



**Geary Elementary Community School
16 Lauvina-Bye Road
Geary, NB
E2V 3Y1**

Bonnie Worrall, Principal

**Student Handbook 2014-2015
(Provided by the Geary Home and School Association)**

Name _____

Address _____ **City/Town** _____ **Postal**
Code _____

Home Phone _____ **Parent Cell**
Phone _____

Teacher's Name

Visit our website at: <http://geary.nbed.nb.ca>

Principal's Message

Dear Parents and Guardians,

Welcome to our school! As you know, we are in the middle of renovations and an expansion at Geary Elementary Community School, at the Lauvina Bye Road location in Geary, NB. This year, Geary Elementary Community School will be located in two locations within the Town of Oromocto (ASD-W). K-2 students are at the Gesner Street location while 3-5 students are at the Summerhill Street location. We are grateful to these schools for hosting us! We promise to be gracious guests! Through positive home, community, and school partnerships, we continue to foster a caring learning environment that enables all students to achieve their personal best as lifelong learners.

Effective and open communication will be the key to ensuring that parents are kept well informed and involved in ongoing school activities. This agenda is just one example of the many ways that we attempt to communicate with you. We encourage you to review the agenda on a daily basis, to look for important notes from your child's teacher (in the plastic sleeve at the front of the agenda) and to engage with your child in discussion around personal goal setting and his/her school work.

Greater Geary continues to have a very strong and supportive group of parents involved in the Home and School Association – fundraising and volunteering. We commend you for your commitment and participation. Home and School shares the staff's philosophy that student agendas are an important communication tool and as a result, the Geary Home and School Association assumes the cost so that all students are provided with an agenda, free of charge.

In sharing the responsibility of providing the best learning environment for the children of Geary Elementary Community School, we look forward to working together with you to strengthen this partnership.

Bienvenue a l'école Geary Elementary Community School.

Sincerely,

Bonnie Worrall
and the staff at Geary Elementary Community School

To Our Students:

Welcome to Geary Elementary Community School! We look forward to a great school year for all new and returning students.

Geary Elementary Community School is the "Home of the Gators". Students at Geary Elementary Community School take great pride in being respectful, courteous and cooperative. They pride themselves in their work.

For this year to be successful you need to do your part. You will need to show a commitment to learning and take personal responsibility for achieving success. Our student behavior guidelines are based on the principle of mutual respect. As a responsible citizen of our school you will contribute to the well-being and success of everyone at Geary Elementary Community School.

To Our Parents:

Parents are the key to a child's success! At Geary Elementary Community School we value the cooperation of parents. We try to partner with you in helping your children grow as much as they can; academically, physically, emotionally and socially. As you are aware, teachers have a demanding provincial curriculum to cover. We know you appreciate the necessity of supporting teachers by sending children to school healthy, rested, with nutritious snacks and lunches (Policy 711) and with homework completed. These are important factors for helping children succeed.

Parents are responsible for the overall positive development of their children and for teaching children the skills and values necessary for success in the world. Parental guidance must prepare children for all the choices they make now and in the future.

The teaching staff, guardians, students, and the Parent School Support Committee (P.S.S.C.) have written and approved our behavior code on the following pages. Parents are expected to know and inform their child(ren) about them as well. The school strives to be consistent in discipline while taking each child's needs into consideration as well. Administration and teachers try to be fair and consistent with decisions after reasonable investigation.

Students who disobey school rules may be required to make up instructional time at the morning and noon recess. Children will be given a guidance tutorial in the form of a thinking sheet so that they can work at making better choices. In our Code of Behavior, the sections "Unacceptable Student Behaviors" and "Attention Room Procedures" are intended for daily misbehaviors that may occur.

General Responsibilities of the Students

Student Respect for Others and Their Property:

Students must show respect for each other, school staff, volunteers and guests. Every person needs a good self-image and has the right to be treated with respect. Getting along with others is a very important life skill. Rough behavior may hurt someone's feelings or physically injure them. Offensive and abusive language may affect self-esteem and may lead to further conflict. Students are expected to be honest in their relations with other students and staff.

