



~ Home of the Firebirds ~

PARENT & STUDENT HANDBOOK

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Administrator's Message

Dear Parents and Students:

Welcome to Frank J. Ney Elementary School. We would like to welcome our students and parents to a new school year. The mission of Frank J. Ney Elementary School is to provide a safe and strong academic setting in which the children are inspired towards lifelong learning, a respect for themselves and others, and a dedication to meet the challenges of the future through a combined partnership of home, school and community. Our Frank J. Ney staff look forward to working in partnership with parents to help each student.

Parents are invited to become involved in the life of the school through the Parent Advisory Council or any one of the many volunteer activities available throughout the year. Our school promotes open communication and our parents should feel free to make an appointment at any time with their child's teacher, or administrative team, to discuss your child(ren). We hope that over the course of the school year we will get a chance to spend some time with each of you.

Frank J. Ney is part of a wonderful community which should make for a fantastic year of learning. Our staff thanks you for entrusting us with your child(ren) and look forward to your cooperation and support of our day-to-day efforts.

We continue to have focused educational goals in place. They are centered around academic achievement, social responsibility, and healthy living. We see parents as partners in our success as a school. You can look forward to continued communication between school and home.

Please take the time to read through this handbook. It will help provide some basic information about our school, our school district, and our policies and procedures.

Sincerely,

Patrick Young

Principal

DJ Thompson

Vice-Principal



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Section 1: General Information

School Address and Phone Numbers

5301 Williamson Road
Nanaimo, BC V9V 1L1
Phone: 250-729-8045

Bell Schedule

The bell schedule is the same Monday to Friday. Office Hours: 8 AM to 3:30 PM

8:40 a.m.	Morning bell to start our day
8:40 – 10:15	Morning Session
10:15 – 10:30	Little Recess
10:30 – 11:45	Morning Session
11:45 – 12:20	Big Recess
12:20 – 2:20	Afternoon Session
2:20	DISMISSAL

Administration and Office Staff

Office Staff
Young, Patrick (Principal) Thompson, DJ (Vice Principal) Knappett, Elena (Head Secretary) Foley, Kelly (Secretary)

Frank J. Ney Non-Instructional Days

Thursday September 30- National Truth and Reconciliation Day Monday October 11- Thanksgiving Friday October 22- Professional Day Monday October 25- Professional Day Thursday November 11- Remembrance Day Dec. 18- Jan. 3- Winter break Monday February 7- Professional Day Tuesday February 8- Professional Day	Monday February 21- BC Family Day March 12- 27 -Spring Break Friday April 15- Good Friday Monday April 18- Easter Monday Thursday May 5- Implementation Day Friday May 6- Professional Day Monday May 23- Victoria Day Thursday June 30- Year-end Administrative Day
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Section 2: Code of Conduct

Frank J Ney Code of Conduct

Statement of Purpose:

Frank J Ney School believes that all students, staff and volunteers should be provided a safe, caring, inclusive, and welcoming learning environment that promotes the rights and responsibilities of all who learn and work together. We communicate and consistently reinforce clear expectations concerning student conduct standards. We do this in a fair and reasoned manner, using interventions that try to repair harm, strengthen relationships and restore a sense of belonging for all concerned.

The *Nanaimo Ladysmith Public Schools 2.10 Inclusion Policy* is based on the principles of respect, acceptance, safety and equity. It “affirms a learning environment that reflects diversity, inclusivity and equity is essential in supporting the highest level of individual growth and achievement.”

Reference to the BC Human Rights Code:

The ***BC Human Rights Code*** states that three of its purposes are to:

- “(a) foster a society in British Columbia in which there are no impediments to full and free participation in economic social political and cultural life of British Columbia
- (b) promote a climate of understanding and mutual respect where all are equal in dignity and rights.
- (c) to provide a **means of redress** for those persons who are discriminated against contrary to this Code.”

It further states “8 1 (b) a person must not “discriminate against a person or class of persons regarding any accommodation, service or facility customarily available to the public because of the race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person or class of persons.”

The ***Safe Caring and Orderly Schools: A Guide*** states, schools should be places where students are free from harm, where clear expectations of acceptable behaviour are held and met, and where all members feel they belong.

