

Crescent Park Elementary School

9300 - 17 Street

Dawson Creek, B.C. V1G 4A6

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Handbook

2013/2014

Our Mission—

We promote cooperation, respect
and consideration
in support of individual growth and learning.



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PRINCIPAL'S MESSAGE

On behalf of our students and staff, welcome to our neighbourhood school.

The purpose of this handbook is:

1. To provide information for new parents and students entering our community school.
2. To help parents familiarize themselves with the school philosophy, rules, procedures and expectations.
3. To inform students of the basic rules, procedures and expectations so that academic and social behavior is enhanced.
4. To inform parents of the schools' goals set for student improvement.

With the support of parents and staff, together we can help your child have a really successful school year.

Mr. Bryan Harman
Principal

School Goals 2013/14

Goal 1: Students will demonstrate socially responsible behaviour to create a caring environment.

Objective 1: To increase the level of respectfulness towards others.

Objective 2: To increase the number of students meeting or exceeding expectations on the BC Performance Standards.

Objective 3: To develop effective leadership qualities.

Primary Teachers will also be monitoring student reading using strategies learned during the Primary Project.

School Calendar 2013/2014

Month	Day	Event
September	2	Labor Day
	3	NID (Curriculum Implementation Day)
	4	School begins 2 hours later and ends 1 hour earlier than usual
October	14	Thanksgiving Day
	25	NID (Provincial)
November	11	Remembrance Day
	26-27	*Early Dismissal for parent/teacher meetings (These dates may vary by community. Parents will be notified.)
	29	End of Term 1 (60 Days)
December	2	NID (School Based)
	23	Schools close for Winter Vacation
January	6	Schools reopen after Winter Vacation
	31	NID (School Based)
February	10	Family Day
	25-26	Early Dismissal for parent/teacher meetings
March	14	End of Term 2 (62 Days)
	17	Schools close for Spring Vacation
	28	End of Spring Vacation
April	18	Good Friday
	21	Easter Monday
	22	NID (school based)
May	19	Victoria Day
June	6	NID (School Based)
June	16-24	Provincial Exams
	26	End of Term 3 and last day students attend classes
	27	Year end Administrative Day and schools close for summer vacation

Total number of days schools are open	188
Number of days of student instruction	181
Number of non-instructional days	6
Number of administrative days	1
Minimum hours of instruction per year/ day	878 hours per year (4 h. 52 min. per day)
*School hours of operation per day	8:00 am to 2:37 pm (480 minutes)
*School Commences	8:50 am warning bell, 9:00 am classes begin
*Recess AM/PM	10:30 am to 10:45 am
*Lunch	12:00 pm - 12:30 pm
*Dismissal	2:37 pm

Staff Members**Grade**

Mrs. S. Graham	Kindergarten
Mrs. H. McKee	Grade K / 1
Mrs. L. Harris	Grade 1 / 2
Mrs. S. Wakeham	Grade 3
Miss. K. Fraser	Grade 3 / 4
Mrs. S. Edwards	Grade 4 / 5
Miss T. Hampel / Mrs. K. Parminter	Grade 4 / 5
Mr. R. Parr	Grade 6 / 7
Ms K. McIntyre	Grade 6 / 7
Mr. B. Harman	Principal
Ms C. Percy	Vice Principal
	Prep Teacher
	Ab. Ed Teacher
Mrs. S. Grayston	Learning Assistance
Mrs. R. Johnsen	Secretary
Mrs. W. Bradley	Special Ed Level II
Ms. R. Jensen	Special Ed Level II
Mrs. L. Linley	Special Ed Level II
Mrs. M. Smith	Library Support
Ms K. Palfi	Special Ed Level I
Mr. G. Hendricks	Crossing Guard
Mr. V. Cortes	Custodian
Mr. M. Flewelling	School Counselor

SCHOOL PHILOSOPHY

In the elementary school we recognized that school must be a safe and encouraging environment that fosters risk taking necessary for the full development of a child. Realizing that children are motivated to learn when they experience success and develop understanding, teachers include finding and using information, making connections across the curriculum, and organizing learning around new concepts.

We believe that children take responsibility for their learning when they understand what it means to learn, to be reflective, and to set and reach personal learning goals. Knowing that children have their own unique learning styles, lessons are structured to meet the needs of all learners in the classroom with ongoing assessment strategies and timely feedback to support continuous learning.

A quality education is supported by a collaborative effort between home and school. In order for students to reach their potential, they must see their parents and teachers working together. Parents are encouraged to become active participants at school through volunteering in the classrooms, participating in special school events, being a part of the PAC, or attendance at student performances.

We believe personal responsibility, integrity, curiosity, cooperation, appreciation, enjoyment, awareness, self-discipline, risk-taking, competency, and respect for self and others, contributes significantly to individual student confidence and learning.

It is our belief that an effective discipline policy is an integral part of the school philosophy. We believe that an effective discipline policy is proactive and follows a progressive set of events to enable problem solving with respective parents and staff member(s), in a school based team approach, benefits the student involved.





