

Parent Handbook

2021-2022

Sir Isaac Brock Public School



A Message from the Office:

Welcome to Sir Isaac Brock Public School, a K to 8 School dedicated to helping students achieve their personal best. Our school community is proudly diverse and reflects a variety of cultures. It is our goal to work with all of our families to ensure the best possible learning environment for all our students.

At Sir Isaac Brock, we value...

S: Showing Respect
I: Including Others
B: Being Responsible

These Character Education traits can be further supported through open communication. Please do not hesitate to communicate with your child's teacher and try to remain current on the policies and procedures of our school. Teachers will have various ways to communicate with students' parents/guardians, for example, newsletters sent home at the beginning of each term or monthly, Google Classroom posts, or emails to parent groups, and general school information is available online at <http://www.ugdsb.ca/sibps>.

We understand that this school year will bring challenges and many successes, and we will do our very best to keep students and staff safe using public health and school board protocols. We are proud of our school and the students who walk through our doors. We hope you will be too!

Have a great 2021-2022 school year!

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COVID-19 Planning

As you are aware, the Upper Grand District School Board has put extensive plans in place for the school year. Our school has now created plans that include both operational changes (how we manage the people and resources within the school), as well as health and safety changes (our response to the COVID pandemic). Some of the COVID plans are reflected here in this document.

School Hours

Supervision on the yard is provided for pupils from 8:25am until 3:15pm. Students may not enter the school until the bell rings at 8:40 am, unless permission is provided by a teacher. For your child's safety, if your child walks, rides a bicycle or gets a ride to school please have them arrive between 8:25-8:40am.

8:25am - 8:40am	Arrival
8:40am - 10:20am	Instructional Time
10:20am - 11:00am	First Nutrition Break
11:00am - 12:40pm	Instructional Time
12:40pm - 1:20pm	Second Nutrition Break
1:20pm - 3:00pm	Instructional Time
3:00pm	Dismissal Time

Student Agendas

Due to COVID 19 protocols and a shift in practice, agendas for the 2021-22 year will not be used as parent/teacher communication tools. Instead if a parent needs to notify the school of any change in routine (e.g., early pick up, drop off) or would like to communicate with the teacher about any questions or concerns they are asked to email or call the teacher at school.

Footwear/Clothing

The students enjoy playing outside during recess times. It is important that they dress appropriately for the weather conditions. We recommend sunscreen and hats for sunny days in the fall and spring, and splash pants, raincoats, and rainboots for the wet days. In the winter, we suggest snowsuits, coats, boots, touques, and mitts/gloves. Extra socks, mitts and hats carried in the student's backpack also help make the winter weather more enjoyable.

We recommend that all student belongings are labeled with their name. These labels will help to reduce the number of Lost and Found items at our school.

Homework

Homework is assigned in a purposefully planned manner that is directly connected to a student's school program and learning expectations from the Ontario Curriculum. Homework reinforces and enhances skills/concepts learned in class and allows parents to be more aware of the curriculum expectations, as they are being covered in the classroom. Homework is assessed and reported as part of the Learning Skills section on the report card. The following Learning Skills are report card expectations that often apply to homework:

- completes homework on time and with care
- comes to class prepared for learning
- puts forth consistent effort
- follows directions and completes all homework tasks
- utilizes time effectively
- organizes materials and equipment effectively
- perseveres with complex projects that require sustained effort

Encouraging your child to participate in extracurricular activities and in creating opportunities for them to actively experience their world through trips, performances, visits with friends and relatives, etc. provides excellent learning experiences at home that can connect to learning at school. The following are further suggestions of the types of activities that your child may engage in at home.

Primary (K-Grade 3):

- read a variety of materials (books, magazines, cookbooks, maps etc.)
- practise the alphabet (K, Grade 1)
- practise rote counting by 1's, 2's, 3's, 5's, 10's
- review number facts to 10 (Grade 1) and 20 (Grades 2, 3)
- write letters, stories, lists etc.
- play word games (e.g. Scrabble Junior, Boggle)
- practise spelling lists and commonly used words
- play phonemic awareness games (e.g. say "boat", now take off the b and put on a c; what word does it make?)
- play rhyming games
- math homework book
- draw and/or colour

Junior (Grades 4 through 6):

- review content of current units/review notes
- practise math facts (addition, subtraction, multiplication, division)
- read a variety of materials (e.g. fiction/non-fiction books, newspapers, magazines, comics, etc.)
- write for a variety of purposes
- read to a younger sibling
- discuss with adults what is read
- study for tests

Intermediate (Grades 7 & 8)

- review content and notes from each class
- practise applying math skills
- read a variety of materials (e.g. fiction/non-fiction books, newspapers, magazines, comics, etc.)
- write for a variety of purposes
- discuss with adults what you are reading
- read current events
- discuss current events with parents
- study for tests

Homework Responsibilities:

The Student will:

- ask questions/seek clarification regarding homework before going home
- record homework in agenda daily
- complete work to the best of their abilities and return it to school when required.

