

École Quarterway



Our Learning Community Handbook 2019 – 2020

Vers l'excellence / Quest for the best!

École Quarterway School

www.quarterway.ca

1632 Bowen Road, Nanaimo, BC V9S 1G6
Telephone: 250-754-6845 / Fax: 250-754-6871

Principal Ms. Arlette Bégoum-Kaké
Vice-Principal Karina Younk
Head Secretary Ms. Jamie Smith

Office Hours:
8:00 a.m. to 3:30
Monday to Friday

Monday Bell Schedule
8:45 – 10:15 am Instructional Time
10:15 – 10:30 am Short Recess
10:30 – 11:45 am Instructional Time
11:45 – 12:20 pm Long Recess
12:20 – 1:37 pm Instructional Time

Tuesday to Friday Bell Schedule
8:45 – 11:45 am Instructional Time
11:45 – 12:20 pm Long Recess
12:20 – 1:30 pm Instructional Time
1:30 – 1:45 pm Short Recess
1:45 – 2:37 pm Instructional Time

Our before school supervision begins at 8:30 and our after school supervision ends 15 minutes after the end of the school day. For student safety and well-being, students should arrive no earlier than 8:30 am and should leave the school grounds by 1:52 pm Mondays and 2:52 pm Tuesdays through Fridays.

WELCOME! BIENVENUE! NUW- 'ILUM!

SEPTEMBER 2019

Bievenue! Nuw-ilum! Welcome to École Quarterway! We look forward to a great year together. If you are a returning family, you are familiar with school routines and policies. Each year we welcome many new families and staff. The coming year will be exciting for all of us! Imagine what we can accomplish by working together . . . “the sky’s the limit!”

As a staff:

- ✓ *we respect and share perspectives, beliefs, and we aim to improve teaching and learning.*
- ✓ *we work together to have a safe, caring, and healthy working and learning environment.*
- ✓ *we work together to inspire each other through educational innovation and risk taking. ☺*
- ✓ *we value diversity, creativity, and positive contributions of all members in our community.*

Our success depends on open communication and a solid partnership with home and school. Please read this handbook as well as the weekly electronic updates posted on the school website (www.quarterway.ca). We also recommend you sign up for our PAC’s list serve and download the SD68 App to get instant updates. Our Open House Thursday, September 19th from 6:30 to 7:30 p.m. is also an opportunity to meet staff and families. We hope to see you then. Meanwhile, feel free to visit us *virtually* at www.quarterway.ca .

Here’s to another great year of growing, working, and learning as a community at Quarterway! *What does it mean to **you** to be part of our Quarterway learning community? How would you like to contribute to the success of all learners in our community?*

Arlette Bégoum-Kaké
Karina Younk, Vice-Principal

Arlette.BegoumKake@sd68.bc.ca
kyounk@sd68.bc.ca

Quarterway Mission Statement

We aim to create a community partnership within a safe environment that will inspire well-rounded, lifelong learners.

Nous visons à créer une communauté scolaire au sein d'un milieu sécurisant dans laquelle tous nos membres sont inspirés à être des apprenants à part entière pour la vie.

Quarterway strives to instill a love of learning, to provide the skills necessary to self-regulate, to process information, to think critically and creatively, and to acknowledge and celebrate differing abilities and backgrounds. We aim to nurture learning as a process so our young learners may become resourceful global citizens of tomorrow. Educating every child is a **shared responsibility** between home and school. Support and encouragement are essential to ensure all learners reach their potential. An educational program that is balanced can foster the development of the *whole* child - *intellectually, socially, emotionally, and physically.*

The Right Opportunity in the Right Environment

Children need to assume an active role in their learning. They learn in various ways and at different rates. We know also that learning is both an individual and a group process. At Quarterway, we value success and build it in for every child. Commitment and cooperation between school and home is the key.

