



Every little child has inside of him, an aching void that demands interesting and exciting play.

And if you don't fill it with something that is interesting and good for him, he is going to fill it with something that is interesting and exciting and isn't good for him.

T. Roosevelt Jr.

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PRINCIPAL'S MESSAGE TO PARENTS

Dear Families,

On behalf of the staff at Pleasant Valley School, I would like to warmly welcome you to this new school year. I look forward to working in a partnership of parents, teachers and support staff to provide the children of this school, with a well rounded education and much personal success.

The smooth operation of our school depends upon the cooperation and understanding of students, parents and staff. I believe that meeting the needs of the students is best done in an atmosphere of mutual trust and respect, where parents are involved in their children's education.

This handbook has been designed to provide you with some basic information, which will assist you in understanding how our school operates. Please feel free to call if you have additional comments or questions.

We have another exciting year ahead and it is hoped that it will prove to be a rewarding and fulfilling time for all.

Sincerely
Ms. Marie Harel
Principal



PLEASANT VALLEY ELEMENTARY SCHOOL

MISSION STATEMENT

WHERE EAGLES FLY,
STUDENTS SOAR!



SCHOOL HOURS

Grade One to Grade Seven:

8:45 am -- 11:45 am	Morning Session
10:15 am -- 10:30 am	Morning Recess
11:45 am -- 12:30 pm	Noon Recess
12:30 pm -- 2:30 pm	Afternoon Session

Kindergarten:

8:45 am -- 11:09 am	Morning Class
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Office Hours:

8:15 am -- 12:30 pm	Morning
1:15 pm -- 3:30 pm	Afternoon





MISSION OF SCHOOL DISTRICT 68

To inspire students to develop a love for learning in a caring and stimulating environment.

We believe . . .

- the development of human potential is our most important responsibility
- learning is a life--long process
- family and the community have a profound influence on the individual
- people are our most valuable resource
- a healthy environment is critical to our well--being
- an individual can influence his or her future
- change provides opportunities
- planning and working cooperatively accomplishes objectives
- open and honest communication is essential
- with rights come responsibilities

Directions -- We will work toward the following goals:

- All students will successfully complete their educational programs.
- All students will value human diversity in society.
- All employees will have a high level of job satisfaction in order to maximize services for students.



Parameters:

- We will always treat individuals with dignity and respect.
- We will always ensure students are the central focus of our district.
- We will always consider parents as well as students in our decisions.
- We will never compromise a safe and supportive environment for students.
- We must ensure that there is financial accountability to the public.
- We will always use the district's mission statement to guide our actions and decisions.
- We will always stay true to our beliefs.

Strategies:

- We will consult to develop programs specific to the needs of each student.
- We will ensure a safe and supportive environment exists for all students.
- We will provide programs which expand student awareness of human diversity.
- We will involve the community in developing a plan which will encourage the acceptance of human diversity.
- We will implement a participative management style.
- We will create a climate of understanding and support.

MINISTRY OF EDUCATION



Mission Statement

“The purpose of the British Columbia school system is to enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.”

The Educated Citizen

The educated citizen is seen as someone who is:

- thoughtful, able to learn and to think critically, and who can communicate information from a broad knowledge base;
- creative, flexible, self-motivated and who has a positive self-image;
- capable of making independent decisions;
- skilled and who can contribute to society generally, including the world of work;
- productive, who gains satisfaction through achievement and who strives for physical well being;
- cooperative, principled, and respectful of others regardless of differences;
- aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada and the world.

Goals of Education

In keeping with the stated mission for the school system, the Ministry of Education has identified three “goals of education”. The British Columbia school system accepts the primary responsibility for helping students achieve the first goal, with the support of families and the community. Helping students achieve the second and third goals (through learning experiences and supervised practice) is a responsibility that the school system shares equally with families and the community.

Goal 1: Intellectual Development

to develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them and a capacity for creative thought and expression.

Goal 2: Human and Social Development

to develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well being; to develop a sense of social responsibility, and a tolerance and respect for the ideas and beliefs of others.

Goal 3: Career Development

to prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with change in the workplace.

BEHAVIOUR/DISCIPLINE

Discipline Philosophy

All discipline should be considered in terms of providing a living and learning environment which fosters self-discipline. Self-discipline demands that children be given responsibility and opportunities to become independent.

As teachers we strive to:

- teach students to accept logical consequences for their actions
- teach students ownership of their problems
- give students time to evaluate their behaviour and to think about alternatives
- teach students to become actively involved in finding positive alternatives to their irresponsible behaviour
- teach students to be in control of themselves (i.e. Self-Managers' Program)

Preventative Discipline

We believe that by reinforcing positive behaviour (i.e. Happy Grams, Self-Managers' Program, Good Citizen Awards), and by involving students in activities which promote the development of a positive school tone (i.e. assemblies, class meetings, school sports), we are working to

promote positive discipline. We believe that channelling student ideas and energy toward positive endeavours is a more effective means of developing acceptable behaviours than punitive measures.

