

ALMA PUBLIC SCHOOL

2018 - 2019

Student and Parent Handbook

12 Simpson Street E. Box 118
Alma, ON N0B 1A0

519 846-5110 Fax 519 - 846- 8752

www.ugdsb.on.ca/Almaps

School Hours

8:50 - 10:30 a.m. - Instructional Time
10:30 - 11:20 a.m. - Nutrition Break
11:20 - 1:00 p.m. - Instructional Time
1:00 - 1:50 p.m. - Nutrition Break
1:50 - 3:30 p.m. - Instructional Time

Hours of Supervision

Supervision for students is provided from 8:20 a.m.(bus students) to 8:40 a.m. (Walkers), to 3:30 to 3:40 p.m.(walkers), and extended to 4:00 (for bus students).

Attendance / Safe Arrival

This program is designed to ensure that your child arrives at school safely. Parent involvement and cooperation is essential. Parents must communicate with the school in the event of a student's absence or lateness. Parents can communicate this information to the school in any of the following ways:

1. Call the school before 8:50 a.m. and leave a message.
2. Send a note to the office with a sibling.
3. Send a note to the office with another student.

School Council

Council is made up of a board of elected members and a number of class representatives. Meetings will take place the months of Sept., Oct., Nov., Jan., Feb., April and May. Whether you are interested in becoming involved in an existing program or have a new initiative, council meetings are always open to everyone. See you there!

Council Chairpersons	Laura Freeman
Secretary	Paula O'Donnell
Treasurer	Linda Wilkinson (banking)

UGDSB - Character Attributes

Respect: - involves actions, thoughts, and feelings that demonstrate dignity, courtesy, and high regard for self, others, the environment and our world.

Fairness: - involves actions, feelings, and thoughts that are just, equitable and unbiased.

Responsibility: - being accountable for your actions, thoughts, and feelings and following through on your personal and community commitments.

Honesty: - involves actions, thoughts, and feelings that are sincere, trustworthy, and truthful.

Compassion: - involves empathy, consideration, appreciation, and the understanding of the feelings, thoughts and actions of others.

Transportation / Busing

Service Transport Wellington Dufferin Student Transportation Services

Changes in Routines

Students are not allowed to ride buses or allowed off at other bus stops other than their own (Transportation Policy). Any requests require the parent/guardian to fill out a form (TF001) and submit it to the Principal of the School. It will then be faxed to the Transportation Department for their decision making. If you have any questions you can contact Transportation directly online www.stwdsts.ca or by telephone 519-824-4119.

The Transportation Department will make final decisions around bus changes and/or courtesy bussing and will pass lists on to the drivers.

Inclement Weather

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

When you hear the radio announcement "All school taxis and buses in the Centre Wellington area will not be operating today" - your child's bus or taxi is cancelled.

During times of inclement weather, please listen to: 1460 AM CJOY, 106.1 Magic FM, 1090 AM The Team, 105.3 Kool FM, News talk 570 AM, 96.7 FM CHYM for school transportation cancellations, or visit UGDSB website or Transportation Website www.stwdsts.ca

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 condition, 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.

ALMA CODE OF POSITIVE STUDENT BEHAVIOUR

GENERAL

"A school is a place that promotes responsibility, respect, civility, and academic excellence in a safe learning and teaching environment. 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.

At Alma Public School it is our intent to create a caring, nurturing environment where children can grow and learn and everyone may work in a dignified and respected manner. Parents, students and staff are all participants in this process.

