following questions might guide you in your decision about whether it is an appropriate choice for your child and your family.

- Has your child's first language developed adequately for a child of his/her age?
- Does your child accept change easily?
- Have you and your family talked about the French Immersion program?
- Do you understand that in Nanaimo your child will study primarily in French up to the end of grade 2?
- Are you willing to play an active role in the home/school partnership?

Please note: Transportation is the responsibility of the parents.

Mission Statements

BC's Education Plan

BC's Education Plan is based on a simple principle: every learner will realize their full potential and contribute to the well-being of our province.

To move our education system from good to great, the Plan has **five key elements**:

1. Personalized learning for every student
2. Quality teaching and learning
3. Flexibility and choice
4. High standards
5. Learning empowered by technology

District Mission Statement:

The vision of the Board of Education: **Success for All**

The mission:

Nanaimo-Ladysmith Public Schools, together with families and communities, enable all students to become life-long learners and productive, caring citizens by providing inclusive, challenging and engaging educational opportunities through the continuous improvement of instruction and supports for learning.

Values: In the pursuit of each student's learning success and well-being we value:

- High ethical standards and mutual respect.
- Collaborative planning, committed action, accountability for results, and celebration of success.
- Diversity of opinion, creativity and innovation.
- Student-centered, principled and informed decision-making.
- Compassionate, inclusive, safe and caring schools.
- Engaging learning environments that are responsive to unique student strengths and capabilities.
- The courage and conviction to achieve our goals.
- Fair and inclusive education policies, instructional practices and allocation of resources.

Strengths: These are the conditions that exist now in the district that will contribute to the success of our strategic plan:

- A desire to make changes to improve student learning
- Dedicated staff and Board of Education
- Innovative programs and choices for students

- Strong parental support for schools
- Good working relationships with Aboriginal communities and with other public organizations
- Many talented individuals in the community who share their skills with schools
- Nanaimo-Ladysmith is an attractive and safe part of the world

School Mission Statement:

We shall provide learning experiences in cooperation with the family and the community. We shall help children develop the skills and attitudes necessary for fulfillment as individuals and as responsible members of society.

The following statements support this philosophy:

1. To develop a climate that promotes self-motivation and co-operation;
2. To establish a pleasant, stimulating and safe physical atmosphere that reflects classroom and school goals; and,
3. To monitor this process through regular communication with pupils, staff and parents or guardians.

Pauline Haarer Mission Statement:

1. To provide an atmosphere in which a child can develop a positive self-image and to provide opportunities through which the child can develop self-worth.
2. To develop a healthy attitude toward life-long learning.
3. To encourage students to acquire self-discipline and to develop the skills of decision-making.
4. To develop and extend the communication skills of speaking, listening, reading and writing.
5. To develop numeracy so that the child can function in real life situations (problem solving, measurement, time, etc.)
6. To encourage the awareness of and a responsibility to our surroundings and the world beyond the school: this to include social and environmental responsibility, tolerance of others.

Open Communication Policy

It is important to establish good communication between home and school. To communicate effectively, we each have to be able to talk, listen, and hear what the other person is saying. We have to be open and honest, and we must keep in mind that the children's needs are best met when we work together.

The teaching staff is encouraged to contact parents and to advise the principal of any concerns they may have about your child. They will also let you know the positive things that are happening.

If parents have a concern related to the classroom, they should:

1. Set up a time and discuss the concern with the teacher to resolve issues at the classroom level.
2. Involve the principal and put their concern **in writing** only if the issue is unresolved.
3. Submit in writing to the Assistant Superintendent if you feel that best efforts have not been put forward at the school level and your problem remains unresolved.

In each step all matters will be treated confidentially.

- At each step of the process you will be asked if the previous step has been followed
- Problems will be dealt with and resolved on an individual basis.
- It is always easier to try and deal with a problem right away rather than let it fester and grow. Please start by talking to the teacher as soon as a concern arises.

Improve Communication between Home and School

Please make sure that you have shared your email address with us and signed up for our list serve through our website.