- Every child has the right to receive a quality education;
- Our school will provide a friendly atmosphere where meaningful learning occurs;
- Students will develop responsibility for their behaviour and learning by being provided a large number of experiences and opportunities to become involved in decisions that affect them;
- Flexibility within structure and age level appropriate challenges can assist students in making responsible decisions;
- Students will be treated with patience, consistency, firmness and fairness;
- Consistent proactive discipline will enable students to become self disciplined, independent learners;
- High expectations, with parent and staff support, will produce higher student achievement and greater success for all students.

STUDENT RESPONSIBILITIES

Intellectual and Personal Development

Each student is expected to:

- work and learn to the best of his/her ability, taking pride in quality work and achievement;
- contribute creatively, productively, and responsibly to the efforts of a group, class, school;
- demonstrate courtesy, consideration and friendliness towards others;
- be dependable and reliable - arriving at school on time, prepared with necessary materials and equipment including assigned homework;
- develop good work habits and positive attitudes towards his/her learning;
- display honesty and respect to enhance relationships with peers and staff;
- attend school regularly and on time for optimal learning and continued success;
- demonstrate appropriate standards of personal dress, grooming and hygiene.

STUDENT RIGHTS AND RESPONSIBILITIES

1. ***I have the right*** to be treated with respect and courtesy.
I have the responsibility to treat others with respect and courtesy.
2. ***I have the right*** to be safe and secure in my school.
I have the responsibility to make sure my actions do not threaten the safety and security of others.
3. ***I have the right*** to be heard when I have something to say.
I have the responsibility to listen to others when they have something to say.
4. ***I have the right*** to work in a classroom where I can concentrate on my studies free from distraction.
I have the responsibility to make sure that I do not distract others.
5. ***I have the right*** to my own personal space.
I have the responsibility to stay within my own space and out of the personal space of others.
6. ***I have the right*** to work and play in a clean and organized environment.
I have the responsibility to help keep my school and classroom neat and tidy.
7. ***I have the right*** to keep my belongings safe from damage or disappearance.
I have the responsibility to ask others for permission to borrow their belongings, and to treat them with care.
8. ***I have the right*** to regular evaluation and feedback on my work and progress as a student.
I have the responsibility to complete my assignments thoroughly and on time.
9. ***I have the right*** to get help and support when I need it.
I have the responsibility to ask for help where, and when, I need it.
10. ***I have the right*** to learn and grow at my own rate to the peak of my individual potential.
I have the responsibility to try my best and participate fully in every class activity and assignment.

Individual Educational Learning Plans

Students learn at different rates and should be given the opportunity to develop to their full potential. This is the philosophy of the school and the school district. Students who experience difficulties meeting the expected learning outcomes of the grade level will be placed on an individual educational learning plan so that the child can progress at his/her own pace achieving specific goals for the term or year. Parents will be asked to attend a school based meeting to discuss the strengths and needs of the child and to help formulate an individual plan for the student.



ASSESSMENT AND REPORTING

All teachers are required to follow the B.C. provincial curriculum and requirements for assessing and reporting.

- curriculum planning is outcomes based with specific criteria and performance standards;
- curriculum is learner-focused to enhance student growth. A variety of methods and resources will be used as opposed to one text book approach;
- assessment is based on a formative and summative approach using the BC Performance Standards. Student portfolios and student led conferencing are an integral part of assessment and reporting for all grades;
- three formal reports and two informal reports are required to be given by the teacher to parents. Informal reports may take a variety of forms-from a checklist approach to a recorded telephone call. The formal reports are written reports that follow the Ministry and district guidelines;
- in formal reporting, anecdotal reports are written for primary grades. Letter grades and anecdotal comments are written at the intermediate level;
- use of “I” on a report card: The letter “I” on a report card can indicate one of two situations. One is that the student is experiencing difficulties meeting the expected learning outcomes for that grade level or that the student has not completed the required assignments to warrant a letter grade.

In the case of incomplete work, the classroom teacher will conference with the parents through a phone call or meeting to inform them as to why the student is receiving an “I” on his/her report card. The student, then, has the opportunity through a teacher-student contract to complete the required assignments before a set date. Once the assignments are completed, the “I” on the report card would be changed to reflect the grade merited by the quality of work handed in. If a student receives two consecutive “I”s in the same subject, this is an indication that perhaps the child is experiencing difficulties and may have to be put on an individual education learning plan.

CODE OF CONDUCT AND BEHAVIOUR

GUIDING PRINCIPLES (BELIEFS)

1. Every child has the right to receive a quality education.
2. Our school should provide a friendly atmosphere where meaningful learning occurs.
3. Quality education is achievable where there is respect among students, staff and parents.
4. Crescent Park Elementary School promotes the values expressed in the **BC Human Rights Code** respecting the rights of all individuals in accordance with the law – prohibiting discrimination based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sex orientation – in respect of discriminatory publication and discrimination in accommodation, service and facility in the school environment.
5. Students develop responsibility for their behaviour and learning by being provided a large number of experiences and opportunities to become involved in decisions that affect them.
6. Flexibility within structure and age level appropriate challenges can assist students in making responsible decisions. Special considerations may apply to students with special needs who are unable to comply with expectations due to have a difference of an intellectual, physical, sensory, emotional, or behavioural nature.
7. Students need to be treated with patience, consistency, firmness and fairness.
8. More restorative practices, less punishment will help students become self disciplined, independent, life-long learners.
9. High expectations produce higher achievement, greater success.
10. Students need to feel comfortable informing a “tellable” adult, in a timely manner of any breaches in our Code of Conduct. Acts of retribution against a person who has reported incidents are unacceptable and will be treated in a serious manner.

