

Belleisle Elementary School

Parent Handbook 2015-2016



Welcome to Belleisle Elementary School

Children at Belleisle Elementary School are encouraged to develop as individuals emotionally, socially, physically and intellectually, to their greatest potential. Using child-centered methods, curriculum and philosophies, children will develop a sense of self-worth and pride in their achievements.

We recognize that learning doesn't take place only at school but in the community and home as well. Each of us has a role and a stake in the education and growth of your child. If all groups work together, we stand the greatest chance of positively influencing your child's development. We urge you to participate actively as much as you can. Any skill or talent you can share with us will enrich our school community. If job responsibilities prevent your active presence at school, your encouragement and your vocal support are still very important to us.

It is each person's responsibility to respect the feelings, the possessions, the physical well being and the personal space of self and others. We will strive to develop this in our students in order to make Belleisle Elementary School a safe, caring and positive learning environment.

Education now encourages all participants to be risk-takers. Children develop at different rates and learning occurs at different stages. We are challenged to meet the needs of all children regardless of their learning styles, capabilities and talents. The staff at Belleisle Elementary School will challenge every child to achieve his or her personal best.

The purpose of this handbook is to clarify for you, the parents and guardians, the programs and expectations supported by B. E. S. It is hoped that this handbook will also provide basic information required by students and parents. If further information is required, please accept this as an open invitation to visit the school or contact school personnel regarding any areas of concern.

As we partner together, we wish you and your children a productive and enjoyable year.

Team of Belleisle Elementary School

Belleisle Elementary School

School Address: 1775 Route 124, Springfield, Kings County, NB E5T 2J9
School Phone: (506) 485-3025 **Fax:** (506) 485-3036
School Website: <http://belleisleelementary.nbed.nb.ca>

Belleisle Elementary School Staff

Administrative Team	Carol Trainor (Principal)
Administrative Assistant	Cathy McWhirter
Kindergarten	Heather Folkins
Kindergarten/Grade 1	Dianne Keith
Grade 1	Denise Howlett
Grade 2	Maggie Titus
Grade 2/3	Alison Smith
Grade 3	TBA/Carol Trainor
Grade 4	Marlise Widdershoven
Grade 4/5	TBA
Grade 5 IF	Brent Bond
Resource & Methods	Nila Perry
Guidance Counselor	Robert Mather
Phys. Ed.	Brenda Guitard
Music	Dianna Musgrave
Educational Assistants	Shelley Grant,
Custodians	Lionel Gautreau, John Lanigan

Structure of School Day

7:50 AM	First Bus Arrives and Students Enter
8:22 AM	O Canada, Announcements *
8:25 AM	All Classes Begin after O'Canada
9:55 AM	Recess (all grades)
10:10 AM	Recess ends
10:10 AM	Classes resume
11:45 PM	Students go outside
12:05 PM	Students re-enter and eat lunch
12:20 PM	All Classes resume
1:55 PM	K to 2 End of Instruction
2:00 PM	K to 2 PM Recess, Prepare to Dismiss and Load Buses
2:25 PM	Grades 3 to 5 End of Instruction
2:30 PM	Buses Depart

Parent School Support Committee - A Parent School Support Committee (PSSC) will be established for our school in September. A formal election will be held to fill the membership requirements. The mandate of the PSSC is to assist in the creation and monitoring of the School Improvement Plan. The Principal is responsible for establishing the PSSC, attending all meetings and working with this important parent group.

Home and School Association - BES/BRHS have a very active Home and School Association. Please watch the newsletter for dates of meetings. We encourage all parents to participate in the Belleisle Home and School.

Academic Programs - Provincial curriculum dictates the concepts taught at each grade level. Curriculum outcomes are available to all parents through the school or from the Internet at www.gnb.ca. If you have any questions or concerns regarding the academic expectations of your child, please speak to his/her teacher(s).

