



***Duncan Cran Elementary School***

*8130 – 89<sup>th</sup> Avenue  
Fort St John, BC V1J 5S5*



*Telephone: (250) 787-0417 Fax: (250) 785-1581*

**STUDENT/PARENT  
HANDBOOK  
2009-10**

## **PREFACE**

At Duncan Cran, we take pride in offering our students the best possible education in a happy and positive environment. To this end our staff will work with colleagues in the school and in the District, together with the parents of Duncan Cran School Community, to meet our goals and those of School District #60. The staff, students, and parents of our school stress respect and manners as a means of ensuring that all students feel safe at school. Our staff and parent community works together to create a positive and co-operative atmosphere for all.

We strongly endorse the “Parents as Partners” concept, and will do everything possible to encourage parental involvement in all areas.

We understand that learning takes place in a variety of ways and at different rates; therefore, we support the concepts of continuous learning and differentiating instruction to support the needs of all learners.

This Handbook is a general overview of certain policies and procedures. In addition, it outlines several services and activities offered at Duncan Cran School. However, we encourage regular, personal communication between students, parents and staff as the ultimate goal.

Welcome to Duncan Cran School!!

Pat Lang,  
Principal

## **BELL SCHEDULE 2009/2010**

8:45 a.m.	Warning Bell for morning classes
8:50 a.m.	Classes begin
10:20 a.m.	Recess
10:35 a.m.	Classes resume
12:05 p.m.	Beginning of lunch - announcements - Primary students eat - Intermediate students play
12:20 p.m.	Primary students play - Intermediate students eat - Primary students play
12:35 p.m.	End of Lunch
12:40 p.m.	Afternoon classes begin
2:40 p.m.	Dismissal

## TEACHING AND SUPPORT STAFF

<b>Principal:</b>	Mrs. Pat Lang
<b>Vice-Principal:</b>	Mr. Dave Burrige
<b>Secretary:</b>	Mrs. Marg Zoerb
<b>Librarian:</b>	Mrs. Leslie Flury
<b>Learning Assistant:</b>	Mrs. Gwen Wik
<b>Reading Recovery:</b>	Mrs. Tamara Hollman, Mrs. Jaimelia Turner
<b>Custodians:</b>	Mrs. Madeline Scott, Mrs. Deb. Wellard, Ms. Darilyn Hards
<b>Prep time Teachers:</b>	Mrs. Thadrea Cooper
<b>Primary Teachers:</b>	<b>Intermediate Teachers:</b>
Mrs. Crystal Oakley	Ms. Cindy McGarroch
Mrs. Tamara Hollman	Mrs. Deborah Petuh
Mrs. Dena Knowles	Mr. Trent Read
Mrs. Alma McEachern	Mr. Glen Longley
Mrs. Tanya Andersen	Mr. Karl Peterson
Mrs. April Cote	
Mrs. Leanne Montgomery	
Ms. Jenn McNamara	
Mrs. Jennifer Holmes	
<b>Counsellor:</b>	Mrs. Ros Smith
<b>Child Support Worker:</b>	Mrs. Val Cresswell
	Mrs. Jodi Campbell
<b>Aboriginal Support:</b>	Mrs. Diane Barclay
<b>Noon Hour Supervisor:</b>	Mrs. Marge Giesbrecht
	Mrs. Cheryl Earl
	Mrs. Susan Canuel
<b>Crossing Guard:</b>	Mrs. Eleanor Tompkins
<b>Teaching Assistants:</b>	
Mrs. Marge Giesbrecht	Mrs. Susan Canuel
Mrs. Pat Budac	Mrs. Deanna Meashaw
Mrs. Cheryl Earl	Mrs. Shelley Cardinal
Mrs. Wendy Jansen	Mrs. Belinda Ziebart
Mrs. Norma Mann	Mrs. Nadine Zinck
Ms Michelle Engelbert	
<b>Meal Program:</b>	Mrs Val Cresswell

## **SCHOOL VISION**

**Duncan Cran School is a safe, positive, respectful learning environment.**

## **SCHOOL MISSION STATEMENT**

Duncan Cran C.A.R.E.S Students and staff are:

**C**onfident

**A**cademically successful

**R**espectful and Responsible

**E**motionally Aware

**S**afe

We invite parents to help us fulfill this mission and to be part of the educational process. If you have any questions, concerns, or suggestions, please call the school and set up an appointment with the principal, classroom teacher, or other support staff.

