

Westminster Woods Public School

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Family HANDBOOK

Revised August 2023



PRINCIPAL'S MESSAGE

Welcome to another school year. We will continue to work with you to create an atmosphere of trust, respect and hard work. We will work hard to provide a safe and positive learning atmosphere where children from Junior Kindergarten to Grade 8 are given the opportunity to reach their potential -- in every way. I know that we have an excellent staff, an involved and supportive community, and responsible and enthusiastic students.

This Handbook has been prepared as a guide both for parents and students. For your reading pleasure, it will answer any questions you might have regarding the routines, expectations, and policies of both Westminster Woods Public School and the Upper Grand District School Board.

At Westminster Woods, we value the cooperation between home, school and the community. We will welcome constructive notes and telephone calls from our parents and encourage your participation in activities at our school. Please keep in regular contact with your child's teacher(s), so that we can support one another to the benefit of each student.

We continue to be proud of our school and we know that you are too.

A. Stoffman, Principal

SCHOOL COUNCIL

Our 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. School 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 run from 6:30-7:30 pm**, and a schedule of our meeting dates can be found on the Westminster Woods School website. We will work hard to keep within this meeting time frame, as we know that families have childcare and other responsibilities.

Meetings will be a hybrid of in-person and virtual this year, depending on time of year, current protocols and need. Location of meetings will be verified prior to each meeting.

SEPTEMBER OPEN HOUSE

Come and visit us at our Open House/Meet the Teacher Night held each year in September. Check the school website for the specific date and time. 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 (during the second November PD day)**.

OUR SCHOOL DAY

WESTMINSTER WOODS PUBLIC SCHOOL TIMETABLE

8:30 ENTRY					
TIME	DAY ONE	DAY TWO	DAY THREE	DAY FOUR	DAY FIVE
PERIOD 1 8:30-9:20 (50)					
PERIOD 2 9:20-10:10 (50)					
10:10-10:30 Primary Inside Jr & Int Outside	Break 1	Break 1	Break 1	Break 1	Break 1
10:30-10:50 Primary Outside Jr & Int Inside	Break 1	Break 1	Break 1	Break 1	Break 1
PERIOD 3 10:50-11:40 (50)					
PERIOD 4 11:40-12:30 (50)					
12:30-12:50 Primary – Inside Jr & Int -Outside	Break 2	Break 2	Break 2	Break 2	Break 2
12:50-1:10 Primary – Outside Jr & Int - Inside	Break 2	Break 2	Break 2	Break 2	Break 2
PERIOD 5 1:10-2:00 (50)					
PERIOD 6 2:00-2:50 (50)					
2:50 - Dismissal (Walkers leave & Bus students line up near their buses)					

LOST AND FOUND

Every year, a large number of items find their way to our school's Lost and Found Box. To avoid lost items, it is most helpful if lost items are labeled with your child's name. Photos of lost and found items will be posted regularly on our website. If you recognize an item, please contact your child's teacher or the school office. Articles that remain unclaimed after posting will be donated to charity.

FOOD PROGRAMS

PIZZA & BOOSTER JUICE

We will have special food days throughout the week (*pizza, Booster Juice, etc.*). More information will be sent home later in September, should you choose to order these items for your child(ren).

VOLUNTEERS

We consider volunteers to be a special resource and we welcome volunteers in many capacities! We will always welcome extra help from volunteers on field trips, in classrooms, programs, the library and for extra-curricular activities. Under an update (November 2022) to Board Policy 205, **all volunteers will be required to complete an application process, including submitting a recent Vulnerable Sector Check.** This can be obtained free of charge with a letter provided by the school. Please contact our school office to get started on this process.

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 practise 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 their children 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!

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 the maximum number of minutes.

HOMEWORK REQUESTS

If a student must be away for an extended period, please notify the office. We have a form for you to fill out and we will provide you with a website where 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 contact the school before you depart, as we need to connect with the Board's IT Department. 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.

GOOGLE CLASSROOM

All classes will have a Google Classroom where notes, assignments, and upcoming activities will be posted. Parents/guardians are encouraged to join their child(ren)'s Google Classroom so that they can see what is happening in the class, and receive automatic notifications on assignments. Parents can assist by reviewing their child's Google Classroom stream daily to reinforce important dates and assignments. Parents are encouraged to use the Google Classroom, and/or email to write notes to the teacher. As students get older, they are expected to assume more responsibility for their learning!

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 will complete the Canadian Test of Cognitive Skills (*CCAT*) 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 child's personal performance.