Instructional Time - With the extensive amount of material to be covered by teachers, it is of utmost importance that instructional time be protected. We will take measures within the school day to maintain maximum instructional time. Parents can help in the following ways:

- If driving your child to school, have your child at the school no earlier than 8:00 AM and no later than 8:20 AM. It is very important that your child is not late.
- Attempt to schedule all of your child's appointments outside of school time. In the rare case where you must pick up your child during instructional time, minimize disturbances in the classroom by asking our administrative assistant, Mrs. McWhirter, to have your child sent to the lobby.
- Students arriving after 8:25 AM must come through the front door of the school and sign in at the school office.
- If you are picking up your child after school, please wait in the school lobby until the dismissal bell - 2:10 PM for Kindergarten to Grade 2 children and 2:20 PM for Grades 3 to 5 students.
- If you require time to speak with your child's teacher, please write a note to the teacher, phone after 2:30 PM, or schedule an appointment after school.

*Thank you for helping to protect precious learning time!
Your cooperation is greatly appreciated!*

Communication - It is very important that we have clear communication between school and home. Our newsletter will inform you of school events. Teachers may also send class newsletters and/or emails. One effective and well-used method is Talk-Mail. All parents will receive messages on their telephone through a program called Synrevoice.

Progress Reports & Parent/Student/Teacher Conferences - Three formal reports will be issued per child each year:

Term One Report Card- November; Term Two Report Card- March; Term Three Report Card- June

Formal Parent/Student/Teacher Conferences will be scheduled after Term One Report Cards; Term Two will be Student-led Conferences. *It is important to note that parents may schedule a meeting with school staff at any time throughout the school year.*

Newsletter - A school newsletter will be posted to the school website each month. If you would like a hard copy of the newsletter, please contact your child's teacher.

Bus Zone /Parking Lot

Please do not park or drop off students in front of the school between 8:00 AM -8:30 AM or between 2:00 pm and 2:30 pm. It would be best to drop students off at the parking lot closest to the pool area

Skate-Snowboards/Valuables/Toys -Students are **not** to bring skateboards or snowboards to school. We ask that all valuables be left at home. This includes MP3 players, Game Boys, cell phones, CD players, etc. The school will not be responsible for lost valuables. We ask that children not bring anything (toys, trading cards etc.) to school that would cause tears if they are lost, stolen or broken.

Medications (Major/Minor) and School Staff - The school will do its utmost to work with the home regarding medical prescriptions which are to be administered during the school day. Staff members will supervise students taking medication provided the following parameters are observed:

- 1) For all students who take medication regularly or occasionally, an official form must be completed explaining the details of the medication. Please note that it is a policy of the Department of Education that we cannot administer medication unless this form is on file at the school. This form is available at the school

Closure of Schools - Schools may be closed due to:

a) Severe weather. It is extremely important that parents listen to radio stations and the ASD-South website for any school closure information. This may happen during the day if weather worsens. Students may be sent home early.

b) Other reasons. This may happen under clear sunny skies, but may be due to a problem with power, water or something more severe. If the problem occurs through the night, the school may be closed for the day, and announcements will be made through local radio stations and the ASD-South website. If the problem occurs through the school day, the school may need to be closed early, and students will be sent home early.

→ **If closing early, it is essential that we have emergency closure information so that in an emergency, we know how to get in touch with you and where to send your child – a place where it is guaranteed that there will be someone home.** For the sake of the safety of your child, please be diligent in completing this section of the information form very carefully. Although we hope this will never happen, please be sure to discuss with your child what procedures to follow if he/she arrives home and no one is there. *Thank you for helping us keep your child safe!*

Parent Request For Child(ren) To Remain Inside – Fresh air, exercise and opportunities to socialize are all very important to healthy growth. Therefore, we encourage all children to go outside during recess and noon hour breaks. If your child is too ill to go outside, we ask that your child remain home until he/she has recovered.

Washroom and Drink Breaks- All primary classes have bathrooms in their classroom. Grade 3-5 students are encouraged to use the washroom before class, at recess and during lunch break. In the case of an emergency, students will be permitted to use the washroom during class time. If your child has a medical condition requiring them to visit the washroom frequently, please contact his/her teacher to let them know. Students are encouraged to bring water bottles and will be allowed to drink water at any time.