STUDENT RIGHTS AND RESPONSIBILITIES

Students have the right to:

- live, work, and play in a safe place
- to learn free from undue disruption
- be treated with respect, free from abuse, harassment and discrimination
- be provided with an appropriate school program

Student responsibilities:

- accept responsibility for personal actions
- demonstrate respect for self and others
- fulfill expected academic obligations
- come to school punctually each day, prepared and willing to learn
- obey the rules of the school and other sites during school activities
- dress appropriately in accordance with the Board's and the school's policies
- use respectful language, free from profanity
- work cooperatively with staff and other students
- be honest in their academic work (refrain from plagiarism, cheating, etc.)
- use free time responsibly
- demonstrate respect for the property of others and the property of the school
- assume a responsible attitude towards their use of computers and the internet

STAFF RIGHTS AND RESPONSIBILITIES

Staff has the right to:

- work in a safe environment
- be treated with respect
- be supported in their professional role

Staff is responsible to:

- help students work to their potential and develop their self-worth

- communicate regularly and meaningfully with parents
- maintain consistent standards of behaviour for all students
- demonstrate respect for all students, staff and parents
- prepare students for the full responsibilities of citizenship
- provide an appropriate learning environment

PARENTAL RIGHTS AND RESPONSIBILITIES

Parents have the right to:

- be involved as partners in the learning process
- receive regular communication from staff
- be treated with dignity and respect

Parents are responsible to:

- support the efforts of school staff in maintaining a safe and respectful learning environment
- communicating regularly with their child's school
- assist staff in dealing with disciplinary issues
- help their child be neat, dress appropriately and come to school well-rested, prepared and ready to learn
- report their child's absence or late arrival
- help their child follow the school's and the Board's Code of Conduct
- be aware of the Ontario Code of Conduct
- provide for physical and emotional needs of their child
- promote good learning habits at home
- ensure regular school attendance
- support school rules
- encourage children to accept responsibility

PLAYGROUND EXPECTATIONS

Students shall:

- promote safety, cooperation and fair play
- dress appropriately for the weather
- stay within defined play areas
- respect and obey all supervisors (teachers, E.A.s, Lunch Supervisors, etc.)
- report emergencies or injuries to supervisors
- promote a "litter-free" yard
- respond promptly to bells and messages over the intercom
- refrain from aggressive play (wrestling, games involving bodily contact, snowball throwing, piggy-back fights, or any activity that places oneself or another at risk of injury)

PROHIBITED ITEMS

Items prohibited on site:

- toy weapons or replicas, knives, lasers, lighters, matches
- medication (unless submitted to the office with parental consent) excluding puffers
- tobacco, drugs, alcohol, chemicals

- Items prohibited in classrooms:
cell phones, pages, electronic games, personal listening devices, hats, gum

ELECTRONIC DEVICES

Council and Staff Decisions for Alma K – 6 students:

- Students are not to use hand-held electronic devices on the yard (students need to be moving and active)
- No use of hand-held electronic devices during bus line up
- Cell phones should not be visible at anytime, if a parent feels their child requires a cell phone for after school communication, the cell phone should remain in their backpack at all times during school hours, including bus lineup
- Ban on ipods with the exception of use during teacher directed/curriculum connected instructional times
- Consequences if student chooses not to follow the outlined expectation will result in staff confiscating the device until the end of the school day, at which time the device will be given back to student or a call for their parent to pick up

DRESS CODE

Alma Public School expects that all students will dress in a way that is appropriate for the school day or for any school-sponsored event. Students have a right to learn in a safe and caring space that is free of bias and discrimination, and have a right to express their individuality respectfully. It is an expectation that student dress choices respect the UGDSB's intent to promote a community that is inclusive of a diverse range of identities.

Students must wear:

- A shirt or the equivalent (e.g., sweater etc.) with fabric in front, back and on the sides under the arms, AND
- Pants or the equivalent (e.g., skirt, sweatpants, leggings, dress, shorts), AND
- Shoes or the equivalent (e.g., boots, sandals, etc.) . Clothing must fully cover genitals, buttocks, midriffs and breasts with opaque fabric.

Students cannot wear:

- Clothing or accessories containing violent language or images
- Images, logos or language depicting drugs, alcohol or any illegal item or activity
- Images, logos or language that portray: ethnic prejudice, hate speech, and/or pornography
- Images, logos or language that creates a hostile or intimidating environment
- Any clothing that reveals visible undergarments (visible waistbands and visible straps are allowed)
- Swimsuits (except as required in class or athletic practice)
- Accessories that could be considered dangerous or could be used as a weapon (with the exception of religious accessories or articles of faith such as a Kirpan)
- For safety considerations, clothing items must not obscure the face or ears, except as a religious observance.

