



## **STUDENT HANDBOOK 2006 - 2007**

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Dear students, parents and guardians,

Welcome to a new school year. Please note the new sections for the revised McGirr Mission Statement, the new Code of Conduct, including a section on bullying, and our new school wide Expectations for Behaviour. Thank you to the parents who worked with the staff to develop these new policies and statements.

McGirr is a great place to learn!

Mrs. Southwick and Mr. Ireland  
Principal and Vice-principal

## **McGirr Mission Statement**

As a school community of staff, students and parents, we commit to virtues such as courtesy, excellence, respect and responsibility. Through the active promotion of these values we will instil the attitudes, knowledge and skills for lifelong learning.

## **Curriculum**

### **The K to Grade 12 Program**

The aim of the Kindergarten to Grade 12 program is for all students to graduate with a sound education that is relevant to their lives. The goals set for schools are defined by standards that provide a meaningful measure of students' progress. These standards are realistic expectations of what students should know and be able to do as they progress through 13 years of schooling. The provincial curriculum expresses these standards as expected "learning outcomes" for each subject or course and grade. These learning outcomes reflect patterns of student development and actual standards of achievement within the province.

### **Principles of Learning**

Three principles support the foundation of the education program. They guide all aspects of educational practice including curriculum development, instructional planning and practice, resource selection, school and classroom organization, assessment, evaluation, and reporting. These are:

- learning requires the active participation of the student
- people learn in a variety of ways and at different rates
- learning is both an individual and a group process.

## **The Primary Years (K to 3)**

The School provides a secure transition from learning at home to learning at school.

Children who enter kindergarten are generally inquisitive, imaginative, active, and eager to learn. They enjoy exploring, experimenting, and playing and working with others in a safe, stimulating environment that promotes confidence in their ability to learn. Teachers organize learning to accommodate the full range of children's interests, learning needs and diverse social backgrounds.

The curriculum for these years is designed to:

- support the development of children aesthetically, socially, emotionally, intellectually and physically.
- foster the development of imagination.
- encourage children to share, co-operate, develop friendships, and appreciate their own and others' abilities and cultural identity and heritage
- develop traits and attitudes that contribute to career awareness and development, such as taking pride in one's work, working effectively with others, and understanding the relationship of work to everyday life.

## **Intermediate (4 - 10)**

Between Grades 4 and 10, students progress from childhood to adolescence. They experience physical, emotional, and intellectual changes. This period is characterized by fluctuations in behaviour, attitudes, and social growth and development. The influence of peers has an effect on their actions and decision-making processes. In the area of intellectual growth, they progress from concrete to abstract thought. This growth pattern varies widely on boys and girls as well as among individuals.

During the intermediate years, students need considerable support in order to deal with the changes they experience. Flexibility in classroom organization and methods of instruction is required to meet the challenges of these critically important years in the school system.

As students move through the intermediate years, they develop competency in basic skills and reach higher levels of proficiency in English, mathematics, science, and social studies. In Grade 5, all students must begin

to study a second language. Curriculum in the intermediate years includes theoretical concepts, as well as skills and knowledge that can be applied to everyday life and to the world of work.

The curriculum for these years is designed to:

- emphasize basic areas of learning to increase students' literacy and numeracy skills.
- introduce more formal personal and career planning and increase students' responsibility for their learning.
- extend the development of creativity.
- use opportunities for learning that exist outside schools.
- develop a work ethic and further understanding of career opportunities.

## **Reporting Guidelines for Each Program**

### **Primary Reports - K to Grade 3**

Teachers will provide parents with three written formal reports.