## SCHOOL PHILOSOPHY

As the educational programs keep evolving, and as staff changes occur, it is recognized that the philosophy of the school may change. Goals established indicate a student-centered curriculum and a student-centered behavior model. Our goal is to create students, who are competent, feel they belong, can make good choices and provide service to our school community. This philosophy is being constantly reviewed as we make changes within our school.

### **The staff recognizes its responsibility in four main areas:**

- a. to the students
- b. to the parents
- c. to the community, and
- d. to the teaching profession

### **The aims of the staff at Duncan Cran are to develop:**

- a. a student who is educated to the best of his ability,
- b. a student with a positive self concept,
- c. a student who values learning, is resourceful and self-disciplined, and
- d. a student who is responsible to himself or herself, the school and society as a whole.

We recognize our obligation to serve the student, the parents, the community and our profession to the best of our ability. School personnel acknowledge the role of parents in the learning process and are willing to share with parents in a common goal: the education of their children.

The school realizes that students are individuals and that all students do not learn at the same rate. It is the purpose of teachers to recognize, encourage and accommodate all pupils. The support of a continuous learning philosophy is a major indicator of our commitment to the above.

### **The school recognizes the following roles and relationships between the people involved in the learning process:**

**1. PARENTS** are expected to send their children to school **daily**, with a positive attitude regarding education and behavior. Parents should become involved in the learning process and take an interest in what their child is doing in school. Children who are properly fed, well rested, and dressed appropriately for the weather are more likely to succeed.

**2. STUDENTS** are expected to attend school with a purpose in mind: to acquire knowledge, practical skills and thinking skills for communication and computation, to develop acceptable social relationships with others, to develop a sense of social responsibility, to develop an appreciation for art and culture, to develop a sense of physical well-being and to develop a sense of emotional well-being.

**3. TEACHERS** are expected to teach pupils the necessary knowledge, practical skills and thinking skills for communication and computation, as well as to foster a positive self-image in students and a desire in students to learn, and at all times to take into account that pupils are sensitive human beings with different learning abilities.

**4. ADMINISTRATORS** are expected to encourage and facilitate learning processes between students and teachers. In addition the administrators should assist the staff in establishing a positive environment for learning within the school and the community; and the administrators must ensure that the necessary means and materials are provided.

## **SCHOOL IMPROVEMENT PLAN GOALS**

1. Through adult collaboration, modeling, and communication teach students to interact with people in a positive manner so that students and staff feel safe at school.
2. To improve students' academic progress in the area of Literacy.
3. To improve students' academic progress in the area of Numeracy.



## School Supplies and Cultural Fees

### School Fees 2009-10

	<b>Cultural Fee</b>	<b>School Supplies</b>	<b>Agendas</b>	<b>Total</b>
<b>Kindergarten</b>	6.00			\$6.00
<b>Primary</b>	10.00			\$10.00
<b>Intermediate 4/5</b>	10.00		10.00	\$20.00
<b>Intermediate 6/7</b>	10.00	67.00 ibook	10.00	\$87.00
<b>Sports Fee</b>				\$5.00

## **POSITIVE BEHAVIOR SUPPORT**

Research states, “**Academic success leads to fewer problem behaviors**”.

### **5 Principles for Educators (Curwin and Mendler):**

- We are responsible for teaching all students in the school.
- View difficult behavior as an opportunity to educate for change.
- The more we motivate, the less we discipline.
- Discipline is another form of instruction.
- Have numerous strategies and a passion for success.

### **Behavior Is:**

- Learned
- Predictable
- Changeable through instruction

### **Discipline**

- Focuses on the students
- Shows students what they have done wrong
- Clarifies ownership of the problem
- Facilitates problem solving
- Seeks resolutions and leaves dignity intact

### **Proactive behaviour:**

- is also needed to deal with behaviour issues.
- Building positive relationships is the key.
- Look for behaviour to reward
- Daily draw with Gotchas (simple reward such as a pencil is given)
- Swim passes for weekly draws
- Lunch outing for monthly draws
- Term awards, three times yearly
- Positive playground
- Have all students involved in school community so they feel connected to the school
- Use the Social Responsibility Performance Standards as part of reporting practices.

