



CENTRAL PUBLIC SCHOOL

SCHOOL HANDBOOK

A Guide for Students and Parents  
2016-17

**CENTRAL PUBLIC SCHOOL HANDBOOK**  
**A Guide for Students and Parents**  
**2015-2016**

**Bowmanville Central Public School**  
**120 Wellington Street**  
**Bowmanville, Ontario**  
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**Principal: Janet Fox**  
**Secretary: TBA**  
**Custodian: Jack Mantle**

***Mission Statement: Promoting educational excellence, community pride and lasting friendships, Central Public School provides students with a learning atmosphere which reflects the past, defines the present and anticipates the future.***

**NATURE OF THE SCHOOL**

***“Fostering Community Pride”***

Bowmanville Central Public School is a two-story brick building constructed in 1889. Nestled in the heart of Bowmanville, this stately school is one of the oldest buildings in the Kawartha Pine Ridge District School Board. Students have attended the school for over 125 years, always enjoying its unique physical environment of hardwood floors, high ceilings and abundant natural light. It is also well situated near a variety of community services including; the Bowmanville Museum, Marnwood Life Care Centre and the Clarington Public Library, Bowmanville Branch. The school maintains links with these organizations and is an active member of the downtown Bowmanville community.

Central offers full day Kindergarten classes, meaning students residing within Central’s school boundaries are able to attend school every day and profit from a highly progressive approach to early learning. A full time Kindergarten teacher and a full time Early Childhood Educator work as a teaching team in each classroom to provide a rich, play-based learning environment. Central also hosts a before and after school child-care program run by the YMCA. This program is run out of Central’s Kindergarten rooms and the gym. The child care program involves a close liaison with school staff, who works in partnership with child care program to collectively find ways to enhance play-based early learning.

**School Environment:** Central has an enrollment of approximately 150 students. Our school staff is known for being caring, positive and thoughtful in their approach. Staff are dedicated to promoting student achievement, community involvement, positive character attributes, and lasting friendships. An active School Council works tirelessly to support the well-being and education of all students. Parents, community members, and staff are welcome to attend the monthly meetings. Monthly school and classroom newsletters help to better inform parents of upcoming events, celebrations, school news, and students’ achievements. A school website is also available to help parent’s access important school information, including upcoming events. Please be sure to visit our website at: <http://central.kprdsb.ca/>

**School Staff:** The school is staffed with 19 full and part-time highly qualified and caring teachers with a wide range of experience and expertise working to deliver an effective program consistent with the Ministry of Education documents and Board guidelines. These include part-time French, Special Education, and Librarian teachers, as well as classroom teachers. Our dedicated support staff includes two Early Childhood Educators, one Child and Youth Worker and two Educational Assistants who work with students in classrooms and supervise students outside. Our support staff works tirelessly to help particularly those students in need of extra guidance or assistance around academic and social issues. One full-time secretary and two custodians (who maintain a safe, learning environment) round out the complement of Central's staff. Central staff also works closely with board resource staff and local agencies to continue to develop professionally and address specific needs of children. As well, we appreciate the dedicated volunteers who assist to enrich students' daily activities and learning opportunities. Together, our commitment to the development of the whole student contributes to Central's rich history of excellence in education.

**School Program Characteristics:** In addition to a rigorous academic program and an emphasis on student achievement, students may participate in extra academic opportunities such as field trips, interschool sports, and music opportunities. Special Education services are provided within the classroom focusing on differentiated instruction, which includes team teaching by the classroom teacher and the Special Education Resource Teacher. The school organizes recycling, garbage reduction, and environmental awareness programs including annual trips to the Wilmot Creek Outdoor Education Centre for a number of classes. As in previous years we hosted a successful *Family Literacy Night* featuring respected author Bill Slavin. We have applied for a grant and hope to offer a similar event with a numeracy focus for this year. Our goal is to help parents feel more comfortable in supporting children in numeracy at home. Students are further encouraged to participate in Community Outreach opportunities such as the Terry Fox Run, Clarington Big Brothers and Sisters, Bowmanville High School leadership group and Coop program as well as events in partnership with the Clarington Library and Museum. Students participated in school trips in 2015-2016 such as trips to the Peterborough Zoo, Toronto Zoo, The Safety Village, as well as to several of the Outdoor Education Centers. The school also boasts an industrious Breakfast Club program that provides a nutritious breakfast for any student. The Breakfast Club is operated by parent, staff, and community volunteers in conjunction with Central School Community Council.