11. These expectations apply to behaviour at school, during school-organized or sponsored activities, and behaviour beyond these times (*including on-line behaviour*) that negatively impacts the safe, caring or orderly environments of the school, and/or student learning.
12. In the event that a serious breach of our Code of Conduct occurs, school officials may have a responsibility to advise other parties. These may include parents, school district officials, police, Ministry of Children and Family Development, and/or other agencies.

1. INTELLECTUAL AND PERSONAL DEVELOPMENT

EXPECTED BEHAVIOUR

Students are expected to:

- a. work and learn to the best of their ability, taking pride in quality work and achievement
- b. contribute creatively, productively and responsibly to the efforts of a group, class, school
- c. demonstrate courtesy, consideration and friendliness towards others
- d. use language that will reflect positively on the individual, school and community
- e. be dependable and reliable arriving to school on time, prepared with necessary materials and equipment including assigned homework.

REASON FOR EXPECTED BEHAVIOUR

- a. Effort and determination are the keys to success. If you don't put forth your best effort and take pride in your work, then it will not be acceptable.

CONSEQUENCES

- a. Students will be expected to complete work or redo work to an acceptable standard
- b. School Homework Policy

2. HONESTY

EXPECTED BEHAVIOUR

- a. Students are expected to be honest in their relations with others. Lying and stealing are forms of dishonesty and are not acceptable.

REASONS FOR EXPECTED BEHAVIOUR

- a. You will benefit from your relations with others by being open, honest and sensitive to the feelings of others. Dishonesty in your words, actions, and work has a negative effect on your reputation and that of your school.

CONSEQUENCES

- a. Lying and stealing are serious behaviours that will result in parents being notified.

3. ATTENDANCE, ABSENTEEISM, LATENESS

EXPECTED BEHAVIOUR

- a. Regular daily attendance
- b. Absent only for medical reasons
- c. If late, report to the office for late slip, before going to class

REASON FOR EXPECTED BEHAVIOUR

- a. Regular attendance is necessary for optimal learning and continued success
- b. Arriving at school, on time demonstrates courtesy towards your teacher and classmates as well as helping develop personal organizational skills and responsible behaviour.

CONSEQUENCES

- a. Frequent absenteeism or lateness can result in poor learning and achievement. Parents may be consulted and you may be required to complete other assignments.

4. RESPECT FOR OTHERS AND SAFETY

EXPECTED BEHAVIOUR

- a. You are expected to treat **all** people with consideration and respect.
- b. Fighting, pushing, shoving, tripping, kicking, biting, spitting and rough horse play are not acceptable. Carrying or displaying weapons or dangerous play things will not be permitted.
- c. Bullying, or threatening others, verbally or physically are serious offences and will be treated as such. This includes *on-line or Cyber-bullying*.
 - Bullvina (including Cvber-Bullvina): the *recurrina* attempts to threaten.

are real or implied, verbal or non-verbal aggression, and/or social alienation where one individual attempts to exert their will or control over another person. Bullying differs greatly from conflict as a confirmed incident of bullying will contain one or more of these specific elements:

- An imbalance of power
 - Intention to harm, feelings of distress on the part of the victim
 - Repeated incidents over a certain time period
- Conflicts are generally a disagreement or a difference of opinion or interests between peers who typically have *equal* or *close to equal* power in their relationships.

REASON FOR EXPECTED BEHAVIOUR

- a. Every person needs a good self-image and has the right to be treated with dignity and respect. Learning to understand and appreciate points of view different from our own is extremely important in today's world.
- b. Every person needs to feel safe and secure in this working/learning environment.

CONSEQUENCES

- a. Consequences for unacceptable behaviours could range from a warning to a suspension, depending upon the circumstances.

5. APPROPRIATE LANGUAGE

EXPECTED BEHAVIOUR

- a. Language will be such that it demonstrates respect for students, staff and parents. Name calling, swearing, crude and obscene language written, implied or gestured is not acceptable.

REASON FOR EXPECTED BEHAVIOUR

- a. Using appropriate and tasteful language is a valuable life skill and leaves others with whom you come into contact, a favourable impression. Sometimes first impressions are lasting impressions. Let's make them good ones.
- b. When language is offensive to others, hurt feelings may lead to further conflict. Problems or difficulties can become entrenched rather than resolved.

CONSEQUENCES

- a. Consequences for inappropriate language could range from a warning to a suspension, depending on circumstances.

6. STUDENT MOVEMENT

EXPECTED BEHAVIOUR

Schools accommodating children and adults in a variety of shapes, sizes and abilities need to have guidelines and procedures to facilitate orderly and safe operation of the school.