**Rising Expectations:**

We understand that behavior like academics needs to be taught and the children's understanding of the concepts of respect, responsibility and safety deepens with maturity and experience. Therefore, behavior expectations will be on a continuum to reflect the child's developmental stage.

# **CODE OF CONDUCT FOR DUNCAN CRAN ELEMENTARY SCHOOL**

**PROCESS:** The Code of Conduct has been developed over a period of years at our school planning days and professional development days. Teachers and parents have been part of this process. The Code of Conduct is in the handbook for both parents and teachers. In September of each year, the Code of Conduct is taught to all students. Throughout the year, the Code of Conduct is reviewed at staff meetings and targeted behaviors are re-taught to the students.

**PURPOSE:** Duncan Cran School is a safe, positive, respectful learning environment where students and staff are confident, academically successful, respectful, responsible, emotionally secure and safe.

### **School Based Team:**

The role of the team is to support students, teachers, and parents by helping develop plans for students who are chronically having difficulty following the classroom and school expectations. To provide a structured problem-solving process that will ensure effective intervention practices are implemented for each student or 'issue' brought to the team.

### **Social Responsibility Committee:**

This team of primary and intermediate teachers and administrators meet monthly and review discipline data and develop strategies to improve behavior of the general school population. For individual students who may be struggling, we assign one staff member to make positive daily contact with them (S.O.S). From the monthly data collected, this committee brings forward focuses of social skills to be re-taught to our monthly staff meetings.

### **Youth Support Workers:**

There are youth support workers who have different but very important roles in helping our students learning to be respectful, responsible, and emotionally secure and safe individuals. One of our Youth Support Workers supports our Ministry designated students. She involves the students in cooking and other activities in the school to develop their sense of self worth and belonging. She also provides academic support if necessary. She is well respected by all the students in the school and has been their confidante and advocate. Our other Youth Support Worker supports the general student population who may need support in anything from friendship skills to grief. Through her efforts, students are able to develop a sense of emotional security and confident members of our school. Both Youth Support Workers work closely with outside agencies and families to meet the needs of the students.

**Programs/practices are being used to address safe schools/create positive school and classroom environments**

- We have been developing and implementing a School wide behavior model.
- We have been focusing on positive behaviors
- We have been trying to be proactive
- Engaging the students in programs at recess and lunch
- Focusing on attaching at risk students with one adult in the school
- We have team based meetings to review our data and develop plans to support students
- A P.B.I.S. (Positive Behaviour and Intervention Support) committee has been formed and meets to review office referral data and analyze our red zone students.
- This committee has implemented “Save One Student” program.
- Students are more respectful

**Parental and Community Involvement:**

- We work closely with Children’s Mental Health, the Ministry of Children of Families, and North Peace Community Resources
- Parents have helped us develop our Code of Conduct
- Ongoing meetings with individual parents to form a partnership to support their child
- Discussions at PAC meetings

## ACCEPTABLE BEHAVIOR:

This is what it looks like:

	<b>Be Respectful</b>	<b>Be Responsible</b>	<b>Be Safe</b>
<b>Classroom</b>	<input type="checkbox"/> Use appropriate voice level, tone, and words <input type="checkbox"/> Follow the requests of the teacher <input type="checkbox"/> Be kind <input type="checkbox"/> Be helpful	<input type="checkbox"/> Make good choices <input type="checkbox"/> Arrive on time <input type="checkbox"/> Have all material ready <input type="checkbox"/> Give your best effort <input type="checkbox"/> Complete all assignments <input type="checkbox"/> Clean up after yourself	<input type="checkbox"/> Keep hands and feet to yourself <input type="checkbox"/> If you are having a problem tell an adult
<b>Gym</b>	<input type="checkbox"/> Show good sportsmanship <input type="checkbox"/> Include other children in games <input type="checkbox"/> Follow the requests of the teacher/coach	<input type="checkbox"/> Use equipment how it was meant to be used <input type="checkbox"/> Make good choices <input type="checkbox"/> Clean up after yourself	<input type="checkbox"/> An adult must be in the gym before you enter <input type="checkbox"/> Act safely <input type="checkbox"/> If you are having a problem let an adult know
<b>Library</b>	<input type="checkbox"/> Use quiet voices <input type="checkbox"/> Have permission to use the library <input type="checkbox"/> Follow the requests of the teacher	<input type="checkbox"/> Handle books with care and clean hands <input type="checkbox"/> Clean up after yourself <input type="checkbox"/> Use shelf makers and return to slot <input type="checkbox"/> Return books on time	<input type="checkbox"/> Keep your hands and feet to yourself <input type="checkbox"/> If you are having a problem let an adult know
<b>Hallways</b>	<input type="checkbox"/> Walk quietly on the left side <input type="checkbox"/> Use appropriate voice level, tone, and words <input type="checkbox"/> Follow the requests of an adult <input type="checkbox"/> When walking in the hallway, leave a clear path	<input type="checkbox"/> Leave Hallways clean and clear	<input type="checkbox"/> Keep your hands and feet to yourself <input type="checkbox"/> If you are having a problem let an adult know
<b>Washroom</b>	<input type="checkbox"/> Respect the privacy of others	<input type="checkbox"/> If there is a problem, let an adult know <input type="checkbox"/> Clean up after yourself <input type="checkbox"/> Use the washrooms at appropriate times	<input type="checkbox"/> Wash your hands
<b>Playground</b>	<input type="checkbox"/> Use appropriate words <input type="checkbox"/> Include other children in games <input type="checkbox"/> Treat other children how you would like to be treated <input type="checkbox"/> Follow the requests of the supervisors	<input type="checkbox"/> Use the equipment as it was meant to be used <input type="checkbox"/> Return equipment to the proper spot after recess and lunch <input type="checkbox"/> Lock bikes at the bike racks	<input type="checkbox"/> Keep hands and feet to yourself <input type="checkbox"/> If you are having a problem tell an adult <input type="checkbox"/> Walk your bike on the school grounds
<b>To/From School</b>	<input type="checkbox"/> Use appropriate words <input type="checkbox"/> Be kind <input type="checkbox"/> Be helpful	<input type="checkbox"/> Make good choices <input type="checkbox"/> Treat other people how you want to be treated	<input type="checkbox"/> Keep hands and feet to yourself <input type="checkbox"/> Follow road and bike safety <input type="checkbox"/> Go directly home after school
<b>Sports Teams / Field Trips</b>	<input type="checkbox"/> Respect the opponents and the officials <input type="checkbox"/> Follow the request of the coach <input type="checkbox"/> Be a good listener <input type="checkbox"/> Treat other students how you would want to be treated	<input type="checkbox"/> Make good choices <input type="checkbox"/> Give your best effort <input type="checkbox"/> Clean up after yourself	<input type="checkbox"/> Follow the rules <input type="checkbox"/> Let the coach/teacher know if you are leaving them <input type="checkbox"/> Keep your hands and feet to yourself

## **UNACCEPTABLE CONDUCT:**

Any conduct that is harmful to self; makes another person feel unsafe either physically, or emotionally; or interferes with the learning environment. For example:

### **Behavior that:**

- interferes with the learning of others
- interferes with an orderly environment
- creates unsafe conditions

### **acts of:**

- bullying, harassment intimidation
- physical violence

### **illegal acts, such as:**

- possession, use or distribution of illegal substances
- possession or use of weapons
- theft of or damage to property

## **SCHOOL WIDE SYSTEM:**

- The classroom teacher should deal with minor problems. Major problems should be referred to the office. In any one day, three referrals with minor infractions = 1 major infraction and should be referred to the office.
- Classroom teachers should keep minor referrals in a file and make contact with parents.

## CONSEQUENCES

- Students are expected to follow the school's code of conduct. Students who break rules should expect consequences. Often the student may just be reminded about the rules, other times the student may be required to write out the school rules, occasionally the student will be assigned chores for breaking rules, and sometimes the student may be required to complete another assignment.
- When a student is referred to the office a record is kept and a discipline note or phone call may be made to the parents.
- If a student consistently breaks the rules and does not change behavior, an in-school suspension may be given. Occasionally out-of-school suspensions are given, prohibiting students from attending school for the period of the suspension.
- Serious cases of inappropriate behavior may result in a student being sent home on suspension immediately. Parents will always be contacted before the child leaves the school.
- In very rare circumstances students may be referred to the Conduct Committee of the School Board.
- When teachers are referring students to the office, a referral form must fill out and brought by the student to the office.
- It is our goal to teach students good behavior and good social skills. The home and the school share the responsibility for teaching behavior. We expect parents to support us as in this endeavour.