**School Budget:** Budget priorities and decisions are determined by and aligned with the School Improvement Plan, Board and Ministry priorities. Each year, the budget is determined based on enrollment and school priorities are established using both school staff and School Council input. Central has worked hard to acquire new resources that support critical thinking and inquiry based learning programs as well as new kinds of technology that support and enhance deep learning.

**School Facilities:** The school has seven active homeroom class and a small gym activity area. The library is the hub of the school for students seeking a variety of research and reading enjoyment opportunities. We have in excess of 6,000 library books for student and staff use. As of June 2013, Central also boasts six Smart boards, a class set of student Netbooks and 14 computers in the library for student use. The student Netbooks and Smart boards are used frequently and strategically to augment all kinds of student programs.

### **ABOUT OUR STUDENTS**

Central Public School currently serves approximately 150 students. Our students come from a diverse population encompassing primarily urban and suburban communities. There are two buses that transport students to the school and many students are within walking distance. There are many opportunities for students to participate in leadership activities. Some of these activities include morning announcers, lunch monitors, yard helpers and Kindergarten helpers.

### **ABOUT OUR COMMUNITY**

Another vital resource at Central is our strong, active School Council. We have a small but dedicated number of parent volunteers. Working with school staff and the principal, School Council provides input from the community on a variety of topics related to daily life at school as well as common goals and values. Other parents are instrumental in providing support for special events, outings and class trips. School Council and parent volunteers play an extremely important role in fundraising to enhance school programs, including the Breakfast program.

### **ASSESSMENT OF, FOR and AS LEARNING**

Teachers gather detailed information to build student and class profiles with an aim to capitalize on student strengths and interests. In addition, use of system assessments such as CASI and PM benchmarks offer teachers and parents a snapshot of how well students are achieving curriculum expectations. Staff uses all of this data to target areas for specific improvement and provide enhanced learning opportunities. Teachers also provide students with descriptive feedback around their progress to help students take greater ownership of their learning and become skilled at understanding how they learn optimally in any situation. Further, staff communicates regularly with parents and work in school teams to evaluate student progress and tailor curriculum to student needs. Results from many different types of assessments help teachers, the school and the board in determining strengths and weaknesses in achievement for individual students, for the school clientele and for the system as a whole.

### **DANGEROUS ITEMS**

**Items such as lighters, matches, laser pointers or knives** should **never** be brought to school. If a student finds any dangerous item or accidentally brings one to school, it should be reported to a staff member immediately.

## **SCHOOL ACTION PLAN FOR IMPROVEMENT**

The School Improvement Plan is updated on a yearly basis after discussion and input from school staff and School Council. A variety of resources are used to provide direction when planning the school improvement plan, including:

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- provincial and system assessment results (EQAO data and board based assessments)
- school generated data - individual and class profiles, compiled by individual teachers
- parent input from surveys and parent questionnaires
- last year's School Improvement Plan
- School Council questionnaire and stated goals
- KPR board Strategic Directions for 2013-14
- School staff and supporting resource personnel e.g. Literacy Coach
- School based in-service and Professional Learning Community goal setting and planning
- board and school targets for Literacy and Math
- the *School Effectiveness Framework* (provides Ministry and Board direction)

Updates of progress around the school plan and school improvement in general is accomplished through regular reporting to School Council and through monthly newsletters to the community as a whole. Our goal is to help every student find the greatest possible success in every way during their time as a student at Central.

## **SCHOOL EXPECTATIONS**

**Note: School Code of Conduct can be found at the end of this booklet.**

**BEHAVIOUR** - Central Public School expects students to work at maintaining good work habits, common courtesy, responsibility and cooperation. Our staff encourages students to make good choices as they work in the classroom, play on the yard and interact in the community. Staff members praise students for making good choices. Students who make poor choices review their actions, identify alternative choices and describe what a good choice would have been for the situation. Students who choose to make poor choices will experience various consequences ranging from a "time out" up to a suspension. Student age and development will always be considered when looking at consequences and errors in judgment are viewed as learning opportunities, with student safety being the highest priority. Unless infractions require mandated consequences, progressive discipline will be used. Physical aggression will not be tolerated at Central. Students choosing to solve problems in this manner will experience increasingly serious consequences for this kind of inappropriate choice.

