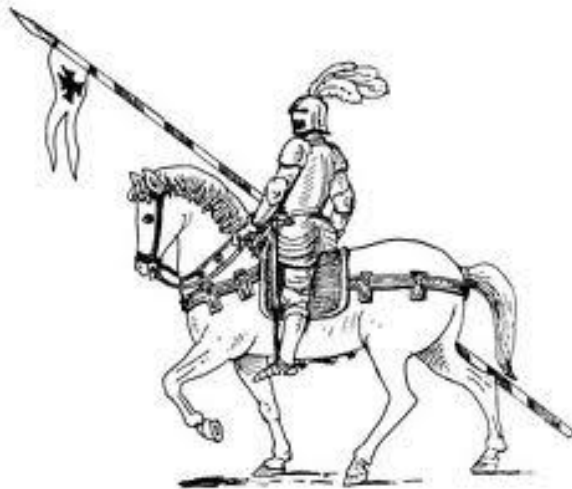


Parent/Student Handbook



Bath Public School

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Welcome to Bath Public School!

It really does take a whole village to raise a child. When school, home and community work together, we do our best job of preparing students to be lifelong learners and to have productive and fulfilling lives. We know that children do better in school and improve their achievement, when there is a positive partnership and strong lines of communication between parents/guardians and school staff.

This school handbook contains important information pertaining to the school as well as various policies and procedures. Included in this handbook is our school code of behaviour, developed by a committee of staff with a parent representative. Please read it over carefully with your child/children and **sign the back of the Data Verification Form** to indicate that you and your child have reviewed the behaviour code.

We have a Balanced School Day and run on a 5 day timetable. Each day is organized around three 100-minute learning blocks with two breaks of 40 minutes. Each break includes a nutrition time and an outdoor recess. As you are packing those lunches, please remember that we have students with severe anaphylactic reactions **to nuts**. For this reason, we are asking that **no nuts or products with nuts** be brought to school. Some Classrooms have students with additional allergies. More information will come home with your child if they are in one of these classrooms.

We have a very active group of volunteers and encourage parents, guardians, and members of the community to become involved in our School Advisory Council meetings and activities and join in.

We look forward to working with you; students, parents and our community supporters throughout the school year in our pursuits of excellence and success for all students.

Help your child “Be the Change” this year for themselves and to help others around them.

Brigid Steele, Principal

April Bell-Asselstine, V.P.

BALANCED SCHOOL DAY SCHEDULE

Buses unload at the back of the school. **There is supervision on the school yard from 8:55 – 9:10 am.** If students walk or are driven to school they should arrive via the walkway at the front, south end of the school.

8:55 – 9:05	Buses Arrive
9:10 – 10:50	Students Enter, classes begin
10:50 – 11:05	1 st Nutrition Break
11:05 – 11:30	1 st Recess
11:30 – 1:10	Classes
1:10 – 1:25	2 nd Nutrition Break
1:25 – 1:50	2 nd Recess
1:50 – 3:30	Classes
3:30 – 3:40	Dismissal, Bus Departure

STUDENT DEPARTURE AT END OF SCHOOL DAY

Students load buses at the back of the school. Grade K-8 students who are being picked up will be signed out at 3:30 at the front entrance of the school.

Parents are asked to wait outside for the safety of all students. Thank you.

BATH PUBLIC SCHOOL **MISSION STATEMENT**

The staff at Bath Public School will work together to create and promote a positive learning environment which will enable all students to acquire the knowledge and learning skills that will prepare them to become independent life-long learners and contributing members to our society.

Education is not just about preparing for a fulfilling future; it is about living and learning fully now. We believe that students learn best when they:

- Feel safe and happy and enjoy learning
- Value their work and see that it is valued by others
- Apply their learning in meaningful contexts
- See that their efforts make a difference to themselves and to others
- Use meaningful feedback to improve
- See the important people in their lives working together for their good
- Have opportunities to help others and be of service

We recognize that students learn and demonstrate learning in different ways. Some students are strong with the spoken word while others prefer to write. Some see the world through the eyes of an artist while others may be more technical. Some prefer to learn by themselves while others like to work in groups. We provide a variety of learning opportunities so that students can work in different ways using their strengths. Students with special needs get the assistance they need to realize their potential through a variety of special services.

We believe all students can learn and experience success.

SHARING INFORMATION

We know that children do better in school and improve their achievement when there is a strong connection and positive partnership between home and school.

NEWSLETTERS

The school newsletter along with a calendar is sent home each month, and will keep you informed of coming events, provide you with information about the operation of the school, and give your ideas on how you can help support your child's learning. If you have any suggestions or comments about the school newsletter, please contact the Principal. Individual classroom newsletters are sent home on a regular basis to inform you of specific programs and events in your child's classroom.

AGENDAS/NOTEBOOKS

Students in Grades 1-8 receive agendas. Kindergarten students have a communication notebook. Please use the agenda/notebook daily to communicate with your child's classroom teacher.