Positive Learning & Working Environment Policy

The Positive Learning & Working Environment Policy is a provincial document. It derives its authority from the Education Act and calls upon all schools in the province of New Brunswick to implement guidelines and practices that will support and promote a safe, positive educational setting.

One of the basic tenets of this policy is the fact that pupils and adults have the right to learn and teach without being disrupted by others. This means that all stakeholders will be afforded the opportunity to learn and work in a safe, orderly, productive, respectful and harassment free environment. Further, they have the responsibility not to disrupt the learning of others.

Belleisle Elementary School Code of Conduct:

At Belleisle Elementary School, we are responsible to:

- **Be Respectful**
- **Make Good Choices**
- **Stay Safe**
- **Always Do Our Best**

Bus Procedures & Expected Behaviour

Bus travel is a service provided to students. *It is a privilege*, which may be withdrawn because of failure to comply with the regulations. Students review bus rules with their classroom teacher and bus drivers on a regular basis. Students know the rule:

- ✓ Back to back
- ✓ Bottom to bottom
- ✓ Book bag on your lap

Hampton Center Bus Conveyance Policy

Hampton Center has a Conveyance Policy where students are transported by bus only to home addresses. One alternate location may be considered as long as this is a location which is used consistently and it is within the Belleisle Elementary zone. An Alternate Location Request form must be filled out. If you do not work outside the home, but your child may go to another location after school such as a grandparent, etc. on occasion, please fill out a form for this location. This form is available at the ASD-South web site under Transportation. **This will be strictly enforced this year as we ensure the safety of all children.**

Food Services

A Hot Lunch program and milk program will be available. The frequency and menu will be sent home. All students eat lunch in their own classrooms. *For safety reasons, there is no opportunity for students to heat lunches.*

Lost & Found

In an effort to keep our Lost & Found items to a minimum, *parents are asked to place their child's name on all items being brought from home, including sweaters, jackets and sneakers.* Unclaimed Lost & Found items will be gathered and sent to a local charity at the end of each month. *Please remind your child to know where all of his/her possessions are, and to take home any items not being used.*

Belleisle Elementary School Homework Policy

Homework

- ✓ Must have a clear academic purpose and be used to enhance student learning
- ✓ Should prepare students for new learning
- ✓ Can be used to check for student's understanding
- ✓ Should be relevant and promote student ownership

Homework is a communication tool between the parent and teacher that monitors students' ability, struggles and progress. It should be used to build routines, responsibility and time management skills.

Based on research and our experience, BES recommends that all children have time for relaxation and free play at home each day. Therefore, we have established guidelines for the amount of time students should be expected to do homework. For parents who want their children to spend more time on homework than the school requires, we recommend (1) reading with their children, (2) engaging in opportunities for learning that occur naturally in day-to-day life (e.g., for younger children, counting the number of utensils needed to set the table; for older students, reading and discussing news and current events), (3) playing educational games, and/or (4) obtaining grade appropriate workbooks and other instructional materials from stores or the internet.

Parents play a central role in framing children's attitudes about learning, school, and homework. Family schedules should be planned to strike a balance between homework, family activities and the child's need for relaxation. Depending on their learning styles, motivation, personalities, interest in the content, and family relationships, students will need varying degrees of encouragement, reinforcement and support during homework times.

Teachers generally assign tasks that they expect students to be able to accomplish successfully within the timeframe indicated on the homework guidelines for their grade. Teachers never intend for students to struggle for hours on a single assignment, especially when they do not understand the directions. Therefore, if students become too confused or overwhelmed by a particular assignment, teachers are generally very understanding when parents write notes explaining that they worked on the assignment for a reasonable period of time without success and now request more assistance at school. Teachers welcome parent questions and comments about homework.