## **PROMOTING RESPECT THROUGH STUDENT CLUBS/GROUPS/ACTIVITIES**

In keeping with the Board's Equity, Diversity and Inclusion policy (B-3.2) and administrative regulation (B-3.2.1), all schools within the Kawartha Pine Ridge District School Board, including Central PS, welcome and support students who wish to lead or participate in school clubs, groups, or activities that promote safe, accepting, equitable, positive, diverse and inclusive environments. This includes activities that promote anti-racism, gender equity, respect for people living with disabilities, and for people of all sexual orientations, gender identities and expressions (including clubs, groups or activities with the name Gay-Straight Alliance or GSA).

## **CODE OF CONDUCT 2016-2017**

The Ministry of Education requires that all schools develop and communicate a code of conduct to students, parents, and staff – in other words, all members of the school community. This code is designed to ensure a safe, learning environment conducive to optimal learning and constructive social relationships. The code further provides a common philosophy and understanding for all members, with all members having both rights and responsibilities.

### **All members are expected to:**

- actively contribute to making the school environment safe, inclusive and free from any kind of physical or psychological harm
- work cooperatively and in partnerships with all other members
- consistently demonstrate appropriate behaviour and conflict resolution strategies
- respect and comply with all applicable federal, municipal and provincial laws
- demonstrate respect and concern for others at all times
- demonstrate the attributes of Character Education in their interactions with other members of the school community

### **Students are also expected to:**

- attend school regularly, be on time and prepared for classes and school activities
- work to the best of their ability
- behave in a courteous and inclusive manner towards others regardless of individual differences, e.g. race, gender, ability, or language
- learn and act within the boundaries of behaviour necessary for safety to self and others
- act always within the limits of the law and not bring to school: drugs, alcohol, cigarettes, matches, lighters or weapons of any sort, including utility tools with sharp points or blades
- treat all school property and the property of others with respect and care
- consistently show appropriate behaviour, self-control and appropriate conflict resolution strategies
- treat all school and community members with respect, care and sensitivity
- express emotions in socially acceptable ways
- actively contribute to making the school environment safe, inclusive and free from any kind of physical or psychological harm
- work cooperatively with all other members

### **Teachers and staff members are also expected to:**

- consistently and judiciously provide redirection and guidance to inform and uphold the code of conduct
- communicate regularly and thoughtfully with parents
- consult with other school staff and work as a team to implement and uphold the Code of conduct
- model, actively teach and provide opportunities for students to demonstrate the attributes of Character Education, providing reinforcement and support appropriately

**Parents and guardians are also expected to:**

- attend to their child's physical and emotional well being
- actively show their interest in their child's school progress and communicate regularly with the school
- help their child arrive at school regularly, on time and prepared for work
- encourage and support their child in following the school rules of behaviour
- assist the school in resolving disciplinary issues
- reinforce school behaviour appropriately at home

**School Code of Conduct Procedures:**

Strategies to promote the code of conduct:

- proactive and preventive measures i.e. active teaching and modelling, both planned and as a "teachable moment"
- Character Education program embedded into all aspects of school life
- open, authentic two way communication within a climate of trust
- support, encouragement, praise and incentive programs
- social skills instruction, including special programs in partnership with community agencies.
- counselling and guidance
- appropriate and consistent redirection
- peer mentorships
- multiple student leadership opportunities to demonstrate and strengthen positive attributes
- team approach to problems, engaging parents, school staff and appropriate supporting school board personnel
- parents as partners; ongoing communication between school and home
- **Restorative, problem solving model with parents as partners to address emergent issues**

**Consequences for Inappropriate and Unacceptable Behaviour:**

Consequences will be commensurate with the severity of the indiscretion, related to the specific circumstances and appropriate to the individual. Progressive discipline measures will be applied with the goal of repairing harm and preventing any reoccurrence of the behaviour.