Check the agenda/notebook every night to monitor homework and receive important information from the teacher and school. *Initial to indicate that you have read it.*

WHEN YOU HAVE A QUESTION FOR THE TEACHER OR INFORMATION TO SHARE, WRITE IT IN THE AGENDA/NOTEBOOK AS NEEDED.

PHONE CALLS AND MEETINGS

If the need arises, call the office to arrange a time to discuss your child's progress and any concerns that you may have. It is helpful to make appointments to talk in person or over the phone as staff often have meetings or other commitments and this gives you both time to properly prepare to share information.

Office hours are 8:30 – 4:00

OTHER COMMUNICATION

SAFE SCHOOL ARRIVAL PROGRAM

The Safe School Arrival Program ensures that all students arrive safely to our school each morning. **If a child is going to be late or absent from school, it is the responsibility of the parent/guardian to inform the school of the absence, before 9:00 a.m.** (A message may be left on the school's voicemail, 24 hours a day). However, if we do not hear from you, the school office administrator will call you, at work if necessary, to ensure your child's safety.

END OF DAY TRANSPORTATION CHANGES

In the event that your child needs alternate transportation arrangements for the end of the day, **we ask that a note is sent in with the student.** Last minute notification is often difficult due to the volume of phone calls and classes may be out of the building for activities such as daily physical education (DPA). Please be sure to speak to someone in person and NOT leave a message as the message may not be listened to in time.

USE OF THE TELEPHONE BY STUDENTS

The school telephones are reserved for school business use. Students may phone home in case of emergency or illness, but must have approval from the classroom teacher or Principal before making a call. **We ask that all students make after school arrangements before coming to school.**

STUDENTS EXCUSED EARLY FROM SCHOOL

Pupils may leave from school at any time during the day, **at the written request of the parent/guardian and with the consent of the principal.** *Please report to the office to pick up your child and the office administrator will call him/her.* Any person other than the parent/guardian requesting early dismissal of a student is to be referred to the Principal.

WORKING TOGETHER

SCHOOL ADVISORY COUNCIL (SAC)

All parents and guardians are welcome to attend, without obligation, any and all council meetings. The school council works cooperatively with school staff to expand and enrich the educational experiences of students by providing increased and effective opportunities. They also promote involvement and dialogue between home and school. Parents and guardians may run for executive positions – Co-chair, Vice-chair, Treasurer and Secretary. Elections are held annually at a council meeting in early fall.

PARENT INVOLVEMENT

Parents are very active in our school community, supporting learning and enriching school events and activities. They are valued partners who play an integral role in their child's education. We encourage you to be involved in your child's education and welcome you at the school. Here is how you can support and be involved:

- Attend SAC meetings
- Assist in the classroom
- Assist on field trips
- Fundraise for special projects
- Organize or volunteer for special events and/or services

All volunteers must have a Police Check and a Vulnerable Sector Check (CPIC).

Contact the school for details.

NUTRITION BREAKS

Students are supervised in classrooms for eating. There are two 15 minute breaks.

PERMISSION TO LEAVE SCHOOL AT LUNCH TIME

If intermediate students (Grade 7 and 8) wish to leave the school grounds **during the second nutrition break**, a form from parents is required. In this form, parents must indicate their willingness to assume all responsibility for their child while off school property for this period of time. Recognizing that the village is by the lake, safety guidelines need to be discussed with your child. The note (or form) must be shown to the classroom teacher and signed by the Principal. Students who go to the village for lunch must eat before returning to school. Students are not allowed to bring food back to school.

PLEASE NOTE

BATH P.S. IS A NUT SENSITIVE SCHOOL

**As some students have severe allergic reactions to all types of nuts.
Please do not bring nuts or products containing nuts to school.**

MILK PROGRAM

White and chocolate milk are available for students to purchase by pre-ordering. Milk is delivered to the classes at second nutrition break.

HOT LUNCHES

Hot lunch is available on most Fridays during the second nutritional break. Order forms are sent home monthly.

SNACK PROGRAM

Each morning a bin of healthy snacks will be delivered to each classroom. All students will have access to the snacks. These will be provided by the Food Sharing Project. If you wish to make donations to the Project you can email the coordinator at: **fsp@kingstonnet**.

THE SCHOOL PROGRAM

ASSESSMENT, EVALUATION AND REPORTING

Teachers employ a variety of strategies to assess student learning on a continuous basis. These strategies include: **observation** of students as they work, **conversations** with students about what they are learning and doing, analysis of **student products** and **performances**, and the administration of **quizzes** and **tests**. Teachers collect information for two main purposes:

Assessment for learning – to give feedback that will help students improve their learning; to provide feedback for teachers that will help them plan upcoming instruction to meet the needs of students.

Assessment of learning – to be compiled into a formal evaluation of a student's achievement and work habits.

