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# INTRODUCTION



## **Welcome to/Bienvenue à École John English Junior Middle School!**

The purpose of this information booklet is to introduce you to various aspects of our school. Please take time to familiarize yourself with the following pages and also to read them with your child(ren). We have tried to make the material informative and helpful.

On-going and frequent communication is essential to the success of any school. In addition to the reports, concerts and parent nights, we welcome your visits to the school as well as your participation in our programs. Should you have any questions about our school, please contact us and we will provide you with any information that you require.

The staff at École John English is committed to providing an excellent educational experience for all students. I look forward to working with you and your children and to sharing this exciting year with you!

E. Dick

## **ÉCOLE JOHN ENGLISH JUNIOR MIDDLE SCHOOL**

**95 Mimico Avenue, Etobicoke, Ont. M8V 1R4**



**Telephone: 416-394-7660**

**Safe Arrival: 416-394-4710**

**PRINCIPAL – E. DICK  
VICE-PRINCIPAL – S. WOOLFORD  
VICE-PRINCIPAL – K. McINNES**

## **ÉCOLE JOHN ENGLISH SCHOOL COUNCIL**

### **WHAT IS A ‘SCHOOL COUNCIL’?**

École John English School Council is a provincially mandated advisory group who work together to provide ideas and opinions to assist the principal, the school board and the Ministry of Education in making École John English Junior Middle School a progressive centre for learning. We seek to establish and maintain excellent and ongoing communication between the students, staff, parents, and community members. We encourage parents and community members to participate in their children’s education in partnership with the school staff.

Parent representatives come forward from the school community with executive positions elected every new school year. Our school staff elects teaching staff and non-teaching staff representatives. The elected members of School Council appoint up to two community representatives annually. The principal is a mandated member of the School Council.

We meet monthly to receive updates from the principal on school activities and upcoming initiatives as well as reports on school board and Ministry of Education changes, which may impact John English. The principal consults with the school council on decisions to be made impacting students, parents and/or the community. Minutes are posted on the parent information board in the foyer and on our school website, [www.johnenglish.ca](http://www.johnenglish.ca).

Parents are welcome to attend all meetings and help make decisions about how they can continue to support our students and program. Everyone is welcome!

### **OUR PLEDGE**

We pledge to work in partnership with the parents of John English, our community and the school to meet our collective education and school goals and challenges in a positive and constructive manner.

### **OUR GOALS**

- To promote and maintain a positive school environment for all students and staff at École John English Junior Middle School.
- To identify current issues and concerns within our school and discuss appropriate action for change and/or improvement.
- To develop strategies and solutions regarding the above which will involve a collaborative effort by teaching staff, parents, students and administration.
- To promote and encourage communication between home and school, thus empowering parents with a shared responsibility for their child(ren)’s educational experiences.
- To keep up to date on current trends in education and to share this knowledge with the school community on a regular basis.
- To provide staff, parents, and students with an accountable system to which they can voice their concerns, comments, and suggestions for future consideration.

## **ÉCOLE JOHN ENGLISH SCHOOL COUNCIL MEETING DATES 2009-2010**

Wednesday, September 16, 2009; Thursday, October 15, 2009; Wednesday, November 18, 2009;  
Thursday, January 21, 2010; Wednesday, February 17, 2010; Thursday, March 25, 2010;  
Thursday, April 22, 2010; Wednesday, May 20, 2010

## **FIPA**

FIPA (French Immersion Parents Association) is a council of parents with representation from each of the dual track French Immersion schools in the former Etobicoke. FIPA meets on the first Tuesday of every month. All parents are welcome. FIPA monitors and provides input to the Toronto District School Board (TDSB) on French-Second-Language program and policy issues. FIPA provides French language resources to the school by sponsoring French entertainers, science workshops, etc.

## **TDPF**

TDPF (Toronto District Parents for French) is the federation of all the French as a Second Language parent organizations from the former municipalities. FIPA provides representation to the metro wide group. This group meets monthly and provides input to the TDSB on French as a Second Language program and policy issues. TDPF also provides a venue for information exchange for parents with the children in French-Second-Language programs across the TDSB.

## **FRENCH IMMERSION**

École John English Junior Middle School is a triple track school offering an Early French Immersion, a Mid Immersion Program and an Extended French Program. The Early French Immersion Program begins in Senior Kindergarten and continues to Grade 12. The provincial curriculum is followed even though the language of instruction is French. The Mid-Immersion Program begins in Grade 4 and continues to Grade 12. The Extended French program begins in Grade 4 and continues to Grade 12.

John English is the designated French Immersion middle school for southern Etobicoke. Children in the French Immersion program from Sir Adam Beck join the French Immersion students of John English for Grades 6, 7 and 8. Richview Collegiate is the designated secondary school for the early French Immersion in Etobicoke. Martingrove Collegiate is the designated secondary school for the Extended French program.

Having the French Immersion program at John English enriches the learning environment for all the children.

## **National Centre for Student Aspirations Aspirations Advocate Program Summary**

The Aspirations Advocate program is based on the premise that the development of student aspirations makes a real and tangible difference in the lives of children. Years of school-based research and program development have enabled the National Center for Student Aspirations at the University of Maine to identify eight conditions that make a positive difference for students. These conditions include:

- belonging
- heroes
- sense of accomplishment
- fun and excitement
- curiosity and creativity
- spirit of adventure
- leadership and responsibility
- confidence to take action

Aspirations Advocates have the opportunity to help establish these conditions for their students.

Aspirations Advocates are friends to their students. They take the time to listen and to understand what a student has to say. Aspirations Advocates may have lunch with their students or send them a postcard encouraging hard work and success at school. Students look up to their advocates and eagerly anticipate days their advocates are in to see them. All contact with students takes place at school. The program requires Aspirations Advocates to spend at least an hour a week in the school. This hour can be flexible and change on a weekly basis. Some Aspirations Advocates come in several times a week for short blocks of time, while others prefer to spend the full hour once a week. Aspirations Advocates must be able to make a commitment for the entire school year.

On a monthly basis, all Aspirations Advocates meet for approximately 2 hours as a group. At this time, they discuss concerns, answer questions, and share any suggestions. Also discussed are the conditions that affect aspirations and spend time with the students in an organized activity. It is extremely important for all Aspirations Advocates to attend these sessions. Aspirations Advocates also establish regular meeting times with their student's teacher. Most of all, Aspirations Advocates have fun developing new friendships and watching students succeed.

The Student Aspirations program has existed at John English for several years. The program continues to grow from one year to the next.

