

Milltown Elementary School

Home of the Wolves!

STUDENT HANDBOOK

2013-14

434 Milltown Blvd.
St. Stephen, NB
E3L 1J8

Phone: 506-466-7315
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Safe Arrival Line: 506-466-7477

**Principal:
Heather Bell-Williams**

**Vice-Principal:
Melissa Brown**

This agenda belongs to:

NAME _____

ADDRESS _____

CITY/TOWN _____

POSTAL CODE _____ PHONE _____

STUDENT NO. _____ HOMEROOM _____



PLEASE NOTE: The front cover is sensitive to extreme heat. Do not leave in direct sunlight!

Printed on recyclable paper



Teaching Staff

Principal	Heather Bell-Williams
Vice-Principal	Melissa Brown
Kindergarten	Karen Levesque
Kindergarten	Laurie McVay
Grade 1	Stacey Peters
Grade 1	Christine Curran
Grade 2	Denise Concepcion
Grade 2	Melissa Brown
Grade 3	Lori Fawkes
Grade 3-4	TBA/Katie Chambers
Grade 4	Jill McCullough/Kristan Cloney
Grade 5	Christina Gillmor
Grade 5	Jeff Gregor
K-3 Literacy	Ellie Lord
Physical Education	Reed Haley
Resource	Judy Haley/ Daniel O’Leary

Support Staff

At MES, we are continually indebted to our capable support staff of custodians, teaching assistants, cafeteria workers, secretary and School Intervention Worker (SIW) who play an essential role in the smooth operation of our school.

School Hours

7:45	Buses begin arriving Playground supervision beings
8:10	Bell rings for students to enter
8:30	O Canada—classes begin
10:00-10:15	Primary (K-2) recess
10:15-10:30	Intermediate (3-5) recess
12:00	Primary lunch/working lunch Cafeteria 12:00-12:20 Playground 12:20-12:50
	Intermediate lunch/working lunch Playground 12:00-12:20 Cafeteria 12:20-12:50
2:00	Primary classes end*
3:00	Intermediate classes end*
<i>*Please note that bus students and walkers may be dismissed from classrooms a few minutes apart, to cut down on congestion in halls, etc.</i>	

Storm Line

1-855-535-7669

In the event that school is closed for any reason, an announcement will be made over WQDY and The Tide between 6:45 and 8:15 AM. Parents are encouraged to listen to the radio or call the District Storm Line. The district Facebook site is also updated with late buses and school cancellations.

Mission Statement

MES is a Family of Learners, committed to excellence.

CALENDAR

August 26	First day for teachers
September 2	Labour Day Holiday
September 3	First Day of School for students
Mon. Oct. 14	Thanksgiving Holiday
November 11	Remembrance Day Holiday
Dec. 20	Last Day before Christmas vacation
Jan. 6	First School day of 2014
March 3-7	March Break Week
Friday April 18	Good Friday Holiday
Monday April 21	Easter Monday Holiday
Mon. May 19	Victoria Day Holiday



MES Home and School Association

Welcome to the 2013-4 school year at Milltown Elementary School.

MES Home and School is the oldest Home and School in the province, with a group of parents and teachers working together in the interests of our children.

We meet several times each year and we have fundraising events with monies spent on the playground, skating trips, classroom needs, sporting activities and the candy hunt during Chocolate Fest.

Please consider being part of a team who share the same goals. We welcome you to our meetings. Come and give some of your time and ideas. Show your support—it could prove to be worthwhile and interesting!

Leaders Are.....

- *Powerful*
- *Supportive*
- *Role models*
- *Helpful*
- *Good Friends*
- *Important*
- *SUPER!*

L-Leaders
E-Encouraging
A-Accomplishments
D-Dreams
E-Exciting
R-Ready for
Everything
S-Seven Habits
H-Healthy
I-Improvements
P-People
MES is a place
where you will find
leaders!

By: Jayden &
Hayley

Participation In Outdoor Play

We follow the guidelines from the Atlantic Health Sciences Corporation in determining whether or not it's too cold for students to play outdoors.

As always, we encourage students to dress for the weather, including wearing shirts with sleeves and sunscreen as appropriate.

