

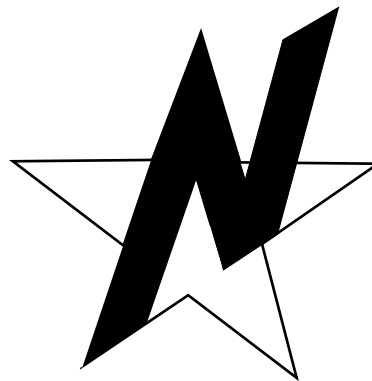


# DRAYTON HEIGHTS PUBLIC SCHOOL

75 Wellington St. S.  
Drayton, ON N0G 1P0  
drayton.ps@ugdsb.on.ca

Phone: 519-638-3067

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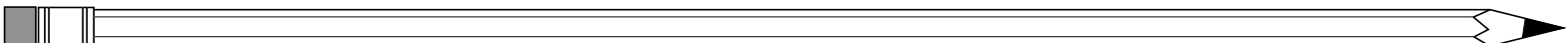


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## SCHOOL HANDBOOK 2009/2010

*Learning Today, Preparing for Tomorrow*



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Drayton Heights Public School is a public educational institution committed to providing opportunities for our students to achieve the expectations of the Ontario Curriculum and grow as part of a safe and inclusive school community.

We Care, We Share, We Dare

## PRINCIPAL'S MESSAGE

September 2, 2009

Dear Parents and Guardians:

Welcome to the 2009-2010 school year. Drayton Heights has been bursting with action throughout the end of August as we prepared to open our doors to students today. The building is in great shape and we are ready to embark upon another year of North Star learning.

At Drayton Heights Public School, we offer a diverse and inclusive learning environment for our students. Programs include a balanced approach to the curriculum, as well as many extracurricular activities and special events. It is our belief that all students can achieve success if we work together to meet educational goals, and we look forward to your participation in your child's education.

This booklet will provide you with easy access to basic information about our school. Please read it carefully and keep it for future reference.

We welcome close communication between home and school, and look forward to continuing a strong community partnership throughout the upcoming year. If you have any questions or concerns, please don't hesitate to contact me at the school.

Sincerely,

Mr. Brian Gottschalk  
Principal

# DRAYTON HEIGHTS SCHOOL DAY



K - 8 (Primary/Junior /Intermediate)

8:30 - 8:45 - Playground Supervised

8:45 - Entry bell

8:50- Announcements

8:50 - 10:30 - Classes

10:30 - 10:45 - Recess

10:45 - 11:35 - Classes

11:35 - 12:35 - Lunch/Noon Break

12:35 - 2:15 - Classes

2:15 - 2:30- Recess

2:35 - 3:20 - Classes

3:20 - Dismissal

## ARRIVAL AND DEPARTURE



### BUSES, CARS, BICYCLES

We need to keep our students safe as they disembark and board buses and cars at school. In order to facilitate this, the loop at the front of the school is for the use of buses only between 8:30 -9:00 a.m. and 3:00 - 3:30 p.m.

Please do not use the designated bus loop under any circumstances and please don't use the front walkway as a driveway.

Parents may drop off and pick up their children in the circular driveway at the parking lot end of the school, but no parking is allowed in that area. Parking is available in the side parking lot. Please note that the driveway is one way with the entrance at the west end of the school. We discourage dropping children off on County Road 8 directly in front of the school as they must then cross the traffic to enter the school. NOTE: Students and Parents - Please walk around our parking lot rather than through it. It is a busy area at the beginning and end of the day which

**DRAYTON HEIGHTS PUBLIC SCHOOL  
COMMUNICATION - CONTACTING THE SCHOOL**

<b>Drayton Heights P.S.</b>			
Wellington St. S. P.O. Box 4 0Drayton, ON N0G 1P0			
TELEPHONE 519-638-3067		FAX 638-5235	
ASSIGNMENT	NAME	ROOM	VOICE MAILBOX
Kindergarten A	Amanda Marson	111	407
Kindergarten B	Terri Goetz	112	408
Kindergarten C	Stephanie Klassen	106	410
Grade 1	Lynn Straus	110	401
Grade 1/2	Laura Carrie Krista Douglas	109	402
Grade 2/3	Brenan Merrick	108	404
Grade 3/4	Nicole Clemmer	107	403
Grade 3/4	Luanne Noble	107	405
Grade 4/5	Deb Phillips	104	406
Grade 5/6	Melissa Townsend Christine Ohm	126	413
7A	Shari Kraemer	130	414
7B	Paula McCracken	127	400
8A	Scott Cooper	125	409
8B	Kate Crook	128	411
Phys. Ed/Science	Andy Speers	105/Gym	412
Resource	Peter Banton	131	416
Jr. French/Library	Nathan Ellis	129/118	225
Planning	Lauren DeVries Shae Bodendistle	119A	415
Child & Youth	Jill Hope	122	227
Custodian	B.Winsor/Cathy Fox	116	417
E.CE	Tamara Elliott-Dobie Corynn Billing	106	418

Secretary	Linda Turton	121 (Main Office)	100, 221
Principal	Brian Gottschalk	121A	223
ECE	Kelly Lawrence	112	419
ECE	Erika Palfi	111	420
EA	Lorrie Spaling		421
EA	Linda Dickieson		422
EA	Dahl Atin		423
Inclement Weather			450

makes it very unsafe for people to be walking.

Students travelling to school by bicycle must wear helmets and walk bicycles onto school property to the bicycle racks. Bike racks are located at the Intermediate (west) and Primary (east) ends of the school. For safety reasons, students must walk bicycles on and off school property, and never travel through the parking lot or along the circular driveway. Helmets may be brought into the school and stored in lockers or on coat hooks.

### SAFE ARRIVAL

Please call the office before 8:45 a.m. if your child is going to be absent or late. The voice mail can take your messages 24 hours a day. Please supply us with the student name(s), class(es) and reason(s) for absence/lateness. We will call parents of absent students if we have not been informed, by a parent, of the reason for the absence. Late students must report to the office for a late slip before going to class.

Board Policy on Safe Arrival reads:

“It is the responsibility of parents to:

- a. provide current telephone contacts such as: home phone number, work number of both parents, number of caregiver, number of safe arrival contact, and emergency contact numbers on the student admission/information form,
- b. update the information during the school year,
- c. communicate with the school, prior to the start of school in the morning or afternoon, when the child will be absent or late for any reason,
- d. provide written permission for their child to leave the school during the day, and
- e. inform the school when their child will be returning after an absence of more than one day.”

### SAFE DEPARTURE

Please send authorization in writing if someone other than the legal guardian is going to pick your child up from school.

Also, please send written authorization if a child who takes a bus is going to be picked up. Unless we can confirm otherwise, it is our practice to send the child home on the bus as usual. Under an urgent circumstance, a telephone call may be made to the office before 2:30 p.m.

### SUPERVISION

The grounds are open to students and supervised during the period from 15 minutes before classes begin until 15 minutes after dismissal. Supervision is also provided during bus transfer and for sports or other school functions which may occur outside the above times. Students are not allowed to be in the classrooms, library, computer labs or the gymnasium without staff supervision.

# GENERAL INFORMATION

## ATTENDANCE, ABSENCES and LATES

Good school attendance and punctuality are important to maximize school achievement, and are good habits to develop.

Attendance is taken in the morning and afternoon of each school day. Students are marked late or absent as the case may be if they are not in class on time. Students arriving late must check in at the school office so that the official attendance register can be amended. Repeated lates, without a valid reason (e.g. medical appointment) and accompanying note from the parent, will result in consequences such as making up lost class time during recess breaks.

The Education Act and regulations outline expectations for school attendance. Children of compulsory school age are required to attend every school day unless excused.

A child is excused from attendance if:

- The child is receiving satisfactory instruction at home or elsewhere.
- The child is unable to attend for illness or unavoidable cause.
- Transportation is not provided where required by the Act.
- Absent for music instruction up to one-half day per week.
- Suspended, expelled, or excluded.
- Absent for a holy day by church or religious denomination.
- Absent as authorized by the Education Act or Regulations.
- The school is closed.
- It is a school holiday or Professional Activity Day.

For situations not covered above, a child may be temporarily excused with the approval of the school principal on written request from the legal guardian. It is the duty of the parent to cause the child to attend school as required and to provide the school with reasons for absence.

## ATTENDANCE AREAS

The Board establishes attendance areas or school boundaries to maintain a high standard of program for students and ensure the effective and efficient use of its facilities. Parents wishing to send their child to school outside their attendance area must contact their Home School Principal for further information and an application for Out of Area attendance.

## CUSTODY AND GUARDIANSHIP

Although only a custodial parent can make educational decisions for a child, a non-custodial parent has the right to information about a child, and access to the child, unless denied by a court of law.

If you have concerns about unauthorized access to children or information, it is essential that the Principal be informed and that verification of custody orders be placed in the OSR. Otherwise, the school assumes a situation of equal access exists.