Thank you to **Jan Vanderwal**, the Aspirations Program Co-ordinator, for her commitment and dedication to the program.

**If you have any further questions or would like to get involved, please contact  
VP- S. Woolford at (416) 394-7660.**

## **ATTENDANCE**

Regular attendance at school is important. Experience has proven this to be so. New learnings are built upon understandings acquired earlier. Frequent, short-term absences seem to be very disruptive to the learning process. Children who are absent often do not build strong foundations for later learning.

On the other hand, children who come to school ill are not going to benefit from instruction. Besides not feeling up to learning, they may spread their illness to others. John English teachers are prepared to assist students who have missed lessons due to illness, but they need the co-operation of the students and the support of the parents in order for work missed to be completed.

### **Safe Arrival Program**

If a child is going to be absent, parents are asked to telephone the school at **416-394-4710** before 9:00 a.m. if that absence is to be for the morning or a full day. For afternoon absences, please call before 12:30 p.m. If necessary, please leave a message on our "Voice-mail" system which is available 24 hours a day. If a child is to be absent for more than one day, please indicate this at the time to avoid daily calls.

To assist in handling your call, provide your name, your child's name, the name of his/her teacher and the reason for absence. We will be in touch with the parent if the child does not arrive at school and we have not received any explanation.

Parents have the responsibility of ensuring that information provided to the school is up-to-date. This includes home and work telephone numbers, and telephone numbers of emergency contacts. If the school cannot account for a child's absence, the police may be contacted.

### **Leaving School Early**

Early dismissal for temporary absences may be arranged by a note to the child's teacher. At the designated time, the child must come to the office with the note and present it to the school secretary. Please come to the school office to pick up your child and sign your child out.

## **JOHN ENGLISH LATE POLICY**

Students are to arrive at school before or at the entry bell. Students who arrive in the classroom after the playing of 'Jeopardy' are considered late and must report to the attendance office. In addition to the above, the office will become involved with students who consistently accumulate lates in order to develop plans to help those students improve their punctuality.

## **MISSION STATEMENT**

École John English Junior Middle School is a dynamic, innovative and progressive centre for public education in the Lakeshore, where each of our English and French Immersion students experiences personal success in developing academic, technological and life skills. In our safe, supportive and specialized learning environment, we integrate the talents and efforts of students, staff, parents and our many community partners to enable each student to become a competent, contributing member of our neighbourhood and society.

## GOALS

### Our students will:

- meet or exceed the Ministry standards and expectations;
- be able to use technology effectively in their daily lives;
- demonstrate respect for themselves and others;
- demonstrate respect for the environment;
- actively participate in their own goal-setting;
- be actively involved in the arts and physical education.

## TACTICS

### We will:

- integrate technology;
- ensure implementation of the Ontario curricula documents and provide on-going assessment and evaluation;
- provide opportunities for students to enhance their school and neighbourhood environments and promote and model the 3R program - reduce, re-use, recycle;
- ensure a safe, welcoming and supportive environment and deliver a curriculum and activities which promote acceptance and respect;
- maintain the place of the arts and physical education in school life;
- help students establish a pattern of regular self-assessment and goal setting.

## **POLICY OF THE TDSB: Equity Foundation**

The Toronto District School Board values the contribution of all members of our diverse community of students, staff, parents and community groups to our mission and goals. We believe that equity of opportunity, and equity of access to our programs, services and resources are critical to the achievement of successful outcomes for all those whom we serve, and for those who serve our school system.

The Board is therefore committed to ensuring that fairness, equity, and inclusion are essential principles of our school system and are integrated into all our policies, programs, operations, and practices.

## **POLICY OF THE TDSB: Human Rights**

The Toronto District School Board is committed to maintaining a learning and working environment which actively promotes and supports human rights. The Board recognizes the value of: each and every student; a strong public education system; a partnership of students, schools, family and community; the uniqueness and diversity of our students and our community; the commitment and skills of our staff; equity, innovation, accountability and accessibility; learning environments that are safe, nurturing, positive and respectful.

The Toronto District School Board is committed to meeting its obligation under the Canadian Charter of Rights and Freedoms and the Ontario Human Rights Code by providing safe schools and workplaces that respect the rights of every individual. Every student, employee, trustee, parent and community member has the right to learn and work in an environment free of discrimination and harassment. Discrimination and harassment based on legislated prohibited grounds will not be tolerated. Such behaviour must be addressed not only for its cost in individual, human terms but also for its cost to our social, economic and civic future.

The Toronto District School Board is committed to ensuring that education on human rights issues is provided for all staff and students. At John English, we will continue to provide in-school programs which support Human Rights Education.

**Harassment:** A form of discrimination defined as engaging in a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome.

## **POLICY OF THE TDSB: Safe Schools**

The mission of the Toronto District School Board is to provide "learning environments that are safe, nurturing, positive and respectful."

Such learning environments are peaceful and welcoming for all. They must be free of negative factors such as abuse, bullying, discrimination, intimidation, hateful words and deeds and physical violence in any form. They must also clearly demonstrate respect for human rights and social justice and promote the values needed to develop responsible members of a democratic society.

### **The Toronto District School Board:**

- is committed to providing a safe learning and working environment for all students, staff and visitors to our schools;
- will include in its Safe Schools Policy clear expectations for all students, parents and staff, which will be communicated on a regular and ongoing basis;
- will ensure that each school establishes a safe schools committee and develops a code of behaviour and a safe school plan;
- will continue to incorporate violence prevention and peaceful problem solving into the curriculum beginning in kindergarten;
- expects its students, parents/guardians, employees, and community members to actively participate as partners in maintaining a safe learning and work environment in its schools, offices, work sites and at all Board sponsored activities;
- will not tolerate on Board property, on school contracted transportation, or at Board sponsored events:
  - violence of any kind;
  - the possession or presence of weapons;
  - harmful, threatening or actual acts of violence or other unlawful acts;
  - verbal abuse in any form;
  - the presence of any intruder or any activity which places the safety of students, staff or visitors at risk; and
  - the possession of, use of, or trafficking in alcohol, illegal drugs or unauthorized prescription drugs;
- will ensure that school officials and staff respond appropriately, without delay and in a consistent fashion when violent incidents threaten the safety and security of our schools and the well-being of our students, staff and larger community;
- will ensure that there are serious consequences to any student who commits a violent act, up to and including expulsions as outlined in the Education Act;
- acknowledges its responsibility to educate all students, including those who commit violent acts, and to provide these students with opportunities to attend programs and access services appropriate to their academic and social/emotional needs;
- will offer support for victims of school-related violence, their families and school communities.

