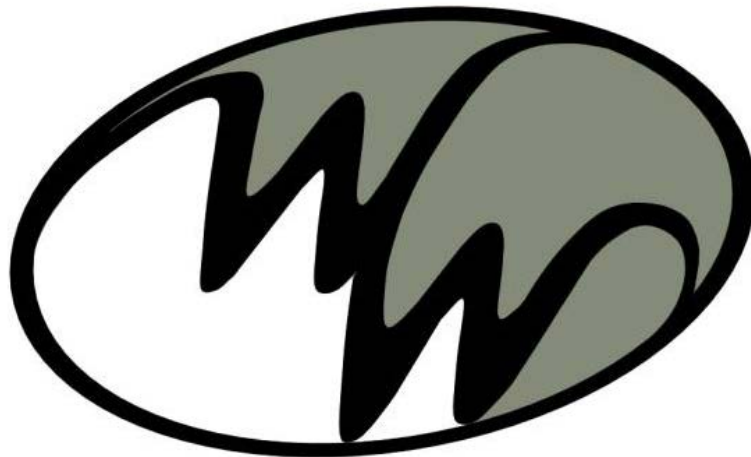


**Westminster Woods Public School: Parent Handbook**  
**Upper Grand District School Board**

140 Goodwin Drive, Guelph, Ontario N1L 0G7  
Phone: 519-766-4400 Fax: 519-766-0675

**Principal:** Leslie Newman      **Vice-Principal:** Kathy Soule  
**Office Coordinator:** Amy McDonald  
**Office Assistant:** Vicki Smith



***Trail Blazers***

## ***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, 89.

Pursuant to Board Policy #205, 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 student(s) and/or for the purpose of performing the task assigned; e.g. office/clerical.

## ***SCHOOL COUNCIL***

The School Council acts in an advisory capacity to make recommendations to the school Principal and, as appropriate, the Board. The purpose of the Council is to improve student achievement and enhance the accountability of the education system to parents. The Council places the overall interests of the school and students first.

All parents and guardians will be encouraged to attend Council meetings and to participate on committees. Meetings will begin at 6:30 and will be held on the first Monday of each month. The first meeting will be held on September 9th from 6:30 – 8:00 p.m. We will work hard to keep within these times as we know that parents have babysitters and wish to get home to tuck in their children.

## ***SEPTEMBER OPEN HOUSE***

Come and visit us at the Open House/Meet the Teacher Night on September 25 from 6:00-7:30. We look forward to an evening where we can say hello to our old families and welcome new ones to the Westminster Woods School community. Please remember that this is an informal introduction time and that parent-teacher conferences will be held later in the term (November 21 from 3:30-8:00 and again the following day during school hours).

## ***LOST AND FOUND***

Every year, a large number of items find their way to the Lost and Found Boxes. It is most helpful if lost items have a name in them. Unclaimed articles will be donated to charities at the end of each term. Please visit our Lost and Found box, (found at the front of the school) regularly to reclaim missing family items.

## ***SPECIAL DAYS/MINOR FUNDRAISING***

### **PIZZA / SUBS AND LUNCH LADY**

We will have pizza sales one day each week. Subs will also be sold weekly. More information on this will follow. Lunches from the Lunch Lady will be available to order on-line once each month.

## **MILK PROGRAM**

We will run a milk program that allows the students at Westminster Woods to have fresh cold milk. White (2%) and chocolate will be available and will be delivered to each class on the days that pizza and milk is sold. We will be looking for volunteers to run this program!

## **ZEHRS/CAMPBELL SOUP LABELS**

We will continue to collect grocery tapes as a source of minor fundraising. Your assistance in saving these is greatly appreciated.

We hope also to collect labels and proofs of purchase from Campbell's soups, V-8 juice and Pepperidge Farm crackers. These may be redeemed for FREE educational resources and equipment.

## **VOLUNTEERS**

### ***PARENT VOLUNTEERS***

We welcome parent volunteers in many capacities. We consider parents to be a special resource. We will always welcome extra help from parent volunteers in classrooms, programs, the library and extra-curricular activities. Please talk to your child's classroom teacher or call the office if you have time or skills you can share to make our school a better place for students to learn and grow. A form will come home in your first day package that can be returned to school.

As part of the entry process for new volunteers, we ask that you complete the "Volunteer Information Application" form available in our office and read carefully and comply with the following statement:

Please note that we will require regular volunteers to get a police record check. This is available free of charge at the local police station.

### ***OTHER VOLUNTEERS***

We would be happy to have members of the community volunteer at Westminster Woods. University students etc. can be a valuable resource to have in the school. If you know of someone who is interested, please have them phone the school.

## ***THE PROGRAM/CURRICULUM/ASSESSMENT***

### **CURRICULUM**

The Ministry of Education's Ontario Curriculum provides the basis for teacher planning and instruction, and for local provincial assessment. Directly linked to the provincial report card, it provides grade-by-grade expectations for classroom programming. Copies of the Ontario Curriculum are available on the Ministry Website (<http://www.edu.gov.on.ca>).

### **HOMework**

Although homework is important, we understand that parents are busy and students are tired at the end of the school day! Homework should be an extension of the learning that takes place in school. It can provide practice and drill that reinforces classroom learning and can provide opportunities for independent study, research and creative thinking. Parents can help their children by arranging a quiet, comfortable place for the students to work and by seeing that assignments are complete. Children

should be able to complete homework with **minimal support**. If your child is having difficulty with homework, please let your child's teacher know.

In the Primary grades, establishing a routine of reading and being read to is important for child development. Reading with your child for 15 minutes a night can make a world of difference!

## **HOMEWORK POLICY**

In the Junior and Intermediate divisions homework is mainly used to review concepts, complete assignments or projects initiated in class and/or to provide extra practice of skills and concepts.

The following times are guidelines only and may vary according to the needs of the student and the nature of the assignments. If you find that your child has too much homework, please contact their teacher.

Kindergarten – Grade 3 15 to 30 minutes per night

Grades 4,5,6 30 to 60 minutes per night

Grades 7 & 8 60 minutes per night

These should be maximum amounts.

## **HOMEWORK REQUESTS**

If a student must be away for an extended period, please notify the office. We will have a form for you to fill out and provide you with a website that your child can access curriculum and work.

Unless your child is going to be absent for more than one day, please do not request homework, as it is possible that the teacher does not have any planning time during the day to put work together. In the case of a prolonged absence, please feel free to contact the school. We will connect you with the website UG2GO which provides all kinds of curriculum related activities. If you do need to pick up homework, please do so at the end of the day if possible.

## ***STUDENT AGENDAS***

Many classes will continue to use student agendas at Westminster Woods. The agenda will be used as an organizational tool for students and as a communication tool for home and school. Students will be encouraged to record all homework, for home and school.

Students will be encouraged to record all homework, assignment due dates and test/quiz dates in their agenda. Parents can help by reading their child's agenda daily to reinforce for students important dates and assignments. Parents are encouraged to use the agenda to write notes to the teacher. Agendas are signed daily by most teachers in Grades K – 6, and we encourage parents to sign them daily as well. As students get older, they are expected to assume more responsibility for their learning; therefore, intermediate students will not have their agendas signed, except in special circumstances (this would include where a teacher has sent a note home to a parent or a parent writes a note to a teacher). Teachers will look at them regularly and they will be a good communication tool.

## ***ASSESSMENT***

Our students will participate in a variety of assessment activities. Peer, self and teacher assessment are all important aspects of the overall evaluation of program and student progress.