School Rules & Expectations

Most situations in the classroom and around the school are governed by common sense and do not need specific rules. However, for the safety and well-being of everyone concerned, some rules are necessary.

Each class has rules of safety, courtesy and appropriate behaviour. Teachers provide meaningful discipline, apply appropriate consequences and avoid humiliation of students.

Students are encouraged to make appropriate choices in dealing with conflict, and effective problem-solving skills are taught and modelled by teachers.

Code of Conduct

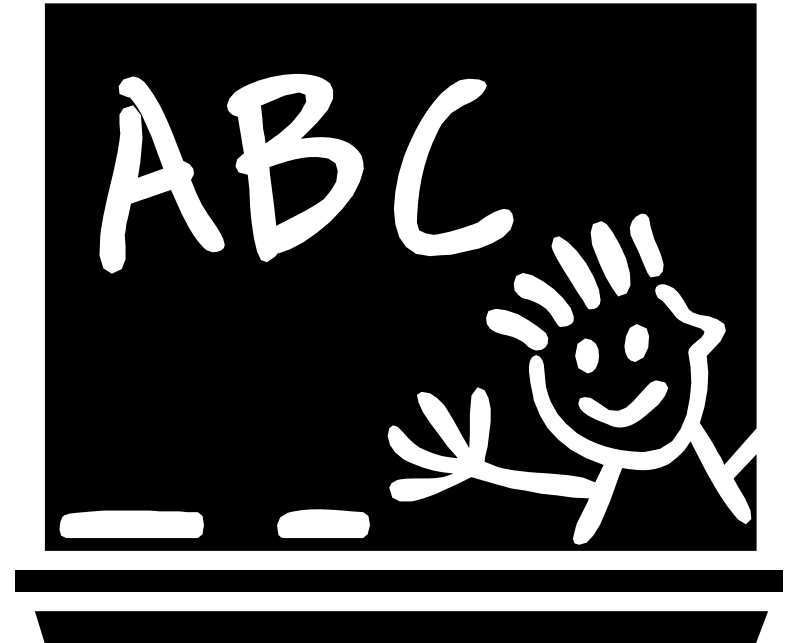
Safety: Are my actions safe for myself and for others?

Respect: Do my actions show respect for myself and for others?

Honesty: Do my words and actions represent truth?

Responsibility: Do my actions meet the expectation to take care of myself and be a dependable member of the community?

Courtesy: Do my actions help make my school a “pleasant” place, where people feel welcome and accepted, and where they can do their work without disruptions?



We expect everyone at Pleasant Valley to:

Show Respect:

- for others' right to feel safe at school by behaving in a safe manner.
- for others' right to feel comfortable and supported in the classroom by using appropriate, positive, constructive language when dealing with others.
- for others' right to learn by working quietly and staying on task.
- for one's own learning by being prepared with daily material and supplies and by showing an open and positive attitude toward learning.
- for one's own and others' property.
- for others' right to hear and be heard by listening quietly when others are sharing, and by waiting for a turn to speak.
- for others' differences by showing patience and tolerance.

Everyone's right to safety is paramount; therefore any behaviour which involves the risk of injury will not be tolerated. This includes:

- fighting
- rough housing
- throwing objects (i.e. rocks, sticks, pine cones, snowballs)

Discipline Procedures

We believe that children must learn to take responsibility for their choices and accept the consequences of their inappropriate choices. Consequences will be made clear to students and applied consistently. Consequences will be as logical (appropriate to the misbehaviour) as possible and be applied as fairly as possible. Depending upon circumstances, consequences can include problem-solving discussions, loss of free time, loss of privileges, "time out", additional duties or assignments, parent conferences, counselling, behaviour plans/contracts and/or suspension (at school/at home).

Formal suspensions are generally employed not as isolated events, but rather as an integral part of a larger disciplinary process which includes previous intervention strategies such as ongoing and supportive communications with parents or guardians, appropriate counselling/assistance to students and the development of a behaviour plan.

The consequences for behaviour that does not demonstrate responsibility and respect for others will be logical, realistic and consistent.

Discipline Procedures:

Step One: Initially when a student makes a poor choice regarding his/her behaviour, the school (teacher, principal, and noon hour supervisor) attempts to guide the student through the problem--solving process toward a logical consequence. It is our goal to teach students to respond appropriately should a similar situation/conflict arise again.

Step Two: If a student persists in making poor choices regarding his/her behaviour then he/she will receive a logical consequence (consequence dependent upon the inappropriate behaviour) and parents will be contacted (either by phone or a written note). Parent support in problem--solving will be requested.

Step Three: If a student demonstrates chronic misbehaviour then a meeting (parents, student, teacher, principal, and counsellor) will be necessary to develop a Behaviour Plan/Contract. This plan will outline the conditions of attendance as well as a clear plan to support the student in changing his/her unacceptable behaviour.

Student Suspension

Serious Offences – School District 68 – Policy No. 3201P

“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 five school days.”