At the end of each month if a student has received 3 or more office referrals a letter will be sent home to parents expressing our concerns for the student's behavior.



## **RUBRIC FOR CONSEQUENCES**

The classroom teacher files all minor infractions.

Three minor infractions equal a major.

All majors may require administrative decision and parent contact

<b>LEVEL</b>	<b>DEFINITION</b>	<b>EXAMPLES</b>	<b>PROCEDURES</b>
<b>MINOR</b>	Behaviors that do not require administrator involvement, do not significantly violate rights of others, do not put others at risk or harm or are not chronic.	Inappropriate Language Physical contact Impudence Disruption Property misuse	Inform the student of the rule violated Describe the expected behavior Complete minor incident slip Re-teach the appropriate school wide behavioral expectation If a third incident occurs, inform the parents and proceed as a major rule violation and develop a pre-corrective intervention
<b>MAJOR</b>	Behaviors that require administrator involvement, significantly violate rights of others, at risk of harm, or are chronic.	Abusive Language Fighting/Physical Aggression Defiance, disrespect, insubordination Non-compliant Harassment/bullying Disruption	Inform the student of the rule violated Describe the expected behavior Complete major incident slip Take the student to the office or send a runner for the administrator immediately Review the specific events Determine the appropriate consequences Develop plan for completing the consequences Administrator will inform the parent Develop pre-corrective intervention School based team will help develop strategies to support the child

<b>LEVEL</b>	<b>DEFINITION</b>	<b>EXAMPLES</b>	<b>PROCEDURES</b>
<b>DISTRICT</b>	Behaviors that require district staff support because the behavior presents a safety risk to self or others; or is continually interfering with the learning environment	Physical injury to others Threatening the safety of others or self Total noncompliance with the adults Continual disruption of the learning environment.	Inform the student of the rule violated Administrators will review the specific events Determine the appropriate consequences Inform the parent School based team will review case and develop examine strategies to support the student A Team based meeting will be held If unable to support at the school level then the child will be referred to the District conduct committee.

## **DETAILED BEHAVIOR EXPECTATIONS**

Every student shall be subject to the code of conduct established for the school while on the school premises, in going to and returning from school, and at all games and functions whenever and wherever held. It is our intention to provide a **SAFE AND COMFORTABLE** learning environment at Duncan Cran School and for **ALL STUDENTS AND ADULTS**.

### **Morning**

- Encourage students not to arrive until 8:40 am.
- Students will enter the school when the first bell rings at 8:45 and will go directly to their classroom.
- If it is raining or colder than -15° then students will remain in the mudrooms until the 8:45 bell.

### **Entry**

- When the bell rings, students will enter in their designated bootrooms.
- Dirty shoes or boots will be taken off at the door and put on the boot rack.

### **Recess and noon**

- Teachers are expected to supervise their classes' exit at recess and after school.
- Monitors will supervise the exit of students from the classroom after pupils have eaten.
- Students should use the bathroom either immediately after dismissal, or after re-entering the school.
- Students should make a choice to attend noon games or go outside.

### **After School**

- Students are expected to leave the school immediately after dismissal, unless required to stay by a teacher or coach.
- Once students have left the building, they should not return until the next day.
- Students should wait for family and friends outside, rather than at classroom doors.
- Students need a phone pass to use the phone for emergencies not for making arrangements to go to friends after school.

### **In/out Days**

- If the temperature is rainy, snowy, or below -15 degrees then students will stay inside. They are expected to stay in the classroom and do something quietly.
- If students bring a note to stay inside, they are to be sent to the office with a book or something to do.

### **Focus on Bullying**

- Students are expected to treat others in a respectful manner.
- Any form of physical or verbal aggression or social alienation are bullying behaviors and will be treated in a serious manner.
- Teachers are expected to do lessons that Focus on Bullying in September and as needed in their classroom throughout the year.
- If parents or students have concerns about bullying they should notify the school administrators.