Students must respect all school, staff and other students' property. Each room is the responsibility of the teacher and students to be kept neat and clean. In doing so, you show pride in your school. Students are to remove hats and outside footwear before they enter the classroom.

Students have the responsibility to ensure that all notices are given to their parents/guardians or to their teachers.

Homework:

The purpose of homework is to supplement and support in-school experiences through related out of school activities. In general students should read or be read to every night.

Students must develop a sense of responsibility for their own learning. Students are expected to complete all class and homework assignments on time, and to submit work which is original and to the best of their abilities. The purpose of homework is to practice and complement skills learned in school. Effort and determination are key character qualities which contribute to success. Students who fall behind may be asked to stay in at morning or lunch recess. As you can appreciate, those students who do not complete homework can easily fall behind the work of the rest of the students in their class.

The general guideline for homework is approximately 10 minutes per night per grade.

Kindergarten - 10 minutes daily
Grade 1 - 10 to 15 minutes daily
Grade 2 - 15 to 20 minutes daily
Grade 3 - 25 to 30 minutes daily
Grade 4 - 35 to 40 minutes daily
Grade 5 - 45 to 50 minutes daily

Student Expectations:

In the morning students must not arrive before their designated bus arrival time. Supervision of students does not begin until this time. At lunch time, students in K-2 will play in their designated play area, after which they will go to their classroom to eat lunch. Students in Grades 3-5 go outside for 20 minutes to a designated play area and then eat their lunch. All students shall remain on school property during the school day (we have a closed campus).

Washroom Use:

Students are encouraged to use the washrooms at recess or noon times to minimize the loss of instructional times. If students have any medical concerns requiring more frequent use, the teacher must be notified and arrangements will be made. Students are not to take any items (pencils, pens, crayons, markers, rulers, toys, containers, etc.) into the washrooms.

General Responsibilities of Parents

Arrival/Departure Time:

The Education Act requires students to attend school regularly. Prolonged absence, sporadic attendance or lateness will result in a lack of continuity in learning and may result in Department of Social Development contact.

K-2 School hours:

Monday to Friday:
8:40 Entrance bell

3-5 School hours:

Monday to Friday:
8:45 Students Arrive

8:50 Classes begin
10:35 – 10:50 Morning Recess
12:05 – 12:25 Lunch Recess
12:25 – 12:45 Lunch
2:10 Dismissal (12:15 Friday only)

8:55 Classes begin
10:15 – 10:30 Morning Recess
12:10 – 12:25 Lunch Recess
12:25 – 12:45 Lunch
3: 25 Dismissal (12:25 Friday only)

Safe Arrival:

This is a program we have had for several years to account for each child's absence. Parents are required to phone the school if a student will be absent or late. Please phone 357-4071 each day of your child's absence. Safe Arrival calls would best be made between 8:00 and 8:30 am. We have an answering machine so please leave a message for your child's teacher.

Attendance:

A written excuse is required upon the student's return to class. This note could be written in your child's agenda.

Breakfast, Lunch, Rest:

Parents will ensure that their children be given a nutritious breakfast, lunch and recess snack. **Keep in mind that our school is a nut free zone!** Parents are responsible to ensure that their children receive an adequate amount of sleep or rest. A suggested amount is no less than eleven hours for elementary aged children.

Appropriate Dress Code:

Our dress code promotes a safe and respectful environment for teaching and learning. Parents will ensure that students dress in a clean, neat manner with no offensive words, slogans or pictures or anything that promotes alcohol, drugs or tobacco. We will approach issues of compliance on an individual basis in consultation with parents.

Please ensure that children dress properly for weather conditions (i.e. hats, mittens for winter, etc.). Beach wear is not an acceptable form of dress at school. Shirts should meet the shorts and shorts meet your fingertips when arms are extended at your sides. Straps on tank tops must be two fingers wide. This guideline of no under garments being visible would lay the foundation for our Appropriate Dress Code.