## FIELD TRIPS AND EXCURSIONS

Field trips provide “education beyond the classroom” and support our Core Curriculum. Short local trips not requiring transportation are considered part of the regular school day and will not require permission forms. Notice about all other class trips will be sent home in advance. In order for your child to participate, written confirmation is required to ensure that parental permission has been granted and that parents are aware of the details of the trip. Students are responsible for the cost of such trips, and costs are kept to a minimum as much as possible. It is Board policy that no student will miss the opportunity to participate in a class trip due to financial constraints. If you have concerns about the cost of a trip, please speak to the Principal confidentially, so that arrangements can be made to ensure the participation of all students.

## KINDERGARTEN

Children entering Junior Kindergarten must be four years old on or before December 31 of the starting year. Children entering Kindergarten must be five years old on or before December 31 of the starting year. Pre-registration takes place in February. Parents should bring their child’s birth certificate, health card and immunization record to complete the enrolment process. An information session for parents and Orientation for students will take place in May or June, and there will be a staggered entry in September.

## LOCKERS

Lockers are provided for the convenience of Grade 7/8 students. It is recommended that students purchase a good quality combination lock to keep their belongings secure. (Sphero locks and locks with keys are not permitted.) Locks are not provided by, or sold by, the school. The combination and serial number of the lock will be recorded by the homeroom teacher and filed in the office. Students should never share their combinations with others, and must notify their teacher and the office if their combination changes.

Lockers remain school property, and will be inspected as necessary to maintain a clean and safe school environment. In cases of suspected wrongdoing, lockers may be searched using established board procedures.

## LOST AND FOUND

Parents are urged to clearly label all belongings so that we can help to locate the owners when things go astray. We also recommend that parents regularly check the school’s Lost and Found boxes, located in the Primary Hall and outside the gym, for missing items. At the end of each term, Lost and Found items are displayed before being donated to the Board’s “Chill Out” program for the homeless. Small items, such as jewellery and watches, are kept at the office.

## LUNCH

We recommend that students remain at school for lunch, particularly Intermediate students and bus students. There are many intramural programs and clubs offered during the noon recess, and “off property” permission can lead to difficulties which could be avoided by remaining at school. Except under special circumstances, students not lunching at home with parents are expected to remain at school. No student will be permitted to leave school property at any time without written parental permission. Attendance will be taken in lunchrooms for Intermediate students.

Parents/guardians are to declare, in writing, the following options regarding lunch:

LUNCH-AT-SCHOOL STUDENT

- will eat lunch at school each day
- will remain on the school grounds for noon hour
- will bring a note on days when it is necessary to leave the grounds

OR

LUNCH-AT-HOME STUDENT

- will go home for lunch each day
- will bring a note on days when he/she will be eating lunch at school

## PHOTOGRAPHS

Student pictures are taken for student records in the fall of each year. Picture packages are available for purchase at reasonable rates without obligation. Grade 8 Graduation pictures are taken during the second term for those interested. Our photographer, Life Touch, also offers an additional Spring Portrait package which is less formal, and can accommodate sibling groupings.

## STUDENT RECORDS

The Ontario Student Record (OSR) is the confidential, ongoing record of a student's educational progress through schools in Ontario. The information in the OSR is available only to the Board's Supervisory Officers, the principal, and teachers, for the purposes of improvement of instruction. Except for clerical staff involved in its management, the OSR is not available to any other person.

Students, and parents of students under age 18, may examine the OSR by scheduling an appointment with the Principal. They may also make a request to the Principal that inaccurate or inappropriate information be removed.

## TELEPHONE USE

Students are not permitted to use school telephones, and phone calls home will be made only for emergencies and under the supervision of a staff member. All social arrangements, off property permission etc., must be made by families ahead of time, and be submitted to the classroom teacher in the form of a signed and dated note which will be sent to the office with the morning attendance.

## VALUABLES

Sometimes students bring special, fragile, or expensive toys to school only to become disappointed when they are damaged or lost. The best prevention is to leave such items at home, or to bring them in for a temporary demonstration to the class. We will try our best to help students locate missing belongings, however, the school cannot be responsible for damaged or lost items.

## VISITORS

We invite parents and guests to visit our school and encourage volunteers in our classrooms. For safety reasons, all visitors must report to the office before proceeding to classrooms or onto the yard. Visitors are expected to comply with the school Code of Conduct and Dress Code.

## SCHOOL SUPPLIES

We recommend that students purchase the following supplies for their personal use. Teachers may provide more specific information for individual classes.

ITEM	Grades	K-3	4-6	7-8
weatherproof book bag		X	X	X
crayons (8)		X		
pencils and eraser		X	X	X
pencil case		X	X	X
small, clear 10 cm ruler			X	X
pencil crayons (8)			X	X
fine tipped markers (8)			X	X
ball point pens (red, blue)			X	X
duo tang covers (approximately 6, for use throughout the year)		Gr 3	X	X
lined and blank refill paper (200 - 300 sheets each)			X	X
Coilbound notebook for math				X
index dividers				X
1" Binders (one per subject - recommended rather than one large binder)			X	X
glue sticks (3)		X	X	X
geometry set			X	X
gym shorts and t-shirt (note - school will be selling crested items)			X	X
non-marking gym shoes (preferably white)		X	X	X
Combination lock (Note: Not Sphero locks) - School does not sell locks.			Gr 6	X
French/English Dictionary			X	X
Calculator (Scientific for Gr. 7/8)		Gr 3	X	X
Pencil Sharpener (hand held)		X	X	X
Kleenex ( 2 boxes)		X	X	X

**Note:** Whiteout and laser pointers are not permitted at school. A good time to replenish school supplies is during the Christmas and March Breaks. Please be sure to label all of your child's belongings!!

# ACADEMICS

The following Ministry Curricula are in use at Drayton Heights Public School. These documents will be used by the staff of Drayton Heights when planning student expectations and assessing and evaluating students.

## The Ontario Curriculum Grades 1-8:

- Language 2006
- Mathematics 2005
- The Arts 1998
- Social Studies Grades 1-6/History Geography Grades 7-8 2004
- Health and Physical Education 1998
- French 1998
- Kindergarten Years Program

The complete curriculum is available for review at the Ministry of education and training's website at [www.edu.gov.on.ca](http://www.edu.gov.on.ca).

The expectations identified for each grade describe the knowledge and skills that students are expected to develop and demonstrate in their class work, tests, and various other activities on which their achievement is assessed. Teachers will use their professional judgement in deciding which instructional methods will foster the learning described in the expectations.

## THE KINDERGARTEN PROGRAM

The Upper Grand District School Board offers a two year blended JK/SK program, The Kindergarten Years, which began in January 2006. To give each student the best start possible and take into account different backgrounds, experiences and stages of development, kindergarten programs provide a variety of learning opportunities and experiences. Teachers, early childhood educators, members of the community, and families must work together to provide meaningful learning experiences that will build confidence, promote learning as enjoyable and useful, and provide a strong foundation for future intellectual, physical and social development.

Specific learning strands in the kindergarten classroom include:

- ▶ Language
- ▶ Mathematics
- ▶ Science and Technology
- ▶ Personal and Social development
- ▶ The Arts

## LANGUAGE: ENGLISH

A balanced approach to instruction will support the development of basic skills. The language program includes strands for:

- ▶ Writing
- ▶ Reading
- ▶ Oral and Visual Communication
- ▶ Media Literacy

Media Literacy was introduced as a new strand last year and will be fully implemented this school year. It explores the impact and influence of mass media and popular culture by examining texts such as films, songs, billboards, video games, television shows, magazines, newspapers, etc.

The language program may be enhanced through the use of software, including some of the following: Wigglesworks Reading Collection, Glowbird and Ribbit Reading Collections, Reader Rabbit, Storybook Weaver, Cornerstone Language, Stories and More, Talking Walls, My First Incredible Amazing Dictionary, Student Writing Centre, Interactive Reading Journey, MS Publisher, Microsoft Works, WordPerfect Suite, and Microsoft Office Professional.

#### Oral Communications:

Junior and Intermediate students are provided with an opportunity to prepare and present a speech on the topic of their choice. This is an excellent chance for students to increase their confidence in their oral speaking abilities and to develop their writing skills. This usually occurs in the winter term in January and February. Students may have the opportunity to present a speech for the classroom, or for competition.

#### Reading Buddies:

Some classes are paired and meet regularly to share books and engage in language related activities. Reading buddies often become good friends and support each other inside and outside of the classroom.

#### Reading at Home:

It has been proven that reading to your child at home is one of the best things you can do to improve your child's reading.

#### FRENCH AS A SECOND LANGUAGE: CORE FRENCH

In the Upper Grand District School Board, the Core French program is available to all students in grades four through eight. Students are provided with the opportunity to gain a basic command of the French language and become familiar with the culture, custom, traditions, geography and history of French Canada and other French-speaking regions of the world. A range of French language computer software is available to supplement classroom instruction.

