

HOME OF THE BRILLIANT BEARS



BRANT AVENUE PUBLIC SCHOOL Parent Handbook

64 Brant Avenue
Guelph, Ontario
N1E 1G2
(519) 824-2671

<http://www.ugdsb.on.ca/brantave>

Principal's Message

I would like to take this opportunity to welcome you and your family to the 2009-2010 school year. We look forward to the opportunity to working with you to ensure the success of our students.

The purpose of this handbook is to provide you with some information regarding our school and the various events that take place. Please review the information and discuss with your child the pertinent information.

We will continue to make improvements as a school and welcome your input to helping us facilitate this. You are important stakeholders in working for student success and your involvement is important.

Thank you in advance for all of your support.

Brant Ave. Mission Statement

In partnership with our families and the community, our mission at Brant Avenue Public School is to encourage excellence in each individual by providing the best of educational experiences.

We will provide programs suited to each child's intellectual, emotional, and social needs.

We will develop a School Code of Behaviour which will include prevention and intervention strategies.

We will plan and implement health, safety and well being programs which will include prevention and intervention strategies.

Teaching Staff

Susan Thompson, Christine Bond	(Kindergarten)
Sylvia Porto	(Gr.2)
Susan Crandall	(Gr.1)
Jodi Lawson	(Gr.2/3)
Katherine Gojmerac	(Gr.4)
Mohammed Saleh	(Gr.5)
Jake Ladner, Blayne Priamo; K. Nicholls	(Gr. 6)
Barb Mordell	(Primary Resource, Primary Success Teacher)
Joanne Mitchell	(Junior Resource)
Kari Kristiansen	(Junior French, Planning Time)
Jake Ladner	(Library)

Support Staff

Corrine de Geer; Carolyn Geerlinks	(Educational Assistants)
Marlene Doyle	(Office Coordinator)
Kim Booth	(CYC) 0.6; FA Hamilton 0.1
Helmie Schenk, Tammy Bellai	(Custodians)

School Council

School Councils act in an advisory capacity to the schools' principals and the Board for the continued promotion of excellence throughout the system. School Councils are composed of a majority of parents, along with the principal, a teaching and non-teaching staff member, and community representatives. It is hoped that the membership on School Councils will reflect the diversity of the school community it serves.

- The members of School Councils shall: place the interests of the school and students first; participate in Council meetings; participate in information and training programs; act as a link between the School Council and the community; encourage the participation of parents and others within the school community; and seek to reach consensus in the decision-making processes of the Council.

Volunteers

We are very fortunate to have many volunteers in our school. If you have an interest in volunteering at the school please inform Mrs. Beale and the appropriate arrangements will be made. We ask that all volunteers coming to the school please sign the visitors guest book outside the office.

Daily Schedule

Time	Monday-Friday
8:55-9:45	Period 1
9:45-10:35	Period 2
10:35-11:15	NB #1- 10:35-10:55:Students will have a snack in their classrooms. 10:55-11:15:Students will go outside for break
11:15-12:05	Period 3
12:05-12:55	Period 4
12:55-1:35	NB #2- 12:55-1:15:Students will have a snack in their classrooms. 1:15-1:35:Students will go outside for break
1:35-2:25	Period 5
2:25-3:15	Period 6

If students wish to go home for lunch, we would will be given out during NB #2 on Fridays.



ask that they do so during NB #2. In addition, pizza

Safe Arrival To School Procedure

If your child will be absent or late, we ask that you please call the school (824-2671) each day that they are late or will be away. The school has an answering machine so that you may call anytime of day or evening and leave a message. If a phone call is not received we will call your home and then your employer and then your emergency contact to make sure your child is safely at home. A written note stating the reason for being late or absent is required when they return. Also please send a note if your child will be picked up for an appointment.



Home and School Communication

Communication between home and school is necessary to ensure the success of our students. We will communicate using student agendas, classroom and school newsletters, school website, and special information evenings. Our school newsletter will be distributed in the last week of each month to the youngest or only student in each family in our school. If you have any questions or concerns, please feel free to contact the school and speak to the classroom teacher or principal.