- a. students should enter and leave the school via the designated entrance and exit before school, recess, lunch and after school.
- b. students should walk in the hallways and on the sidewalks around the school.
- c. students are permitted in the hallways and classrooms before school, recess, noon hour and after school only with teacher or principal authorization.
- d. students remaining at school during lunch hour will be dismissed by noon hour supervisor, principal or designate.
- e. students are expected to remain seated during the eating period.
- f. all students shall remain on school property during the day unless authorized to leave by parents, principal or designate.
- g. students should not be in the gymnasium, equipment room, library, staff room, computer lab, classrooms other than their own, unless authorized by a teacher, principal or designate.

REASON FOR EXPECTED BEHAVIOUR

- a. These guidelines are necessary for safety, protection of property and security of equipment.

CONSEQUENCES

- a. Warning may be given and privileges in certain areas may be removed for a period of time.

7. PERSONAL APPEARANCE

EXPECTED BEHAVIOUR

- a. Students are expected to dress in a clean, neat and appropriate manner. Clothing with offensive words, slogans or pictures may be considered inappropriate for school.
- b. Outside footwear is to be removed and arranged neatly in the boot racks provided.
- c. Inside footwear is to be worn inside only.
- d. Weather in our area is best described as unpredictable. Students should be prepared for inclement weather and dress appropriately.

REASON FOR EXPECTED BEHAVIOUR

- a. Your appearance is a reflection of your good judgment, respect for yourself and others.

CONSEQUENCES

- a. Students wearing inappropriate clothing will be advised of such and parents will be notified if inappropriate dress continues.

8. CARE OF SCHOOL PROPERTY AND BELONGINGS OF OTHERS

EXPECTED BEHAVIOUR

- a. Students are expected to treat the school facilities and equipment with care and respect.

REASON FOR EXPECTED BEHAVIOUR

- a. Display pride in your school and caring for the area in which you work and learn. In caring for the belongings of others you demonstrate an appreciation for their value to others.
- b. Responsibility is developed.

CONSEQUENCES

- a. Damage to, or loss of school property, may result in paying for costs of repair or replacement.

- b. Intentional damage is a crime and will be dealt with by proper authorities.
- c. Consequences for unacceptable behaviours can range from a warning to suspension, depending upon the circumstances.

9. FIELD TRIPS

EXPECTED BEHAVIOUR

- a. Expectations relating to behaviour inside the school are the same while students are on field trips or activities away from the school.
- b. Field trips will not be authorized unless there is adequate provision for student supervision and safety.

REASON FOR EXPECTED BEHAVIOUR

- a. Field trips are an important part of a student's education. Much valuable and purposeful learning can take place outside the classroom and school walls.
- b. In the community, you represent Crescent Park Elementary. Do not let your behaviour jeopardize future field trips for yourself or others.
- c. Let us all be proud of students who attend Crescent Park.

CONSEQUENCES

- a. Cumulative misbehaviours, or a serious offence may result in withdrawal of participation in field trips for a specified period of time.
- b. Parents will be held responsible for your return transportation home and further action could be taken upon your return to school up to and including suspension.

10. TOBACCO, ALCOHOL AND DRUGS

EXPECTED BEHAVIOUR

- a. Consumption or use of tobacco, alcohol or illegal drugs while on school property or on school sanctioned trips is not acceptable.

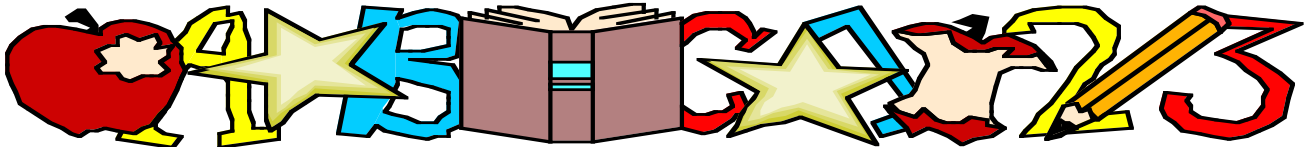
REASON FOR EXPECTED BEHAVIOUR

- a. In these formative years we want students to develop positive self-

- b. The use of tobacco, alcohol and illegal drugs is dangerous both to you and those who work with you. The law forbids you to use these items for your own protection.

CONSEQUENCES

- a. Parents will be notified and proper authorities may be involved. Violations could result in suspension.



Bullying

Types of Bullying:

Verbal Bullying

Verbal Bullying occurs when someone uses language to gain power over his or her peers. The verbal bully makes use of relentless insults and teasing to bully peers.

Social, Emotional, Relational Bullying

Social bullying is when an individual is left out of events or games, deliberately ignored and excluded and has rumours spread about them and is made to feel like an outsider.

Physical Bullying

Physical bullying occurs when a person uses overt bodily acts to gain power over peers. Physical bullying can include kicking, punching, hitting or other physical attacks.

Cyber Bullying

Cyber-bullying has changed the traditional face of bullying in schools in three significant ways: Access, Scope, and Anonymity

It is the newest phenomena of the four types of bullying; and information and trends on this type of bullying are ever-changing (given the pace of technology and the younger age at which students are introduced to the internet).