Communication with the teachers

Please make sure that you make an appointment with the teachers if you need to discuss a matter of importance. They will be able to better address the issue if they are aware you are coming in and they will be more capable of giving you their full attention.

It is difficult for teachers to engage in a conversation with parents in the morning as the children are arriving or at dismissal time while the students are leaving. Teachers often have meetings to attend or work to accomplish after school hours.

Please ensure that the teacher is available to meet with you prior to arriving at school or set a mutually convenient time to meet. Teachers are available by email (please see the school website) and by phone during non-teaching hours at 250-754-2722.

Expectations of the Participants in the Educational Process

Expectations of Students:

- to come to school properly equipped and ready to learn
- to be willing to work
- to participate seriously in emergency evacuation
- to value their daily experiences
- to respect school rules
- to display good manners
- to be courteous
- to be responsible
- to respect the rights of others
- to show respect for property
- to complete homework assigned

Expectations of Parents:

- to encourage and nourish the value of education
- to ensure that the pupil attends regularly
- to ensure that the pupil is on time for school
- to ensure that the pupil is prepared to work
- to work with the pupil at home to carry out the educational program designed for the pupil
- to develop in his/her child a sense of responsibility, self-discipline and respect for others
- to communicate openly and respectfully with the teachers and administration

Expectations of Teachers:

- to prepare and present a plan for curriculum delivery
- to adjust programs to suit the individual differences of each child
- to work with parents and pupil to develop and carry out the individual educational plan
- to be courteous and model good manners
- to enforce the rules of the school with consistency and impartiality
- to assign homework when appropriate
- to assess student progress
- to refer student to support services when necessary
- to report to parents

Expectations of the Administration:

- to administer and supervise the school
- to oversee the placement and programming of pupils
- to exercise authority in matters of restorative justice and consequences of pupils
- to oversee the general conduct of pupils on the school premises, and during extra-curricular activities off the school premises

Reporting to Parents

Teachers will report to parents a minimum of five times during the school year – a minimum of three ongoing communication of student learning (one of which may be the Formative Assessment Parent Teacher Conference); and two written reports: Progress mid-year and Summative (end of year). In addition, students will be self-assessing in all three Core Competencies two times per year (Communication, Thinking & Personal & Social). The Ongoing Communication of student learning to parents is as follows:

Subject	Kindergarten to Grade 3	Grade 4 to Grade 7
Français (French Language Arts)	3	2
English Language Arts	n/a	2+
Mathematics	3	3
Science	2+	2+
Social Studies	2+	2+
Health and Physical Education	Included as needed	
Arts Education		
Applied Design, Skills and Technologies		
Career Education		

The form used for reporting is approved by the school district. The format describes what the student is able to do, identifies areas that require attention or development, and suggests ways of supporting the child's learning.

The following is the learning continuum scale which will be used in all communications and written reports for students Kindergarten to Grade 7:

Emerging – the student demonstrates an initial understanding of the concepts and competencies

Developing – the student demonstrates a partial understanding of the concepts and competencies

Proficient – the student demonstrates a complete understanding of the concepts and competencies

Extending – the student demonstrates a sophisticated understanding of the concepts and competencies

- IEP – When this appears on the sliding scale, it indicates that the student is on an Individual Education Plan.
- SSP – when this appears on the sliding scale, it indicates that the student has a Student Support Plan in place to support learning

Make the Most of Your Day at Pauline Haarer

The selection of activities available may vary from year-to-year, season-to-season depending on volunteers.

Students at École Pauline Haarer School are encouraged to participate in extra-curricular activities. Activities are teacher-supervised and voluntary. Parent involvement and help is welcomed. During all of these activities, students are expected to demonstrate positive, respectful behaviour.

There are two types of activities:

Intra-mural activities

- within the school
- during the school day
- clubs, seasonal activities, noon-hour sports

Extra-mural activities

- after school
- sometimes off campus
- competitive team sports, choir
- require parent signature and permission slips for travel

Threat Assessment

SD68 will follow up on every reported threat.