With parental permission, during the fall, all Grade 3 students complete the Canadian Test of Cognitive Skills which is designed to help us identify strengths and weaknesses for each child. The results of this

test are shared with parents by the Board’s Psychology Department. Sometimes when a child achieves an overall percentile of 98% or above on this test, they may be identified as gifted.

Students nearing the end of Grades 3 and 6 undergo standardized testing (EQAO) conducted under the direction of the Ministry of Education. Results of the test as they relate to performance of the education system in general will be made public. The performance of individual schools will be communicated to the School Boards and to the public. The family of each individual student will receive a detailed analysis of their personal performance.

### **REPORT CARDS**

You will receive a progress report in November. There will be no marks on this, but comments from your child’s teacher. This will be a perfect opportunity to find out how your child is progressing before too much time has passed and if some remediation is necessary. At the same time, there will be formal interview times for each child ( November 23 from 3:30-8:00 and again the following day during school hours). Please take some time to attend if at all possible.

The second report card will come home sometime in February and this report will contain marks. The June report card will come home the second last week of June. Please carefully review your child’s progress, sign and return page 4 and contact the school if you have questions regarding any report.

### **Guide for Grading**

#### **Grades 1-6**

Level	Definition	Letter
4+	The student has demonstrated <b>all</b> the required knowledge and skills. Achievement exceeds the provincial standard.	A+
4		A
4-		A-
3+	The student has demonstrated <b>most</b> of the required knowledge and skills. Achievement meets the provincial standard.	B+
3		B
3-		B-
2+	The student has demonstrated <b>some</b> of the required knowledge and skills. Achievement approaches the provincial standard.	C+
2		C
2-		C-
1+	The student has demonstrated some of the required knowledge and skills in <b>limited</b> ways. Achievement falls much below the provincial standard.	D-
1		D

1-		D-
R	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.	R
I	Insufficient evidence is available to obtain a grade	I

## Grades 7-8

Level	Definition	Letter	Percentage
4+	The student has demonstrated <b>all</b> the required knowledge and skills. Achievement exceeds the provincial standard.	A+	100 – 95
4		A	87-94
4-		A-	80-86
3+	The student has demonstrated <b>most</b> of the required knowledge and skills. Achievement meets the provincial standard.	B+	77-79
3		B	73-76
3-		B-	70-72
2+	The student has demonstrated <b>some</b> of the required knowledge and skills. Achievement approaches the provincial standard.	C+	67-69
2		C	63-66
2-		C-	60-62
1+	The student has demonstrated some of the required knowledge and skills in <b>limited</b> ways. Achievement falls much below the provincial standard.	D-	57-59
1		D	53-56
1-		D-	50-52
R	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.	R	Below 50
I	Insufficient evidence is available to obtain a grade	I	

## ***INTERVIEWS***

Interviews will be scheduled for all families on the night of **November 22 and again the following day**. The parent's attendance at these is very important. In addition, a parent may request a conference with their child's teacher **at any time** during the school year. Please call the school if a conference is desired. Likewise, a teacher may find it beneficial to request a special conference with a parent. Please make every effort to meet with the teacher if you receive such a request.

We feel that it is important to help the student understand all test results, reports and teacher comments in a positive way. You can support this process by helping the child focus on how they achieved their successes – big and small. Every child develops at their own rate and in their own style. The report card and the interview should help you understand how to help your child learn even more in the future.

## ***STUDENT HELP***

All children sometimes find school work difficult and need to recognize that their teacher is always ready to give extra help. Please encourage your child to ask for help.

There are resource teachers on our staff to help students who are experiencing serious difficulties. When a student experiences ongoing difficulties, our first step is to consult our in-school team. We also meet regularly with board consultants who have special skills in speech, special education and psychology. The classroom or resource teacher will describe your child's work and behavior and present work samples. After careful consideration, the team makes suggestions that may help your child.

The teacher and the student then try these suggestions. If they work, and they often do, we observe the student closely over the next few weeks to make sure that the difficulty is truly cleared up or the child is making progress. If the suggestions don't work, we discuss the student's case again at the next team meeting to look for alternative learning strategies.

The team considers further help and action at the next team meeting. More suggestions to help the student are given to the classroom teacher. We also decide if we need a more detailed assessment of the student's strengths and weaknesses. If so, we choose the tests to be given and the person to administer them. Parental consent is obtained prior to any such testing. Test results are confidential and will be brought back to the next team meeting for discussion. Test results are also shared with parents.

A speech therapist visits our school regularly. Students who are referred by their teachers may, after testing by our Board speech pathologist, work with the therapist on a regular basis. If any parent feels their child may need help in the area of speech development they should contact their child's teacher to inquire about speech assessments.

## ***CHILD ABUSE PROGRAMS AND PREVENTION POLICIES***

The Upper Grand District School Board places a high priority on safety of our students. The Child Abuse Prevention Policy is evidence of our commitment to this priority. The following is a quote from the policy:

"Every citizen in the community shares a responsibility for our children. School officials and teachers share this collective community responsibility for creating safe and nurturing environments for children. Under the Child and Family Services Act, this responsibility includes the legal requirement to report to the local Children's Aid Society any suspected child abuse or other situations where a child may be in need of protection. Teachers and other Board employees have a special opportunity to know and understand children during their most influential years of development. They are in a unique position to be able to see early signs of maltreatment, and to know or hear about the abuse and neglect that is often suffered by children."

As required in the Policy, we will be teaching age-appropriate lessons to help our students identify abuse and protect themselves from abusive situations. The goal is to provide children with the tools they need to keep themselves safe. The lessons cover a broad range of safety issues including bullying, stranger danger and abuse by a known and trusted adult.

**These lessons will occur sometime during the school year in Grades 1, 3 and 5.** You will be notified beforehand. The lessons will be team taught by our Child and Youth Counselor and/or classroom teachers. Students in Grades 7 and 8 will also participate in a program by the Red Cross entitled "It's Not Your Fault". This presentation will occur in homeroom classes and involves two one-hour sessions.

## ***THE BILL OF BODY RIGHTS***

### **REGARDLESS OF YOUR AGE YOU HAVE THE RIGHT TO...**



- Trust your feelings.
- Decide when a touch is good or bad.
- Say NO to a bad touch.
- Get away.
- Tell a grown-up you trust about a bad touch.
- Keep telling grown-ups about a bad touch.
- Give and receive good touches.

## ***STUDENT RECOGNITION AND AWARDS***

We encourage the recognition of all students involved in intramural, extra-curricular clubs and day-to-day participation in our school community. Our bulletin boards and public address system will be used to applaud individual and group accomplishments throughout the year.

## ***GRADE EIGHT GRADUATION***

We will have a graduation that will be both memorable and appropriate for our students. Academic excellence, good citizenship and involvement in extracurricular activities will be important in the intermediate grades. **The tentative date for this year's graduation is Monday June 23, 2013.**

The format for the evening will be as follows:

- 6:30-7:30- Graduation Ceremony (parents invited)



- 7:30-8:00- Refreshments
- 8:00-9:30- Dance (not parents invited)!