We are generally not able to accommodate requests to have students stay in at recess due to illness. We appreciate parents using their good judgment to send their children to school ready to participate fully in school activities. This is a safety issue in that we cannot provide indoor supervision for students during outdoor recess times.

Parent School Support Committee

The MES PSSC meets five times between October and May for the purpose of fulfilling the legal mandate of school improvement planning process. This is not a fund-raising group but rather an advisory group for the Principal and administrative team.

Monthly reports are given by the Principal to the PSSC, updating them on some of the day-to-day activities and initiatives that fulfill the school goals.

Nomination forms (to be a PSSC member) are available in the school office until September 30.



At Milltown Elementary School we believe in providing a well-rounded education that supports students in making the best possible choices, both academically and behaviourally.

Milltown Elementary School is a family of learners and people in a family have to learn to get along with one another.

In the spring of 2012 our staff and students voted to have our mascot be The Wolf and we are now Milltown Elementary,

Home of the Wolves!

Wolves travel in packs of 4-30 so each of our homerooms will be a wolf pack and each pack will select an Alpha Wolf to be their representative to the student leadership team.

Useful links/websites

Copies of our monthly newsletters and PSSC minutes and other announcements can be found on our school website at <http://mes.nbed.nb.ca>

New Brunswick Curriculum documents can be found at <http://www.gnb.ca/0000/anglophone-e.asp>

Policy E-9 (Antihomophobia) and other district level policies can be found at <http://www.district10.nbed.nb.ca>

Working Lunch

Working Lunch is an intervention that gives students extra time to finish their class work. For various reasons, students may need more time to complete a minimal amount of work and working lunch provides an additional 30 minutes of work time for students. Homeroom teachers send students to working lunch, where they are supervised while eating their lunch and finishing their school obligations.

At MES, we support all students to help them make the best behaviour choices possible. The following programs support students in making good decisions about their behaviour:

- Learning and Practicing the 7 Habits of Happy Kids
- Regular Student-Led Assemblies for both primary and intermediate students will teach proper behaviours and habits and will encourage students who demonstrate them.
- PAWs (Positively Amazing Work) forms are used by all staff. These forms are completed when a student is “caught doing well” —the student takes the form to the office and a staff member encourages the student to keep up the good work.
- Leader of the Pack Awards— given by teachers each month for exemplary performance, either academically or behaviourally
- Student of the Month Awards—given monthly to a student in each grade
- Student Leadership Team—our grade four and five students form our student leadership team and meet weekly for a leadership class—small groups from the team take responsibility for various aspects of school life
- WITS and LEADS programs— proactive bully prevention programs

We also recognize that from time to time, students may make a mistake and make a poor choice regarding their behaviour. The rubrics for primary and intermediate behaviour are found on the last two pages of this handbook.

Students are expected to contribute to the positive learning environment that is necessary for effective learning. The staff at MES have worked together to develop a plan to establish appropriate supports and consequences for unnecessary classroom disruptions, rude, or disrespectful behaviour. Parents will be notified and may need to meet with school staff to address such behaviours if they persist.



Guidelines for Keeping Our School Safe

Cont'd...

It's important to note that aggressive behaviour cannot be tolerated, even if a child perceives that they are "defending themselves." It's never okay to hit or kick or push someone and this behaviour will consistently receive a consequence at school. Children are taught that if they find themselves needing to defend themselves that they should ask a friend or an adult for help.

Guidelines for Keeping Our School Safe

Families should be aware of the following guidelines that we use here at MES to ensure that everyone (children and adults) are safe at school:

- Student are not permitted to make or receive calls from cell phones during the school day. Texting is not permitted during the school day. If a family deems it necessary for a student to have a cell phone for after-school use, the cell phone must be left in the school office during the school day and picked up by the student at the end of the day or be kept in the student's backpack. Any phones being used inappropriately will be stored in the office until a parent is able to pick up the item.
- School staff can only administer medication (prescription or over the counter) with written consent from parents. If you would like us to administer medication regularly to your child, please pick up a consent form in the office.
- Please also be aware that provincial regulations state that medication must be transported to and from school by an adult, with the medication in a clearly labeled, original prescription bottle.

continued...

