



2014-2015

KELSET Elementary Calendar Handbook

KELSET Elementary School

1800 Forest Park Drive

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Welcome To KELSET



Administrators' Message

Welcome to the 2014/2015 school year!

We anticipate a very productive and enjoyable school year. We have a very strong, enthusiastic staff at KELSET and staff members are committed to ensuring success for each student.

Effective communication and strong home/school connections are critical to our success. Please don't hesitate to be in touch if you have questions, concerns or suggestions.

We hope that this school calendar and handbook will provide lots of useful information for you.

We look forward to meeting you or reconnecting over the next few weeks!

Sincerely,

Grant Franceschini
Principal

Donna Collett
Vice Principal

School Mission Statement

At KELSET School, our overall goal is:

Success for Each Student.

We want everyone in our school community to feel **cared for, connected, capable** and appropriately **challenged**.

GOALS

Main School Goals and Ongoing Priorities

GOAL #1:

to increase **student engagement** in learning

GOAL #2:

to improve **literacy achievement**

Ongoing Priorities:

- valuing **diversity**
- continuing our focus on **social responsibility**
- increasing **numeracy** achievement
- promoting **active, healthy lifestyles**
- developing **critical and creative thinking skills**

About KÉLSET School

Our School Name

- During the planning phase, a committee made recommendations to the Board indicating that the school name should relate to the nearby waters of the Georgia Strait, given the beautiful view that we have from our school.
- In consultation with local First Nations representatives, we learned that the waters below the new school were named KÉLSET, a historical reference to a time when canoes were brought ashore for bailing, in the safe harbor, following ocean-going journeys.
- KÉLSET provides a perfect balance of reference to the geographical area and respect for First Nations history on the Saanich Peninsula.

Special School Features

- The school is designed in conformance with the guidelines of the Canada Green Building Council for site and building sustainability (LEEDS standard). The school is very energy efficient and has a unique design to maximize the flow of fresh air.
- KÉLSET School has incorporated many special technological features, including voice enhancement systems, SMART Boards (interactive white boards), ceiling mounted digital projectors and document cameras. Lab and classroom computers are all new.
- We work in partnership with Panorama Recreation Centre (directly across the street) as well as the broader community to provide a strong, diversified physical education program, including regular use of the 1 Km chip trail at the Recreation Centre.



- KÉLSET School features a "murphy-bed style stage" to support Fine Arts performances. The school has a large collection of Orff instruments and ukuleles. In 2014/15, Mrs. Rose, one of our teachers, will again provide special music sessions for all of our students (see page 13.)
- All cultures will be celebrated at KÉLSET School, including the rich First Nations culture (approximately 15% of the student population is of First Nations ancestry). A Cultural Centre is located at the center of the school and features art work by local First Nations artists, including Chris Paul, Charles Elliott, Perry Lafortune and Aubrey Lafortune.
- We established a naturescape garden and natural play areas, to complement the school's play structures, swing set and paved play areas. We have a gathering area in the forested section our property – ideal for nature studies and quiet reading/writing and reflecting. A parent committee has developed plans for another natural play area at the far end of our field. This area will be developed this school year.



Note that KÉLSET is pronounced KWOL-SIT and is spelled in all capital letters, with an accent over the K.

School Contacts and Daily Schedule

KELSET Staff and District Contacts

Principal	Grant Franceschini
Vice Principal	Donna Collett
Kindergarten	Rick Williams
Kindergarten	Joyce Manning
Kindergarten/Grade 1	Jennifer Bailey
Grade 1	Diane Bocking/Krista Hale
Grade 1	Shauna Doehring/Sylvia Jones
Grade 1/2	Monika Rose
Grade 2	Ginny Underwood
Grade 2	Jodi Steele
Grade 3	Maria St. Amand
Grade 3	Anne MacKinnon
Grade 3	Thirell Trottier
Grade 3/4	Jessica Werk/Krista Hale
Grade 4/5	Lynne Willock
Grade 4/5	Sara Postlethwaite
Grade 4/5	Heather Fawkes
Grade 5	Donna Collett/Justine Shaw
Learning Assistance/ Integration Support	Tracie Ashcroft, Anne Stewart
First Nations Teachers	Robin Dupree
French as a Second Language	Anne Stewart, Justine Shaw, Natalie McKamey
Library	Julie McManus
Reading Recovery	Shauna Doehring, Robin Dupree
Secretaries	Leanne Lawson, Wendy Fox
Library & Student Support	Kathy Monette
Technology Assistant & Student Support	Darrell Whalen
Student Support	Wendy Anderson, Carolyn Bannerman, Susan Child, Angie Waterhouse, Ron Hadfield, Tineke Legear, Linda Leippi, Heather McRae, Nicole Nason, Leanne Shields, Shyanne Smith, Kim Bramadat, Christine Jaroch
Student Monitors	Ken Todd, TBA

Crossing Guards

Nicole Nason, Susan Child, Angie Waterhouse, Kathy Monette, Leanne Mitchell

Custodians

Jed Dyer, Mike Cacovic

Speech & Language

Annette Inglis

English as a Second Language

Ashley Close

North Zone Psychologist

Patricia Gabriel

Superintendent of Schools

Keven Elder

Assistant Superintendents

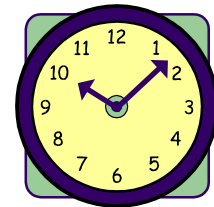
Scott Stinson, Mark Fraser

Secretary Treasurer

Monica Schulte

Daily Schedule for Students

Playground supervision begins	8:20 a.m.
School begins	8:40 a.m.
Lunch break	11:14 a.m. - 12:14 p.m.
Afternoon recess	1:40 - 1:55 p.m.
Dismissal	2:48 p.m.
Busses depart	2:55; 3:05 p.m.
Playground supervision ends	3:10 p.m.



