



LE, NONET SCUL, ÁUTW
“SENĆOŦEN *Survival School*”
SENĆOŦEN Immersion program
ŚW, HUWÁLI /SCUŦEL PUC
(Parent /Student Handbook)

Mission Statement:

ĆSE LÁ, E TŦE XAXE TŦE SKÁL ŁTE.

U, DOT OL TŦE SENĆOŦEN ÁŁE E TIÁ WSÁNEĆ.

WUĆIST TŦE SKÁŁs I, TŦE Ś, XENANs ĆSE LÁ, E TŦE ÁLENENEŦ TŦE WSÁNEĆ.

ŦI TŦE S, YESES SU ŚTENIST ŦENTOL E TIÁ ÁNEŦ I, ŦE, ŦÁĆELES E TŦE ŚW, KÁLEŦEN E TIÁ WSÁNEĆ.

SNINU SE TŦE I, TOTELŦEW I, SIÁM, SET SE TŦE ELTÁLŦEW.

SIÁM ŚWELoKE SU NIŁ.

Mission Statement:

Our language comes from the sacred one.
SENĆOFEN is the original language of this emerging land.
Teach from the ways and beliefs of our WŚÁNEĆ homeland.
Continue to value our history and will move forward with contemporary education rooted in our WŚÁNEĆ worldview.
Our program will model WŚÁNEĆ disciplines and values to foster respected families.

SZÁ, ŁTE ŚWKÁLEZEN

ĆSE LÁ,E TFE XAXE TFE SKÁL ŁTE.
U, DOT OL TFE SENĆOFEN ÁLE TIÁ WŚÁNEĆ.
ŁILEZ TFE ÁLEŃENEZ I, ET ŁNINEŁ TFE SKÁL ŁTE.
NIŁ ĆELÁŃEN TFE SKÁL ŁTE.
U STI ŁTE Źs I, LEZSILEŃ TFE SKÁL ŁTE.
U HÍ TFE WILŃEW, KEN SU LEZ, NONET TFE SZÁ, ŁTE SKÁL.
I, İYMET TFE WILŃEW.
I, İYMET TFE WŚÁNEĆ.
NEŹOLŃEW YEW ŁTE OL.
HELIT TFE ĆELÁŃEN ŁTE HIF SE E TIÁ TENEW

Purpose:

Our language comes from the sacred one.
SENĆOFEN is the original language of this emerging land.
Our language connects us to our homeland.
Our language is our birthright.
It is important to transmit language from generation to generation.
Only through immersion will our language succeed.
Our WŚÁNEĆ people are beautiful.
Our WŚÁNEĆ nation is beautiful.
We must be one nation.
Let our ancestral right live long into the future on this land.

**LE, NONET SCUL, ÁUTW SKÁLS ŁTE TFE SCUŹEL SĆA
(Philosophy of Education)**

NIŁ TFE SENĆOFEN TFE ELTÁLŃEW SZÁs TFE WŚÁNEĆ
(SENĆOFEN is our WŚÁNEĆ human right)
ĆA SE ŁTE: (We will)
ŹENÁT YEW ŁTE WILŃEW TFE SCUŹEL SĆA
(Take control of our own education)
I, LEZSILEŃ Ł, KIL TFE WU, ĆISTENs I, TFE SKÁLS
(Transmit authentic WŚÁNEĆ beliefs and teachings)
SÍ, YUCES ŁTE I ŠTENIST ŹENTOL TFE SENĆOFEN I, TFE KÁYES SCUŹEL SĆA
(Carry and move forward with our SENĆOFEN education and contemporary education in both hands)
NIŁ FELÁŃETs TFE ŚW, HU, WÁLI Źs ŹENÁT SE TFE ĆELÁŃEN ŹENTOL TFE ŃENENE
(Support parents to take the initiative to take charge of their heritage/ancestry/birthright/SENĆOFEN with their children)

WŚÁNEĆ SKÁLS:
 SE,LI,SET -Family
 W,Í,Í,ŹEN -Self Respect
 ƦE,LÁNET -Initiative, truth
 Ł,KI,L -Confidence, Authentic
 QE,NÁŁ -Responsibility
 Á,TOL -Respect for the rights and values of others
 SWÍ,WI -Positive attitude and willingness to work hard
 ME,ŦENÁN -Pride
 ƦE,ITKEN -Honesty
 SNINU YEŦ SE ƦƦE NEW I,TOTELNEW SU SIÁM SE ELŁTÁLNEW
 (The students will learn how to be respected disciplined people)
 YOƦ U SŹAKEL ƦƦE SOŁ EN,ŚW,HUÁLIS ƦƦE NEW I,TOTELNEW
 (The door is always open for parents/guardians to participate in learning)

