



Rutherford Elementary School

Parent and Student Handbook

**Rutherford Elementary School
5840 Hammond Bay Road,
Nanaimo, B.C. V9T 5N3**

<http://schoolsweb.sd68.bc.ca/rutherford/>

Phone: 250-758-5331 Fax: 250-751-0829

School Mission Statement

**We shall provide learning experiences in co-operation with the family and the community.
We shall help children develop the skills and attitudes necessary for fulfillment as
individuals and as responsible members of society.**

Rutherford Elementary School
School District #68 - Nanaimo-Ladysmith

2016/17 School Calendar

Number of Days of Instruction	188
Number of Non-Instructional Days	5

2016

School Opening Day	September 6
Pro D Day	September 29
School Based Pro D Day	September 30
Thanksgiving Day Holiday	October 10
Pro-D Day	October 21
Remembrance Day Holiday	November 11
Last Day of Classes Before Winter Vacation	December 23

2017

Schools Re-open	January 9
BC Family Day	February 13
District Pro D Day	February 20
School Based Pro D Day	February 21
Last Day of Classes Before Spring Vacation	March 17
Schools Re-open after Spring Vacation	April 3
Good Friday	April 14
Easter Monday	April 17
School Based Pro D Day	May 12
Staff In-Service*	
Victoria Day Holiday	May 22
Last Day for Students	June 29
Year End Administration & School Closing Day	June 30

School Hours - Grades K through 7

Mondays:

8:45 – 10:15	Instructional time
10:15 – 10:30	Short Recess
10:30 – 11:45	Instructional time
11:45 – 12:20	Lunch
12:20 – 1:37	Instructional time

Tuesday to Friday:

8:45 – 11:45	Instructional time
11:45 – 12:20	Lunch
12:20 – 1:30	Instructional time
1:30 – 1:45	Short Recess
1:45 – 2:37	Instructional time

Kindergarten Gradual Entry

During the first week of school we will spend time doing interviews and gradual entry. This system attempts to provide an opportunity for a positive orientation for each child. It consists of individual interviews and meeting with students in small groups.

Office Hours

Secretary **8:30 a.m. to 3:00 p.m.** (Monday-Friday)

GENERAL SCHOOL INFORMATION

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.

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.
- For chronic tardiness, a letter will be sent home to parents with a copy on the student's file.

Early Detection System

Early Detection was initiated for the safety and protection of your children. The purpose of the program is to detect, as soon as possible, the whereabouts of each student not in class.

For the system to operate successfully, parents are requested to:

- phone the school in the morning between 8:00 and 8:45 a.m. and in the afternoon between 12:00 and 12:20 p.m., if your child is late or absent from school for any reason, or,
- send a note with another child in the family, or
- give advanced notice, preferably written, of dental/medical appointments, or any changes from the usual routine.

Student Access to the Building

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

- subject to the approval of your classroom teacher and for some intermediate teachers, students must be in the classroom to work PRIOR to 8:20 a.m.
- permissible if you are participating in a teacher-sponsored activity (e.g., in the library at 8:30 – if the teacher-librarian permits, or for a volleyball practice).
- permissible if you have a written note from home requesting access to classroom for medical reasons, and, permissible in EMERGENCIES.

Lost and Found

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

Noon Hour Policy

Students cannot leave the school grounds during the noon hour without permission from their teacher and written permission from their parent.

Pupils shall:

- from 11:45 a.m. to 12:20 p.m., play on the playground or in the gymnasium (if participating in a supervised activity), use the library (when scheduled), or participate in parent or teacher-sponsored activities
- eat their lunch after the play period, between 12:20 p.m. and 12:35 p.m.

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. When a student's appearance is felt to be detrimental, a parent/administrator conference may be requested.