- warnings and reminders
- quiet, neutral environment and opportunity to defuse (time-outs)
- redirection, debriefing & opportunities for counselling support
- application of problem solving process and restorative conference
- individual and group guidance
- restriction of school privileges
- guided opportunities to repair and restore
- detention/ loss of or restriction of free play time
- referral to homeroom teacher and/or office
- team conference with parents to enlist assistance in redirection of the issue
- restitution i.e. financial, community service
- suspension
- police involvement
- expulsion

**Suspensions:** Legislation makes it **mandatory** for students to be suspended for the following infractions on school property or at school-related events:

- any activities which may occur off school property for which a mandatory suspension is required if the act has an impact in the school community
- conduct injurious to the moral tone of the school
- persistent opposition to authority
- habitual neglect of duty
- vandalism-willful destruction of Board property
- use of profane or improper language

**Expulsions:** Safe Schools Legislation takes a very serious look at the consequences to be applied to infractions for which an expulsion is mandatory. Those infractions include:

- possessing a weapon (including a replica)
- using a weapon to threaten bodily harm
- committing physical assault requiring medical treatment
- committing sexual assault
- trafficking in illegal drugs or weapons
- committing robbery
- giving alcohol to a minor

In addition, Kawartha Pine Ridge DSB will also expel students for the following reasons:

- student commits an infraction in the community for which a mandatory expulsion is required and it has a negative impact on the school
- pattern of refractory behaviour
- student's presence is injurious to others
- student has caused major damage to Board property
- student is resistant to change and is not profiting from instruction

**NOTE: Students who are proceeding to an expulsion will be suspended for the maximum period of 20 days prior to the expulsion decision.**



**OUR STAFF AT CENTRAL**  
**CLASSROOM ASSIGNMENTS 2016-17**

The following is a list of our teachers by Homeroom for this year:

Principal	Janet Fox	
JK/SK	Jackie Ebelthite	- Classroom Teacher
	Lora Alberton	-Early Childhood Educator
JK/SK	Denise Hobbins	- Classroom Teacher
	Evelyn Jesson	- Early Childhood Educator
Gr 1/2	Andrea Boettcher	
Gr 2 /3	Heather Bridal	
Gr 3/4	Elizabeth Sutherland	
Gr 4/5	Cathy Sabzevari	
Gr 5/6	Carl Petranj	
SERT/Planning	Dave Young	
French/Gr ¾	E. Sutherland	
Library/Planning	L. Rook	
CYW	Joanne Kendall	
Educational Assistant	Lynn Bones	
Educational Assistant	Kathy Lindberg	
Custodians	Jack Mantle (day)	
Secretary	TBA	

Mr. Young will provide Special Education for students in their regular classroom program, working with classroom teachers to develop programs tailored to individual student needs. Mr. Young will also work to provide support for students in small groups as appropriate.

## AGENDAS

Agendas have been ordered for every student. This valuable communication tool is also an important resource in helping students develop organization and learning skills. **The staff** will take time to teach students to use agendas effectively, emphasizing the need for student accountability and diligence. They will also use the agenda to communicate with parents. We ask that **parents** review the agenda nightly to support students in timely task completion and to check for communication from the school.

## BALANCED DAY SCHEDULE

The balanced school day involves breaking the student instructional day with two larger nutrition/recess breaks. The 300 minute instructional day exists with start and end of day times remaining the same. Research and documentation from schools in our district as well as from other boards in Ontario supports the advantages of this scheduling to benefit students.

## DAILY SCHEDULE

8:25	Outside supervision begins for arriving students
8:40	First bell – Students enter and classes begin
8:40-10:20	First 100 minute Instructional Block
10:20-11:00 a.m.	Nutritional Break/Outdoor Play
11:00-12:40	Second 100 minute Instructional Block
12:40-1:20 p.m.	Nutritional Break/Outdoor Play
1:20 - 3:00	Third 100 minute Instructional Block
<b>2:50</b>	<b>Kindergarten dismissal</b>
3:00 p.m.	Dismissal - all students

## NUTRITION BREAKS

Students are expected to:

- stay in their seats
- speak in reasonable tones
- participate in clean-up and recycling
- be cooperative and respectful, always complying fully with adult supervisors and parent volunteers

Students who are unable to follow lunch rules will be subject to progressive discipline measures to ensure the Nutrition Break period remains a safe, respectful and harmonious environment.