- Please make sure that your child arrives at school after 7:45 AM. Playground supervision begins at 7:45 AM and we cannot be sure of your child's safety prior to this time.
- Please give your child a signed note when they return to school following an absence (even if you've called the safe arrival line), if he/she has different after school arrangements or if your child needs to leave the property during the school day.
- Please note that we cannot allow students to call home during school hours to make social arrangements with other students for after school activities.
- Please call the school before 1:00 if there is to be a change in your child's after school plans. Calling at the last minute puts your own child as well as others at risk of being in the wrong place at the end of the day.
- Please note that the school cannot accept responsibility for lost or damaged toys, bicycles or other personal property that is brought to school. We suggest that you leave valuable toys such as Game Boys, MP3 players, etc. at home.
- Please leave the following items at your home: matches, knives, firecrackers, hardballs, bats, inappropriate reading material, clothing displaying inappropriate logos, caps and/or cap guns and any other dangerous items.
- Students may be disciplined by the school for behaviour at school, on the bus, while going to and from school and during a school sponsored activity off of school property.
- Please note that school policy does not allow students to wear shoes with wheels either at school or on the way to or from school. In keeping with the Canada Safety Council guidelines, these shoes can pose a safety hazard for both users and bystanders.



Parent-Teacher Communication

MES is a family of learners and just like in any family, it's helpful to have some guidelines and expectations for communication within the family.

Here's what you can expect from your child's teacher:

- Our school will host a meet-the-teacher event in late August before school starts. Everyone will be invited to this event and it will be a chance for you to meet your child's teacher, tour the school and to get to know those involved with your child.
- Teachers are encouraged to make contact with as many families as possible, early in the year. This may take place at the meet-the-teacher event or it may take place via a phone call from the teacher to the family, early in the school year.
- Two regularly scheduled parent-teacher interviews or student-led conferences are held, one in November and one again in March. There is opportunity for parents to sign up for either a daytime or evening appointment. Parents are strongly encouraged to take advantage of these opportunities to meet with your child's teacher.
- Regular newsletters will be sent out from the office to each family. These will have important dates to remember and will also be posted on the website.

- Student agendas are the best and most frequent (daily) means by which teachers will communicate with parents. It's essential that parents sign the agenda on a nightly basis to ensure that they get any notes, forms, etc.

Here's what school staff will expect from MES families:

- If parents have a concern or question about their child's program or progress, the parent will contact the teacher involved to arrange a mutually agreeable time to meet (i.e. after school, during an appropriate break during the school day). It's important that parents contact the teacher involved for an appointment as soon as they have a concern.
- In most cases, it's not appropriate for a teacher to discuss concerns with a parent either in the hall or in the classroom with students present. During instructional hours, the teacher's first priority has to be his/her students.

Here's what we can expect of one another:

- All individuals can expect that communications, whether written or verbal will state concerns using appropriate and respectful language.
- As we work together to model respectful and mannerly communication, our children will learn from us and use the same manners both at school and at home.



Head Lice Policy

As much as we would like to avoid these nasty little invaders of heads, the inevitable generally takes place —once students are back together in close quarters, and in large numbers — we have a few cases of head lice.

In February of 2006 our school developed a policy for head lice control and prevention, as did School District 10.

We encourage all parents to be vigilant in conducting periodic head checks of all family members at home. Once head lice are detected in your family, please notify the school so we can conduct a check of the students in your child's class.

We have had the benefit of a partnership with Kindred Home Care Inc. whereby kindred care staff will conduct periodic checks of all students and their staff will also support the treatment of students found to have lice. This will assist us in ensuring that all students miss as little school as possible.

Throughout all of these processes, we stress that this is a very common problem and with the support of all families, we can reduce the chances of it spreading.

Information packages on identification and treatment of nits and lice are available at all times in the school office and support from Public Health nurses is available by calling

Communication

As in any family, there will from time to time, be concerns on the part of parents, teachers and/or students. The following outline explains district and provincial policy regarding resolving disagreements:

Step 1: The person with the concern should request an appointment as soon as possible with the individual with whom they have the concern. This meeting should be private and should be aimed at finding mutually agreeable resolutions to the problem.

Step 2: If resolutions are attempted and the issue is still a concern, an appointment should be arranged between the individuals in step 1, along with an administrator. An action plan will be developed and monitored to ensure successful resolution of the problem.