At Rutherford school, staff, in conjunction with parents, have agreed that we would like to maintain a dress code. Students are not to wear attire:

- Displays inappropriate or offensive pictures or language, sexual connotations or drug/alcohol messages,
- that you'd wear to the beach – spaghetti straps, short shorts or mid-drift revealing clothing or revealing underwear
- tops must meet bottoms
- expressing vulgar language, racist or sexist comments
- displaying any suggestive sexual thoughts
- covering their heads unless it is for religious reasons sanctioned by their parents.
- For female students, heavy makeup (thick eyeliner, eye shadow and lipstick) is not appropriate at elementary school.

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 willfully 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.

Homework

The assigning of homework/reviewing concepts taught is recommended for pupils in Grades 1 to 7. The following time ranges serve as a guide: Grades 1-3, 10-45 mins. Grade 4-7,

45-90 mins. per night. This matter, however, is at the discretion of the teacher.

Teachers assign homework with the hope of:

- encouraging self-discipline and responsibility.
- fostering good study habits, and
- motivating the students to want to learn more.

Homework can also keep parents informed of the work done by the students. A student planner is used from grades 1-7 to assist in the communication between home and school.

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

Electronic Devices

There have been a multitude of personal electronic devices (cell phones, digital cameras, I-Pods, MP3 players, handheld video games, etc) turning up at school. If electronic devices are brought to school, they must remain in the student's backpacks and be turned off between 8:45-2:37 each day. Students using electronic devices during the day will have them confiscated and have to pick it up at the end of the day. If there is a second occurrence, the device will be confiscated and a parent will have to pick the device up at the office.

Field Trips

At Rutherford, teachers are encouraged to organize curriculum oriented field trips each year.

a. 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.

b. Student Participation

Rutherford staff members have determined that all students should be given the opportunity to participate in field trips. However, there may be some students who may not attend because they have not met the required criteria of:

- i. Satisfactory class room effort and assignment completion
- ii. Responsible in-class and out of class behaviour
- iii. Satisfactory attitude & commitment to learning

Schools have in place a fee waiver policy for those in hardship. No student will be denied the opportunity to participate in this type of field trip given an inability to pay.

Parent's Obligation as a Driver on a School Field Trip

Parents must complete a Volunteer Driver Form before driving on a school trip. Effective July, 1 2008, new regulations require that child passengers are appropriately

secured according to their age and development. Children at least 18 kg (40 lbs) to age nine or 145 cm tall (4 feet, nine inches) whichever comes first be secured in a booster seat, in a seating position equipped with a shoulder harness. Children who reach the upper weight limit of the booster seat, but who are still under the age of 9 and 145 cm (4 feet, 9 inches) in height, will need a booster seat with a higher weight limit.

Healthy Schools

Rutherford Elementary School will continue to promote a positive and informed attitude toward healthy eating and active living through nutrition education and physical education. We will ensure that all decisions involving food and drink at Rutherford Elementary will be carried out in the best interests of our school community's needs. Our continuing education will incorporate Canada's Food Guide for Healthy Eating and will focus on nutritional foods during classroom and school functions.

a) All food and beverage items being sold to students (ie. hot lunch, recess sales, concessions, etc.) will be selected from the Choose Most and Choose Sometimes categories of the Nutrition Guidelines for Sales of Food and Beverages in B.C. Schools.

b) School community members (students, staff, and parents) will be encouraged to bring only snacks belonging to one of the four food groups of Canada's Food Guide to Healthy Eating as a school day snack.

c) It is recognized that there are 'special celebrations' occasionally throughout the school year (ie. Halloween, Valentine's Day, Christmas, etc.). Staff will work to create a balanced approach to these celebrations while recognizing that 'treats on occasion' are part of a balanced approach to a healthy lifestyle.

DUTIES AND RESPONSIBILITIES

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, and
- the teacher must be prepared to help the child.

Expectations of Pupils

- to always work and play safely and responsibly.
- to be courteous and to practice common manners.
- 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.

Expectations of Parents

- to ensure that students attend regularly and punctually.