Students are required to have indoor and outdoor shoes. School and fire regulations require that students wear shoes at all times.

Personal Property:

Cell phones, Ipods, PSPs, DSs, Gameboys and other expensive toys are not permitted on the school bus or in the school at any time. The school does not have the resources to investigate misplaced, lost or stolen items that are not permitted on school property.

Parents are requested to see that their children's clothes, boots, gloves, scarves, running shoes, lunch kits, etc. **are marked with the child's name.** It would make it easier to return these items to the owner. There is a lost and found bag located in the office at the school. Please have your child check this

location for any clothing items that are missing. After each reporting period uncollected items will be taken to NB Association of Community Living.

Homework:

It is the responsibility of the parent to provide an atmosphere where homework can be completed. It is the responsibility of the parent to attend to assigned homework. Education Act 13 (1) (a)

Teachers will:

1. provide students with the instructional tools and skills for the completion of in class work and assigned homework
2. provide a variety of activities in order to accommodate a variety of learning styles
3. provide assessment and evaluation of the work completed

Parents will:

1. support and monitor the child's learning at home
2. work as partners with their child's teacher to consolidate, reinforce concepts and the skills acquired at school
3. ensure homework is completed and check the daily Student Agenda
4. control their behaviour when they come into schools or during school related events.
5. not expect school personnel to police students or parents outside of school hours, however, situations that do impact on school environment that are based on the relationships between students, school personnel and parents or visitors must be taken into account when it boils over into the school environment or disrupts the functioning of the school and learning. (School refers to the physical school building, buses, school activities, related communication, etc.)

Students will:

1. complete assigned work to the best of their ability
2. establish, develop and reinforce good classroom and homework practices
3. take responsibility for the completion of their own work

Special Circumstances:

The school would appreciate being informed of any situation that may have a behavior-altering effect on your child (i.e. new baby, death in the family, divorce, custody concerns) or any other major change affecting family life. If your child requires ongoing Guidance support, parental authorization will be requested.

Student Conduct:

It is the parents' responsibility to convey to their child the message that teachers, bus drivers, school staff and volunteers are to be respected and obeyed. Parental support of the school is essential to your child's educational development. Any concerns should be directed to the teacher. It is the role of the parent to have due care for the conduct of his or her child at school and while on the way to and from school. Education Act 13 (1) (e) addresses the prevention of inappropriate behaviour and misconduct by students and the public through the development of school plans and strategies.

Supplies:

Parents will ensure that their children have all the properly labeled school supplies required to do their school work. Payment of school fees by parents is essential to programming. There is no other funding source.

Illness:

We do not have facilities at school to accommodate children who are ill. Whenever a child becomes ill, we will telephone home to request that someone pick him/her up. We therefore require an emergency contact number in case no one is available at home. It is the parent's responsibility to ensure that the school has updated telephone numbers on file. If your home or work number changes, please contact the school with updated information immediately.

Medical Forms:

If your child will need medications administered at school you must complete the appropriate forms (Policy 704) available from the school Resource Teacher. This is for prescription medications (bubble wrapped). Items like puffers which children may need to carry with them, also require medical authorization for the student. Any medication for your child must be delivered by yourself or a responsible adult. Students are at no time permitted to transport medication of any sort. We appreciate your assistance with this important safety requirement.

Discipline Principles:

Geary Elementary Community School is a Positive Behavior Interventions and Strategies (PBIS) School. Staff believe teaching positive behavior skills are an essential part of learning. Discipline means "to teach or to train". Elementary age children are in the process of developing self-discipline. We believe that children's earliest school experiences focus on instructing, reviewing and practicing positive choice-making skills. As students get older, expectations for them to become more consistent in following school routines and rules come into play. Classroom teachers will deal with most concerns that arise. However, teacher teams (Grades K-2 and 3-5) will also be involved when warranted.