What do parents and students need to know?

- Students and parents need to be aware of the steps the school district will take in responding to a threat.
- Any threats must be reported to the school principal, counselor or some other responsible adult.
- Nanaimo-Ladysmith schools will follow up on every reported threat.
- Follow-up may involve the police.
- Interviews will be held with the threat-maker and any other students who may have information about the threat.
- Threatening behavior may result in discipline for a student.
- Intervention plans may be developed for the student making the threat and a support plan developed for any students who are the target of threats.

What behaviours initiate a student threat assessment?

A student threat assessment will be initiated when behaviours include but are not limited to: serious violence or violence with intent to harm or kill, verbal/written threats to harm/kill, Internet website/MSN threats to harm/kill, possession of weapon (including replicas), bomb threats and fire setting.

Duty to Report

In order to keep school communities safe and caring, staff, parents/guardians/caregivers, students and community members must report all threat-related behaviours to the school principal.

What is a threat?

A threat is an expression of intent to do harm or act out violently against someone or something. Threats may be verbal, written, drawn or posted on the Internet or made by gesture. Threats must be taken seriously, investigated and responded to.

What is a Site-Specific Threat Assessment Team?

The school has a site-specific threat assessment team that includes the principal(s), counselor(s), teachers and a member of the police.

The purposes of a student threat assessment are:

- To ensure the safety of students, staff, parents and others
- To ensure a full understanding of the context of the threat
- To understand factors contributing to the threat makers' behavior
- To be proactive in developing an intervention plan that addresses the emotional and physical safety of the threat make.
- To promote the emotional and physical safety of all

What happens in a student threat assessment?

All threat making behavior by a student shall be reported to the Principal who will activate the protocol for the initial response. Once the team has been activated, interviews may be held with the student(s), the threat maker, parents and staff to determine the level of risk and develop an appropriate response to the incident. Intervention plans will be developed and shared with parents, staff and students as required.

Can I refuse to participate in a threat assessment process?

It is important for all parties to engage in the process. However, if for some reason there is a reluctance to participate in the process by the threat maker or parent/guardian, the threat assessment process will continue in order to promote a safe and caring learning environment.

Collection Notice

The School District is subject to personal information privacy laws, and will undertake the collection of this information in compliance with the requirements of such laws; including by limiting collection to information that is relevant and necessary to address a risk or threat and by ensuring that information is collected from online open source sites. The School District will not collect information as part of a threat assessment unless there is reason to believe that a risk exists. Information collected as part of a threat assessment may be provided to law enforcement authorities in appropriate circumstances.

Some Specific Rules

- Parents should contact the school at 250-754-2722 before 8:45 a.m. if their child will be absent from school.
- Pupils will remain on the school grounds at all times unless signed out at the office by their guardian
- Pupils will use the phone for emergency situations only, or with a phone pass. Pupils are not permitted to use cell phones at school.
- Pupils and parents bringing bicycles will follow traffic laws to and from school and will walk bicycles on the school property.
- Roller blades, bikes, skateboards, scooters, and “wheelies” will not be used on the school grounds.
- Pupils will go outside during breaks except:
 - students who are ill with a note from parents requesting an indoor day;
 - On days with extreme inclement weather there will be an announcement made if it is to be an inside day. O
- Pupils will only enter their own classrooms.
- Pupils will move through the hallways with a destination in mind; loitering is discouraged.
- Pupils will only be permitted in the gymnasium, music room and library when supervised by a staff member.
- The use of electronic devices, games and cell phones is not permitted on the school ground.
- The wearing of hats and the chewing of gum will not be permitted in the school and classrooms.
- Upon entering the school office, students are expected to wait quietly until office staff can acknowledge them or they may politely make their presence known.
- All borrowed school supplies shall be returned to the proper place by the person who borrowed it.
- No food is allowed in the gym and library.
- Participation in physical education classes is expected unless for medical reasons there is a written request from parents. A note from a physician may be requested for non-participation for extended period.
- Students are encouraged to bring home all recess, snack, and lunch wrappers and peels.
- No snowball, pinecone, rock etc. throwing is allowed.
- ***Students are expected to dress appropriately for each season, the weather, and the worksite. We live on the West Coast, expect rainy outside days ;-)***

Attendance

The Provincial School Regulations state that students are expected to attend school except for:

- pupil illness
- contagious disease within the home
- danger to pupil health due to exposure

When students are absent, they miss concepts and assignments. If absence is due to any reason other than illness, a lesser value is placed on school education in the eyes of the child.