## ÉCOLE JOHN ENGLISH JUNIOR MIDDLE SCHOOL CODE OF CONDUCT

### Statement of Principle

It is the mission of the TDSB to provide *"learning environments that are safe, nurturing, positive and respectful."* TDSB schools are violence-free environments that promote a sense of belonging for all students. The TDSB and École John English Junior Middle School do not tolerate violence of any kind at school or during school-related activities.

The École John English Junior Middle School Code of Conduct is implemented in accordance with the Toronto District School ("TDSB") Code of Conduct, the TDSB Safe Schools Policy and provincial legislation and policy. This Code of Conduct also reflects the values and expectations of École John English Junior Middle School.

### Roles and Responsibilities

For the purpose of the École John English Junior Middle School Code of Conduct, the members of the school community include students, teachers and staff, principals and vice principals, parents and visitors. All members of the École John English Junior Middle School community are required to comply with the standards of behaviour outlined in our Code of Conduct. We communicate the standards of behaviour through the Code of Conduct, including legislated mandatory consequences. The School and the Principal will ensure that the Code of Conduct is enforced in a fair and even-handed manner.

Students have an obligation to know the expectations and consequences set out in the Code of Conduct. All students are provided with a copy of the **Code of Conduct** and we strive to educate our students with respect to the expectations and consequences. Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:

- comes to school prepared, on time and ready to learn;
- shows respect for themselves, for others and for those in authority;
- refrains from bringing anything to school that may compromise the safety of others; and
- follows the established rules, policies and local codes of conduct and takes responsibility for his or her own action.

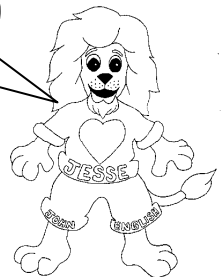
Students are also expected to:

- exercise self-discipline;
- accept such discipline as would be exercised by a kind, firm and judicious parent;
- be courteous to fellow pupils and obedient and courteous of teachers;
- show respect for school property; and
- understand and comply with our school's code of conduct.

Parents and guardians play an important role in the education of their children and have a responsibility to support our efforts in maintaining a safe and respectful learning environment for all students. Parents and guardians fulfil this responsibility when they:

- show an active interest in their child's school work and progress;
- communicate regularly with the school;
- help their child be neat, appropriately dressed and prepared for school;
- ensure that their child attends school regularly and on time;
- promptly report to the school their child's absence or late arrival;
- become familiar with both the Provincial Code of Conduct and our school Code of Conduct;
- encourage and assist their child in following the rules of behaviour; and
- assist school staff in dealing with disciplinary issues.

Be on time.  
Be prepared.  
Do your best!



### Standards of Behaviour

#### Respect, Civility and Responsible Citizenship

The TDSB and École John English Junior Middle School do not tolerate any anti-social or violent behaviour which impacts on learning environments. Our Code of Conduct is consistent with the standards established in the TDSB Safe Schools Policy, the TDSB Code of Conduct and the Provincial Code of Conduct. Our standards of behaviour promote respect, civility and responsible citizenship.

**All school members must:**

- respect and comply with all applicable federal, provincial and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas and opinions;
- treat one another with dignity and respect at all times, and especially when there is a disagreement;
- respect and treat others fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- respect persons who are in a position of authority; and
- respect the need of others to work in an environment of learning and teaching.

Respect yourself  
and each other!

**Weapons**

All school members must:

- not be in possession of any weapon, including but not limited to firearms;
- not use any object to threaten or intimidate another person; and/or
- not cause injury to any person with an object.

**Alcohol and Drugs**

All school members must:

- not be in possession of, or under the influence of, or provide others with, alcohol or illegal drugs.

**Physical Aggression**

All school members must:

- not inflict or encourage others to inflict bodily harm on another person; and/or seek staff assistance, if necessary, to resolve conflict peacefully.

**Consequences for Serious Infractions****Suspensions**

Students may be suspended from École John English Junior Middle School and from engaging in all school-related activities if the student commits any of the following infractions while he or she is at school or is engaged in a school-related activity:

- uttering a threat to inflict serious bodily harm on another person;
- possessing alcohol or illegal drugs;
- being under the influence of alcohol;
- swearing at a teacher or at another person in a position of authority;
- committing an act of vandalism that causes extensive damage to school property or to property located at École John English Junior Middle School;
- committing physical assault;
- threats of serious physical injury;
- extortion;
- sexual or racial harassment;
- distributes hate material;
- engages in any hate motivated violence;
- inappropriate use of electronic communication/media;
- possession or misuse of any harmful substances;
- fighting; and/or
- bullying, intimidating and threatening.

Just say no to  
bullies!



## Expulsions

Students may be recommended for expulsion from John English Junior Middle School if the student commits any of the following infractions while he or she is at school or is engaged in a school-related activity:

- possessing a weapon, including possessing a firearm;
- using a weapon to cause or to threaten bodily harm to another person;
- committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- committing sexual assault;
- trafficking in weapons or in illegal drugs;
- committing robbery;
- giving alcohol to a minor; and/or
- possessing an explosive substance.

In determining whether a mandatory consequence shall apply, the Principal will consider mitigating factors established under the *Education Act* and outlined in the TDSB Code of Conduct.

## Consequences for Less Serious Infractions

### Suspensions

Students may be suspended from École John English Junior Middle School and from engaging in all school-related activities if the student commits any of the following infractions while he or she is at school or is engaged in a school-related activity:

- persistent truancy;
- persistent opposition to authority;
- habitual neglect of duty;
- willful destruction of School property; vandalism causing damage to School or TDSB property or property located on School or TDSB premises;
- use of profane or improper language;
- conduct injurious to the moral tone of the school or to the physical or mental well-being of others;
- use of tobacco;
- theft;
- aiding or inciting harmful behaviour;

### Expulsions

Students may be recommended for expulsion from John English Junior Middle School if the student commits any of the following infractions while he or she is at school or is engaged in a school-related activity:

- uttering a threat to inflict serious bodily harm on another person;
- committing an act of vandalism that causes extensive damage to school property or to property located at École John English Junior Middle School;
- physical assault;
- threats of serious physical injury;
- engaging in extortion;
- distribution of hate material;
- hate motivated violence;
- inappropriate use of electronic communication/media;
- possession or misuse any harmful substance;
- willful destruction of school property; vandalism causing damage to our school or TDSB property or property located at our school or TDSB premises;
- conduct injurious to the moral tone of our school or to the physical or mental well-being of others; and
- aiding and inciting harmful behaviour.