Grade 1-8 students are provided with a Progress Report (November) and two Provincial Report Cards (February and June). **After each report, a conference may be scheduled as requested by the teacher and/or the parent/guardian.**

In November of the JK and SK years, parents are invited to observe in the classroom or attend a conference. The Kindergarten Reports will be sent home in February and June with the option to hold a conference after each report.

For students with Individual Education Plans (IEP), these will be updated and sent home for review within the first 30 days of school. Where changes have been made, IEPs will be attached to the February and June report cards.

HOMEWORK

Most learning takes place at school under the guidance of the teacher. Homework is used in moderation for a number of purposes, including:

- Daily reading
- Reviewing knowledge and skills learned at school
- Developing and practicing independent learning skills
- Collecting materials and information not easily collected at school
- Completing projects not easily completed at school

FIELD TRIPS

In recognition of the educational value possible from well-planned travel, it is the intent of the Limestone District School Board to encourage the participation of our staff and students in worthwhile educational excursions.

Parents must receive the following information after Board or Administration approval:

- Purpose of the trip
- Mode of transportation
- Itinerary
- Name(s) of supervisors
- Departure and returning time and other information respective to the trip

Before they sign the consent form.

A consent form for short walking trips is obtained in September for the entire year. For each walking excursion the parent will receive notification as above but will not be requested to sign a permission form.

LIBRARY

We have a wonderful library with a large selection of books. Books may be kept for a period of one week and may be renewed if necessary. Students from Grades 3 to 8 may borrow a **maximum of two** books, one of which may be non-fiction, while Kindergarten to Grade 2 students may borrow one book at a time. A book must be returned before another one may be borrowed.

Research books are to be used in the library – they may not be taken home.

USE OF SCHOOL MATERIALS

All materials necessary for learning will be provided to students by the school (pencils, books, paper, etc.). However, if parents/guardians wish to provide students with additional materials and supplies, they may do so. Teachers will provide a list of suggested items. We ask that materials that are loaned to students be used with care in such a way as to maximize their useful life. Where materials are lost, damaged, or defaced, students or parents may be required to pay up to 75% of the replacement cost.

CHARACTER EDUCATION

Throughout the year we will model, coach and celebrate the following character traits:

RESPECT	
What is it? Looks Like...	<ul style="list-style-type: none"> • Showing respect to other people, yourself, the school and the environment • Being polite and courteous • Treating others with fairness and dignity despite differences • Valuing others for their unique contributions • Listening without interrupting • Caring for the school and the environment • Advocating for the rights of self and others
Sounds Like...	<p>“My opinion is different than yours, but I still respect your right to tell me what you think”</p> <p>“Please and Thank you”</p> <p>“Wow, you did a great job!”</p>
Learning and Skills Connection	<ul style="list-style-type: none"> • Collaboration • Initiative • Organization

RESPONSIBILITY	
What is it? Looks Like...	<ul style="list-style-type: none"> • Taking responsibility for words and actions and being accountable for choices • Following up on commitments • Completing tasks and assignments
Sounds Like...	<p>“I need to focus to get work done”</p> <p>“I made a mistake and I want to fix it”</p> <p>“I’m working hard”</p>
Learning Skills Connection	<ul style="list-style-type: none"> • Responsibility • Independent • Reliable

KINDNESS AND EMPATHY

What is it? Looks Like...	<ul style="list-style-type: none"> • Seeking to understand the thoughts and feelings of others • Being sensitive to the needs of others • Listening and considering the views of others even when we may not agree
Sounds Like...	<p>“I accept your apology”</p> <p>“I’m not going to spread rumours”</p> <p>“I hope you are feeling OK”</p>
Learning Skills Connection	<ul style="list-style-type: none"> • Collaboration • Responsibility

PERSEVERANCE

What is it? Looks Like...	<ul style="list-style-type: none"> • Never giving up • Always trying your best even though you may have found something hard or challenging
Sounds Like...	<p>“I can do it!”</p> <p>“I won’t give up”</p>
Learning Skills Connection	<ul style="list-style-type: none"> • Self-Regulation • Initiative

INITIATIVE

What is it? Looks Like...	<ul style="list-style-type: none"> • Acts on new ideas and opportunities • Takes risks to try new things • Setting goals for improving learning • Asking for help when needed • Showing curiosity and interest in learning (motivated)
Sounds Like...	<p>“I will get better at writing skills”</p> <p>“I want to try that!”</p> <p>“That looks interesting!”</p> <p>“I don’t understand, can I have help?”</p>
Learning Skills Connection	<ul style="list-style-type: none"> • Initiative • Self Regulation

CITIZENSHIP AND LEADERSHIP	
What is it? Looks Like...	<ul style="list-style-type: none"> • Making my school and community a better place to live • Getting involved • Inspiring and organizing others to make a difference and be the best they can be!
Sounds Like...	"Can I help?" "What can I do?" "We can do it!"
Learning Skills Connection	<ul style="list-style-type: none"> • Collaboration

BATH KNIGHTS' AWARD OF EXCELLENCE

At the end of each school year, each teacher will select students from his/her class to receive the Bath Knights' Award of Excellence based on the following criteria that has been **demonstrated consistently and to a high degree throughout the year:**

- **Respect**
- **Responsibility**
- **Kindness/Empathy**
- **Perserverance**
- **Initiative**
- **Citizenship and Leadership**
- **Achievement**

Students selected for the award will be acknowledged at the end of year assembly. They will receive a certificate that states the area(s) for which they are receiving the award.