Students begin their day promptly at 8:40 a.m. It saves confusion and embarrassment if your child can be here by 8:35 a.m.

Supervision

For your child's safety, please be sure to drop off no earlier than 8:20 a.m. nor pick up any later than 3:10 p.m. There is no supervision before or after these times.

At least three staff members provide supervision before and after school, and at least five supervisors are on general duty during recess and lunch playtimes. Children with special needs are supported by additional supervisors as required.

Student Safety and Well-being

Addressing Classroom Concerns

Steps to follow if you have a concern:

Our District supports the following procedure:

1. **The Teacher** - begin here to find the facts regarding classroom matters and develop a plan if required. This is the person to check with on all matters pertaining to your child's educational needs.
2. **The Principal/Vice Principal** - the principal and vice principal are the educational leaders and have a broad perspective on the school. They will make every attempt to help develop a plan to address your concern.
3. **Assistant Superintendents** – Scott Stinson and Mark Fraser will offer additional insights and support to help solve the problem.
4. **The Superintendent** – Keven Elder is the District's senior administrator and will make every attempt to solve the problem at the District level.
5. **The Trustees** - contact the Trustee(s) in your Zone by phone or write a letter to the Chair of the School Board.

Formal Appeal Procedure - If your concerns are still not addressed satisfactorily, you may formally appeal a decision according to the regulations outlined in the District Appeal Policy. Request a copy from your school, your COPACS delegate or the School Board Office, or visit the District website at www.sd63.bc.ca.

Please note that there is **RESIDENTIAL ONLY** parking on Haro Park Terrace.

Traffic/Parking

There are three **KELSET Crossing Guards** – one on Forest Park Drive, one at Bazan Bay Road, one at the McTavish/East Saanich Rd. intersection. Crossing Guards are on duty from 8:18 until 8:48 and from 2:48 until 3:18.

Traffic in the parking lot and on Forest Park Drive will, of course, be congested at peak pick up and drop off times. We ask that parents **be patient and cautious** and show consideration for others, especially our students. **Please:**

- drive **SLOWLY**, obeying posted speed limits;
- obey all signs, including anti-idling signs;
- use the drop off/pick up areas as intended, not for parking;
- do not block the buses;
- do not make u-turns on Forest Park Drive;
- be respectful of our school neighbours (avoid turning in their driveways, etc.);
- allow yourself extra time, so that you are not rushed;
- **consider the school bus, car pooling, walking, cycling and other “green” options;** and
- **if possible, avoid the peak drop off time (8:30-8:48 a.m.) and drop off between 8:20 and 8:30. If possible, avoid the peak pick up time (2:45-2:55), arriving at 3:00.**

There are a few **drop off spots on the south side of Forest Park Drive**. We encourage you to come up Forest Park Drive to see if there are any spots on the north side of the road, using them if possible. If necessary, please loop through the parking lot, which will enable you to turn left and park in available spots on the south side of Forest Park Drive. **Please do not make u-turns on Forest Park Drive and avoid turning in the driveways on Haro Park Terrace.** Please use the sidewalk and go to the crosswalk, to ensure safety in crossing Forest Park Drive.

There is also **parking on the south side of the Panorama lot, near the tennis courts** and the Panorama administrators kindly encourage us to park there. The lot is close to the chip trail so children and parents can enjoy some fresh air and a brief walk on the trail, coming out right at the crosswalk.

School Visitors

Maintaining a safe learning environment for your children is a prime concern at KELSET. We have developed guidelines to help us to be aware of all visitors to the school and their purpose.

- **All** visitors to the school are asked to stop at the office, sign in and pick up a visitor's badge. When you leave the school, please sign out and return the badge.
- Remember that the front door is the expected entry for all visitors.

Telephone Use

Students will only be permitted to use the phones for serious matters (i.e., illness, forgotten lunch, etc.). They will not be permitted to use the phone to make play arrangements, etc. It is necessary that we keep our phone lines free for other important calls.

Waste Free Lunches

As part of our commitment to the environment, we strongly encourage our students and staff to have waste free lunches. Please use re-usable containers rather than plastic wrap.

Water, Please!

We wish to eliminate the use of juice boxes at our school. Please strongly consider having your child bring water, in a clean re-usable water bottle, each day, rather than bringing juice boxes. Water is also available right in each classroom, as each sink is equipped with a fountain! Health Authorities encourage drinking water, rather than juice. Drinking water keeps you hydrated and avoids the sugar in juices (even natural ones.) We can encourage healthy and environmentally responsible practises by drinking water, not juice at school. Thank you again for your consideration!

Bicycles and Skateboards

To ensure safety for all, bikes should be walked across the crosswalks and on the school ground and parked and locked in the bike racks.



We discourage the use of skateboards as a means of travel to/from school. They are not to be used on the school grounds. If skateboards are brought to school, students should carry them when crossing the road and on the school grounds. Storage is a challenge and we cannot be responsible for lost or damaged boards.