Grades four to eight students receive 200 minutes of French instruction a week. Reading and writing skills are introduced while listening and speaking skills continue to be developed. Strands to be evaluated and reported include:

- ▶ Oral Communication
- ▶ Reading
- ▶ Writing

#### MATHEMATICS

Mathematics strands include:

- ▶ Number Sense and Numeration
- ▶ Measurement

- ▶ Geometry and Spatial Sense
- ▶ Patterning and Algebra
- ▶ Data Management and Probability

The mathematics curriculum may be enhanced through the use of software including some of the following: Cornerstone Math, Math and More, Millie's Math House, Math Exploration Toolkit, Math Probe, Math Circus Act, Geometer's Sketchpad, Exploring Mathematics with Manipulatives, Exploring Math Concepts, Math Team Pro, Mathville VIP, Math Trek, and Zap a Graph.

## SCIENCE AND TECHNOLOGY

Strands addressed through the Science Curriculum Grades 1-8 include:

- ▶ Life Systems
- ▶ Matter and Materials
- ▶ Energy and Control
- ▶ Structures and Mechanisms
- ▶ Earth and Space Systems

Learning will be enhanced through the use of computer software including The Way Things Work, Eyewitness Encyclopedia of Nature, Encyclopedia of Science, and the award winning virtual fieldtrips At the Seashore, Through the Woods, Digital Field Trip to the Wetlands, and Digital Fieldtrip to the Rainforest. Students in grades 6, 7, and 8 will have the opportunity take part in building projects with the use of tools in our specialized Design and Technology work area.

## SOCIAL STUDIES (GRADES 1-6); HISTORY AND GEOGRAPHY (GRADES 7-8)

Grades 1-6 study specific Social Studies units by grade which cover the scope of Heritage, Citizenship, Canada, and World Connections. In Grades 7 and 8, there are three units of study in each grade. Learning is supplemented with software such as Encarta Encyclopedia, Canadian and World Encyclopedia, Cross Country Canada, Adventure Canada, P.C. Globe, The Virtual Talking Globe and 3D Atlas, Encarta Virtual Globe, and the Hammond Electronic Atlas of the World.

## THE ARTS

In the Arts, achievement levels are determined through progress in:

- ▶ Understanding of Concepts
- ▶ Critical Analysis and Appreciation
- ▶ Performances and Creative Work
- ▶ Communication

### Visual Art

A variety of media will be available to all students. In addition, students may be provided with opportunities to explore 3D art and computer animation through quality software including Corel Draw, Hyperstudio, Kid Pix, and others.

### Music

The music curriculum is intended to help students develop an understanding and appreciation of music, as well as practical skills, so that they will develop a lifelong source of enjoyment and personal satisfaction in music.

- Primary grade students will develop their musical knowledge and skills through listening to music, manipulating some basic elements of music, and exploring a repertoire from a

variety of cultures.

- Junior students will focus on the development of the ability to read music.
- Intermediate students will consolidate the knowledge gained in earlier grades and will work with repertoire of greater complexity. An instrumental music program is provided where possible, and with the support of our School Council, Band and Tone Chimes are offered as an extra-curricular activity.

### Drama and Dance

Drama and dance are integrated into the Language curriculum.

### PHYSICAL EDUCATION AND HEALTH

The curriculum for Grades 1-8 includes strands related to:

- ▶ Healthy Living
- ▶ Fundamental Movement Skills
- ▶ Active Participation

The development of fitness, motor skills, co-operation, and sportsmanship is an important part of the curriculum. All students should come prepared to participate in the physical education program. They will need non-marking (preferably white-soled) running shoes. Students in K-3 should wear comfortable clothing suitable for physical activity (Slip on track pants or shorts are recommended for girls who wear dresses). Students in Grades 4-8 are expected to change for physical education. School-crested attire will be offered for sale early in the school year. Please label all Phys. Ed. clothing with students' names.

### DAILY PHYSICAL ACTIVITY

This past school year we began our DPA program as a follow-up to the Ministry of Education's Daily Physical Activity in Elementary Schools Policy. The goal is for all of our students to be taking part in twenty minutes of sustained moderate to vigorous physical activity each day. Students will be doing their DPA in the classroom, in large groups in the gym, or outside. Working within the confines of the classroom can be a challenge for DPA. To assist with this, staff will be inserviced in September to learn about a variety of creative ways to implement DPA.

### SPECIAL EDUCATION - EXCEPTIONAL STUDENTS

The Upper Grand District School Board provides a continuum of service that offers a range of placements to meet the needs of exceptional pupils. The purpose for this wide spectrum is to provide all pupils with opportunities to achieve success in their education programs. Every attempt is made to maintain the exceptional pupil within the regular class. However, we recognize that there are pupils for whom total integration is inappropriate. Alternate educational settings provided include withdrawal programs and self-contained classes.

A team approach is used in program modification and in planning an exceptional pupil's Individual Education Plan. This plan contains specific objectives and an outline of educational

services that meet the needs of the exceptional pupil. It is the school's responsibility to identify a pupil's needs and to ensure that they receive appropriate programs and services.

## REPORT CARDS

Report Cards are issued following the completion of each term. Please carefully review your child's progress and contact the school if you have any questions. Interviews may be parent or teacher initiated and requested at any time during the school year. Please call the school if an interview is desired. These interview times are valuable to the overall education of your child. The Ontario Report Card also provides an opportunity for parents and students to establish goals together and provide feedback to the teacher on Page 3. Please take the time to share and to complete this page with your child, and return it to the school with your signature.

## GRADING

Student projects and assignments are generally assessed using a 'rubric' to assign a level 1-4 depending on how well the student demonstrates learning in relation to expectations. The Provincial Guide for Grading includes letter grades for Primary and Junior, and Percentage Marks for Intermediate (grades 7-8).

Level	Definition	Letter Grade (Gr 1-6)	Percentage (Gr. 7-8)
4	The student demonstrates the required knowledge and skills, Achievement exceeds the provincial standard.	A+ A A-	90-100 85-89 80-84
3	The student has demonstrated most of the required knowledge and skills. Achievement meets the provincial standard.	B+ B B-	77-79 73-76 70-72
2	The student has demonstrated some of the required knowledge and skills. Achievement approaches the provincial standard.	C+ C C-	67-69 63-66 60-62
1	The student has demonstrated some of the required knowledge and skills in limited ways. Achievement falls much below the provincial standard.	D+ D D-	57-59 53-56 50-52
R or Below 50	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.	R	Below 50

# HOMWORK GUIDE

## WHAT IS HOMEWORK?

Homework falls under one of the following categories:

- ▶ Activities the home undertakes in supporting and extending classroom learnings.
- ▶ Practice assignments to reinforce skills and learning after they have been taught in the classroom.
- ▶ Preparation assignments to give students background information before instruction begins in the classroom.
- ▶ Extension assignments that take the students beyond the classroom by applying knowledge and skills.
- ▶ Creative assignments that require students to integrate many skills and concepts when producing a major project.

## DOES HOMEWORK LEAD TO HIGHER ACADEMIC ACHIEVEMENT?

Research shows that homework leads to higher achievement if:

- ▶ The home supports and encourages student learning.
- ▶ Homework is a regular part of the school routine.
- ▶ Homework assignments extend student learning beyond the classroom instruction.
- ▶ Homework assignments are clearly understood by students and parents.

## WHAT CAN PARENTS/GUARDIANS DO TO HELP STUDENTS?

The support of parents and guardians is closely linked to academic achievement. Parents can:

- ▶ demonstrate their interest in education and in their child's progress
- ▶ discuss their child's progress with the teacher
- ▶ discuss various aspects of school work and activities with their child
- ▶ set up an appropriate homework area
- ▶ help their child find the best time to do homework
- ▶ monitor their child's homework and provide assistance where needed
- ▶ ask their child to explain the assignment to them
- ▶ let their child do the work on his/her own before helping
- ▶ help their child draw up a schedule to complete a major project
- ▶ reinforce the expectation that students do daily homework for approximately 10 minutes per grade

## GRADES JK-3

- ▶ Within the range of 10-30 minutes daily
- ▶ Activities the home undertakes to support and extend classroom learnings.

\_\_\_\_\_ e.g. -read aloud to your child  
-have your child read to you

- talk about school events and experiences
- ask the teacher for specific guidance on how to assist your child
- provide opportunities to encourage counting and recognizing numbers
- provide games and puzzles
- emphasize the alphabet, letter sounds
- spelling using sounds, printing skills
- daily reading logs
- math problem of the week
- theme related assignments

+

### **GRADES 4-6**

- ▶ Within the range of 30-60 minutes daily
- ▶ Activities the home undertakes to support and extend classroom learnings similar to those in Gr.1-3
- ▶ Some practice assignments to reinforce classroom skills and/or learnings.
- ▶ Some preparation assignments.
- ▶ A few extension assignments to apply knowledge and skills.
- ▶ A few creative assignments to integrate skills and concepts.  
Homework e.g.
  - math questions to practice class instruction
  - read a story to be discussed next day
  - science/technology fair project
- ▶ Silent reading
- ▶ Book reports
- ▶ Spelling lists

### **GRADES 7/8**

- ▶ Within the range of 60-90 minutes daily
- ▶ Activities the home undertakes to support and extend classroom learnings.  
e.g.
  - discussions at home about school work
  - discussions with the teacher
- ▶ Some practice assignments to reinforce classroom skills and/or learnings.
- ▶ Some creative assignments to integrate skills and concepts.
- ▶ Many preparation assignments.  
homework e.g.
  - written assignment
  - short research assignment
  - media study

## GOAL

At Drayton Heights, we hope students will develop pride in both their school and personal accomplishments. Students are encouraged to make wise choices that reflect the values important to our school and community. It is expected that students will develop self-discipline and take personal responsibility for their actions. We wish to ensure that every person is treated fairly and with respect, in a safe, nurturing environment.