The staff, students and parents of Geary Elementary Community School are mindful of the need to create and maintain a safe, orderly climate for learning, and the importance of a positive, supportive, and comfortable school climate for all have agreed to the following principles:

- 1.The primary purpose of discipline is to "teach" children positive thinking and self-control of behavior to the maximum of their ability to do so.
- 2.The safety of students and staff is of primary importance.
- 3.All staff and students are able, valuable, and responsible and should be treated accordingly.
- 4.Each teacher has the right and responsibility to teach in an orderly climate, free from disruption (Policy 703).
- 5.It is a basic principle that misbehavior has consequences.
- 6.Discipline procedures and practices must be fair and consistent.
- 7.Students have the right to attend school without fear of threat and to learn in a democratic, supportive environment free from distraction and disruption (Policy 703).
- 8.The school and the home must work together in the development of the child's learning.
- 9.Serious misconduct and behaviours will not be tolerated in schools.

Attention Room Procedures:

The students, parents and staff of Geary Elementary Community School have expectations of student behavior designed to foster a healthy school environment, positive attitudes and self-discipline.

School District policy authorizes principals and teachers to detain students for disciplinary reasons before school, during recess or noontime or after school. Geary Elementary Community School will operate an in-school “Attention Room” (as needed).

A staff member will supervise the Attention Room. Any staff member may assign a student to the Attention room that has made inappropriate choices by informing the student and his parents, the classroom teacher and the principal.

When a student checks into the Attention Room, the supervisor will:

1. Assign a seat;
2. Remind the student of the Attention Room rules;
3. Have the student fill out a “Thinking Sheet”;
4. Discuss the inappropriate behavior – (safety – hands off others and acting safely; interactions – treating others with respect and kindness; achievement – doing my best work; surroundings – taking care of our school and belongings); and
5. Reflection about making better choices.

We need the support of all parents and guardians to protect the teaching and learning time for everyone so that we will have academically strong students.

Our school’s positive learning motto and vision statement is, “**At Geary Community School We C.A.R.E.**”. The letters in the word CARE stand for beliefs that our students, families and staff hold in regard to our learning environment.

C - cooperation

A - appropriate actions

R - respect for self and others

E - excellence in learning

Learning, working and interacting, we strive to demonstrate the qualities reflected in our school motto, to work to our fullest potential, respect the rights of others and contribute positively to our school.

At times, behaviors may be exhibited that are unacceptable. We need parental support in keeping Geary Elementary Community School a “great place to be” for everyone. We want every school day to be happy and productive for all students and staff.

These offenses will be given a verbal reprimand, a time out, or time in the Attention Room depending on the student’s persistence of the misbehavior and the severity of the misbehavior. Students who receive a written detention notice must return the notice, signed by their parent or guardian on the next school day.

Failure to do so will result in another time out in the Attention Room. Other interventions will be put in place to support children's positive decision making.

Students who cause bodily harm to other students, utter threats, interfere with the learning of others or refuse to complete school work may be issued an in-school suspension.

Notification of a suspension will be given to the classroom teacher, school office, the student's parent/s and Oromocto Education Center (ASD-W).

Bussing – Procedures for parents and guardians

Anglophone West School District is committed to providing safe and reliable transportation services for all eligible students to and from school. The following changes to policy reflect this commitment:

1. There are two afternoon school bus stop options for students in grades K-5 – one primary and one alternate address of the parent's/guardian's choice. The home address may be used as one of these two bus stop options; however, if the home address is not listed as one of these two options, students will not be taken to the home address.
2. On the student data collection form provided in September, parents/guardians indicate which days students will be dropped off at each location. Students go to the same stop location consistently each day of the week, e.g. student goes to one location Monday, Tuesday, Wednesday and to the other location Thursday-Friday each week. Rotational schedules will not be accommodated.
3. School bus stops for primary and alternate addresses other than the home address, if approved, must be on an existing school bus route and there must be space for the student on the bus.
4. When moving residence or making a permanent change for after school childcare, notification of changes to either the primary or alternate bus stop location must be communicated to the school in writing at least 24-hours in advance of the change. Telephone calls and verbal requests will not be accepted.
5. Parents/guardians are to ensure that their child is familiar with their bus stop and has been instructed to stay on the bus until they reach their approved stop.
6. For grades K-2 students, "best practice" is for the parent/guardian/caregiver to be visible at the afternoon bus drop-off location. Students may be returned to the school at the discretion of the bus driver if there is no one to meet the student when typically there would be.
7. Parents/guardians are responsible to have someone meet their child at the scheduled stop or arrange to have their child picked-up at school, if the scheduled afternoon bus stop location is not convenient on a particular day.
8. For those parents/guardians whose home and alternate bus stops are on the same route, they may present themselves at either bus stop to receive their child.
9. A verbal request by a student for a change in drop-off location while being transported will not be accommodated. Once en route, if a student cannot be dropped off at the scheduled stop, the student will be returned to the school and the parent/guardian/ caregiver will be notified to arrange for pick-up.
10. School administrators have flexibility to deal with emergency situations.

School Bus Guidelines for students:

The school bus is part of your school system and requires the same behavior expected in any classroom. Courtesy is to be given to the driver and fellow passengers.

Provincial School Bus Safety Guidelines:

Obey the driver promptly.

1. Avoid any unnecessary conversation with the driver while the bus is in motion.
2. Respect the driver and fellow passengers.
3. Arrive on time and stand away from the roadway while waiting for the bus.
4. Wait until the bus comes to a complete stop before moving to get on.
5. When crossing the road, wait for the driver's signal and always cross at least 3 metres in front of the bus. Never cross behind the bus.
6. Always keep a safe distance around the school bus.
7. Go directly to your seat; allow others to sit with you. Remain seated.
8. Sit facing forward, with your belongings on your lap or under the seat. Keep the aisle clear.
9. Obtain approval of the driver to open windows or emergency door. Nothing must hang out to be thrown out of the windows of the bus.
10. Talk quietly. Silence is required when approaching a railway crossing.
11. Eating and drinking are not allowed on the bus. Use of tobacco is forbidden.
12. Neither pets nor large objects are allowed on the bus.
13. Anyone who intentionally damages the bus will be held responsible.
14. Dress according to weather conditions. For safety reason, avoid drawstrings or loose objects on clothing and backpacks.

The priority of all staff in Anglophone School District West (ASD-W) is the safety of all students both on school property and on the school bus. Disruptive behavior represents a threat to the safety of others and will not be permitted. Consequences for disruptive behavior will be prompt and certain. Bus drivers, teachers and district officials expect co-operation from the students and parents to ensure that our concern for safety will guide student behavior every day and on every bus.

“Pupil transportation is a privilege - follow the rules. Violation may result in disciplinary action and possible loss of transportation.” (New Brunswick Department of Education)

Transportation concerns such as routes and discipline should be directed to ASD-W, Oromocto Education Center Transportation Office (357-4256). Bus drivers can and will report incidents as deemed necessary to Principals (Bus Misconduct Forms) and ASD-W.

An information pamphlet on School Bus Safety is available for you and your child's viewing online at: <http://inter.gov.nb.ca/education/docs/bus/frame.htm>.

Let's Keep Geary Elementary Community School Safe

What is bullying?

Bullying is different from the usual problems kids have. It is purposeful and repeated behaviors that happen often. There is intent to harm and it occurs when one person is trying to have power over another. Bullying comes in several forms:

1. Physical (hurts the body) - Any form of violence such as hitting, pushing or spitting on others. Stealing, hiding, damaging or destroying another person's belongings.
2. Verbal (words that hurt feelings) - Put-downs about a person's abilities, teasing, threatening, name-calling. - Writing mean notes or graffiti about others. - Making negative comments about another's culture, religious or social background. - Making fun of how someone looks.
3. Social (friendships) - Intentionally leaving others out of a group to hurt their feelings, embarrassing, telling others not to let a person join in, spreading rumors.