## REMAINING ON SCHOOL PROPERTY

**All students are required to remain on school property at the first nutritional break.** Students are permitted to go home for the second Nutritional Break with written parental permission. At all other times, students must stay on school premises until the appropriate caregiver has come to take charge of them, including after school.

## LEAVING SCHOOL FOR APPOINTMENTS

In order to protect student safety and promote security in the school, parents coming to pick students up early are requested to check in at the school office and sign the student out. The office will notify the teacher of the parent's arrival. A note sent to a teacher at the beginning of the day is appreciated and will allow them to plan for the child's departure.

## SAFETY

The Staff endeavour to provide the highest quality education to your children in a safe, secure learning environment. School staff, parents and community members help us achieve this by carefully observing the following:

- All visitors are required to report to the office when entering the school and sign in at the office if they are staying. **Visitors must enter at the Primary (east entrance)**. During the school day, all other doors are kept locked. Staff supervisors outside during the Nutrition Break monitor the yard closely.
- The Safe Arrival Program includes calls home for absent students. We greatly appreciate your calls before 9 am or left on our answering machine at any time informing us of student absence. Students arriving late always need to sign in at the office.
- Our staff provides assistance at the beginning and end of the day to help students find parents/child care providers and/or board their bus.
- Targeted programs throughout the year including Promoting Mentally Healthy Schools further enhance our students' concept of safe, fair play and appropriate ways of solving conflict.
- School staff offer programs embedded into classroom learning designed to educate children on safe play and promote positive social skills
- Central's *Code of Behaviour*, recently updated and aligned fully with appropriate Safe Schools legislation, will be reviewed with students on an ongoing basis. The Code will also be reviewed with School Council and updated regularly in response to legislation or new issues.

## LOCKDOWN

As a component of the school Emergency Response Plan School Lockdown procedures have been mandated. Although infrequent, the possibility of a major violent incident is a reality. The level of preparedness to deal with such an incident by school staff, students and police will have a major impact on the outcome of the incident.

A great deal of time, thought and effort has gone into preparing a response plan, which is user friendly, easily understood and effective. While certain parts of the plan are tailored for Central based on individual needs, the overall plan is designed to have common application for all schools and police services across the region. Our staff has been trained and, in partnership with administration and the police, we will conduct a minimum of two drills per year.

## SCHOOL EVACUATION

If it is necessary to evacuate the school due to fire or other reasons, the staff and children will extend fire drill routines and walk to a designated area, always being supervised by all staff members.

## DISMISSAL

At the end of each day, Central staff need to know if a child has permission to stay for an extra-curricular event or if there is to be any change from their regular after school routine. Please send a written note to the school if there is to be a change in routine. As well, bus students must catch their own bus home at the end of the day if they do not have **prior** parent approval to stay for an extracurricular event.

**\*\*Parents, please be aware that students are only permitted to ride their own bus home each day. As part of protecting student safety, Board transportation policy states clearly that no child is allowed to ride home with another child on a different bus for any reason. We thank you for your assistance in this.**

## ATTENDANCE/SAFE ARRIVAL

Regular, punctual attendance is a habit worth nurturing as it influences a child's life-long attendance patterns. If your child is going to be absent in the morning, for the day, or the afternoon only, please call and leave a message on the answering machine or send a note in your child's agenda. Your diligence will save office time, and the interruption of us calling you. We all need to know your child is safe.

## WINTER WEATHER

Students need to prepare appropriately for outdoor play in the winter. Please ensure your child arrives with warm outdoor clothing as they will be outside a total of 40 minutes each day in the winter months. Scarves, mitts, hats, extra socks, and anything warm should be standard equipment. In extreme weather conditions, we will hold recess indoors. The students enjoy their time outdoors, however, and the option of staying inside is a last resort.

## NUT PRODUCTS

We have pupils in our school that suffer from anaphylactic shock when exposed to nut products. **This allergy is so severe that even trace amounts can trigger a life threatening reaction. As well, the allergy can be triggered by airborne vapours such as nut products on another student's breath. We therefore do not permit our students to bring any foods containing peanuts or any kind of nuts.** We rely greatly on our parent community for their support for this extremely serious issue. Should you have any questions or wish more information, you can contact the public health unit or call our office.