“Heelies” are discouraged at school and students are not to use them in crossing at the crosswalks, nor on the school grounds, nor the hallways! Again, for safety reasons, we would very much appreciate it if these did not come to school at all.

Indoor Shoes

To ensure safety and a cleaner environment, we ask all students to change into clean, INDOOR shoes. Thanks for ensuring that these shoes are brought to school during the first week of classes.

Inclement Weather



On unusually cold or wet days children are supervised inside at playtime. We do encourage all children to dress for the weather, as they will play outside on most days.

We appreciate your co-operation and support of these provisions for the safety and comfort of all at KELSET.

Socially Responsible Behaviour



ELEMENTARY SCHOOL GUIDELINES FOR SUPPORTING and PROMOTING SOCIALLY RESPONSIBLE BEHAVIOUR

A caring, orderly and safe school is the foundation for a successful learning environment. In Saanich School District, our "Code of Conduct" for elementary students is designed to reflect Social Responsibility Performance Standards established by the Ministry of Education.

Conduct Expectations in Saanich School District Elementary School

Children contribute to the classroom and community by:

- ❖ Being caring, considerate and helpful; and
- ❖ Participating positively in and demonstrating commitment to classroom and group activities.

Children demonstrate that they value diversity by:

- ❖ Treating others fairly and respectfully; and
- ❖ Showing support for others.

Children learn to appreciate the relationship between rights and responsibilities by:

- ❖ Following classroom and school expectations;
- ❖ Understanding that they have a right to a safe, secure and orderly learning environment; and
- ❖ Taking responsibility for their own actions.

Children solve problems in peaceful ways.



Plan of Action to Promote Positive Outcomes

In Saanich School District Elementary Schools, when students do not demonstrate age-appropriate social responsibility, these times are viewed as learning opportunities. We have established inclusive school communities and we endeavor to implement strategies that will enable each child to be successful in his/her school environment. The frequency and severity of the unacceptable conduct is considered when determining the appropriate intervention. As we support children to make better choices, we help them to develop skills in the following areas: empathy, impulse control, anger management and problem solving. A variety of strategies, including appropriate consequences such as reflection time, restorative activities and restricted privileges may be used. Dialogue with parents / guardians is ongoing and occurs in a variety of ways as described below:

- ∞ Restitution strategies are used with all students at the elementary level, to encourage positive behaviours.
- ∞ School-Based Team meetings, including parents/guardians, and students on occasion, school staff and appropriate District personnel and/or agencies when warranted, focus on identifying appropriate strategies to support the student.
- ∞ The District Behaviour Support Team is accessed when the School-Based Team requires additional expertise/resources to address the student's needs.
- ∞ The District Screening Committee designates students according to Ministry guidelines.
- ∞ In serious cases, the Student Review Process takes place at the District level.

"Students shall not discriminate against others on the basis of race, colour, ancestry, place of origin, religion, family or marital status, physical or mental disability, age, sex or sexual orientation, or for any other reason set out in the Human Rights Code of British Columbia, nor shall a student publish or display anything that would indicate an intention to discriminate against another, or expose them to contempt or ridicule on the basis of any such grounds."

Home / School Communication

In Saanich District Elementary Schools, we believe that children learn best when teachers and parents work together. We also believe that learning to develop age-appropriate social responsibility is a natural part of the 'learning process' for all children. If the classroom teacher has ongoing concerns regarding the social responsibility of a child, he/she will ensure that this is communicated to the parent or guardian. For all serious incidents, the parents/guardians of the children involved will be contacted by the School Administration.



CARING RESPECTFUL SAFE PEACEFUL SCHOOLS

See the next page for our "KELSET Beliefs". Our belief-based approach offers our school community a common language, empowering students and adults to create an environment where we are considerate of others.

KELSET Beliefs

OUR BELIEFS

We belong to the KELSET Pod

SAFE **HELPFUL** **CARING** **COOPERATIVE** **HONEST** **HEALTHY**

WE TAKE CARE OF OURSELVES:

- by being responsible and engaged learners
- by playing safely and solving problems in peaceful ways
- by keeping active and making healthy choices

WE TAKE CARE OF EACH OTHER:

- by cooperating, helping and being kind
- by being considerate of individual differences
- by including and welcoming others

WE TAKE CARE OF OUR COMMUNITY & OUR WORLD:

- by being respectful of school property, other people's belongings and shared spaces
- by reducing, re-using and recycling
- by supporting those in need

KELSET ELEMENTARY

Principles of Inclusion

S.D. #63 (Saanich)

Principles of Inclusive Schools

“Diversity is the one true thing we all have in common.”

Source Unknown

- Inclusive schools acknowledge the uniqueness and enhance the dignity and self-respect of all students.
- The inclusive environment is flexible, providing for age-appropriate placement in neighbourhood schools.
- In inclusive schools, educators seek to understand and support the diverse learning needs of all students.
- The practice of inclusion transcends the idea of physical location and supports student learning in a variety of settings.
- Inclusion requires a flexible learning environment wherein curriculum adaptations and modifications are assumed, thus ensuring curriculum relevance and accessibility for all students.
- Inclusive schools promote collaborative consultation with parents and educational partners.
- Inclusive schools honour and celebrate the diversity that exists in the school community.