Visitors to our School

We welcome all visitors to our school. When visiting please ensure that you sign in and make us aware of your visit and it's purpose. If you are picking up your child for an appointment, please enter through the front doors to the office and we will call the students. If you wish to volunteer, please inquire with classroom teachers or the office about your interest.

Head Checks

We will make an attempt to control the spread of head lice and the negative impact this has on our school, our students, and the community. Students found to have head lice will be asked to go home to seek treatment before their return. If you are willing to help in this area, please call the school and let us know.

Safety Patrol

Student patrols are on duty for fifteen minutes before classes begin and after classes end. They are there to help students who wish their assistance. Our students are posted on the driveway in front of the school. Please discuss with your child the route you wish them to take to and from school.

To assist our patrols and make it safe for our students we ask that you not stop or park in the no stopping zone in front of the school and not drive into the school driveway while patrols are on duty. Please remember to pick up your child(ren) at their regular dismissal door.

Patrol Times:

8:40 - 8:55 a.m.

3:15 - 3:30 p.m.

Brant Ave P.S. Code of Conduct

At Brant Ave P.S. we promote the 5 C's of positive behaviour. We hope to accomplish two main goals; keeping every student safe and ensuring every student's right to learn. The following is an outline for the guiding principles behind this program.

5 C's of Positive Behaviour

Courtesy

Cooperation

Everybody has the right to be safe.

Everybody has the right to learn.

Consideration

Communication

Common Sense

Rights

Everyone has the right to learn.

Everyone has the right to be safe (physically, emotionally, intellectually).

“All students, parents, teachers and staff have the right to be safe, and feel safe, in their school community. With this right comes the responsibility to be law-abiding citizens and to be accountable for actions that put at risk the safety of others or oneself” (Provincial *Code of Conduct*).

Responsibilities

Our Code of Positive Student Behavior is based upon the Provincial *Code of Conduct*, which applies to “all individuals involved in the publicly funded school system – parents or guardians, volunteers, teachers and other staff members – whether they are on school property, on school buses or at school-authorized events or activities.” Therefore, everyone (staff, students, parents) will use the **FIVE C'S**.

1. Courtesy - Courtesy must be demonstrated to everyone in the school community.

“All members of the school community are to be treated with respect and dignity, especially persons in positions of authority” (Provincial *Code of Conduct*).

2. Co-operation - Students must comply with staff members’ instructions. Co-operation is needed when interacting with others.

“Responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others” (Provincial *Code of Conduct*).

3. Consideration - Bullying (physical, verbal, psychological) will not be tolerated. All members of the school community must treat others in the same manner that they wish to be treated.

“Members of the school community are expected to use non-violent means to resolve conflict. Physically aggressive behaviour is not a responsible way to interact with others” (Provincial *Code of Conduct*).

4. Common Sense - Students must act in ways that ensure their safety and the safety of those around them.

“Alcohol and illegal drugs are addictive and present a health hazard. Ontario schools will work cooperatively with police, drug and alcohol agencies to promote prevention strategies and, where necessary, respond to school members who are in possession of, or under the influence of, alcohol or illegal drugs” (Provincial *Code of Conduct*).

5. Communication - All members of the school community must communicate with each other in a respectful and solution oriented manner.

“Insults, disrespect, and other hurtful acts disrupt learning and teaching in a school community. Members of the school community have a responsibility to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility” (Provincial *Code of Conduct*).