The Bully

Students do not bully because of a single reason; often there are multiple dynamics that contribute to a student actively engaging in this type of negative behaviour.

These dynamics may include:

- Lack of warmth and involvement on the part of parents.
- Overly-permissive parenting.
- Harsh, physical discipline by parents.
- Behaviour modeled at home by parents or siblings.
- Behaviour modeled in the community by peers who bully and have positive attitudes about violence.

Students may use bullying as a way to enhance their social power and protect their prestige with peers. Others, who have low social status, may use bullying as a way to deflect taunting and aggression that is directed toward them.

The Effects of Bullying

Chart 1 – The effects of bullying¹

Physical	Psychological		Cyber Bullying
	Verbal	Social	
<ul style="list-style-type: none"> ▪ Hitting ▪ Kicking ▪ Punching ▪ Pushing/Shoving ▪ Stealing ▪ Dating Aggression 	<ul style="list-style-type: none"> ▪ Insults ▪ Name calling ▪ Comments about how you look or talk ▪ Threats ▪ Sexual Harassment ▪ Ethno-culturally-Based Comments 	<ul style="list-style-type: none"> ▪ Gossiping ▪ <u>Rumours</u> ▪ Ignoring ▪ Not including someone in group activities 	<ul style="list-style-type: none"> ▪ Threatening emails or texts ▪ Derogatory posts on websites, blogs, or boards ▪ Fake profiles on social networking sites intended to harm
Results			
Can hurt the young person's body, damage belongings or make the person feel badly about <u>himself</u> or herself.	Can make the young person feel badly about <u>himself</u> or herself.	Can make the young person feel alone and not part of the group.	Can make the young person feel targeted and unsafe, even at home, and any time of day.

Bystanders

Bullying can occur in a group phenomenon and adults must be aware of the importance of the roles that bystanders play in incidents of bullying.

- Hurtful bystanders
- Helpful bystanders

When bystanders intervene correctly, studies find they can cut bullying more than half the time in 10 seconds. (Pepler)

For more information on bullying, parents are encourage to visit the following website:

www.erasebullying.ca

Included on this website is an anonymous reporting tool.



Safety Rules

Students are responsible for knowing and following at all times:

- safety rules within school and on school grounds
- classroom rules
- fire drill procedures
- accident procedures
- pedestrian, traffic and bicycle safety
- bus procedures
- winter safety

School Grounds

For the safety of all students, all staff members, support staff and lunch hour supervisors are involved in student supervision. Students are subject to the authority of any school staff member on the school grounds, within the school buildings or during any school activity and in transit between home and school.

Our school doors open at 8:30 a.m. which provides students with ample time to prepare for the day's activities. Students are encouraged to play outside until the first bell at 8:50 a.m. In inclement weather, students will be allowed to wait in the mud rooms or in the classroom if permitted by the classroom teacher.

Students will be expected to leave the building and grounds by 2:45 p.m. (unless involved in a teacher supervised activity.)

During the school day students will not leave the school grounds at any time without parent's written permission or teacher's permission. At noon, except for students returning home for lunch, all students will remain on the school grounds.

Students will know and follow safety rules governing the use of each piece of playground equipment apparatus. These rules will be taught in the classroom. Rough play and fighting, (play or otherwise) will not be permitted. Students or teachers observing dangerous conditions on the school grounds should report these immediately to the school office.

The following areas are out of bounds to students:

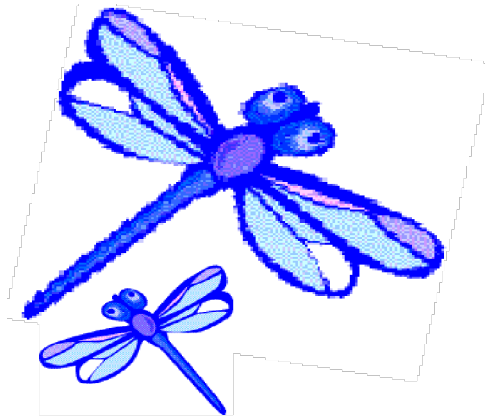
all parking lots (except for students arriving or leaving) – Students need to be in the playground area behind the school – well away from high traffic areas such as the front of the school, designated bus area, side alley and trees around the rink.

Pedestrian, Traffic and Bicycle/Scooter Safety:

Students will use the supervised crosswalks on 17th Street. Students are required to obey the instructions given by the crossing guard at all times to ensure safety of all children.

Bicycles / Scooters are not to be ridden on the school grounds or in the parking lot at any time during the day. Students are to get off their bikes / scooters at the crosswalks and walk their bikes / scooters to the bike racks. Please make sure that your child has a bicycle lock to avoid loss of bicycles.