The Teacher will:

- provide clear expectations for assigned work
- ensure the student is aware of homework assigned
- check homework regularly

The Parent will:

- set up a regular homework routine
- provide a quiet work area that minimizes distractions
- let the teacher know if the student has made a good effort, but was unable to complete the assignment within the specified timeline

For further suggestions about helping your child with homework, please speak to your child's teacher.

Safe Arrival and Departure Procedures at Sir Isaac Brock Public School

Student safety is very important to us at Sir Isaac Brock Public School. In consultation with our School Safety Police Officer, we have developed an arrival and departure plan to support our students arriving and departing the school in a safe way. If you could please familiarize yourself with this plan as well as ensure your children are aware of how we would like them to enter/exit the school yard safely, that would be greatly appreciated. It takes the whole community to support student safety.

Students could “Power themselves to school”:

This method is what we at SIB are encouraging as it promotes a healthy lifestyle, connects students to their community and supports the ongoing work we do with supporting our environment. Each morning, one of our staff members is on yard duty from 8:25-8:40 AM. Students should not arrive before this time as there will be NO supervision. We also would ask that no students walk through the traffic flow of the Kiss and Drive area at anytime during arrival and departure of students.

Kiss and Drive (Drop off/Pick-Up):

DROP-OFF

At SIB we have a Kiss and Drive program. When students are being driven or picked up from school, parents drive through the Kiss and Drive Drop Off Zone (marked with arrows and signs) to drop off their children. Children are asked to exit the car on the passenger side so that they are not entering traffic flow. Each morning, one of our staff members is on duty from 8:25-8:40 AM however Staff will not be helping students unbuckle from car seats or open doors. Parents will not be allowed out of the vehicle while in the Kiss & Ride, so if a child is unable to undo their seat belt independently then parents will be directed to park on a side street near the school and help their child(ren) get to school safely. Once out of their vehicle, children will be directed to the back tarmac to line up with their class and teacher.

Once children are safely out of the car, parents are free to exit the area by following the arrows on the pavement. The parking lot will not be available for parking during the arrival and dismissal program at the school to prevent students from walking through the parking lot while cars are travelling.

NOTE: If it is determined that staff and students are unable to stay a safe distance, the Kiss & Ride will be removed as an option for the remainder of the pandemic.

PICK UP

If you are picking up your child in Kiss and Drive (3:00 -3:15 PM) please pull into the school along the KISS AND DRIVE pathway and stay in your car. A staff member is on duty and will ask students to wait by the school recycling centre and watch for your car. When your child can see your car, they will tell our staff member who will allow them to walk along the grass to your car. Once you have your child, please exit the area following the arrows on the road. This will allow for the cars behind to all advance.

Attention Kindergarten Parents:

If you have a student in kindergarten and you have older students in the school, please have one of your child's older siblings come to pick them up and then together they can go to the Kiss and Drive Pick-up area together. If you would prefer to park your car and pick up your children, please park on the city streets surrounding the school to park your car as the parking lot will not be available to park during our arrival dismissal program to ensure student safety.

School Parking Lot

PLEASE NOTE: The school parking lot will be closed to cars during our arrival and dismissal times at the school. If you want to park your car you will need to park on city streets and walk onto our school property to pick-up your children. The purpose of this process is to ensure that all our students are safe when arriving and departing our school yard.

SIR ISAAC BROCK CODE OF CONDUCT

(Code of Positive Student Behaviour)

Sir Isaac Brock: Show Respect, Include Others and Be Responsible

It is the policy of the Upper Grand District School Board to maintain a safe and inclusive learning and teaching environment through the adoption of a Code of Conduct which promotes responsibility, respect, civility and academic excellence, and sets clear standards of behaviour for all members of the school community. The goal is to create a positive school climate where all members of the school community feel safe, included and accepted.