School Supplies

We recognize that school supplies are a huge part of the Back to School budget for most families! Teachers work together to create a list of the supplies that will most likely be required for the school year.

In keeping with best practice, many teachers are choosing to collect all of the school supplies and have community supplies for everyone in the classroom, giving out supplies as required. This cuts down on wasted items and builds community among the learners in a classroom.

Because of this practice, please do not put your child's name on any school supplies, other than their backpack and lunch box.

Some families like to purchase "special" supplies for their children and we would encourage you to keep these at home for special projects and homework.

Thank You!

Homework

MES staff have developed some guidelines for homework. These guidelines are based on research for best practices for maximum learning.

Guidelines for Homework Assignments

All students are expected to read at home on a daily basis and teachers are to ensure that students have **access** to appropriate reading materials.

In addition to reading, teachers **may** assign homework according to the grade as follows:

- K-2 – 10 minutes or less per day
- 3-5 – 20 minutes or less per day

These additional homework activities will be limited to:

- Sight words/word work
- Math Facts for addition, subtraction, multiplication and division
- Counting & other practice activities (i.e. practice questions in math, practice writing)
- Any work from class that is not completed after a reasonable amount of time has been given.

Incomplete classwork /homework will be assigned to be completed at Working Lunch.

To assist parents in helping their children learn the sight words and No—Excuse spelling words they are listed on the following pages. Note that the list of sight words for one grade becomes the No—Excuse spelling list for the following grade.



Kindergarten Sight Words (Grade 1 No-Excuse Spelling Words)

- a
- and
- are
- as
- at
- be
- for
- from
- had
- he
- his
- I
- in
- is
- it
- of
- on
- or
- that
- the
- they
- to
- was
- with
- you

Grade 1 and 2 Sight Words
Grade 2 No-Excuse Spelling Words

- | | | | |
|-----------|----------|----------|---------|
| • a | • don't | • make | • their |
| • about | • for | • man | • them |
| • after | • from | • me | • then |
| • all | • get | • mother | • there |
| • am | • go | • my | • they |
| • an | • going | • no | • this |
| • and | • had | • not | • to |
| • are | • has | • now | • too |
| • as | • have | • of | • two |
| • asked | • he | • on | • up |
| • at | • her | • one | • us |
| • away | • here | • or | • very |
| • back | • him | • our | • was |
| • be | • his | • out | • we |
| • because | • how | • over | • went |
| • before | • I | • play | • were |
| • big | • if | • put | • what |
| • but | • I'm | • said | • when |
| • by | • in | • saw | • where |
| • came | • into | • see | • who |
| • can | • is | • she | • will |
| • come | • it | • so | • with |
| • could | • just | • some | • would |
| • day | • like | • than | • you |
| • did | • little | • that | • your |
| • do | • look | • the | |

High Frequency Words for Grades 3—5
(Students are also expected to be able to read and spell the 103 No Excuse words found on the previous page)

A
a lot
about
adventure
again
all right
almost
also
always
another
anyone
are
asked

B
beautiful
because
before
biggest
buy
by

C
can't
colour
could

D
didn't
different
doesn't
don't

E
especially
everybody
enough
everything
except
exciting

F
favourite
first
finally
friend
friendly

G
general
getting

H
happiness
have
heard
hidden
hole
hopeless

I
I'm
impossible
independent
into
it's
its

J
journal

K
knew

L
laughed
let's
lovable

M
myself

N
nation
nature
near
new
no
nonsense

O
off
one
once
our
outside

P
people
potion
prettier
prettiest
pretty
probably

Q
question

R
really
reporter
right

S
said
schools
something
sometimes
suddenly
swimming

T
terrible
that's
their
then
there
they
they're
thought
threw
though
through
to
too
treasure
trouble
two

U
unfriendly
unhappiness
until
upon
usually

V
vacation
very

W
want
was
we're
wear
weather
went
were
what
when
where
whether
which
while
who
whole
winner
with
won
won't
would
wouldn't
write

Y
you're
you've
year
your

Helping your child learn to read:

Research shows when children are reading independently, they should be reading books they understand and can read. Reading books that are too difficult can lead to frustration and an inability to understand the story. Then reading is no longer enjoyable. We want children to enjoy reading, which means it is important they are reading books they are interested in and on their just right level! A rule of thumb for a “just right” level is if the child struggles with more than 3 words on the first page, the book is too difficult.