Principles of Learning

1. Learning requires the active participation of the learner.

Active participation goes beyond physical activity such as using manipulative materials, or taking breaks. It particularly refers to the notion that students must see the purpose of their learning and build their own connections between their life experiences and new ideas. Each child may have a variety of learning preferences and methods of processing new information. Engaging students in setting goals and assessing progress towards targets helps them to develop their belief in their own capacity as learners and validates their interests and their questions.

2. People learn in a variety of rates and in a variety of ways.

Our current knowledge of brain research helps us to support the wide range of competencies in any classroom, whether of a single level (grade 4) or a multi-grade level (grade 2/3). Provincial curriculum is designed to return to skills many times during a cycle of years in order to accommodate and encourage these differences, and address learning through “multiple intelligences”. These include social/emotional, musical, artistic, mathematical, physical, linguistic, and environmental.

3. Learning is both an individual and a social process.

We need time and opportunity to do our own thinking, pose our own questions and follow our own curiosity. Equally important is the opportunity to share these thoughts and questions and to hear and negotiate understanding with others.

Homework Roles and Responsibilities

What About Homework?

We value homework as a tool to reinforce skills and attitudes developed in school. We value the home-school connection and your support of school homework programs. Some outcomes we anticipate:

- Growth in sense of responsibility
- Development of study skills
- Enhanced student learning through sharing and extending ideas with family members
- Reinforcement of material taught at school through independent practice
- Regular, focused communication between home and school
- Development of routines that support life-long learning



Our Roles Relative to Homework

Teachers	Students	Parents
- Plan appropriate assignments to support classroom programs.	- Complete assigned homework tasks.	- Provide a quiet environment for students to complete homework. Ask your child to <u>tell you</u> about the homework that's been assigned.
- Communicate expectations to parents and students.	- Complete homework with a positive attitude.	- Establish a daily homework routine – quiet place, clear space, freedom from interruptions.
- Communicate progress to parents and students as necessary.	- Complete homework to the same standards as expected at school.	- Provide positive support – compliment success regularly.
- Monitor and review assignments.	- Hand in assignments on time.	- Ensure homework is complete. Sign the student planner daily.
- Explain and reinforce expectations.	- Be responsible for bringing materials/homework projects back and forth from home.	- Contact teacher if students are having problems or to celebrate successes. Make notes in the student planner.
- Foster a positive attitude.	- Take responsibility for fulfilling expectations.	- Sign homework as required; add comments and observations if you wish.

Parents/Guardians as Partners

Our goal is to ensure that students, staff, parents/guardians and community members enjoy positive and supportive relationships that pool our strengths in the best interests of our students. We believe that effective relationships develop through open communication and mutual respect. We commit to ensuring that student learning and safety remain our focus. Early in the year, parents are invited to meet the staff and learn more about the families that share your child's school day.

Parents and guardians are key players who lay the foundation for a child's successful school experience.

At home: You provide a healthy and supportive environment that is essential for your child's development. We encourage conversations about school learning at home!

- We ask for your support in reinforcing learning strategies, and in helping your child to make connections between "school work" and "real life" (e.g. awareness and conversation about world events, application of mathematical thinking in day-to-day situations...)
- We appreciate your assistance with homework assignments and projects. When parents are interested in a child's learning he/she has a positive attitude.
- Reinforce appropriate behaviour choices and help your child to think of alternatives to meet day-to-day challenges, whether social or work related.

In the school: We invite you to support school functions by helping during special events and attending assemblies, conferences, thematic day activities, etc. Parents and guardians participate in the consultative process of setting or revising school goals and policies through the Parents' Advisory Council and the School Planning Council. Please feel welcome to join these groups.

Volunteer roles: We welcome volunteers!
We appreciate when you offer to:

- Drive for field trips
- Attend class presentations
- Help with coaching
- Help in the Library
- Share constructive feedback
- Listen to children read
- Share special skills or interests (e.g. musical, artistic, career)
- Assist with special school events/projects, etc...



Confidentiality: Respect for all children, their learning abilities and their family situations is important to us. This is reflected in our absolute commitment to treating information about students and staff in a confidential manner. When you are volunteering in a classroom, please remember that you are in a position of trust and privilege. If your observations of children or of teachers cause you concern, please speak only to the teacher concerned or to the principal or vice principal.

Chats with Teachers: If you would like to discuss your child's learning profile, address concerns, share a success story or plan an event, please remember that the time immediately before or after class is usually busy with preparations, greetings and farewell reminders. Please send a note or use the student agenda to request a meeting with teachers. We welcome your visit and want to be sure that our time with you is distraction-free.

Parents/Guardians as Partners - continued

Parents' Advisory Council (PAC): All parents/guardians of KÉLSET Elementary School are members of the Parents' Advisory Council. Meetings are generally on the second Wednesday of each month at 6:30 p.m. in the multi-purpose room. The meetings are informal and informative. Attending the meetings is a great way to find out what's happening in the school, to share your ideas and to get to meet other parents and staff members.