SĆA SE ŁTE:
 WUĆIST OL ĆSE LÁ,E ƦƦE SENĆOFEN ŚW,ĆÁLEZEN.
 WUĆIST ƦƦE SKÁLS I, ƦƦE Ś,ŦENÁNS ĆSE LÁ,E ƦƦE ÁLENENEŹ ƦƦE WŚÁNEĆ.
 ƦI,SET ƦƦE S,YESES SU ŚTENIST ŹENTOL E TIÁ ÁNEŹ I, ŹE,ŹÁĆELES KÁ,YES SCUŹEL SĆA
 ŹENTOL ƦƦE ŚW,ĆÁLEZEN E TIÁ WŚÁNEĆ.
 SNINU SE ƦƦE I,TOTELNEW I, SIÁM,SET SE ƦƦE ELŁTÁLNEW.
 SIÁM ŚWEŁOKE SU NIŁ.

We will :
 Only teach from our SENĆOFEN worldview.
 Teach from the ways and beliefs of our WŚÁNEĆ homeland.
 Continue to value our history and will move forward with contemporary education rooted in
 our WŚÁNEĆ worldview.
 Our program will model WŚÁNEĆ disciplines and values to foster respected families.

LE,NONET SCUL,ÁUTW WUĆISTENEK

SŦEDƦELISIYE (Renee Sampson) Certified Elementary teacher SŦÁSEN ƦƦE SENĆOFEN
 Apprentice
 PENÁC (David Underwood) SŦÁSEN ƦƦE SENĆOFEN Apprentice and teacher
 STOLŹEL (John Elliott) SELWÁN SENĆOFEN Advisor and teacher
 NENSIMU (Rita Morris) Certified teacher and SŦÁSEN ƦƦE SENĆOFEN apprentice
 Tye Swallow Biology teacher and SŦÁSEN ƦƦE SENĆOFEN facilitator

LE, NONET SCUL, AUTW Kindergarten SŁÁCEL (Day)

WÁC (Time)	Activity
8:25 am	Warning Bell
8:30-8:40 am	DIWIEŁ I SENĆOFEN OATH I SDILEM ŁENTOL Pre-school I Kindergarten
11:45	TOW KILET SIŁEN (LUNCH)
12:00 pm	YÁ SKILEN
2:25 pm	Warning Bell
2:30 pm	Dismissal (STIĆ)
Optional 1:15-2:30 No Bus-Pick Up Only	SENĆOFEN MEDIUM READWELL

Early Dismissal SŁKÁCESs (Friday) SŁÁCEL @
1:15

Pre-school LE, NONET SCULAUTW schedule

Arrival and Departure
8:00 am - 11:30

8:00 AM	WŁKET TFE SOŁ (Door opens) ILEN E TFE ŻECIL S,ILEN
8:00-8:40	FREE PLAY
8:45-10:45 AM	ŠELOQ (CIRCLE) SNEWEL SÁN OCE TFE S,HIWEK E TIÁ ŻECIL S,HIWEK (leader and SKEMEL paddle holder) DIWIEL (Acknowledge our TENEW I SCÁLEĆE) ÍY ŻECIL SDILEM SDILEM-SCÉLÁÑEN,ÁNW,LE,NONET SCUL,ÁUTW, THEME SDILEM,ÁLE E SW U ÍY OL? TOLNEW TFE SENĆOFEN I SDILEM I SXIÁM -SKILL SETS/SENĆOFEN SOUND PUC ACTIVITY SCÁ/YEYOSEN ŻENTOL SENĆOFEN
	YÁ SKILEÑ
11:00	BUS/PICK UP AND STUDENTS MOVE TO SŁEŁEMEW DAYCARE

- **Field Trips:** Notifications will be given in a timely matter, through a newsletter. ÁLEÑENEŽ- learning from our homeland/territory will be a part of this program and parents are encouraged to join us on our outings. We have access to a bus driver and small bus.

Guide for Parents/Guardians

What is LE,NONET SCUL,ÁUTW?

The LE,NONET SCUL,ÁUTW is our SENĆOFEN Survival School. It is the medium through which we will teach the B.C. Ministry Kindergarten curriculum. With the inception of our Language Nest in January 2012, this first cohort of students will enter Kindergarten this September 2013. Our plan is to follow this group and lay the pathway for SENĆOFEN immersion programming for students up to grade 3 by 2016. Our mission and vision will continue to guide us while we continue to foster and nurture this program.