Be safe!



### Application

This Code of Conduct applies:

- on school premises;
- on field trips and other out-of-school activities that are part of the school program; while traveling on a school bus that is owned by the board or that is under contract to the board; and
- off school premises where the conduct has an impact on the safety, security or physical and mental well-being of any member of our school community.

### ‘Progressive Discipline’ at École John English JMS

The staff of École John English JMS will use the model of ‘progressive discipline’ to assist them in teaching students to make appropriate choices at school. Beginning with the classroom teacher, we will use a range of strategies and approaches, as indicated in the list below, to reinforce positive conduct and provide appropriate consequences for negative conduct. The sequence of disciplinary consequences begins with minimal actions and ends with the maximum action to be administered. Disciplinary consequences are based on circumstances unique to each individual incident and will be dependent on such factors as: the severity of the incident; the student's attitude which includes the student's sense of ownership of the behavior (accepts responsibility or shifts blame); willingness to change; and the student's discipline record. The decision to suspend and/or expel a student will be guided by the TDSB Grid of Consequences and will involve a consideration of any mitigating factors as identified by the TDSB.

To assist us in helping students make positive choices, our mascot **JESSE** symbolizes 6 key values and stands for our motto:

Good behaviour  
starts with you!



**J**ohn  
**E**nglish  
**S**chool  
**S**upports  
**E**veryone

**J**ohn  
**E**nglish  
**S**outient  
**S**es  
**E**lèves



Bien se comporter,  
ça commence avec  
toi!

As a community of learners we expect appropriate behaviours throughout the school based upon the **3 Cs** and the **3 Rs**: Communication, C o-operation/Co-opération, C ourtesy/Courtoisie, R espect, R esponsibility/Responsabilité, R esolution/Résolution

### General Expectations for Student Conduct at École John English JMS

- To ensure everyone's safety, it is against board policy to have any type of weapon or toy replica of a weapon in possession on board property. All forms of knives, toy guns, sling shots, caps, firecrackers, etc., are considered weapons.
- No student is to copy the work of someone else and present it as their own (plagiarism); this includes electronic theft and misrepresentation of original work.
- Students are not to engage in rough play or games such as tackle football. Baseball bats, hardballs, lacrosse sticks, hockey sticks and other athletic equipment are not to be brought to school, unless under direct teacher supervision. Throwing snowballs is not permitted on school property. Friendly games that promote fun and exercise, like basketball, soccer, skipping, hopscotch or tag, are encouraged.
- Just as you would at home, students are expected to take reasonable care of school property, including books, lockers, furniture and washrooms.
- Personal items of value should be left at home. The school is not responsible for replacing lost or stolen items.
- All personal communication devices will be powered off and stored out of view during an instructional class and other areas in the school, unless otherwise authorized by the principal; students shall store such items in their lockers; laser pens are not permitted.
- As a safety measure, every student must be able to hear and respond to public announcements and teacher instructions. Therefore, any electronic devices or toys that interfere with hearing must be removed upon entering the school and kept in lockers until dismissal.
- To promote a safe learning environment, students are expected to walk their bicycles to the racks and carry their skateboards, rollerblades and scooters while on school property during school hours. Shoes with built-in wheels are not to be used for that purpose while at school.
- Gum chewing is not permitted at school.

When expectations are not being met a range of interventions, progressing from minor interventions to major, may result:

- counseling and/or interventions by the teacher, guidance counselor, vice-principal or principal;
- review of Code of Conduct with student and/or parents;
- class or office detention;
- writing of a behavioural contract or a plan of action for future behaviour;
- temporary removal from class (supervised);
- a letter or call home;
- informal or formal conferences with parental involvement as necessary;
- replacement, repair or payment for lost or damaged property;
- peer mediation/Restorative Justice;
- involvement of Student Support Services personnel or outside agencies;
- voluntary withdrawal (child sent home with approval of parent);
- formal suspension in keeping with the board and Ministry policies;
- transfer;
- expulsion

**Need to talk to someone?**  
**Kids Help Phonenumber**  
**1-800-668-6868** or go to:  
[www.kidshelpphone.ca](http://www.kidshelpphone.ca)  
Free, confidential and  
anonymous!



## CONSEQUENCES OF INAPPROPRIATE STUDENT BEHAVIOUR

**(Update next 3 pages with Safe Schools Information from website)**

MANDATORY SUSPENSIONS <i>(Education Act, Part XIII, section 306)</i>	Principal Shall Issue Suspension	Notify Police		Discretionary Expulsion
		May	Shall	
1. Uttering a threat to inflict serious bodily harm on another person	10 Days <i>(Minimum)</i>		X	X
2. Possessing alcohol or illegal drugs	5 Days <i>(Minimum)</i>	X		
3. Being under the influence of alcohol	1 Day <i>(Minimum)</i>	X		
4. Swearing at a teacher or at another person in a position of authority	1 Day <i>(Minimum)</i>	NA	NA	NA
5. Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school	5 Days <i>(Minimum)</i>		X	X

MANDATORY EXPULSIONS <i>(Education Act, Part XIII, section 309)</i> Principal shall conduct an inquiry and impose a limited expulsion or refer to Board for Hearing	Principal Shall Issue Suspension	Notify Police	
		May	Shall
1. Possessing a weapon, including a firearm	20 Days		X
2. Using a weapon to cause or to threaten bodily harm to another person	20 Days		X
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner	20 Days		X
4. Committing sexual assault <i>(Please Refer to TDSB Policy D.001)</i>	20 Days		X
5. Trafficking in weapons or in illegal drugs	20 Days		X
6. Committing robbery	20 Days		X
7. Giving alcohol to a minor	20 Days		X
8. Possession of explosive substance <i>(TDSB Safe Schools Policy and Administrative Procedures)</i>	20 Days		X

MANDATORY SUSPENSIONS <i>(TDSB Safe Schools Policy and Administrative Procedures)</i>	Principal Shall Issue Suspension	Notify Police		Discretionary Expulsions
		May	Shall	
1. Physical assault	5 Days <i>(Minimum)</i>		X	X
2. Threats of serious physical injury	10 Days <i>(Minimum)</i>		X	X
3. Extortion	10 Days <i>(Minimum)</i>		X	X
4. Sexual harassment	3 Days <i>(Minimum)</i>	X		
5. Racial harassment	3 Days <i>(Minimum)</i>	X		
6. Distribution of hate material	5 Days <i>(Minimum)</i>		X	X
7. Hate motivated violence	10 Days <i>(Minimum)</i>		X	X
8. Inappropriate use of electronic communications / media	1 – 20 Days	X		X
9. Possession or misuse of any harmful substances	5 Days <i>(Minimum)</i>	X		X
10. Fighting	1 Day <i>(Minimum)</i>	X		
11. Bullying, intimidating, threatening	3 Days <i>(Minimum)</i>	X		