NLPS Inclusion Policy states that all members of our school community “have the right to expect that policies, procedures, programs and communications are inclusive and respectful”

Administrative Procedures that support the school Code of Conduct include:

- AP 312 - Harassment, Intimidation, Bullying and Discrimination
- AP 344 - Code of Conduct
- AP 345 – Student Suspension
- AP 347 - Sexual Orientation and Gender Identity
- AP 350 - Honouring Diversity and Challenging Racism

Code Expectations:

Frank J Ney Elementary School's Code of Conduct expects that students, staff, and volunteers will demonstrate socially responsible behaviours that reflect respect and safety at school and while attending a school function at any location.

Expected conduct refers to socially responsible behaviours that help to make the school a safe, caring and inclusive environment including:

- Contributing positively to one's family, community, society, and the environment
- Resolving problems peacefully
- Empathizing with others and appreciating their perspectives
- Creating and maintaining healthy relationships
- Dress in a manner that is appropriate and conducive for the intended activity and to a positive and safe learning environment free from drugs, alcohol or offensive images or language
- Developing lifelong learning skills and processes
- Valuing diversity
- Defending human rights
- Interacting respectfully with students, staff and community members in-person and online
- Speaking up and reporting incidents that demean others or threaten the personal or emotional safety on individuals or groups
- Respecting the law as it applies to yourself and others

Unacceptable conduct refers to behaviour that interferes with the safe and orderly environment of the school, either person-to-person basis or through social media, including, but not limited to:

- Engaging in incidents of harassment, intimidation, bullying or discrimination
- Interfering with the learning or orderly environment of the school or function
- Creating unsafe conditions including threats of harm
- Illegal acts such as: theft or damage to property, possession or distribution of an illegal or restricted substance, possession, use of a weapon, or physical violence.

AP 344 - Code of Conduct states: "Students with identifiable special needs might be unable to comply with a code of conduct due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature. Such students may require special consideration in the selection of appropriate forms of intervention to ensure that they are not subject to disciplinary or intervention measures as a direct or indirect consequence of having a special need."

Rising Expectations:

Frank J Ney Elementary School staff use the *BC Core Competencies for Social Responsibility* as a tool to assist in teaching appropriate social behaviour. There is an outline of progression of expectations held for students as they become older, more mature and move through successive grades. The expectations are educative, preventative and allow for many opportunities to teach the same social skill in a variety of ways.

Consequences

NLPS Inclusion Policy states:

“The Board expects that all students, staff, and members of our school communities will adhere to a code of conduct that is educative, preventative and restorative in practice and response”

1. Restorative Practices:

- focus on creating conditions for students to learn self-discipline, fix mistakes and return to the group/class/school strengthened.
- respond and address the needs of all involved, including those who have been harmed
- encourage the students, as often as possible, to participate in the development of meaningful interventions through discussion or mediation to replace, repair or make “good” what has been taken, damaged, destroyed and/or defaced
- help students reclaim their self-esteem through self-evaluation, personal effort and restitution
- provide opportunities to model leadership
- emphasize the importance of positive relationships in building community and,
- speak to the obligation we all have to each other to move towards wholeness, restoration and belongingness.

Participating in a meaningful consequence and may include:

- a ‘do over’ opportunity
- face to face meetings to address the harm done
- group or classroom circles to restore equity, balance and respect
- an act of service to make a positive contribution to the class, school or community · school/community support to learn and practise problem solving or conflict resolution strategies · reflective/think process that includes the opportunity to create a plan to restore the harm done

2. Student Suspension:

Discipline measures used with students should be viewed in the context of helping students achieve intellectual and social development. The purpose of suspension, or any other discipline strategy, should be to meet these provincial goals and to develop self-reliant adults.

Suspension is one strategy in a more complex problem-solving process designed to support the student in changing inappropriate behaviour. Used judiciously, suspension can have positive effects, including:

- ensuring safety for everyone in the school community
- assigning clear consequences for a range of serious breaches of code of conduct
- providing the time for planning support for behaviour change
- promoting collaboration among family, school, and other community services to solve problems

To be equitable, consequences may vary from student to student where the misconduct appears to be similar. Intervention must be appropriate to the student’s age, maturity, needs, exceptionalities, extenuating circumstances and the nature of previous intervention taking in consideration of the needs of the school.