Five C’s

In addition to respecting the rights of others and following the “Five C’s”, students are expected:

- to work to the best of their abilities by accepting and expecting challenges
- to voice their concerns in a respectful and productive manner
- to complete assignments and homework within the allotted time
- to come on time and prepared for class
- to not have items (e.g., toys, walkman, game boys, etc.) that distract from the learning environment

Hallway Conduct

Students are expected to respect the rights of others and follow the “Five C’s” by:

- walking—not running—down the right side of the hallway in an orderly fashion
- quickly removing outerwear so as not to block the hallways and neatly placing the outerwear in its appropriate location
- quickly moving to their next destination
- not eating in the hallways
- using appropriate language
- using the appropriate hallways

Lunchroom Conduct

Students are expected to respect the rights of others and follow the “Five C’s” by:

- sitting in their assigned seats
- speaking in soft, indoor voices
- placing items in the garbage or recycling only when they are finished eating
- waiting to be dismissed before going outside
- ensuring that their area is clean
- following the direction of the lunchroom supervisor and the student helpers
- staying on school property for lunch unless a parent or guardian has given permission for the student to leave

If students are not following the rules outlined above, they will be required to eat at home or in the office.

Washroom and Change Room Conduct

Students are expected to respect the rights of others and follow the “Five C’s” by:

- not loitering in the washroom or change room
- reporting vandalism immediately to a staff member

Conduct on the Way To and From School on the Bus

Students are expected to respect the rights of others and follow the “Five C’s” by:

- being picked up and let off only at designated stops
- keeping personal items (e.g., lunch box) on their laps
- keeping arms and heads inside the bus at all times
- leaving windows closed unless the driver gives permission to open them
- staying seated while the bus is in motion
- following the direction of the driver and the safety patroller
- respecting the property of community members and being courteous to other pedestrians (e.g., stepping to the side to allow a parent pushing a stroller to use the sidewalk)

Misconduct on the bus will have consequences at school. Furthermore, serious or repeated misconduct can result in the loss of bus riding privileges.

Conduct on the Computer

Students are expected to respect the rights of others and follow the “Five C’s” by:

- using Internet access to support education or research
- not using e-mail or chat rooms
- respecting the privacy of others
- reporting to a staff member any e-mail or Internet data that is inappropriate (i.e., that violates the Code of Positive Student Behavior)
- accepting responsibility for the security of his or her own access and user identification
- not transmitting or downloading information or software in violation of copyright laws
- not plagiarizing
- not attempting to gain unauthorized access

Conduct on Teams, Clubs, Field Trips

Students are expected to respect the rights of others and follow the “Five C’s” by:

- always acting in ways which reflect positively on their school and their family
- being attentive and following the direction of others (e.g., museum curators, performers, officials, etc.)

Participating on teams, clubs, and field trips is a privilege. In particular, attending extended or overnight trips or events requires that the participants demonstrate a high level of maturity and responsibility.

Misbehavior will preclude students from participating in teams, clubs, and trips. Moreover, misconduct at these events will have consequences at school.

No student will be precluded from participating in these activities for financial reasons.

Conduct in Physical Education

In addition to following the normal guidelines for classroom conduct, students are expected to respect the rights of others and follow the “Five C’s” by:

- wearing appropriate clothing (athletic shoes)
- removing all jewelry, except medic-alert bracelets
- informing the teacher before the class begins of any medical condition that might limit participation

Conduct on the Playground

Students are expected to respect the rights of others and follow the “Five C’s” by:

- Playing away from school doorways, portables, bike racks, fences, the front of the school, and other areas that are “out-of bounds” because of safety concerns
- Playing non-contact games and keeping “hands-off” of other students at all times
- Not throwing snowballs, stones or other objects
- Not eating on the playground
- Leaving skateboards, scooters, hockey sticks, baseball bats, and roller blades at home
- Not climbing trees, fences, backstops, or the soccer goal posts
- Being mindful of the environment (e.g., taking care not to damage trees, etc.)
- Using only soft balls (e.g., tennis balls)
- Throwing balls against a wall only in the designated area
- Calmly talking to other students and staff about playground problems
- Including other students in games or activities
- Moving quickly into the school when the bell rings so as to not be late for class

Playground in Winter

Snow Forts:

Build a fort only in your area of the playground. Remember a snow fort is for that recess only.

We share snow and we are considerate of others’ forts (i.e. we don’t break down what they are building) .