A school must provide a safe and comfortable environment for students to learn effectively. Consequently, serious offences i.e. physical violence, wilful damage to school property, wilful disobedience of the directives of a teacher or employee of the Board and continuous disruptive behaviour that has a serious negative impact on the climate of the classroom and/or school, must be dealt with severely by the school, the School Board and/or the RCMP. In such cases, parents will be notified and the student in question may receive an in--school suspension (child provided with work by classroom teacher -- work completed in “time out” area), an at home suspension (child provided with work by classroom teacher -- work completed at home) of one to five days, or an indefinite suspension, depending upon circumstances. In addition to suspension, a Behaviour Plan/Contract will be developed prior to the student's return to school.

NOON RECESS EXPECTATIONS

Remaining at school during the noon recess
(11:45 a.m. – 12:30 p.m.) is a **privilege**.

Students will be expected to **play safely, to respect others, and to be courteous and respectful** to the Noon Hour Supervisors.

If students choose to abuse this privilege, the steps outlined below will be followed:

First Step;

Student will be given a warning.

Second Step;

Student will be given a warning as well as an appropriate consequence (i.e. time out) and a Behavioural Referral note will be sent to parents to enlist their support in addressing the problem.



Third Step;

Student loses the privilege of being at school during the noon recess for a specified number of days. (The number of days will be dependent upon his/her behaviour record.)

If a student loses noon recess privileges, parents will be responsible for supervising their child at home for the noon recess or for finding another location for their child to spend the noon recess. (Although we realize that sending students home can cause inconvenience for parents, your child's behaviour will become your responsibility if he/she continues to misbehave after the First and Second Step have been implemented.)

SAFETY AND OTHER EXPECTATIONS

Roller blades / Skateboards

Use of roller blades, scooters and skateboards is not permitted on school property due to the risk of injury.

Bicycles

Bicycles are to be **walked onto the school grounds** and placed in the bicycle rack and **LOCKED**. Students must show respect for other students' bicycles. Please be sure that your child has a proper fitting bicycle helmet, that it is labelled with their name and that they wear it when riding their bike.

Out of Bounds

- Students must play on the school grounds during recess breaks. The forested area across the dry creek bed is **out of bounds**.
- Students must not, under any circumstances, climb on the roof.

Footwear

Students must have proper running shoes for P.E. and extra-curricular sports activities.

Hats

Students are to remove their hats upon entering the school. Students are not permitted to wear hats in classrooms or at assemblies.



Supervision

Students may use the gym **only if a teacher is there to supervise.**

Students must have the written consent of parents, and the teacher should be aware, before students leave the school grounds during the lunch period.

Students remaining in the classroom during recess periods must have their teacher's permission and/or a valid note from parents and must be supervised.

Toy Weapons

Weapons (including toy weapons) are not permitted on the school grounds.

Respect for Property

Everyone is expected to cooperate in keeping the school building and grounds free of litter.

Students are advised not to bring large sums of money, or expensive valued toys, or Walkmans/MP3 Players to school. These items are attractive and do get lost, mislaid or broken. The school cannot take responsibility for any lost or stolen items.

Students must not use someone else's possessions unless they have permission.

Vandalism of school property creates additional cost to the School District and extra work for the custodian. Parents/custodians will be held responsible along with their child for the cost of repairing damage or vandalism of school property.

Playground Equipment

Students are expected to use playground equipment in a safe and responsible manner.



Hockey Court; The hockey court will remain open as long as students can demonstrate the ability to play hockey in a manner that is safe and responsible. Slapshots (high sticks) nor any dangerous shots/plays are not permitted.



PLAYGROUND SUPERVISION

There is no formal playground supervision schedule for staff prior to 8:40 a.m. Teachers are in the building preparing assignments and learning activities, or participating in meetings. Parents are encouraged to plan to have their children arrive at school just prior to the 8:40 a.m. buzzer. At recess, one teacher and when possible the principal are supervising on the grounds.

During noon recess, three Noon Hour Supervisors are hired by the school district to provide supervision.

After school, teachers are working with late finishers, providing extra help, marking and performing other related classroom duties. No staff member is assigned supervision duties after school. At 2:30 p.m. dismissal, we expect students to go home, to their daycare or a sitter, or to be under the care and supervision of their parent or someone designated by the parent. Students wishing to play on school grounds after must first go home and request parental permission.

This permission is given with the understanding that the school is not providing duty and cannot be held responsible for the safety of any child not accompanied by a responsible adult.



BUS STUDENTS

Supervision is provided after school, for bus students, until such time as the bus departs Pleasant Valley. Bus students must play on the paved area and/or playground equipment so that supervision by one individual is manageable. There is no supervision in the hockey court area either before or after school.





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. Students in the intermediate grades may have homework. Homework in the primary grades will only be that which is arranged between the teacher and parent.