## ***STUDENT ACTIVITIES***

The following are some possible student activities:

<p>Clubs:</p> <p>Choir</p> <p>Guitar/drumming/Rock Band</p> <p>Yearbook</p> <p>Chess</p> <p>Knitting</p> <p>Silver Birch/Red Maple Reading</p> <p>Art</p> <p>Student Volunteers:</p> <p>Kindergarten Helpers</p> <p>Bus and Street Patrols</p> <p>Kindergarten Bus Buddies</p> <p>Milk Helpers</p> <p>Recycling</p> <p>Peer Tutors</p> <p>Library Helpers</p> <p>Announcements</p> <p>Gardening</p> <p>Lunch Helpers</p> <p>Office Helpers</p>	<p>Sports Teams:</p> <p>Touch Football</p> <p>Cross Country</p> <p>Soccer</p> <p>Volleyball</p> <p>Basketball</p> <p>Badminton</p> <p>3-Pitch or Ultimate Frisbee</p> <p>Track and Field</p> <p>Floor Hockey</p> <p>Dodge Ball</p> 	<p>Special Events:</p> <p>Monthly Assemblies</p> <p>Jump Rope for Heart</p> <p>Food Bank Collection</p> <p>Open House</p> <p>Remembrance Day Assembly</p> <p>Terry Fox Run</p> <p>Primary Play Day</p> <p>Track &amp; Field Day (Gr. 3-8)</p> <p>Scientists in the Classroom</p> <p>Book Fairs</p> <p>Bullying Prevention Workshops</p> <p>Child Abuse Prevention Workshops</p> <p>Author Visits</p> <p>Scientist in the School</p>
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## ***ATTENDANCE***

Regular attendance is essential for a student's success in school. All academic subjects are taught in sequence, requiring the understanding of each concept in the order of its presentation. Persistent absenteeism or lateness creates a genuine disadvantage for a student and is regarded as a serious problem.

## ***ABSENCES/SAFE ARRIVAL PROGRAM/STUDENT SAFETY***

It is the policy of the Upper Grand District School Board to have safe arrival programs in its schools that allow parents and staff to account for a pupil's unexplained failure to arrive at school through reasonable efforts to make timely contacts with parents/guardians or care givers. Therefore, when students are absent we need a call. An "Advanced Notification System" for student absence is used by our school.

If a pupil will be absent or late, the parent is asked to telephone the school office each day, at **(519)766-4400 EX 222, BEFORE 9:00 a.m. or 1:00 p.m.** Please leave the following information:

- Child's name
- Teacher's name
- Short reason for absence

If students are absent without explanation, parents and care givers will be contacted in the following order: at home, at work, care giver (if appropriate), emergency contact, and if warranted, the police.

## **According to Upper Grand District School Board Policy, it is the responsibility of parents to:**

- Provide current telephone contacts such as: home phone number, cellular phone number, work number of both parents, number of care giver and emergency contact numbers on the student admission/information form.
- Update the information during the school year.
- 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.
- Provide written permission for their child to leave the school during the day.

## ***LATENESS***



Except when a bus is late, any pupil who is late must obtain a late slip from the school office. This will help us keep your child safe and save a worrisome phone call home. A note or phone call is appreciated for all pupil lateness.

## ***STUDENT PICK-UP***

If the school has not received a note or phone call (in emergency cases) from the parent/guardian, pupils will be sent home in the usual way.

**If pupils are to be picked up by someone other than the parent/guardian, a note is needed from the parent/guardian in order to ensure the safety of the children.**

Students leaving during the school day should always **be picked up by the front office** where we can ensure their safe departure.

*PARENTS, PLEASE DO NOT BLOCK THE BUS LOADING ZONES OR PARK IN FRONT OF THE SCHOOL.*

## ***CUSTODY***

In almost all cases, unless otherwise directed by a court of law, both natural parents have full access to the students and their records. If for some reason, these rights are restricted, legal documentation **must be on file** at the school.

Occasionally parents may wish their child to assume a name other than that on the birth certificate. If this is the case, we must have a court order or a written request for this to be done. Please call the school office for full details.

## ***ROUTINES***

### **VISITING THE SCHOOL**

If you are picking up your child before the end of the day, please **meet them at the office**.

Parents please feel free to visit the school, **but you must check in at the office first** so that we can direct and assist you. Please understand that this is for the safety of your children.

We encourage and appreciate volunteers and parents who want to visit our classrooms. Please remember to call in advance to arrange an appropriate time. This will help ensure that they are not out of the school or completing a test.

### **OPENING EXERCISES**

Please let us know, in writing, if you wish your child to be excused from participating in the "Opening Exercises" each morning as well as any activities associated with religious or national holidays such as Remembrance Day and Christmas. If they cannot participate in an activity, we will provide an alternative for them.

### **REQUEST FOR A STUDENT TO STAY INSIDE**

Fresh air and exercise assist a child in learning. School recesses provide children with regular breaks from their school work. However, there are times when the children must remain indoors due to inclement weather (rain or extreme cold). An announcement will be made to the students to inform them of these indoor recesses.

There may also be times when children need to remain in for personal reasons. The school must make special arrangements for these youngsters (likely they will spend their recess in the office). To provide a uniform approach to this, please follow this guideline:

If you wish your child to stay in, **send a note** dated and signed with an explanation.

Ultimately, if your child is too sick to go outside, it is recommended that they remain home until they feel well enough to be involved in all school activities.

## **MESSAGES**

Before your child leaves for school each day, please remind him/her of appointments, materials/homework, changes in dismissal routine, etc. The office is a busy place and each time we are asked to deliver a message, a class is interrupted. Also, if your child is not feeling well when leaving for school in the morning, please send a note to the teacher letting us know where you will be (if not at home or work or the usual place we would call). We will certainly call if your child is sick but it is difficult for us to interrupt a class to check on how a student is feeling.

## **SCHOOL SUPPLIES**

The school will provide the basic essentials of pencils, erasers, and a ruler, along with primary and junior workbooks and crayons. It would be beneficial for your child to have the following additional items at the beginning of the school year (these are suggestions only).

<b>Grades 1, 2, 3</b>	<b>Grades 4, 5, 6</b>	<b>Grades 7 &amp; 8</b>
1 Box of Kleenex Tissue	1 Box of Kleenex Tissue	Kleenex Tissue
“Indoor Only” Shoes (must have)	“Indoor Only” Shoes (must have)	“Indoor Only” Shoes (must have)
Running Shoes for Gym (indoor shoes are o.k.)	Running Shoes for Gym (indoor shoes are o.k.)	Running Shoes for Gym (indoor shoes are o.k.)
Extra pencils, erasers, pencil crayons (Gr. 2 & 3 markers)	Extra pencils, erasers, pencil crayons	Gym Clothes (shorts, t-shirt)
1 glue stick per term	1 glue stick per term	Combination Lock (Dudley is recommended)
	Calculators	Extra pencils, erasers, pencil crayons, markers
	3-ring loose leaf paper binders	Ball point pens
	(check with teacher first)	1 glue stick per term
	Dividers (pkg of 5)	Reinforcements
		Binders (check with teacher)
		3-ring loose leaf paper
		Dividers (pkg of 5)
		Protractor/compass
		French/English dictionary
		Calculators
		Highlighters

It would be beneficial for all students in Junior and Intermediate to have access to a dictionary and a thesaurus at home.

## ***LOCKS FOR INTERMEDIATE LOCKERS***

All intermediate students will be assigned a locker. All students will have to share with a partner. Students are asked to provide their own **COMBINATION DUDLEY LOCK**. Parents and students are reminded that use of the lockers is a privilege and that a record of locker assignments and accurate lock combinations will be kept for administrative access.