Notification

School administration may advise other parties or agencies of serious breaches of the code of conduct depending on the severity and/or frequency of misconducts and the impact on others and/or the school

community. Illegal acts will be reported to the RCMP and/or District Administration to develop a safety plan that will include the components of education, prevention and restorative action.

Retaliation

No student, school employee, parent or volunteer may engage in reprisal or retaliation against a victim, witness, or other person who brings forward information about an act of harassment, intimidation, bullying, prejudice or discrimination. Reprisal or retaliation is prohibited and will result, where appropriate, in discipline and/or in the filing of a complaint with other appropriate authorities.

Appeal Process

The Board of Education recognizes and respects the fact that students and /or parents or guardians may sometimes disagree with decisions made by employees. The School Act of British Columbia gives parents or guardians and students (with parental consent) the right to express concerns or appeal certain decisions. This right of appeal applies to decisions that significantly affect the health, education or welfare of students. Information regarding the Board's appeal procedure and a copy of the formal appeal bylaw can be accessed at sd68.bc.ca / Board Policies / 1000 Board Governance / 4.0 Bylaws. Prior to an appeal it is expected that school administration, students and parents or guardians will work to try to resolve concerns at the school level.

Student Conduct- Specific to Clothing

At Frank Ney school it is expected that students will dress in a manner that is appropriate and conducive to a positive and safe learning environment. Student clothing should conform to the school Code of Conduct requirements for the intended activity and should not promote drugs or alcohol, display offensive images or language, or encourage discrimination.

Student Conduct- Specific to Electronics

All student cell phones and other electronics devices are to be turned off and placed in the student's backpack when the students arrive at school until dismissal. If a student needs to use a phone during the day, the student phone is available in the office area. If a parent needs to contact a student, please call the office. Electronic gaming devices are not to be used at school. It is not permissible for students to use electronic devices to video/record/photograph other students on the school property or field trips, unless under the direct supervision of their teacher for a learning activity. Electronic devices may be used in the classroom, under the direct supervision of the teacher, with the teacher's permission. Students who do not follow the expectations will have their electronic device kept in the office until dismissal time. Repeated offences will involve parents/ guardians. Frank Ney is not responsible for any electronic device that is lost, stolen, or damaged while on school property.

Process Elements Expectations

At Frank J Ney, we are a Compassionate Learning Community with expectations for Responsible and Safe, Kind and Respectful behaviour to make our school "A great place to learn and play in the green zone." Our expectations are taught at the beginning of each school year in an age-appropriate manner and reviewed throughout the year. Our student behaviour matrix is posted throughout the school and on the school website, and aspects are included in newsletters throughout the year. Our expectations are reinforced through 'Pirate Pat' draws, 'Think Sheets' and assemblies that connect socially responsible behaviour (acceptable conduct) expectations as set out in our behaviour matrix and Code of Conduct to make a safe, caring and inclusive school environment.

Our students, parents and staff have participated in the development and review of the Code of Conduct. The Code of Conduct is readily available to all staff, students and parents: It is also included in Staff Handbooks, TTOC handbooks, and student handbooks (distributed electronically and available on paper). It is shared with coaches and involved members of the greater community while acting as ambassadors of the school. They are part of the volunteer guidelines as well as all others mentioned above. AP 312 – Harrassment, Intimidation, Bullying and Discrimination; AP 347 – Sexual Orientation and Gender Identity; and AP 350- Honouring Diversity and Challenging Racism guide the conduct expectations for individuals or groups who act as ambassadors for our school. The Inclusion Policy is the overarching policy that guides the expectations for all. As Frank J Ney School's Code of Conduct is based on Board Policy and Procedure, it aligns with and is compatible with the Codes of Conduct in NLPS.


Processes are in place to monitor conduct to ensure codes reflect current and emerging situations and contribute to school safety. At Frank Ney, we monitor student conduct to ensure that the students are learning socially responsible behaviour that reflect current and emerging situations and are contributing to school safety. Problem behaviour issues are documented and used to inform staff/students/families of areas needing further attention (individual, small group or school-wide focus). We use the Code of Conduct and behaviour matrix as part of the teaching system to help address areas of concern by providing the vehicle to teach the concept of rising expectations and rising consequences. We use data from the Student Learning Survey (Satisfaction Survey) to help focus school interventions to improve students' sense that Frank Ney is a safe, caring and inclusive school.

