

# CASTLEMORE Public School

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Farooq Shabbar  
Principal



Heather Purcell  
Vice Principal

## School "Specific" Information

# 2014-2015

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Is

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Student (PRINT) \_\_\_\_\_  
 Teacher (PRINT) \_\_\_\_\_  
 Grade \_\_\_\_\_

**Parents/guardians: Please read, check off your choices, initial each section (on the right) and sign the bottom of the form to acknowledge that you and your child understand and will follow the School and Board policies. This form is to be returned to the homeroom teacher.**

**Allergies/Medical Conditions:**

There are students and staff within our school community who have life-threatening allergies. For this reason, nuts and nut products, including peanut butter replacements are not allowed at our School or on School Trips. Please inform the school office if your child has a serious or life-threatening allergy or medical condition.

**Please inform the school office if your child has a serious or life-threatening allergy or medical condition.**

**Activity Permissions:**

Opportunities for activities arise outside the classroom; such as neighbourhood walks, physical education classes, visits to adjacent park land, etc. If you would like your child to participate in these events, please initial giving your consent. Out of school Field Trips will always be covered by separate notification for each Trip.

**Code of Student Conduct:**

*(see page 7 – School “Specific” Information)*

We understand that all students are expected to follow the School Code of Student Conduct, on school property and during Board or school-sponsored events and activities in other locations.

**Electronic Devices and other Valuables:**

*(see page 9 – School “Specific” Information)*

We understand the school policy valuables, and agree to adhere to the policy.

**Lockers:**

*(see page 11 – School “Specific” Information)*

We understand that students who are provided with lockers must abide by the guidelines for locker usage.

**Lunch Time:**

*(see page 5 – School “Specific” Information)*

For safety reasons we need to know your son/daughter’s whereabouts during lunch.

My son/daughter will remain at school, daily.  My son/daughter will leave school property, daily.

**School Policies:**

*(see pages 2-9 – School “Specific” Information)*

I have reviewed the schools policies, contained within the School “Specific” Information, with my child and we agree to adhere to them:

- Page 2-4 – Safety between home & school
- Page 2 – Late Arrival & Early Dismissal
- Page 5 -- Food Policy
- Page 7 – Code of Student Conduct
- Page 8 – Dress Code
- Page 9 – Valuables

**Tobacco/Alcohol/Drug-Free Environment:**

We understand that the use of tobacco, and/or student possession of alcohol/illicit drugs are prohibited on school property and that this also applies during all Board or school-sponsored events and activities.

Parent/Guardian’s Signature \_\_\_\_\_ Date \_\_\_\_\_

Personal information collected pursuant to the Education Act as amended will be used to provide access to student records as described. Please contact the Information Access and Privacy Office if more information is needed (905-727-022 ext. 2015).  
 File LEG-Consents - April 2014 Retain: 12 months from date signed in the school

Please turn page





Student (PRINT) \_\_\_\_\_  
 Teacher (PRINT) \_\_\_\_\_  
 Grade \_\_\_\_\_

## **POLICY AGREEMENT**

**Parent/guardians and students: Please sign the bottom of this section to acknowledge that you/your son/daughter understand and will follow these Board policies.**

- **The Caring and Safe Schools Policy**  
 Summary found in the **Guide to the School Year**, page 48  
 Full policy is available on the Board website: <http://www.yrdsb.ca/page.cfm?id=TP0000002&sn=T>
  
- **The Appropriate Information Technology Acceptable Use Agreement**  
 Found in the **Guide to the School Year**, pages 28  
 Also available on the Board website:  
<http://www.yrdsb.ca/pdfs/a/depts/curriculum/InformationTechnology-AUAgreement.pdf>
  
- **The Personal Information section**  
 Found in the **Guide to the School Year**, page 39
  
- **The Safe Arrival Program**  
 Found in the **Guide to the School Year**, page 52

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian's Signature \_\_\_\_\_

*Personal information is collected under the authority of the Education Act as amended, and will be used to manage the disclosure of individual personal information. Contact the school principal for more information.*  
 File: LEG-Consents Valid for 12 months after date of last use/application.

## **AGENDA PLANNER – Grades 1-8 students**

In order to support student achievement and responsibility towards personal learning, all students in grade 1-8 are required to use an Agenda Planner. School Agendas are available to our students for \$6.50. The first double-sided page is a *tear out* sheet with instructions. Should you choose to provide a different Agenda Planner, you will need to acquire a yellow coloured Information booklet from the Office or homeroom teacher which contains the same **School “Specific” Information**.