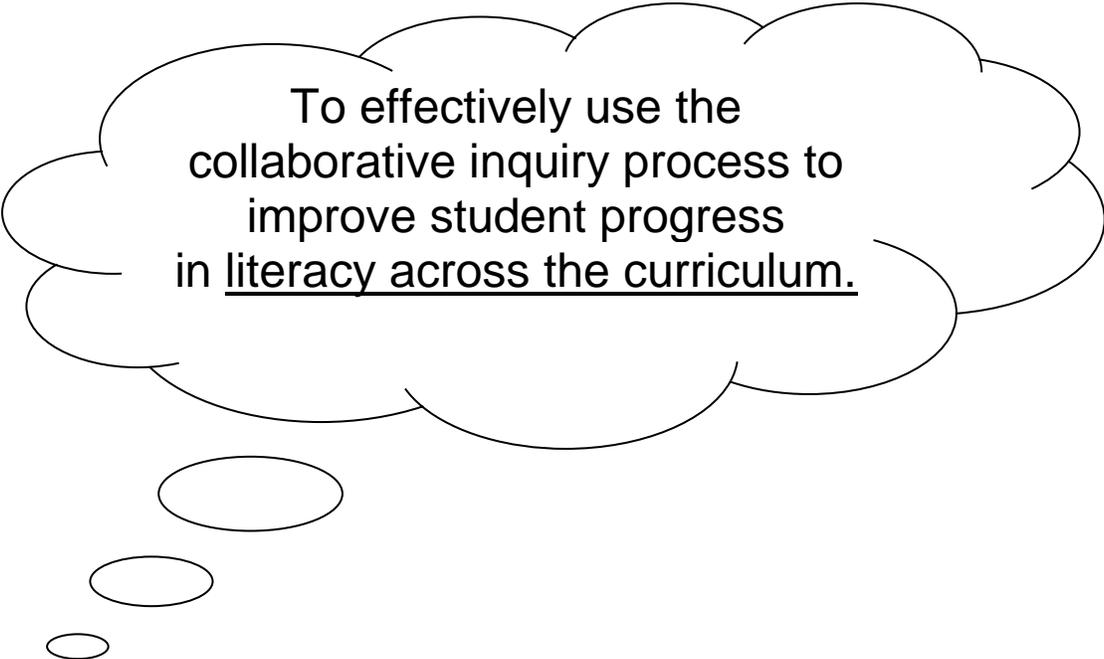
Open Communication

Parents and teachers need to establish and maintain open communication. Effective communication means taking the issue right to the source: "Please come and talk to us; don't just talk about us☺" As committed partners in your child's education, each party must feel free to convey respective concerns while hearing what the other party has to say. We must remain open, honest and ethical. We serve children's needs best when home and school work together. Throughout the year, teachers inform parents of the goings-on at school. If there is a specific concern, the teacher contacts the parent and may also inform the office. If parents have a concern, we that parents contact the teacher in person or with a note, a phone call or an e-mail to arrange a time to meet. On occasion, parents or staff members may refer issues to school or district administration who assure and expect confidentiality and respect in all such matters.

Parents' Advisory Council (PAC)

The Parents' Advisory Council (PAC) is the central link between parents and the school. By definition, *every parent is automatically a member of the PAC*. Parents are strongly encouraged to get involved in PAC activities as this benefits all students. The PAC organizes special events and fundraising activities. The PAC executive consists of a President, a Vice-President, and a Treasurer, a Secretary, two Directors and a school representative to the District-PAC (DPAC). The Quarterway PAC has a Facebook page and encourages parents to become a Facebook Friends.

Quarterway School Goal Fall 2019



To effectively use the collaborative inquiry process to improve student progress in literacy across the curriculum.

As Partners in our Learning Community,

Students will:

- ✓ arrive on time, rested, and ready to learn
- ✓ work diligently and complete their work to the best of their ability
- ✓ bring a positive attitude and a sense of optimism to school each day
- ✓ demonstrate the expectations outlined in the Quarterway **School Climate Matrix**

Parents, Volunteers, and Caregivers will:

- ✓ encourage children to do their best and celebrate their successes
- ✓ ensure children attend regularly and arrive on time (8:30- 8:40 a.m.)
- ✓ ensure children arrive rested, fed, dressed for the weather, and ready to learn
- ✓ support children in following the educational program designed for them
- ✓ instill in children a sense of responsibility, creativity, and resiliency
- ✓ instill in children respect for self and others
- ✓ work with school staff to support all learners
- ✓ advise the office of changes to emergency contact information

Teachers and Support Staff will:

- ✓ act as positive role models and preserve the dignity of all learners in their charge
- ✓ provide engaging learning activities and assess student progress
- ✓ teach, monitor, model, and reinforce school rules (Climate Matrix)
- ✓ adapt students' programs to suit their diverse needs
- ✓ work with parents to develop individual educational plans (IEPs) when needed
- ✓ initiate requests to access Learning Services Support staff as needed
- ✓ provide on-going feedback and a summative written report to parents at year end

The Principal and Vice-Principal will:

- ✓ model and monitor the programs and practices in the school and supervise instruction
- ✓ oversee student placement and programming
- ✓ exercise authority in matters of conduct of pupils during school-related activities

Student Rights and Responsibilities:

Students are to behave safely and responsibly at all times, displaying good manners and consideration for others. The following are student ***rights*** and ***responsibilities***.