REPORT CARDS

You will receive a progress report in November. There will not be any specific marks assigned; instead there will be 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 to allow for discussions regarding performance if a student is struggling. At the same time, there will be formal interview times for each child (second **November PD Day**). Please take some time to attend if at all possible.

The first term report card will be posted online in February and this report will contain marks. The second term report card will be posted online during the 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.

REPORT CARDS (con't)

Guide for Grading

Grades 1-6

Level	Definition	Letter
4+ 4 4-	The student has demonstrated a thorough understanding of the required knowledge and skills. Achievement exceeds the provincial standard.	A+ A A-
3+ 3 3-	The student has demonstrated most of the required knowledge and skills. Achievement meets the provincial standard.	B+ B B-
2+ 2 2-	The student has demonstrated some of the required knowledge and skills. Achievement approaches the provincial standard.	C+ C C-
1+ 1 1-	The student has demonstrated some of the required knowledge and skills in limited ways. Achievement falls much below the provincial standard.	D- D D-
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+ 4 4-	The student has demonstrated a thorough understanding of the required knowledge and skills. Achievement exceeds the provincial standard.	A+ A A-	95-100 87-94 80-86
3+ 3 3-	The student has demonstrated most of the required knowledge and skills. Achievement meets the provincial standard.	B+ B B-	77-79 73-76 70-72
2+ 2 2-	The student has demonstrated some of the required knowledge and skills. Achievement approaches the provincial standard.	C+ C C-	67-69 63-66 60-62
1+ 1 1-	The student has demonstrated some of the required knowledge and skills in limited ways. Achievement falls much below the provincial standard.	D- D D-	57-59 53-56 50-52
R	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	

PARENT/GUARDIAN-TEACHER INTERVIEWS

Interviews will be scheduled for all families in late **November in the evening prior to the second PD Day and on the PD Day**. A parent or guardian's attendance at these interviews is very important. In addition, a parent or guardian may request a conference with their child's teacher **at any time** during the school year. Please contact the teacher 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 students understand all test results, reports and teacher comments in a positive way. You can support this process by helping your child focus on how they achieved success – 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 right away if it's required.

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

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

At this next meeting, the team will consider further help and action. Additional suggestions to help the student will be given to the classroom teacher. We will 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 the 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 children’s well-being. School officials and all board employees share in 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 neglect. Teachers and other Upper Grand District School Board (UGDSB) 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 the early signs of abuse and/or neglect.”

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, 5 and 7. You will be notified before these lessons are taught. The lessons will be team taught by our Child and Youth Counselor and/or classroom teachers. Students in Grades 7 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...



1. Trust your feelings.
2. Decide when a touch is good or bad.
3. Say NO to a bad touch.
4. Get away.
5. Tell a grown-up you trust about a bad touch.
6. Keep telling grown-ups about a bad touch.
7. 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 announcements will be used to recognize individual and group accomplishments throughout the year.

GRADE EIGHT GRADUATION

We will have a graduation ceremony 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. **A tentative date for this event will be shared with families ASAP.**

The format for the evening will be as follows:

6:30-8:00 - Graduation Ceremony (*parents invited*)

8:00-9:30 - Dance (*parents are not invited for this portion of the evening*)

STUDENT ACTIVITIES

The following are some possible student activities which may be offered throughout the school year:

<p><u>Clubs:</u> Choir Guitar/drumming/Rock Band Chess Knitting Silver Birch/Red Maple Reading Art Coding</p> <p><u>Student Volunteers:</u> Kindergarten Helpers Bus and Street Patrols Kindergarten Bus Buddies Milk Helpers Recycling Peer Tutors Library Helpers Announcements Gardening Lunch Helpers Office Helpers</p>	<p><u>Sports Teams:</u> Touch Football Cross Country Soccer Volleyball Basketball Badminton Ultimate Frisbee Track and Field Floor Hockey DodgeBall</p> <div data-bbox="646 1434 919 1675" data-label="Image"> </div>	<p><u>Special Events:</u> Monthly Assemblies Leadership Team Jump Rope for Heart Food Bank Collection Open House Remembrance Day Assembly Terry Fox Run Primary Play Day Track & Field Day (Gr. 3-8) Scientists in the Classroom Book Fairs Bullying Prevention Workshops Child Abuse Prevention Workshops Author Visits 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 an understanding of each concept in the order of its presentation. Persistent absenteeism or lateness creates a genuine disadvantage for students 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 caregivers. Therefore, when students are absent, we need parents to call and report this absence. An "*Advanced Notification System*" for student absence is used by our school.