Homework can be of many types:

- completion of tasks
- long range projects
- reading'
- daily or weekly reinforcement or practice of newly-learned skills

Teachers assign homework with the hope of:

- encouraging self--discipline and responsibility
- fostering good study habits

Homework can also keep parents informed of the work being done by students. Please take the time to check over your child's homework to make sure that it is completed satisfactorily.

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

ABSENTEE PHONING



Each morning our secretary will phone the home of any student who is absent; unless parents have phoned the school to indicate that the child will not be in attendance. This service is for the protection of the students, ensuring that each student who leaves for school in the morning arrives at school.

Parents are asked to advise the school by phone 390-4027 or note prior to 8:40 a.m. if they expect their child to be absent that day. It really helps the secretary if you can leave a message prior to 8:00 am on the schools answering machine if you know your child id going to be absent. This will save the secretary from having to phone you! Secretarial time is at a premium, as you can well appreciate!
We thank you very much for your help with this simple matter! 😊

Students who arrive late for school are expected to check in at the office to advise that they are present.

PICKING UP STUDENTS

If you are sending someone to pick up your children, please inform the office or your child's teacher.

ATTENDANCE

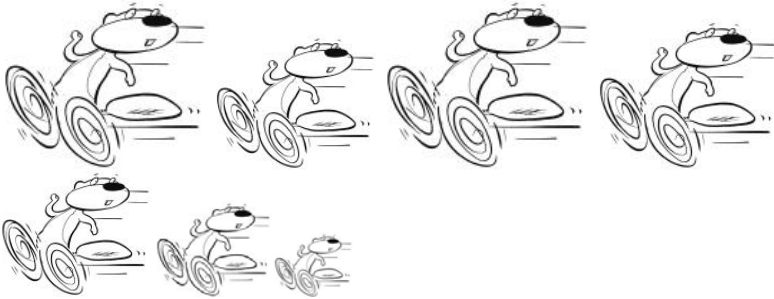


Students are expected to be in attendance each school day unless they are ill or injured, or unless there is a serious illness in the family. A note or a phone call is requested in the case of student absenteeism, or when students wish to leave early for a doctor or dentist appointment.





LATE~STUDENTS



It is a matter of common courtesy to arrive for classes on time. This encourages students to develop lifelong habits of promptness.

Students who arrive late often disrupt the operation of the classroom. They require 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, this disrupts the teaching and learning for other students.

Students who arrive late will be required to request a late slip from the office upon their arrival. An appropriate consequence (i.e. detention to make up lost time) will result if students are chronically late.

LOST and FOUND

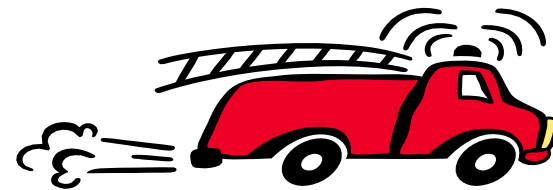
The Lost and Found box is located in the hallway near the office. Items are kept there for several months. Before taking items to a charity organization, students are given the opportunity to review the contents of the box.

Please place name labels on all items left at school and all items taken on and off at school such as boots, shoes, sweatshirts and coats. The Lost and Found box is frequently overflowing!

EMERGENCY PROCEDURES:

FIRE DRILLS:

All schools conduct fire drills several times throughout the year. Any continuous ringing of the fire bell must be treated as a real emergency (as it well could be). Pupils evacuate the school in a quiet, orderly fashion and gather at a designated place at a safe distance from the building.



EARTHQUAKE DRILL



Earthquake drills will be conducted during the school year. Students will practice the “duck and cover” procedure as well as how to safely evacuate the building and proceed to a designated gathering sight away from buildings and overhead power lines.

Student Release Forms must be completed and updated by all parents, as in the event of an earthquake, students will be released only to the individual(s) listed on this form.

Individual student earthquake kits will be returned to students each fall and parents will be asked to update the contents. Families new to the school will receive the information needed to put together a kit for their child/children.

EMERGENCY CLOSURE POLICY

Occasionally schools are temporarily closed on short notice for emergency reasons. A heavy snowfall is the most

frequent reason for emergency school closure but individual schools can also be closed because of a power outage or furnace breakdown.

Parents should be aware that all schools, or individual schools, can be closed due to an emergency at any time. In addition, schools closed in the morning may re--open in the afternoon. The following emergency school closure situations are possible:

- school bus morning runs may be cancelled but schools may stay open*
- both schools and bus runs may be cancelled in the morning.

***Announcements will be made by 6:45 a.m. on local radio stations i.e.)**



The Wave 102.3

➡ schools closed in the morning may re--open in the afternoon if conditions improve. Announcements will be made on local radio stations by 11 a.m.