- ✓ I have a ***right*** to learn.
- ✓ I have a ***right*** to hear and to be heard.
- ✓ I have a ***right*** to be respected and to be safe.
- ✓ I have a ***right*** to privacy and to my own personal space.

All ***rights*** carry with them a ***responsibility***...

- ✓ It is my ***responsibility*** to listen to instructions and to complete assignments.
- ✓ It is my ***responsibility*** to allow those around me to work.
- ✓ It is my ***responsibility*** to listen politely while others are speaking.
- ✓ It is my ***responsibility*** to be conscious of my own actions.
- ✓ It is my ***responsibility*** to be aware of the feelings of others.
- ✓ It is my ***responsibility*** to use appropriate language.
- ✓ It is my ***responsibility*** to respect the personal property of others.
- ✓ It is my ***responsibility*** to respect the right of privacy for myself and for others.

Philosophy of Discipline

To punish a child is to arouse resentment and make him/her uneducable. The essence of discipline is finding effective alternatives, which leave the child's dignity intact, teach him how he has violated others' rights and teach him to do better.

... H. Ginnott

Teacher and Child

Progressive Discipline:

- ✓ Conversation between teacher and student.
- ✓ Problem-Solving sheet. Teacher may choose to inform parent at this stage.
- ✓ Office Referral.
- ✓ Restorative Practices (acknowledge responsibility; apologize; replace the behaviour)
- ✓ School staff meets with parents and student.
- ✓ Suspension for serious infractions (physical aggression, vandalism, weapons, threats, cyberbullying)
- ✓ Re-entry meeting - school staff, parent and student.
- ✓ Behaviour Support Plan to facilitate student success at school.

The SD68 has posted its Policy on Discipline at [LINK](#)

Quarterway School Climate Matrix

At École Quarterway, we build our school climate matrix on a school-wide approach called Positive Behaviour Interventions and Supports (PBIS). Expectations listed on the PBIS School Climate Matrix are taught and reinforced throughout the school year and are modeled by staff, students, and all members of our learning community. Our School Climate Matrix is on our website; we encourage families to use this language at home, too.

Personal Electronic Devices

As the prevalence and use of electronic technology continues to expand in society, so have the implications of using personal electronic devices in schools. At Quarterway, we encourage *healthy, active living with physical play and pro-social interaction*. As electronic devices such as hand-held games sometimes limit opportunities for social interaction and physical activity, we expect members of our school community **to turn off electronic devices, such as hand-held games, mobile telephones, and iPods while at school (between 8:30 and 2:40) except under direct teacher supervision**. We appreciate parent assistance in reinforcing this expectation. The school is not responsible for loss, damage or misuse of personal electronic devices brought to school.

A few important guidelines . . .

- ✓ Parents are asked to please call us or send an email **(250-754- 6845) by 8:45 a.m.** if you know your child is going to be late or absent. Our 24-hour answering machine can record your phone message any time of day or night.
- ✓ Elementary aged children must remain on school property throughout the school day under the supervision of responsible adults. Students do not remain inside unless a staff member is present. We do not allow students to leave the school grounds once they have arrived at school unless they have a parental note.
- ✓ Upon arrival at school, students remain outside until the bell. Teachers meet their

students at their designated entry doors. On occasions of inclement weather, the office staff may make an announcement at 8:30 a.m. inviting children to come inside to their classrooms. Students need to dress for the day's weather and expect to spend recess outside.