### **Telephone**

- Students must obtain a telephone pass from their teacher any time they want to use the telephone. If a child is sick the phone call home will be made by an adult not the child.
- It is expected that only very important calls will be made (for example, making arrangements to go to a friend's house should be made before leaving home in the morning)

### **Climbing Equipment**

- Use equipment properly.
- No pushing, shoving, playing tag or other rough games.
- Take turns.

### **Soccer Fields**

- No animal soccer, football or other rough games that have body contact.
- Good sportsmanship should be displayed at all times.
- Primary students should mainly use the east soccer field, intermediates the west.
- There will be no snowball throwing.

### **Paved Court (behind new classrooms)**

- This area is used for a variety of games and is expected to be shared by all students.

### **Front of the School**

- Students are not permitted to play at the front of the school during breaks.

### **Bicycles at School**

- Bicycles must be locked when left on the grounds.
- Bicycles must be walked on the sidewalk during school hours 8:00 a.m. to 4:00 p.m.
- Follow proper bicycle rules when riding to and from school.
- It is a provincial law to wear helmets when riding bicycle.

## **DRESS CODE**

Students and their parents are expected to support a learning environment where attire is appropriate, and not distracting or offensive to others. Articles of clothing which promote alcohol, drugs, inappropriate language and images, or discrimination of any form, are unacceptable. Clothing that is too revealing is also unacceptable. Students who wear clothing that is deemed inappropriate will be asked to change. The school administrator(s) and staff will determine if students' dress is appropriate.

Some examples for dress expectations are as follows:

- Shirts cannot be seen through or have spaghetti straps
- Appropriate neckline must be worn
- Clothing must cover the midriff
- Shorts should be worn under short skirts

## **SCHOOL DISTRICT #60 POLICY**

Any Administration Officer and teachers authorized by the administrative officer or the Board may suspend a student in accordance with the Policy when the Administrative Officer or authorized teacher concludes that:

- A student is willfully disobedient to a teacher or any other employee or the Board carrying out responsibilities approved by the Board.
- The behavior of the student has a harmful effect on the character or persons of other students.
- A student fails to apply him or herself to their studies.
- A student fails to comply with the school code of conduct.
- A student causes willful damage.

## **PUPIL SERVICES**

Duncan Cran School offers a variety of services to students in addition to the regular classroom instruction. There is a learning assistance teacher along with teaching assistants who work with students having some difficulties with learning or who may have learning disabilities. This program is generally offered on a pullout basis and may be an on-going service or on a temporary basis as the need arises. If your child has received special attention in previous schools, please make sure that the classroom teacher and the learning assistant teacher are informed.

There are reading teachers or reading recovery teachers to support reading instruction in the primary grades. Primary students who are experiencing difficulty may have daily sessions with one of the reading teachers to help develop their skills.

The district has a School Psychologist who may be called upon to perform in-depth testing to determine the level and severity of a student's specific learning difficulties.

Counselling services are available through our school-based counsellor. There is a youth support worker to help children and families as needed. Also, some students require additional support and a quiet place to work so they may spend part of their day with a youth support worker. During this time they will focus on academic and social concerns.

A band program is offered to students in Grade 6 and Grade 7. There is a beginner level and advanced level taught. Registration for this program is generally taken in the spring with classes commencing in the fall. New students who enroll during the year may join if they have had previous experience. Talk to the principal or band instructor if you have any questions.

Swimming lessons are given to all Grade 4 students. These classes are coordinated on a district basis during school hours and all students are automatically enrolled. You should get information from the classroom teacher when the scheduled time approaches.

We have a computer lab and students have the opportunity to use the lab weekly. Also, they can take out books and have weekly library time. Please make sure that the books are returned or they will be charged for them. Also, our grade six and seven classes are involved in Wireless Writing Project and each student has a lap top computer which they use throughout the day and can take home.

A Strong Start program is being offered so that preschool children and their parents can come to the school on a regular basis and participate in a variety of activities that support early literacy.

The goal of Duncan Cran School is to develop students to the best of their potential. We recognize the importance of literacy and math skills and will work cooperatively with the parents to help students be successful.

### **KIDCHECK**

When your child is absent or late, we ask that you phone the school, (250) 787-0417, to inform us of the circumstances. If you are unable to contact us in the morning, the secretary will try to contact you at home or at work. As you can imagine, it saves her a lot of work if you phone in advance.