For a student in Kindergarten to Grade 3, each structured report card must:

- describe student development in relation to curriculum in terms of the five goal areas outlined in the Primary Program (aesthetic, emotional and social, intellectual, physical and social responsibility.)
- in relation to the curriculum describe:
  1. what the student is able to do
  2. the areas in which the student requires further attention and development.
  3. ways of supporting the student in his/her learning.
- focus on the goal of intellectual development
- include student progress on reading, writing and mathematics
- describe, as appropriate, student behaviour, work habits, and effort

### **Intermediate Reports (4-7)**

Teachers will provide parents with three written formal reports. Letter grades will appear on report cards. For a student in Grades 4 to 7, the formal report must:

- describe student development in relation to curriculum in terms of the three goal areas (intellectual, human and social, and career development)
- follow the guidelines outlined in policy for assigning letter grades
- indicate student level of academic achievement or performance in letter grades as it relates to the established standards set out for each subject and grade
- include structured written comments and focus on the goal of intellectual development in each of the subject areas and in relation to the curriculum describe:
  1. what the student is able to do
  2. the areas in which the student requires further attention and development
  3. ways of supporting the student in his/her learning.
  4. student behaviour, work habits, and effort.

## **Homework Policy**

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



Homework can be of many types:

- a. completion of tasks
- b. long range projects.
- c. daily or weekly reinforcement or practice of newly learned skills
- d. reading

Teachers assign homework with the hope of

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

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

The following time ranges should be workable for most situations.

- Grades 1-3 - 10-45 minutes per night
- Grades 4-7 - 45-90 minutes per night

The schedule above suggests considerable range but is based on at least two important assumptions:

1. Homework should be daily, and,
2. The minimum range is for the high-achieving student.

It is a fact that some students require more time and more practice for learning to occur. Homework can be a powerful educational leveller and, therefore, is good for a student's educational health.

## 2006/2007 School Calendar

### 2006

|                                   |                  |
|-----------------------------------|------------------|
| School Opening Day                | Sept. 5          |
| School Based Pro-D Day            | Sept. 25         |
| Thanksgiving holiday              | Oct. 9           |
| Provincial/Local Pro-D            | Oct. 20          |
| Remembrance Day                   | Nov. 13          |
| Non-instructional Day             | Nov. 14          |
| School Closes for Winter Vacation | Dec. 22          |
|                                   | Dec. 23 – Jan. 7 |

### 2007

|                                   |          |
|-----------------------------------|----------|
| Schools re-open                   | Jan. 8   |
| District Pro-D Day                | Feb. 22  |
| School closes for spring vacation | March 16 |
| School re-opens                   | March 26 |
| Good Friday –                     | April 6  |
| Easter Monday –                   | April 9  |
| School Based Pro.D. Day           | April 30 |
| Victoria Day – Stat. Holiday      | May 21   |
| Last day students in attendance   | June 28  |

All students, (grade 1- 7) begin school on the day after Labour Day, September 5<sup>th</sup>, for one hour only, beginning at 11:00 (grade 1, 2 & 3), and 11:20a.m. (grades 4, 5, 6 & 7).

### Office Hours

Secretaries: – Mrs. Gail Raper, Mrs. Angela Forster  
 Mon.-Thurs. 8:00 a.m. to 3:30 p.m.  
 Friday 8:00 a.m. to 2:30 p.m.

### School Hours

Grade 1 to 7  
 Daily Schedule (\*Except Friday)

8:45 a.m. First bell  
 (students enter class)



|       |                       |
|-------|-----------------------|
| 8:50  | a.m. School begins    |
| 11:20 | a.m. Lunch begins     |
| 12:00 | p.m. Classes begin    |
| 1:30  | p.m. Recess begins    |
| 1:45  | p.m. Recess ends      |
| 2:50  | p.m. School dismissal |

School dismisses at 1:20 p.m. on Fridays. This allows staff to meet to discuss professional matters or to contact parents, etc. There is no short afternoon recess on Friday.

### Kindergarten:

|      |   |
|------|---|
|      | 8:45 a.m. First bell                      |
| A.M. | 8:50 - 11:14                              |
| P.M. | 12:05 - 2:50 (Mon.,<br>Tues.,Wed.,Thurs.) |
|      | 12:05 - 1:20 (Fri.)                       |

For Kindergarten students, gradual entry will take place from September 6 to 12. This system attempts to provide an opportunity for a positive orientation for each child. It consists of individual interviews and meeting with students in a smaller group prior to the full class meeting together beginning September 13.