The Rights of Students and Staff:

“Adults and pupils in the public school system have the right to work and to learn in a safe, orderly, productive, respectful and harassment-free environment.” (Policy 703, Department of Education)

Bullying affects everyone: students, parents and staff. It makes us feel frightened, unsafe, embarrassed, angry, ill or unfairly treated. Our work, sleep and ability to concentrate may suffer. The bully, victim and bystander may feel confused and not know what to do about the problem.

We Seek To Reduce Bullying At Geary Elementary Community School By:

Prevention:

1. Students are taught and reminded regularly about what bullying is/is not and strategies which empower students.
2. Staff model positive behaviors and conflict resolution.
3. Our behavior policy sets clear limits for behaviors, consequences and expresses our desire to help children to develop good choice making skills.
4. Emphasize and recognize positive character qualities development.
5. We teach the difference between tattling and telling for responsible behavior. “Telling” is to get someone “out” of trouble. “Tattling” is to get someone “in” trouble.
6. Active adult supervision at recess and noon times.
7. Bystanders are equipped to act to make a positive difference.

Proactive:

1. Staff and parents monitor and report incidents children report.
2. Staff will act on incidents brought to their attention.
3. Staff will document incidents and look for patterns of bullying behaviors.

Partnerships:

1. Parents work with the school to report incidents or concerns. Students who exhibit bullying behavior will have intervention.
2. Bus Drivers and our ASD-W Transportation Services work hard to make our buses safe.

Pupils have the right to be taught and to learn without being disrupted by others and have the responsibility not to disrupt the learning of others. (Policy 703 5.0 Line 2)

Students Can Reduce Bullying By:

1. Refusing to be involved in any bullying.
2. Not fighting and/or ignoring and walking away.
3. Use their words to stand up. Playing in safe areas.
4. Speaking up for your friends and including others.
5. Asking an adult for help.
6. Reporting bullying to adults.

Teachers Can Reduce Bullying By:

- Being open to talk to a student who seeks help on any bullying problem.
- Being open to talk to parents who seek help on any bullying problem.
- Being vigilant in observing, listening, inquiring and sensing concerns students may be having.
- Providing assistance to the victim, the bully and the bystander through a variety of programs and services in order to change behavior.

Parents Can Reduce Bullying By:

1. Watching out for signs of distress in their children (unwillingness to attend school, missing property, damaged clothes or bruising).
2. Encouraging their children to tell staff members about bullying. Empower children to report the problem themselves.
3. Informing your child's teacher if bullying is suspected.
4. Keeping a written record (Who? What? When? Where?) of the bullying incident.
5. Not encouraging your child to fight back.
6. Attending meeting/s at the school to discuss bullying incident/s.

With staff, students and parents working together, we ensure a caring and peaceful environment at GECS!

What If Your Child Is Bullying?

We hold children responsible for their behavior. Remember that we do want to help all of our students, even those who are doing the bullying. We can work together to help students make better choices and improve their relationships with others. Part of this intervention may also include consequences and Guidance support.

“Pupil misconduct at school requires parental involvement... Effectiveness of intervention is significantly influenced by parental collaboration. Parents must be made aware of problems involving their child and

be involved at the earliest stage possible in the development of an appropriate plan of action. Parents are responsible for supporting the agreed upon plan". (Policy 703 6.2)

Geary Elementary Community School Website: <http://geary.nbed.nb.ca>

Policy 703- Positive Learning and Working Environment website:
<http://www.gnb.ca/0000/pol/e/703A.pdf>

Meet the Staff at Geary Elementary Community School

| | |
|------------------------------|----------------------------|
| Principal | Bonnie Worrall |
| Administration Assistant | Debbie West |
| Kindergarten | Tinika Lowe |
| Kindergarten | Michelle Hepditch |
| Grade 1 | Ted Beach |
| Grade 1 | TBD |
| Grade 2 | Ashley Smith/Stacey Killam |
| Grade 2 | Charles MacTavish |
| Grade 3 | Susan Robichaud |
| Grade 4 | Tonya Crowhurst |
| Grade 5 IF | Wendy Peters |
| Phys. Ed | Mike Lanteigne |
| Resource Teacher | Mary MacLeod |
| Guidance | Karyn Hamilton |
| Teacher Assistants | Sandy Chappelle |
| | Carolyn Gallant |
| | Jennifer Gardner |
| | Marlyn Penney |
| Headstart | Bonnie Lively |
| | Suzanne MacDonald |
| Community School Coordinator | Roberta Akcakiryan |