This award is sponsored by the School Advisory Council (SAC).

CODE OF BEHAVIOUR

Members of the Bath PS community are expected to be respectful, act responsibly and safely, strive for academic success, and solve problems positively

This code of behavior sets out the standards of behavior which are expected of all members of the school community in order to create a positive climate in the school. Respect, responsibility, civility and academic excellence are promoted so that all members of the school community will feel safe, comfortable and accepted.

The purpose of this code of behavior is:

- To ensure that all members of the school community are treated with respect and dignity
- To promote responsible citizenship by encouraging appropriate participation in the school community
- To maintain an environment where conflict and difference can be addressed in a positive manner
- To encourage the use of non-violent means to resolve conflict
- To promote the safety of people in the school
- To discourage the use of violence and bullying

Students are to be treated with respect and dignity. In return, they are expected to demonstrate respect for themselves, for others and for the responsibilities of citizenship through acceptable behavior. Respect and responsibility are demonstrated when a student: comes to school prepared, on time, and ready to learn; shows respect for himself or herself, for others and for those in authority; refrains from bringing anything to school that may compromise the safety of others; and follows the established rules and takes responsibility for his or her own actions.

Students are to meet and maintain these behavior expectations while at school, on the bus, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate.

RESPECT

Expected Behaviour	Reasons for Expected Behaviour
<ul style="list-style-type: none"> • Respect differences in people, their ideas, and other opinions • Respect all members of the school community, especially persons in positions of authority • Respect and treat others fairly and with dignity at all times, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability • Respect the rights of others • Use acceptable and appropriate languages • Respectfully dress – The standards for dress at the school are based on common sense and are intended to support the comfort, safety and modesty of all students. There is a strong relationship between neat, clean and appropriate clothing and a positive learning environment 	<p>All members of our school community have the right to:</p> <ul style="list-style-type: none"> • Be treated with respect and dignity • An environment where conflict and differences can be addressed in a peaceful manner • The use of non-violent means to resolve conflict • A learning environment free from the influences of drugs and alcohol • An environment conducive to learning

RESPONSIBILITY

Expected Behaviour	Reasons for Expected Behaviour
<ul style="list-style-type: none"> • Demonstrate honesty and integrity • Make reasonable and responsible decisions through the development of meaningful academic and social skills • Represent the school positively and appropriately in all activities in school (classrooms, hallways, school yard, assemblies) and out of school (bus, field trips, school teams, events, the internet) • Resolve conflict in a peaceful and responsible manner • Seek assistance from a member of the school staff, if necessary, 	<p>Responsible citizenship involves:</p> <ul style="list-style-type: none"> • Being aware of your rights and the rights of others • Accepting responsibility for protecting your rights and the rights of others • Taking care of our school building, furniture and supplies <p>Understanding that the costs associated with vandalism and theft are an additional financial burden to students, their parents/guardians and other taxpayers</p>

<p>to resolve conflict peacefully</p> <ul style="list-style-type: none"> • Take appropriate measures to help those in need • Not swear at any member of the school community • Show care and regard for school property, the property of others and the environment 	
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ACADEMIC EXCELLENCE	
Expected Behaviour	Reasons for Expected Behaviour
<p>Each student is expected to maintain good work habits by:</p> <ul style="list-style-type: none"> • Completing all homework and assignments on time and with care • Making up missed work • Coming to class prepared and ready to participate (with the necessary supplies) • Participating actively and positively in class • Each student is expected to identify appropriate academic goals, and use feedback and apply strategies to work towards those goals • Each student is expected to maintain regular attendance by <ul style="list-style-type: none"> • Being on time • Notifying the school in the case of absences and late arrivals • Each student is expected to show academic honesty by • Submitting work which represents his/her efforts and acknowledges the source of information used in completing 	<ul style="list-style-type: none"> • Students who are engaged in the learning process are more successful • Good work habits learned and practiced in school will be valuable throughout life • Goal setting enables students to identify one's unique strengths and weaknesses and opportunities for personal growth • Good attendance helps you achieve goals and benefit from all school activities and services • Arriving late interrupts the learning of others • Students have the right and responsibility to be assessed and evaluated on their own work

SAFETY

All members of the school community have the right to be safe and feel safe in a respectful, focused school environment.