## EXPECTATIONS

### GENERAL

“ All students, parents, teachers and staff have the right to be safe, and feel safe in their school community” (Provincial Code of Conduct).

Our School Code of Positive Student Behaviour is based upon the Ontario Code of Conduct and the Upper Grand District School Board Code of Conduct (Policy # 213) which applies to students, parents or guardians, volunteers, teachers and other staff members, whether they are on school property, on school buses or at school-authorized events or activities.

### APPROPRIATE DRESS

Appropriate dress is defined as attire that is free of symbols of hate, gang membership, or images that portray violence, death, abuse, cigarettes, drugs, alcohol, racial slurs, obscene words, political or sexual statements explicitly or by implication. All partners are expected to recognize that clothing helps to promote a positive community culture, and to assist in sound decisions regarding appropriate dress. Staff decisions as to whether or not clothing is appropriate for school are final. In keeping with the professional tone of the school, hats must be removed immediately after entering the building.

In a general context beyond the above statement, we expect students to show respect for themselves and others. Styles of clothing will change but students should come to school dressed in clothing suitable for their age group. We expect our students to show common sense, good judgement and to recognize that school is a public institution where expectations for dress may differ from their personal choices. For example, muscle shirts, spaghetti straps and low scooped necklines are unacceptable. Bare midriffs and backs are unacceptable; shirts must be “tuckable” and not excessively tight. Shorts and skirts must be a reasonable length, and undergarments may not be visible.

Where students are non compliant with the expectations for appropriate dress, they will be directed to change and if appropriate clothing is not available at school, parents will be contacted to bring suitable attire. Repeated non-compliance with dress code will be treated as persistent opposition to authority with corresponding consequences.

### BUS EXPECTATIONS (DAILY ROUTES AND TRIPS)

Riding the bus is a privilege, and everyone’s safety is our prime concern.

Drayton Heights students will:

- ▶ behave responsibly and use appropriate language;
- ▶ get on and off the bus by walking in an orderly fashion;
- ▶ cooperate with patrols, drivers and trip supervisors;
- ▶ obey bus safety rules.

Misconduct on the bus could result in:

- ▶ the driver speaking to the student or assigning a specific seat;
- ▶ a misconduct form sent to the office with school consequences following;
- ▶ contact with the parent
- ▶ a bus suspension with the parent assuming responsibility for transportation.

## CREATIVE PLAYGROUND EXPECTATIONS

General rules

- ▶ No Rough Play: no pushing, kicking, fighting or play fighting.
- ▶ No throwing stones, sticks, or other objects.
- ▶ No chewing gum or food while on equipment.
- ▶ No climbing on fences or jumping off platforms.
- ▶ Absolutely NO tag games are allowed in the creative play area.
- ▶ Do not play at the top of a slide, or block the slide.
- ▶ Always sit when sliding, and make sure nobody is under you.
- ▶ Clear the slide quickly when you reach the bottom.
- ▶ Use equipment for its intended purpose and take turns.

Weather

- ▶ Equipment is automatically off limits in rainy, icy, or snowy weather, as directed by staff.

Injuries

- ▶ Don't move anyone who is injured. Report injuries to the duty teacher immediately.

Clothing

- ▶ Scarves may not be worn when playing on equipment.
- ▶ Draw strings must be trimmed back and tied securely, or completely removed.

## PLAYGROUND EXPECTATIONS

Students should enjoy fair play and feel safe on the playground. Each student is expected to:

- ▶ dress appropriately, as students remain outside except in instances of extreme weather;
- ▶ play only in designated areas in clear view of yard supervisors;
- ▶ play cooperatively;
- ▶ respect and obey all staff and yard supervisors;
- ▶ avoid dumpsters, parking lots, snow piles, and wet or uncleared areas;
- ▶ report emergencies or concerns to supervisors immediately;
- ▶ refrain from "Rough Play" or body contact games such as British bulldog, Red Rover, play wrestling, tackle football;
- ▶ only JK and SK students are permitted in the fenced Kindergarten play area;
- ▶ obey winter rules (no snowball throwing, ice sliding or tunnelling);
- ▶ no hanging off equipment (soccer posts, basketball nets);
- ▶ no littering; Intermediate students may eat morning recess snacks on the hardtop only;
- ▶ no food may be brought onto the playground from off property or lunchrooms

## ROUGH PLAY

At Drayton Heights, we maintain a strict “no hands, no feet” policy. Rough play, play fighting, play wrestling, and games which involve pushing, hitting, or kicking, are forbidden for safety reasons. Rough play is often an excuse for bullying and can result in accidents, and play fights can easily escalate into real fights. All students are expected to refrain from physically inappropriate behaviour, and to promptly report such situations to the yard duty supervisors.

If students choose to involve themselves in rough play or physically inappropriate behaviour, a first incident will result in loss of recess privileges and the completion of an incident report at the office. A second incident will result in loss of recess and a home contact, and a third will result in a half day in-school suspension. Students will be given a fresh start on their “rough play” record at the beginning of each term.

As part of our focus on safe recess play, we provide students with a variety of recess activities. Equipment is provided for Recess Revival games, which are taught in Physical Education classes, and students also enjoy the benefits of soccer and baseball fields on the school grounds, as well as basketball hoops and sand pits. Separate play areas are offered for age appropriate games for younger and older students.

## DUTIES OF STUDENTS

### GENERAL

Students are responsible to the principal while on school premises, during out-of-school activities that are part of the school program, while travelling to or from school on a school bus, and while interacting with fellow students when walking to and from school.

Students shall:

- ▶ Be courteous to fellow pupils and obedient and courteous to school staff.
- ▶ Work and play in a manner that ensures the safety and well being of self and others.
- ▶ Strive at all times to complete their classroom work to the best of their abilities.
- ▶ Show respect for school property and the property of others.
- ▶ Be clean in person and in habits.
- ▶ Attend classes regularly and punctually.
- ▶ Exercise self discipline.

### CONSEQUENCES FOR SCHOOL MISCONDUCT

At Drayton Heights, we expect students to keep safety and respect foremost in their minds so that all students, staff and volunteers may feel both safe and happy at school. Students who choose to behave inappropriately will be expected to take responsibility for their actions. The specific consequence will be determined by the frequency and severity of the inappropriate behaviour. For example, the first incidence of misbehaviour which is referred to the office may result in the completion of an assignment during a recess break. After a second incident, a parental contact will be made, and for the third, there may be a consequence up to and including suspension.

### SUSPENSION

A student may be suspended from school for a fixed period because of persistent truancy, persistent

opposition to authority, habitual neglect of duty, the wilful destruction of school property, the use of profane or improper language, and conduct injurious to the moral tone of the school or to the physical or mental well being of others in the school.

## RIGHTS AND RESPONSIBILITIES

### STUDENT RIGHTS

Students have the right to be treated with respect and dignity, and to be provided with an appropriate school program by qualified staff. Students have the right to live, work, and play in a safe place. They have the right to be free from bodily harm and to learn in an environment free of discrimination.

### STUDENT RESPONSIBILITIES

#### General

To help prepare students to be good citizens, we expect them:

- ▶ to show respect for themselves, their peers and adults;
- ▶ to respect individual differences in the fair treatment of all students;
- ▶ to show respect for personal and school property;
- ▶ to be honest and trustworthy;
- ▶ to be responsible for their own actions, including taking responsibility for their choices and the consequences of their behaviour.

#### In-School

Each student is expected to:

- ▶ come to school and attend classes on time;
- ▶ dress appropriately according to the dress code
- ▶ walk quietly in the halls and go directly to class;
- ▶ refrain from littering in hallways;
- ▶ be courteous to and respectful of others;
- ▶ refrain from bullying or harassing behaviour;
- ▶ follow classroom rules;
- ▶ cooperate and participate in all classroom and school activities;
- ▶ use language that is not offensive;
- ▶ maintain and respect a safe, clean environment;
- ▶ use the washroom or water fountain before recess and lunch, or with permission;
- ▶ use free time responsibly; and
- ▶ be quiet and attentive at assemblies, using polite applause to show appreciation

NOTE: Laser pointers are not permitted on school property. Cell phones, pagers, gameboys and walkmen, mp3 players are not allowed in classes, and students are discouraged from bringing them to school. Digital cameras should only be used at school for specific curriculum-related purposes.

### PARENTAL RIGHTS AND RESPONSIBILITIES

Parents have the right to receive communication, to be well informed about their child's progress, and to receive information about serious or persistent behavioural problems. They also have the right to have their concerns addressed, and to be treated with dignity and respect.