\_\_\_\_ I am returning the “tear out” page of the **School “Specific” Information** and I have enclosed \$ 6.50 (*cheque payable to Castlemore P.S.*), to cover printing costs of the Agenda Planner. (*Please write your child's name and homeroom teacher's name on the front bottom left corner of your cheque.*)

*OR*

### **SCHOOL SPECIFIC INFORMATION Booklet**

\_\_\_\_ I am returning the “tear out” section of the School Specific Information Booklet for my Kindergarten child.

\_\_\_\_ I am returning the “tear out” section of the School Specific Information Booklet for my Grade \_\_\_\_ (1-8) son/daughter, and have purchased another type of Agenda Planner for him/her.

This Book Belongs to:

Name: \_\_\_\_\_ (Surname, First Name)

Homeroom Teacher: \_\_\_\_\_

Room Number: \_\_\_\_\_



This is an important document.  
Please take it to someone who can explain it to you.

|                    |   |
|--------------------|---|
| <b>Arabic:</b>     | هذه وثيقة مهمة.<br>يرجى منك أخذها لشخص يستطيع شرحها لك.   |
| <b>Chinese:</b>    | 这是一份重要文件。<br>请您将它拿给可以向您解释此文件的人。   |
| <b>Farsi:</b>      | این مدرک مهم است.<br>لطفاً آنرا نزد شخصی که بتواند در مورد آن به شما توضیح دهد ببرید.                         |
| <b>Gujarati:</b>   | આ એક અગત્યનું દસ્તાવેજ છે.<br>મહેરબાની કરી તે કોઇ પાસે લઇ જાઓ જે આપને સમજાવી શકે.                             |
| <b>Hebrew:</b>     | מסמך זה חשוב מאוד.<br>אנא קחו אותו למישהו שיוכל להסביר לכם אותו.  |
| <b>Hindi:</b>      | यह एक महत्वपूर्ण दस्तावेज़ है.<br>कृपया इसे किसी ऐसे व्यक्ति को दिखाएँ जो इसे आपको समझा सके .                 |
| <b>Khmer:</b>      | ឯកសារនេះសំខាន់ណាស់<br>សូមយកវាទៅអ្នកណាម្នាក់ដែលអាចពន្យល់វាឱ្យយល់បាន  |
| <b>Korean:</b>     | 이것은 중요한 문서입니다.<br>내용을 설명해줄 수 있는 분에게 보여드리십시오.  |
| <b>Punjabi:</b>    | ਇਹ ਇੱਕ ਜ਼ਰੂਰੀ ਦਸਤਾਵੇਜ਼ ਹੈ . ਕ੍ਰਿਪਾ ਕਰਕੇ ਇਸਨੂੰ ਕਿਸੀ ਅਜਿਹੇ ਵਿਅਕਤੀ ਕੋਲ ਲੇ ਜਾਓ ਜੋ ਇਸਨੂੰ ਆਪ ਨੂੰ ਸਮਝਾ ਸਕੇ.          |
| <b>Romanian:</b>   | <b>Acest document este foarte important.<br/>Apelati la cineva care va poate ajuta sa-l intelegeti.</b>       |
| <b>Russian:</b>    | <b>Это важный документ.<br/>Пожалуйста, обратитесь к кому-либо, кто сумеет Вам его разъяснить.</b>            |
| <b>Spanish:</b>    | <b>Este es un documento importante.<br/>Lléveselo a alguien que pueda explicárselo.</b>                       |
| <b>Tamil:</b>      | இது ஒரு முக்கிய ஆவணம்.<br>தயவுசெய்து இதனை உங்களுக்கு விளங்கப்படுத்தக்கூடிய யாராவது ஒருவரிடம் எடுத்துச் செல்க. |
| <b>Urdu:</b>       | یہ ایک اہم دستاویز ہے۔<br>براہ مہربانی اسے اس فرد کے پاس لے جائیں جو آپ کیلئے اس کی وضاحت کر سکے۔             |
| <b>Vietnamese:</b> | Tài liệu này quan trọng.<br>Xin đưa tài liệu này cho người nào có thể giải thích nội dung cho quý vị rõ.      |

## CASTLEMORE TOUCHSTONE

### Castlemore Touchstone

Est. 2008

*At Castlemore,* we love to live, laugh,  
and learn together as one family.