Gym Clothing requirements:

- non-marking, indoor running shoes for gym classes.
- shoes need to be tied up in order to reduce the chances of injury
- Junior grades will be encouraged to change and therefore need to have proper gym shorts and a T-shirt

BUS CODE OF CONDUCT

The UGDSB considers the safety of students to be of paramount importance and will take all reasonable precautions to ensure that all aspects of the transportation system comply with the appropriate Act, Regulations and Safety Standards. The Board will cooperate with Provincial and local Police in all matters related to school bus safety.

Every student is responsible to the school principal for personal behavior on the school bus. The bus driver is in charge of the bus, and to ensure students' safety, all students must abide by the bus driver's instructions.

Video surveillance equipment may be installed on school buses. For safety and insurance reasons, the Board does NOT allow students to ride buses other than their assigned bus, except in emergency situations.

Student Bus Code of Conduct

1. A student is expected to behave in accordance with the expectations of the principal at the pick-up and transfer points, and while travelling in the school bus.
2. A student will follow the driver's direction and cooperate with and assist the patrols in carrying out their duties.
3. A student is responsible for compensation for any damage or destruction to school buses.
4. Bus students may only be picked up or discharged at designated stops.
5. Books, lunch boxes and bulky items must be kept on the student's lap.
6. A student must keep his or her arms and head inside the bus at all times.
7. No eating or smoking is allowed on the bus.
8. Only small personal radios with headphones may be brought onto the bus.
9. Profane language is not permitted on the bus at any time.
10. Students must be aware that serious or repeated misconduct will be recorded. Such actions may result in the loss of transportation privileges.
11. Students must remain seated until the bus comes to a stop.

For further transportation information, please go to the Service de transport de Wellington-Dufferin Student Transportation Services website at www.stwdsts.ca

PROGRESSIVE DISCIPLINE

Progressive discipline is a range of early and later interventions, supports, and consequences that are developmentally appropriate, and include opportunities for students to learn from mistakes and that focus on improving behavior. These may include, but are not limited to:

- Student Success and Character Development strategies and programs;

- Providing students with the opportunity to learn life skills such as conflict resolution, anger management and communication skills;
- Utilizing models based on the concepts of peer mediation and/or peer counseling
- Documenting incidents requiring disciplinary measures, and applying the mitigating factors;
- Being sensitive to unique circumstances which may affect student behavior;
- Ensuring that contact with the parent(s)/guardians(s) of students, under the age of eighteen, is made early in the disciplinary process;
- Maintaining contact with the parent(s)/guardian(s) and involving them in a plan to improve the behavior until the behavior is acceptable.

As incidents arrive, 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 for:

- Student age
- Frequency of incidents
- Nature and severity of incidents
- Student exceptionalities
- Extenuating circumstances
- Impact on the school climate

CONSEQUENCES

The school will use a range of interventions, supports and consequences that include learning opportunities for reinforcing positive behavior while helping students to make good choices.

In addressing inappropriate behavior by students, schools will:

- Utilize a progressive discipline approach;
- Utilize Student Success or Character Development strategies and programs;
- Provide students with the opportunity to learn life skills such as conflict resolution, anger management and communication skills;
- Utilize models such as those based on the concepts of peer mediation and/or peer counseling;
- Document incidents requiring measures, and apply the mitigating factors to be sensitive to unique circumstances which may affect student behavior;
- Ensure that contact with the parents and guardians of students under the age of eighteen, or students over the age of 18 or those 16 to 17 years old who have withdrawn from parental control (adult students), is made early in the disciplinary process and involves them in a plan to improve the student's behavior until the behavior is acceptable; and/or
- Utilize consequences such as short-term suspension as a useful tool, and respond as required with long-term suspension or expulsion.