2014/15 PAC Executive

Co-Presidents: Sara Benson (250) 634-4407
Marissa Bentham (250) 656-1000

Vice President: Wendy Tompson

Treasurer: Tracy Lawrence

Secretary: Janice Putter

Fundraising: Gwen McEwan and Tracy Abbott

COPACS Rep: Jennifer Langard

Food Day Coordinator: Jodi Castillo & Lindsay Trudeau

Events Committee Chair: Molly Glesby

First Nations Rep: Vacant

Members at Large: Lesley Arnold, Regan Grieve, Katy Hembruff, Shannon Johnsen, Kathy Mikkelsen, Kirsten Norris, Tarryn Vantreight, Jeannine Wakely

PAC Website: www.KELSETpac.com

School Planning Council (SPC): Each fall at a PAC meeting, three parents/guardians are elected to serve on the SPC. Together with the administrators, one teacher and one CUPE representative, these individuals review the school's annual growth plan and help to collect data to evaluate progress and to guide the decisions for the subsequent year. SPC meetings are open to all school community members, although voting rights are assigned to the six-person committee.

Confederation of Parent Advisory Councils of Saanich

(COPACS): The Advocacy Initiative was formed to assist parents in resolving problems their children are facing at school. Parents' Advisory Councils and COPACS can provide additional information and support. Parents may borrow the publication "Speaking Up! – A Parent Guide to Advocating for Students in the Public Schools" from our PAC, COPACS or school library. Parents may call the BC Confederation of Parent Advisory Councils (BCCPAC) toll free line 1-888-351-9834. A provincial advocate will return your call.

LOST AND FOUND: Lost or left behind items are placed in the bin marked "Newly Left Behind Items". These items will then be tagged, dated and hung for all to view in hopes that this will encourage children and parents to locate items belonging to them and please take them home. Photos of "Left Behind Items" will be placed online for viewing. You can view the items at <https://www.facebook.com/pages/Kelset-Elementary-PAC/160145434052826>.

By dating the left behind items, we will be able to track how long each item has been left unclaimed. Any items left behind after 3 months will be donated to a local charity group.

How can you help?

- By talking to your children about taking care of their belongings.
- By labeling everything! Handwrite or use Mabels Labels (a fundraiser available through the school).
- By talking with your children about checking the "Lost and Found" frequently, or viewing the web pictures with them to see if together, you can identify any of the "left behind items" and bring them home.

Reporting Procedures

Formal Reporting

- **Fall:** A formal report will be sent home in November. School will be dismissed early (1:48 p.m.) on October 7 & 9, November 5 and December 4 to facilitate home/school communication (conferences, classroom open houses, etc.)
- **Spring:** A second formal report will be sent home in March.
- **June:** A final report will be sent home with your child.

Informal Reporting

During the school year there will be at least two informal reports. These may take the form of a conference with the teacher, a phone call, a dialogue book, note or a parent/teacher meeting. You may request additional conferences with the teacher(s) and/or administrators at any time during the school year.

Reporting Guidelines for Teachers and Parents

- The Ministry of Education develops policies and sets standards on assessment, evaluation and reporting, student achievement, goals and ways to support learning (see www.bced.gov.bc.ca).
- In the elementary school, student achievement is assessed using the Ministry of Education Performance Standards for Reading, Writing, Numeracy and Social Responsibility.
- The Saanich School Board addresses local issues related to assessment, evaluation and reporting through bulletins, newsletters, conferences and meetings (see www.sd63.bc.ca).
- Reporting reflects our knowledge that all students develop skills in many ways and at differing rates. All reports will use common language to situate student achievement on the learning continuum. These terms generally describe achievement at each reporting period. All children will have a variety of strengths and needs.

Student achievement may be:

- **Not yet meeting** our expectations of children of the same grade. Your child will have some special support at school and probably at home and/or an Individual Education Plan developed by a team of staff members and parents.
- **Minimally meeting** expectations of children of the same grade. Your child may require more than a usual amount of adult support and/or extra time to complete assignments or to achieve educational goals.
- **Meeting expectations** – your child’s learning progress falls within the broadly held expectations of children of a similar grade.
- **Fully meeting expectations** – your child easily meets the expectations we have of children of a similar grade.
- **Exceeding expectations** – your child goes beyond the regular curricular requirements in terms of skill acquisition, independence and ease of learning.

Home/School Conferences

Conferences differ in number (according to need) and in kind. The processes used by teachers will vary; there is no “right way.” Some teachers prefer to hold conferences and then issue report cards. Others may issue the report card prior to meeting with you. Some teachers arrange Parent/Teacher Conferences, while others prefer to involve the children in conferencing.



Emergency Responses

Fire Drills must be held at least 6 times each school year.

An **Earthquake Preparedness Plan** has been developed. School staff are assigned to “teams” and have specific responsibilities to fulfill. Medical supplies and equipment are stored on site, together with emergency equipment, water and other staples, temporary shelters, comfort items etc. Our planning allows us to feel confident that care could be provided for the children for up to 72 hours.

In the event of an earthquake, phones (if they are working) must be used to call out. Please do NOT call the school. Information will be broadcast as soon as we are able to do so. We ask that you make your way to the school as soon as possible, and that you report to one of the Security Personnel in the Marshalling Area on the school field.

The **emergency closing** of a school is a rare occurrence. Nevertheless, circumstances such as a heavy snowfall or an extended power failure can demand that such a decision be made. In this event:

- The School District will provide information to the media when schools are being closed. There will **not** be announcements when schools are open and operating.
- The following radio stations will be provided with closure details for immediate broadcast: CFX (1070 AM), CIOC (The Ocean – 98.5 FM), CKKQ (The Q – 100.3 FM), JACK (103.1 FM), CBC Radio (90.5 FM) and Kool (107.3 FM).