Introduction

LE,NONET SCUL,ÁUTW is a SENĆOFEN immersion program that offers a quality education for preschool/kindergarten age children, rooted in WSÁNEĆ values, culture. We will create an immersion environment where the children have an opportunity to acquire SENĆOFEN language by participating in their

natural surroundings, through play, and a variety of different teaching methodologies. Thus, a place for the child to use the SENĆOŦEN language consistently; learning through imagination and creative work/play with his/her peers. We believe the importance of the children learning the SENĆOŦEN language through stories and teachings of the WŚÁNEĆ WILNEW.

This parent guide contains important information about the LE,NOŦET SCUL,ÁUTW SENĆOŦEN immersion program. Please read the information carefully and agree to the responsibility for you as a parent of your child in the LE,NOŦET SCUL,ÁUTW SENĆOŦEN Immersion program. All parents and staff are responsible for being familiar with all the policies and procedures on the LE,NOŦET SCUL,ÁUTW Parent Handbook. If you have any questions please seek out further information from SXEDŦELISIYE (Renee Sampson) or SŦÁSEN TŦE SENĆOŦEN Department.

Our intention is to:

- Build capacity in SENĆOŦEN speakers beginning with our children.
- Continue to maintain the SENĆOŦEN Language and WŚÁNEĆ culture and traditions.
- Support for the SENĆOŦEN, WŚÁNEĆ parents, caregivers who will be involved in learning the SENĆOŦEN language.
- Ensure that the children will attain the academic skills and spiritual and cultural values in the SENĆOŦEN language.
- Ensure a safe and suitable learning environment will be provided.
- Role model and instill our WŚÁNEĆ SKÁL beliefs and values: SEL,ISET (family), W,Í,Í,ŦEN -Self Respect, ŦE,LÁŦET -Initiative, Ł,KI,L -Confidence, Authentic, QE,NAŁ -Responsibility, Á,TOL -Respect for the rights and values of others, SWÍ,WI -Positive attitude and willingness to work hard, ME,ŦENÁN -Pride, ŦE,ITKEN -Honesty
- Keep children on task as they focus on their work, assisting them to fully develop physically, intellectually, and emotionally in order that they may become future SENĆOŦEN speaking leaders.

SKÁLS ŁTE (Our beliefs)

The SENĆOŦEN LE,NOŦET SCUL,ÁUTW provides a nurturing environment and a cultural quality experience for the children in our care.

We deeply believe that children of a young age are positioned best to learn a language in an immersion setting. Immersion is the most effective way to reach this potential. Underlying our SENĆOŦEN immersion is a WŚÁNEĆ ČELANEN structure and philosophy of child development. We understand that this program is new to parents and we are including the parents in the program to become active learners of the SENĆOŦEN language and will be providing resources for families to take home for families to engage in what their child is learning in school.

LE,NOŦET Kindergarten Program language methods and implementation

The program is based on the enhancement of different learning models:

- SENĆOŦEN based curriculum based from TŦE SČELÁNEŦ ET WŚÁNEĆ PUC- WŚÁNEĆ 13 ŁKÁLJ moon cycle.
- SENĆOŦEN Kindergarten Language Essentials (First Nations School Association)
- WIU,SET TŦEN SELTÁLNEW ŦENTOL SENĆOTEN Kindergarten adapted HOP curriculum (PE)
- SENĆOŦEN Saxon Kindergarten program
- Accelerated Second Language Acquisition Greymorning Skill-sets
- SKEL,SISEŦ SENĆOŦEN Sign Language
- Total Physical Response
- Communicative Activities/Master Apprentice Activities
- ÁLEŦENEŦ ŁTE Program "Learning from our homeland".
- SENĆOŦEN SXÁLEŁ TŦE SENĆOŦEN PUCS (A-Y)

LE,NOŦET Pre-school Program language methods and implementation

- SENĆOŦEN based curriculum based from TŦE SČELÁNEŦ ET WŚÁNEĆ PUC- WŚÁNEĆ 13 ŁKÁLJ moon cycle.
- Accelerated Second Language Acquisition Greymorning Skill-sets
- SKEL,SISEŦ SENĆOŦEN Sign Language

- Total Physical Response
- Communicative Activities/Master Apprentice Activities
- ÁLENENEŽ ŁTE Program “Learning from our homeland”.
- YEYOSEN “Play and socialization”

LE,NONET Immersion Program hours:

Preschool Program Monday to Friday, 8:00 am to 11:00 pm, with the exceptions of statutory holidays, communal disease outbreak, and closures designated by the WSÁNEĆ School Board (Power Outage, Snow days). LE, NONET SCUL,ÁUTW follows ŁÁU,WEL,NEW school calendar.