The following are examples of consequences and supports/interventions, in no particular order. The application of consequences, supports and interventions are determined by the incident and the individual students involved.

Examples of Consequences:

- Verbal reminder
- Warning

Examples of Supports/Interventions:

- discussion with P/VP
- reflective paragraph/essay

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| - Review of expectations/rules | - problem solving |
| - Written or verbal apology | - conflict mediation |
| - Incident sheet | - social stories |
| - Yard: 5 minutes on the wall | - discussion with parents (next steps, solutions) |
| - Yard: walk with the teacher | - conference with others involved |
| - Letter written to parent | - restorative justice |
| - Phone call home | - Child and Youth Counsellor support |
| - Student contract sheet | - positive reward system |
| - Restitution | - attendance Counsellor support |
| - In-school community service | - student/teacher/parent meeting |
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|---------------------------------|--|
| - Recess detentions | - case conference with school staff and/or Board consultants |
| - Class time detentions | - referral to outside agencies |
| - Loss of in-school privileges | - Suspension/Expulsion Program |
| - Loss of field trip privileges | |
| - Suspension from the bus | |
| - Suspension | |
| - Expulsion | |

SUSPENSION AND EXPULSION

It is understood that discipline serves not only to correct inappropriate behavior, but also as a deterrent. To maintain a safe and effective learning environment, suspensions and expulsions may be imposed not only to deter inappropriate behavior, but also to remove individuals who pose a threat to the safety and well being of others. The Provincial Code of Conduct specifies that for student actions that do not comply with the Provincial Standards of Behaviour, suspension and expulsion may be considered. The Board's Student Discipline Policy (Policy #503) sets out the process for Suspension and Expulsion. This policy specifies the student actions that **may** result in the Principal imposing a suspension, as well as the student actions that **will** result in the Principal imposing a suspension and considering an expulsion pending an investigation of the incident.

MITIGATING FACTORS

The Principal will consider the following mitigating factors when considering a suspension:

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

The Principal will also consider the following factors if they mitigate (moderate) the seriousness of the incident or the behavior of the student involved:

- The pupil's history and age, whether progressive discipline has been used, if a behavior has been motivated by harassment or discrimination, the impact on the ongoing education of the student, the student's Individual Education Plan.
- NOTE: In some cases, even though the offence calls for a mandatory suspension pending an investigation, the consideration of the mitigating circumstances may cause a principal not to suspend.

ACTIVITIES THAT MAY LEAD TO A SUSPENSION

Police may be involved, as required, and a suspension **may** be imposed for one of the following infractions which has occurred on school property, during a school related activity or event, and/or in circumstances where the infraction has an impact on the school climate:

- a. Uttering a threat to inflict serious bodily harm on another person,
- b. Possessing alcohol or illegal drugs;
- c. Being under the influence of alcohol;
- d. Swearing at a teacher or at another person in a position of authority;
- e. Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school;
- f. Bullying, including cyber bullying;
- g. Any act considered by the Principal to be injurious to the moral tone of the school;
- h. Any act considered by the Principal to be injurious to the physical or mental well-being of members of the school community;
- i. Persistent opposition to authority;
- j. Habitual neglect of duty; or
- k. A serious breach of the Board or School's Code of Conduct.
- l.

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<p style="text-align: center;">ACTIVITIES THAT WILL RESULT IN A SUSPENSION, AN INVESTIGATION AND A POSSIBLE RECOMMENDATION FOR EXPULSION</p>

Police may be involved, as required, and a student **will** be immediately suspended, an investigation will occur and **may** lead to a recommendation of expulsion to the Board's Discipline Committee for one of the following infractions which has occurred on school property, during a school related activity or event, and/or in circumstances where the infraction has an impact on the school climate:

- a. Possessing a weapon, including possessing a firearm;
- b. Using a weapon to cause or to threaten bodily harm to another person;
- c. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- d. Committing sexual assault;
- e. Trafficking in weapons or illegal drugs;
- f. Committing robbery;
- g. Giving alcohol to a minor;
- h. An act or activities considered by the Principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others;
- i. Activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property;
- j. The pupil has demonstrated through a pattern of behavior that s/he has not prospered by the instruction available to him or her and that's/he is persistently resistant to making changes in behavior which would enable him or her to prosper;
- k. Bullying – previous suspension / risk to others;
- l. Any suspendable activity that is motivated by bias, prejudice or hate.