BES Homework Guidelines

- ✓ Homework at the elementary level should foster positive attitudes and habits, permit appropriate parent involvement and reinforce learning of skills addressed in class.
- ✓ Homework may be a mix of numeracy and literacy (for example a set number of minutes for the child and parent to read to each other at the primary level).
- ✓ Homework will be sent home at the beginning of the week to be completed by the end of the week.
- ✓ On nights of Home and School Meetings, homework will not be assigned.
- ✓ Homework will not be assigned on weekends or holiday periods.
- ✓ Homework at the Gr. 3-5 level will play a more direct role in improving achievement.
- ✓ In most cases, research projects will be completed in class.
- ✓ It may be necessary for students to complete work not finished in class.
- ✓ The recommendation is ten minutes per grade level to complete homework each night.
- ✓ Teachers introduce new concepts, information, and skills in school, not in homework.

Supporting Your Child with Homework

The following tips may help families in supporting their child with homework:

1. Set aside a specific time after school each day for your child to do homework.
2. Be available to help your child without doing the work for him or her.
3. Demonstrate interest in your child's learning by talking about his or her school day.
4. Read to and with your child from a variety of materials.
5. Demonstrate literacy and numeracy in your daily routines, for example, by reading newspapers, writing grocery lists, measuring or calculating costs.
6. Provide hands-on activities for young children such as preparing food, doing arts and crafts, and playing letter and word games.
7. Limit television and other "technology time", especially if your child is having difficulty completing school work.
8. Contact your child's teacher if you have concerns about your child's homework.

Belleisle Elementary School Discipline Policy

Guidelines:

The team at Belleisle Elementary School (in keeping with directives from the Minister of Education) has established a 5-step discipline program to promote a safe learning environment in our school. Teachers regularly deal with student conflicts and misbehaviours in a manner that they feel appropriate to the problem. To deal with behaviours which go beyond minor incidents the team has developed the STEP program. The following is a summary of this program:

5 STEPS TO RESPONSIBLE BEHAVIOUR

Step 1: The student is spoken to and made aware of the consequences of his/her inappropriate behaviour (Dept. of Ed Policy 703) and, if the behaviour continues, a five minute time-out follows. Step 2: After a second inappropriate behaviour and warning, a ten minute time-out follows.

Step 3: After a third inappropriate behaviour and warning, a fifteen minute time-out is implemented. Parents will receive a letter of concern and a copy forwarded to the principal.

Step 4: After a fourth inappropriate behaviour and warning, a twenty minute time-out is implemented. Parents are contacted by the principal.

Step 5: Parents are asked to meet with the teacher. The school administrator may be asked to meet at this time and, if necessary, appropriate steps will be taken. This may include a suspension.

Notes

Time-outs involve a discussion between teacher(s)-student(s) addressing the behaviour and appropriate choices along with providing opportunities to work with the teacher to identify models of appropriate behaviour on the playground, the school bus, in the classroom, and hallways of the school.

A student may be removed from the program or be placed on a lower step based on improved behaviour. The length of time a student is placed on any given Step will be determined by those involved and the student will be informed.

Incidents of an extreme nature may necessitate the student starting the program at steps 3, 4 or 5.

At any time, the team may outline a plan for the student to change his/her behaviour. This may be in the form of a contract, or a behaviour management plan.

Types of inappropriate behaviour and consequences have been discussed with the students in class. This program works on a weekly basis and a fresh start begins each Monday. Any questions or concerns please contact Mrs. Trainor (principal).

Parent/Guardian signature

Date

Belleisle Elementary School Pyramids of Interventions

Belleisle Elementary School's Positive Learning Environment Plan is a plan aligned with the province's Positive Learning Environment Policy. Both plans call upon all schools in the province of New Brunswick to implement guidelines and practices that will support and promote a safe, positive learning environment for all students. Therefore it is the school's responsibility to implement a system that will support such an environment both academically and behaviorally. The following diagrams are Belleisle Elementary School's Pyramids of Intervention outlining the process and procedures that the school will implement to provide the necessary support for all students.

Belleisle Elementary School Pyramid of Interventions

Academic

Level 3 > 1%-5%

Alternative Site; Reduced Day; Out-of-School Services

> APSEA, Social Development, Mental Health, Stan Cassidy

Personal Learning Plan (SEP)

Level 2 > 10%-15%

Case Conference:

Referral to ESS Team for Consultation

> Physio Therapy, Speech/ Language, Occupational Therapy, Technology Support

In-school Services i.e.