ANGLOPHONE WEST SCHOOL DISTRICT

SCHOOL CALENDAR 2014-2015

| <u>Month</u> | <u>Dates</u> | <u>Events</u> | <u>Number of Days for Students</u> | <u>Number of Days for Teachers</u> |
|--|--------------------------------|---|------------------------------------|------------------------------------|
| August 2014 | 20, 21 25 26 27 28 | Principals / Vice-Principals / District Opening Meeting Full Administration Day – School Based Council Day – District Based Council Day – School Based Full Administration Day – School Based | 0 | 4 |
| September 2014 | 1 2 | Labour Day First Day for Students | 21 | 21 |
| October 2014 | 9 10 13 14-17 | Professional Learning Day #1 (EECD) Professional Learning Day #2 (District) Thanksgiving Day Registration for Kindergarten 2015-2016 | 20 | 22 |
| November 2014 | 3-7 10 11 | Report Card Week K-12 Parent/Teacher Interviews / Half Day PL K-12 Remembrance Day | 18 | 19 |
| December 2014 | 19 | Last Day Prior to Holidays | 15 | 15 |
| January 2015 | 5 6 28 | Professional Learning Day #3 – SIP (EECD) First Day for Students – Anglophone Sector High School Semester II Begins | 19 | 20 |
| February 2015 | 2-6 13 | Report Card Week K-12 Professional Learning Day #4 (District) | 19 | 20 |
| March 2015 | 2-6 | March Break | 17 | 17 |
| April 2015 | 3 6 7-10 10 30 | Good Friday Easter Monday Report Card Week K-12 Parent/Teacher Interviews / Half Day PL K-12 Professional Learning Day #5 - EECD | 18 | 20 |
| May 2015 | 1 11 (*15) 18 | Council Day – Provincially Based NBTA/AEFNB Branch Meeting Day (<i>except St Mary's Academy</i>) NBTA Branch Meeting Day (*St Mary's Academy ONLY) Victoria Day | 18 | 20 |
| June 2015 | 19 23 | Last Day for Students – Final Report Card Day Last Day for Teachers | 15 | 17 |
| Total Number of Days for Students | | | 180 | |
| Total Number of Days for Teachers | | | | 195 |

September 2014

Dear Parent/Guardian:


Anglophone West School District has developed a protocol outlining our commitment to creating and maintaining an environment in schools where students, staff, and others feel safe. In order to enhance safety and security, the District has been involved in intensive threat assessment training of school administrators, guidance counsellors, resource teachers and district staff.

The protocol requires trained school staff to complete a "Violence Threat Risk Assessment" in all cases where students make significant threats to harm themselves or others. The purpose of the threat assessment process is to use the best knowledge, skill, and experience available to assess high-risk, threatening behaviours so that appropriate interventions can be identified to protect individuals from harm and to ensure a climate of safety in schools and the community. Please be assured that the school team will be taking measures to deal with all known threats/high-risk behaviours in a positive and proactive manner. If the school team invites you to a meeting to discuss safety concerns about your own child, please be assured that our protocol is being followed and that the goal is safety.

Anglophone West School District will respond to all serious threats. To help keep our school communities safe, parents, students, and community members who have knowledge of a threat or high-risk behaviour are to report this information to the principal. It would be helpful if you would discuss this protocol with your child(ren). Our goal is to respond to all threats in a professional manner that provides for a safe, healthy and caring learning environment.

We appreciate your support in helping ensure our schools are safe environments for all children.

Sincerely,

A handwritten signature in cursive script that reads "David McTimoney".

David McTimoney
Superintendent