Parents are responsible for caring for the physical and emotional needs of their child, and for encouraging good learning habits. Parents are required to ensure their child attends school every school day unless excused. Parents are responsible for supporting school rules and encouraging their child to accept responsibility for their choices. We appreciate communication from parents about issues affecting achievement or behaviour so that we can problem solve together.

- Parents are partners in the education of their children and can fulfill this responsibility by :
- ▶ supporting the efforts of school staff in maintaining a safe and respectful learning environment;
  - ▶ communicating regularly with their child's school;
  - ▶ contacting their child's teacher if they have a concern;
  - ▶ showing an active interest in their child's school work and progress;
  - ▶ assisting staff in dealing with disciplinary issues;
  - ▶ helping their child to come to school regularly, on time, dressed neatly and appropriately, well-rested and prepared and ready to learn;
  - ▶ reporting their child's absence or late arrival;
  - ▶ helping their child follow the School's and the Board's Code of Conduct; and
  - ▶ being aware of the Ontario Code of Conduct.

## STAFF RIGHTS AND RESPONSIBILITIES

Staff have the right to work in a safe environment, to be treated with respect, and to be supported in their role as a professional by their principal and the community. They have the right to expect students, parents and staff to foster a positive learning environment.

Staff are responsible for promoting the safety and well-being of students and for encouraging each student to achieve to the best of their abilities. Staff are responsible for providing learning activities that build upon individual strengths. Staff should be good role models and leaders for students, and should communicate regularly with parents. As role models, staff will:

- ▶ help students work to their potential and develop their self-worth;
- ▶ maintain consistent standards of behaviour for all students;
- ▶ communicate regularly and meaningfully with parents;
- ▶ demonstrate respect for all students, staff and parents; and
- ▶ prepare students for the full responsibilities of citizenship
- ▶

## POLICE SERVICES RESPONSIBILITIES

The Board believes that the Police are partners with schools and School Boards in maintaining safe schools and communities. Through the guidelines established in the Police/School Boards Protocol Agreement, Police support schools by encouraging, enabling and maintaining positive relationships with school administrators, staff, students, parents and members of the school community.

## COMMUNITY RESPONSIBILITIES

Members of the community share in making and maintaining safe schools and communities by supporting and respecting the rules of their local School Board and local schools.

## IMPLEMENTATION OF THE SCHOOL CODE OF CONDUCT

### GENERAL

The Principal and staff will:

- ▶ endeavour to provide students with the opportunity to learn life skills such as conflict resolution, anger management and communication skills;
- ▶ utilize models based on the concepts of peer mediation and /or peer counselling;
- ▶ document incidents requiring disciplinary measures;
- ▶ be sensitive to unique circumstances which may affect student behaviour;
- ▶ ensure that contact with the parent(s)/guardian(s) of students under the age of eighteen are made early in the disciplinary process;
- ▶ maintain contact with the parent(s)/guardian(s) and involve them in a plan to improve the behaviour until the behaviour is acceptable.

As incidents arise, it is recognized that each situation is unique. Incidents are managed in a consistent manner to ensure that fairness is integral to the process, and that this fairness is perceived by all participants. Within this process, consideration for consequences will be given according to:

- ▶ student age
- ▶ frequency of incidents
- ▶ severity of incidents
- ▶ student exceptionalities
- ▶ extenuating circumstances

### CONSEQUENCES

It is generally expected that minor incidents will be managed at the classroom level before referral to the office. Each staff member is responsible for developing a classroom management plan. If a student chooses not to follow the outlined expectations, some or all of the following escalating range of consequences will be implemented:

- ▶ reminders or warnings
- ▶ removal from class setting
- ▶ detentions with the teacher or principal
- ▶ other loss of privileges
- ▶ related written assignments or written “contracts”
- ▶ home contact
- ▶ parent/staff/student conference
- ▶ Behaviour Resource Team assistance
- ▶ in-school community service work or repair/restitution for damaged or missing property
- ▶ suspension from the bus
- ▶ in-school or out-of school suspension
- ▶ police contact
- ▶ Violent Incident Report submitted to the Upper Grand District School Board
- ▶ limited expulsion (minimum of 21 days) as determined by the supervisory officer
- ▶ full Board expulsion from all the schools in the province

As part of the Classroom Management plan, each teacher will establish positive consequences and expectations based upon the Tribes agreements of Attentive Listening, Appreciation/No Put Downs, The Right to Pass, and Mutual Respect.

The following expectations are consistent for all classrooms and students:

- ▶ Stop, Look, Listen, Act;
- ▶ follow staff directions the first time;
- ▶ raise hand for permission to speak;
- ▶ leave class only with a hall pass;
- ▶ upon entering the classroom, go directly to their seat, be prepared to work, and have proper materials;
- ▶ respect their own and others' work/play space - keep hands, feet, objects and foul language or inappropriate comments to themselves.

## ONTARIO CODE OF CONDUCT

The Ontario Code of Conduct specifies mandatory consequences for student actions that do not comply with the Provincial Standards of Behaviour. The Board has also established discretionary consequences for specific student actions that are contrary to its Code of Conduct. The Board's policies on suspension of pupils (Policy # 504) and Expulsion of Pupils (Policy # 515) set out the process for suspension and expulsion of students.

The police will be involved as outlined in the Police/School Board Protocol, and a student will be immediately suspended and proceed to an expulsion hearing for the following actions established provincially:

- ▶ possession of a weapon including, but not limited to, firearms
- ▶ trafficking in drugs or weapons
- ▶ robbery
- ▶ use of a weapon to cause bodily harm, or to threaten serious harm
- ▶ physical assault causing bodily harm requiring professional medical treatment
- ▶ sexual assault
- ▶ providing alcohol to minors

A pupil may be expelled for the following actions established by the Board:

- ▶ demonstrating a pattern of behaviour that is so refractory that the pupil's presence is injurious to the effective learning environment of other pupils or persons
- ▶ engaging in an activity or activities that cause the student's presence in the school to be injurious to the physical or emotional well-being of other pupils or persons in the school, or
- ▶ demonstrating through a pattern of behaviour (eg neglect of duty, truancy, or opposition to authority) that he/she has not prospered by the instruction available to him/her and that he/she is persistently resistant to making the changes in behaviour which would enable him/her to prosper

Police will be involved, as required, and an immediate suspension will be the minimum penalty faced by a student for the following actions established provincially:

- ▶ uttering a threat to inflict serious bodily harm
- ▶ possession of illegal drugs
- ▶ acts of vandalism causing extreme damage to school property or property located on school premises.

A student will also be immediately suspended for the following actions established provincially:

- ▶ swearing at a teacher, or other person in authority
- ▶ being in possession of alcohol
- ▶ being under the influence of alcohol

A student may also be suspended for the following Board established actions:

- ▶ persistent opposition to authority
- ▶ persistent truancy
- ▶ habitual neglect of duty
- ▶ the use of profane or improper language, or
- ▶ conduct injurious to the moral tone of the school or to the physical or mental well-being of others in the school

In cases of suspension or expulsion the following mitigating circumstances will be considered:

- ▶ the pupil does not have the ability to control his or her behaviour
- ▶ the pupil does not have the ability to understand the foreseeable consequences of his or her behaviour
- ▶ the pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person

## COMMUNITY INVOLVEMENT AND COMMUNICATION

### COMMUNICATION

Education is a shared responsibility between the school and home. When parents and teachers work together, the students always benefit. We invite you to visit our classrooms, talk with teachers, become a classroom volunteer, and/or participate in School Council.

Effective, positive, two-way communication is essential, and throughout the school year we communicate with parents in many ways. In addition to the School Handbook, parents will also receive monthly school newsletters and classroom letters to celebrate our accomplishments and promote upcoming events. Sometimes, you will receive phone calls or notes with positive messages, or with concerns which we need to address together. Please feel free to contact anyone at the school via a note, or through Voicemail. Should you require 2 copies of school communications (e.g. newsletters or Report Cards), please instruct your child to request an additional copy from the teacher.

### FUNDRAISING

From time to time the school will conduct fundraisers to help defray the costs for student activities and to fund capital projects. Door to door canvassing is always discouraged. Although fundraising can be a good experience for students, participation is always optional.

### PARENT VOLUNTEERS

Drayton Heights considers its parent volunteers a special resource. Parents and community members are encouraged to help in classroom and on school trips, assist in the library or with extra-curricular activities, and participate on action teams and the School Council.

## PROTECTION OF PRIVACY STATEMENT FOR VOLUNTEERS

The Volunteer's role in the school is one of partnership with the employees of the Upper Grand District School Board. In this capacity, it is understood that the volunteer will follow the terms and conditions relating to security and confidentiality of personal information according to the Municipal Freedom of Information and Protection of Privacy Act.

Pursuant to Board Policy, it is understood that the volunteer will work under the direction of an appropriate staff member and be privy only to that information that is necessary for working effectively with a student(s) and/or for the purpose of performing the task assigned e.g. office/clerical.