*We try* our best in everything.

*We respect* the property, differences and  
opinions of others.

*We celebrate* each other's  
accomplishments.

*We show* kindness and we co-operate  
with each other.

*We are responsible* for our own words  
and actions.

*We know that life has many challenges*  
and as lifelong learners, we face them  
with courage and a positive attitude.

*This is who we are* even when no one is  
watching.



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# CASTLEMORE Public School

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Tel: 905 887 1543 Fax: 905 887 3849

Email: [castlemore.ps@yrdsb.ca](mailto:castlemore.ps@yrdsb.ca) Website: <http://castlemore.ps.yrdsb.ca>

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## PRINCIPAL & VICE PRINCIPAL'S MESSAGE

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**W**E extend a warm welcome to everyone as we begin the 2014-2015 school year.

At Castlemore, we strive to foster a learning environment where people of all ages work and grow together, experience the joy of learning and develop the skills, attitudes and knowledge needed to be life-long learners and respectful, contributing members of society.

The learning and safety of each and every student at Castlemore Public School is important to us. Teachers, Educational Assistants, Administrators, School Council, Office Staff, Custodians and Parents/Guardians work together to foster a positive, respectful learning environment.

This package includes important information about our school, including forms you need to complete and submit to the school; as well a Guide to the 2014-2015 School Year. We ask that you please take the time to review all the information in this package.

You may also acquire more information about our school by visiting our website at: <http://castlemore.ps.yrdsb.ca>

We wish you all a happy, safe and successful school year!

Sincerely,

**Farooq Shabbar**  
Principal

**Heather Purcell**  
Vice Principal



## SCHOOL HOURS – JK to Grade 8

| Period | Time        |
|--------|-------------|
| 1      | 8:30-8:50   |
| 2      | 8:50-9:10   |
| 3      | 9:10-9:30   |
| 4      | 9:30-8:50   |
| 5      | 9:50-10:10  |
|        |             |
| 6      | 10:40-11:00 |
| 7      | 11:00-11:20 |
| 8      | 11:20-11:40 |
| 9      | 11:40-12:00 |
| 10     | 12:00-12:20 |
|        |             |
| 11     | 1:20-1:40   |
| 12     | 1:40-2:00   |
| 13     | 2:00-2:20   |
| 14     | 2:20-2:40   |
| 15     | 2:40-3:00   |

**Office hours: 8:00 a.m. – 4:00 p.m.**

**Entry Bell: 8:25 a.m.**

**Recess: 10:10-10:40 a.m.**

**Lunch: 12:20-1:20 p.m.**

**Dismissal: 3:00 p.m.**

## STUDENT ARRIVALS and DEPARTURES

All exterior doors remain locked throughout the day, except the front door which is open from 8:00-8:30 for Staff, Visitors and Students participating in before school Teacher Supervised Activities; and again from 12:00-12:30 for Lunch Drop offs by parent/guardians.

Students should arrive and be prepared to enter at 8:25 or 1:15; using the entry door assigned to their class.

### LATE Arrival or EARLY Dismissal during school day

All students arriving after 8:30 a.m. or after 1:20 p.m. must report to the Office for an Admit Slip.

All students leaving school during the school day must be signed out at the Office by their parent/guardian.

# CASTLEMORE Public School

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## **Students who Walk to/from school**

*Please be aware that almost all of our attendance area is within walking distance to our school.*

The safety of our children on their way to and from school is a concern to all of us. There is a Crossing Guard located at Ridgecrest & Castlemore and at Castlemore & The Bridle Walk. Students should walk on the sidewalks, and cross the street under the direction of a Crossing Guard, where possible, and are encouraged to walk to school with a buddy or a parent/guardian.

## **Students who use Bicycles, Rollerblades, Skateboards to travel to/from school**

- Must wear a helmet.
- Must walk while on school property.
- Should lock bicycles to the bike rack or the fence on the north side of the parking lot
- Must store rollerblades and skateboards in their lockers.
- Need to remember that the school is not responsible for any lost or damaged personal items.

## **Bus Loop – for students who take the Bus to/from school**

The Bus Loop at the front/east side of the building, on Ridgecrest Rd., is for busses only.