### **SCHOOL MEAL PROGRAM**

The school meal program will continue this year. These meals are provided on a daily basis. Order forms and payments will be completed on a monthly basis. Order forms are distributed near the middle of the month and **must be returned by the specified date**. The cost is \$2.50 per meal/per child, and cheques may be made payable to the school.

### **FRUIT AND VEGETABLE PROGRAM**

Starting in October, we will be offering fruit or vegetables (FREE) as apart of a healthy eating program. More information will be coming home about this program in a newsletter.



## **LUNCH TIME ATTENDANCE**

Three supervisors provide supervision for students who stay at school for lunch. **Those students who go home for lunch should bring a note to inform us.** If the child goes home on a regular basis, one note may be written for the entire year, or if the child only goes home on an occasional basis, we ask that you write us a note each time. Students are expected to be back at school in time for the 12:40 bell. Students who stay at school are expected to follow the school rules and obey the noon hour supervisors. If there are problems, students may be sent home for lunch.

## **MESSAGES**

If it is necessary to leave a message for your child, please call well before the message times of 10:20, 12:10, or 2:41. We normally do not call students to the phone during class time except in emergency situations.

Students need permission to use the phone for important reasons during the breaks. They are not to use the phone to organize their social life after school. Students are expected to go directly home after school.

## **PERSONAL BELONGINGS**

Students need to have separate shoes for inside and outside. Please clearly mark names on shoes, clothing, and school supplies. The Lost and Found is displayed several times throughout the year, and any unclaimed articles will be taken to the Thrift Shop at the end of the year.

## **REPORT CARDS**

Formal reporting takes place three times a year, early December, mid March, and at the end of June. In the first two terms, you will also receive interim reports that may be written or may be an interview or phone call. You are encouraged to stay in touch with the classroom teacher throughout the term to monitor your child's progress.

## **PARENT ADVISORY COUNCIL**

This group will meet on a monthly basis to discuss educational matters and school policies. Meeting times are advertised in the regular newsletter, which should come home at least once a month. This was an enthusiastic group last year and we would like to encourage more people to get involved this year.

## **VOLUNTEERS**

Classroom teachers appreciate support from parent volunteers. If you have time available to listen to students read, help them with their Math, or to assist the classroom teacher with other duties, please let us know when you are able to come. Your time and effort will be appreciated. To guard the safety of students, it is a Ministry of Education requirement that we ask for a Criminal Record Search from all volunteers. This form may be picked up at the school office. As well, volunteer drivers must obtain a Driver's Record Search from the Motor Vehicle's branch if they plan on driving students.

## **COMMUNITY USE OF SCHOOL**

Any community group, team or club wishing to use the school (week nights only) should come to the school and arrange for blocks of time. There is no charge for non-profit or charitable activities. If Duncan Cran needs the school facility for school activities it will have the right to cancel any outside group. Clubs or organizations using the school are reminded of the no smoking regulation.

## **NEWSLETTERS**

Monthly, a newsletter will be sent home informing parents of school activities, events, programs and so on. Many of the newsletters are not only of interest but often contain information that parents are required to know. In addition, short bulletins are sent home on an as needed basis.

## **ASSEMBLIES AND AWARDS**

Assemblies are held every Monday morning at 9:00 a.m. The program will be as following:

- |   |               |
|---|---------------|
| <input type="checkbox"/> 1 <sup>st</sup> Monday | Gotchas       |
| <input type="checkbox"/> 2 <sup>nd</sup> Monday |               |
| <input type="checkbox"/> 3 <sup>rd</sup> Monday | White Gotchas |
| <input type="checkbox"/> 4 <sup>th</sup> Monday | Awards        |

Parents are encouraged to take part in our assemblies.

## **PROFESSIONAL DEVELOPMENT DAYS**

September 25	School Based
October 23	School Based (Province)
December 2,3	Early Dismissal
December 4	Parent-Teacher Interviews
February 1	School Based (District)
March 5	Report Writing
March 17,18	Early Dismissal
May 7	School Planning

## **Vacation Periods**

October 12	Thanksgiving
November 11	Remembrance Day
December 21- January 3	Christmas Vacation Break
March 22 – April 5	Spring Vacation/ Easter
June 30	Summer Holidays