Preschool Services

The LE,NONET SCUL,ÁUTW offers SENĆOŦEN immersion preschool programming for 16 children ages 3 and 4 years old. The LE,NONET SCUL,ÁUTW is currently licensed for children ages Over 36 months: 8 or less children to one licensed early childhood or up to 16 children one licensed ECCE and one assistant.

Preschool Registration

Licensing requires notification to the center in writing if there are any changes made to information given on the registration form. We are required to have current phone number and contact for emergency or illness. Children **MUST** be potty trained upon entering pre-school. Students are not able to attend program until the child is potty trained.

A certified copy of any custody agreements must be kept on file coordinator. Licensing regulations regulate that staff members cannot release a child to anyone not designated by the parent who has custody or if a standing no contact is in order.

Full Day Kindergarten Program 8:30-2:30 (optional Readwell program) 2:30-3:00

LE,NONET Kindergarten

We are very excited to provide you with information about our SENĆOŦEN immersion and Nature Kindergarten. We understand that this program is new and that there will be many questions. This information newsletter hopes to provide many of the questions and answers as we move forward. We will also be hosting a parent workshop in late August or early September. We want you to know that we have put in years of work, research, and professional development to get to where we are today and that we will be putting in all our efforts to sustain and enhance this program into the future. In preparation for this project, our SŦÁ,SEN team has:

- Participated in a two day Field Study at a Hawaiian Immersion School Punana Leo in Hilo. The Hawaiians have over 25 years of Language Immersion educational experience.
- Participated in the Chief Atahm Conference. This B.C. First Nation also has 25 years of Language Immersion Experience.
- Learned from the Montessori Pre-school and Kindergarten Program.
- Participated in the Nature Kindergarten Workshop at Royal Roads University.
- Created well over 100 SENĆOŦEN beginner reader books, posters, online curriculum and other materials for our SENĆOŦEN immersion program.

Our Goal: is to take all the best of what we learn and to incorporate these into a SENĆOŦEN Immersion program that will provide your child with all the best learning opportunities. We strongly encourage you to ask questions, provide input and let us know your thoughts and concerns. You as a parent or guardian have an important role to play in our success.

Our Four Objectives: for our SENĆOŦEN immersion Kindergarten:

1. Deliver the BC Ministry of Education Kindergarten Curriculum;
2. Through a SENĆOŦEN immersion medium (**LE,NONET SCUL,ÁUTW**);
3. Utilizing a Nature Kindergarten context (**ÁLENENEŽ**);

4. Help extend SENĆOŦEN learning into the home (**Parent Engagement**).

Video Documentation: In order to demonstrate what we are doing, we will be video documenting our Pilot Project. We will use this documentation for parents to witness what their child is learning. We may also use this documentation for promotion and research with Parent Consent.

What is ÁLENENEŦ?

ÁLENENEŦ means Homeland in the SENĆOŦEN language. It is the context through which we will teach the Kindergarten curriculum. Our SELWÁN (elders advisors) continue to express the importance of learning from our homeland and encourage us to teach our younger ones to be stewards of the TENEW (land). Participating in the Nature Kindergarten workshop validated our SELWÁN wishes. We will follow similar guidelines of the Nature Kindergarten pilot project offered in the Sooke school district. A Nature Kindergarten provides young children with large amounts of time in natural outdoor settings where they can play, explore, and experience natural systems and materials found there. Engaged outside in all types of weather, children and educators investigate natural phenomenon and learn about the place in which they live.

For our program, safety will always be our primary focus. In the beginning, we will utilize a site behind the ŁTS where children will learn to be safe in nature. Other potential sites include KENNES and the WJOLELP campground. We will continue to identify sites where children will be exposed to a WSÁNEĆ cultural understanding of place.

Benefits of Outdoor Education:

For almost fifty years, there have been forest preschools, and other kinds of outdoor schools in Northern Europe, which provide outdoor experiences for children in the early years (3 to 6 years old). Research in these European settings has shown that the children go on to do well in public school. For our program, children will spend part of their day outside engaged with their body, mind and spirit in a natural setting. Children will explore their local, natural environment (forest, field and beach) and learn to know and understand their home place, developing confidence in being outside while meeting the objectives of the Kindergarten curriculum through the SENĆOŦEN language.