## ***REQUEST TO LEAVE SCHOOL PROPERTY AT NUTRITION BREAKS***

At both nutrition breaks, we provide a consistently supervised eating and recreation area. While going home for lunch is good, we strongly discourage the practice of giving student's permission to purchase lunches off school property as it removes the children from the supervision provided at the school and may encourage other students to leave the site without parents' knowledge. We would appreciate parent requests for students to leave the grounds for "social" lunches to be kept to a minimum; i.e., 1 per term, maximum. Any requests for students to leave the school at noon must be received, in writing, by 9:00 a.m.

**This practice is reserved for Grade 7 and 8 students only.** Requests may be denied if the student does not display responsible behavior.

If you wish your child to go home for lunch each day, please inform us in writing. This will be kept on file at the office. Your child will check in and out of the school office each day.

## ***FIELD TRIPS AND EXCURSIONS***

Throughout the year, students will have opportunities to go on field trips beyond the school yard. Parents will be notified in advance and will complete and return the form (prior to the activity) to the school with the Parent Permission Forms. Pupils are expected to conduct themselves appropriately. Children who misbehave may be denied the privilege of going on future excursions or parents may be called and asked to pick them up.

If the activity is within walking distance of the school and the Student Activity Permission Form has been previously completed, the teacher will likely not send out another permission form, but parents will be notified of the outing.

## ***COMMUNITY USE OF SCHOOL***

Numerous groups and organizations will want to use the school facilities. For any use of school facilities there is generally a **THREE WEEK** processing period from the time the Contract Document is completed.

For information on Community Use, please check the board website at:

[www.cus.ugdsb.on.ca](http://www.cus.ugdsb.on.ca)

## ***ROLLER BLADES/SKATE BOARDS/SCOOTERS***



The Upper Grand District School Board does not allow skate boards, roller blades or scooters on Board property. To avoid the problems of theft and storage in lockers, etc., **we would appreciate parent support in having these items remain at home.**

## **TRANSPORTATION**

### **WHO IS ELIGIBLE?**

Students who live beyond a certain distance from their school may receive bus transportation to and from school. The distance is set for each grade can be found on the following website:

<http://www.stwdsts.ca/home/en.html>

Students may also qualify for transportation for one year if one of the following conditions is met:

The walking route to school is determined by the Transportation Department to be unusually hazardous.

Authorization is received from an appropriate superintendent to attend a school to take a program of studies not available at their home school.

A request for Special Transportation Form is completed by a medical practitioner who stipulates in specific terms why a student's health necessitates the provision of transportation for an entire year.

(Transportation arrangements for a student with a short-term medical problem, such as a broken leg, must be made by parents/guardians).

### **ASSIGNED BUS ROUTE**

Students must travel **to and from school** on their designated bus. Arrangements **cannot** be made for students to take another bus for social reasons; i.e., go home with a friend, birthday parties, etc.

### **ARRANGEMENTS INVOLVING A DAYCARE PROVIDER**

Parents who wish to arrange transportation service at a care-giver's address must make the **request in writing** to the principal.

Please note permission will not be confirmed prior to the end of the first month of the school year, and students **must be eligible for bus transportation** to be considered for such an arrangement. Please contact the principal regarding procedures.

### **PARENT AND GUARDIAN RESPONSIBILITIES**

- The safety and conduct of their children at bus pick-up points.
- Determining if it is safe for their children to leave for school in inclement weather.

### **OUR RESPONSIBILITIES (Bus Company)**

Student safety is a primary concern. Every effort will be made to provide a safe, economical bus service, and to meet these guidelines:

- Students will be delivered to a school no more than 30 minutes prior to classes.
- Buses will depart schools no more than 30 minutes after the regular dismissal time.

- Where practical, elementary students should spend no more than 45 minutes, and secondary students no more than 60 minutes on the bus to and from school.
- No student will walk more than 1.2 km from the end of his or her driveway to the pick-up point.
- The number of students on a school bus will not exceed the manufacturer's capacity for that vehicle. Students in Grades 7-OAC shall be counted as 1.5 students when determining the number.
- Students will ride on no more than two different buses while travelling either to or from school.
- A video camera may be used on a school bus for the purpose of promoting the proper behavior and safety of students on the bus.

## **STUDENT RESPONSIBILITIES**

These regulations are intended to help ensure the safety of students:

- Students are expected to behave in accordance with the School Code of Conduct at the pick-up and transfer points, and while travelling on the school bus.
- Students must follow the rules outlined by the driver and must respect the authority of the bus driver.
- Students will cooperate with and assist the patrols in carrying out their duties.
- Students must remain seated on a moving bus.
- Students are responsible for compensation for any damage or destruction to school buses.
- Bus students may only be picked up or discharged at designated stops.
- Books, lunch boxes and bulky items must be kept on the student's lap.
- A student must keep his or her arms and head inside the bus at all times.
- No eating or smoking is allowed on the bus.
- Profane language is not permitted on the bus at any time.
- Students must be aware that serious or repeated misconduct will be recorded. Such actions may result in the loss of transportation privileges.

## **LOADING PROCEDURES**

Students must:

- Be at the bus stop 5 minutes before pick-up time.
- Stand away from the road until the bus is stopped.

- Line up in a single file and board the bus in an orderly fashion when the driver indicates it is time to board.
- Wait for the driver's direction before crossing the road to board the bus; stay 5-8 paces in front of the bus when crossing.

## **UNLOADING PROCEDURES**

Students must:

- Stay in the seat until the bus comes to a stop,
- Leave the bus in an orderly fashion.
- Continue up his or her laneway if it is directly beside the door of the bus.
- Stand away from the bus and wait until it has departed before walking to his or her laneway if it is on the same side of the road as the bus.
- Wait for the driver's direction before crossing the road if his or her laneway is across the road.
- Field trips and school-to-school trips are part of the regular school program and students are subject to the same rules and code of conduct as regular bus students.

## **EQUIPMENT**

The following regulations guide the transportation of equipment:

- No firearms or anything of a dangerous nature.
- Skate blades must be covered by guards, tied together, carried in a bag, and placed on the floor of the bus at the student's feet.
- Skis and poles may not be transported unless the bus is equipped with suitable storage space under the floor.
- Musical instruments must be kept on the student's lap.
- The decision to transport other objects shall be determined in advance by the principal, the bus driver, and the Transportation Department.

## **INCLEMENT WEATHER**

When a bus does not travel a route in the morning, **it will not do so in the afternoon.**

During inclement weather, the designated radio (**1460 AM/106.1 FM**) will announce bus cancellations or delays. Parents and students are advised to listen to their designated radio station. Do not call the station as regular reports will be issued. **You may also check the board website.**



## ***PERSONAL INFORMATION***

We keep enough personal information about your child on file so that we can handle emergencies. This information is confidential to the Board staff and is kept secure.

It is important that this information be kept up-to-date. If during the year you change your address, home and work phone number, emergency contact, place of employment, etc. , please phone the office so that appropriate changes can be made on our records. Telephone numbers, addresses, medical information and emergency contacts are vital in emergencies.

In September, we send home a pre-printed registration form. Please check all information on this form carefully, make changes and then sign and return it to the office immediately. We update our school records from this information.

The school does not release this information without your consent. Please do not ask for the names, addresses or telephone numbers of other parents because we cannot give them to you.



### ***STUDENT PERSONAL INFORMATION ROUTINE USES AND/OR DISCLOSURES***

*If you have questions about this notice contact your principal or the Freedom of Information Coordinator, Upper Grand District School Board, 500 Victoria*

*Road North, Guelph, Ontario N1E 6K2, (519) 822-4420 ext. 721*

The Upper Grand D.S.B. keeps **personal information to provide educational services**. Some examples of personal information are names, addresses, phone numbers and date of birth.