## SCHOOL COUNCIL BYLAWS (Adopted February 24, 2004)\_\_\_\_\_

### Election Procedures:

Parents will be invited to express interest in serving on the Council (information will be sent in the June newsletter and again at the beginning of the school year) and/or being nominated to serve as a member by way of announcements in the school newsletter sent home the first week of September. The Principal, in conjunction with the Council, will establish procedures for the election of staff members, in accordance with the Board's policy.

### Process for Filling Vacancies:

Vacancies on the School Council may be filled by election or appointment, at the discretion of the Council.

### Conflict of Interest:

Any member of the Council who has a personal financial interest in a matter before the Council will declare the conflict, refrain from participating in the decision-making process and/or voting on the matter, or attempting to influence the decision-making or vote on the matter.

### Conflict Resolution:

- ▶ Any Council member receiving correspondence pertaining to the Council will bring it to the next Council meeting. Where a party is identified, a response will be given back directly from a Council member. Where correspondence is received anonymously, Council will discuss concerns but will be unable to respond.
- ▶ Members will work as a team and have respect for the opinions of others on Council and within the Drayton Heights community.
- ▶ The Council will have concern for all issues that affect the school community, not individual agendas
- ▶ The Council supports the consensus model for reaching decisions
- ▶ Members will work to resolve conflict internally and will respect the role of the Chair/Co-Chair in this process.
- ▶ The Chair/Co-Chair of the Council shall attempt, with the support of the Council and Principal, to help members resolve conflicts within the Council
- ▶ If the Council is unable to resolve an internal dispute, the Chair/Co-Chair and the Principal may contact the appropriate Superintendent for assistance.

### Terms of Reference:

- ▶ The Council shall operate in accordance with Ontario Regulation 612/00 - School Councils,

and the Upper Grand District School Board Policy 201- School Councils, and the auspices of these by-laws.

- ▶ The Council is a non-profit organization and shall operate without financial gain for itself or its members.
- ▶ Council member expenses will be reimbursed providing a receipt is submitted, in accordance with Board Policy
- ▶ The purpose of the Council is to work co-operatively with the school Administration, teaching staff, and parent community to improve student learning.

#### By-Law Review and Amendment:

These By-Laws will be provided to Council members at the first meeting of the school year. If necessary, By-Law review will occur at the October meeting, provided that the amendments have been given to the Council Chair in writing not less than 14 days prior to the October meeting.

#### Officers:

The Executive Officers of the Council shall be the Chair or Co-Chairs, Secretary and Treasurer

#### Roles and Responsibilities of Officers:

Chair and Co-Chairs of the Council shall:

- ▶ Make every effort to attend and participate in Council meetings
- ▶ Meet with the Principal to set the agenda for meetings
- ▶ Facilitate the Council meetings
- ▶ Communicate with the Principal on behalf of the School Council
- ▶ Manage all Council correspondence and present it at meetings

Secretary of the Council shall:

- ▶ Make every effort to attend and participate in Council meetings
- ▶ Record and maintain accurate records of Council meetings
- ▶ Make minutes available to Council members

Treasurer of the Council shall:

- ▶ Make every effort to attend and participate in Council meetings
- ▶ Maintain accurate and up-to-date accounting records for Council funds
- ▶ Deposit funds from school events and fund-raising activities
- ▶ Prepare cheques as required
- ▶ Present a financial report at meetings of the Council
- ▶ Develop an annual financial report for the Council

#### Committees:

The Council may, as required, establish committees to make recommendations to the Council on specific areas of interest.

#### Terms of Office:

The regular term of office for Executive Officers of the Council is two years.

#### Financial Procedures:

- ▶ All cheques must be signed by the Treasurer and Principal
- ▶ all invoices and receipts must be submitted to the Treasurer
- ▶ The Treasurer shall keep a record of revenues, operating expenses and expenditures
- ▶ A financial statement shall be included in the Council's Annual Report

### Fundraising:

- ▶ All fundraising activities of the Council will be conducted in accordance with Board Policy
- ▶ All funds raised by the Council will be used in accordance with Board Policy
- ▶ Fundraising revenues will be used for the benefit of the students
- ▶ The Council shall decide how excess funds are spent at the May meeting

### Membership:

Any parent or guardian who wishes to be a parent member must attend the September Council meeting or indicate in writing to the Council Chair their desire to be a parent member. Only documented members are eligible to vote on School Council issues should a vote become necessary.

### SCHOOL NEWSLETTER

The Drayton Heights Newsletter will be sent home each month. The newsletter is sent home with your youngest child at Drayton Heights in order to save unnecessary use of paper. The newsletter can also be accessed on the Web via the school's website. Look for the link to be sent home in September. This will help to ensure that you will receive your Newsletter on time each month. Also, look for classroom newsletters which will be sent home by classroom teachers.

### STAFF CONTACTS

You may leave a message for any staff member by calling the school and leaving a message in any mail box. Voice mailbox numbers are listed in the staff section of this handbook.

### STUDENT AGENDAS

Students in grades 2-8 are required to purchase a student agenda/planner from the school, and use it as part of the daily routine. This is a way of teaching good planning habits and encouraging open communication between home and school. Students who lose or deface Agendas are required to purchase a replacement.

### THE WELLINGTON DUFFERIN LEARNING FOUNDATION

The Wellington Learning Foundation is a non-profit charitable organization that receives donations from individuals, corporations and other organizations, and disburses the money to provide educational programs and resources. There are four funds: School Fund, Community Learning Fund, Scholarship Fund and General Fund. Contributions to the School Fund support ongoing school activities and are used to purchase books, computers, athletic equipment, and other teaching resources. Donors can specify that they wish Drayton Heights Public School to receive their donations. Tax receipts will be issued for contributions of \$10.00 or more, and 100% of donated funds are returned to the school for the use of students. Please contact the Principal if you wish to make a donation to Drayton Heights through the Learning Foundation.

## HEALTH AND SAFETY

### AEROSOL SPRAYS

Due to certain individual allergies and sensitivities, students should refrain from using any aerosol sprays (perfumes, colognes, etc) in the school.

## FOOTWEAR

Students must wear shoes in the school at all times. Non-marking running shoes are required for physical education class. We recommend that students have a change of footwear available for indoor use. Please note that, in case of fire alarm, students may not stop to put on footwear.

## HEAD LICE

Anyone, regardless of cleanliness, can contract head lice. Primary children who play closely together are particularly susceptible. The Health Unit does not become involved in classroom screenings.

Parents are asked to check their children regularly for the presence of small whitish nits (eggs) fastened tightly on the hair shaft near the scalp, and to report any occurrences to the principal. Parents will be notified if anyone in a child's classroom has reported head lice so that they can monitor the situation. Should your child become infected, several good medications are available without prescription. The condition is contagious by contact, and affected children should stay home until treatment is completed.

## ILLNESS AND INJURY

It is our practice to make a sick child feel as comfortable as possible while parents are being contacted. When an illness or injury seems serious, the Principal or Designate may take the child to the doctor or call an ambulance. *Please ensure that the office always has up-to-date information on how to reach you or an emergency contact.*

## IMMUNIZATION

The Immunization of School Pupils Act requires the medical officer to maintain a health record on each school child. It also requires that all children be immunized against diphtheria, tetanus, polio, measles, mumps, and rubella, unless exempted. The Public Health unit will notify parents if immunizations are not up to date, and students may be suspended from school until proof of immunization is provided.

## LADDER SAFETY

Extension ladders and step ladders may be used only by staff, and only after receiving training in their safe use. Standing on chairs or unstable devices by anyone is prohibited by Health and Safety guidelines.

## MEDICAL ALERT - "NUTS AND NUT PRODUCTS"

We may have several students with life threatening allergic reactions to peanut butter and nuts. The safety of all our students is very important to us. We enjoy the delicious snacks and birthday treats that children bring in, but please be aware that nut products are not allowed at school. If touched or eaten, foods containing even small amounts of peanuts or nuts may be life threatening to those students with allergies. If your child has a serious medical conditions, please be sure the child's teacher, and the office, are provided with up to date information and medication.

## MEDICAL EMERGENCY

Please provide reliable emergency contact information on the Student Information Form sent home at the beginning of the year. We need to be able to reach someone in the unfortunate case where an emergency arises. If you change your address, phone number, emergency contact, or place of employment during the school year, please phone our school secretary with updated information.

## MEDICATIONS

Parents should administer medication at home whenever possible. When medication must be administered by school personnel it will be kept in the office. Non-prescription oral medication requires written authorization. Prescription medication requires completion of an authorization form before medication is to be administered. This form is available at the office.

## PUBLIC HEALTH NURSE

Should you have any questions about your child's health, communicable diseases or immunization, please call

the school to leave a message for the health nurse. Students wishing to leave a confidential message for the health nurse may do so at the office.

#### RUNNING

For the safety of everyone, running inside the school is prohibited.

#### SAFETY EQUIPMENT

Safety equipment (safety glasses, batting helmets, knee pads, etc.) is available for sports activities and must be worn for specific activities.