Research also shows that children are motivated to read when they can choose their own books. Every year many parents ask, “How can I help my child choose books that he or she can read?” There is a very simple way to help your child choose good fit books. It is called IPICK.

IPICK is an acronym that stands for: **I** choose books to read, **P**urpose, **I**nterest, **C**omprehend, and **K**now the words. Here are some easy steps that you and your child can follow in order to choose good fit books:

1. Let your child choose a book. This is the first I in IPICK which means “I choose books to read”.
2. Ask your child, “What is your purpose for choosing this book?” You may also want to ask, “is it for fun or to learn something?”. This is the P in IPICK which means purpose.
3. Ask your child, “Is this a book you are interested in?” This is the second I, which means interest.
4. Have your child read a page of the book. After your child reads the page, ask your child, “Who did you read about and what did they do?”. This is the C in IPICK which stands for Comprehend. If it is a good fit book your child should be able to answer your question.
5. Have your child read another page (or use the same page) and ask, “Did you know the words?”.

This is the K in IPICK which stands for know the words. Your child should know all or almost all of the words in order for it to be a good fit book.

There has been good news from research showing that reading to your child will improve their own reading. If your child shows an interest in a book that is too difficult—read it to them.

Expectations for Math Facts by year end:

- Kindergarten: Count to 10
Strategies to add to ten
- Grade One: Count to 100 (forward and back from any number, forward by 2's to 20, forward by 5's and 10's to 100, using starting points that are multiples of 2, 5 and 10 respectively)
Strategies for Addition and Subtraction Facts to 20
- Grade Two: Count to 100 (by 2's, 5's and 10's forward and backward, using starting points that are multiples of 2, 5 and 10 respectively/by 10's using starting points from 1 to 9/ by 2's starting from 1)
Memorize addition fact to 20 (fast recall)
Subtraction facts to 20 (fast recall)
- Grade Three: Count to 1000 (by 5's, 10's and 100's both forward and backward using any starting point/by 3's both forward and backward using starting points that are multiples of 3/ by 4's both forward and backward using starting points that are multiples of 4/by 25's both forward and backward using starting points that are multiples of 25)
Fast recall of addition and subtraction to 20
Strategies for multiplication —to demonstrate an understanding of strategies for multiplication facts to 5x5 and related division facts.
- Grade Four: Count to 9 999 (review all skip counting from grade 3)
Fast recall of all addition and subtraction facts to 20
Strategies for multiplication to 9 X 9
Memorization of facts to 5x5 and related division facts
Use knowledge of multiplication facts to divide
- Grade Five: Count to 1 000 000
Memorization of multiplication facts up to 9x9 and related division facts
Fast working recall of all addition, subtraction, multiplication and division facts

Helping your child do well in school:

Here are six tips that together will almost guarantee that your child is successful in school:

1. **Establish a daily family routine.** Examples: Providing time and a quiet place to study, assigning responsibility for household chores, being firm about bedtime and having dinner together.
2. **Monitor out-of-school activities.** Examples: Setting limits on TV watching, checking up on children when parents are not home, arranging for after-school activities and supervised care.
3. **Model the value of learning, self-discipline, and hard work.** Examples: Communicating through questioning and conversation, demonstrating that achievement comes from working hard.
4. **Express high but realistic expectations for achievement.** Examples: Setting goals and standards that are appropriate for children's age and maturity, recognizing and encouraging special talents, informing friends and family about successes.
5. **Encourage children's development/ progress in school.** Examples: Maintaining a warm and supportive home, showing interest in children's progress at school, helping with homework, discussing the value of a good education and possible career options, staying in touch with teachers and school staff.
6. **Encourage reading, writing, and discussions among family members.** Examples: Reading, listening to children read and talking about what is being read.