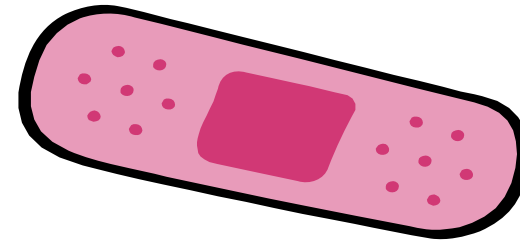
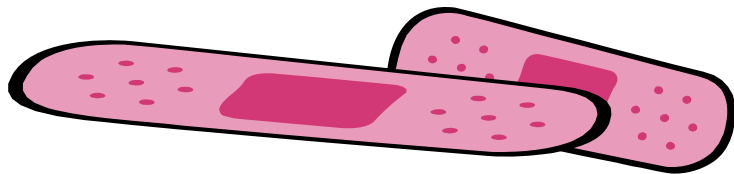
schools may be dismissed during the day, and students sent home. Radio stations will have announcements. Individual schools will attempt to notify parents. Parents should make sure the school has current telephone numbers and that students have an alternate place to go, if necessary.

STUDENT HEALTH

Illness

In fairness to everyone, please do not send your child to school if there are definite signs of ill health in the morning. We have neither the facilities nor the personnel to care for sick children. Good health is necessary for effective learning. Students who are ill should receive proper medical attention and return to school once they have regained their health.

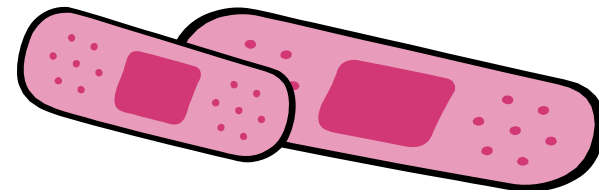
Students, who become ill during the day, are to inform their teacher. School office personnel will then contact their parent and ask that the student be picked up or given parental permission to go home. (Our policy is to get students who are ill, home as soon as possible.) For this reason, it is important that parents keep work and emergency phone numbers current.



Procedures in the Event of Serious Injury

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

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



ADMINISTRATION OF MEDICATION



Children, at times, require prescription drugs while at school. There are regulations that must be adhered to for these circumstances.

Drugs can be dangerous. We do not allow pupils to carry or leave drugs at school. Any drugs should be given to office personnel by the parent.

Arrangements can be made for school personnel to administer drugs to pupils, however, Parents must first provide written authorization and a current pharmacy dispensing label (on the Approved School District 68 form 3581). These forms are available from the school office.

If your child requires special medical consideration of any kind, parents are required to advise the school on the **School Information Form** and to inform to the teacher and the principal.



DISTRICT POLICIES

Our school district has numerous policies that direct and safeguard a school's operation and the students who attend our school. A complete set of policies are available on line at the SD 68 webs site if you wish to view them.

www.sd68portal.bc.ca

Below are a few policies in summary form that the Board has asked you be informed of on a yearly basis. The complete policy for each is available on line.

3560 – Parent/Student Appeals

According to Board policy parents have the right to appeal decisions which directly affect the education, health or safety of a student. Procedure 3560P advises that the proper channelling of complaints involving instruction, discipline, safety and health is:

- a. Teacher
- b. School Principal
- c. Assistant Superintendent

- d. Superintendent
- e. Board of School Trustees

Every appeal to the School Board must be commenced by a written Notice of Appeal which shall state:

- a) the name and address of the student and/or parent or guardian bringing the appeal, and where the parent or guardian is initiating the appeal on behalf of the student, the name of the student;
- b) the current placement of the student (i.e.: school, grade and homeroom teacher);
- c) the decision which is being appealed and the date the student and/or parent or guardian bringing the appeal was informed of the decision;
- d) the name of the School Board employee(s) who made the decision being appealed;
- e) the grounds for the appeal and the relief sought.

Appeals shall be directed through the Superintendent of Schools who shall obtain essential information about the decision being appealed and the outcome sought by the person appealing.

3804 – Multicultural Education

The Board recognizes the role of the school in promoting awareness of the multicultural nature of our community and believes that such 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 which 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 equal rights to individuals of different ethnic backgrounds and resist racial bias in any form.



COMMUNICATION

Reporting to Parents

As involved partners in their child's education, parents naturally desire and need to know how their child is doing in school. Although parents and teachers may contact one another to discuss a child's progress at any time throughout the school year, **three written reports** will be issued to parents during the year. These will be sent home in November, March and at the end of June.

Again this year, we will have parent/teacher conferences prior to the first reporting period. This "early" conference provides an opportunity for you and your child's teacher to share insights into your child's learning and to share information that will ensure your child's success as a learner. As well, these conferences help to develop a supportive teacher--parent--student relationship.

Regardless of our regular reporting sessions, we encourage parents to contact individual teachers and discuss their

child's progress at any time rather than wait until the scheduled reporting and conference sessions.

Newsletters

We will attempt to send home a monthly newsletter with the youngest child in each family. The purpose of these newsletters is to keep parents up--to--date on school programs, activities and special "happenings". On occasion, parent input is sought on different school issues and a tear--off "feedback form" is included in a newsletter. If you are not receiving these monthly newsletters please ask your youngest child if he/she is remembering to give them to you or drop in to the office to pick up an extra copy!