<p style="text-align: center;">BULLYING</p>
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"Bullying" means aggressive and typically repeated behavior by a pupil where,

1. The behavior is intended by the pupil to have the effect of, or the pupil ought to know that the behavior would be likely to have the effect of,

- Causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or

- Creating a negative environment at a school for another individual, and
2. The behavior occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education; (intimidation).
Bullying takes different forms of contexts with age. It can be physical, verbal, social/emotional or through electronic means (cyber-bullying). Bystanders contribute to bullying by doing nothing to prevent it or become actively involved in supporting it.

HOME LEARNING GUIDELINES

Section	Content
Purpose	The purpose of home learning is to review concepts and/or practise skills taught in class. It is an educational task that is meant to be carried out or completed during non-class time at home. Children should be able to complete home learning assignments with minimal support.
Rationale	<p>Home learning will be planned acknowledging the essential partnership between home and school and that learning is an on-going life long process.</p> <p>Home Learning:</p> <ul style="list-style-type: none"> • Instills responsibility and self-discipline • Enriches learning • Reinforces daily work • Helps to learn to manage time <p>Research shows that Home Learning leads to higher achievement if:</p> <ul style="list-style-type: none"> • The home supports and encourages learning • It is a regular part of the school routine • Learning assignments extend student learning beyond the classroom • Learning assignments are clearly understood by students and parents
Types	<ul style="list-style-type: none"> • Daily reading practice • Project completion • Finishing work not completed in class • Completing book Reports • Studying for tests • Organizing binder • Reviewing notes • Gathering materials and tools for learning • Reviewing content and skills • Completing unfinished assignments • Independent learning • Extending classroom activities
Place of Home Learning in Assessment	Home Learning is part of the "Learning Skills" section of the Provincial Report Card .
Teacher's Role	<ul style="list-style-type: none"> • Assign home learning assignments regularly • Check and follow up on home learning assignments • Encourage student responsibility for home learning
Student's Role	<ul style="list-style-type: none"> • Take home learning seriously • Complete home learning on time, to the best of their ability and ask for help when required • Communicate with parents and teachers regarding due dates, problems, or issues using the school agenda as an organizational tool
Parent's Role	<ul style="list-style-type: none"> • Support and review homework in a serious and conscientious manner • Seek clarification • Establish regular learning routines for home learning: place and time • Encourage students to be well prepared for next day
Consequences	At the discretion of the teacher and where home learning is not being completed, an action plan will be devised including student, parent, teacher and/or administration.

Upper Grand Learning Foundation
500 Victoria Road North
Guelph, ON N1E 6K2

*Building a Strong Foundation for Learning
...Developing Community
Resources for Students*

Foundation Facts

- established in 1994
- registered charity
- separate from the Upper Grand District School Board
- benefits the schools of the Upper Grand District School Board
- tax receipts provided for donations of \$20 or more
- volunteer Board of Directors
- 100% of school funds raised this school year will be returned to the schools
- no administration fee
- funds include School, General, Scholarship, Community and Operating
- one donation can be made and allocated to different schools/funds
- Visa, Mastercard and cheques all accepted
- found \$1000 graduation scholarships awarded annually to students in Wellington County
- partnered with community agencies to operate Kids' First - a pre- school intervention program

Contribution Form

Please accept my gift of \$ _____

Name: _____

Address: _____

Postal Code: _____

Enclosed is my cheque _____ (Please make payable to the Upper Grand Learning Foundation)

Charge my VISA MASTER CARD

Card Number _____ Expiry Date: _____

Signature: _____

Please credit my gift to Community General Scholarship School Fund

I want to designate my School Fund donation to

Name of School(s)