Our school Code of Conduct is based upon the provincial Code of Conduct and the Upper Grand District School Board Code of Conduct (Policy 213), which apply to all members of the school community; students, administrators, staff, parents and guardians, community users, visitors, volunteers, etc. while on all school and board property, school buses, at school-authorized events, and off site at school-sponsored activities.

Right and Responsibilities

Student Rights	Parent/Guardian Rights	Staff Rights
<ul style="list-style-type: none"> ● to be treated with dignity and respect ● to be provided with activities that are success oriented and build on individual strengths ● to receive a quality education ● to be safe in all school environments 	<ul style="list-style-type: none"> ● to be treated with dignity and respect ● to be heard and to have concerns addressed ● to communicate with the school ● to be involved in creating a positive environment in the school community. 	<ul style="list-style-type: none"> ● to be treated with dignity and respect ● to be recognized and respected as professionals ● to expect parents/guardians and students to be involved in creating a positive school environment ● to have a safe and secure working environment

Student Responsibilities	Parent/Guardian Responsibilities	Staff Responsibilities
<ul style="list-style-type: none"> ● demonstrate respect for self, and others, and for those in authority ● fulfill expected academic obligations ● come to school punctually each day, prepared and willing to learn ● obey the rules of the school, on school buses, and at other sites during school activities ● abide by Dress Code ● use respectful body and verbal language, free from profanity ● work cooperatively with staff and other students and use free time responsibly ● be honest in their academic work (refrain from plagiarism, cheating, etc.) ● assume a responsible attitude towards their use of computers and the Internet, and be responsible for the care, maintenance and security of their personal devices 	<ul style="list-style-type: none"> ● demonstrate respect for all students, staff, volunteers and the members of the school community ● support the efforts of school staff in maintaining a safe and respectful learning environment ● show an active interest in their child's school work and progress ● communicate regularly with their child=s school ● assist staff in dealing with disciplinary issues involving their child ● help their child be neat, dress appropriately, be well rested and prepared and ready to learn ● promptly report their child's absence or late arrivals ● be familiar with and help and encourage their child in following the board's and school's Code of Conduct ● assist school staff in dealing with disciplinary issues involving their child 	<ul style="list-style-type: none"> ● demonstrate care and commitment to academic excellence and a safe teaching and learning environment ● hold those under their authority accountable for their actions and behaviour ● empower students to be positive leaders in their school and community ● communicate meaningfully and on a regular basis with all members of the school's community ● maintain order in the school ● maintain consistent standards of behaviour for all students ● help students work to fulfill their potential, develop self-worth, and prepare them for the full responsibilities of citizenship ● demonstrate respect for all students, staff, parents, volunteers, and the members of the school community

Principal (and Vice Principal) Responsibilities

Under the direction of the school board, principals take a leadership role in the daily operation of a school. They provide this leadership by:

- demonstrating care for the school community and a commitment to student achievement and well-being in a safe, inclusive, and accepting learning environment
- holding everyone under their authority accountable for their own behaviour and actions
- empowering students to be positive leaders in their school and community
- communicating regularly and meaningfully with all members of the school's community
- ensure that a school Code of Conduct, based on the provincial Code of Conduct and board's Code of Conduct, is developed and communicated annually to the school community
- review the school Code of Conduct at least once every three years, and seek input from school councils, staff, students, parents and guardians, and the school community on the review

Respect, Civility and Responsible Citizenship

All members of the school community must:

- respect and comply with all applicable federal, provincial and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas and opinions;
- treat one another with dignity and respect at all times, and especially where there is disagreement;
- respect and treat others fairly, regardless of their race ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or ability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- respect all members of the school community, especially persons who are in a position of authority;
- respect the needs of others to work in an environment that is conducive to learning and teaching
- speak with respect to teachers and other persons in authority, and
- seek school staff assistance, if necessary, to resolve conflict peacefully.