Section 3: School Expectations

Compassionate Learning Community


We aim to make Frank J. Ney School a great place to learn and play by being ‘*Firebird Fabulous*’ and in the “*Green Zone*.”

Our [school-wide matrix](#) outlines behaviours we want to model in a variety of school setting. Behaviours are separated into two general types: *Responsible & Safe* and *Kind and Respectful*.







Frank J. Ney Elementary

A Great Place To Learn And Play in the Green Zone!



	Hallway	School Yard	Assembly	Washroom	Classroom	Gym	Library/Lab/Music	Electronics	Bus
Responsible & Safe	<ul style="list-style-type: none"> ◦ Stay on the right ◦ Eyes forward ◦ Hands, feet and objects to self ◦ Walk 	<ul style="list-style-type: none"> ◦ Follow instructions and routines ◦ Hands, feet and objects to self ◦ Take care of equipment ◦ Use garbage cans ◦ Line up quickly at bell ◦ Use correct entrance/exit ◦ Stay on school grounds ◦ Dress for the weather ◦ Report unsafe situations 	<ul style="list-style-type: none"> ◦ Follow instructions and routines ◦ Enter and leave quietly ◦ Use washroom before or after assemblies ◦ Give attention quickly ◦ Eyes on speaker ◦ Hands, feet and objects to self 	<ul style="list-style-type: none"> ◦ Stay private (Eyes to self) ◦ Enter and leave quietly ◦ Use correct washroom ◦ Report problems ◦ Be timely ◦ Keep it clean 	<ul style="list-style-type: none"> ◦ Follow instructions and routines ◦ Be on time and ready to learn ◦ Stay on task ◦ Listen ◦ Tidy and organized 	<ul style="list-style-type: none"> ◦ Follow instructions and routines ◦ Use equipment properly ◦ Wear non-marking running shoes ◦ Return equipment to proper place 	<ul style="list-style-type: none"> ◦ Follow instructions and routines ◦ Take care of materials and equipment ◦ Walk at all times ◦ Push in chairs ◦ Computer approved sites only ◦ Hands, feet and objects to self 	<ul style="list-style-type: none"> ◦ Personal devices turned off and stored as directed by teacher ◦ School-approved content ◦ Photograph and record people only with teacher's and subject's permission 	<ul style="list-style-type: none"> ◦ Follow instructions and routines ◦ Belongings on the floor ◦ Hands, feet and objects to self ◦ Facing forward ◦ Backs against seat
Kind & Respectful	<ul style="list-style-type: none"> ◦ Quiet ◦ Stay in straight line together 	<ul style="list-style-type: none"> ◦ Help others in trouble ◦ Take turns and share the playground ◦ Include others ◦ Use kind words 	<ul style="list-style-type: none"> ◦ Listening with full body ◦ Clapping nicely ◦ Participate 	<ul style="list-style-type: none"> ◦ Cleanup after yourself ◦ Flush ◦ Wash hands 	<ul style="list-style-type: none"> ◦ Inside voice ◦ Raise hand to speak ◦ Take turns 	<ul style="list-style-type: none"> ◦ Show good sportsmanship ◦ Encourage others ◦ Be helpful to others 	<ul style="list-style-type: none"> ◦ Enter and leave quietly ◦ Use quiet voices 	<ul style="list-style-type: none"> ◦ Phone messages are handled through the office 	<ul style="list-style-type: none"> ◦ Quiet voices ◦ Make room for everyone ◦ No food or drink

Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Yelling/Hitting Disgusted Out of Control

Pirate Pats

To celebrate students who display behaviours that help make our school ‘*Firebird Fabulous*,’ Frank Ney staff give students special Pirate Pats. Students submit the Pats into classroom draw boxes. Each month, we hold a draw to recognize students who are working hard to make our school a great place to learn and play.

Harassment, Intimidation, Bullying and Discrimination:

It is important that students recognize that they are also responsible for helping to create a safe, caring, respectful environment.



Pirate Pats
Thanks for making
our school Fabulous

NAME: _____
Division: 1 2 3 4 5 6 7 8 9 10
11 12 13 14 15 16 17 18



☐ Responsible & Safe
☐ Respectful & Kind
☐ Firebird Fabulous

FROM: _____

Bystanders may also have consequences. Frank J Ney Elementary School staff and the Nanaimo Ladysmith Public School Board will take all reasonable steps to prevent retaliation against a student who has been responsible in making a complaint of a breach of the Code of Conduct when there is a finding that harassment, intimidation, bullying or discrimination has occurred.