Information about eligibility, routes and times may be found at: [www.schoolbuscity.com](http://www.schoolbuscity.com)

- Scroll down and click on Map Net on the right.
- Enter your home address and the name of your home school; and your child's information will be populated.
- It is important that parent/guardians as well as students remember their bus number and check it to ensure boarding the correct bus. Ask the driver, if not sure.
- Students should be at their stop 5 minutes before their scheduled pickup time.
- For safety, all JK, SK and grade 1 students will receive a sticker for their backpacks on their first day of school.
- JK and SK students must be put onto and met at the bus stop by an adult. If there is no adult to meet the student at the end of the day, the child will be returned to the school office, for pickup by their parent/guardian.

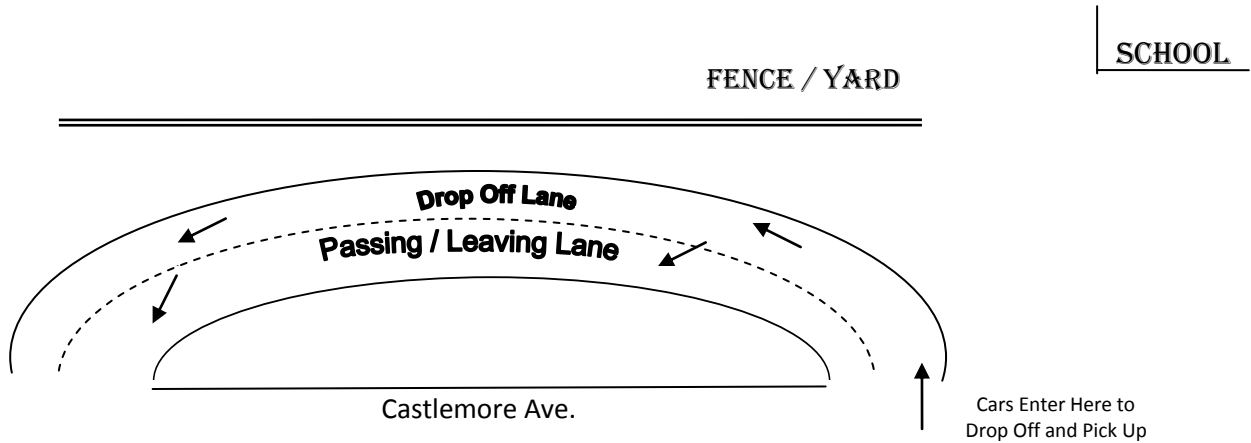
## **Kiss & Ride – for Parent/Guardians who drive their child/children to/from school**

You will notice that there are two lanes in the Kiss and Ride area on the southwest corner of our building. Vehicles are only allowed to enter the area using the Kiss and Ride lane – *on your right*. There will be pylons blocking the entrance to the other lane – *on your left*. For safety, your child must exit/enter your vehicle in the lane marked Kiss and Ride - *on your right*. The other lane, which is designated as a Passing Lane, can only be used once your child has exited or entered your vehicle and you are ready to drive away. At that time, you can pull into that lane to drive away.

When you arrive in the Kiss and Ride lane, please pull your car up as far as you possibly can, to allow more cars to fit in. There is absolutely no parking at any time in this area. If you need to walk your child onto the schoolyard, then please park on the street.

Please remind your children that they should be looking for your car at the end of the day, as this area is always very busy.

Please see diagram below ...



## SAFE ARRIVAL PROGRAM

see *Board's Guide to the School Year* - page 59

Our students' safety is a priority. Please refer to Board Booklet – page 52, for an explanation of our Board's Safe Arrival Program. You may leave a message on our answering machine between 4:00 pm and 8 am concerning your child's absence.

## DISMISSAL

Our School Day ends at 3:00 pm. At dismissal time, ALL students should be exiting the building using their assigned doors; with the exception of eligible bus students and Apple Blossom students, who use the front door.

If you are meeting your child, please go to their assigned exit, just prior to 3:00 and wait for your child to exit.

If your child is old enough to make his/her own way to your car, please remain inside your car in the Kiss & Ride area.

Students who walk, bike, etc. will exit at their assigned door and make their way safely home.

Should it be necessary to keep a student after 3:00 p.m., the teacher must inform the parent/guardian ahead of time, so safe arrangements can be made for the student to arrive home safely.

## LUNCH at SCHOOL

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### Allergies / Medical Conditions

There are students and staff members in our school who have life-threatening allergies to nuts, nut products and other allergens. If they smell or come into contact with these foods, they may have an anaphylactic reaction.