### Lunch Policy



Students are dismissed at 11:20 a.m. to go out to play. This activity time is monitored by our Noon Hour Supervisors. Students return to classrooms at the 12:00

warning bell. At this time they eat their lunch under the direct supervision of their classroom teacher. While the children eat, the teacher reads to them for 15 minutes.

### Student Access to the Building

As a student, your presence in the building prior to 8:45 a.m. is:

1. Subject to the approval of your classroom teacher.
2. Permissible if you are participating in a teacher sponsored activity.
3. Permissible if you have a written note from home requesting access to classroom for medical reasons.
4. Permissible in emergencies.
5. Permissible if you are a Self-manager.

## **Emergency Closure Procedure**

The decision to close schools in School District No. 68 due to inclement weather is made by the Superintendent. This decision is announced over local radio stations THE WAVE 102.3FM at 6:45 a.m. A decision to re-open schools or to keep schools closed for the afternoon will be made by 11:00 a.m. We would request that students and parents listen to the radio for this information rather than call the school.

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



## **Early Detection System**

Early Detection was initiated for the safety and protection of McGirr children. The purpose of the program is to detect as soon as possible the whereabouts of each student not in class. For the system to operate successfully, parents are requested to:

1. Phone the School (758-8946) in the morning between 8:30 and 9:00 a.m. and in the afternoon between 12:00 and 12:15 p.m. if your child is late or absent from school for any reason, or
2. Send a note with another child in the family, or
3. Give advance notification, preferably written, of dental/ medical appointments, or any changes from the usual routine (e.g., staying/going home for lunch, early music lessons, etc.)

Most parents already inform the school and this is much appreciated. The school will make contact with parents in the event of an unexcused absence.

## **Emergency Fan-out System**

An emergency telephone fan-out system has been established with parent volunteers. It will be updated

each year and sent home with students. Please keep this important phone list handy in case of emergency.

## **Attendance**

Attendance at school is important for two reasons:

1. Pupils miss concepts taught and assignments when away.
2. Perhaps more important in the long run, if absence with parent permission is due to any other reason except illness or medical reasons, it places a lesser value on school education in the eyes of the child.

We urge parents to consider carefully an occasion you plan to take your child out of school for reasons other than those stated in the Provincial School Regulations. It is not only unfair to your child, but it is unfair to the classroom teacher who needs to take time from other teaching duties and responsibilities to assist the student upon his/her return to school.

Throughout the school year, many students are absent from classes in order to join their parents for a holiday. As a result, teachers get frequent requests to prepare assignments for these students in advance, so that they not become unduly behind in their coursework. This is often very difficult to do, as many assignments relate to oral instruction in the classroom, and are not necessarily a page-by-page progression in a textbook. Also, in some instances, these lessons are not prepared a week or two in advance, which results in much additional work for the teacher. Therefore, it seems more appropriate that when students are away, they should read as much as possible (novel, etc.) and keep a journal of their travels. It will then be the student's responsibility to "catch-up" on assignments when they return to school.

## **Late Policy**

It is a matter of common courtesy to arrive for classes at the proper time and students are encouraged to develop lifelong habits of promptness.

Students who arrive late often disrupt the operation of the classroom by requiring the attention of their teachers or classmates to assist them in getting started on their assignments or to re-teach all or part of a lesson.

Students will be given a 30-minute detention for more than three unexcused lates per month. In consultation

with parents, more severe consequences are administered for chronic lateness.

## **Fire Drill**



All schools conduct fire drills several times throughout the year. Any continuous ringing of the fire bell must be treated as a real emergency (as it well could be). Pupils evacuate the school in an orderly fashion and gather at a designated place at a safe distance from the building. The deliberate activation of a false fire alarm is a very serious offence and will result in a five-day suspension.

## **Lost and Found**

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

## **Earthquake Drill**



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

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

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

## **Care of School Property**

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

As the school has only limited resources for replacement of materials, any pupil who carelessly or wilfully loses, defaces or destroys books and other school property will be required to pay the replacement cost.