Parents - *It is important to update the school if changes happen so that we can reach you in case of emergency or to let you know your child(ren) are absent.*

- *address*
- *phone numbers*
- *emergency contacts*
- *medical conditions or serious family matters which might affect student learning*

ARRIVING ON TIME IS IMPORTANT

The school bell rings at 8:45 a.m. Students are expected to proceed to their assigned entrance door and wait for their teacher to welcome them in the school. .

Parents and students are reminded that arriving at school on time is important. It is a matter of common courtesy to arrive for classes at the proper time. 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. Chronic lateness reinforces a lesser value on school education in the eyes of your child. It is imperative students arrive for classes on time and develop a lifelong habit of promptness. When students are here on time it sets the tone for the day. They can start relaxed and ready to face the day in an organized fashion. When you make sure your child arrives on time you model values that help support learning. Students who are chronically late could be “chronically on time” often by getting an earlier start. Ten minutes in the morning can make a big difference! We encourage students to organize themselves the night before in order to make the morning smoother. Here are some suggestions:

1) Make lunches the night before 2) Pack school books and put them by the door; 3) Lay out your clothes before going to bed. These simple tips can prepare your child for a smoother, happier day.

Safety

Traffic Safety:

If parking:

- Please use sidewalks and crosswalks provided and refrain from walking on the road. There will be a Supervision Aide out front to help students cross from the parking lot to the school. Please only cross at that crosswalk.

If walking to school:

- Cross all roads at the intersections
- Look both ways
- Walk across the crosswalk if provided

If riding to school:

- Ride on the right hand edge of the paved surface
- Wear a helmet
- Riding in single file
- Do not ride on the sidewalk
- Dismount and walk the bicycle on school property (entering and leaving)

EARLY DETECTION SYSTEM

Early Detection was initiated for the safety and protection of your child(ren). The purpose of the program is to detect as soon as possible the whereabouts of each student not in class.

For the system to operate successfully, parents are requested to:

1. Phone the school (754-2722) in the morning between 8:15 and 8:45 a.m. if your child is late or absent from school for any reason
2. Send a note with another child in the family, or email office and CC teacher
3. Give advanced notice, preferably written, of dental/medical appointments, or any changes from the usual routine.

LATES

Please report to the office before going to class.

Schoolwork Policy with regards to Mid-Year Vacations

Children are legally required to be in school according to the School Act unless they are ill. Unless a child is ill, the school cannot be responsible for preparing work packages for such things as family holidays that are taken outside of the regular school calendar. The reasons for this are that:

- a large amount of class instruction is done orally through demonstrations and discussions and therefore cannot easily be made up through work sheets unless considerable explanations take place.
- vocabulary development and understanding of the concepts in Science, Language Arts, etc., is tightly linked to the active participation of the student.
- it is difficult for a teacher to assign work ahead of time and to know exactly what

will be covered two or three weeks down the road. As the approach at the elementary level is more child-oriented than content-oriented many variables constantly come into play such as the children's pace, difficulties, interests, unexpected special events, etc. which all effect the day-to-day planning.

In the past, teachers sometimes spent time preparing work for a child to take along while traveling. The teacher would expect the work to be completed upon the student's return. However, frequently, the student would inform the teacher that they were too busy during their trip to do this. Therefore, if a child has to miss school, it is usually more feasible to do some catching up after they come back to class.

This being said, we recognize that certain trips can offer excellent learning opportunities. We also realize that parents are the ones who ultimately make the final decisions on whether to take their child out of school to go on trips after all things have been considered. We hope that this helps you understand our position no matter what your decision may be.