DISCRETIONARY SUSPENSIONS (TDSB Safe Schools Policy Administrative Procedures)	Principal May Issue Suspension	Notify Police		Discretionary Expulsions
		May	Shall	
1. Persistent truancy	1 – 20 Days	X		
2. Persistent opposition to authority	1 – 20 Days	X		
3. Habitual neglect of duty	1 – 20 Days	NA	NA	NA
4. Willful destruction of school property; vandalism causing damage to school or Board property or property located on school or Board premises	1 – 20 Days	X		X
5. Use of profane or improper language	1 – 20 Days	NA	NA	NA
6. Conduct injurious to the moral tone of the school or to the physical or mental well-being of others	1 – 20 Days	X		X
7. Use of tobacco	1 – 20 Days	X		
8. Theft	1 – 20 Days	X		
9. Aid/incite harmful behaviour	1 – 20 Days	X		X
10. Other:				

## Definitions

The following definitions are provided to assist principals and school personnel in assessing incidents and carrying out obligations pursuant to the *Safe Schools Act, 2000*.

**Bullying:** is a combination of power and aggression. It occurs when a student maliciously and repeatedly oppresses, harasses or intimidates another student verbally, physically or psychologically.

**Explosive Substance:** includes anything used to create an explosive device or capable of causing an explosion.

**Extortion:** using threats, accusations or violence or threats of violence to induce any person to do anything or cause anything to be done.

**Fighting:** when two parties consent to apply force to each other without excessive one-sidedness involved. A school yard scuffle or fight that breaks out between two students that has no aggravating circumstances and no power imbalance is an example of fighting.

**Firearm:** any barreled weapon from which any shot, bullet or other projectile can be discharged and that is capable of causing serious bodily injury or death to a person.

**Harassment:** is often, but not always, persistent, ongoing conduct or communication in any form, of attitudes, beliefs or actions towards an individual or group which might reasonably be known to be unwelcome. A single act or expression can constitute harassment, for example, if it is a serious violation. Harassment may be either subtle or blunt.

**Hate Material:** includes literature, leaflets, posters, graffiti distributed (or sent by electronic means) to incite violence or hatred towards people and/or their property based solely on race, religion, nationality or sexual orientation.

**Homophobic Harassment:** is a form of sexual harassment based on gender or sexual orientation. It involves a request for sexual favours, expressing a bias based on sex or sexual orientation or the display of pornographic or exploitative pictures.

**Physical Assault:** the intentional application of force, directly or indirectly, in any degree at all, to a person without that person's consent.

**Physical Assault Causing Serious Injury:** is the intentional application of force (in any degree at all) to a person without that person's consent. Bodily harm refers to any hurt or injury that is more than merely transient or trifling in nature which interferes with the health or comfort of the person, and includes (but is not limited to) injuries that receive medical attention. Any cut that requires stitches or any broken or fracture should be considered a serious injury. Serious injury could also include multiple minor injuries.

**Possession:** occurs when a person has anything in their actual possession or jointly with others, including knowingly possessing something elsewhere.

Possession of Drugs: occurs when a person has an illicit drug or narcotic, as set out in the *Controlled Drugs and Substances Act*, in their actual possession or jointly with others, including knowingly possessing an illegal drug elsewhere.

Possession of Harmful Substances: occurs when a person is in possession of a harmful substance, such as airplane fuel or a prescription drug.

Possession of a Weapon: means anything used, designed to be used, or intended to for use in causing death or injury to any person or to threaten or intimidate any person. It can include objects, which can be used as weapons. Objects such as a pen or a screwdriver, for example, if displayed to threaten or intimidate, become weapons under this definition. Weapon includes a firearm and any device that is designed or intended to exactly resemble or to resemble with near precision a firearm.

Racial Harassment: racial harassment means engaging in a course of vexatious comment or conduct pertaining to a person's race which is known or should reasonably be known to be offensive, inappropriate, intimidating, hostile and unwelcome. Race refers to a group of people of common ancestry, distinguished from others by physical characteristics, such as colour of skin, shape of eyes, hair texture or facial features. The term is also used at present to designate the social categories into which societies divide people according to such characteristics.

Replica Firearm: is any device that is designed or intended to exactly resemble or to resemble with near precision a firearm.

Robbery: a robbery occurs where a person uses violence or threats of violence to steal money or other property from a victim.

Sexual Assault: a sexual assault occurs where a person, without consent, intentionally applies force, or intentionally threatens to apply force, to another person in circumstances of a sexual nature such as to violate the sexual integrity of the victim.

Sexual Harassment: sexual harassment occurs when a person receives unwelcome sexual attention from another person whose comments or conduct are known or should reasonably be known to be offensive, inappropriate, intimidating, hostile and unwelcomed. It also includes an environment in which sexist or homophobic jokes and materials are allowed.

Threats of Serious Physical Injury: a threat to cause death or serious bodily harm to a person. The term threat as used here does not apply to situations in which no real threat was intended.

Trafficking in Drugs: means to sell, administer, transfer, transport, send or deliver any illicit drug or narcotic as set out in the *Controlled Drugs and Substances Act*.

Trafficking in a Harmful Substance: means to sell, administer, transfer, transport, send or deliver a harmful substance, and includes the possession of the substance for the purpose of trafficking.

## ÉCOLE JOHN ENGLISH JUNIOR MIDDLE SCHOOL APPROPRIATE DRESS POLICY

### Introduction

The Appropriate Dress Policy of École John English Junior Middle School reflects the mission of the school to provide a learning environment that is safe, nurturing, positive and respectful. The Policy reflects the school's commitment to involve parents and guardians, through the school council, in the development of plans for new education initiatives that relate to pupil achievement.

### Purpose

The purpose of this Policy is to meet the requirements established by the Ministry of Education. The school wishes to establish a framework to solicit the views of parents to establish a process for approving the appropriate dress policy. The Policy will involve the school council in a regular policy review and in determining what an appropriate dress policy will be for École John English Junior Middle School.

### Statement of Principle

An appropriate dress policy, supported by a majority of parents, should lead to safer and more respectful learning and teaching environments. The dress policy of École John English Junior Middle School is based on principles, such as respect, safety and diversity. In keeping with the Toronto District School Board's Equity Foundation Policy, the dress policy attempts to integrate the principles of fairness, equity and inclusion.