Snow Hills

If hills are too slippery (or too high) then there will be a pylon on them indicating that the hills are out-of-bounds. You may slide feet-first down a snow hill only if you are wearing snow pants. People on the bottom of the hill must move away quickly. People at the top of the hill must wait until the bottom is clear.

Ice

Sliding on the ice is permitted ONLY if the student slides on his/her bottom or knees and is wearing snow pants.

People walking across ice will use Common Sense and be careful (e.g., no running).

Attendance

Students respect the rights of others and follow the “Five C’s” by arriving for class on time.

Bullying

Bullying can be physical (e.g., hitting), verbal (e.g., name-calling), psychological (e.g., spreading malicious gossip).

Bullying behaviors intend to do harm, play on the victim’s distress, and are repeated over time.

In general, boys are more likely to bully in physical ways and girls are more likely to bully in verbal and psychological ways.

Bullying often occurs under the pretense of “having fun”; victims go along with this because of the shame inherent in being bullied.

Exaggerated “rough play” is often the first step in bullying.

Bullies do not act inappropriately because of a lack of self-esteem. On the contrary, bullies have high self-esteem.

All children, even “good kids”, can be easily influenced by peers to join in negative behavior.

When victims first come forward, their complaints can appear trivial.

To effectively address bullying, the school must address the bully, the victim, the majority of students who are neither habitual bullies or victims, and adults (staff and parents).

If the school wants to change the children’s attitudes about bullying, it must first change the adults’ attitudes about bullying.

Tattling Versus Reporting

Students must understand that they have a duty to tell adults when they or a fellow classmate is in danger or is being hurt in some way. The following chart outlines our common reference point to help students distinguish between tattling (which is negative) and telling (which is positive):

<i>Tattling (negative)</i>	<i>Reporting (positive)</i>
Subject matter is unimportant	Subject matter is important
Outcome is harmless	Outcome is harmful or dangerous (physically or psychologically)
Can handle by himself or herself	Need help from an adult to resolve
Purpose is to get someone in trouble	Purpose is to keep people safe

Fighting

Consensual fighting will result in suspension. Students must demonstrate that they did everything possible to avoid a physical confrontation (i.e., not making verbal threats or taunts; stating that they do not want to fight; getting away from the area and seeking staff assistance immediately). The Provincial *Code of Conduct* states that students must not “inflict or encourage others to inflict bodily harm on another person.” Therefore, students who encourage others to fight will receive a consequence (ranging from a warning to a suspension). Bystanders have a responsibility to seek staff assistance immediately.

Inappropriate Language

All members of the school community are expected to use appropriate language at all times. Inappropriate language is defined as language that is racist, profane, obscene, or of a sexual nature. Consequences for the use of inappropriate language range from a warning to suspension. The mandatory consequences under the Provincial *Code of Conduct* require that a student will be immediately suspended for swearing at a teacher, or other person in authority. In our Code of Positive Student Behaviour, “swearing” is defined as the use of profane and/or racist and/or obscene and/or derogatory language directed at a person in authority.

Vandalism

Vandalism impacts everyone in the school community because it takes money and resources away from supporting student learning. Under the Provincial *Code of Conduct* immediate suspension will be the minimum penalty faced by a student for acts of vandalism causing extensive damage to school property or property located on school premises.

Appropriate Dress

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

Consequences

If a student fails to respect the rights of others, or has difficulty using the “Five C’s”, then school staff will help the student learn to do these things by applying a consequence that is fair, consistent, and logical. Impacting on the student’s consequence are factors such as the age of the student, the nature of the incident, past behaviour, and concern for others in the school. Suspensions, whether in-school or out-of-school, are used when the misbehaviour is very serious or when the misbehaviour has been repeated habitually or when such a consequence is mandated by the Provincial Code of Conduct. Similarly, some misbehaviours now carry mandatory expulsions. Where suspensions and/or expulsions are involved, the home will be informed immediately.

However, in most circumstances of misbehaviour, a variety of intermediate consequences (e.g., a warning, a “time-out”, loss of recess time, etc.) will be employed. In most cases, a component of the consequence will entail “setting things right” with those involved in the situation (e.g., an apology). In all cases, school staff will help the misbehaving student create a plan of action to avoid similar difficulties in the future.