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

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

## **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.

## **Expectation of Pupils**

- to follow all school rules.
- to be courteous, to practice common manners and to exercise a sense of responsibility appropriate with their age.
- to respect the rights of others.
- to respect school property and the property of others.
- to come to school properly equipped and willing to work.

## **Expectation of Parents**

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

## **Expectation of Teachers**

- to present to a group of individual students a planned basic program.
- to acknowledge the individual differences of his/her pupils 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 rules of the school and the classroom consistently and with impartiality.
- to work with pupils and parents in planning and implementing a suitable educational program for each child.

## **Expectations of School Administrators**

To administer and supervise the school, including:

- placing and programming of pupils in the school.
- general conduct of pupils at school, going to and from school and participating in extra-curricular activities.
- to provide guidance, advice, support, and direction to pupils, parents, teachers and support staff in all school matters.

## **Code of Conduct**

### **A. Statement of Purpose**

- To establish and maintain safe, caring and orderly environments for purposeful learning
- To clarify and publish expectations for student behaviour while at school, while going to and from school, and while attending any school function or activity at any location.

### **B. Conduct Expectations**

#### **Acceptable Conduct**

- Respect self, others and the school
- Help to make the school a safe, caring and orderly place
- Report to an adult, in a timely manner, incidents of bullying, harassment or intimidation
- Accept responsibility for your own learning
- Act in a manner that brings credit to the school

#### **Unacceptable Conduct**

The following points are examples only and are not an all-inclusive list,

- Behaviours that:
  - interfere with the learning of others
  - interfere with an orderly environment

- create unsafe conditions
- Acts of:
  - bullying, harassment or intimidation
  - physical violence
  - retribution against a person who has reported incidents
- Illegal acts, such as:
  - theft of or damage to property
    - possession, use or distribution of illegal or restricted substances such as firecrackers
    - possession or use of weapons

## **Bullying**

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

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

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

Bullying takes three main forms:

**Physical bullying** – involves hitting the victim in some way or taking or damaging a victim’s property.

**Verbal bullying** – using words to hurt or humiliate others.

**Relational bullying** – trying to convince their peers to exclude or reject a certain person or people, and cut the victims off from their social connections.

## **C. Rising Expectations**

Expectations will increase for students as they become older and more mature, and as they move through successive grades. Students are expected to exhibit increased personal responsibility and self-discipline

and there will be increasing consequences for inappropriate behaviour.

#### **D. Consequences**

- responses to unacceptable conduct are pre-planned and consistent e.g., 3 steps(below)
- disciplinary action, wherever possible, is preventative and restorative, rather than merely punitive
- students, as often as possible, are encouraged to participate in the development of meaningful consequences for violations of the established code of conduct, e.g., participating in working through a “Problem-solving sheet”

##### **Step 1**

Discussion between student and staff member. When students choose not to meet behavioural expectations, there will be natural, logical and consistent consequences. Minor indiscretions are handled by staff. Frequently the consequence will be in the form of a time-out. It may also involve completion of a "Problem Solving Sheet" where students can reflect upon their actions and consider better choices next time. Parents are often informed and are required to sign the “Problem Solving Sheet”.

##### **Step 2**

Office Referral Forms are issued for major offences (i.e. rough play, bullying, fighting, physical abuse of others, throwing objects, defiance of authority, disrespectful/abusive language) and continual defiance of school rules. Students are referred to the Principal. Parents are informed.

##### **Step 3**

Parents are contacted for serious incidents of misbehaviour or if minor incidents persist beyond step two. Depending on the severity or frequency of the misbehaviour, students are given in-school or home suspensions for:

- persistent inappropriate behaviour, which disturbs, interrupts or disquiets the usual, orderly operation of the school
- inappropriate behaviour judged to have a harmful effect on the safety of other pupils

For the following, students can expect to be suspended immediately, from between one to five days: fighting, overt rudeness, alcohol and/or drug use, stealing, vandalism and any action that deliberately endangers the health and safety of others.