STUDENT PLANNERS

Student Planners are used by many students, teachers and parents as an effective communication tool. Students often note assignments and messages in this book. Teachers and parents may also write in this book to get messages to and from school.

Parents can support their children's learning by ensuring that Student Planners are being used by the student to record homework and messages for parents.

By *checking the Student Planner nightly* and by helping your children take responsibility for bringing his/her Planner back and forth daily, you can help us to enhance home--school communication.

PAC ~ COMMUNITY BULLETIN BOARD

Turn left when you enter the school and walk down the hallway past the Kindergarten room and you will see two bulletin boards with PAC news and many posters/brochures advertising community events i.e.

recreational activities, workshops, team registration dates etc. New information is posted regularly.



STUDENT SUPPORT SERVICES

The District provides a wide range of Student Support Services on referral from the classroom teacher and/or on request by parents. Most District Student Support Service program referrals are made on the form provided by the Office of Special Services. All enquiries regarding referrals can be directed to:

The District Principal of Student Support Services @
754-5521.

Special programs include:

- Alternative Education Programs (Rehabilitation)
- Zone Support Teachers/Counsellors
- English as a Second Language / District
- Enrichment / Gifted Education, K--12
- Aboriginal Education Programs
- Hearing Impaired / Itinerant Teacher of the Hearing Impaired
- Learning Assistance
- Psychological Services
- Special Programs (District and Zone Resources)
- Speech and Language Therapy Program
- Visually Impaired / Itinerant Teacher of the Visually Impaired

Student Support Services at P.V.S.

For those students who are experiencing learning difficulties, the goal of Student Support Services is to provide assistance to students and teachers which will enable the student to participate in the regular classroom as successfully as possible at their own rate of learning. Support Staff work collaboratively with classroom teachers to modify and adapt learning activities to meet the students' needs.

Pleasant Valley has a flexible, integrated approach to providing students with extra learning support. Our Student Support teachers work closely with classroom teachers to determine individual student needs and to determine the type of learning support that can best meet these needs. This support can be short or long term, individual or small group focused, classroom-based or Learning Centre-based depending upon need. Student needs are prioritized and decisions regarding distribution of learning support time are made fairly and equitably by the School Based Team.

Gifted/Enrichment

The gifted/enrichment teacher works with groups of Primary and Intermediate students on enriched learning activities. Students are referred by their teacher. Group composition changes depending upon the focus of the project being undertaken. The emphasis in this program is to develop thinking and problem-solving skills and strategies.

Zone-Based Student Support Services

Zone-based means that the individuals who provide these services, work within the elementary schools, which “feed” into the closest Secondary School.

Speech Therapy

A speech therapist is available to Pleasant Valley School for a half day each week. The speech therapist serves a wide number of district schools in addition to Pleasant Valley.

Referrals to the speech therapist can be made directly by parents or through the classroom teacher. Due to the heavy caseload, only the more *severe* cases are taken on a continuing basis, although a *consultative* service may be available for less severe cases.

Zone Support Teacher/Counsellor

A trained counsellor visits Pleasant Valley three times a week. Referrals to the Zone Support Teacher can be made directly by a parent or student or through the classroom teacher. The Zone Support Teacher works with parents and teachers, and students. As well, the Zone Support Teacher liaises with community agencies to coordinate services to students and their families.

School based counselling is primarily a service to help family's access services in the community and to help inform families of a variety of options available to them. Schools **do not** offer on going, clinical counselling.



School Psychologist

A school psychologist is available to Pleasant Valley School upon a referral being accepted. The psychologist is trained *to assess students learning*, through the use of psychometric testing, psychological tests, interviews, observations and work samples. Assessment results are discussed with parents, principal and the child's teacher(s) so that the information can be used to modify and/or adapt learning activities to best meet the student's needs. Referrals to the school psychologist are made through the classroom teacher.

LIBRARY SERVICES PHYLOSOPHY



The function of our school library is to provide an informational and enrichment service for the staff and students utilizing organized materials in all forms through the direction and guidance of our teacher--librarian.

In order to accomplish this task, the following goals are integral to our elementary school library philosophy:

- a) to work cooperatively with teachers and principals in selecting a diverse variety of materials which will support and enrich a curriculum based on varied interests, abilities, and maturity levels.
- b) To create an atmosphere which encourages the growth of factual knowledge, literary appreciation, aesthetic values, and ethical standards enabling each student to become aware of the continuing importance of knowledge in everyday life.
- c) to teach the necessary skills to enable teachers and students to effectively use available materials. To achieve this, the teacher--librarian will work collaboratively with the teacher in planning a logical sequence of learning experiences directly related to the student's classroom experiences.
- d) to fulfil the role of resource person by providing teachers with materials and equipment available.
- e) to assist students in the choice of information source so as to foster an enthusiasm for learning, a critical judgement of available resources, and a genuine appreciation of quality presentations in the various media.



FRENCH AS A SECOND LANGUAGE (F.S.L.)