Expectations

Members of the school community **must not**:

- Engage in bullying behaviours
- Bring anything to school that will compromise the safety of others (including drugs and alcohol)
- Commit theft, robbery, or any act of vandalism that damages school property
- Be in possession of any weapon, including a firearm
- Use any object to threaten or intimidate another person
- Cause injury to another person with an object
- Inflict or encourage others to inflict bodily harm on another person (such as kicking, hitting, punching or pushing)
- Engage in harassment – physical, verbal, sexual or psychological
- Deliberately engage in hurtful behavior motivated by anger, bias or dislike
- Commit sexual assault
- Use the internet without a signed internet agreement form or without supervision

Cell Phones must not be brought to school by students, or if brought to school kept in the main office during the instructional day. If confiscated, cell phones will be returned to the student or parent at the end of the day or as deemed appropriate by the administration

SAFE SCHOOLS

In Diverse and Inclusive Communities

Ensuring the safety of all students and staff is of utmost concern. A safe environment is required for students and for school staff.

BULLYING AWARENESS, PREVENTION AND INTERVENTION

Staff are teaching students to identify bullying behavior and giving them tools to respond and to stop it from happening as part of our awareness and prevention strategies.

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

When someone experiences or observes bullying behavior, he/she is expected to report it to a teacher, teaching assistant or school administrator immediately. Bullying behavior will be addressed using a progressive discipline approach with a range of interventions and consequences.

PROGRESSIVE DISCIPLINE

The school encourages, supports and recognizes acceptable behavior in our students through a variety of positive practices. Progressive discipline is an approach that makes use of a continuum of interventions, supports and consequences, building upon strategies which promote positive behaviours.

We encourage students to take responsibility for their behavior and to accept the consequences of their actions. A progressive discipline approach will be used to deal with inappropriate behavior. This may include:

- Oral reminders
- Review of expectations
- Contact with parent(s)/guardian(s)
- Written reflection
- Volunteer services in the school community
- Conflict mediation and resolution (MEND)
- Peer mentoring, and/or referral for support services

We recognize that each student is a unique individual and that every situation that requires disciplinary action has its own set of extenuating circumstances. All factors that may have affected that student's behavior will be considered before progressive discipline is applied.

Students who behave inappropriately will receive an age and developmentally appropriate consequence.

For a student with special education or disability-related needs, all progressive discipline approaches will be consistent with his or her Individual Education Plan and his or her demonstrated abilities.

MEND

Mediating Ends Negative Disagreements

The MEND approach is a **restorative justice practice** that gives students the opportunity to be accountable for their actions. It requires the willing participation of all parties involved and **focuses on repairing harm** that has been caused and re-building relationships.

A restorative approach like MEND has been proven to be more likely to instill a sense of empathy and understanding in individuals who have caused harm and to provide greater closure for those who have been harmed.

MENDING conversations are facilitated by staff who have received training to help students resolve conflicts. A MENDING conversation helps the people involved **take responsibility for their actions, and often leads to meaningful consequences.** The focus is not to assign blame; but on how each has been harmed and what they need to feel better. The student who has caused harm is supported to help “make things right”.

The MEND process empowers students to work through issues and learn to transfer skills. The outcomes of using a MEND approach include improved social skills, and increased empathy, kindness and respect.

SUSPENSION AND EXPLUSION

As part of **progressive discipline**, the school may also use suspension and/or expulsion for serious incidents as outlined in the Limestone District School Board’s Safe Schools Policy.

Before considering whether to impose a suspension or make a recommendation for an expulsion, a principal must consider mitigating and other factors.

A Principal or Vice Principal shall consider whether to suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

- Swearing (written or verbal) at a teacher or at another person in a position of authority
- Bullying
- Uttering a threat to inflict serious bodily harm on another person
- Committing an act of vandalism that causes extensive damage to school property
- Possessing alcohol or restricted drugs
- Being under the influence of alcohol or restricted drugs
- Committing any act considered by the principal to:
 - Have a negative impact on the moral tone of the school
 - Have a negative impact on the physical or mental well-being of one or more school community member
 - Be contrary to the school or Limestone Board Codes of Conduct

A principal shall suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity, or in other circumstances where engaging in the activity will have an impact on the school climate. For the following incidents the principal will also consider recommending to the Board's Discipline Committee that a student be expelled:

- Physically assaulting another person causing bodily harm that requires medical treatment
- Possessing a weapon or using a weapon to threaten or frighten another person
- Trafficking in restricted drugs or weapons
- Giving alcohol to a minor
- Committing robbery
- Committing sexual assault
- Behavior that:
 - Is significantly detrimental to the school climate and/or to the physical or mental well-being of others, whether the incident occurred at school or outside of school
 - Causes extensive damage to school property
 - Causes his/her continued presence at the school to pose an unacceptable risk to other members of the school community

- A pattern of behavior so inappropriate the student's presence is detrimental to the effective learning or working environment of others
- Demonstrates a persistent resistance to changes in behavior that would enable him or her to be successful
- Is in serious violation of the school or the Limestone Board Codes of Conduct

TOBACCO PRODUCTS, ALCOHOL, AND ILLEGAL DRUGS

The school recognizes the benefits of a tobacco-free environment to all persons. By law, smoking is not permitted at the school, on Board property, on school buses or while attending any school-related activity. School property includes cars that are on school grounds and all lands to the edge of the street. The no smoking rule will be enforced within these areas. Other tobacco products also may not be used on school property. Providing tobacco products to anyone under 19 years of age is illegal. Alcohol and restricted drugs may be addictive and represent a health hazard. Possessing, using, trafficking in, or providing others with restricted drugs and/or alcohol is illegal and is unacceptable at the school, on Limestone property or at any school-related event or activity at any time. Lighters and drug-related paraphernalia that can be used for substance abuse are not permitted on school property.