School boards have a duty under provincial law to protect personal information (*Municipal Freedom of Information and Protection of Privacy Act*). The *Act* requires that parents/guardians of students under the age of 16 (and students 16 years of age and older) be informed about how their personal information is used, disclosed and maintained.

All students have an **Ontario Student Record (OSR)**. The OSR is the record of a student's educational history and progress in Ontario. The school principal is responsible for the OSR. In addition to the OSR, we maintain secure electronic student records that contain personal information.

### ***Information shared without notification***

We will disclose your child's and or your personal information **without further notification to you** in the following ways:

**If your child suffers from a life threatening medical condition**, a Life Threatening Management and Prevention Plan will be developed and shared with appropriate staff and transportation services.

**The Board provides the Wellington-Dufferin–Guelph Public Health Unit** with students and parents names, addresses, telephone numbers and the students' birth date for the medical officer of health, as required in the *Education Act*.

#### **Secondary schools will:**

- receive information in advance about incoming grade 8 students

- share information about individual student’s progress with the student’s previous elementary school
- send information about potential graduates (contact information, marks and transcripts) to the Ontario College Application Services and the Ontario Universities Application Centre

**Names and phone numbers** may be shared with school approved volunteers or parents for safety and information purposes.

Examples include:

- emergency contact lists
- safe arrival programs
- school-related notices
- safety patrol lists

**Student names and/or photographs** may be printed in school programs for plays and musical productions, on student awards and plaques and in school yearbooks.

**Student names** may be included on their work displayed in classrooms or in hallways.

**Video Recordings:**

- **The board uses surveillance equipment** in some schools and on buses for safety reasons and property protection. The recording may be shared with authorities if necessary according to board policy.
- **Video Recording or Photographs:** Board staff and board-approved professionals may **record or photograph** students in school or during school activities as part of their educational program or for assessment. Informed consent is required to share this information outside of the school. *(See below)*

**Sharing Information with Agencies Working for the Board**

Personal information may be shared with approved agencies that assist the Board in providing educational services.

Examples include but are not limited to:

- transportation services (STWDSTS) to identify students who qualify for busing
- the Board insurance company and the Ministry of Labour if an **accident** takes place during school and /or on school-sponsored activities
- automated telecommunications provider to notify parents of upcoming events or that their child is absent from class

***What is informed consent?***  
*To protect privacy, no personal information is provided to the public without informed consent.*

*A parent/guardian gives informed consent when they agree to the sharing of personal information, understand what will be shared, for what purposes it will be used, and who will receive the information.*

- school photographers who take individual and class photographs to sell to parents and students, for student identification cards and for school records
- vendors who provide specialized equipment, resources and training for special needs students
- agencies endorsed by the Ministry of Education for online learning (*e-Learning, Homework Help, Desire2Learn*)
- Ontario Federation of School Athletic Association (OFSAA) for secondary students who participate on athletic teams
- agencies endorsed by the Board who provide online school administrative tools that assist schools with bookkeeping requirements

### ***Information for the General Public***

**Newspapers, television and radio** stations may be invited to schools to report on activities such as graduations, student achievements/awards, and current events. Their reports may include only non-identifying photos of groups of students. Students are only **photographed and/or identified with informed consent**.

*Note: If photography or video recording is permitted during events open to the public, such as school concerts or sporting events, it is generally not possible for the Board to control the use of such recordings. However, we kindly remind anyone who may be taking pictures that they are respectful of the privacy rights of anyone they may capture in their recording and that they not share them in any way without the consent of the individual or if the individual is under the age of 16 the consent of their parent or legal guardian.*

### ***When informed consent is required***

Listed below are some examples of where informed consent **is required** before sharing or disclosing information:

- to school-based Psychological Services Staff (including Child and Youth Counsellors), Social Workers and Communication, Language and Speech Services staff
- when
- photographs or videos are taken for educational purposes and are to be shared outside the school
- students participating in video conferencing (two-way video and audio transmissions)
- publicly displaying student work that includes their name
- Identifying students by name and or photograph in school newsletters and on a class, school and/or board websites

*If you have concerns or questions about any of the information described above please contact your principal as soon as possible. The above will apply unless an objection is made in writing with the principal and an alternative solution found.*



## **IMPORTANT:**

If you have any objections on 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 2011-2012 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).

## ***INSURANCE***

The Upper Grand District School Board strongly recommends that parents have student insurance coverage and has endorsed the plan offered by the Reliable Life Insurance Company.



Applications for the Student Accident Insurance Plan are sent home with the children in September. This plan supplements the Ontario Health compensation for specific major accidents and includes the treatment of specified injuries. Applicants are covered during the enrolment period. Parents' contact is with the insurance company, not with the Board of Education. Claim forms are available at the school office.

## **PETS**

No pets, of any kind, are permitted at school without permission for pets to be



allowed at school without permission. Teachers may give special permission for pets to be brought to school as part of a special display or activity.

Please do not bring your dog onto the school yard when there are students present.

## ***CHILD AND YOUTH COUNSELLOR***

At Westminster Woods we will have the support of an in-school Child and Youth Counselor four half days per week. Duties will include the direct delivery of behavior support, both in the classroom and in withdrawal environments. Parents of students being counseled by the Child and Youth Counselor on an on-going basis are required to give informed consent.

## ***CODE OF CONDUCT***

### **GOAL**

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 behavior 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, comfortable and accepted.

At Westminster Woods we expect all staff and students to treat each other with respect and dignity.

### **FIVE IMPORTANT RULES FOR WESTMINSTER STUDENTS:**

- No name calling or putdowns
- Keep your hands and feet to yourself

- No play fighting (or any kind of fighting)
- Be responsible for your own actions
- Treat others with respect and kindness

Our School Code of Positive Student Behavior is based upon the Ontario Code of Conduct and the Upper Grand District School Board Code of Conduct (**Policy #213**) which applies to all members of the school community; students, administrators, staff, parents and guardians, visitors, volunteers, etc., while on all school and Board property, school buses, at school-authorized events, and off site at school-sponsored activities, or in other circumstances that could have a negative impact on the school climate.

### **STUDENT'S RIGHTS INCLUDE:**

- To be treated with dignity and respect
- To be provided with activities that are success oriented and built on individual strengths
- To receive a quality education
- To understand that every child can succeed
- PARENT'S RIGHTS INCLUDE:
- To be treated with dignity and respect
- To be heard and to have concerns addressed
- To communicate with the school
- To understand that Westminster Woods will provide an environment that will help their child succeed at school

### **STAFF RIGHTS INCLUDE:**

- To be treated with dignity and respect
- To have a safe working environment
- To expect parents and students to be involved in creating a positive school environment
- To expect students to put forth their best effort
- To have parents support students and teachers

### **SPECIFIC EXPECTATIONS FOR OUR SCHOOL**

#### *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 disability;
- Respect the rights of others, including all members of the school community;
- Show proper care and regard for school property and the property of others;
- Take appropriate measures to help those in need and get help if needed to solve conflicts peacefully;

- Respect the needs of others to work in an environment that is conducive to learning and teaching
- Not swear at a teacher or at another person in authority, or any person.