French as a Second Language is offered to Grades 5, 6 and 7 for approximately 90-110 minutes a week.

VOLUNTARY EXTRA-CURRICULAR ACTIVITIES

Pleasant Valley offers a variety of *voluntary* extra curricular activities. As extra curricular activities depend upon teachers and parents volunteering their time, the activities will reflect the interests and skills of these individuals, as well as the interest of students. These activities enrich the curriculum and promote a positive school environment.

Extra curricular activities **may** include: basketball, volleyball, track and field, cross country, student leadership activities, choir, primary games, drama, and running club.

Inter-school sports at the elementary level are intended to provide an opportunity for participants to develop their skill

level in the activity, to encourage a sense of responsibility to the team or group, to develop a sense of pleasure in participation, and to practice good sportsmanship.

Practices for these activities take place before or after school, or during the noon recess.

Activities conducted away from the school are only possible with the help of parent drivers. Please complete the Volunteer Driver's Application found in this handbook if you are available to assist with transportation this year.



PARENT'S INVOLVEMENT IN THEIR CHILDREN'S LEARNING

Teachers, principals, and educational support staff are trained in and have always carried the responsibility for the education of our students. Parents are recognized as genuine partners in the education of their children.

Parent involvement enhances the education of children in many ways, from helping each child develop a strong and positive sense of self, to helping shape the goals and priorities of the school system. All of this can best be done when parents, teachers, and principals are actively working together.

A Shared Responsibility

Teachers and principals are responsible for organizing educational programs that meet the needs of each student, for assessing and evaluating student learning, and for communicating with parents about student progress.

Students are responsible for making the most of their educational opportunities, for respecting the rights of others, and for cooperating with fellow students in the achievement of their personal goals.

The community is responsible for supporting the school and family by providing children with a healthy and supportive environment.

Why You Should Be Involved

Educators recognize that parents are children's first teachers. In their day-to-day contact with their child, parents are natural teachers, just as children of all ages are natural learners. As a parent, you can provide countless experiences for your child in everyday life.

You don't need special knowledge, training or skills. What counts is the **encouragement** you give your child to learn about the things he or she is interested in, your **support** for brave attempts to try something new, and your **pleasure** in your child's achievements.

These are immense contributions to your child's self-esteem, and that's the essential foundation of every individual's development and progress through life. It's especially important in the early years of schooling because of the vast amount of evidence indicating that students with low self-esteem have a hard time developing a positive attitude to learning; also, they are not motivated to acquire the skills that are so important to later learning.

It may seem easier to provide learning experiences when the child is very young, but in later years of schooling you can still help your child in many areas, i.e. continuing to encourage exploration of ideas; discussing news events and local issues; offering advice about jobs, further education, and career possibilities; and **showing pleasure** in your child's achievements.

Finally, the School Act encourages both formal and informal parent participation in the school system, and your child's education will be better if you, your child's teachers, and school principals work **together**. Teachers and principals are skilled professionals, empathetic towards children (or they wouldn't be educators), and in many cases, they are parents too. They have a heavy workload that won't get any lighter in the future. Most will be happy to get as much support and help from parents as possible.

How You Can Be Involved

All parents can get involved in their child's education. Of course, the level of involvement may vary widely. Often, there seems to be no end to the demands on a parent's time and energy, especially for working and single parents. Still, there are a variety of ways, large and small, in which you can contribute to your child's progress in school.

Here are some practical ideas, based on the experiences of other parents:



- Reinforce the connections between learning at school and learning in everyday life. For example, on weekends and holidays, family outings can be “field trips” too, simply by discussing what you see and do on the trip in terms of what the child is learning at school.

- At home, listen to what your child has to say about school; talk and discuss school activities together.
- Communicate regularly with your child's teacher, especially if you have any particular concerns about your child's progress. Don't wait until June....
- Contact with the teacher is especially valuable at report card time. Your knowledge of your own child can be an important element in the evaluation process.
- Join your school's P.A.C. (Parent Advisory Council).
- If possible, spend some time in the classroom: volunteer to help with class or school activities. If getting to class is a problem (and it is a very real problem for working parents), there may be opportunities to give your child ideas for a project or activity based on your work, or on any particular interest, skill, or hobby you have. You may be able to provide relevant photos, maps, slides, or videos.
- These are just some of the ways you can work with your child's teacher to provide the warmest, richest possible learning environment for your child. Your interest and

- pleasure in learning can be the best motivator for your child to learn, to grow in self-confidence, and to become a happy and successful young person.



PARENT ADVISORY COMMITTEE (PAC):

Many Pleasant Valley parents support the activities and programs of the school. Some take on the more formal responsibility of participating as a member of the Parent Advisory Committee (PAC). This committee has been involved in fund raising, representing the school in safety related issues, bringing public information programs to the parents and examining educational issues and school programs/policies.