WEAPONS

Possessing or displaying weapons of any kind, including real, toy or replica, and all other objects that could inflict or threaten bodily harm, including all types of knives, are not permitted at the school, on any Limestone Board property, or at any school-related event or activity at any time. Any weapon found will be confiscated, and potentially involve police contact, forfeiture of the item, and disciplinary consequences.

STUDENT RECORDS

Over the course of the school year as part of its mandate to educate its students, the Limestone District School Board under the authority of the Education Act, as amended, will collect personal information about each student from both the student and his/her parent(s)/guardian(s). The information collected may be written, oral or visual. This personal information will be used to register and place the student in a school or for a consistent purpose such as the allocation of staff and resources and to give information to other employees

to carry out their job duties. In addition, the information may be used to deal with matters of health and safety or discipline and that may be required to be disclosed in compelling circumstances or for law enforcement matters or in accordance with any other Act. The information will be used in accordance with the Education Act, the regulations, and guidelines issued by the Minister of Education governing the establishment, maintenance, use retention, transfer and disposal of pupil records. For more information regarding Ontario Student Records (OSR) and mandated components of these records, please go to: <http://www.edu.gov.on.ca/eng/document/curricul/osr/osr.pdf>

For questions about this collection of information for the OSR, please speak to your school Principal or the LDSB Manager of Information Technology Services & Planning, Wayne Toms, at 613-544-6920.

ACCESSING STUDENT RECORDS

Each student and the parent/guardian(s) of a student who is not an adult (that is, a student who is under the age of eighteen) may request a meeting to review the contents of the Ontario Student Record (OSR). If the student or the parent/guardian(s) of a student who is not an adult (that is, a student who is under the age of eighteen) reviews the OSR and wants something removed, they may formally appeal to the Principal. For more information, please go to: <http://www.edu.gov.on.ca/eng/document/curricul/osr/osr.pdf>

SAFE SCHOOLS

Building Positive Places to Grow and Learn...Together What You Need to Know...

As part of the Safe Schools requirements for schools and the amended Threat Assessment Protocols for the Limestone District School Board, this is information in a condensed form to give you an overview of the efforts made to provide the safe and inclusive education opportunities our students deserve. It's important for all students and parents to be aware of these school safety procedures.

All schools have established procedures for Shelter in Place, Hold & Secure, Lockdown, and Evacuation. Staff and students will be trained in how to

implement the procedures. As with fire drills, lockdown drills will be held without the prior awareness of students and/or staff.

THREATS TO SCHOOL SAFETY

In order to facilitate a common understanding among all community partners, school boards across Ontario, police services, Emergency Medical Services, and fire safety officials are using the following terminology:

- **Shelter in Place** - used for an environmental or weather related situation where it is necessary to keep all occupants within the school (protecting them from an external situation). Examples include chemical spills, blackouts, explosions, or extreme weather.
- **Hold and Secure** – used when it is desirable to secure the building due to a threat outside the building but not related to the school. For example a bank robbery occurring near school but not on school property. School functions normally with all exterior doors locked until the situation is resolved.
- **Lockdown-** used only when there is a major incident or threat of violence within the school. Overuse or misuse of this high level security measures might result in not taking the lockdown seriously, so please note that two lockdown drills will occur each school year.
- **Evacuation- used** in the event that students and staff must leave the school building due to some environmental concern in the school. Example: fire or gas leak in the school.

SCHOOL SECURITY

Parents and visitors to the school are asked to **sign in at the office and wear a name tag** that identifies you as a visitor to the school, prior to heading to a classroom.

When you enter the school, please use the main door, as other doors will be locked. Please ring the bell and staff in the main office will buzz to open the door for you.

If you are coming to pick up your child, please wait at the main office. If necessary, office staff will call your child's classroom. These measures are necessary to help keep all students safe and to eliminate the possibility of strangers gaining access to the school.

At the end of the day, parents and guardians picking up students are asked to wait just outside the front door until their child is signed out by the attendant at the door.

Thank you for your cooperation with these important safety procedures!

PERSONAL BELONGINGS

Valuable personal items such as expensive **toys, radios, tape/CD players, MP3's and ipods are not allowed at school.** Items that are of value to the student or family should be left at home, to prevent damage to or loss of the item. The school does not assume responsibility for these items.