## ***SAFETY***

ALL MEMBERS OF THE SCHOOL COMMUNITY MUST NOT:

- Engage in bullying behaviors

## ***DEFINITION OF BULLYING***

Bullying is typically a form of **repeated, persistent, and aggressive behaviour directed at an individual or individuals** that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying **occurs in a context where there is a real or perceived power imbalance**.

Bullying takes on different forms and contexts with age. It can be physical, verbal, social/emotional or through the use of technology. Bystanders contribute to bullying by doing nothing to prevent it or by becoming actively involved in supporting it.

## **NO PERSON SHALL:**

- 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 hate propaganda and other forms of behaviour motivated by hate or violence;
- Commit an act of vandalism that causes extensive damage to school property or property located on the premises of a school, or
- Engage in any form of electronic communication directed to an individual or group of people that is intended to cause (or should be known to cause) fear, distress, and/or harm to other persons; feelings, self-esteem, or reputation, or that has a negative impact on the school climate.

## ***CODE OF CONDUCT (con't)***

### **STUDENTS WILL:**

- Accept responsibility for their personal actions;
- Demonstrate respect for self, and others, and for those in authority;
- Fulfil 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;
- Dress appropriately in accordance with the Board's and the school's policies regarding appropriate dress;
- Use respectful language, free from profanity;
- Work cooperatively with staff and other students;
- Be honest in their academic work (refrain from plagiarism, cheating, etc.) and use free time responsibly;
- Respect the authority of all playground supervisors;
- Not eat on the yard;
- Not wrestle or play body contact games;
- Play only in designated areas in clear view of yard supervisors;
- Not throw snowballs;

### **THE PRINCIPAL WILL:**

- Take a leadership role in the daily operation of the school by demonstrating 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, and
- Communicate meaningfully and on a regular basis with all members of the school's community.

### **TEACHERS AND STAFF WILL:**

- 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;
- Communicate regularly and meaningfully with parents/guardians;
- Demonstrate respect for all students, staff, parents, volunteers, and the members of the school community; and
- Empower students to be positive leaders in their school and community.

## ***CODE OF CONDUCT (con't)***

### **WE APPRECIATE THE PARTNERSHIP PARENTS PLAY IN THE ROLE OF THEIR CHILD'S EDUCATION:**

- Supporting the efforts of school staff in maintaining a safe and respectful learning environment;
- Showing an active interest in their child's school work and progress;
- Communicating regularly with their child's school;
- Demonstrating respect for all students, staff, volunteers and the members of the school community;
- Assisting staff in dealing with disciplinary issues involving their child;
- Helping their child be neat, dress appropriately, be well-rested and prepared and ready to learn;
- Ensuring that their child attends school regularly and on time;
- Promptly reporting their child's absence or late arrival;
- Showing that they are familiar with the Ontario Code of Conduct, the Board's Code of Conduct, and the school's Code of Conduct and rules of behaviour, and
- Helping and encouraging their child in following the Board's Code of Conduct and the school's Code of Conduct and the rules of behaviour.

*Note: While students may bring cell phones to school, the use of cell phones I-pods and computers is allowed only with teacher permission (and must be school related).*

*If a student needs to contact a parent in an emergency, they must come to the office. These items must be left in lockers and will be kept in the office for parent pick-up should students use them on school property.*

*Use of Roller blades, skateboards, and scooters by students on school property is not allowed.*



## ***CODE OF CONDUCT (con't)***

### **DRESS CODE**

*Keep in mind that you should dress in a manner appropriate for a learning/working environment*

- Muscle shirt are unacceptable
- Undergarments: e.g. bras, underwear, bra straps must be covered by clothing
- Tops showing bare midriffs or bare backs are unacceptable
- Spaghetti straps and low scooped necklines are unacceptable (three finger rule for strap widths is a good guideline)
- The wearing of offensive clothing is prohibited: i.e., clothes that condone violence, alcohol, cigarettes, drugs, or include sexual connotation, inappropriate language, gang affiliation or discrimination of any kind
- Hats must not be worn in the school and are to be removed upon entering the designated entry doors
- Shorts and skirts must be a reasonable length ( a guideline is that the tips of your fingers should be able to touch the bottom of the shorts)

*Appropriate dress is defined as student attire that is free of symbols of hate, gang membership, or images that portray violence, death, abuse, alcohol, cigarettes, drugs, racial, obscene words, political or sexual statements.*

### **POLICE SERVICES**

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.

The Board believes that community agencies and members of the school community are resources that can help boards deliver prevention and intervention programs. Current and new partnerships, protocols and outreach are encouraged and supported by the Board to formalize and enhance relationships to maintain safe communities.

## ***CODE OF CONDUCT (con't)***

### **COMMUNITY PARTNERS**

Schools focus on prevention and early intervention as the key to maintaining a positive school environment in which pupils can learn. The Board supports the use of positive progressive discipline as a whole school approach to foster the building of healthy relationships and encourage appropriate behaviours, as well as the application of consequences for inappropriate behaviour.

### **PROGRESSIVE DISCIPLINE**

Progressive Discipline is a range of early and later interventions, support, and consequences that are developmentally appropriate, and include opportunities for students to learn from mistakes and then focus on improving behaviour. 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 community 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 behaviour;
- Ensuring that contact with the parent(s)/guardian(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 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 for:

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

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

## ***CODE OF CONDUCT (con't)***

### **CONSEQUENCES**

#### EXAMPLES OF CONSEQUENCES:

- Verbal reminder
- Warning
- Review of expectations/rules
- Removal from class setting
- Written or verbal apology
- Written contracts
- Incident sheet
- Yard: 5 minutes on the wall/walk with teacher
- Recess detentions
- Letter written to parent or phone call home
- Student contract sheet
- Restitution
- In-school community service
- Suspension from the bus
- Parent/teacher/student conference
- Class time detentions
- Loss of in-school or field trip privileges
- Suspension OR expulsion

#### EXAMPLES OF SUPPORTS/INTERVENTIONS:

- Discussion with P/VP
- Reflective paragraph/essay
- Problem solving
- Conflict mediation
- Social stories
- Referral to outside agencies
- Discussion with parent (next steps, solutions)
- Child and Youth Counselor support
- Suspension/Expulsion Program
- Board consultants
- Restorative justice
- Attendance Counselor support
- Student/teacher/parent meeting
- Case conference with school staff and/or
- Positive reward system
- Conference with others involved
- Possible suspension

## ***CODE OF CONDUCT (con't)***

### **SUSPENSIONS/EXPULSIONS**

#### **SUSPENSIONS**

It is understood that discipline serves not only to correct inappropriate behaviour, but also as a deterrent. 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 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.

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

- 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 other person.

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

- The pupil's history and age,
- Whether progressive discipline has been used,
- If a behaviour 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 to suspend.

## ***HEALTH***

### **ALLERGIES**

There are several students at our school who have severe allergies to peanuts and nut products. We would appreciate your assistance in helping us to provide a safe environment for these children. When planning a variety of healthy snacks and lunches, your efforts to provide food other than peanut butter are greatly appreciated. Examples of peanut-free snacks will go home with the first newsletter.

### **IMMUNIZATIONS**

Provincial law requires that every student have evidence of an up-to-date vaccination profile. Consult your doctor or the local Health Unit if you wish to check your children's records.