Safety

All members of the school community must NOT:

- commit sexual assault;
- traffic in weapons or illegal drugs;
- be in possession of any weapon including, but not limited to, firearms;
- use any object to threaten or intimidate another person;
- cause injury to any person with an object;
- be in possession of, or under the influence of, or provide others with alcohol or illegal drugs;
- inflict or encourage others to inflict bodily harm on another person.
- engage in bullying behaviours

Definition of bullying:

Bullying is defined in section 1 of the [Education Act](#); bullying means aggressive and typically repeated behaviour by a pupil where,

- 1) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,
 - a) 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
 - b) creating a negative environment at a school for another individual, and
- 2) the behaviour occurs in a context where there is a real or perceived power imbalance between 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
- 3) Cyber-bullying as defined in section 1 of the [Education Act](#), is bullying by electronic means including,
 - a) creating a webpage or a blog in which the creator assumes the identity of another person
 - b) impersonating another person as the author of content or messages posted on the internet; and
 - c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals

Specific Expectations for Sir Isaac Brock Public School

At Sir Isaac Brock students are expected to be positive, respectable role models and leaders in all aspects of school life.

In the classroom. . .

- ✓ Students come to class prepared to learn, to follow the teachers' instructions, and to participate without disturbing others.

In the halls. . .

- ✓ Walk quietly and safely at all times.

At school assemblies. . .

- ✓ Listen attentively and participate politely.

In bus lines. . .

- ✓ Sit quietly in a single file line and follow the supervisor's instructions.

On the bus. . .

- ✓ Follow bus procedures and expectations. Riding the bus is a privilege. Everyone's safety is our prime concern.

Sir Isaac Brock students will:

- ✓ Behave responsibly and use appropriate language;
- ✓ Get off and on buses, walking in an orderly fashion;
- ✓ Cooperate with patrols;
- ✓ Respect and obey drivers and trip supervisors;
- ✓ Follow the school's Code of Behaviour while on the bus;
- ✓ Follow the positive example set by our Bus Patrols of the expected behaviours at all times.

On the playground, students will. . .

- ✓ Stay in their designated area to ensure safe social distancing
- ✓ Play safely, fairly and demonstrate cooperation and respect:
- ✓ Keep hands and feet to themselves!
- ✓ Use objects as they are intended to be used and not as weapons;
- ✓ Play only in designated areas in clear view of yard supervisors (avoid dumpsters, parking lot, bicycle racks, etc);
- ✓ Use playground equipment safely;
- ✓ Respect neighbouring properties (e.g. No trespassing, no littering, no throwing objects, not causing any damage);
- ✓ Obey winter rules as required by weather conditions;
- ✓ Report emergencies or concerns to a supervisor immediately;
- ✓ Respect nature and the environment (e.g. trees, animal homes)

NOTE: The use of roller blades/shoes, skateboards, and scooters on school property is not allowed.

Recess Problem Solving/Conflict Resolution

Most of our students play well during recess. However, sometimes a child may be annoyed at the actions of another child. Children can use a 3-step method to help solve their own problem:

Step 1 - Say: Stop

Then: I don't like it when... (Name the behaviour)

Then: What you did made me feel... (Name the feeling)

Step 2 - If the action continues, walk away.

Step 3 - If the action continues, report it to a teacher or yard supervisor.

Use of Technology

Students at Sir Isaac Brock use a variety of information sources including the library and computers with approved software and the Internet. The main purpose of these resources is to support and extend students' learning. In keeping with this purpose, the following guidelines have been developed to maintain a safe learning environment for students:

- Students will refrain from using personal electronic devices on school property, on school buses or while on field trips unless authorized by school staff.
- Cell phones, tablets and other messaging devices may not be used by students at school. ***If devices are brought to school, they must remain in backpacks unless they are using them for school and have staff permission.***
- Cameras may be used for instructional purposes if authorized by school staff.
- Personal music playing devices may be used during instructional times if authorized by school staff.
- Our school staff is not responsible for lost items or for the supervision of the content in electronic devices brought to school.

Dress Code

Sir Isaac Brock P.S. expects that all students will dress in a way that is appropriate for the school day or for any school-sponsored event. Appropriate dress shall be free of images, logos or language that portray ethnic prejudice, racism, sexism, vulgarity, gang-related markings, obscenities, profanity, hate speech or pornography, or reference alcohol, drugs or related paraphernalia, or other illegal conduct or activities.

Dress code implies a range of approved apparel and/or general dress protocols that are deemed appropriate for students regardless of their race, age, ability, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, socio-economic circumstances, or body type/size.

Students must wear:

- A shirt or the equivalent (e.g., sweater etc) with fabric in the 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, midriiffs 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, racism, sexism, vulgarity, gang-related markings, obscenities, profanity, 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.

Please refer to the [UGDSB Student Dress Code guidelines](#).