Mean Behaviours, Peer Conflict or Bullying?

Identifying Question	Mean Behaviours	Peer Conflict	Bullying
Is this behaviour reciprocated?	Usually – the teasing is shared equally, but becomes aimed at one child	Usually not – There is usually only one aggressor	No – There is an individual who bullies and an individual who is victimized
Do both people look like they are having a good time?	Initially – The behaviour is shared equally until it changes which is not planned	No – the individuals are equally upset	No – One individual is in distress or being harmed
Is the behaviour fun?	Initially – Both individuals enjoy the banter, but it becomes hurtful	Usually Not – It can be alienating, embarrassing and upsetting	No – The individual who is bullying intends to cause fear
Has this happened before with these individuals?	Yes – It occurs when there is familiarity, but can also be a one-time event	Possibly – it may be a one-time event	Yes – Bullying is typically repeated behaviour
Is there a power imbalance?	No – Individuals are of similar age, status and size	No – Individuals have equal power; both are interested in a resolution with help	Yes – There is always a power imbalance

Expectations of Participants in the Educational Process

To achieve an effective learning environment for our students, the school community must function well together. For the educational process to be a successful and enjoyable one:

- The child must be prepared to learn.

- The climate of the school and classroom must be conducive to learning.
- The teacher must be prepared to help the child.

Expectations of Parents

- To ensure that students attend regularly and punctually.
- To ensure that the child is prepared to work while at school.
- To be prepared to work with the child and the teacher in planning and carrying out a suitable educational program.
- To work with the teacher to help the child develop responsibility, self discipline, and respect for the rights of others.

Expectations of Teachers

- To present to a group of individual students a planned basic program.
- To acknowledge the individual differences of students, and to make adjustments to the basic program, so that each pupil is challenged to reach his/her potential.
- To be courteous, practice common manners, and to enforce the expectations of the school and the classroom consistently and with impartiality.
- To work with students and parents in planning and implementing a suitable educational program for each child.

Expectations of the Educational Administrators

- To administer and supervise the school, including:
- Placement and programming of students in school.
- General conduct of students at school, going to and from school, and participating in extracurricular activities.
- Provision of guidance, advice, support, and direction to students, parents, teacher, and support staff in all school matters.

General Expectations for Students

- Students may use the school phone when their teacher has determined that the use is appropriate. The phone is not to be used to arrange for rides home or for permission to play at a friend's house. These arrangements need to be made in advance.
- Participation in physical education classes is expected unless for medical reasons there is a written request from the parents. A note from a physician may be requested for non-participation for extended periods.
- Students will walk inside the building and are expected to use assigned doors for entering or leaving the school.
- Students are not allowed to wear roller blades, ride scooters or skateboards on school grounds.
- Bikes must be walked on the school grounds.
- Students are not to leave the school grounds at lunch or recess, unless they have permission from a teacher, written permission from a parent or they eat lunch at home.

- Students are permitted to participate in activities in the gym only when supervised by an adult.
- Students are asked to go home immediately after school as supervision ends at 2:35 p.m. If a child is asked to stay after school to complete work or speak with a staff member, a phone call home would be made if it will be longer than 15 minutes.

Section 3: The School Day

Absences

We understand that students will be absent for a variety of reasons. If this is the case, please notify the school via email or telephone as soon as possible. Also, if your child is sick or unwell, please keep them home until they are feeling better.

Early Detection System

Early Detection was initiated for the safety and protection of your 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:

- Phone the school if your child is late or absent from school for any reason, or,
- Send a note with another child in the family, or
- Give advanced notice, preferably written, of dental/medical appointments or any changes from the usual routine.

If you fail to notify the school, our Early Detection System will contact you with a notice stating your child was marked absent. This is for their safety.

Access to the Building

As a student your presence in the building prior to 8:40 a.m. is:

- Subject to the approval of your classroom teacher
- Permissible if you are participating in a teacher-sponsored activity, e.g. sporting practice in the gym.

Note: It is our school's policy that students enter and leave through exits other than the front door. This helps ensure the ease of access to the school for the general public.