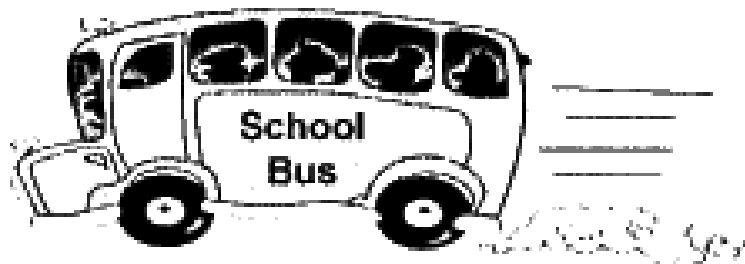
Primary students should be instructed by parents concerning traffic safety and should follow at all times, the “safest route home”. Pedestrian and Traffic Safety procedures will be strongly emphasized in every classroom during the first few weeks of school, and thereafter will be reviewed as necessary.



School Bus Procedure for Rural Students:

There is no longer in town bus service provided by the school district. Busing service is for rural students only. Please contact City Hall for city bus services and fees.

Information about transporting students living out of town may be obtained by phoning the School District Bus Garage at 250-782-2106, or checking the School District website (www.sd59.bc.ca). During inclement weather, some buses may not be able to make their regularly scheduled run and information about specific bus routes will be announced in the morning on CJDC radio. During these times, parents are responsible for getting their children to and from the school.



Students waiting for the bus should be in a straight line, on the sidewalk well away from the path of the bus. Students should be waiting for the bus within a reasonable amount of time before the school bus arrives.

Before approaching the bus, students should wait until the bus has come to a complete stop and the door has been opened. No shoving or pushing in line is allowed.

Regular bus students who will not be riding the bus home on special occasions, are expected to report this to the bus driver. Written notes from parents to the bus driver are a must if there is a change in the child riding arrangement over a period of time. Communication between the bus garage, bus driver and parent will alleviate any misunderstandings and will avoid having mishaps such as students missing the bus or not being picked up. It is the responsibility of the parent to ensure that their child knows the bus schedule and any changes that will occur for a particular day.

Outdoor Safety and Comfort:

During the entire school year, students go outside during their free time. (recess and lunch) Students need to be dressed warmly for winter weather. We ask your support in making sure your child is properly dressed. Proper head wear, footwear and mitts are important in cold weather. It is noted that children in the north have a higher rate of hearing loss due to inappropriate head wear during cold weather.

With the growing concern over ultraviolet radiation in the summer months, we encourage students to take precautions against over-exposure to sunlight such as wearing hats.

Call Back:



Every morning, attendance is taken and students absent are reported to the office. If your child will be absent, please phone the office to let us know. When we do not receive a call from you, a telephone call is made to the home to confirm whether or not your child is absent from school.

Teacher in Charge:

In the event that the principal and vice-principal are away, a teacher in charge is appointed. The teacher in charge at Crescent Park Elementary is appointed by the principal.

Bell Schedule:

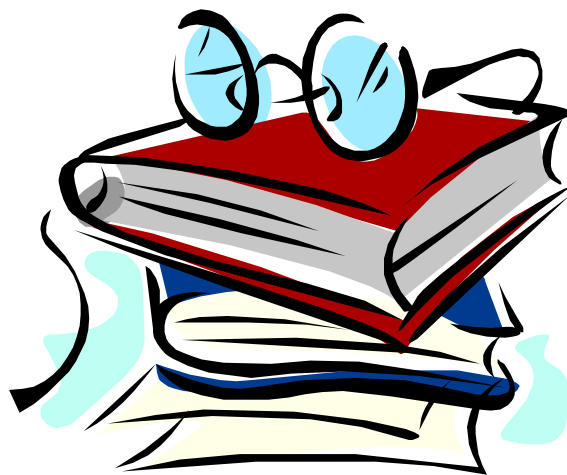
8:50	Warning Bell
9:00	School in session
10:30	Recess starts
10:45	School in session
12:00	Lunch Time starts
12:15	Lunch Play Time
12:30	School in session
2:37	School dismissal

CLASSROOM VISITATIONS

School District Policy

Upon invitation by the teacher, parents may visit their child's classroom. If a parent wishes to visit the classroom other than by the teacher's invitation, visitation arrangements must be made through the office and the following parameters are to be adhered to:

- the purpose for the visit by the parent is to see their child's work or their child's involvement in learning
- the number of parents who may visit the classroom is limited to one at a time, or a husband/wife. or equivalent
- the visitation is to be limited to approximately ten to fifteen minutes
- parents have no role in monitoring or observing the work of a teacher - that role is confined to school principals. Should there be a complaint or concern, parents need to contact the teacher first, and then if not satisfied with the response parents are to discuss the matters of concern with the school principal.



PARENT VOLUNTEERS

With new children registering in our school from different provinces with different practices concerning parent volunteers and classroom visitations, it is necessary that we provide the following information to avoid unnecessary misunderstandings about parents within the school.

Crescent Park welcomes parent volunteers in the school. In the past, parents have been involved in a number of activities. Parents have been supportive and have played an integral part in our school.