PAC meetings function as business meetings, with an elected executive and committee chairpersons. **Elections are normally held in December**, and the term of office is for one calendar year. All Pleasant Valley School parents are encouraged and welcome to attend general meetings. **If you are interested in more information, please feel free to call the school at 390-4027.**

SCHOOL PLANNING COUNCIL MEMBERS (SPC):

Guidelines for School Planning Councils

School Planning Councils;

School planning councils acknowledge the importance of parental involvement and formalize the role of parents in developing plans to improve student achievement in all schools in British Columbia.

School planning councils are *advisory* bodies. Their major responsibility is to develop, monitor and review school plans for student achievement in consultation with the school community.

School plans are part of a provincial accountability framework to improve student results. Plans developed by school planning councils are connected to district accountability contracts, Aboriginal enhancement agreements and the Ministry of Education district review process. These processes collect and analyze information related to student achievement, develop and implement plans for improvement, review results and communicate with the public. Three parents will be elected to be the SPC for a one year term by the PAC each year.

PARENT VOLUNTEER VEHICLES

Guidelines for Parent Drivers

Many of our extracurricular activities and field trips could not occur unless we have your support as drivers. If you are volunteering to drive, for your protection and that of students, you should be aware of the following:

1. The B.C. minimum third party liability insurance is required. Insurance coverage beyond this is carried by the Board and the provincial government.
2. Volunteer vehicles are not to carry in excess of the number of passengers prescribed by law. **There must be one seatbelt for each passenger.**
3. Under no circumstances should the number of passengers exceed nine.
4. The vehicle must meet all standard safety requirements.
5. Parent drivers must complete and sign the appropriate forms and adhere to the Regulations stated on the Volunteer Driver Application Form.
These forms are available at the office.

Regulation to note: Children under 5'5" or less than 12 years old must **NOT** be transported in the front seat if the vehicle is equipped with a passenger's side airbag.

ASSEMBLIES

Assemblies are a good learning experience for both performers and audiences. Assemblies are held for a variety of purposes. For example:

- to share Fine Arts performances
- guest speaker presentations
- to promote school spirit

For the performer he/she can develop:

- poise
- voice projection
- skill in public speaking

For the audience, they learn good audience behaviour such as:

- how to enter and leave the gym in an orderly manner
- how sit quietly and listen in a respectful manner
- how and when to applaud appropriately

PLEASANT VALLEY SCHOOL

AWARDS - Major Awards

Citizenship Award

This award is sponsored by the Lantzville Legion. A \$50 certificate is awarded to the selected student. A member of the Lantzville Legion contacts the school in June and attends the final assemble to present this award.

Criteria: This award is presented to a student who:

- self-manages his/her behaviour
- displays empathy
- is respectful of the rights an opinions of others
- is helpful and willingly assists others
- is a positive role model
- applies himself/herself consistently to his/her studies

Scholastic Award

Criteria: This award is presented to a student who:

- applies himself/herself consistently to his/her academic studies
- excels in all academic areas

Achievement Award

Criteria: This award is presented to a student who:

- has consistently applied himself/herself to academic studies
- who has made exceptional progress during the year

Athletic Award

Criteria: This award is presented to a student who combines the following three attributes:

- skill
- participation
- sportsmanship

Service Award

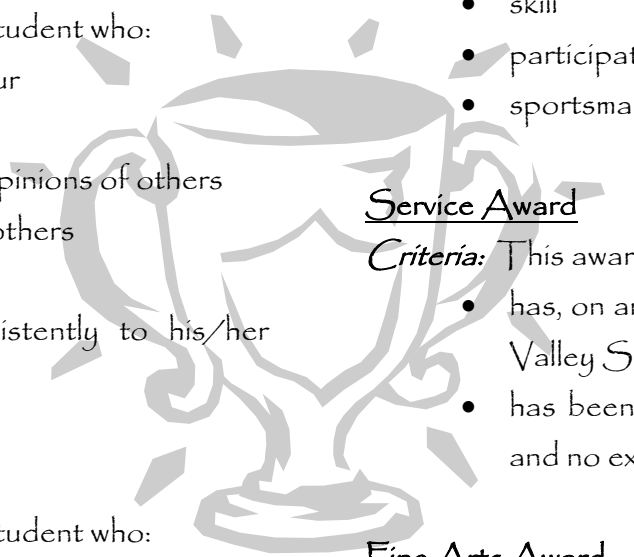
Criteria: This award is presented to a student who:

- has, on an ongoing basis, willingly served Pleasant Valley School
- has been motivated to help with generous intent and no expectation of a reward

Fine Arts Award

Criteria: This award is presented to a student who:

- displays talent in the field of music, art or drama
- who has shared their talent and/or subjected it to the appreciation of others



Track and Field Award

Criteria: This award is presented to a student who:

- Has consistently demonstrated a high degree of interest in and commitment to Track and Field and
- Who has consistently worked to improve his/her level of performance

With the exception of the Achievement Award and the Track and Field Award, these awards are generally presented to deserving grade seven students. The Achievement Award and Field Award are presented to a deserving student, regardless of grade level.