DESKS

Desks are school property and should be kept clean and in good condition. The desk is being loaned to you, and the school has the right to access the desk. Students are not to post or keep pictures or slogans in or on their desk that are inappropriate or of bad taste. Students may be asked to remove material and repeated offences will result in more serious consequences. Graffiti which is written or scratched on desks are acts of vandalism and will be treated accordingly. The school is not responsible for lost or stolen goods. Do not store valuable items in desks.

CHILDREN IN NEED OF PROTECTION

In April 2000, the amended Child and Family Services Act came into effect. This legislation has an impact on everyone in our community. For Children's Aid Societies, the definition of a child in need of protection because of suspected child abuse or neglect has expanded. For the school system, every person who has reason to believe that a child is or may be abused or neglected must report his/her suspicions immediately to the Children's Aid Society. The Limestone District School Board is fully committed to supporting staff in meeting the legal requirements of the act.

This law means that:

School staff do not have a choice if they suspect that a student is or may be in need of protection. They **MUST** report their suspicions to the Children's Aid Society.

When staff report concerns to Children's Aid, they must also share with Children's aid any information about the concern which might otherwise be confidential.

It is not the school's responsibility to investigate suspicions, evaluate the situation, or assign blame.

SCHOOL BUS TRANSPORTATION

The parent/guardian is responsible to see that students arrive at their pick-up point safely and punctually. The parent/guardian is responsible for the supervision of students going to, coming from and waiting at the pick-up point. The parent/guardian is also responsible for someone being at home at the end of the day.

Every student is responsible to his/her Principal, through the driver, for his/her conduct on the bus. Each student is required to:

- a) Follow the bus driver's instructions
- b) Conduct him/herself in an orderly manner
- c) Respect the safety of other students
- d) Do not swear or use inappropriate language
- e) Not smoke

FAILURE TO COMPLY MAY RESULT IN SUSPENSION OF BUS RIDING PRIVILEGES.

The driver is responsible for enforcing the procedures outlined above and will recommend to the Principal suspensions of bus riding privileges for violations of the same.

Students must return to the same pick-up point at the end of the day, unless written permission to do otherwise is obtained from the parent/guardian and approval by the Principal.

In cases of **inclement weather**, the school will remain open. However, bus runs may be cancelled. **It is best to listen to Kingston radio stations** (e.g. 98.3fm, 102.7fm, and K-Rock fm) for the latest updates or the **Triboard website(www.triboard.on.ca)**. If a bus is cancelled in the morning run, it is cancelled for the whole day.

If the Director of Education, in consultation with the Tri-Board Transportation Authority, deems that buses should leave schools early due to weather conditions, such a decision should be made by 10:30 a.m. and the radio stations will be contacted. The plan for early dismissal that you indicate on your emergency form will be followed. Should there be a delay in transportation, please contact the bus company for information. If the school is aware of a lengthy delay at the end of the day, we will change the phone message.

Stock Buses (613) 384-0770

Martins Buses (613) 354-7545

ADMINISTERING MEDICATION TO STUDENTS

The administering of medication is mainly the responsibility of the parents and **only in exceptional cases** should it be requested of the school system. In those instances, where requested by the parent and by a physician or a dentist, the principal will adopt the following procedures:

1. Upon completion of the **required authorization forms, signed by the physician** (available from the school), appropriate personnel at the school will be responsible for administering the medication.
2. Keep the appropriate health officials informed of all medication currently being administered and provide opportunity for such personnel to provide input and assistance.
3. A **permission form for the dispensing of medication, signed by a parent/guardian**, must be completed and kept on file in the school office.
4. All medication will be **brought to the school office, labelled, by the parent or guardian**, and all such medication is to be located in a locked designated location.
5. It is the parent/guardian's responsibility to notify the Principal of any change in medication or dosage.

Increasingly, school personnel are being asked to administer occasional medications such as antibiotics to students.

Authorization forms, including the one which needs to be signed by your physician, are required with such requests. We do our best to administer medication on time, but would prefer if periodic medications such as antibiotics could be administered before and/or after school by the child's parent or caregiver.

OTHER IMPORTANT INFORMATION

IMMUNIZATIONS

Legally, we require proof of birth and immunization before your child is permitted to attend school. **Throughout your child's school years, each time your child's immunization is updated, the Public Health department needs a copy of the updated immunization folder.** If you send the folder to the school, we will be glad to photocopy it and pass the copy along to Public Health, and return the original folder to you. If you prefer to send us a photocopy, that is entirely acceptable. The Province of Ontario requires immunization records to be up-to-date. Students not meeting the requirement will be suspended until records are provided to the Public Health department.

YARD SUPERVISION

Our yard is supervised upon bus arrival for 15 minutes before school, and after school during bus departure, as well as during the nutrition and recess breaks. As well, staff members supervise any organized extra-curricular activities before and after school, and during breaks. In addition to staff supervision, we have students who are trained as Playground Activity Leaders (P.A.L.'s) to assist with minor conflict resolution and peer mediation.

BICYCLES

Students who ride bicycles to school should:

1. Park the bicycle only in the designated areas.
2. Always lock the bicycle.
3. Maintain safe driving habits when arriving and leaving the bike area.