Police

The police play an essential role in making our schools and communities safer. The police investigate incidents in accordance with the guidelines established in the [Police/School Board Protocol](#).

Community-based service providers are resources that boards can use to deliver prevention or intervention programs. Protocols and collaborative agreements are effective ways of establishing linkages between boards and community-based service providers and of formalizing the relationship between them. These partnerships must respect all applicable collective agreements.

Consequences

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

In addressing inappropriate behaviour by students, schools will:

- utilize appropriate and consistent action to address inappropriate behaviours within the practice of Progressive Discipline
- ensure the degree of disciplinary action is in proportion to the severity of the behaviour exhibited, and that a student’s previous history and other relevant factors are taken into account
- provide students with experience using conflict resolution, anger management and communication skills
- document incidents requiring disciplinary measures
- consider mitigating factors
- make contact with parents and guardians of students under the age of eighteen, or students over the age of 18 or those 16 or 17 years old who have withdrawn from parental control (adult students), early in the disciplinary process and involve them in a plan to improve the student’s behaviour until the behaviour is acceptable; and/or
- utilize consequences such as short-term suspension, and respond as required with long-term suspension or expulsion

The application of consequences, supports and interventions are determined by the incident and the individual students involved. Consequences, supports and interventions used include and are not limited to:

Examples of Consequences:	Examples of Supports/Interventions:
<ul style="list-style-type: none"> ● verbal reminder ● warning ● review of expectations/rules ● written or verbal apology ● phone call home ● student contract sheet ● restitution ● in-school community service ● loss of in-school privileges ● loss of field trip privileges ● suspension from the bus ● suspension ● expulsion 	<ul style="list-style-type: none"> ● problem solving discussion with P/VP ● conflict mediation ● social stories ● discussion with parents (next steps, solutions) ● restorative justice with others involved ● Child and Youth Counsellor support ● positive reward system ● Attendance Counsellor support ● Student/teacher parent meeting ● case conference with school staff and/or Board consultants ● referral to outside agencies ● Suspension/Expulsion Program

Suspensions and Expulsions

To maintain a safe and effective learning environment, suspensions and expulsions may be imposed not only to deter inappropriate behaviour, 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 Safe Schools Policy (Policy 503) sets out the process for suspension and expulsion. This policy specifies the student actions that may result in administration imposing a suspension, as well as the student actions that will result in administration 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 the length of a suspension:

- whether the student has the ability to control their behaviour
- whether the student has the ability to understand the foreseeable consequences of their behaviour
- whether the student's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school

The principal will also consider the following factors:

- the student's academic, discipline and personal history
- whether other Progressive Discipline has been attempted with the student, and if so, the Progressive Discipline approach(es) that has/have been attempted and any success or failure
- whether the infraction for which the student might be disciplined was related to any harassment of the student because of race, colour, ethnic origin, place of origin, religion, creed, disability, gender or gender identity, sexual orientation, socio-economic status, citizenship, marital status, age, culture or harassment for any other reason
- the impact of the discipline on the student's prospects for further education
- the student's age

Infractions That May Lead To A Suspension

Police may be involved, 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:

- uttering a threat, either verbal or written, to inflict serious bodily harm on another person
- possessing alcohol or illegal drugs or, unless the student is a medical cannabis user, cannabis
- being under the influence of alcohol or, unless the student is a medical cannabis user, cannabis
- swearing at a teacher or at another person in a position of authority
- 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
- bullying, including cyber bullying
- any activity that contravenes the board's or school's Code of Conduct
- committing physical assault on another person that does not require treatment by a medical practitioner
- habitual neglect of duty
- not having an up-to-date medical/immunization record

Infractions For Which A Principal Shall Impose A Suspension, And May Consider Recommending To The Board That A Student Be Expelled

Police may be involved, and a student will be immediately suspended, an investigation will occur and may lead to a recommendation of expulsion to the board's Student 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:

- possessing a weapon, including a firearm
- using a weapon to cause or to threaten bodily harm to another person
- committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
- committing sexual assault
- trafficking in weapons or illegal drugs
- committing robbery
- giving alcohol or cannabis to a minor

- persistent bullying, if the pupil has previously been suspended for bullying, and the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person
- an activity that is motivated by bias, prejudice or hate based on race, colour, national or ethnic origin, language, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or another similar factor

Please review [Policy 503](#) for additional information.