### **COMMON INFECTIOUS DISEASES**

The following is a guide from the Health Unit (PHONE NUMBER IS 1-800-265-7293 EXT. 4752):

Illness	Exclusion from School
Chicken Pox	<b>Infectious for 2 days</b> but can attend school if they feel well enough to participate in all activities
Red Measles	Cannot return to school until at <b>least 4 days</b> after onset of rash.
German Measles	Cannot return to school until at <b>least 7 days</b> after onset of rash.
Meningitis	Can return to school after receiving <b>at least 24 hours of appropriate antibiotic treatment</b> and a Dr. has determined that it is okay to do so.
Mumps	A child should remain home for <b>9 days after onset of swelling</b>
Strep Throat or Scarlet Fever	Can return to school after receiving <b>at least 24 hours of appropriate antibiotic treatment</b> and a Dr. has determined that it is okay to do so.
Whooping Cough	Should remain home until 5 days of appropriate antibiotic treatment has been received
Pink Eye	Should stay home for 24 hours after appropriate antibiotic cream has been administered

Should your child contract any communicable disease, please let us know at the school office. We also advise you to consult your family doctor.

## ***Fifth Disease***

It is important for pregnant women and for children with weakened immune systems to know if they have come into contact with Fifth Disease. For this reason, we ask your cooperation in reporting to the school if your child(ren) is diagnosed with Fifth Disease.

## ***MEDICATIONS***

Medication for pupils should be administered at home whenever possible.

Where oral medication must be administered to pupils by school personnel, it shall be in the following manner:

The parent/guardian must:

- Provide written authorization on the Consent for Administration of Oral Medication, #509-2; deliver to the Principal or Designate the required medication in a labeled "tamper-proof" container;
- Ensure the container has a pharmaceutical sticker attached indicating the name of the child and directions for the administration/storage of prescribed medication;
- Instruct their child to attend the school office for medication as per the schedule for administration as established in conjunction with the school Principal.

*All MEDICATION and INHALERS must be kept in the office for the safety of other pupils.*

## **EPI-PENS SHOULD BE CARRIED ON THE PERSON AND IF POSSIBLE ONE KEPT IN THE OFFICE**

## **Smoking**

It is the policy of the Upper Grand District School Board to provide a smoke free environment. The Board does **not allow smoking in any of its buildings or on any school property**. This policy applies to all persons using or visiting Board buildings.

The principal may suspend all students found smoking on school property.

## **Head Lice**

Head Lice is a community problem. Their presence does not cause disease but they are a nuisance.

The control of head lice requires the cooperative effort of parents, school personnel and health professionals. Parents play a big role in prevention, detection, and treatment of head lice. We notify parents when a case is found in their child's classroom. Please refer to the following and make a very thorough check of your child's hair for a period of no less than two weeks if you receive one of these notices.

## Recommended Treatment for Head Lice:

### Shampoo

One recommendation is to use a 50:50 solution of mineral oil and vinegar. Massage the solution into the hair, cover for one hour with a shower cap and then shampoo out with regular shampoo. This treatment can be repeated as often as needed. The vinegar detaches the nits from the hair shaft while the oil suffocates any live lice and makes for easy and smooth combing out of any detached nits and dead lice.

### Pick

After the initial shampoo treatment and each subsequent day, the hair and scalp must be closely examined to remove the remaining eggs or “nits”. Often, this will require several hours of searching and picking, and will take several days. It is tedious and time-consuming, but is the only effective way to remove all of the lice and eggs. Left unattached after the shampoo treatment which kills the live louse, the eggs will hatch in about 7 days and reach maturity in another 7 days. You will need to pick again at this time. One female louse will lay up to 140 eggs. We need to get rid of them all! ***Please check daily for a period of 2 weeks.***

### Care of Clothing and Bedding

Wash all hats, scarves, bed linen, towels, stuffed animals, etc. used within the last two days by the infected person in hot water and then dry for a minimum of 20 minutes in a hot dryer.

### OR Dry Clean

OR Place the items in a plastic bag and seal it for at least 10 days and up to two weeks.

Combs, brushes, barrettes, etc., must be cleaned by removing any loose hair. Place loose hair in a bag, seal it and dispose immediately.

### To Disinfect

Soak the combs, etc., for one hour in a head lice shampoo or in boiling water for 10 minutes.

Carpet and Upholstery – Fumigation is **NOT** advised, simply vacuum.

### Re-Entry to School

Every child will be checked again for head lice when they return to school. This will be done in private and parents are encouraged to attend. Should the nits or eggs still be apparent, we will contact the parent. This is the only process we can implement to reduce the opportunity of re-infection. Head Lice is a community concern. We all need to work cooperatively to contain it.

## ***Appendix A***

### **Helping Your Child Be Successful in School**

We want every student to have a successful school experience. Here are some ways you can help build your child's confidence.

#### **Be generous with praise:**

Observe your child carefully and comment on the things that are done well. When you see an area that needs improvement, find a positive way to talk about it with your child.

#### **Encourage "Personal Best"**

Help your child by encouraging him or her to do the best in school and at home. Remember, "personal best" does not mean "perfect", and learning is not the same as high grades. Children, like adults, need the freedom to make mistakes and to learn from them.

#### **Make learning a priority:**

Your attitude toward school attendance, education and involvement in the school makes a strong and lasting impression on your child. Show your child by example, that learning is a priority.

#### **Give them a good start:**

Make sure your child has a good breakfast and arrives at school on time.

#### **Limit T.V.**

Limit your child's television and monitor the shows being watched.

#### **Show interest in school work:**

- Talk about school each day.
- Ask to see class work.
- Have your child read aloud to you.
- Encourage your child to discuss new ideas and opinions.
- Show appreciation for good efforts.

#### **Offer suggestions for success -Help your child use these strategies to improve in school:**

- Read the assignment when it is given.
- Keep a list of new vocabulary.
- Proofread assignments to catch errors before writing a final draft.
- Review notes before a test.

### ***Helping Your Child Be Successful in School (con't)***

#### **Schedule study times:**

Set up an area for homework away from noise and distractions. Post a family calendar that schedules project deadlines, after-school activities, mid-term dates, exam periods and report card dates.



### **Support good attendance:**

Some kinds of absences are unavoidable, but taking students out of school unnecessarily is disruptive for learning.

### **Help set goals:**

At the beginning of each term, help your child identify three or four goals. Put the goals where they can be frequently seen. (The refrigerator is always an excellent spot). Make sure the goals are specific.

### **Get involved:**

Attend school activities such as Open Houses, parent/teacher interviews and School Council meetings. When your children see you involved, they will also see education as a high priority.

### **Make direct contact with the school:**

Try to make early and positive contact with your child's teacher. Visit the school or phone your child's teacher with any questions or concerns.

## ***Appendix B***

### **Study Skills Improve Learning**

Your child can enhance overall learning by developing basic study skills. Here is a guide to help your child study effectively.

#### **Preparation**

Schedule a good time for your homework or studying. Then find a quiet, secluded place with:

- No distractions,
- No music, radio or TV,
- Good overhead lighting, and a firm chair, table or desk

#### **Helpful Homework Hints**

Homework starts at school. By listening to the teacher's instructions, you will know:

- What to do,
- When the assignment is due,
- Where to get the information, and
- How to write the project.

#### **When no homework is assigned you can:**

Review your notes and relevant textbook sections,

- Correct mistakes,
- Begin your next assignment or read about your next topic,
- Read some of the supplementary materials suggested by your teacher,
- Review and drill formulae and tables in math and science, and
- Make a study outline using mind maps, an audio tape to record your ideas, or a computer.