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

#### **E. Notification**

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

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

#### **Self-Manager Program**

The goal of the self-manager’s program is to develop a positive self-image in students through self-discipline. Students who display self-discipline to the school’s satisfaction will become self-managers and be given certain privileges. This will include being able to be in the classroom, library or computer lab when no direct adult supervision is there. However, they are to be quiet and orderly, seated and working. Being a Self-manager does not mean wandering the halls, disturbing the quiet, purposeful environment of the school building or engaging in active behaviour when not directly supervised. Students must be wearing their badge when acting as a Self-manager.

Students who do not meet the above conditions or follow the rules of our school will have their badge taken by the supervising adult who will then report the behaviour to the teacher. The teacher and/or administrator will then decide the duration that the Self-manager status will be lost. This may result (for serious or chronic misbehaviour) in losing this status altogether and the need to reapply for the next month with no guarantee that the application will be accepted. The behaviour of these students becomes the model for the rest of the school. Other students strive to become Self-managers. The ultimate goal of the program is for all students in the school to become Self-managers.

To become a Self-manager, students apply by completing an application form. This is similar to a job application and involves a self-analysis of specific classroom and school self-management skills. Students take the completed form to their teacher who will go over it with them. Successful applicants must next go to his/her parents and get their approval and signature. Parents are asked to add their comments as to why they think their child would make a responsible self-manager. Lastly, students get the signature of one other staff member. The names of the successful applicants then will be posted in the classroom each month. Students can lose their self-management status should they stop following school rules or items listed in the application. They may however apply again in another month.

## **Serious Offences**

School District 68 Policy No. 3201

Students committing such actions as the use or possession of drugs or alcohol, setting off false fire alarms, seriously assaulting other students or other persons, while under the jurisdiction of the school, shall be suspended by the school principal for a period of three to ten school days, and the parents or guardians immediately notified in writing of the circumstances.

No student so suspended shall be re-admitted until an interview is held with the Superintendent of Schools or his designate. It is the responsibility of the parent or guardian to seek such an interview. In extenuating circumstances, the principal may recommend to the Superintendent a suspension of less than five days.

## **Fireworks and Stink bombs**

Possession of and/or use of fireworks and stink bombs of all types will not be permitted on the school property.

Should any student violate this rule he/she will be automatically suspended for a length of time to be determined by the principal. Some students may also be required to have an interview with the local Fire Marshall or the Assistant Superintendent of Schools before being re-admitted to the school.

This policy is being followed for the following reasons:

1. Possession of any fireworks by minors is illegal.

2. Fireworks today tend to be more powerful and many are now classed as C-2 explosives.
3. Schools by their nature tend to be paper places. The setting off of fireworks in a school building may very well result in fire. Those classed as C-2 emit very hot gases that could easily start a fire in a classroom.
4. Stink bombs contain ammonium sulphide that is harmful to skin and eyes and internal organs.
5. Serious injury can result by accident to the person in possession or to others that may be bystanders.

## **Student Dress Code**



The appearance of any young person is primarily the responsibility of that individual and his/her parents.

We expect students to maintain the type of appearance that is not distracting to teachers or other students to the detriment of the educational process of the school. Students are to wear attire which:

- is safe
- is free of any reference to alcohol, drugs, gangs, hate, obscenity, profanity, racism/ discrimination, sex and/or violence
- is not disturbing or distracting to others within the school setting.

Half tops and or “beach wear” are not appropriate attire. Hats are not to be worn in the building.

When a student’s appearance is felt to be detrimental, the parent/ guardian will be contacted and asked to bring appropriate clothing for the student. If the problem persists, a parent/administrator conference may be requested.



## **Medicine at School/Medic Alert**

Children at times require prescription drugs while at school. Others come to school with non-prescription drugs such as aspirin or Tylenol. There are regulations we must adhere to for these circumstances.

Drugs can be dangerous. Please do not allow pupils to carry or leave drugs at school. Any drugs should be given to the teacher by the parent. Arrangements can

be made for teachers to administer drugs to pupils, but it involves completing an appropriate consent form.