Should your child have a serious or life-threatening allergy or medical condition, please notify the office and discuss the procedure for student medication, etc.

### School Food Policy

In 2005, Sabrina's Law was brought into effect outlining the need for schools and school boards to establish an anaphylactic policy. Part of this policy shall include: *"Strategies that reduce the risk of exposure to anaphylactic causative agents in classrooms and common school areas."*

While acknowledging that we cannot eliminate all allergens, we have adopted the following precautions in an attempt to create a safer environment for all students:

- 1) Castlemore is a "nut aware" environment. This means that no food shall be brought into the school by staff or students that contains any nuts or is labeled "may contain" nuts. This includes all areas of the school including the staff room.
- 2) There will be no sharing of food among students. When planning for class parties, teachers will instruct students to bring in their own snacks which are to be "nut free". Students must not share food with other students.
- 3) Any food sold in the school must be packaged and packaging must indicate that it is "nut free".

### Lunch in the Classroom

Students are encouraged to go home for lunch to provide a break in their day.

For students who stay at school, lunch will be eaten in the classroom from 12:20 – 12:40. Adult School Assistants supervise the halls and classrooms with the help of student Lunch Monitors. For the safety of the students, lunchtime rules include:

- Use "inside" voices.
- Ask for permission to use the washroom.
- Clean up after yourself.
- Wait to be dismissed and push in your chair when you leave your desk.
- If you have a locker, you are allowed to access it at the beginning of lunch and after being dismissed to go outside.
- If you are signing out at lunch, present your parental note at the office or have every day signed permission on file in the Office.
- Once outside, obtain a washroom pass from an Adult Supervisor to come back into the school.
- During indoor lunch periods, engage in appropriate activities, such as homework, board games, or cards.
- Respect Adult School Assistants, Student Lunch Helpers and School Rules.

## CASTLEMORE Public School

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Students who regularly bring their lunch to school may not leave school property during the lunch hour unless they have a note from their parent/guardian and the office is informed. At Castlemore, the Playground is supervised from 12:40 to 1:20 and all students go outside for some fresh air. During severely cold days, outside recesses are modified and supervision is then provided inside.

Students who go home for lunch on rainy days, are asked to return approximately five minutes before the bell rings and come directly inside. Supervision will be inside on these days with no supervision on the yard.

### Lunch Time Agreement

All students who leave school property for lunch must have parent/guardian signed permission, otherwise students must stay at school. Please complete the Consent/Agreement Section on the tear out sheet at the beginning of this booklet.

### CLASS PLACEMENTS

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Due to late registrations and enrolments, there may be staffing changes and class reorganization during the first few weeks of school. We do our best to keep these changes to a minimum and to support students during any transitions.



**Go Tigers ...**

**Go!**

## CODE of STUDENT CONDUCT

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### Mission Statement:

We are committed to a Code of Behaviour which will enable us to:

- promote respect and equality for all members of the school community;
- maximize learning potential and ensure personal well-being for all staff and students;
- provide fair and consistent treatment and
- promote self discipline.

### Belief Statement:

We believe that every person has RIGHTS and RESPONSIBILITIES which must be respected.

#### Every Person has the Right:

- to be treated with respect
- to the safety of his/her belongings
- to a clean environment
- to personal safety
- to be listened to and be understood
- to learn from his/her school and classroom experiences

#### Every Person has the Responsibility:

- to respect the rights of others
- to work co-operatively to improve his/her learning
- to put forth a sincere effort
- to follow the Code of Behaviour and be a model of good behaviour on or off school property, including field trips

### Code of Expectations for Students, Staff and Parents:

#### Respect

- respect the rights of others
- be kind, caring and helpful
- be honest and fair
- co-operate with staff, students and parents
- respect the property of the school and others

#### Cleanliness

- use supplies in all school areas wisely
- help keep our school a tidy place in which to learn
- place litter in proper containers

#### Safety

- follow safety rules on the playground, inside the school and on the buses
- play safely
- no throwing of ice, snow, stones, etc.
- walk in the halls
- walk in single file
- hold the handrail on the stairs
- encourage others to behave safely
- keep hands and feet to oneself
- possessing any weapon or replica is strictly forbidden

#### Learning

- put forth a real, sincere effort
- pay attention in class
- have materials ready for class
- ensure that all classroom activities, projects and homework are completed