Bicycles

With parental permission, students may ride their bicycles to school. For safety reasons, we would ask that students not ride on school property, ensuring they walk their bicycles to the bike rack from the sidewalk. In addition, we would hope that all students will follow Ontario law and wear a bike helmet when riding.

Student Supervision Before School

Supervision out on the yard will commence at 8:40. Teachers will be at school prior to this time, however, may be in meetings or preparing for their day in their classrooms. To ensure the safety of our students, please do not send your child prior to 8:40.

Leaving School Property

All students must remain on school property for the duration of the school day. Students wishing to go home for lunch may do so during the second nutrition break and must inform the school on the first day of school. Any changes in routine during the nutritional break must be brought to the attention of the school.

Student Illness or Injury

In cases of illness or injuries while at school, parents will be notified by the classroom teacher or the office. Emergency response plans are in place and some staff is trained in CPR or First Aid.

Emergency Evacuation Location

In the event that we must evacuate the school, school staff will lead students to Waverley Dr. P.S. If an emergency evacuation was to occur, parents would be notified at the earliest opportunity.

Administration of Medicine

It is recommended that all medications be administered at home; however, we understand that circumstances arise where it is necessary to administer medications at school. For this reason, it is very important that written authorization be provided by parents or guardians prior to a staff member administering medications. **All medications (prescription or non-prescription, like Tylenol, etc.) will be stored safely in the office. Staff members are not allowed to administer medication without prior completion of a consent form.** The consent form is available in the office. A log is kept in the office of all medication that is administered.

Fire Drills

Fire Drills are conducted at least three times during the months of September to January and three more times in the months of January to June. In addition, tornado drills are also practiced in the early spring. Teachers are informed of emergency response plans in the event of a true emergency.

Student Accident Insurance

Accidents may occur regardless of the level of supervision provided at the school. We do recommend accident insurance which is made available in September. Completed applications are to be sent **DIRECTLY TO THE INSURANCE COMPANY.**

Allergies

If your child has a serious allergy, please inform the school as soon as possible. We do promote a 'no peanut' policy at our school. Please refrain from sending students with peanut butter or peanut related products.

INCLEMENT WEATHER PROCEDURES

Cancelling School Bus Runs

A decision to cancel school bus transportation is made by 6:30 a.m. It is based on actual weather and road conditions in each of the four transportation areas as checked by designated bus operators, forecasts from Environment Canada, and information obtained from local road superintendents.

PARENTS SHOULD LISTEN TO LOCAL RADIO AND TV STATIONS OR CHECK THE SCHOOL BOARD'S WEBSITE ON INCLEMENT WEATHER DAYS FOR INFORMATION ON BUS CANCELLATIONS AND SCHOOL CLOSINGS.

Closing of Schools in Conditions of Extreme Cold

This is a procedure of the Upper Grand and Wellington Catholic District School Boards and is based on Environment Canada's wind chill index.

Schools closed when the Environment Canada Wind Chill index is -35

This is not based on equivalent temperature (ambient air temperature).

Schools and media outlets are notified using the school bus cancellation procedure.

If busses must be cancelled and/or schools must be closed due to extreme cold temperatures, local media outlets will be informed.

REMEMBER TO LISTEN TO LOCAL RADIO AND TV STATIONS AND CHECK THE BOARD'S WEBSITE FOR INFORMATION ON SCHOOL CLOSINGS AND BUS CANCELLATIONS IN THESE SITUATIONS.

ZEHRS TAPES & CAMPBELL SOUP LABELS

Parents please remember to send in any of the above items to school. These can be redeemed to receive money for school activities and purchases.

Field Trips

Teachers are encouraged to enhance the learning of the students by providing field trips. Parents will be notified well in advance of trips to ensure the appropriate forms are completed and sufficient time is given to pay for the trip. Students will not be permitted to attend field trips if the trip form is not signed. In

addition, no student will be excluded from a trip due to financial constraints. Please inform the school of such concerns and the appropriate arrangements will be made.