This is a reminder that parents who wish to volunteer need to follow the school district guidelines. These are as follows:

1. Parents who wish to volunteer in the school need to submit their name to the office.
2. All volunteers need to have an updated R.C.M.P. criminal records check, including a consent for disclosure. This form may be obtained from the school's office.
3. All parents who will be driving students to and from school activities will also need to submit a driver's abstract and must have a minimum of one million dollars insurance coverage.
4. Parents must check with individual teachers if they wish to volunteer in the classroom. The types of activities and when the teacher wishes the parent to participate in volunteer work is up to the teacher's discretion.

Anaphylactic Policy

Anaphylaxis is a sudden, severe allergic reaction that may be fatal. When a student is identified as having a life-threatening allergy, Crescent Park will work with the parent(s) and student to prevent contact with the allergen. The school will also work with the parent(s), student and health care provider to establish an emergency plan if the student were exposed to the allergen and was experiencing an anaphylactic reaction.



Nutrition Policy

At Crescent Park Elementary, all food and beverages that are available to students, will include and promote nutritious, healthy food choices. All food available during our hot lunch program and school events will follow the “Guidelines for Food and Beverage Sales in BC Schools” provided by the Ministries of Education and Health. On occasion, during a “special event”, food may be provided that would not normally be served under the school’s nutritional guidelines.

A “special event” may be considered to be one of the celebration days that have traditionally been observed during the school year. These include Thanksgiving Day, Hallowe’en, Christmas, Valentine’s Day, Easter, and the end of the school year. Other events may included cultural food during units of study, (i.e. Australia Day if studying Australia), field trips, and school special events, (i.e. retirement teas). An exception will be made for the “Grandbuddy” program where the culture of the seniors will be honoured. Only **one** special event may be selected each term.

Any food that is given to students during special events should be selected from the Choose Least, rather than Not Recommended category.

As well, each classroom will educate students about the content of healthy food choices and the benefits of selecting nutritious foods. This is addressed through our third school goal.

Any bake sales that classrooms have during the year will have at 50% of items from the Choose Most category, and no items from the Choose Least and Not Recommended categories.

Smoking Legislation (Bill 10)

The following information is provided to you with regard to the new Smoking Legislation.

- There shall be no smoking on school premises or property (the exception is aboriginal ceremonial events);
- Designated smoking areas on school property are prohibited;
- "School Property" includes "personal property", so includes vehicles that are used for purposes of delivering educational programs or other learning programs (e.g.: canoes, boats, buses, cars and so on);
- Leased premises are included in the ban, as long as they are used for the purposes of delivering educational programs or other learning programs. This includes both premises that the board leases from another entity, and property that the board owns but leases to another entity for the delivery of learning programs;
- The ban applies to all user groups of school property;
- Early learning and adult learning centres are also covered by the ban;
- Non-school workplaces including work vehicles are also affected by the ban;
- There can be no smoking within the vicinity of an air intake system, doorway or window (regulations to follow);

- Non-educational employers and employees are both deemed to have committed the offence if someone contravenes the ban, unless the employer shows that it has exercised due diligence to prevent contravention;
- In a school environment, to include staff and students, not only the smoker, but the board, superintendent, and principal may be charged with contravention of the act. They can defend the charge only by demonstrating that they exercised due diligence to prevent contravention of the act. The penalty ranges from a fine of \$2000.00 to 6 months in prison.

If anyone is caught smoking by an officer of the board, (and/or by a police officer), they may receive both the legal punishment and disciplinary action. **Students in particular need to know the legal risks, since they will be inclined to doubt the severity of the punishment attached to this legislation.**

OTHER SCHOOL POLICIES

Homework Policy based on School Act Regulation--No formal homework will be assigned to students in years kindergarten to grade 3. No more than 30 minutes per day of homework may be assigned to students in grade 4 to grade 7. Parents and students should discuss with their respective teacher the expectations of work not completed during class time, and consequences laid out for the class.

Leaving the School Grounds – Crescent Park is a closed campus. Students may not leave the school grounds to go to a store to purchase lunch. An exception to this occurs in the spring for students in grade 7. Upon agreement from parents, classroom teacher, and school administration students may go to Husky during the lunch break. **Please note that this is a special privilege for students in grade 7. If any of the three people do not agree, students will not be allowed to go.**

Field Trips – Students who demonstrate behaviors which may endanger the safety of others will not be able to participate in activities such as field trips. If the school cannot be assured of the safety of others, that student or students will be required to remain at school where appropriate learning materials will be provided by the teacher. Every child in question will be discussed individually by teacher and principal to determine the nature of the concern and teachers will contact parents to make alternate arrangements.

Telephone Use The school telephone should not be used by students except in the case of emergencies or important purposes authorized by a

for emergencies. We encourage parents to communicate their daily plans with the students and to write a note for the student should they need to communicate changes to the teacher. We recognize that at times, parents need to get a message to their children due to unforeseen circumstances. However, we ask that parents keep messages to a minimum as often due to the busy day, **we cannot always guarantee that the message will reach the child.**

Our secretary is in the office from 8:15 am until 3:15 pm.

Toys/Games--We discourage students from bringing expensive toys/games to school to avoid any temptation of articles to be stolen. We cannot be responsible for lost articles. No rollerblades or skateboards or heeies at school due to safety reasons.