Arrival and Departure (Student)

Students are to arrive at school shortly before the bell unless they have a practice or appointment. Morning supervision begins at the school at 8:25 am. At the end of the day, please ensure children are met at school, check in at home or daycare unless specific plans are made and the school is informed. Adults who will be picking up primary students are advised to introduce yourselves to your child's teacher.



Bicycle/ Scooter Safety

Students are not to ride wheeled equipment such as bicycles, skateboards, roller blades and scooters on the school grounds during and 30 minutes prior to and following the regular school day unless otherwise permitted by school staff. Students must walk their wheeled equipment when on school grounds. Bikes should be kept in the bike racks at the front of the school. Scooter and skateboards may be carried into the school and stored as directed by a staff member. A properly fitting helmet is strongly encouraged for the safety of our little firebirds.

Calendar of Events

A list of school dates and events may be found:

- On our school's Website's "[Year at a Glance](#)" calendar. This calendar is updated throughout the school year
- On our monthly newsletters. These are mailed out to families and also posted on our school website.

Care of School Property

Students borrow library books and are issued textbooks. They use school supplies and equipment. It is the student's responsibility to take care of any item that is on loan.

As the school has only limited resources for replacement of materials, any student who carelessly or willfully loses, defaces, or destroys books and other school property will be required to pay the replacement costs. Every student is encouraged to carry books to and from school in a suitable bag.

Electronic Devices

As our society's use and reliance on new technologies continues to evolve and expand so have the implications of using personal electronic devices in schools. Our focus is on healthy, active living and we encourage active, physical play and positive social interactions. As per our code of conduct, **electronic devices, including hand-held games that are brought to school must be turned off and kept in backpacks upon arrival on the school grounds. Students may use their devices outside after dismissal.**

Staff have the discretion to use devices with their students for instructional and learning purposes.

To ensure the privacy, dignity and safety of all the Frank J Ney Community is upheld, no pictures/video should be taken on school property without the permission of the people involved and the school administration. The school shall not be liable for the loss, damage or misuse of any electronic device brought to school by a student. Misuse of electronic devices may result in the device being confiscated. There will be rising consequences for repeated misuse.

Head Lice

Head lice does show up in classrooms and can become a nuisance if it is not addressed. Should head lice appear in any classroom, notices will be sent home with information regarding treatment and prevention. Parents are advised to conduct weekly wet combing of hair with inexpensive conditioner and a specific lice comb. For more information regarding head lice, please call the public health nurse or school.

Homework

Some homework may come home for students in Grades 1-7. The following time ranges serve as a guide: Grade 1-3, 10-45 minutes. Grade 4-7, 40-60 minutes per night. This matter, however, is at the discretion of the teacher. Homework could include the following:

Primary Grades:

- Regular reading with parents
- Regular practice of arithmetic facts
- Completion of work not completed at school
- Project work

Intermediate Grades:

- Practice of vocabulary/numbers facts
- Preparing for tests
- Project work
- Skill building work assigned by teacher

Teachers assign homework with the hope of:

- Encouraging self-discipline and responsibility.
- Fostering good study habits.

Homework can also keep parents informed of the work done by the students. A student planner is used from grades K-7 to assist in the communication between home and school. 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.

Homework for Vacations

Each year we are approached by an increasing number of parents who wish to take their child out of school for extended periods of time. Usually this is for reasons associated with family plans or family business. We do not have a procedure for granting students a “leave of absence”. Rather it is assumed that parents will make decisions in the best interests of their own child. We are respectful of the fact that many of our families have family members far away, and spending time with them is important. Difficulties arise, however, when parents wish to have some sort of reassurance that their child will not be “behind” in their work when they return. If your child misses school for extended periods of time, he or she will be “behind” in classroom work. Students may well have other cultural travel experiences that contribute to their overall development, but the many varied daily classroom activities they will miss cannot be duplicated through worksheets or a workbook!



We are not in the position to provide assignments for children who have extended absences due to family plans. Rather we are providing a list of suggested activities that are designed to assist parents with planning for their child’s educational needs while traveling.

- Set aside a time each day for reading books
- Have your child keep a reading response journal in which he or she records this reading activity and thoughts about what has been read that day
- Keep a scrapbook of special places or sightseeing

- Have your child keep a “math journal” or ledger, dealing with changes in time and currency, distances traveled, cost of fuel and meals, etc.
- You may wish to purchase curriculum aligned workbooks that will help your child keep in daily practice with basic skills.