#### Courtesy and Manners

- speak politely and use appropriate language
- listen when others speak
- maintain quiet hallways
- arrive on time for/from school, recess, meetings
- hold doors for others

### Code of Behaviour Responses:

#### Privileges

- Trips
- Extra-curricular activities
- Electives
- Assemblies
- Play days
- Spirit days
- Program visits
- Awards

#### Benefits

- Friendship
- Academic success
- Improved self-image

#### Losses

- Loss of friendship
- Lower academic results
- Weakened self-image

#### Consequences

- Communication home
- Teacher interviews
- Counseling
- Revoked privileges
- Detentions
- Payment for damages
- Administration interviews
- Withdrawal from class
- Suspension
- Police involvement
- Expulsion

#### Decisions to be Guided by:

School Code of Behaviour  
Education Act and related Statutes and Regulations  
York Region District School Board Policies and Board Antiracism and Ethnocultural Equity Policy, #260.0Procedures  
York Region District School

## COMMUNICATION between School & Home

see *Board's Guide to School Year* – page 20

Parents/guardians are our most important partners in educating children. We communicate with you in a variety of ways throughout the year.

### Agenda Planner – Gr 1-8 students

Grade 1-8 Student Agendas serve as a useful way for teachers and parent/guardians to communicate. Parents/guardians, please check your child's agenda daily.

### Kindergarten Students

Kindergarten teachers will write notes to you or telephone you should they have concerns. You are also invited to send a note to your child's teacher or telephone the school to leave a voicemail for the teacher.

### Stay Connected Online

You can stay connected online through our school website : <https://castlemore.ps.yrdsb.ca> . Some classrooms have blogs, Twitter feeds or Newsletters to help you stay connected. Your child's teacher will provide more information.

In addition, you can follow Board news and updates at [www.yrdsb.ca](http://www.yrdsb.ca) or on Twitter [@YRDSB](https://twitter.com/YRDSB)

## DRESS CODE

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### Students will:

- Observe reasonable standards of dress and wear clothing that is not offensive (i.e. rude or disrespectful graphics or phrases)
- Avoid wearing short shorts, halter or spaghetti strap tops, midriff tops, or clothing which exposes the navel or undergarments
- Refrain from wearing hats, caps, hoods inside the school building
- During gym class, wear appropriate clothing consisting of a T-shirt, gym shorts or track pants and clean, non-marking running shoes
- Flip flop sandals are not allowed for safety reasons

## ECO SCHOOL

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Castlemore Public School is an **Eco-certified** school.

Included amongst the initiatives in which we take part are *Litter-less* or *Boomerang* lunches, where we encourage students to bring lunches in reusable plastic containers rather than plastic packaging that needs to be thrown out after use. The Boomerang aspect of this eco-initiative, where all uneaten snacks, foods or waste (that cannot be recycled by the school) are packed up after lunch and disposed of at home, is most effective when people are following it in conjunction with the Litter-less Lunch program. Our school does not have access to green bins but your home does. Please help us greatly reduce our waste!



# CASTLEMORE Public School

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Other ECO initiatives will include using technology for a great deal of communication between the school and home and a healthy “environmental awareness” that supports the curriculum. Our goal is to have our students lead the way, both at school and at home, in reducing our use of energy through knowledge of energy saving initiatives, such as turning off lights, computers and monitors when not in use.

## **ELECTRONIC DEVICES & Other VALUABLES**

*see Board's Guide to the School Year – page 22*

Cell phones, smart phones and other personal communication devices are **NOT** permitted to be used in the school building at any time during the instructional day (8:30-3:00), except with the clear permission of the classroom teacher. The school is not responsible for personal items that go missing at the school.

**Any student using an electronic device that connects to the YRDSB's wireless network must follow Board Policy #194.0 - Appropriate Use of Technology.** Complete the Information Technology Agreement section, page ii.

For emergency or urgent situations, students may use the phone in the Office or calls can be made with direct teacher supervision from each classroom.

**Students should not be texting each other or their parents during school hours. If a student needs to communicate with a parent or guardian, he/she may do so from the Office or from individual classrooms under direct teacher supervision.**

## **ELL SUPPORT (English as a Second Language)**

*see also Board's Guide to the School Year – page 22*

ELL Support is an additional school service provided to enable your child to succeed in his/her grade-level classroom. ELL teachers work with classroom teachers to help your child develop English language skills, cultural awareness and learn strategies which are needed to work successfully with the Ontario Curriculum. You can support your child at home by:

- Creating a quiet place and regular time to do homework and study.
- Encouraging your child to show you all his/her school work.
- Helping your child to find opportunities to use English outside of school.
- Being patient. Understand that learning a language is complex and takes many years to master.
- Our ELL teachers are always available to support you with any questions or concerns. As well, we encourage you to visit the websites below for information regarding Report cards, EQAO or other areas.