#### SKATEBOARDS, ROLLER BLADES, AND SCOOTERS

Because of vehicle and pedestrian traffic en route and safety and storage issues on site, students may not bring skateboards, roller blades, shoes with roller balls in them (Heely shoes), or scooters to school. Board Policy prohibits the use of skateboards, roller blades and scooters on school property.

#### WARNING TO PARENTS - STRANGULATION HAZARD

We urge parents to avoid student clothing with long, exposed scarves or drawstrings that can pose a choking hazard on play equipment (trim or remove drawstrings where necessary).

#### WINTER PLAY

Winter is a wonderful time for children to play in the snow. We do, however, want them to be safe and avoid any damage to glasses and bodies. We have therefore prohibited throwing snowballs, sliding on the ice, and hockey.

## BOARD POLICIES

### CHILD ABUSE

It is the policy of the Upper Grand District School Board to provide appropriate procedures and curriculum to support employees charged with the responsibility under the law to report suspected cases of child abuse to the proper authorities.

Child Abuse: (from Board Policy and Child and Family Services Act) - A 'child' refers to anyone under the age of 16, or a person under the age of 18 who is subject to an order under the Child and Family Services Act. Every citizen has a responsibility to report suspected child abuse or neglect to the appropriate authorities.

Child abuse includes any of the following:

- ▶ child has suffered physical harm, inflicted by a parent or person in charge or caused by their failure to adequately care and provide for, supervise, or protect the child.
- ▶ child has been sexually molested or sexually exploited by the person in charge or by another where the person in charge knows or should know or fails to protect the child.
- ▶ child requires medical treatment to cure, prevent, or alleviate physical harm or suffering and the parent or person in charge does not provide, refuses to provide, is unable to consent, or unavailable to consent to treatment.
- ▶ child has suffered emotional harm shown by severe anxiety, depression, withdrawal, self-destructive or aggressive behaviour, and the parent or person in charge does not or refuses to provide treatment or services, or is unable or unavailable to give consent.
- ▶ child suffers mental, emotional, or developmental condition which could seriously impair development and the parent or person in charge does not or refuses to provide treatment or is unable or unavailable to consent to treatment.

There are also grounds for reporting whenever a person believes a child is in need of protection from a situation eg. abandonment, inadequate nutrition.

#### The School's Role:

*It is not the role of any school personnel to determine the validity of any disclosure.* However, teachers are in a position to observe the effects of abuse or neglect, because they have care of children on a daily basis. Teachers and Principals are also obligated by law to report any situations of suspected abuse. Should a referral be made, school principals are prohibited from notifying parents/guardians until authorized to do so. They are also required to follow the directions of the social worker in an emergency situation.

Family and Children's Services contact:

Telephone: 519-787-6659 or 1-800-863-0794 during business hours, and 1-800-265-8300 after hours.

## CONDITIONS FOR USE OF COMPUTER NETWORKS AND INTERNET

The Internet is a dynamic educational resource which dramatically expands the classroom by delivering current information, data and images from around the world. The Internet offers unique opportunities to educate, inform and communicate. Students and staff using the resources of the Internet will develop the ability to access, analyse, evaluate and manage information - essential skills in today's rapidly changing society. We believe that the valuable information and interaction available to users through the resources of the Internet far outweigh the possibility that users may access material that may be inappropriate and inconsistent with school and community values. PLEASE NOTE: Currently, the Upper Grand District School Board does not have content filters for internet use. While teachers will monitor the use of computers by students, ultimately, it is the responsibility of the student to guard against unacceptable information. Students are to use appropriate search engines provided by the teacher. Any sites beyond these search engines will also be provided to the students by the teacher.

Copies of the complete Upper Grand District School Board Acceptable Use Policy for Computer Network and Internet Use, which includes the information summarized below, are available in the school office. School administrators will deem what is inappropriate use, and their decision is final. Failure to observe these guidelines will result in loss of computer privileges and/or other consequences consistent with Board/school policies and procedures.

### USER RESPONSIBILITIES

Each user will comply with the following conditions:

- ▶ using e-mail and Internet access in support of education and research, and in a manner consistent with the educational beliefs and objectives of the school and Board
- ▶ accepting full responsibility for his/her own exploration of the Internet
- ▶ respecting the privacy of others
- ▶ adhering to school standards of courtesy and behaviour
- ▶ promptly reporting to staff any inappropriate e-mail or Internet data

### UNACCEPTABLE PRACTICES

These include but are not limited to:

- ▶ accessing or distributing inappropriate material
- ▶ using the network for any unauthorized, illegal, inappropriate or obscene purposes
- ▶ using the network for financial gain or commercial activity
- ▶ plagiarizing or violating copyright
- ▶ violating network security
- ▶ accessing, vandalizing, damaging or disabling the property of another user
- ▶ engaging in *any* form of harassment on the network
- ▶ allowing others access to personal passwords or accounts
- ▶ posting personal contact information
- ▶ re-posting or forwarding personal communications without the approval of the author

## FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT FREEDOM OF INFORMATION STATEMENT

September 2007

Dear Parent/Guardian and Student 16+ Years:

The Municipal Freedom of Information and Protection of Privacy Act sets guidelines that Boards of Education must adhere to when protecting the personal information of their students. The Act requires that students and parent/guardians of students under the age of 16, be informed of the uses, disclosures and maintenance of their personal information and that they be given the opportunity to make inquiries about the same. During the 2007/2008 school year, your child(ren) will be involved in a variety of school related activities and events consistent with the purpose of educating students in accordance with the Education Act. We bring to your attention the following areas that you and/or your child's personal information **may** be revealed **without further notification to you**, so that you may express any concerns you may have:

**Home phone numbers** may be released to create telephone lists for distribution as follows:

- ▶ **emergency procedures** - to **volunteers** and **bus operators** for the purpose of making contact during an emergency, such as inclement weather situations, the safe arrival program etc.,
- ▶ **parent associations** - to be used for soliciting parent involvement in a variety of school related activities that will benefit your child,
- ▶ **Safety Patrols** - to be used for emergency purposes only, i.e., a student is sick and needs a replacement.

**Mailing addresses** and **names** of secondary schools' **graduating students**, as well as students who have achieved special accomplishment, may be shared with the offices of a Member of Parliament and/or a Member of Provincial Parliament for the purpose of the student receiving a congratulatory letter.

**Medical information**, the school will share and update necessary student information with the **Wellington-Dufferin-Guelph Health Unit**. The information will include your child's birth date, address, home telephone number and work number of parents, for the purpose of "establishing and maintaining a school health record according to the Health Protection and Promotion Act and Immunization of School Pupils Act".

**Students with Life-Threatening Medical Conditions**, their medical protocol may be shared with all staff members.

**Students' work** with their **first and last name** and possibly **grade levels**, may be displayed in the classroom or school hallways, or may be shared with the public through science fairs, art projects, bulletin board displays, school newspapers and the Board's Administration Offices.

The **media** may be invited to the school to take **photos of students** and **write articles** about student achievements, graduations or special events. Once again, the student may be identified by **first and last name** and **grade level**. The information gathered is used as part of the school's communication plan to share newsworthy events that occur at the school. Students in a **special education program**, however, would be photographed **only** after the school receives parental consent.

**Photographs and videos of students (with their names and grade)**, collectively or individually, may be taken by Upper Grand D.S.B. staff and/or professional photographers that have been approved by the Board and may be used in the following manner:

- ▶ **bulletin boards** that are displayed in the classroom and in school hallways,
- ▶ **school yearbooks**, school newsletters, or for school identification purposes,
- ▶ **during classroom activities**, open house or parents' night, etc.
- ▶ **in local newspapers** and on **local television**,
- ▶ **Board Meetings** or teacher training sessions, to provide information and/or training

- ▶ **on some school buses**, to ensure passenger safety and security. All tapes will be copied over and/or erased daily. **When deemed necessary**, the tape would be viewed by the school principal, driver, student and parent/guardian and then be kept for a **minimum** period of **twelve months** as per the Municipal Freedom of Information and Protection of Privacy Act.
- ▶ **in secondary schools and some elementary schools**, video cameras are placed in strategic locations of the school such as hallways, exit/entrances, outside of the building, etc., for the purpose of ensuring student and staff safety and to prevent acts of vandalism (*Safe Schools Act*). Notifications pertaining to this action will be placed in visible areas of the building.
- ▶ **Child Video Identification Programme (in Centre and North Wellington County only) for kindergarten and grade four classes**. This activity is carried out by the Royal Canadian Legion in conjunction with the Ontario Provincial Police. The taped video is sent to the Board Office immediately following the taping, to be kept in a safe and viewed by the police only in the case that a child is reported missing. One week prior to the video taping, parents will receive information that will detail what the programme is about and allow parents to contact the principal in **writing** if they **do not** wish their child to participate.

**Class lists** with students' first and last names **only**, may be distributed to other parents for addressing greeting cards or invitations about Halloween, Christmas, Valentine's Day, birthday parties, etc.

- ▶ Some schools **may** post **class lists**, showing the student's new placement for the next school year, inside the school on the **Thursday** and **Friday** prior to school opening for parent/student information. The same class list may be posted on the **outside door** the **night before** and the **morning** of school opening in September.