In the event of snow or other emergency closures once the school day has commenced:

- An emergency bus schedule is organized and schools are advised regarding their school’s closing time, dependent on the arrival of the buses;
- For elementary students, contact is made with a parent/guardian/emergency contact to advise that schools are closing early and seek direction. Those students for whom no parent or emergency contact can be made will stay at the school and be supervised until there is contact made and transportation home arranged.



Programs/Services Available Through School

French as a Second Language: Specialist teachers provides instruction in French to students from Kindergarten to grade 5. Through AIM (Accelerated Integrated Method of Instruction), students learn gestures and vocabulary. You'll notice how quickly they develop the ability to express themselves in French.

Technology: The computer lab houses 30 computers running Ubuntu 12.04. We use a variety of Open Source Software Applications as tools to enhance student learning. Thanks in part to funding from the PAC, we now have a set of 18 ipads that will be used in classrooms with students as curriculum enhancements.



Each classroom has a voice enhancement system, two or three computers, a ceiling mounted digital projector and a document camera. We look forward to enhancing student learning through the effective use of this technology.

Library: Our computerized Library is an extremely important resource for students, parents and teachers. Whether looking for a book to read for enjoyment or one to help with a project, you will find that our Library has many resources to support the provincial curriculum and meet a wide variety of student interests and reading levels. Students visit the Library weekly with their classroom teacher and at other times as needs arise. Books can be borrowed for a week and may be renewed. We ask your help in ensuring that books are returned on time and in good condition. Please transport books in a plastic bag, even in a backpack (where leftover lunch bits are known to reside). The Library also offers parent resource materials that may be checked out, e.g. curriculum guides, parenting books, and DVDs.

Performing Arts:

The School District co-ordinates the visits of several Performing Arts Groups during the school year. Students are also offered the opportunity to view performances by local theatre, choral or band groups, many of which are funded by the PAC.



Often we have an artist-in-residence. This year, the PAC has provided funding to allow one of our teachers, Mrs. Rose, to provide special music lessons for all classes.



Programs/Services - continued

Learning Assistance and Integration Support: Our specialist teachers work with classroom teachers and support staff by:

- Observing students in the classroom
- Conducting in-depth assessments when necessary
- Consulting with teachers to locate and adapt materials, strategies and technological supports to meet individual needs
- Teaching individuals or small groups in the classroom or in a Student Support Room
- Collaborating with teachers and administrators to design, monitor, and adjust the schedules for support staff
- Helping parents to understand and work with the challenges faced by their children
- Hosting School Based Team Meetings and recording plans which may include consultations with any of the following professionals as well as our own school support staff
- Leading the School Based Team, including parents, to design Individual Education Plans (IEP)

Indigenous Education Teachers:

The First Nations Teachers oversee programs and support for all First Nations students, serving as an additional liaison between the home and school, and are responsible for helping to ensure that all students gain an increased understanding of and appreciation for the culture of First Nations, Metis, Inuit and other Aboriginal people.

District Psychologist: Provides on-site psychometric assessments, makes recommendations for individualized learning plans, and suggests referrals to outside agencies when required. Available through a referral process.

Speech and Language Pathologist: Provides assessment and speech and language therapy or home programs to individual students referred by classroom teachers. Screens all kindergarten students to assess speech and language development.

Occupational and Physio Therapists: Our District shares the services of specialists through the Queen Alexandra Hospital for Children. They assess individual students referred by classroom teachers, and assist in program planning for students with motor or physical disabilities.

School Counselor: Provides consultation to teachers and direct services to support classroom programs and student needs.

School-Based Teams

The purpose of the School-Based Teams is to “pool” expertise and knowledge in order to make recommendations related to the learning needs of individual students. Generally, the team consists of the referring teacher, Integration Support and/or Learning Assistance Teacher, an administrator, parents/guardians and other individuals who may have special knowledge of the child or a consultative service to offer. The Team makes program recommendations, facilitates access to Student Services available through the School District, and monitors students’ progress and development.

Public Health Nurse: Visits the school semi-regularly and as requested. Provides programs and information regarding current health issues; trains parents to do lice checks; provides information on communicable diseases; trains staff to address specific health needs, e.g. diabetes, epilepsy, serious allergies.



It is common to have students in our school who have a severe life-threatening allergy (anaphylaxis) to nuts, dairy or other foods. If these children eat or touch these foods, they may have a severe reaction. Even tiny amounts of the allergen can lead to death.

To reduce the risk of such an emergency, we are asking for your cooperation. We hope to achieve a balance between the right of all students to eat what they like and the right to safety of the children with anaphylaxis.

Since we cannot guarantee an “allergy-free” environment, we develop “allergy-safe” classrooms, and try to avoid these named allergens being carried into the playground.

For safety reasons, the following precautions will be taken: We will:

- Discourage children from sharing food, knives, forks, spoons, cups or straws.
- Encourage students to wash hands before and after eating.
- Provide safe eating areas.

School staff are aware of the individual situations and have been instructed in procedures necessary in the event of an anaphylactic reaction. Letters will be sent home to families in the classes that include children with life-threatening allergies. Please encourage your child to support our efforts to make our school as safe as possible for the students with life-threatening allergies. Ensuring the well being of all children in the school setting requires the cooperation of the entire school community. If you have any comments or questions, please feel free to contact the principal, Grant Franceschini, the vice principal, Donna Collett, the secretary, Leanne Lawson, or your child’s teacher.