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

Expectations of Teachers

- to present to a group of individual students a planned basic program.
- to acknowledge the individual differences of 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 expectations 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 the Principal

To administer and supervise the school, including:

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

RUTHERFORD'S CODE OF CONDUCT

A. Statement of Purpose

- To establish and maintain safe, caring and orderly environments for purposeful learning at Rutherford School
- To establish and maintain appropriate balances among individual and collective rights, freedoms and responsibilities
- 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

Expected Behaviours

- Respecting self, others, the school, the learning environment, and the natural environment.
- Help to make the school a safe, caring and orderly place
- Report to an adult, in a timely manner (in advance, if possible), incidents of bullying, harassment or intimidation
- Attending school regularly and on time
- Accept responsibility for your own learning

- Act in a manner that brings credit to the school, their family and community

Unacceptable Conduct

The following points are example 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, cyber-bullying, harassment or intimidation
 - Physical violence
 - Retribution against a person who has reported incidents
 - Inappropriate use of computers, cellular phones, cameras and/or other communication / wireless devices
- Acts of academic dishonesty, such as:
 - Lying, plagiarism, or cheating
- Illegal acts, such as:
 - Theft of or damage to property
 - Possession, use or distribution of illegal or restricted substances such as firecrackers, fireworks, drugs, or alcohol
 - Possession or use of weapons

These expectations apply to behaviour at school, during school organized or sponsored activities, and behaviour beyond these times (including on-line behaviour) that negatively impacts the safe, caring, or orderly environment of the school, and/or student learning.

Bullying

Rutherford 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 any pattern of persistent unwelcome or aggressive behaviour intended to make others feel uncomfortable, scared or hurt. Bullying often involves an imbalance of power and often results in feelings of distress on the victim.

Bullying can occur in a group phenomenon and adults must be aware of the importance of the roles that **bystanders** play in incidents of bullying. While many students report that witnessing bullying makes them feel uncomfortable, 88 percent of bullying takes place in the presence of youth other than the bully and the victim.

A hurtful bystander will support the bullying by laughing, cheering, or making comments that further encourage the bully. In other instances, bystanders join in the bullying once it has begun. Most bystanders will passively accept the bullying by watching and not doing anything.

Bystanders do have the power to play a key role in preventing or stopping bullying. They need to accept the responsibility of reporting incidences to teachers or supervisors.

Bullying takes four main forms:

Physical bullying - includes hitting, kicking, tripping, pinching and pushing, or damaging property.

Verbal bullying - using words to hurt or humiliate others.

Relational bullying - includes behavioural actions designed to harm a child's reputation or cause humiliation, like lying and spreading rumours, playing mean jokes to embarrass or humiliate a child, mimicking the child in a mean way, encouraging social exclusion of a child, etc.

Cyber bullying - includes taunting or humiliation through social media sites or the Internet, cruel websites targeting specific youth, humiliating others while playing online games, verbal or emotional bullying through chat rooms, instant message or texting, posting photos of other youth on rating websites, etc.

Risk/Threat Assessment

SD 68 takes all threats seriously. What parents and students need to know? Students and parents need to be aware of the steps the school district will take in responding to a threat:

- Any threats must be reported to the school principal, counselor, or some other responsible adult.
- Nanaimo-Ladysmith schools will follow up on every reported threat.
- Follow-up may involve the police.
- Interviews will be held with the threat-maker and any other students who may have information about the threat.
- Threatening behaviour may result in discipline for a student.

Intervention plans may be developed for the student making the threat and a support plan developed for any students who are the target of threats

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

Disciplinary action will be **preventative, educative and restorative**, rather than merely punitive. The goal for the student is:

- to take ownership for his/her choices.
- to reflect on the options that could have been chosen.
- to fix any damage that may have occurred if possible.
- to prevent the problem from reoccurring.
- to have direct involvement so that the consequences are purposeful and meaningful. This could include participating in working through a "Think Sheet."