Finally, there is so much research that suggests that the more highly developed a student's first language is, the more successful he/she will be in acquiring a second language.

## EMERGENCY INFORMATION

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For the safety and well being of your child, please inform Office Staff when any of the following information changes:

- address, work or home numbers or other contact information
- emergency contacts and telephone numbers
- changes in custody agreements
- medical alert or changes in health condition (e.g. allergies, medications)
- check Board Booklet – page 46 for administration of medication information

## HOMework

see also *Board's Guide to the School Year* – page 26

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## EXPECTATIONS

Homework is an essential part of learning, as it is an extension of what the child has learned in class; and should always be directly related to what the student is learning in class.

### **Kindergarten to Grade 3** – up to 30 minutes per day including nightly pleasurable reading

- Nightly reading to and by children (books: book bag, library, classroom, etc.)
- Review and practice of concepts taught;
- Completion of unfinished class work;
- Assignments related to a theme;
- Additional practice of spelling and number facts.

### **Grades 4 to 6** – up to 45 minutes + 30 minutes per day of pleasurable reading

- Reading assignments;
- Review and practice of concepts taught;
- Completion of unfinished class work;
- Assignments/research/projects related to topics of study;
- Additional practice of spelling and number facts, or other areas of need;
- Studying for quizzes and tests;
- Book reports;
- Journal entries.

### **Grades 7 to 8** – up to 90 minutes + 30 minutes per day of pleasurable reading

- Reading assignments;
- Review and practice of concepts taught;
- Completion of unfinished class work;
- Assignments/research/projects related to topics of study;
- Studying for quizzes and tests;
- Book reports;
- Continued emphasis on independent study as a means of preparing students for high school.

## **RESPONSIBILITIES**

### **Students will be responsible for their learning by:**

- Writing down homework in an Agenda book/organizer;
- Asking for clarification and assistance as necessary;
- Completing assigned work;
- Meeting time lines for homework completion;
- Developing a homework routine and study habits;
- Locating appropriate resources and materials;
- Organizing learning materials to bring home as homework;
- Bringing homework and assignments to school and submitting them on time.

### **Parents shall assist students by:**

- Ensuring students read every night;
- Having the necessary materials and resources available;
- Providing support and supervision if necessary;
- Encouraging effort, achievement and a positive attitude;
- Helping students organize homework routines, and providing a quiet place and time to do the work;
- Discussing the homework assignments with their child and/or teacher.

### **Teachers will support students and parents by:**

- Organizing a place in the classroom where homework is written down for students to copy into their Agenda book/organizer;
- Providing clear guidelines for homework completion;
- Working with grade partners to implement this policy consistently;
- Assigning homework on a consistent basis;
- Checking the completion of homework;
- Following up with students and contacting parents when necessary, if homework is not done;
- Coordinating a variety of homework;
- Monitoring the amount of homework;
- Modifying homework expectations to meet different learning styles.

## **LIBRARY**

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One of the most important resources in our school is the Library Resource Centre. We are committed to the role of the Teacher-Librarian in implementing resource and literature-based programs. Our Teacher-Librarian works in partnership with the teachers to ensure that our Library is a centre for learning.

## **LOCKERS / LOCKS**

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Lockers are school property and will be assigned to students by their homeroom teacher. Students on the second floor will have lockers. There are no lockers on the first floor or in our Portables. Depending upon availability, students may sometimes be requested to share lockers.

Students should not store valuables in lockers. Cleanliness and trust is a necessity around lockers.

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All lockers should be kept locked with a good quality combination lock. Do not share your locker combination number with other students. Lock combination numbers are maintained by the homeroom teacher. Lockers may be opened with an administrator's permission and/or the York Region Police.