In addition, there may be children with significant and even life-threatening allergies to other food products. If this is the case, you will be notified within the first week of school by your child's teacher with specific expectations for that classroom or other areas of the school. Again, we greatly appreciate your assistance with this extremely important matter.

## **REPORTING YOUR CHILD SICK - WHEN TO STAY HOME**

Parents sometimes struggle whether to send their child to school or not when a student is feeling somewhat ill in the morning because parents want their child to profit from daily instruction. *When students feel ill, however, they are not in a position to learn anything meaningful or sustainable. Resting at home often leads to a speedier recovery and reduces the chances of communicating an illness to everyone else.* This is especially important in light of the potent nature of viruses that tend to circulate during the winter. If students are going to be absent several days, please call and we can let you know how they can stay up to date in their work. As well, please know that students will **never** be penalized with regard to due dates for illness. We will adjust due dates on their return to school accordingly.

## **PEDICULOSIS**

Please assist us by checking your child's head regularly at home. Head lice nits cling to the hair and must be stripped off individually, while dandruff is loose and can be removed very easily. More information about head lice and treatment options are available from the school.

## **DRESS CODE**

The school requests the co-operation of pupils and especially parents in ensuring that clothes worn to school are suitable for a learning environment. Offensively lettered T-shirts are not considered suitable. Neither are tank/tube tops, shirts OR shorts that are too revealing. For instance, spaghetti strap tops are considered to be inappropriate at school. Straps on summer tops should be the width of a lasagne noodle and should never be cut extremely low or in any way expose a student's midriff. Shorts should be at least 3 inches on the inseam. Please help your child select clothes that are tasteful, stylish, and appropriate for a learning and work environment.

## **VALUABLES**

Your help in keeping money and valuable items safe at home is much appreciated. If students choose to bring any personal items to school, we ask they be safely stored away during class time. It is always difficult and generally impossible to determine what has happened when these items go astray. The only solution is to be proactive and keep all items of real value at home.

Parents and students are also reminded that cell phones should **only** come to school if parents require their child have them to communicate with parents **after school hours**. Cell phones should thus be safely stored away at all times during school hours. Please note there are serious privacy issues with cell phones that are also cameras. *Cell phones are not permitted to be used during the school day unless specifically permitted to do so by school staff (for example, the classroom teacher may on certain occasions permit students to use the calculator function on their phone during a math lesson.) Students who contravene this rule and use their phone without direct school staff permission will have their phone confiscated. The phone will be returned directly to parents who can pick them up at the office. Cameras are also **not** permitted at school because of privacy laws.*

## **LOST & FOUND**

Please label all personal items brought to school. Lost and found articles will be displayed from time to time to provide parents with an opportunity during school events such as Open House, to claim lost items. Unclaimed items will be donated to charitable organizations at several points during the year and in June. All lost and found articles are kept under the bench in the front foyer by the office.

## **PROMOTING POSITIVE BEHAVIOUR**

Through both our instructional and all co-curricular programs, the school strives to create a culture which promotes positive behaviour and is preventative in nature. For example, we offer:

- A variety of co-curricular activities offer opportunities for all students to develop skills, enjoy team spirit, and play in a safe, trusting environment
- A multitude of opportunities to take leadership both in the school and in coordination with community events
- Activities/events promoting awareness and celebrating student accomplishments in every domain
- Structured Character Education integrated learning opportunities through the Ontario curriculum
- Guest speakers and workshops to address emergent social skills and problem solving issues

Expectations for behaviour are stated clearly to students at every opportunity. They are typically posted in classrooms, reviewed regularly, and reinforced consistently by staff.

## **MAKING POSITIVE CHOICES**

Following the philosophy of positive behaviour management, Central school focuses on encouraging students to make good choices about their behaviour. This philosophy makes the following assumptions:

1. Students are aware of their own actions and able to make choices, both good and poor choices.
2. Students may make errors in judgment as part of their learning/maturing process and need to be held accountable for their actions.
3. A consequence based behaviour approach works to redirect and focus behaviour in constructive ways. The approach is both proactive and reactive in nature.