**Personal Information** may be provided to **School Photographers** such as student's first and last **name**, **student number**, **student's three letter identification**, **school name** and **grade**. This information will be provided on a computer disk and used for the purpose of providing the student with a security identification card. The card will allow the student to have access to library books and may be used in the school office for identification purposes. The photographer signs a confidentiality clause that states that the information may only be used for the purpose that it was collected and **no** other purpose.

**Internet Use:** Students have been instructed not to disclose **personal information** over the Internet. Parents should be sure to read the Conditions for Use of Computer Networks and Internet (Board Policy Form #511-1) that is distributed by the school and/or included in the school handbook (in schools that produce a handbook).

If you have any questions with regard to the above please call the school.

**IMPORTANT:**

**If you have any objections to the use and disclosure of your child's personal information in any or all of the above related activities, please contact the principal of the school in writing as soon as possible. Otherwise, the school will assume your approval. This information is in effect for the 2007-2008 school year only.**

**NOTE: It is the responsibility of each parent to instruct their child on the procedures to follow when they are asked for their personal information, i.e., first and last names, address, phone number(s).**

access to library books and may be used in the school office for identification purposes. The photographer signs a confidentiality clause that states that the information may only be used for the purpose that it was collected and **no** other purpose.

- ix) **Internet Use:** Students have been instructed not to disclose **personal information** over the Internet. Parents should be sure to read the Conditions for Use of Computer Networks and Internet (Board Policy Form #511-1) that is distributed by the school and/or included in the school handbook (in schools that produce a handbook).
- x) **Board and School Web Sites:** Photos of students and students' work and their names may appear on the Board and School Web Sites, however their names (both first and last) will not appear with their picture.

**IMPORTANT:** If you have any objections to the use and disclosure of your child's personal information in any or all of the above related activities, please contact the principal of the school in writing as soon as possible. Otherwise, the school will assume your approval.

**NOTE:** It is the responsibility of each parent to instruct their child on the procedures to follow when they are asked for their personal information, i.e., first and last names, address, phone number(s).

## INCLEMENT WEATHER

The Upper Grand And Wellington Catholic District School Boards operate a joint transportation system. Inclement weather cancellations and delays will affect students attending both boards' schools.

A decision to cancel transportation is made by 6:30 a.m. in order to give all parents - and drivers - sufficient notice. The decision is based on a number of factors, including the actual weather and road conditions, as checked first-hand by designated bus operators in each area, weather predictions made by Environment Canada, and information on road conditions from the local Road Superintendent.

During inclement weather, please note the following:

Your child rides a "North Wellington" school bus or taxi to school.

When you hear the radio announce that "North Wellington school transportation is cancelled" - your child's bus or taxi is cancelled.

During times of inclement weather, please listen to 1460 AM CJOY, 106.1 FM CIMJ, 1090 AM CKKW, 105.3 KOOL FM CFCA, 570 AM CKGL, 96.7 FM CHYM, or 920 AM & 101.7 FM CKNX for school transportation cancellations or delays. Current information will also be posted on the Board's website at [www.ugdsb.on.ca](http://www.ugdsb.on.ca)

## TRANSPORTATION

It is the policy of the Upper Grand District School Board and the Wellington County Separate School Board, hereinafter referred to as the "Boards", to provide eligible students with a quality transportation service that is safe and efficient. In accordance with the Education Act, the provision of transportation by the Boards is permissive and may be revoked at the Board's discretion.

### TRANSPORTATION PROCEDURES

The Boards consider the safety of students to be of paramount importance and will make all aspects of the transportation system comply with the appropriate Acts, Regulations and Safety Standards. The Boards will cooperate with Provincial and local Police on all matters related to school bus safety.

## TRANSPORTATION OF STUDENTS BY PARENTS

On occasion, parents volunteer to assist in transporting students to school functions, and this is greatly appreciated. As the Board requires certain licensing and insurance be in place, we require that volunteers planning to transport students complete the form for this purpose available in the school office. Parents need to have a valid license, sufficient seat belts, and at least one million dollars in liability insurance to transport school students.

## BUSES

Safety on School Buses is a top priority for all: parents, drivers and teachers. Buses may have student patrollers who receive training in first aid, fire extinguishers and bus safety. The bus patrols work with the drivers to ensure safe and successful journeys.

### Consequences for Bus misconduct:

- |                  |  |
|------------------|--|
| First Incident   | -Driver warns student and makes a dated written note.  |
| Second Incident  | -Student assigned designated seat, written note kept by driver.  |
| Third Incident   | -Principal/Vice-Principal is notified by misconduct report.<br>-Principal/Vice-Principal notifies parents.<br>-Action is taken ie. Loss of privileges.   |
| Fourth Incident  | -Principal/Vice-Principal is notified by misconduct report.<br>-Principal/Vice-Principal notifies parents.<br>-Bus privileges will be suspended.   |
| Serious Incident | -Principal/Vice-Principal is notified by misconduct report.<br>-Principal/Vice-Principal notifies parents.<br>-First to fourth consequence may be bypassed and bus privileges suspended immediately. |

### Bus Code of Conduct: (from Board Policy)

Students are responsible to the principal for conduct on the bus. Some of our buses are monitored by videotape, which may be reviewed by the driver and principal. Riding a school bus is a privilege which requires students to abide by the following *School Bus Code of Conduct*.

1. A student is responsible for compensation for any damage to school buses.
2. Loading: The student shall-
  - arrive at the stop at least 5 minutes before pick-up time
  - stand well away from the road until the bus is stopped
  - line up and board in an orderly fashion, using the handrail
  - check traffic before crossing any road and stay 5-8 paces in front of the bus
3. Unloading: The student shall -
  - stay in the seat until the bus comes to a full stop
  - leave the bus in an orderly fashion, using the handrail
  - continue up the lane if the laneway is directly beside the door of the bus

- remain on the shoulder at a safe distance (3 paces) until the bus has departed if it is necessary to walk to the laneway
  - if it is necessary to cross, walk along the shoulder 5 - 8 paces and cross only when the bus driver has indicated that it is safe to do so, continuing to check for traffic
4. A student shall -
- follow the directions of the driver and the patroller
  - be courteous and respectful at all times
  - keep off the travelled portion of the road on the way to the pick up point
  - ride only the assigned bus, and be picked up and let off only at designated stops
  - keep books, lunches, or bulky items on lap
  - keep arms and head inside bus at all times
  - not carry any potentially dangerous or objectionable objects or materials
  - not eat or chew gum on the bus
  - remain in the assigned seat while the bus is in motion
  - wherever possible, leave the last row of seats vacant
  - not bring ghetto blasters on bus, although personal radios with earphones are allowed
5. The student should be aware that serious or repeated misconduct will be recorded and that this report may be placed in the OR folder. Such conduct may result in the loss of the provision of transportation.

#### Parent Responsibilities

1. Parents are responsible for the safety and conduct of their children at pick-up points.
2. It is a parent's responsibility to determine if it is safe for their children to leave for school in inclement weather.
3. Parents need to be aware that, when a bus does not travel a route in the morning due to weather conditions, the bus will not travel in the afternoon.
4. When buses leave for home early due to weather, they will arrive home earlier than usual.
5. In homes where no one will be present to receive the children, it is the parent's responsibility to inform the school of an alternate drop off point on the same bus route.

#### Transporting Equipment

- Skates: must be covered by guards, tied, in a bag, and placed on floor at student's feet.
- Skis & Poles: transported only if bus has underfloor storage.
- Hockey Equipment: requires adequate storage space on bus and permission of principal and driver.
- Musical instruments: musical instruments must be storable on the student's lap.
- Roller Blades, Skateboards, and Scooters - may not be transported on a bus
- Other items: to be determined in advance with principal and transportation department.

#### Transportation to and from a Caregiver

On written request, students may be granted permission by the principal to get off at an alternate official

stop on the same bus. A new policy allows students to travel to or from a caregiver at a different stop or on a different bus, providing the request to the principal is in writing, the arrangement is on a regular schedule or an 'emergency', space is available, and the student qualifies to ride a bus. Contact the school office if you wish further details.

#### Bus Transfer Requests

Occasionally, we receive requests from parents for walkers to ride a bus or for students to ride a different bus for a variety of reasons (sleep overs, parties, etc.). Unfortunately, our Board transportation policy does not permit such requests. Please make alternative arrangements for special occasions. Your cooperation is much appreciated.

## EMERGENCY PROCEDURES

As per the Upper Grand District School Board Policy and Procedures, our school has Emergency Procedures in place.

**Fire:** The Fire Safety Plan is approved by the Mapleton Fire Department. Fire drills take place six times each year.

**Tornado:** During the Spring severe weather season students practice safe procedures in the event of a tornado.

**Lock Down/Lock Out:** At least once a year the staff and students practice procedures for an emergency lock down or lock out of the building.

**Power Failure:** In the event of a power failure, emergency lighting is available in the school.

**Evacuation Procedure:** In case of the need to evacuate the building, we have made arrangements to use the church facility across from the school. Parents would be contacted by the media or phone to pick up their children and sign them out from there.