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

## **Student Support Services**

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

For students with learning difficulties, our program targets two groups of students. For students that require support to meet the goals of the regular program, less intensive support is provided, two to three times per week for 30 to 45 minutes, primarily in the Language Arts area. Help in other areas is provided as time and space permit. The second target group of students require significant modifications or adjustments to their program. They are given intensive daily support for 60 to 90 minutes. For this placement specific learning goals are established. These are developed in an IEP (Individual Education Plan) by the Student Support Service teacher in conjunction with the classroom teacher, counsellor, and other specialists who may be working with the student. Throughout the period on the program, parents are consulted frequently.

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

To support the classroom teacher, regular weekly School Based Team meetings are held. The Team meetings operate in a problem solving manner to assist classroom teachers in planning for the instruction of learners who are encountering difficulties. In addition to our administrators, the counsellor, the student support service teachers, a primary and an intermediate teacher, specialists from Student Support Services and parents are invited to provide suggestions and ideas.

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

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

Educational Assessment and Planning Services  
Psychological Services  
Enrichment-Gifted Programming  
English as a Second Language  
First Nations Programs  
Itinerant Teacher of Hearing Impaired  
Itinerant Teacher of Visually Impaired  
Speech and Language Itinerant Teacher  
Hospital Homebound Programs  
School Health Programs:  
    Vision and Hearing (referral)  
    Dental Screening (K)  
    Hepatitis B Vaccinations (grade 6)



## **McGirr Field Trips**

### **Student Expectations**

Students who participate in field trip experiences do so with the same expectations for behaviour and conduct as if they were in a classroom. Students are expected to be courteous and respectful to all persons they encounter while on a field trip. Any departure from these expectations will be dealt with in the same manner as if the child was working at school.

- A. The following policy regarding Field Trips has been adopted by the staff:
  1. That teachers should work to establish equal opportunity at each grade level for field trips.
  2. That major fundraising activities should be targeted to specific grade levels.
  3. Teachers at each grade level will, at the beginning of each year, meet to determine which field trips are appropriate. Following that, we will determine which fundraising ventures will be assigned for each grade.
  4. Parent information meetings will be held prior to finalizing all out of district field trips.
- B. The following District-wide procedures (3335P) have been adopted by the Nanaimo School Board to provide for the safety and supervision of students on field trips:
  1. Prior to embarking upon a field trip of any kind, students and parents will be

appropriately advised of the school's code of conduct, with particular reference to expectations regarding behaviour and curfew. The use of alcohol or illegal substances shall be prohibited at all times during a field trip.

2. On a field trip of any kind, the teacher sponsor/adult supervisor will act in a manner consistent with what would be expected of a "judicious parent".
3. On a field trip of any kind, it is expected that teacher sponsors/adult supervisors will endeavour to ensure proper and safe student conduct by providing a proactive, participatory and visible presence.
4. In cases where both male and female students are participating in overnight field trips, and it is impossible to provide adult supervision of the same gender, parents will be so advised in advance.
5. Where a situation warrants a student's being sent home from an overnight/out-of-district field trip, parents shall be notified as soon as practicable and appropriate travel and pick up arrangements shall be made for that student.
6. Potential chaperones for over-night and extended school sponsored trips will complete an "Application to be Chaperone" form. This form will be kept on file at the school for at least two years after the trip.
7. Criminal record checks shall be conducted for all chaperones prior to overnight and extended activities.
8. Criminal record checks will be reviewed by the Human Resources Department in consultation with the school principal, and will be kept on file by the HR Department.
9. Criminal record checks for chaperones will be valid for one year after date of issue.

### **Supervision In-town Trips**

There will be one adult for every group of ten students who attend an "in town" field trip including all beach activities. For class excursions within the school attendance area (with the exception of the beach), the teacher must have one other adult supervisor along on the trip. These adult supervisors must be provided with guidelines, expectations and duties prior to the field trip.