## **Six Steps to Success**

- Survey – Read the chapter headings, introductions, summaries and author’s notes to get the main idea.
- Question – Ask yourself questions that you hope to answer when you read.
- Read – Read each section, answering your questions and picking out the main points.
- Record – Write down the key ideas in your own words.
- Recite – Cover your notes and using key words, recall the main points.
- Review – Review your notes and repeat number 5 regularly.

## **Tips on Test-Taking**

Everyone feels anxious about taking tests. To reduce your stress:

1. Be prepared. Know your material. Get enough sleep.
2. Bring the necessary equipment, such as pens, pencils, rulers, erasers, etc.
3. Listen to the instructions. Read the directions carefully.
4. Budget your time so you can complete all the questions.
5. Answer the questions you know first.
6. Try to answer all of the questions. Guess (if you don’t lose marks) as you might know more than you think.
7. Be familiar with key words.
8. Discuss – go into detail; compare – give similarities and differences, describe, use adjectives.
9. List – give main points; illustrate, give examples.

## **Remember these Keys to Success**

1. Be prepared.
2. Schedule time for homework.
3. Have a study plan and a regular time for homework.

## ***Effective Studying Will Improve Your Skills***

### ***Appendix C***

#### **Student Activity Suggestions During Prolonged Vacation Absences**

4. Set aside 15 minutes a day for written reflection upon the day’s events. Record interesting events and thoughts as well as evaluation of activities.
5. Bring along a family read-aloud book as well as novels for individual reading.
6. The child should have an artists’ sketch pad to record the sights.
7. Mail postcards to family and friends. Review correct style of address labels. Insist upon legible penmanship.
8. Discuss a formula for conversion to Canadian money when travelling in the U.S.A. Allow student to make currency exchange estimation.
9. Study the geography of the area visited. Bring along maps. Calculate distances and speed of travel.
10. Purchase local newspapers. Search for any Canadian news or news of your home town. Keep a news scrapbook.

11. If you'll be eating in restaurants encourage your child to order food with Canada's Food Guide in mind.
12. Make a collection of tourist type pamphlets, coins, sugar packages, matches, and buttons.
13. If your trip involves a visit with relatives, use this as an opportunity to begin a family tree.
14. Review family etiquette. This is an opportunity for your child to show off mature and polite behaviour.
15. Send your traveler back to school prepared to share the adventure among his/her friends.
16. Let the office know. If possible, go on the board website and find **UG2GO**.

## ***Notes***

## ***Fire Drills and Lockdown Information***

### **Fire Drills**

We must have six fire drills per year (three in the fall and three in the spring).

We now have new provincially designated terms to use for our Lockdown procedures. Along with the requirement that all schools hold a minimum of two Lockdown drills each year.

### **Lockdown**

This is ONLY for a major threat of violence within the school or related to the school. We will complete two lockdown drills in a year.

### **Hold and Secure**

This would be our Lock Up name and procedures – when there’s an event outside of the school that is not related to us (like a bank robbery, someone in the neighbourhood, a rabid dog) where we lock the doors but keep going on as usual (nobody goes in or out) until police/authorities tell us it’s OK.

### **Shelter in Place**

This is the term to use when we have an environmental or weather situation – chemical spill, blackout, explosion, hurricane, etc. , where keeping everyone inside is keeping them safe.

Our emergency procedures reflect these new names, so if they seem unfamiliar, we will do our best to explain.

## ***Severe Watches and Warnings***

When severe weather approaches, Environment Canada warns you so that you have enough time to protect your family and make weather wise decisions. The weather service in Ontario alerts you by issuing Special Weather Statements, Severe Weather Watches and Severe Weather Warnings on local and regional radio and television stations.

In addition, watches and warnings are also broadcast in real time on Weather radio (one of these is located in the main office). This is Environment Canada's network of low-powered VHF-FM radio stations which transmit a continuous stream of weather reports.

Environment Canada's summer severe weather program, starts in mid-April and ends in mid to late October in Southern Ontario, and starts in mid-May and ends at the beginning of October in Northern Ontario.

## **Special Weather Statements**

In Ontario, Environment Canada issues special weather statements for four reasons during the summer.

1. To tell you in general terms what areas of the province may have thunderstorms during the day, especially those where the storms may become severe. These weather statements are issued every morning during the peak thunderstorm season of May to September.
2. To tell you when a weather system that may cause you some inconvenience is approaching. Such a system may produce torrential rains or strong winds, but the rainfall and wind gusts may not reach Environment Canada's criteria for a severe weather warning. Such a system may also bring unusual weather like thick fog. This type of weather statement is issued 12 to 24 hours in advance.
3. To give you a summary of the day's weather, especially when severe thunderstorms have caused damage in several areas.
4. There are occasions when no warnings or watches are in effect or required in Ontario, but the U.S. weather service has issued warnings for states directly bordering the province. In those instances, Environment Canada may issue a special weather statement to keep Canadians along the border apprised of the situation.



## ***Severe Watches and Warnings***



### **Severe Weather Watches**

Environment Canada issues severe weather watches as a heads up. They tell you that severe weather is likely to develop. The lead time is normally two to six hours. Thunderstorms, however, often form quickly so the lead times may be less than two hours.

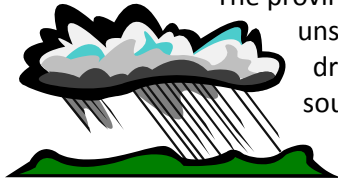
All watches are either updated or ended. If you hear that a storm watch has been issued, please watch the skies and listen to your local Canadian radio or television station or to your Weatheradio for new developments.

A Tornado Watch is issued when severe thunderstorms are expected to develop and there is a possibility that one or more may spawn tornadoes.



## ***Fact Sheet – Summer Severe Weather Warning***

***Summer in Ontario. Time to pack the sunscreen, sunglasses, umbrella, sweater and rain jacket for a day's outing.***



The province's climate in the summer features a steady progression of fair and unsettled weather. This is the result of the movement of two air masses – the dry air from Canada's west and northwest and the muggy air from the American south and southwest. When the boundaries or fronts of these two air masses meet, some spectacular thunderstorms may erupt.

Thunderstorms develop in an unstable atmosphere. They form when warm, moist air near the ground rises and cools in the colder air above. The moisture in the air condenses to form rain droplets, ice crystals and hail in dark thunder clouds called cumulonimbus clouds.

Thunderstorms frequently occur on a warm, humid summer afternoon, but may develop at any time of the day or night. They usually form quickly and travel rapidly. The storm which struck south-western Ontario on July 14, 1997 is a classic example. In mid-afternoon, the weather radar screens at Environment Canada showed no rain at all.

Twenty minutes later, a severe thunderstorm near Punkeydoodles Corners – between Kitchener and Stratford. In a few hours the storm dropped more than 200 millimetres (mm) of rain. Winds of more than 115 kilometres an hour (km/h) uprooted trees and flipped over small aircraft as far east as Guelph.

Lakes and the local terrain may affect the intensity, duration and motion of thunderstorms. For example, when storms rise over a hill or ridge, they often become stronger, only to weaken again as they go down the other side of the slope. In mid-summer, storms may be triggered when the cool lake breezes blowing off the Great Lakes meet the hotter air farther inland. This is one of the reasons why the region from Windsor and Sarnia to Barrie is a high risk area for tornadoes.

Occasionally, a large storm system consisting of a deep low pressure area and a strong cold front will focus all these factors into an organized line of severe thunderstorms. This is what happened on May 31, 1985 when 11 tornadoes crossed Southern Ontario, killing 12 people and causing more than \$150 million dollars in damage.