4. **Obey the laws** regarding bicycle safety (i.e. helmets are MANDATORY, signaling, etc.)

THE SCHOOL IS NOT RESPONSIBLE FOR LOST OR DAMAGED BICYCLES.

STUDENT DRESS CODE

Students are reminded that an appropriate style of dress is required at all times at Bath Public School. School expectations require that members of the school community:

- ✓ Be neat, clean, and well groomed in overall appearance.
- ✓ Do not wear “short” shorts (those without a leg). Other shorts are permitted. Halter tops, tube tops, cut-off shirts, muscle shirts, mesh/fishnet shirts or similar types of shirts are not permitted. All straps must be at least 2 fingers wide. Shirts must remain buttoned. Exposed midriffs and spaghetti straps are unacceptable.
- ✓ Do not display in any way or wear accessories which:
- ✓ are deemed by the principal as being offensive to any individual or group
- ✓ promote unlawful activities or unwholesome lifestyles
- ✓ display profanity or abusive language
- ✓ are unduly distracting
- ✓ are unhealthy, unhygienic, or unsafe
- ✓ are reflective of violent or antisocial culture.

Junior and Intermediate age students should change into gym clothing for each Phys. Ed. period.

- Outside footwear is not to be worn in the classroom.
- Since children require separate shoes for gym, these may be worn in both the gym and the classroom.
- Students are expected to wear shoes (not slippers) in the classroom at all times, for hygienic and safety reasons. This is most important (especially during winter months), as in the case of a fire drill, children will need to leave the school quickly.

Each student should dress in such a way that he/she can take advantage of the outdoor breaks. On such occasions when rain occurs or when the temperature falls too low, children will remain indoors. Hats are not permitted to be worn in the school.

INSURANCE

Information is sent home at the beginning of the year regarding student insurance. Parents wishing to enroll their child may subscribe. Please consider this as an option for your child.

School Board Policy states that **participation on school sports teams (both elementary and secondary) is conditional on obtaining at least the basic student accident insurance coverage for the student or proof of external private coverage through your family plan.** The cost of basic coverage is approximately \$8.00 per year. This covers the student while attending school during the school day. The time spent by students participating on school-sponsored teams is considered part of the school day, even if the games and/or practices are held outside of the regular school hours. It is recommended that all parents consider this program.

EXTRA CURRICULAR PARTICIPATION

Bath staff offer a variety of extra-curricular activities to students, including school teams, intramural sports, lunchtime activities, leadership groups, and student committees. These activities are held throughout the year for both junior and intermediate students, and are supervised by school staff. Many activities take place during recesses.

School team and/or group membership is considered a privilege and is determined by the student's ability to maintain responsibility for his/her academics and citizenship. Citizenship relates to how a student's behavior reflects on the school and team. While athletic skill and team quotas are components of selection for team athletics, academics and citizenship are essential characteristics of any team member. Prior to participation in school teams, groups or committees, the student will be required to sign a Participant Contract that compels students to be accountable to themselves, their coach/leader, their parents/guardians, and all of their teachers.

Criteria for selection and participation in a school team, group or committee are as follows:

- Behaviour – in all aspects of school life
- Attitude – positive, cooperative, team player
- Skills – strive to improve, practice, follow directions
- Academics – completes daily work
- Attendance – coach must be informed prior to absences (except for illness)

ATHLETIC POLICY

Bath Public School enters school teams in inter-school competitions sponsored by surrounding schools and those sponsored by our Board sports committee, L.E.S.A.A. (Limestone Elementary School Athletic Association). All students on teams are required to have basic student accident insurance coverage. Please read the insurance section in this handbook.

Tryouts and practices are held before or after school or at nutrition breaks depending on other events and the commitments of the staff members. Coaches are responsible for establishing and posting schedules in advance, and students are responsible for making arrangements for transportation. Students who have forgotten to make arrangements may not stay for practice. If the coach finds it necessary to change a schedule, students will be given the opportunity to call parents. Parents/guardians will be informed of all out-of-school games and will be asked to sign the activity/excursion permission form.

It is always a difficult choice when selecting members for teams, and parental support of these decisions is appreciated. The Board's website for elementary school sports is

www.limestone.on.ca/lessa.

CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR

As per the Participant Contract, the student assumes responsibility for his/her actions in all aspects of school life. A student's participation on a school team, group or committee depends on feedback from parents, teachers, and coaches alike. If a student has exhibited behavior that is deemed inappropriate by any involved party, then a discussion regarding appropriate consequences will take place among the stakeholders.

Consequences may include but are not limited to:

- Loss of privilege to participate in practice or a game
- Dismissal from team/group/committee

Consequences will be developmentally appropriate and will be assigned based on the severity of the behavior and possible mitigating factors.

BATH PUBLIC SCHOOL

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(613) 352-1048 (fax)

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LIMESTONE DISTRICT SCHOOL BOARD
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