Setting Goals

The Seven Habits for Happy Kids teaches children and adults many skills and behaviours to develop good characteristics, to get along with others and to have a fulfilled and happy life. The second of the habits is “begin with the end in mind” which encourages children to think long term, to delay immediate gratification and to set goals. In April 2011 Mrs. Hayman’s class took part in a writing activity where each student wrote a paragraph on a number of topics. The students then held an election to see which paragraph was the most convincing. Gabrielle Bartlett - Vaillancourt’s paragraph on “students setting their own goals” was voted the winner. The following is a terrific paragraph and has an important message for all of us:

Students Set Goals

by Gabrielle Bartlett—Vaillancourt

Students need to set goals! More goals mean more achievement and more achievement means living better. This is a chart of what may happen if you make more goals.



You feel good when you have been awarded, whether with medal awards, or just smiles. But out of all, which one do you think is best? Smiles. When you smile, when you have achieved something, you feel good about yourself. Very good. Achievement means smiles, and so does setting goals!

MES Wolves Behaviour Plan

Grade K-2

	Tier 1	Tier 2	Tier 3
Behaviours	<p>Rough play Throwing wood chips Inappropriate use of equipment Defiance (not lining up, not getting off of equipment) Disobedience (not taking heed of a warning – behaviour continues) Disruptive classroom behaviour</p>	<p>Fighting Swearing Rude gestures Excluding someone from play/activities Ongoing disruptive classroom behaviour</p>	<p>Explosive Behaviour (such that help from support staff is required to bring the child in from the playground or out of the classroom)</p>
Consequences	<p>On the playground, these behaviours will be handled via a time out after a warning has been given. Data is kept and if a student has five infractions, a behaviour tracking form is completed and a call home is made.</p> <p>In the classroom, teachers track the incidences of disruptive behaviour, consequence the behaviour and contact parents after several infractions.</p>	<p>Behaviour tracking forms are done automatically for these incidents. Teachers (either the one on duty outside or the classroom teacher if it's an in-class situation) will consequence the student accordingly.</p>	<p>Teacher will ask for office assistance and an administrator will contact home/ arrange consequences.</p>

Attendance Matters

At MES we value good attendance at school and we monitor every student's attendance every two weeks. When attendance becomes a concern, the following interventions may take place:

- Teacher calls or writes a note to inquire as to why the student was absent.
- Parent may be required to provide a dr's note if there are extensive absences due to illness.
- An Administrator may call the parents to inquire as to how the school can support the student in more regular attendance.
- An Administrator will write a formal letter, noting what percentage of school a student has missed and offering support to improve attendance.
- The student will be referred (with parental permission) to our Integrated Service Delivery team to receiving counselling (in the event of a school phobia and/or separation anxiety).
- The student may be referred to the Department of Social Development.

Grades 3-5 Behaviour Rubric

Behavioural Mistake	1 st time	2 nd time	3 rd time	4 th time	5 th time
Inappropriate language	Verbal warning	Time out, think about it form	One missed recess, call home, think about it form	Three inside recesses, call home, think about it form	Develop an individual support plan
Being physically rough Dangerous play	Verbal warning Time out	One inside recess, think about it form, call home	Two missed recesses, think about it form, call home	Six recesses, think about it form, call home	After 4 incidences develop individual support plan
Hitting/Kicking Physical Bullying	One missed recess, think about it form, call home	Two inside recesses, think about it form, call home	Four inside recesses, think about it form, call home	Ten inside recesses, think about it form, call home	Suspension possible, develop individual plan
Bullying/ Intimidation	One inside recess, think about it form, call home	Two inside recesses, think about it form, call home	Four inside recesses, think about it form, call home	Ten inside recesses, think about it form, call home	Suspension possible, develop individual plan
Severe Hitting Threats of violence Severe harassment	Refer to office, two inside recesses, think about it form, call home	Refer to office, four inside recesses, think about it form, call home	Refer to office, six inside recesses, think about it form, call home	Refer to office, in school/ possible out of school suspension, think about it form, call home, student services team referral	Suspension possible, develop individual plan
Disrupting Learning	1, 2,3 count or warnings and then an in class or in the hall time out or missed recess	1, 2,3 count or warnings and then an in class or in the hall time out, missed recess	1, 2,3 count or warnings and then an in class or in the hall time out , missed recess, call home, think about it form	1, 2 3 count or warnings and then an in class or in the hall time out, two missed recesses, call home, think about it form	1, 2, 3 count or warnings, three missed recesses, think about it form, referred to an administrator to develop individual plan