We will be happy to see what your child has accomplished upon his or her return, but will not be evaluating or marking these activities. It is your right to take your child out of school due to family circumstances, but once you have exercised that privilege, you must also accept the responsibility of your child’s education during that absence.

Inclusion Support Services

We have access to a wide range of educational services to support the needs of all learners. For students with learning difficulties, our program targets two groups. For students that require support to meet the goals of the regular program, supports are provided inside the classroom or in a small-group setting. The second target group is for students who require significant modifications or adjustments to their program. They are given intensive support in the specific area targeted. For this placement, specific learning goals are established. These are developed in an IEP (individual education plan) in consultation with the classroom teacher, the inclusion support teacher, counselor, and other specialists who may be working with the student. Throughout the period on the program, parents are consulted.

The inclusion support teachers may test students 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 is 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 School-Based Team meetings are held. The team meetings operate in a solution focussed manner to assist classroom teachers in planning for the instruction of learners who are encountering difficulties. In addition to the administrator, the counselor, inclusion support teacher(s), speech-language pathologist, school psychologist and Child Youth Family Support Worker parent may be invited to provide suggestions and ideas.

We also have access to a Learning Services Team which is comprised of a number of individuals who can provide additional recommendations and support when needed. This team is accessed through a referral system from the School Based Team.

Range of Student Support Services includes:

- Educational Assessment and Planning Services
- Child & Youth Family Support Worker & Counseling Supports
- English Language Learners
- Aboriginal Education Programs

- Speech and Language Itinerant Teacher
- Vision and Hearing (referral)

Lost and Found

Parents are reminded to clearly label all items students bring to school, as we cannot accept responsibility for lost or misplaced articles. Found items are kept at school and may be claimed by students and parents. Parents are invited to check the Lost and Found regularly as remaining items are periodically taken to the Salvation Army.

Nutrition Policy

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

Frank J. Ney Elementary School Food Guidelines

- a) All food and beverage items being sold to students (ie. hot lunch, recess sales, concessions, etc.) will be selected from the Choose Most and Choose Sometimes categories of the Nutrition Guidelines for Sales of Food and Beverages in B.C. Schools (revised Fall 2013)
- b) School community members (students, staff, and parents) are encouraged to refer to *Eating Well with Canada's Food Guide* when making snacks and lunches for school.
- c) It is recognized that there are 'special celebrations' occasionally throughout the school year (ie. 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.

Parent Volunteer Opportunities – PAC

We have an active and involved Parent Advisory Committee that provides great support for student learning. PAC funds have provided opportunities for students to learn to swim, skate, do gymnastics, go on field trips, acquire new books and participate in special events. The PAC meets once per month. Please check the newsletters for the scheduled dates.

Parent Volunteers & Volunteer Drivers

Parent volunteers are the backbone of so many activities we do during the school year. The district has updated its policy on volunteers working with our schools, both in the schools and as drivers and chaperones for field trips. It is now district policy that all adults working with students that are not under direct supervision of a school district staff member must have a criminal record check. This can be done online, does not cost anything, and only takes a few minutes. We want parents to understand that no adult will be able to drive other students to or from any field trip or school event without this record check passed.



More detailed information in regards to how to complete the Criminal Record Check and other volunteer driver forms will come home early in September with your child. Please take the time to read over them carefully if you are interested and able to volunteer in some capacity with your child's classroom this year.

Parking

We have limited parent parking available at the school. In addition our bus must be able to drop-off and pick-up students in an efficient manner. **Please refrain from using the bus loop at all times.** Wherever possible, parents are encouraged to use the parking lot at Harry Wipper park or on the streets with surrounding pathways to the school.

Recess Supervision

Qualified supervision aides oversee the playground during the main recess breaks (10:15-10:30 and 11:45-12:20) under the direction of the principal or designate. They provide direct supervision to the key areas outdoors as well as supervision of hallways and washrooms. During recess times, students are asked to play in the areas outline in the map below.