- Research has shown that children learn when they are engaged and active.
- Learning from play and from hands-on experiences, children benefit from being outside.
- Working as a group of learners, they can develop confidence in their own abilities to investigate and to collaborate.
- Outside, large and noisy movements are acceptable and children who need this type of activity will be able to engage in a manner that supports their learning.
- All of the children will be physically active and engaged in activities that will facilitate their balance, stamina and strength.
- All of this play-based outdoor learning will support indoor learning activities that often call for a quieter and calmer presence.

Bringing SENĆOŦEN Learning into the Home: Parent Engagement

Our fourth objective is perhaps the most important. We strongly encourage parent involvement in the program and to become active learners of the SENĆOŦEN language. Our research has also emphasized that it is extremely important for the child to use language as a natural part of growing up, making sure kids hear and speak as much as possible at home. In order to help facilitate SENĆOŦEN into the home, we will be providing resources for families to engage in what their child is learning in school. Our parent handbook will have lots of information and ideas. Learning your language with your child is a beautiful thing.

Other benefits of Parent Engagement:

- Greater awareness, confidence and exposure to the SENĆOŦEN language;
- Better understanding of SENĆOŦEN curriculum expectations;
- Opportunities to voice opinions and to be involved in decisions;
- Stronger parent/child relationship in learning the SENĆOŦEN language;
- Benefits the SENĆOŦEN Teachers to have parents involvement
- Feel supported with their child's learning;

- Parents' perspective adds to the big picture—better insights;
- Greater cooperation and communication;

Benefits for all involved in the SENĆOŦEN Immersion program

Benefits for Students

Become future fluent SENĆOŦEN speakers.
 Feel valued and supported—improved self-esteem;
 Develop as healthy, whole children;
 Are successful;
 Learning extends beyond the classroom;
 Value education in SENĆOŦEN;
 Develop better attitudes towards learning SENĆOŦEN language;
 Develop a better understanding of the world around them;
 Develop a respect for nature and environment;
 Develop a sense of belonging.
 Strengthen their identity as a WSÁNEĆ WILNEW.
 Gain social skills with the other students, elders, and community.

Benefits for SENĆOŦEN Teachers to have parents involvement

Feel supported;
 Parents' perspective adds to the big picture—better insights;
 Greater cooperation and communication;
 Less burnout and frustration.

What are we doing about English?

One thing is for sure; the English language is in no danger of extinction. It is all pervasive and will be the dominant language in the future. Therefore, we realize the concerns over development of English literacy. We have been asked this question countless times. Other successful Immersion schools begin with absolutely no English at the primary level, relying on parents or other means outside of the school, gradually increasing English exposure as grades increase.

Our decision, based on our research, is to offer an optional after school 'Read Well' program 30 minutes per day through a SENĆOŦEN medium. What this means is that English literacy and will be provided through SENĆOŦEN instruction. We will also provide further English support for parents to provide their children if they so choose. Our priority will always remain the SENĆOŦEN Language, always emphasizing SENĆOŦEN immersion to children and their families.

What happens after grade 3 or if I opt out?

At this point, our goal is to continue with this cohort of learners up to grade 3. After this, we will reevaluate what we have accomplished and plan on the next steps. Our hope is that parent chose to come along on this journey to revitalize and sustain the SENĆOŦEN language. You've heard it been said before; it takes a community to raise a child. We strongly believe it takes a community to revitalize and sustain a heritage language. However, if parent choose to transfer their child to an English program, our expectation is that they will:

- Be at or near grade level for English literacy***
- Be at or near grade level for numeracy (math)
- Advanced in SENĆOŦEN proficiency
- Advanced in understanding of WSÁNEĆ cultural values
- Advanced in understanding Nature and our Place within our Homeland

****Please Note:** This program focuses its efforts at teaching from an Indigenous perspective, this is much more than just teaching in the SENĆOŦEN language. Although we will be meeting the prescribed learning

outcomes of a regular BC Kindergarten program (in many ways exceeding it), the methods, structure, outcomes, and context are different from a public school education. If a child is taken out of, an immersion program there will be a transition period that the child will be going through. There may be an adjustment time entering a regular English program. Research has shown that students can successfully adapt and catch up to the English comrades and excel in the programs because they are rooted with their language and culture and have a sense of identity.