This process is intended to strengthen both the victim and the offender.

Special considerations may apply to students with special needs if these students are unable to comply with this code of conduct due to a disability of an intellectual, physical, sensory, emotional or behavioural nature.

The severity and frequency of unacceptable conduct, as well as the age and maturity of the student will be considered in choosing appropriate consequences for unacceptable behaviour.

Specific Consequences – 3 Step Process

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. It may involve completion of a “Think Sheet” where students can reflect upon their actions and consider better choices next time. Parents are often informed and are required to sign the “Think 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 Administration. Parents are informed. Students may lose morning recess or lunch playtime privileges.

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 misbehavior, students may be given in-school or home suspensions for persistent inappropriate behavior, which disturbs, interrupts or disquiets the usual, orderly operation of the school and/or inappropriate behaviour judged to have a harmful effect on the safety of other 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.

Our school's Code of Conduct is also guided by the *BC Human Rights Code* and specifically includes the guidelines pertaining to discrimination as stated below:

Discriminatory publication

- 7 (1) A person must not publish, issue or display, or cause to be published, issued or displayed, any

statement, publication, notice, sign, symbol, emblem or other representation that

(a) indicates discrimination or an intention to discriminate against a person or a group or class of persons, or

(b) is likely to expose a person or a group or class of persons to hatred or contempt because of the race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation or age of that person or that group or class of persons.

Discrimination in accommodation, service and facility

8 (1) A person must not, without a bona fide and reasonable justification,

(a) deny to a person or class of persons any accommodation, service or facility customarily available to the public, or

(b) discriminate against a person or class of persons regarding any accommodation, service or facility customarily available to the public because of the race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation of that person or class of persons.

SAFETY AT SCHOOL

Bicycle and Scooter Safety

If your child brings a bicycle or scooter to school, please ensure that he/she can handle it safely and is familiar with the rules of the road. The common rules are:

- ride on the right-hand edge of the paved surface
- wear a helmet
- stop completely at stop signs
- ride in single file
- do not ride on the sidewalk
- dismount and walk the bicycle or scooter when entering school property and,
- walk the bike or scooter to the edge of school property when leaving

We also recommend that students use alternate routes to Hammond Bay Road whenever possible.

Traffic Safety

Traffic safety is an ongoing priority at the school. You can help us by reminding your child(ren):

1. Cross the road at the intersection.
2. Look both ways before crossing.
3. Walk across the crosswalk.

Snowballs/Firecrackers/Rock-Throwing

The throwing or use of these objects at school creates an unsafe situation. School policy follows SD #68 policy in that students involved in these incidents will be disciplined.

Visitors to the School

All visitors to the school are asked to check in at the office when they arrive. Volunteer badges are available at the office to wear if you are working in the school. If you notice a stranger on the playground, please notify the teacher or supervisor on duty or the office.

Emergency Procedures

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

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

School Closures in an Emergency

Emergency Dismissal/School Closure

Unforeseen circumstances or conditions may result in a school closure.

What do parents need to know?

1. Be informed. The local radio stations WAVE 102.3 FM or WOLF 106.9 FM will start broadcasting bulletins by 7:00 a.m. if circumstances force a school closure. These will be updated again by 11:00 a.m. This information will also be posted at www.sd68.bc.ca.
2. Prepare your child. If schools are closed during the school day due to some emergency situation, your child needs to know what to do. With approximately 250 students, we cannot contact all parents by phone. If your child's first option is to go home, be sure to instruct him/her on what to do (i.e. whom to phone if home alone.) You may, especially if both parents work outside the home, need to establish a plan for your child after an emergency release.

This plan could include:

- going to the home of a friend, neighbour, or relative, or
- enlisting the support services of older siblings or neighbour's children to be responsible for the safety and care of your younger child.

Keep these things in mind:

- you may not be able to get home quickly or easily, and, communication by telephone may be difficult.