We appreciate volunteers that are able to accompany our students on field trips. If you wish to do so, please complete the bottom portion of the field trip form, indicating your wishes.

Fund-raising

Fund-raising at our school will be done following these simple guidelines:

All monies raised will directly benefit the students

Monies will be used for students that may require subsidy for trips or other school programs

Information regarding monies raised and its' spending will be shared via the newsletter

Student Recognition

We believe that it is very important that we recognize students for doing great things in our school. Our student recognition program is based on two guiding principals:

1. Motivating students to improve
2. Recognizing students who demonstrate positive attributes in our school.

Assemblies

Periodically, we will have assemblies. In general these assemblies will be provided for kindergarten, primary students or Junior students. These assemblies give students a chance to be recognized in front of their peers for their achievements. The community is invited to these assemblies.

Schedule of Assemblies

Brilliant Bear assemblies will be held regularly to recognize students for their ability to demonstrate proficiency in the various character traits: **Courage, Responsibility, Fairness, Respect, Honesty and Compassion.**

These assemblies will also recognize students that have provided a service or participated on a sports team or club in the school. Seals will be given to these students that will be placed on their Participation certificate.

End of Year Primary Awards

Name	Criteria	Award
Grade 3 Citizenship Award	A Grade 3 student who: Is universally friendly, helpful, and respectful to staff and students, demonstrates a positive attitude toward learning, in and outside the classroom, and is tolerant of diversity.	Keeper plaque for student (wall plaque at school).
Michelle Clayton Spirit Award	Presented to a student who displays a positive attitude towards learning, participates on a variety of school activities, and shows respect for peers and teachers.	Keeper plaque for student (wall plaque at school).
Principal's Award for Most Improved	Presented to a student from each class that has put a strong effort into their work and have shown the most improvement over the course of the year.	Medallion for each student (wall plaque at school).
School Council Award for Highest Academic Achievement	Presented to a student from each class that has attained the highest academic achievement across all subject areas.	Medallion for each student (wall plaque at school).

End of Year Junior Awards

Name	Criteria	Award
Principal's Award for Most Improved	Presented to a student from each class that has put a strong effort into their work and have shown the most improvement over the course of the year.	Medallion for each student (wall plaque at school).
School Council Award for Highest Academic Achievement	Presented to a student from each class that has attained the highest academic achievement across all subject areas.	Medallion for each student (wall plaque at school).
Gary Stubbs Spirit Award	Presented to a student(Gr.4/5) who displays a high level of enthusiasm and energy towards learning and school.	Keeper plaque for student (wall plaque at school).

Graduation Awards

Name	Criteria	Award
Athletic Excellence 1 Boy 1 Girl	Determined by coaches and classroom teachers. Candidates must demonstrate leadership, sportsmanship, athletic ability, team concept, and contributions to the athletic program throughout the year both as a participant and/or assistant in intra murals.	Keeper plaque for student (wall plaque at school).
Academic Excellence	Presented to a student from Gr. 6 that has attained the highest academic achievement across all subject areas.	Keeper plaque for student (wall plaque at school).
ETFO Perseverance Award	This award is presented to a Grade 6 student who has overcome a significant obstacle in order to achieve success. The decision makers are given wide berth to determine what constitutes an “obstacle” and what constitutes “success”. Grade 6 teachers determine this award.	Keeper plaque for student (wall plaque at school).
John Ackerman Citizenship Award	Presented to a student who consistently is friendly, helpful, and respectful to staff and students, demonstrates a positive attitude towards learning, in and outside the classroom, and best demonstrates the 5 C’s.	Keeper plaque for student (wall plaque at school).
Ontario Principal’s Council Leadership Award	Presented to a Grade 6 student who demonstrates leadership by service to others in the school and their community.	Keeper plaque for student (wall plaque at school).

Student Birthdays

Students in Grades K-6 will have their birthday recognized by the office. Student names will be identified on morning announcements and students will be provided with a book to recognize their special day.