Healthy School Initiatives

At KÉLSET, we are mindful of the new Food and Beverage Guidelines for B.C. schools. We encourage “healthy snacks,” especially during the morning informal snack time. A variety of activities that support healthy living are encouraged at the school, such as “Walk to School Days”, use of the Panorama 1 Km trail, “Daily P.E.”, extra curricular activities, etc.

Extra-Curricular Programs

Staff, parent and community volunteers provide a wide variety of extra-curricular activities.

KÉLSET students participate with other Saanich schools in a variety of sports activities. Students in Grades 3, 4 and 5 may participate in Swimming, Cross Country and Track and Field. Students in Grades 4 and 5 may also participate in Indoor Soccer and Basketball. Additionally, lunch time games are offered for primary and intermediate students.

Other extra-curricular activities might include Juggling, Arts and Crafts, Choir, Lego Club, etc. Offerings will vary from year to year, depending on the availability and interest of staff and other volunteers.

Green Team

At KÉLSET School, Green Team members will facilitate recycling and composting. We support the District’s anti-idling policy. Watch for details and related requests for support in our newsletters.



Please save your bottles, etc. for our school BOTTLE DRIVES on September 14th, January 11th and May 24th.

School Improvement Activities

School Planning Council

All schools in the province are required to have a School Planning Council. The primary function of the School Planning Council is to ensure the collaborative preparation of a proposed School Plan and to endorse the completed School Plan each year. The School Plan describes particular areas of focus for the school, in order to support student achievement.

The School Planning Council is comprised of three elected parent members, one elected staff member and the principal and/or vice principal. Elections are held in October or November of each school year.

Being a member on the School Planning Council provides an exciting opportunity for parents to become active members in their school community and to support continued student successes.

The School Planning Council meets at least 3 times per school year. All meetings are open to any interested individuals. The School Planning Council regularly shares information at the monthly PAC Meetings.

School Plan

Our current school goals are summarized on page 1. Related data, targets and strategies are outlined in the School Plan, which is available on the Parent Information Bulletin Board near the office.



What Happens When . . .

Your Child's Going Home Routine is Changed: Please send a note or write in the student's agenda. Children often forget or become confused about arrangements that differ from the usual routine.

Your Child is Going to be Late or Absent: Phone the **Safe Arrival Number: 250-655-1194** (24 hours). We will call you if your child is away without notice.

You Need to Register

for the School Bus: Return a completed registration form to the school, along with the fee. Pick up a schedule and route information at the office or on the District's website.



Your Child Loses or Damages a School Book: Phone or send a note to the library staff. They will look up the replacement cost. A \$5.00 processing fee is charged on all lost or damaged books. Contact your child's teacher if a classroom book is lost.

Your Child Loses Something: A Lost and Found is located in the main hallway. Small items, e.g., rings, are kept in the office. If a child finds a sum of money, it is kept in the office for one month. If it is not claimed, the finder will be given the money. Items lost on the school bus will be taken to the lost and found at the School Board Office.

If You Move or Change Your Contact Numbers: Please advise us, for the safety of your child.

Your Child Outgrows books, games, toys or computer programs, etc.: We enthusiastically receive items in good condition.

You are Considering Taking Your Child Out of School for a Holiday: We recommend that regular attendance be considered a priority for all students. When students miss days for any reason, they lose out on valuable instructional time and school events. Barring illness, we would urge you to plan for your child to attend school every day this year.

It's not just the day the child is away. Many elements of classroom instruction are connected.

Most lessons are not isolated events completed in a day. They may be part of a progression of skills in a subject area or integrated across several curriculum areas lasting several days. When a child misses some lessons in a sequence, mastery of a skill is much more difficult.

Key components of instruction include:

- brainstorming sessions
- visits to the Library to collect text and electronic information for a research project
- hands-on experience with materials
- field trips
- classroom discussions, etc.

When your child is not present for these instructional components, follow-up assignments are often difficult if not impossible for her to complete. Some children feel uncomfortable and insecure in the classroom when they return from their break: "Everyone else knows how to do this! How will I ever get caught up?"

Frequently Asked Questions

What about lunch? All children eat lunch in their classrooms. Please let us know if your child will **not** be staying at school for lunch. We encourage a healthy lunch to sustain the brain and the body; please save the sweet treats for home use. A water bottle is an important feature of your child's healthy school day. We will send these home for regular washing.

Is there a hot lunch program? The PAC arranges regular HOT LUNCH Days and Popcorn days (noted on the monthly calendar below).

What about adult supervision on the playground? At least two adults supervise at the front of the school and at the back for 20 minutes before and after school. At morning and afternoon recess, at least four to six supervisors circulate. Our supervisors carry walkie-talkies for ease of communication.

How will I know what is happening at school? The principal writes a monthly newsletter as does the PAC. Some teachers send regular newsletters. Grade three, four and five students have "agenda planners" to communicate with families. K-2 students have a blue "back and forth" bag. We encourage you to check your child's blue bag or student agenda every day for notes and up-to-the-minute information and requests. Please also check your child's backpack regularly.

Why does the school close early on some days? On 4 days during the school year, children are dismissed an hour early (1:30 p.m.) to facilitate parent-teacher meetings. This year these dates are November 17th and November 30th and February 29th and March 29th.