SAFETY DRILLS

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 on the upper field at a safe distance from the building. The deliberate activation of a false fire alarm is a very serious offence and can result in a suspension.

Earthquake Drill

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

Lockdown Drills

Lockdown drills are intended to be used in response to an imminent and serious safety and security threat. A lockdown drill requires all staff and students to stay in their classrooms with the doors locked. Any students that are not in their class at the time would report to the closest classroom. The office would be notified that this student is in a different classroom. Any classes missing a student would contact the office to let them know. During a lockdown all doors of the school are locked and no one will be granted access to the school until an "All Clear" signal can be given.

PEANUT & NUT ALLERGIES

We have students who have life threatening allergies to peanuts and/or nuts. These students have an anaphylactic reaction to peanuts, peanut butter, peanut oil, and nut products. Anaphylactic means that if these students come into contact with peanut or nut products, their throats can close up and they will be unable to breathe. These students do not have to eat a peanut or nut product to have a reaction. If someone nearby has a peanut or nut product and touches a student, this can cause an anaphylactic shock. We know peanut butter, peanut, and nut products are a favourite snack or lunch item for students. The school asks that you do not send products containing peanuts or nuts in your child's snacks. We appreciate your assistance with this serious matter.

REPORT CARDS

Formal written report cards to parents will be given three times during the year, in December, March, and June. Primary students (kindergarten through grade three) receive a value on the performance scale from not yet meeting grade level expectations to displaying strong performance as well as written comments about their learning. Intermediate students, beginning in grade four receive letter grades, a performance scale rating as well as written comments. Good communication between home and school is essential to support a child's progress. Informal reports such as phone calls, notes in the student planner and discussions after school are all examples of informal "reports" which work to keep

parents and teachers aware of issues for children. Many parents and teachers use the student planners on a regular basis to help keep each other informed about a variety of issues. Overviews of the curriculum are given out to parents at the beginning of the school year for the whole year or for each term.

COMMUNICATING/REPORTING TO PARENTS

Good communication is essential for the well-being and achievement of our students.

a. Letters/Newsletters

Our school newsletter is one means by which Rutherford hopes to inform parents on school policy, programming and activities. We hope this type of communication will serve a useful purpose. The newsletter is sent out via email on our school list serve on the third Thursday of each month and is also available on the school website.

b. Student Planners

A daily student planner book will also be used in all Gr. 1 – 7 classrooms. Students will note assignments and messages home in this booklet. Teachers and parents may also write in this book to get messages to and from home and school.

c. Report Cards/Conferences

Parent/teacher conferences will be held during the first reporting period. Some teachers may request student attendance at these conferences as well. Of course, parents or teachers may initiate other conferences, as needed, during the school year.

STUDENT SUPPORT SERVICES

We have access to a wide range of educational services to support the needs of all learners.

School-Based Services

At the school level, the Learning Assistance Teacher provides diagnostic testing, program planning and individual and small group instruction. Educational Assistants (EA's) are assigned to support students that have a Ministry designation.

Referral for support services are through applications to the School-Based Team (SBT). The SBT is a consultative and decision-making school-based committee, whose purpose is to design programs and access services for students.

SD #68 SERVICES

A number of District #68 Services are available to Rutherford students:

- Diagnostic help is available through psychometric testing done by school psychologist.
- A Support team that includes a School Counselor and a Youth and Family Worker are available to support students and families within the school.

- Speech Pathology and Language Development services are available through the Speech and Language Pathologist.
- English as a Second Language.
- First Nations Learning support.

All the above services are generally accessed through referral to the School-Based Team (SBT).

PARENT ADVISORY COUNCIL

All parents are part of the Parent Advisory Council of the school. An executive is elected yearly, in September. Meetings are the 3rd Tuesday of the month beginning at 7:00 p.m. in the school library. All new and returning parents are encouraged to attend these monthly meetings and make them the type of meetings that you want them to be. They are positive and supportive of parents, students and staff.