Within this atmosphere, students are expected to abide by the following rules:

1. To keep themselves and everyone else safe.
2. To treat everyone, including themselves, with dignity and respect at all times
3. To care for and respect all items in the school building and on school property as if these items were their own.
5. To promote and enhance their own learning and that of others to the highest degree possible.
6. To solve conflict peacefully and act as creative problem solvers in all social situations.
7. Comply and cooperate with all school rules while at school, on school buses, on school trips and at tournaments, modelling the attributes of positive character and demonstrating mature judgement.

These rules have been developed to provide a safe, caring environment conducive to the optimal learning for all students. Students who make inappropriate choices and/or behave irresponsibly will be subject to any level of progressive discipline. Parents will be kept in close communication should the inappropriate behaviour be significant or persistent or in any way reduce chances for student success at school. These consequences may also include losing the opportunity for other out-of-classroom programs/activities. Students attending out-of-classroom programs, including school trips, must demonstrate appropriate, safe behaviour on a consistent basis in order to participate and be supervised by staff and parent volunteers in an environment outside the school.

### **NO SMOKING**

The Tobacco Control Act of Ontario prohibits smoking for anyone, anywhere on school property. Please help us set a good example for our young people by respecting the law and our signs.

### **HOMEWORK POLICY**

For the purpose of this Policy, homework is defined as educational tasks that are meant to be carried out or completed during non-class hours. The Kawartha Pine Ridge District School Board endorses homework as a planned part of the educational process designed to enhance learning. The Board and schools believe that homework is an aid in building life-long learning skills such as self-discipline, task commitment, time management, responsibility, independence, initiative and problem-solving. Through well-planned homework activities, students will realize that learning takes place in a variety of settings. Parents are encouraged to contact the teacher if they wish to discuss an issue related to a homework assignment. Homework is also an opportunity to consolidate skills in a quiet, comfortable environment and finish assignments started at school.

### **SUCCESS AT SCHOOL AND LEARNING SKILLS - Key Indicators**

The Learning Skills listed on the Provincial Report Card are powerful indicators of student success, both in the present and as predictors for success in the future. Parents and teachers together can support students by fostering rigorous and positive work habits during the Intermediate years. Teachers regularly provide feedback on these very important skills on every report card.

These Learning Skills are clearly visible when students:

- ★ complete homework on time and with care
- ★ come to class prepared for learning
- ★ use time wisely to complete tasks
- ★ follow directions, always resisting distractions
- ★ put forth a steady, consistent effort
- ★ follow directions appropriately
- ★ show attention to detail
- ★ demonstrate interest and enthusiasm in assignments
- ★ organize materials and equipment effectively
- ★ begin work promptly
- ★ choose and use materials/equipment safely, creatively and appropriately
- ★ persevere with complex or challenging tasks
- ★ show flexibility and adaptability

These skills are part of the maturity process and are enhanced by encouragement, clear expectations and on-going support from both home and school. The greatest goal is to foster strong personal accountability in students and self-advocacy skills as they prepare for Secondary school.

### **CO CURRICULAR ACTIVITIES**

Central staff promote student involvement in many activities as a way of enhancing teacher-student relationships, student self-concept and enthusiasm about school. Please help us by encouraging your child to become involved and seeing their participation through to completion. The following is a sample of some of the activities offered in the past at Central.

#### **Activities:**

**Band - Santa Claus parade**

**Primary Choir**

**Future Aces**

**Art Club**

**Sports: Harrier, Soccer, Track and Field, 3- Pitch, Volleyball, Basketball, Floor Hockey, Sport Fit, Ultimate Frisbee, Intermural Floor Hockey**

**Green Team – Recycling**

**Terry Fox Run**

**Rainbows**

**Earth Day Activities**

**Spring Fest Fun Fair**

**Chess Club**

**Year End grade 6 Slide Show**

**Fundraising for different charities-**

**Jump Rope for Heart**

**Terry Fox**

**Battle of the Books**

**100<sup>th</sup> Day Celebrations**

**Family Literacy Day**

**Character Education Assemblies**

**Christmas Assembly**

**House Colour Rallies**

**Community Safety Presentations**

**Anti-Bullying**

**Presentations Earth Hour**

**School /Class Trips**

**Book Fairs**

**Student Announcers**

**Remembrance Day Assembly**

**Lunch Helpers**

### **POSITIVE BEHAVIOUR TOKEN PROGRAM WINNER TICKETS**

Students who are involved tend to develop leadership skills and the confidence from having found their niche. Please encourage your child to seriously consider some of the activities we offer to help them have the best possible student experience while growing and developing at Central.