Labeling of Clothing and Personal Property - Certain items (particularly boots, mitts, coats and lunch-kits) are lost each year and never recovered or returned. To address this problem, **we strongly recommend that any items of clothing or property which are likely to be left anywhere in the school be clearly labeled with the student's first and last name.** We also encourage parents to look in the "lost and found" box for any missing items as often that is the place items will be deposited if found out in the playground or in the mud rooms.

Hats and Shoes off-- Students are expected to remove outdoor footwear in the mud rooms. Mud rooms are for storage of footwear only. Please discourage your child from leaving valuables or clothing in the mud rooms. Slippers, indoor or gym shoes should be worn inside the school. This enables us to keep our school floors clean for a longer period of time as well as to eliminate unnecessary dust within the school for those students who have allergies. Hats off within the building is a gesture of courtesy and reinforcement of proper manners.

Dress Code –

- No Clothing with violent images and/or disrespectful, rude or profane slogans/words, or advertising drugs or alcohol
- For students in Grades 4 – 7, no belly shirts, tube tops, halter tops or tops with thin straps and/or exposed shoulders (3 finger rule will be used)
- No Cleavage
- No Visible underwear
- No Short shorts, skirts and skorts that are shorter than finger tips when arms are stretched out.
- No bare feet outside

- No hats or head coverings worn in indoors excluding those worn for religious purposes, (an exception may be made for students in primary grades for bandannas worn as part of an outfit)
- No Strongly scented perfumes or body sprays

Cell Phone Policy

All cell phones will be turned off after 8:30 a.m., and stay off for the duration of the school day while on school property or at school-sanctioned events. Cell phones will remain off during extracurricular activities. Cell phones are to be kept in the student back pack.

Crescent Park Elementary recognizes that it is sometimes important for parents to reach students. Accordingly, if parents need to pass on messages to a student, a phone call can be made to the school office, who will ensure that the student receives the message. If students need to contact their parents during the day, they are to ask their teacher for permission to use the phone in the main office.

Unfortunately, cell phone use has often been abused. To promote the responsible use of cell phones, the following guidelines were created. There is a three-step process with regard to consequences for inappropriate cell phone use. If the inappropriate use is deemed illegal, the administrators will contact the RCMP.

Step 1: First Violation

Confiscated cell phone will be turned into the office. The phone will be returned to the student at 2:40 p.m.

Step 2: Second Violation

Confiscated cell phone will be turned into the office, and parent/guardian contact will be made. The phone will be returned only to a parent/guardian.

Step 3: Third Violation

Confiscated cell phone will be turned into the office and parental contact will be made. With parental support, the phone will be retained for the remainder of the semester. (Cell phone may be returned after seven days with a signed behavioral contact.)

Scent Aware

In order to protect those individuals with fragrance sensitivities and to possibly prevent others from developing such sensitivities, the District is asking for voluntary cooperation towards a scent-reduced environment.

All staff, students and visitors are strongly encouraged to avoid or reduce the use

We recognize that the issue is complex and controversial to some. We also recognize the personal desire of individuals to use scented products. We believe, however, that this must be balanced with the adverse health effects and extreme discomfort that can be suffered by fragrance-sensitive individuals.

This is not an issue about an individual disliking the smell of a particular perfume and getting what he/she wants in the workplace. This is not a ban on scented products. This is a request to voluntarily refrain from chemical-based scented products.

Intruder Alert Plan

Crescent Park has an intruder alert plan for the school. At a staff meeting, it was decided that the following will occur. PARENTS, PLEASE NOTE AS THIS IS VERY IMPORTANT INFORMATION FOR EVERYONE.

- a) **All end doors to the main building of the school will be locked at 9 a.m. Students and parents will be asked to use the main central doors outside the office after 9 a.m. to come into the school.**
- b) **All parents entering the school need to report to the office before entering the building, even if it is only to pick up your children after school.**
- c) **The students and staff have devised a safety plan if and when an intruder comes into the building. They will be asked to practice it several times so they are familiar with the plan.**
- d) **All teachers will carry keys with them to unlock doors at recess time and lunch and after school. Doors will be locked immediately after recess, lunch and dismissal time by 2:45 p.m. Any parents who are late picking up their child must use the central doors.**

Please note that we make every effort to ensure all children are in the school before the mudroom doors are locked each morning, after recess and after lunch. We have also announced to students that if they cannot get in a door to come to the main school doors as they are not locked.

2013-2014 BOARD MEETING SCHEDULE:

Wednesday, September 18th, 2013 – Dawson Creek

Wednesday, October 23rd, 2013 – Chetwynd

Wednesday, November 20th, 2013 – Dawson Creek

Wednesday, December 11th, 2013 – Dawson Creek

Wednesday, January 22nd, 2014 – Dawson Creek

Wednesday, February 19th, 2014 – Dawson Creek

Wednesday, March 12th, 2014 – Dawson Creek

Wednesday, April 16th, 2014 – Dawson Creek

Wednesday, May 14th, 2014 – Tumbler Ridge

Wednesday, June 25th, 2014 – Dawson Creek