### Definitions

"Dress Code" is the appropriate dress policy established by the school in consultation with parents through the school council, and may include a school uniform.

"Inappropriate Dress" refers to a standard of attire, which does not meet the school community standards of decency. Inappropriate Dress at École John English Junior Middle School includes:

- (a) language and/or any representations on attire that indicates gang affiliation;
- (b) attire that depicts violence, profanity, racial or gender discrimination or discrimination of any kind whatsoever;
- (c) attire that otherwise demeans an identifiable individual or group;

"Parent" refers to an individual who is on record with the school as a parent or legal guardian of a student at the school.

"School Uniform" refers to any common standard of attire with respect to colour and design which students are required to wear at school.

Respect yourself  
and each other!



## **SCHOOL DRESS CODE**

It is expected that, subject to the discretion of the principal to permit exceptions regarding compliance in appropriate circumstances, every student in the school will comply with the Dress Code. The Dress Code does not apply to religious, cultural or similar forms of attire. The Dress Code does not restrict, in any way, a student's right to dress in a manner that is prescribed by religious, cultural, ethnic or similar tenets and custom. The Dress Code applies to all students in École John English Junior Middle School. Failure to comply with the dress policy may result in disciplinary consequences, up to and including suspension.

### **Appeal Process**

École John English Junior Middle School has established a process that enables a majority of parents, through the school council, to decide on an appropriate Dress Code. The school council will be involved in the development and implementation of this process. Under the approval process:

- (a) Provide for a vote;
- (b) Permit a majority of 60% of the parents to determine the Dress Code in each school;
- (c) Clearly establish which parents are eligible to vote;
- (d) Entitle a parent or parents of each family one vote for each student enrolled in the school on the day of the vote;
- (e) Include surveying students to inform school councils of student views concerning the proposed Dress Code.

### **Policy Review**

This Policy shall be subject to a review every three years. The school will solicit the views of students, teachers, staff, volunteers working in the school, parents and guardians, the school council and the public in its review of the Policy.

- Students and Staff are expected to dress in an appropriate manner that is conducive to a proper learning and teaching environment. Shorts and shirts must be mid thigh length or longer, without holes. Tops must meet bottoms without the midriff showing. They must also have non-revealing necklines or armholes. Halter-tops, tube tops and spaghetti straps are not allowed. All straps must be 2.54 cm or 1 inch wide.
- Articles of clothing with inappropriate slogans or drawings are not permitted. Bandanas are not permitted.
- Hats and hoods are to be removed upon entering the school building.
- Students are asked to leave hats, all technological equipment and outer clothing in their lockers during class. No large athletic bags or backpacks are to be carried between classes. Gym clothes may be carried inside a bag that fits inside a desk. Students are expected to wear shoes in school at all times. It is encouraged that students keep an extra pair of indoor shoes at school. Winter boots or rubber boots are inappropriate footwear in the classroom.

## **BICYCLES/SKATEBOARDS/SCOOTERS**

If at all possible, bicycles and scooters should be left at home, as the school cannot be responsible for loss or damage to personal property. A student who does bring his or her bicycle/ scooter to the school is expected to comply with the following rules:

1. When on school property, all bicycles/scooters will be walked.
2. All bicycles are to be locked in the bike racks on the colas visible from the school cafeteria.
3. All scooters are to be left in lockers.

Skateboards are not permitted on school property

## **FIRE DRILLS**

Fire drills will be held at regular intervals during the year. The signal for a fire alert or drill is an INTERMITTENT BUZZING of the fire alarm. Regular and alternative fire exits are posted in each room in the school. Teachers instruct children in fire drill procedures the first day of school and review them regularly throughout the year. Fire drills are a serious business at John English. We have 6 scheduled fire drills, 3 in the Spring and 3 in the Fall terms. For the safety of one and all, we expect that students will follow our fire drill procedures.

## **LOCKDOWN REHEARSALS**

We have two scheduled lockdown rehearsals each school year. A lockdown occurs when we lock all the classroom doors and entrance doors to the school, keeping students and staff safe behind locked doors. This type of response would occur in the event of a safety emergency in our school community, such as an intruder or an event in our local neighbourhood requiring that we remain locked indoors. We always notify our parent community when we have a scheduled lockdown rehearsal so that parents can help us better prepare the children for this type of emergency.

## **TDSB FUNDRAISING POLICY**

### **Statement**

The Toronto District School Board recognizes that school fundraising is a local school activity, and believes that the goals of fundraising go beyond money to reflect the creative and collaborative efforts of parents, students, teachers and the school community. Underlying these efforts is the belief that it is not the responsibility of parents or school communities to raise funds for basic educational requirements but rather that school communities may raise funds to enhance program and support school initiatives.

### **Policy**

- Door-to-door canvassing by junior elementary school students is not permitted unless there is written consent and the student is accompanied by an adult.
- Sponsorships are an acceptable way of fostering community involvement and to raise funds.
- Cash donations of \$25 or more to a school or program of the TDSB are eligible for a charitable receipt.
- Local charitable foundations affiliated with schools must meet the criteria established by the TDSB.
- Products used for school fundraising will be of good quality and provided by reputable companies. School communities must be mindful that products are appropriate for student consumption or use; in keeping with the school community's standard of propriety; and reflective of the values held by the TDSB.
- Where incentives are warranted, class or group rewards are acceptable.
- Resources generated through fundraising activities will be used within a two-year period, unless designated for a specific project.
- The principal, in consultation with the school council and other stakeholders, will set fundraising priorities and develop a fundraising calendar that will address the needs of the school and the wishes of the community.
- The principal will disclose to the school council how funds raised by the school are expended.

### **John English Fundraising Committee**

The Fundraising Committee is a sub-committee of the John English School Council. This committee is actively involved in developing a fundraising plan that reflects the current needs of the school. The funds raised by the school are used to support many valuable student programs and activities, including: extra-curricular and intramural athletics, class excursions, in-school presentations, school musicals, concerts, clubs, graduation ceremonies, student games/activities, and outdoor play equipment.

## **STUDENT SUPPORT**

Special education support is provided by SERTs (special education resource teachers) for students who have been identified as exceptional learners at an **IPRC (Identification Placement and Review Committee)**. Students who are waiting for assessments will also be able to access this assistance, provided there is space. Special Education teachers work with students in Grades 1-8. In addition there are a number of educational assistants who support students both in small groups and in the whole class setting.

Our ESL teacher works with students who are just learning to speak English. The amount of time varies with individual needs and the proficiency of language acquisition.