### **Supervision-Out-of-town**

There will be one adult for every group of eight students who attend an out-of-town field trip. These adult supervisors must be provided with guidelines,

expectations and duties prior to the field trip. Out-of-district field trips will be transported by bus.

### **District Policies**

Our School district has numerous policies that direct and safeguard a schools operation and the students who attend our schools.

Below are a few policies in summary form that the board has asked you to be informed of on a yearly basis. The complete policy is also available on the school district web site.

### **3560 - Parent/Student Appeals**

In accordance with section 11 of the School Act, a student or the parent of a student entitled to an educational program in the School District may appeal a decision of an employee of the School Board which significantly affects the education, health or safety of the student.

### **3804 - Multicultural Education**

The Board recognizes the role of the school in promoting an awareness of the multicultural nature of our community and believes that such an awareness will encourage respect for human dignity. As such, the Board is committed to providing school and classroom environments, and educational practices leading to respect for the cultural traditions of all students.

### **3808 - Cross-Cultural, Ethnic and race Relations**

The Board recognizes the diverse background of our district students, staff and community members.

In order to assure an education that will broaden and enrich life experiences of all those served by this school district, the Board will work to improve understanding among cultures, promote respect for diversity and combat racism and discrimination. The Board will be sensitive to and ensure the equal right to individuals of different ethnic backgrounds and resist racial bias in any form.

### **Parent Advisory Council**

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

programs and direction. The executive officers are elected in September.

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

**Who:** - is on the PAC?

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

**What:** - is the Purpose of a PAC?

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

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

**When:** once a month traditionally on the third Tuesday of the month.

### **School Planning Council**

Each year, every public school must establish a School Planning Council. The Planning Council is to be comprised of the principal, a teacher and three parents elected by the P.A.C. The School Planning Council will develop an annual plan for its school that includes goals and outcomes for improvements. This will provide an opportunity for direct parental involvement in the assessment of student performance at the school and input into a plan of action for improvements where they are needed. The three representatives for the P.A.C. must be parents of students enrolled in the school and one of the representatives must be an elected officer of the P.A.C.

### **Draft School Goals 06 - 07**

Each year, it is the responsibility of the School Planning Council to work with the staff to create a school plan by September 30<sup>th</sup>. During the year, this Plan is followed, and revised as necessary.

Each School Plan has several consistent components. There are several main goals that include a rationale, the data used in analysis, specific performance targets, the equity groups to be focused upon, and the data used to trace progress. Each Goal area is followed by a detailed action plan.

This school year, we continue with the goals, numeracy and literacy, that we have been working on for two years. Goal number one is to improve student achievement in numeracy, specifically in the area of problem solving. The second goal is to improve student achievement in literacy, with a specific focus on writing in the information area.

In the fall, McGirr's complete School Plan will be posted on our school web site:  
<http://schools.sd68.bc.ca/mcge>.

### **Communication**

We believe that good communication between home and school is critical. Daily communication between the home and school is normally through the student planner.

During the first week of each month and occasionally more often, a school newsletter is sent home. It is usually sent home with the youngest member of the family – a big responsibility.

School happenings are also communicated at assemblies throughout the year. Most assemblies are held on Fridays, alternating morning and afternoon approximately every other Friday. Parents are most welcome to attend.

Our school web site is a good place to keep informed. We hope to be consistent with posting the latest information, including a calendar page showing field trips, assemblies, etc.