- ✓ Students may use the reception telephone in **emergencies** and must be in possession of a **telephone pass** issued by their teacher.
- ✓ *No **wheels** at school please.* For everyone's safety and school liability, students who bring bicycles, skateboards, roller blades, scooters, etc. to school do not to use them between the hours of 8:30 a.m. and 3:00 p.m. on school property. Students dismount from their bicycles upon arrival and lock them securely to the bike rack. Students carry roller blades, scooters and skateboards.
- ✓ Students remove hats and caps when indoors.
- ✓ We strictly forbid dangerous articles such as fireworks and laser pointers and weapons such as air guns and pocketknives on School District Property. Possession of such items will result in **suspension** from school.
- ✓ For everyone's safety, we do not allow students to throw snow. Doing so may result in suspension.
- ✓ Children should come dressed appropriately for the day's weather and school activities. Articles of clothing and accessories must reflect a safe, caring, and inclusive learning environment.

Parent Volunteers and Drivers - SD68 Policy 4410

We rely on our parent volunteers throughout the year and we thank you in advance for being a partner in learning. If you would like to volunteer in ANY capacity at the school, you are required to fill out a Volunteer Registration Form and to obtain a Criminal Record Check (information and links on the school website). Volunteer drivers are required first to register with the school office and complete the Volunteer Driver Form. Volunteer drivers must:

- ✓ be 21 years of age and in good health
- ✓ hold a valid B.C. Driver's license and vehicle insurance with a minimum of \$200,000 liability
- ✓ ensure each child under 9 has a booster seat
- ✓ keep children out of the front seat of vehicles equipped with passenger-side airbags

Reporting to Parents

There are two formal reporting periods each school year. We issue formal reports in February and June. Teachers communicate with families in an ongoing way throughout the year on student achievement as assessed using the learning competencies of the *BC Education Plan*. You may find the core and curricular competencies for each grade and subject area on the Ministry of Education website at www.curriculum.gov.bc.ca .

Attendance

Regular attendance and punctuality are important indicators of social responsibility. Students arriving late miss important learning and disrupt teaching and the learning of others. Schools are required to maintain accurate records of attendance and punctuality. **Students arriving late without reason may be required to make up the missed time during their lunch recess.**

Parents sometimes ask whether their children can miss some school time in order to go on a **family holiday**. The majority of a child's learning occurs through *class discussions* and *group interaction*. Regular attendance is particularly important in French Immersion where the second language is modelled and reinforced. Students cannot make up time away from this interactive environment with worksheets and textbook exercises. We discourage absences for reasons other than illness; however, we recognize that family trips also provide beneficial learning opportunities. Ultimately, it is up to the parent to weigh the pros and cons of any extended absence.

Early Warning Detection System

- ✓ For student safety, Quarterway uses the Early Warning Detection System to determine as soon as possible the whereabouts of any student who does not arrive either in the morning or after lunch.
- ✓ The Early Warning Detection System relies on parents phoning us in advance (250-754-6845) if you know your child is going to be late or absent. Our answering machine will record your message 24 hours a day. You can also send a note or let us know in advance by emailing the office.
- ✓ Unless we already know the reason for a child's absence, the office staff phones the home to check. This is a big job in a school with over 400 students, so please try to remember to phone us first.
- ✓ **Parents**, it is very important to advise the school immediately of any changes to:
- ✓ phone number(s), address, e-mail
 - emergency contacts
 - custody orders
 - medical conditions
 - any significant family situation that might impact your child's learning at school.

Homework

Homework refers to any task teachers may ask students to complete outside of school hours. This can include unfinished work, projects, reading or practicing math facts and spelling. Instilling conscientious work habits at home is important for the years ahead. Parents are strongly encouraged to be proactive in providing a quiet work place and supervising prompt and proper homework completion. You can help your child develop great study habits by showing interest in and looking over their work, asking questions, scheduling a regular homework time on weeknights, keeping in touch with the teacher, and above all, praising your child for all his/her efforts. Teachers may assign a small amount of homework occasionally in the primary classes (K-Grade 3). Usually "homework" in the younger grades is a bit of nightly reading, counting and possibly spelling.

Healthy Eating Policy

Schools, parents and the community all share the responsibility of instilling healthy eating habits in children. Health conscious and well-nourished children are better equipped to learn and are more likely to engage fully in learning and take advantage of the educational opportunities available. We ask that students bring only **healthy snacks** and **lunches** to school. Please see the *Canada Food Guide* for examples of foods that children should choose most often. Except in rare special occasions, **we do not allow chips, pop, candy or energy drinks during the school day.**

Make the Most of your Day at Quarterway

The extra-curricular activities schools offer depend on the availability of staff sponsors and community volunteers. We encourage students to take an active part in extra-curricular offerings and, when doing so, to abide by school rules. Activities may be either Intramural (during the school day) clubs, seasonal activities, and noon-hour sports or extramural (after school) such as interschool teams. Extramural activities require parent signature and permission slips for travel.