Are there regular school assemblies? Regular school assemblies help us build our school community. At these meetings, students and staff share information, enjoy informal presentations, celebrate successes and plan for upcoming events. Sometimes we welcome special performing artists and other guests. You are welcome to attend any of these assemblies.

Is there after school child care?

Beacon Community Services KELSET Care operates on site.
Telephone: 655-3876.

In the Garden Childcare Centre is housed in the portable at Sansbury School. Telephone: 654-0306

What is my responsibility if my child contracts a communicable disease? Other than colds and flu, it is appreciated if all communicable diseases are reported to the school, e.g. Chicken Pox, Strep Throat. Please let us know about Head Lice too. Please keep your child at home if sickness is suspected – children recover faster at home, do not function well at school when unwell and spread flu and colds to other children and to the staff.

THE PAC TIMES

McE September 2005

Dates to Remember

September 20 International Day of the Girl
September 30 Food Day

October 6 8th de Wapvartem 12:00pm - 1:30pm
October 7 International Walk to School Day
October 10 Thanksgiving Holiday
October 12 PAC Meeting - 7 pm
October 18 Individual photos day
October 21 Non-instructional Day
October 28 Food Day
November 18 Book Fair - great early 25% off
-Kiosk shopping!

We're Off To A Wonderful Start!

Here we are nearing the end of month one and our newly expanded McEerish school community is really addressing our solid growth challenges. A special thank goes to the staff who worked very hard in the weeks leading up to school opening to make us all feel settled. We hope you enjoyed the Meet & Greet evening earlier this month. What a wonderful first gathering for our school. We appreciated staff taking the time to attend, see efforts of the food volunteers and having so many families drop by. We'd like to welcome and introduce this year's Parent Advisory Council Executive.

President - Jim Stanton
Fundraising - Bobbi Morris & Cindy Keiser
Treasurer - Cindy Spitzer
Secretary - Joanne Wright
CO-PACS rep - Naischa Isidoro
Food Day - Thana Newell & Cathy Locky

The Vice-President position remains open for any interested parent. You can call Jim Stanton (656-0911) with any questions about being VP - a unique role you can shape by taking on tasks of parent that support PAC and school efforts.

We encourage parents to get in touch with any Executive members to share your ideas, concerns and feedback. There is also a suggestion envelope on the school bulletin board, and an accordion folder with ideas in the front hall for the Executive members. We want to hear from you, so drop us a line, phone us, come to a PAC meeting or take part in school volunteering. There's no better way to know and enjoy your children's school!

SPC Elections Coming Up
The term for our School Planning Council (SPC) is over next month. We thank parent representatives Suzanne Gaby and Gerri Turner, as well as Principal Evannovic and teacher representatives for your contributions to the Council and helping set helpful school goals.

SPC elections of these parent reps. for the next one-year term will be held at the October 12 PAC meeting. Please contact Louise Evannovic (office 525) with questions about SPC before the election. The first of three meetings of this year's SPC will be later in the fall.

PAC MEETING
Wednesday, October 12 - 7:00pm - 8:00pm

A G E N D A

- SPC Elections
- Updates
- SPC, Treasurer, Fund-raising, CO-PACS reports
- From principal, teacher rep.
- Future Food Day planning
- Other Business/Open Discussion

Minutes from PAC meetings are posted on the website or at school information board. Take-away copies can be made at the office by interested parents.

Student Placement

Steps Taken To Build Classes

We consider many factors as we determine the composition of classes and placement of individual children. We strive to ensure that each class is a workable instructional and social group. In each class, we try to ensure a balance amongst the following:

- gender;
- intellectual strengths and learning needs;
- friendships;
- social/emotional/behavioral strengths and needs; and
- cultural diversity and English as a Second Language needs.

While considering the needs of the school/class as a whole, we take into account the learning and social needs of each child.

Staff members work together to make thoughtful student placement decisions through very comprehensive processes.

If you wish to convey information to us, for consideration during the student placement process, please request an “Information From Parents/Guardians” form from the office (available in late May/early June). It is important to understand that staff members often have specific reasons why students are placed in ways that may be different than parents have requested.

School Supplies and Fees

Student Agenda Book

Grade 3, 4 and 5 students are encouraged to purchase an Agenda Book (available through the school) at cost: approximately \$7. Students record their homework assignments, due dates for projects and reminders of coming events in their Agenda. Parents and teachers use these books as one means of communication. Through the consistent use of the agenda books, parents and teachers can help students learn to set goals and to assume greater responsibility for their learning.

School Supplies

Each June, a PAC committee organizes bulk purchasing of pencils, paper, erasers etc. This package purchasing ensures good quality materials at competitive prices. We thank our volunteers for taking up this challenge, and encourage you to use this service. The packages are available during the first week of school.



Families may elect to shop for their own supplies, using the list provided.

The school purchases Kindergarten consumable supplies as the year goes along. A cost recovery fee of approximately \$35 is charged to each student in September.

Fee Waivers

Occasionally, fees will be charged for special materials, services, projects or activities. Should fees provide a financial hardship, parents/guardians should contact an administrator or teacher in person, by phone, or in writing. All requests for assistance will be kept confidential. Special arrangements can be made (post-dated cheques, several small payments, etc.) and fees can be waived.

Other questions? Please call us at 655-4648. We also appreciate any suggestions for this handbook. Thank you!