Preschool Nominal Roll Funding

The WŚÁNEĆ LE, NONET SCUL, ÁUTW relies on nominal roll and preschool subsidy collected to assist with the operating cost of the center. If parents need afternoon care contact SŁĘŁEMW Childcare Director for further assistance. Kindergarten nominal roll as well.

Gradual Entry

After Orientation days, the first two days of attendance, students will attend shortened class time to help the students learn routines, discover the classroom and to help the teacher get to know the students. Please feel free to stay with your child on gradual entry day to help them feel comfortable.

QUESTIONS AND ANSWERS ABOUT SENĆOŦEN IMMERSION

The following are some common questions and concerns that parents often ask when their child is in an Immersion program.

1. What is Immersion?

It is the most effective method known for learning a second language. It provides more time to work in second language learning situations... and more time results in more learning. Essentially, children will learn the language as a vehicle of expression in other curriculum areas rather than learning about language in isolation.

2. Do parents of children in SENĆOŦEN Immersion programs have to be able to speak SENĆOŦEN for them to attend LE, NONET SCUL, ÁUTW?

The program is designed for children who normally speak English at home. It is not expected that parents will be able to speak SENĆOŦEN. We highly encourage parents to participate in one of the community classes, on-line classes or spend time with relatives that know SENĆOŦEN. Teachers are aware of this when they send home notices or assign homework. Reporting is in English.

3. Will immersion education affect my child's English-language skills?

Students can add a second language at no cost to their first language competence (additive bilingualism) because languages are interdependent. Skills developed in the second language are available for learning and using in the first language and vice versa. First-language arts are introduced by the middle elementary years, while family and community also reinforce first language skills. (Lazaruk, in press)
Research has shown that "the effect of learning a second language on first-language skills has been positive in all studies done.... [and] the loss of instructional time in English has never been shown to have negative effects on the achievement of the first language." (Bournot-Trites & Tellowitz, 2002) In fact, immersion students match and often surpass English program students' performance by Grade 4 or 5 after first-language arts are introduced in the middle elementary years. (Turnbull, Hart & Lapkin, 2000)

4. How can I support and help my child if I don't know the language?

Immersion teachers know that most parents don't understand the SENĆOŦEN language. Indeed, immersion programs were designed specifically for children of unilingual parents. You can help make your child's second-language experience positive and lasting by being supportive and enthusiastic. Research shows that students whose parents have positive attitudes towards the target language (SENĆOŦEN) do better in immersion programs. Remember that most skills learned in the first language are transferred to the second. Read to your children in English, encourage English writing, and introduce English-language word games like crossword puzzles, word searches, Scrabble and Password.

5. What about core subjects such as mathematics, science, and socials?

"The hundreds of studies that have looked into these students' mathematics, science and social studies achievements all conclude that early total immersion students do as well as their English counterparts... they are able to transfer their knowledge from one language to another." Yes, You Can Help! A Guide for French Immersion Parents, Alberta Education (1996). Several studies indicate that Immersion students actually do better in some subject areas than their English counterparts.

SCU,ŦEL Student Expectations

STEN OL MEQ SÁN, EWES ŦONINET SNOUEŁ E TŦEN LE,NOŦET SCUL,ÁUTW.

Only walk, no running in our LE,NOŦET SCUL,ÁUTW.

ÁTOL SW OL E TŦEN SKÁL I TŦEN SXENÁNS. -Treat everyone with respect with your words and acts.

HÍ MEQ TŦEN SCÁ I TW HÍ TŦE SZÁs TŦE SCÁs TŦE MEQ. -Do your work and let others do theirs.

QENT ET MEQ STÁN ÁLE E SCUL,ÁUTW ŁTE. -Look after our building and equipment well.

ÍY,IMET SW OL E ŦENS HÍ. -Clean up after yourself.

ÍY NEŦEL. ÁTOL SW OL E TŦEN SCÁĆE. -Be good to one another. Respect your friend.

ENIW SW OL HÁLE -Everyone just be still.

ENEWT TŦEN SELSÁLES. EWES ŦÁBET TŦE SÁN. -Stop your hands. Don't touch anyone.

NOT TŦEN SIŁEN E ŦENS S,KÁŦEN. -Do your eating during recess, lunch and after school.

ŁO,LET TŦEN ŚWYEYOSEN ŁÁ,E E TŦEN Á,LEN. EWES ÁMEKT E TŦE SCUL.