Interventions for Students

School-based team (SBT): We have SBT meetings to collaborate on support strategies for individual children with needs that require adaptations or modifications to their program. Parents are encouraged to communicate to the teacher whenever there is a concern over the child's overall progress at school.

School Support: School Support Teachers provide support both within and outside of the classroom. SSTs offer support in reading, writing, and mathematics. A teacher may refer a student to School-Based Team and School Support Staff may work with the student.

Flexible Learning Groups: Students achieving at differing levels in reading and mathematics receive instruction in flexible groups tailored to their needs and learning styles. This includes guided reading, literature circles and math groups. Teachers coordinate these groups with education assistants, parent volunteers, Literacy volunteers and buddy reading partners. Teachers place students in groups that are flexible; these groups often change depending on on-going assessments.

ELL (English Language Learning): Teachers may identify students requiring extra support in their academic English language skills to the ELL teacher. The goal of the ELL teacher is to help students gain familiarity with proper verb tenses, pronunciation and certain idioms and expressions they will encounter in the school setting. Students may access this service for up to five school years.

Counselor / Child Youth and Family Support Worker (CYFSW): Counselors and CYFSWs provide a range of pro-active intervention services. Working in tandem with the School-Based Team, they help develop and implement behaviour and safety plans to support students at risk. On occasion, they may refer families to community resources beyond the school. Counseling services include:

- ✓ managing behaviour plans, identifying and implementing appropriate supports and empowering students in managing behavior change;
- ✓ providing individual and group counseling, including crisis intervention;
- ✓ liaising with parents and staff to access support from appropriate outside agencies;

- ✓ providing support and resources for developmental, remedial and preventative programs;
- ✓ promoting personal development and social skills through esteem building, social responsibility, goal setting, problem solving and decision making; and
- ✓ assisting in transition processes from pre-school to kindergarten and from grade 7 to secondary schools.

Health Care: Health Care Professionals do not work in public schools; however, if you have specific questions relating to health or hygiene, please call the VIHA Health Unit at 250-755-6200 or dial **811**.

Medication at School: Sometimes children require prescription medication during the school day. Please **do not allow** your child to carry or leave drugs at school. We ask that parents hand medications directly to the office staff and complete a Medications form. Office staff will work with the child's teacher to arrange for staff to administer medications. If your child requires special medical attention, please provide these details on the student information form.

Library Services and "Learning Commons": The school library plays a central role in children's education and constitutes an integral part of our School Plan for Literacy. The Quarterway Library and "Learning Commons" houses resources in both French and English in formats including digital, print, video, DVD and multimedia. These resources address the research and leisure reading requirements of our students. The library collection has thousands of titles covering the entire elementary curriculum plus many interests of children from Kindergarten to Grade 7. A section of the collection also offers books of interest to parents. Parents are welcome to borrow books for themselves and for their children. All classes from Kindergarten to grade 5 visit the library with our teacher-librarian once a week, and the grades six and seven classes make use of the resources available with the help of their teacher and the teacher-librarian.

Fine Arts: A music specialist provides music instruction from Kindergarten to Grade 7.

District Learning Services: The school district strives to provide a full range of learning services including counsellors, school psychologists, speech and language, behaviour support, and autism specialists, and alternate education programs.

Fire/Earthquake/Lockdown Procedures

Fire Drill: Schools are required to conduct a minimum of 6 emergency evacuation drills throughout the year. Staff teach students to evacuate the school in an orderly fashion and gather at the designated assembly area for attendance and further instructions.

Earthquake Drill: The school conducts at least two earthquake drills. Students practice the *duck, cover and hold* procedure and then evacuate outdoors once it is safe to do so. Staff, students and visitors gather in the designated assembly area.

Lock-Down Drill: These drills, conducted at least once a year, prepare staff and students for ways to react calmly in unexpected events; we do not want to frighten students. The RCMP aids the school in running these drills in a calm and safe manner. The office gives everyone in the school fair warning as to when these drills will take place.