> EA Time, Guidance/SIW Support, Literacy/Numeracy Support, Resource Support

Level 1 > 80%-85%

Parent Teacher Communication i.e.

> Progress Reports (Oral/Written), Report Cards, Attendance

Universal Accommodations

> Refer to Universal Accommodations Dept of Education

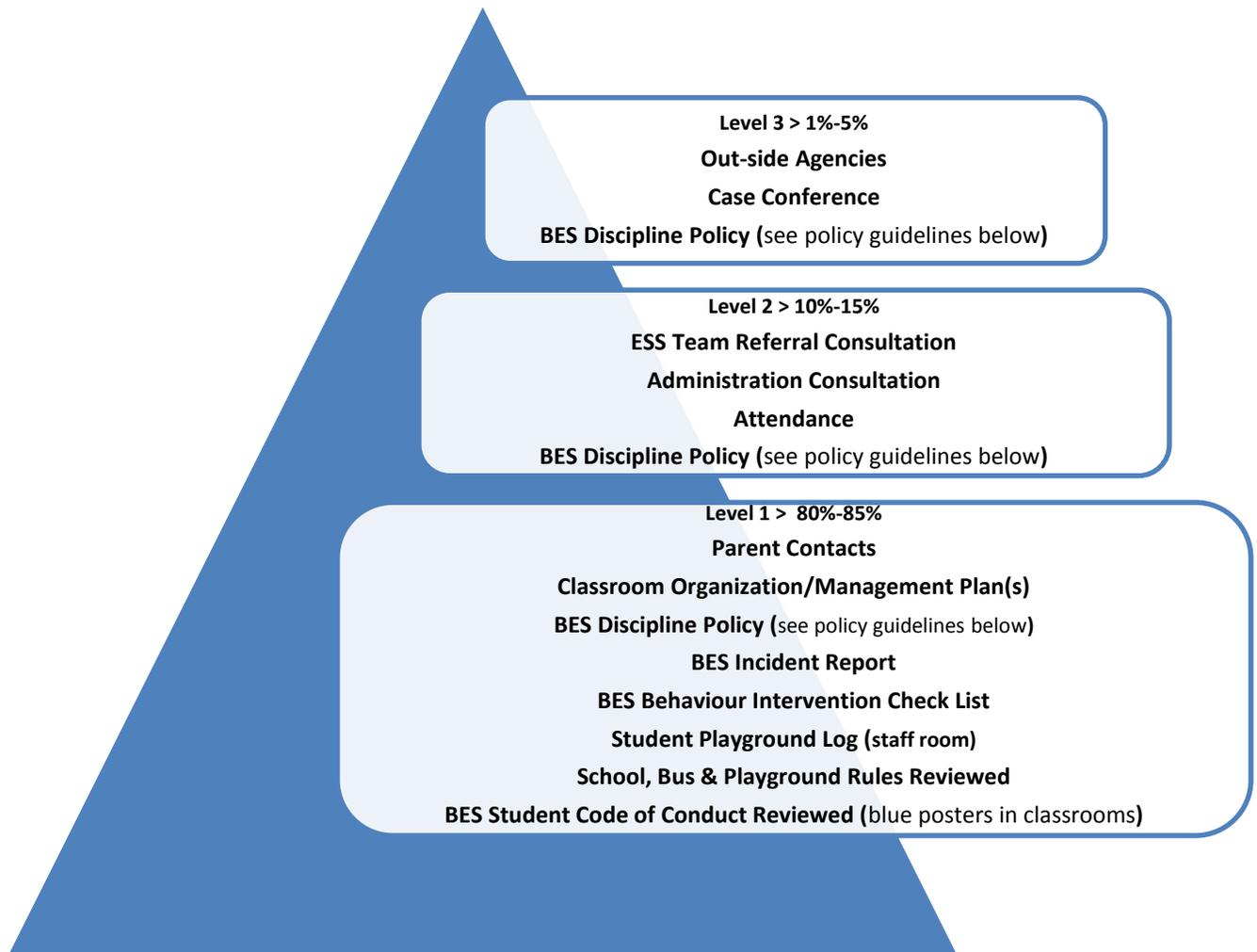
UDL/Differentiated Instruction i.e.