Students are reminded that remedial assistance is offered by teachers after school. Students are encouraged to take advantage of this assistance.

We continue to offer anti-bullying programs for all classes and work with all students on maintaining our code of conduct through initiatives which include teachers and students.

## **ITINERANT GUIDANCE COUNSELLOR**

Ms. Bryer is the Elementary Itinerant Guidance Counsellor for our family of schools. She will be assisting our students with the transition from Grade 8 to 9. She also works with special focus groups for students on topics such as bullying, anger management and conflict resolution. In addition to providing direct service to at-risk students she works with our staff to continue implementing our school-wide guidance programs.

## **SCHOOL TEAM**

Throughout the year, a teacher may identify a child who is experiencing difficulty academically, emotionally or behaviourally. In such a case, the needs of this child are brought to the attention of the In-School Team and/or School Support Team. Consultation with the parent(s) occurs and parent/guardians are invited to attend SST meetings.

The team comprises the student's homeroom teacher, resource or rotary teachers, student support staff, the principal and/or vice-principal, and a psychologist assigned to John English by the TDSB. Follow-up from this meeting might include the following recommendations:

- a vision or hearing check-up
- referral for an educational assessment
- counselling and attendance or CAST involvement
- referral to an outside agency.

Parents are involved throughout the process.

## **TDSB HOMEWORK POLICY**

Homework is an out-of-classroom learning experience assigned by a teacher to enhance student learning. The purpose of homework is to ensure it is both effective in promoting high quality student learning and achievement and it nurtures a desire for students to keep learning.

### ***In the TDSB Effective Homework:***

- Is curriculum based and meets the developmental and individual needs of the student through differentiation and modification;
- Wherever possible, homework shall be assigned to be returned using blocks of time so that families can best support homework completion by balancing the time required to complete homework with extra-curricular activities scheduled outside of the school day and activities that support personal and family wellness;
- May be used to provide feedback to the student;
- Is designed to require no additional teaching outside of the classroom and is engaging and relevant to student learning;
- Has a direct link to the topic or skills that have been taught in class;
- Ensures that students understand what is expected of them before leaving school;
- Is intended to be a positive experience and not punitive;
- May be designed to involve parents/guardians in supporting their children's learning but does not require them to teach concepts;
- Is communicated to parents in many ways including curriculum nights, parent-teacher conferences, student agendas, School Council meetings and newsletters.

### ***Students are responsible for:***

- Recording homework in his/her agenda or student planner;
- Ensuring that he/she clearly understands the homework assigned, i.e. homework criteria, and timelines, and asks for clarification or assistance from the teacher when homework tasks or the expectations are not clear or there is a time conflict due to homework in many different subjects;
- Managing time and materials, e.g. by bringing home necessary materials;
- Regularly completing assigned homework in a timely manner to the best of his/her ability.

#### ***Timing, Scheduling and Quantity of Homework***

Homework assigned for completion, practice, preparation or extension should be clearly articulated and differentiated to reflect the unique needs of the child in all grades.

##### ***Grades 1 to 6***

Homework will often take the form of reading, playing a variety of games, having discussions and interactive activities such as building and cooking with family. In late primary and junior grades, homework may begin to take the form of independent work.

##### ***Grades 7 to 8***

Homework in grades 7 and 8 shall be clearly articulated and planned in partnership among core and rotary teachers. Estimated completion time should be one hour or less.

##### ***Grades 9 to 12***

Completion of homework can contribute to improved student achievement, particularly in upper grades. Homework in grades 9 to 12 shall be clearly articulated and planned with an estimated completion time of two hours or less.

## LOCKS AND LOCKERS

Lockers are assigned to students in all grades in the first week of school for the storage of belongings.

To protect belongings, students in Grades 4 to 8 are to use a **combination lock** (NOT key locks) which may be purchased for \$5.00 from the school. Combination locks allow parents or school officials access to lockers in emergencies. The use of locks in the primary grades is discouraged.

Lock combinations should not be shared with others. Misuse of lockers could result in the temporary or long-term loss of locker privilege.

## LOST AND FOUND

Very few lost items are claimed by their owners. If articles of clothing and other personal possessions brought to school bear the child's name, they can be returned should they become misplaced.

Our lost and found containers for clothing and other lost items are located in a box in the school cafeteria (north side close to entrance).

Children are encouraged to check this box periodically for misplaced possessions. Parents are also invited to check the lost and found box when visiting the school. Once a term, the items from the lost and found will be displayed in the cafeteria for a week. Students will have an opportunity to view the items during that week. A note will also be written in the monthly newsletter to advise parents of the week. Items not claimed by the end of those weeks will be sent to Goodwill.

Misplaced valuables (jewelry, eyeglasses, money, keys) are frequently turned in at the school office. Students should check there as well.

## LUNCHROOM ROUTINES

Where it is necessary, we provide for supervised lunches at school. We **strongly recommend** a good lunch at home or with a neighbour, but realize there are circumstances that require lunch at school. At the beginning of the school year parents will be asked to sign a letter indicating their child's lunchtime arrangements. For safety reasons, students staying for lunch **must remain** on the school premises unless written authorization from a parent is received in advance. Children may bring their own beverage for lunch or they may purchase milk (chocolate or white) in the lunchroom. Please note that beverages in glass bottles are **not** permitted.

## BREAKFAST PROGRAM

Equally Healthy Kids is a project of Lakeshore Multi-Service Project (LAMP). John English is fortunate to house one of the four breakfast programs south of the Queensway. It is open to **all** John English students and it runs from 8:00 a.m. to 8:35 a.m. in the cafeteria. Volunteers are always needed to help set up, organize class activities and to donate items to the program. A voluntary \$10.00 monthly donation fee is suggested to help the program run successfully. Participant and donation forms will be available in September.

## COMMUNITY NEWSLETTERS

We publish a monthly community newsletter that will be distributed in the second week of each month. Included will be up-to-date relevant information about school activities, meetings and other important events. At times we may need to send home additional flyers. The newsletter will also be posted on our school website, [www.johnenglish.ca](http://www.johnenglish.ca).

## PHYSICAL EDUCATION AND DAILY PHYSICAL ACTIVITY

Students at John English take part in regularly scheduled physical education lessons. They learn how to use their bodies in relationship to the space around them and to use a wide variety of sports equipment. All children are required to take part in physical education lessons unless excluded for medical reasons by a doctor's note. On the days when students do not have a Phys. Ed. period, they will have **20 minutes of physical activity** within their instructional time. Studies have shown that physically fit students are healthier and learn much better in school.