Reporting & Assessment

In Nanaimo Ladysmith Public Schools, we are moving from a model of 'reporting to parents' to 'communicating student learning with parents' on an ongoing basis. We are supporting educators to provide parents with timely and responsive communication of student learning throughout the year, following district policies and procedures. Parents will receive two written reports (Progress Report in February and Summative Report in June) that include descriptive written comments and a summary of student progress. Student progress will be reported in relation to widely held grade level expectations and the Learning Standard's from the New BC Curriculum. Parents will also receive 'Ongoing Communications of Student Learning' in each of the core subject areas (Language Arts, Mathematics, Social Studies & Science) and Core Competencies. These communications will adhere to the following four criteria: includes authentic evidence of learning, explicitly references the Learning Standards, includes student voice, includes descriptive feedback.

School Closures in an Emergency / Emergency Dismissal / School Closures

Unforeseen circumstances or conditions may result in a school closure.

What do parents need to know?

1. Be informed. The local radio stations WAVE 102.3 FM or WOLF 106.9 FM will start broadcasting bulletins by 7:00 a.m. if circumstances are necessary for a school closure. These will be updated again by 1:00 p.m.
2. Prepare your child. If schools are closed during the school day due to some emergency situation, your child needs to know what to do. Contact by phone would be attempted as quickly and efficiently as possible. Please ensure all your emergency contact numbers in the office are current and working.

Telephones (Student Use)

The school telephone may be used by students for emergency or safety situations only. For these calls, students may use the office telephone with a permission slip from their teacher.

Site Map: Zones for Recess Breaks

We have a very large and beautiful school ground. To keep students safe, it is important that they know the areas where they are able to play and the areas that are out of bounds. We have separated our school ground into (a) a grade K-3 zone, and (b) a grade 4-7 zone.

The wooded areas are out-of-bounds unless supervised and given permission by a teacher. This includes the treed area around our garden area.



Valuable Items

Students often want to bring items of value such as phones, other person electronics, and jewelry to school. Unfortunately, these items are frequently lost and on occasion may be stolen and there is very little the school can do to recover these items. We therefore ask that students keep all of their valuable items at home.

Visitors to the School

All the school doors are locked before and after school except for the main entrance to ensure that all visitors to the school check in at the front office to pick up a Visitor's Pass.

Currently the Provincial Health Office requires all adults to wear a mask while indoors and ask that parents make an appointment prior to entering the building.

Section 4: Student Health and Safety

Administering Medication in Schools

Some students must, out of necessity, take medication while attending school. Parents need to fill out a Request for Administration of Physician Prescribed Medication. All medication must be locked up in the office area and administered by the staff member that has signed the request form. If you have to send medication to school with your child, please note the District Policy regarding medication. Administration of (or supervision of the self-administration of) medications to students occur only if the following conditions are met:

- The medication is required while the child is attending school.
- A parent has requested the school's assistance and has completed the Parent Request Form concerning the administration of medication.

Please note: For children who have serious medical problems that require medication and/or ambulance attendance or hospitalization (such as severe allergic reactions to bee stings or certain foods) it is the parent's responsibility to provide the school with the medication and information on what to do. This must be updated by the parent on a yearly basis or as required.

Safety Procedures and Drills

Parents and students are asked to review the [safety brochure](#) located on our website. This document provides more detailed information for students and parents.

Fire Drills

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). Students evacuate the school in an orderly fashion and gather on the front field at a safe distance from the building. The deliberate activation of a false alarm is a very serious offence and will result in up to a five-day suspension.

Earthquake Drill

Earthquake drills are conducted on a regular basis. Students stay indoors (usually under desks) to 'Duck, Cover, and Hold'. In the event of an earthquake, when shaking stops, the school is evacuated in an orderly fashion. Teachers and students will move to the front field, away from buildings and power lines.

Security Drills (Lockdown, Hold and Secure, Room Clear, Shelter in Place)

Security drills are conducted a few times throughout the year. During these drills, the classroom lights are turned off, the classroom door locked, and students asked to remain quiet and be out of sight until an 'all clear' is announced.

Student Injury

Should your child have a serious injury during school hours, the following procedure is followed:

1. The nature and seriousness of the child's injury is determined.
2. If time is not an important consideration, the home is contacted and the parent is asked to come for the child.
3. If the home cannot be contacted the emergency number provided to the school is called.
4. If no contact is made, the school will take the necessary action to ensure the child gets medical attention. The school will continue in its attempt to contact parent/guardians.
5. If emergency care is required, the school will do so as quickly as possible. In such cases the parent may have to meet their child at the hospital.



Have a Firebird Fabulous Year!