### McGirr School Behaviour Matrix

|                          | Classroom   | Hallways   | Gym   | Gym Change Rooms   | Playgrounds  | Library & Computer Lab  | Emergency Drills   | Assemblies   | School Wide/Field Trips  | Bathrooms  |
|--------------------------|---|--|---|--|--|---|--|--|--|--|
| <b>Respect Ourselves</b> | Listen<br>Be on task<br>Participate<br>Give your best effort<br>Be prepared<br>Desk clean & organized<br>Do homework<br>Use planner   | Walk.<br><br>Stay on right.<br><br>Watch slippery spots when wet.  | Listen.<br><br>Participate.<br><br>Be in gym only when supervised.  | Change Quickly<br><br>Bring your gym strip.<br><br>Listen.   | Play safely<br><br>Follow game rules.<br><br>Dress appropriately<br>Wear safe footwear<br><br>When bell rings go immediately to classroom.   | Be on task<br><br>Use only approved sites.<br><br>Be prepared<br><br>Be supervised.<br>Return books on time.  | Listen<br><br>Stay calm.<br><br>Follow directions.<br><br>Leave the building quickly.<br>Leave the grounds only with permission.         | Enter and exit quietly.<br><br>Sit in one spot<br><br>Listen<br><br>Silent at signal.<br><br>Use washroom before and after.  | Listen<br><br>Stay with your group.<br><br>Follow directions willingly.<br><br>Go to washrooms with a buddy.<br>Be prepared.   | Enter and leave quietly.<br><br>Wash your hands.   |
| <b>Respect Others</b>    | Be kind<br>Walk<br>Hands/feet to self<br><br>Include others<br><br>Use polite words<br><br>Accept differences<br><br>Keep valuable items at home.<br><br>Take notices home. | Use quiet voice.<br><br>Greet people politely.<br><br>Single file.<br><br>“On the right to be polite”<br><br>Hands and feet to self. | Praise effort and good sportsmanship<br><br>Take turns.<br><br>Share.<br><br>Play safely<br><br>Hands and feet to self. | Quiet voices.<br><br>Respect personal space.<br><br>Be kind.<br><br>.Pick up after yourself.<br><br>If you can't say something nice, don't say anything. | Use designated play areas.<br>Get help for problems - be a helpful bystander.<br>Accept differences.<br>Include others.<br>Be aware of younger children.<br>Use appropriate language.<br>Throw objects for games only – rocks and sticks left on the ground. | Quiet voices.<br><br>Return books.<br><br>Take turns.<br><br>Log off when directed.<br><br>Use only your own passwords.<br><br>Push in chair when finished. | Keep hands and feet to self.<br><br>Assist when instructed.<br><br>Line up without talking.<br><br>Stay in line.<br><br>Stay with group. | Eyes on speaker<br><br>Hands and feet to self<br>Clap hands for appreciation<br><br>Sit cross-legged.<br>Enter and exit the gym silently and in single file.<br>Empty hands.<br>For anthem: stand at attention & sing with pride.<br>Respect all cultures. | Show care for place visited.<br><br>Display good manners.<br><br>Sit while bus is in motion.<br><br>Maintain personal space.<br><br>Act safely.<br><br>Give McGirr a positive image. | Flush<br><br>Report problems.<br><br>Paper towels in garbage cans.<br><br>Respect privacy in stalls.<br>Keep feet on ground.<br>Be kind.<br>Keep water in sink.<br>Keep soap in container or in hands. |
| <b>Respect Property</b>  | Care for school and personal property.<br><br>Reduce, re-use and re-cycle<br><br>Pick up after yourself.<br>Keep desks clean.<br>Gum free                                   | Appreciate others' displays – look, don't touch.<br><br>Put litter in garbage cans.<br><br>Wipe feet.                                | Handle equipment with care.<br><br>Food and drink free.<br><br>Clean shoes.<br>Don't hang on hoops.                     | Wear proper footwear<br><br>Keep property vandalism-free.<br><br>Stay out of others' things  | Put litter in garbage cans<br>Nude food.<br>Wipe feet upon entrance to school<br>Use class doors or designated doors.<br>Respect trees, plants and nature – stay off trees & garden.   | Push in chairs<br><br>Treat books carefully<br><br>Treat computers gently<br><br>Food free.   | Close doors behind you.  | Lift and store chairs and benches with care<br><br>Food and drink free<br><br>Be careful with electronic equipment..   | Look after your things.<br><br>Treat others' property respectfully.<br><br>Clean up after yourself.  | Hands and pockets empty.<br><br>Keep floors and walls clean<br>Turn taps off.<br><br>Use Garbage cans.   |