It is recommended, for safety and health reasons, that children wear shorts and T-shirts under their regular clothing, but they may change into these in the classroom. Older children usually change in the change rooms. There is a supply of shorts and T-shirts for students who have forgotten their gym clothes. For some activities bare feet (but not stocking feet) are an acceptable alternative to non-marking running shoes. The expectation is that proper attire including safe running shoes are required for all gym classes.

## PLAYGROUND SUPERVISION

Supervision of students is provided on school grounds from 8:30 to 8:45 a.m., and throughout the lunch hour until 12:29 p.m. Students who eat their lunches in John English School are supervised throughout the lunch hour. All areas of the schoolyard are supervised during morning and afternoon recess. Please note that the Adventure Playground is not to be used prior to school entry. There is no supervision. Supervision is provided for 15 minutes after the dismissal bell at either 3:09 PM (Grade 7&8) or 3:15 PM (Grades 1-6).

## PROGRESS REPORTS FOR STUDENTS

All schools in the Toronto District School Board use the Ministry report card. If you move anywhere in Ontario, consistency of the reporting format will be ensured by this report card. Parents are reminded to return the Response Form on the third page each term for inclusion in the OSR (Ontario Student Record). There are many opportunities to meet with the teacher to discuss your child's progress. Some teachers encourage impromptu discussions. Others prefer that you phone ahead to arrange an interview time. Please talk with your child's teacher to arrange a method of communication that is mutually satisfying. Report cards will be sent home three times during the school year. Dates will follow. We welcome your participation in your child's school life.

## SCHOOL HOURS

**Kindergarten:**     **A.M. 8:50 – 11:20**  
                               **P.M. 12:45 – 3:15**

	<b>Primary/Junior</b>		<b>Intermediate</b>
<b>Entry</b>	8:45 - 8:50		<b>Entry</b> 8:45 – 8:50
<b>Instruction</b>	8:50 - 10:20		<b>Instruction</b> 8:50 – 10:20
<b>Recess</b>	10:20 - 10:30		<b>Recess</b> 10:20 – 10:30
<b>Instruction</b>	10:30 - 11:30		<b>Instruction</b> 10:30 – 11:00
<b>Lunch</b>	11:30 - 12:30		<b>Lunch</b> 11:31 – 12:31
<b>Entry</b>	12:30 - 12:35		<b>Entry</b> 12:31 – 12:35
<b>Instruction</b>	12:35 – 2:05		<b>Instruction</b> 12:35 – 1:05
<b>Recess</b>	2:05 – 2:15		<b>Instruction</b> 1:06 – 1:36
<b>Instruction</b>	2:15 – 3:15		<b>Instruction</b> 1:37 – 2:07
			<b>Instruction</b> 2:08 – 2:38
			<b>Instruction</b> 2:39 – 3:09

## SCHOOL HEALTH SERVICE

The health professionals who assist us in carrying out the school health program include:

- Public Health nurses who conduct the Hepatitis B immunization for Grade 7 students.
- A dental hygienist for annual screening of various grades.

Under provincial legislation, children attending Ontario schools must show proof of immunization. Please inform the nurse every time your child gets a needle.

### **Pediculosis (Head Lice)**

The Toronto District School Board has developed a uniform approach to addressing the pediculosis issue in its schools. This new procedure has provided a standard practice for all schools.

### **General Instructions**

- The principal may designate an interested parent who is available and trained to perform head lice checks in the school, to verify suspected cases of head lice and/or to recheck returning students.
- Parents of children identified with head lice will be notified by the school of that fact by letter, and will be required to seek treatment for the child.
- The parent is required to keep the child at home until the problem is cleared.
- On returning to school, the child is rechecked by the principal or designate to ensure that the child is free of lice or nits. Children will be readmitted to class when the problem is cleared.
- All parents of children in a class in which a student is found to have head lice will be sent a letter informing them of the fact that a head lice case has been found in the class and providing them with instructions for observation and precautionary measures.
- Students in other classes will also be checked for head lice if a sibling of one of the students has been found to have head lice or nits.
- From time to time, random checks will be done of all classes.

## Medication

In the course of a school day situations may arise that require measures to be taken to address the medication needs of students. The Board authorizes the involvement of designated staff in the essential administration of prescribed medication **only when all of the following conditions apply:**

- the use of the medication is prescribed by a physician;
- the medication is essential for a student to continue to attend school;
- it is necessary that the medication must be taken during school hours or during school sponsored events;
- it is not appropriate for the student to self-administer the medication; and
- the student's parent/guardian is not reasonably able to come to the school to administer the medication.

This procedure does not apply to medications which must be administered by a regulated health professional. Please contact your child's teacher or the school office to obtain more information and the necessary forms.

## JOHN ENGLISH COMMUNITY SCHOOL

John English Community School provides recreational programs starting in September for fall and winter programs. The Community School also offers programs during winter and March break. Please call (416) 394-8711 for more information.

## VALUABLES AND MONEY

Students are *strongly urged* not to bring money or valuables (cell phones, walkmans, ipods, MP3 players, gameboys etc.) to school. The school cannot assume responsibility for the loss of or damage to personal property. Items brought to school should be clearly labeled with the student's name in case of loss, and the office should be consulted in case these articles have been turned in.

Money should be brought to school only for the purchase of juice/milk or when specifically requested by the school in a letter to parents specifying the day, amount and reason money is required. Money should never be left in desks, lockers or in the physical education change room.

## VISITORS TO THE SCHOOL

The safety and interest of the students as well as the efficiency of the school dictate that certain procedures be adopted. Anyone visiting the school during regular school hours must report to the office first rather than going directly to the classroom. You are requested to obtain a visitor or volunteer tag from the office before proceeding to a classroom.

For Health and Safety reasons dogs are **not** permitted within the school building. Visitors with dogs are asked to wait on the perimeter of school property.

## **WHAT YOU CAN DO TO HELP YOUR CHILD**

Below is a partial list of suggestions that parents may follow to further support the program at school:

- (a) Have children go to bed at a regular and reasonable time. Children experiencing growth spurts require additional rest.
- (b) Listen to their anecdotes and stories. Children have a real need to be heard.
- (c) Discuss with your children their daily school activities. Take a genuine interest in their activities.
- (d) Praise real effort, celebrate success and encourage progress in weaker areas.
- (e) Encourage experimentation and risk-taking by helping your child to set personal goals and standards for performance.
- (f) Listen to your child read.
- (g) Read stories that appeal to your children. Let your child see that you value books and enjoy reading yourself. Visit the library and give books as presents.