Leave toys/personal belongings at home. Don't bring to school.

MEQELLO SW OL -You wait.

ĆÁ I YEYOSEN ŦENTOL E TŦE ÍY SWKÁLEŦEN. -Work and play with a good heart and mind.

KÁLTW TŦEN SCÁĆE ŦENS MÁŦEL -Speak to your relative/friend that's hurt.

EWE LE NE STI ŦNES MÁŦET TONĚ SIÁM. - I didn't mean to hurt you respected one.

TU ŦELEKT SW OL TŦEN SCÁĆE. -Share with your relative/friend.

EWE NE ŦEXFINEN TIÁ SNOUEŁ TIÁ SCUL,ÁUTW. TU KÁL OL. -No screaming in this school building just talk.

SIĽEN Expectations

1. SIĀM NE SCĀLEĆE EWES ĀMEKT TFE SXĀES (JUNK) SIĽEN LĀ,E ET LE,NOŅET SCUL,ĀUTW.

My respective friends and relatives please do not bring Junk food to school. (FOKĒN SKO,KE-Pop, DELEM-Gum, CĀNTI-Candy, SXĀĆ SKĀUṬ- chips, etc.) are not allowed at school.

ŁĀU,WEL,NEW I LE,NOŅET is a “Healthy Food Zone” so please bring healthy snacks and lunches with your child.

Here is a list of healthy alternatives:

X CHIPS	→	CRACKERS
X CHOCOLATE BARS	→	GRANOLA BARS
X SUGARY CEREAL	→	CHEERIOS
X CHEEZIES	→	GOLDFISH CRACKERS
X FRUIT SNACKS	→	FRESH FRUIT
X		

EWES ENOWT SELTENEN KĀMEN -No juice boxes only on *Fridays*

2. İY QĀLES SIĽEN ŁTE SFENNĀT I SNOS SZĀĆEL.

We have good hot food on Tues and Thursday.

3. EWES XILTW TFEN SJONEL LĀ,E E TFE İYMET TENEW XILTW LĀ,E TFE SJONEL,HĀLE.

Please do not throw your garbage on the beautiful land, throw it in the garbage.



LE,NOŅET SCUL,ĀUTW Preschool and Kindergarten children STIĆ Expectations



LELĀNEN E TFE ŐENTISENEK TFE STIĆ. Listen to the bus driver.

KIŅ E TFE STIĆ -Get off bus.

OŁ E TFE STIĆ -Board the bus.

EMET İ ENIW SW OL -Sit down and you just be still.

ĆELĀN SW OL. You turn around.

EWES FIĽEN -Don't stand up.

EWES LEXSEN E TFE SOŁS TFE STIĆ. Don't be spread legged on the aisle.

EWES TU SĀKEŁ TFEN SELSĀLES E TFE SQENOSEN- Don't put your hands out the window.

EW E NE STĀŅ TFE SIĽEN ELOLEŁ TFE STIĆ -No food on the bus.

EWE NE SJONEL I EWE NE DELEM LÁ,E TFE STIC- No trash or gum on bush.
EWES KEMET I TEZ TFE SJUÁCEN TFE STIC- Don't cut and poke holes in the seats.
IY NEZEL SW OL. EWE NE KELETIS TFE SÁN ELOLEL TFE STIC.
Be good to one another, No being mean to anyone on the bus.

It is expected that our youngsters SCU,ØEL will be picked up at their drop off sites in order to ensure their safety. We ask that parents designate an older sibling or another family member to collect their children if they cannot be available during the drop off time. Preschool and Kindergarten children will be brought back to the school if an older person is not at the drop off site to collect them.
Students must go home on their own STIC unless they have a written permission from their parent or guardian.
STIC (Bus Schedule):

Please be advised that the bus driver have developed a schedule that works to the best advantage of all students.

There will be no adjustments allowed as we have a strict timetable to adhere to. Our intent is to transport our students safely and efficiently and we cannot provide this if we are constantly changing drop off sites.

SXÁLEL (Illness)

Prevention of infectious illness is always paramount in classrooms. Proper diet, hygiene, and plenty of sleep is the best prevention, however, if your child is ill or has contracted a contagious illness (impetigo, pink eye, head cold, etc.), please contact LE,NONET Staff as soon as possible. If your child has the following symptoms, is feeling ill, we ask that you keep the child at home until symptoms have passed.