Homework

Purpose of Homework: Homework can be of many types:

1. completion of assigned work
2. long range projects
3. daily or weekly reinforcement or practice of newly learned skills
4. reading

Teachers assign homework with the hope of:

1. encouraging self-discipline and responsibility
2. fostering good study habits, and
3. motivating the students to want to learn more

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

It is recommended that all students set aside a certain time and place each day for doing school work whether assigned or not. Homework is not a punishment. It helps students develop responsibility for their own learning.

Students in Primary classes will not usually be assigned homework, but daily reading, computation and spelling practice is encouraged (15 – 30 minutes per day). Students from Grades 4-6 may be assigned 30 - 45 minutes per day of homework. Grade 7s can be assigned up to one hour per day of homework.

Medicine at School: Children at times require prescription drugs while at school; others come with aspirin from home. There are regulations we must adhere to for these circumstances. Please check in at office.

Risk Rescue

The Risk Rescue Medical Crisis Response System offers a reliable means for responding to a medical emergency, such as anaphylaxis, that can be precipitated by a severe reaction caused by bee stings, peanuts, shellfish, or latex. It can also be used when responding to severe diabetic hypoglycemia, asthma attacks, epileptic seizures, angina, and almost any other medical emergency arising in people with known risk factors.

How it works:

The key component of the Risk Rescue System is the Rescue Kit. Each Rescue Kit displays a photo of the individual who is at-risk, details about their medical condition, their medications and instructions for administering them, consent forms, and other vital information.

Risk Rescue packages can be obtained from the office. Please come to the office to register your child at the start of the school year.

No Child Without

No Child Without provides free medical identification services for elementary school children from ages 4 – 14. MedicAlert identification will be provided for your child along with the 24 hour protection of the MedicAlert emergency information services.

Please enroll at: 1-877-282-5378 or visit www.nochildwithout.ca

Range of Support Services

The district provides a wide range of student support services on referral from the classroom teacher and/or on request by parents and the recommendation of the School Based Team. Most district Student Support Service program referrals are made on the form provided at the school office. All inquiries regarding referrals can be directed to the school's personnel.

Parent Advisory Committee

The purpose of the Parent Advisory Committee (PAC), is to provide a forum for liaison between parents and the school, so parents will have more input into their child's education.

The PAC distributes their own newsletters and operates under their own constitution.

Note: A parent is defined in the School Act as the:

- *guardian of the person of the student or child*
- *person legally entitled to custody of the student or child, or*
- *person who usually has the care and control of the student or child*

Emergency Procedures

Fire Drill

All schools conduct fire drills several times a year. Pupils evacuate the school in an orderly fashion and gather at a designated assembly area for attendance and further instruction.

Earthquake Drill

Earthquake drills are conducted on a regular basis. Students practice duck and cover procedures indoors and then evacuate when safe to do so. Teachers and students gather in the designated assembly area.

- All evacuations - drills or emergency are SILENT as alternative evacuation instructions may be given.
- Students are to quickly evacuate the building using the designated exit routes (see map next page).
- Classes are to move directly to the designated assembly area via the safest and shortest route.

In the Assembly area:

- join with their buddy class - students "buddy-up"
- look after their buddy
- be alert for instructions and announcements
- remain calm and orderly

Comfort Kits

We are currently updating our list of items for our comfort kids. Please stay tuned...

Lockdown Drill

Lockdown drills are conducted twice per year, one in the Fall and one in the Spring. In conjunction with local RCMP, students and staff practice safety procedures during instructional time and non-instructional time.

- All evacuations – drills or emergency are SILENT as alternative evacuation instructions may be given
- Students are to quickly assembly in designated spaces in the classroom and/or the school, and remain in the areas until directed otherwise by staff, administration or the RCMP.
- Classes off-site (ie. Field trip) will be redirected to a secure location away from the school, in the event of an emergency

All Emergency Evacuations are to be treated as real emergencies.
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