If a pupil will be absent **or** late, parents are asked to telephone the school office **each day the child is going to be away**, at **(519)766-4400 EX 100, BEFORE 8:30 a.m.** Please leave the following information:

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

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

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

1. Provide current telephone contacts such as: home phone number, cell phone number, work number of both parents, number of caregiver and emergency contact numbers on the student admission/information form.
2. Update this information during the school year **as soon as it changes**.
3. 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.
4. 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 doors** where we can ensure their safe departure.

CUSTODY

In almost all cases, unless otherwise directed by a court of law, both parents have full access to 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

Currently, our doors will remain locked during the school day; access to the building can be obtained by ringing the doorbell or calling the front office. If you are picking up your child before the end of the day, please call ahead so we can get them ready. Students must check in with the office before leaving the school during instructional time.

All visitors to the school must **check in at the office** so that they can be directed to their destination. Please understand that this is for the safety of all children.

We encourage and appreciate volunteers who want to visit our classrooms. Please remember there is a fulsome process to be followed to become a volunteer. Once volunteers have been approved, a schedule will be set to ensure that the class is 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 “*Opening Exercises*” each morning as well as any activities associated with religious or national holidays, such as Remembrance Day or Christmas. If students cannot participate in an activity, we will provide an alternative activity for them to complete.

REQUEST FOR A STUDENT TO STAY INSIDE

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

There may also be times when children need to remain inside for personal reasons. As students need to be supervised, the school must make special arrangements for these occasions (*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 them of appointments, materials/homework, changes in dismissal routine, etc. Each time we are asked to deliver a message, a class is interrupted.

SCHOOL SUPPLIES

The school will provide the necessary supplies for the students. You may consider supplying the following additional items for your child to have at the beginning of the school year (*please note: these are suggestions only*).

Grades 1,2,3	Grades 4,5,6	Grades 7 & 8
1 Box of Kleenex Tissue	1 Box of Kleenex Tissue	1 Box of 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	Extra pencils, erasers, pencil crayons, markers
1 glue stick per term	1 glue stick per term	Ball point pens
	Calculators	1 glue stick per term
		Binders (check with teacher)

	3-ring loose leaf paper binders (check with teacher first) Dividers (pkg of 5)	3-ring loose leaf paper Dividers (pkg of 5) Protractor/compass Calculator Highlighters
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REQUEST TO LEAVE SCHOOL PROPERTY AT NUTRITION BREAKS

At both nutrition breaks, we provide consistently supervised eating and recreation areas. While going home for lunch is good practice, we strongly discourage the practice of giving students permission to purchase lunches off school property, as it removes the children from the supervision provided at school and may encourage other students to leave the site without parents’ knowledge. Any requests for students to leave the school must be received in writing, by 8:30 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 in any grade 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 schoolyard. 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. Students are expected to follow all school expectations. 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 previously been 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 use our 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.ugdsb.on.ca**.

ROLLERBLADES/SKATEBOARDS/SCOOTERS

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



TRANSPORTATION

WHO IS ELIGIBLE?

Students who live beyond a certain distance from their home 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 are 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 a 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 during inclement weather.

BUS COMPANY RESPONSIBILITIES

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 7-12 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 traveling 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 and our school 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, 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.

INSURANCE

Parents/guardians are responsible for expenses related to student injuries on school premises during school activities. Accidents can and do happen and the costs involved might not be fully covered by Provincial Health Care or employer group insurance plans. The Upper Grand District School Board strongly recommends that parents have student insurance coverage and has endorsed the plan offered by the Old Republic Insurance Company of Canada. Old Republic offers a variety of options, including family rates and multi-year plans, at affordable prices. The cost must be paid by parents/guardians.



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 enrollment period. Parents' contact is with the insurance company, not with the Board of Education.

PETS

No pets, of any kind, are allowed at school.

We strongly discourage you from bringing your dog to the school, when students are present. Dogs must be leashed, remain away from the crowded areas and need to be kept on the grass (*not on the tarmac*). You also need to abide by the city bylaws. We have many students and adults who are allergic and/or not comfortable around dogs. Thank you for your support with this!