Runny Nose	Infected Mucus (yellow or green)
Sneezing	Difficulty Breathing
Nausea	Diarrhea
Fever	Coughing

NESEN (Head lice)

Head checks will be conducted throughout the year, where the families' privacy is protected. Children who have been found to have head lice will be asked to undergo home treatment before returning to our LE,NONET SCUL,ÁUTW Programs. We have included some tips in this handbook, but detailed information and treatment options are available through the Health Center or your family doctor.

10 STEPS TO STAYING AHEAD OF HEAD LICE

- 1.) Watch for signs of head lice, such as frequent head scratching. Anyone can get head lice...mainly by head-to-head contact but also from sharing hats, brushes and headrests. Lice do not jump or fly.
- 2.) Check all family members for lice & nits (eggs) at least once a week. Only those infested should be treated. Lice are very small, reddish brown and difficult to see. It helps to use natural light & a magnifying glass.
- 3.) Nits are small yellowish-white, oval-shaped eggs that are "glued" at an angle to the hair shaft. Be sure not to confuse nits with hair debris such as hair casts stuck to the hair shaft that can be easily dislodged. Nits are difficult to remove.
- 4.) Once laid, it takes 7-10 days for a nit to hatch, & another 7-10 days for the female to mature & begin laying her own eggs. Head lice live for approximately 30 days on a host & a female louse may lay up to 100 nits. Lice cannot live off a human host longer than a few days.

- 5.) For treatment call your physician if the person involved is pregnant, nursing, has allergies, asthma, epilepsy, or has preexisting medical conditions. Never use a lice product on a baby.
- 6.) Remember lice-killing products are pesticides. Follow package directions carefully! Use the product over the sink. Keep the eyes covered with a washcloth.
- 7.) Remove all nits (which will stay on the hair after treatment) This is the key step. If you use the lice comb while the hair is wet, follow with manual removal using your fingernails. This is best done on dry hair, in natural light.
- 8.) Wash sheets, recently worn clothing, coats, and backpack in hot water & dry in a hot dryer. Combs & brushes may be soaked in hot water for 10 minutes.
- 9.) Avoid lice sprays! Vacuuming is the safest & best way to remove lice or fallen hairs with attached nits from upholstered furniture, rugs, stuffed animals and car seats.
- 10.) Continue to check heads every day for 3 weeks. The lice are often resistant to the shampoo. If you find more live lice re-treatment is necessary. When you find a case of lice, tell others! Head lice is not a hygiene issue & communication is our best defense! Check for lice on a regular basis. This is the best way to protect your family and community



TUTUÁLEKUP (Important phone#'s)

WSÁNEĆ School Board 250-652-2313

LE,NOŃET SCUL,ÁUTW Kindergarten
(250)652-2313 EXT 261 (SXEDŦELISIYE)

LE,NOŃET SCUL,ÁUTW Preschool
(250)652-2313 EXT 286 (MENEŦIYE)

ŁÁU,WEL,NEW Elementary -250-652-1811 ext 230

Principal- Maryann Gladstone 250-652-1811 ext 231

WSÁNEĆ Adult Education Centre 250-652-2214

W̱SÁNEĆ School Board
LE,NOŃET SCUL,ÁUTW

SENĆOFEN Immersion program for Kindergarten/preschoolers

7449 West Saanich Road, PO Box 368, Brentwood Bay, BC V8M 1R3

Phone: 250-652-0074 ext. 286 (LE,NOŃET SCUL,ÁUTW Preschool) ext. 256 (GUS), ext. 261

SXEDŦELISIYE (Renee)

Fax: 250-652-6929

Parent Agreement

I, _____ (please print your full name.) have read, and understand that in signing this parent agreement I am agreeing to follow the policies and practices of the LE,NOŃET SCUL,ÁUTW. In addition to signing this parent agreement I am also agreeing to follow, to the best of my ability the responsibilities required of the parent as outlined in the program implementation section of the W̱SÁNEĆ School Board, Parent Guide to LE,NOŃET SCUL,ÁUTW SENĆOFEN Immersion program for preschoolers.

Parent/Guardian Signature: _____

Date: _____

IMAGE RELEASE CONSENT FORM

As part of our SENĆOFEN immersion Preschool Program our staff will take photographs and videos of our children in action as they participate in the classrooms, field trips, language immersion activities, and use it to evaluate our lessons and teaching methods. We would like you to indicate below what uses of images of your

1. THIS BLANKET FORM MAY BE USED FOR TRIPS OF A SIMILAR NATURE, WHICH ARE REPEATED DURING THE SCHOOL YEAR.