> Student Learning Profiles, Daily 5, Concept Learning Stations, Flexible Grouping, Tiered Activities

Classroom Instruction/Assessment Data/PLC Collaboration

> Step-by-step Instructions, Visual Schedule, First Then Chart, Read Directions, Reduction of Tasks, Learning Tools, Technology Support, Scribes, Mini Offices, Personal Dictionaries, Manipulatives

Belleisle Elementary School Pyramid of Interventions Behaviour



5 Steps to Responsible Behaviour

Step 1: The student is spoken to, made aware of the consequences of his/her inappropriate behaviour and if the behaviour continues a 5 minute time-out follows. **Step 2:** After a second inappropriate behaviour and warning a 10 minute time-out follows. **Step 3:** After a third inappropriate behaviour and warning a 15 minute time-out is implemented. Parents will receive a letter of concern and a copy forwarded to the principal. **Step 4:** After a fourth inappropriate behaviour and warning a 20 minute time-out is implemented. Parents are contacted by the principal. **Step 5:** Parents are asked to meet with the teacher. The school administrator may be asked to meet at this time and, if necessary, appropriate steps will be taken. This may include a suspension.

Notes: Time-outs involve a discussion between teachers(s)-student(s) addressing the behaviour and appropriate choices along with providing opportunities to work with the teacher to identify models of appropriate behaviour on the playground, the school bus, in the classroom, and hallways of the school. A student may be removed from the program or be placed on a lower step based on improved behaviour. The length of time a student is placed on any given Step will be determined by those involved and the student will be informed.

Incidents of an extreme nature may necessitate the student starting the program at Steps 3, 4 or 5. At any time, the team may outline a plan for the student to change his/her behaviour. This may be in the form of a contract, or a behaviour management plan. Types of inappropriate behaviour and consequences have been discussed with the students. This program works on a weekly basis and a fresh start begins each Monday.

**Belleisle Elementary School
Behaviour Interventions Checklist**

Name: _____ **Class:** _____ **Date:** _____

___ Seating Plan

___ Noon Reflection

___ Alternate Class Setting

___ Time Owed

___ Parent Communication

___ Gestures/Cues

___ Minimize Distractions

___ Assistive Technology

___ Visual Schedule

___ Behaviour Contract

___ Social Skills Training

___ Behaviour Book

___ Model Desired Behaviour

___ Provide Written Feedback

___ Verbal Redirection

___ Behaviour Observations

___ Daily/Weekly Report

___ Performance Feedback

Notes

Belleisle Elementary School

177 Route 124

Springfield, NB, E5T 2J9

Phone: 485-3025

Fax: 485-3036

Principal: C. Trainor

Vice-Principal: H. Wilson

School Behaviour Incident Form

Student Name:

Date of Incident:

Time:

Location:

To be successful in school, your child must learn to:

- Play safely
- Be respectful and courteous to others
- Be respectful of the school
- Be honest
- Be co-operative and considerate
- Follow the rules
- Follow staff directions
- Use appropriate language for school
- Be accountable for his/her actions
- Other:

_____ required the following support or intervention in order to learn appropriate school behaviour:

- Relocation to an alternate learning environment
- Alternate recess/alternate procedures
- Increased supervision and structure
- Apology – “Make it Right”
- Written plan for appropriate future behaviour
- Tutorial and/or Practice
- Removal of privileges and/or warning
- Other:

Details:

Staff Signature

Date

Parent/Guardian – Please sign and return this notice the next school day.

I have received notice of _____’s inappropriate behaviour and understand that he/she has received additional support in order to learn positive school behaviour and maintain a safe school learning environment.

I have discussed this behaviour with _____ in order to support his/her learning of more appropriate school behaviour.

Parent/Guardian Signature

Date