CHILD AND YOUTH COUNSELOR

At Westminster Woods we will have the support of a part-time, in-school Child and Youth Counselor. Duties will include the direct delivery of behaviour 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

HEALTH

PLANS OF CARE – ANAPHYLAXIS, ASTHMA, EPILEPSY, DIABETES

It is the belief of the UGDSB that all students are entitled to a safe, healthy and inclusive learning environment in our schools. The UGDSB will support students with asthma, diabetes, epilepsy or seizure disorder, life-threatening allergies and other serious health conditions in managing their medical condition, and enable them to participate in school to their full potential. These procedures are designed to ensure compliance with the relevant legislation while establishing consistent practices to respond to medical emergencies related to life-threatening medical conditions.

If your child has health concerns of any kind, please tell your child's teacher or the office and we will take the necessary health protection steps, including the possibility of creating a Plan of Care to share with school staff who might interact with your child.

CONCUSSIONS

Please let us know if your child suffers a concussion and requires accommodations at school. Concussion paperwork will need to be completed and returned to the school.

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	Infectious for 2 days but can attend school if they feel well enough to participate in all activities
Red Measles	Cannot return to school until at least 4 days after onset of rash.
German Measles	Cannot return to school until at least 7 days after onset of rash.
Meningitis	Can return to school after receiving at least 24 hours of appropriate antibiotic treatment and a Dr. has determined that it is okay to do so.
Mumps	A child should remain home for 9 days after onset of swelling
Strep Throat or Scarlet Fever	Can return to school after receiving at least 24 hours of appropriate antibiotic treatment 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.

EPI-PENS AND INHALERS SHOULD BE CARRIED ON THE PERSON AND IF POSSIBLE ONE KEPT IN THE OFFICE AS WELL

ALL STUDENTS WITH ANAPHYLAXIS AND/OR ASTHMA MUST HAVE A PLAN OF CARE ON FILE IN THE OFFICE

SMOKING & VAPING

It is the policy of the Upper Grand District School Board to provide a smoke-free and vape-free environment for its students, staff, and others while on school Board property. The smoke-free policy is in accordance with the Smoke-Free Ontario Act.

Also in accordance with the Smoke-Free Ontario Act, the Upper Grand District School Board will permit smudging and the use of sacred medicines in connection with indigenous cultural practices at cultural and educational events, meetings, and relevant classroom presentations.

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 will notify families 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.

SAFETY DRILLS & LOCKDOWN INFORMATION

Fire Drills

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

Evacuation Drill

We must have one evacuation drill per year.

Severe Weather Drill

We must have one severe weather drill per year.

Lock Down Drills

We must have two lockdown drills per year.

LOCKDOWN

A lockdown is used in response to a major incident or threat of violence within the school or school area. Building occupants are secured in the rooms they are currently in, and no one is allowed to leave or enter until the situation has been resolved.

HOLD & SECURE

A Hold & Secure is used when there is 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 inside or outside of the school until police/authorities tell us it's okay.

SHELTER-IN-PLACE

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

SEVERE WATCHES & 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.

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.

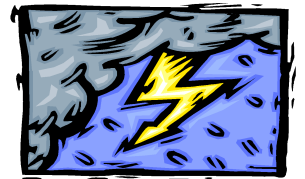


SPECIAL WEATHER STATEMENTS

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 & 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 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.

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

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

Appendix B (con't)

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.
 - Discuss – go into detail; compare – give similarities and differences, describe, use adjectives.
 - 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

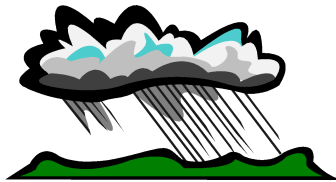
Appendix C

Student Activity Suggestions During Prolonged Vacation Absences

1. 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.
2. Bring along a family read-aloud book as well as novels for individual reading.
3. The child should have an artists' sketch pad to record the sights.
4. Mail postcards to family and friends. Review the correct style of address labels. Insist upon legible penmanship.
5. Discuss a formula for conversion to Canadian money when travelling in the U.S.A. Allow student to make currency exchange estimation.
6. Study the geography of the area visited. Bring along maps. Calculate distances and speed of travel.
7. Purchase local newspapers. Search for any Canadian news or news of your hometown. Keep a news scrapbook.
8. If you'll be eating in restaurants, encourage your child to order food with Canada's Food Guide in mind.
9. Make a collection of tourist type pamphlets, coins, sugar packages, matches, and buttons.
10. If your trip involves a visit with relatives, use this as an opportunity to begin a family tree.
11. Review family etiquette. This is an opportunity for your child to show off mature and polite behaviour.
12. Send your traveler back to school prepared to share the adventure among his/her friends.
13. Let the office know. If possible, go on the board website and find **UG2GO**.

APPENDIX D : 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.