### **VOLUNTEERS**

One of the best ways for a parent to become involved in the school and better informed about school programs is by offering service as a volunteer. We actively encourage your involvement in our school and can offer you a variety of ways where you can support student success. Please call us at the school for more information.



### **POLICE RECORD CHECKS**

Please be advised that a Police Records Check is required for volunteers working with children in a variety of situations. Staff will be able to advise you on the procedures to follow. Letters are available at the school to support your application when you go to Bowmanville Police Services.

### **COMMUNICATION**

If the home and school are to work effectively on behalf of each student, effective communication is essential. **We cannot stress enough that if you have any questions or concerns about your child's program or progress, please contact your child's teacher.** Timely communication is the best strategy to prevent problems later on.

### **SCHOOL COUNCIL**

This elected group is an advisory body which meets monthly. The level of additional involvement is left up to each participant. School Council membership will be established at the first meeting in the school library. The September newsletter will have the actual date of the meeting. We encourage parents to attend our first meeting to either put their name forward as a potential member of our School Council or to merely attend to gain insight into the operation of our Council. Meetings will be announced each month in our school newsletter and parents are always welcome to attend any of the sessions.

Goals and priorities for the upcoming year will be established early in the school year. Last year Council had a big focus on our upcoming playground we won through the TVO Giver contest. Council members also worked tirelessly with us on numerous joint initiatives such as the Breakfast Program and fundraising to enhance school life for all students. Council is involved throughout the year in fundraising to support such activities as:

- offsetting the cost of field trips
- sponsoring professional performances
- music, art and other program equipment
- snacks/water for students following special events

## **LINKS WITH COMMUNITY PARTNERS**

We believe strongly that our links with community partners nurture and promote student success and well-being in countless ways. Some of our community partners include or have included:

YMCA – before and after school Child Care program and Bowmanville Family Services Hub  
Durham Occupational Therapy, Speech & Language Consultants  
Marnwood Nursing home  
Grandview Children’s Centre  
Kinark Child and Family Services  
Board Consultants and Supports – Program Consultants, Behaviour Support Officer  
Links with Bowmanville High School - Coop Students and Grade 12 Leadership Class (Peer mentors)  
Literacy - Battle of the Books, Silver Birch, Blue Spruce  
Clarington Big Brothers and Sisters  
Legion - Remembrance Day Ceremony; poster and poetry contests  
Community events - food bank, fairs, fund-raising  
Disability Awareness Advocacy groups and performers  
Speakers and Guest Presenters  
Authors & Family Literacy Events

## **TRUSTEES**

Your representatives on the Kawartha Pine Ridge District School Board are Cathy Abraham and Sarah Bobka. They are both committed to serving your best interests at all of our area schools and can be accessed by email at:

[cathy\\_abraham@kprdsb.ca](mailto:cathy_abraham@kprdsb.ca) and [sarah\\_bobka@kprdsb.ca](mailto:sarah_bobka@kprdsb.ca)

We respectfully ask that you please call the school and speak to the teacher to initially address concerns related to the classroom or speak to the administration should the issue be more global in nature, involving the school or classroom. Most issues are easily and swiftly resolved by direct and open communication and we value the perspective of our parent partners.

Regarding issues around Board policy or procedures we are also most willing to offer you our perspective. We will also advise you if we believe your concerns would be best directed to your trustee.

## ***KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD***

### **MOTTO**

*Educating for success!*

### **MISSION**

*We educate our students to excel in learning, to succeed in life and to enrich our communities.*

### **VISION**

*We are a dynamic and responsive educational community that inspires joy in learning, excellence in teaching, and the development of character. We respect the diversity and uniqueness of all learners, employees, and community members. We create pathways for success in life.*