It is expected that students will adhere to the following guidelines in return for locker usage:

- Gr. 7 & 8 students must leave their backpacks in their lockers.
- No food is to be left in a locker for more than one day.
- No writing or drawing is permitted on the inside of lockers. Students may tape appropriate pictures on the inside of their lockers but these must be removed at the end of the school year.
- The outside of the locker door is to be kept clean and free of written or printed material.
- Locker doors are to be treated with care – kicking or slamming of doors will not be permitted.
- Lockers are not to be shared unless assigned that way by the office or classroom teacher. Students may only access lockers at designated entrance and dismissal times or with special permission from a staff member.
- Lockers are the property of the school and mistreatment will result in loss of locker privileges.

## LOST and FOUND

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It is suggested that all student possessions be labeled to avoid loss. Lost and found areas are maintained in the red bins in the west hallways, on the first floor and upstairs. Each student may visit these areas to search for lost items. Parents are also asked to visit the school and search for family possessions. Items not claimed are donated to a charitable organization, three times per year.

## PHYSICAL EDUCATION

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Students are required to participate actively in this subject area. They are expected to change into shorts or track pants, a T-shirt and running shoes. We suggest that one pair of running shoes be left at school as "inside shoes" / gym shoes. These shoes must not have soles that leave marks on the floor tiles.

Students who bring a doctor's certificate requiring exemption from any part of the Physical Education program will be assigned an activity related to the program.

## PINK EYE (Conjunctivitis)

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Pink eye is an infection of the eye caused by bacteria. It is spread by direct contact with the discharge from the affected eyes or contaminated clothing.

A person is contagious during the time the eyes are reddened with sticky discharge. Students may return to school 24 hours after prescription medication has been administered.

## PLAGIARISM / ACADEMIC HONESTY

see *Board's Guide to the School Year* - page 14

Plagiarism /Academic Dishonesty is the act of violating the rules as outlined by the teacher in respect to essays, projects, texts, exams, quizzes, etc. Such action will result in behavioural interventions being applied.

## REPORTING

see *Board's Guide to the School Year* - pages 15-17

### What is Growing Success?

It is the Ministry of Education policy on Assessment, Evaluation and Reporting for Grades 1-12, in Ontario Schools. This policy, implemented as of September 2010, outlines more effective ways for teachers to share student progress information with parents and guardians. You will now receive a progress report and two report cards during the school year. The purpose of the Progress Report is to give an overview of what students have learned, describe significant strengths and identify next steps for improvement. The look of the report card has also changed and is a better match for our revised curriculum.

**Elementary Progress Report** → captures **general progress in working towards achievement** of curriculum expectations and your child's development of learning skills and work habits during the fall of the school year.

**Elementary Provincial Report Card** → captures **achievement of expectations** at two points in the school year and your child's development of learning skills and work habits during the two periods of the school year.

### Reporting Period Timelines:

- A Progress Report is sent home in November.
- The first Report Card Period covers September to January. The Report Card is sent home the end of January or early February.
- The second Report Card Period, covers from January to June. The Report Card is sent home the end of June.

### Report Card Format:

- On the first page, is a report on your child's **development** of LEARNING SKILLS and WORK HABITS from September to November, in the following areas:
  - RESPONSIBILITY
  - ORGANIZAGION
  - INDEPENDENT WORK
  - COLLABORATION
  - INITIATIVE
  - SELF REGULATION
- On the second page, teachers will highlight your child's general **progress towards** the achievement of curriculum expectations in all subject areas.

- On both pages, teachers will focus comments on your child's strengths and identify next steps for improvement. It is very important that you discuss your child's learning goals and the success criteria that has been established in class. Student success depends on the feedback the teacher gives to the child.

Students play a large role in their own learning. We encourage them to self-assess their own work and to look critically at the criteria to determine their own next steps.

**For additional information** about assessment, evaluation and reporting:

- Ask Mr. Shabbar or Mrs. Purcell
- [www.edu.gov.on.ca](http://www.edu.gov.on.ca) – search "Growing Success"
- [www.edugains.ca](http://www.edugains.ca) – click on "AER Gains"

## **SCHOOL COUNCIL**

*see Board's Guide to the School Year – page 32*

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### **Mission Statement:**

Our School Council believes that collaborative partnerships among the school, the family, and the community are essential to improving student learning and increasing a shared sense of accountability for public education.

### **Purpose and Objectives:**

- 1) Facilitate the building of a viable school community, which works together in the best interests of our students and their education.
- 2) Foster parental and community involvement through regular communication and dialogue between all partners in education.
- 3) Encourage effective parental involvement by focusing on the following areas:
  - parenting skills
  - communicating
  - volunteering
  - learning at home
  - decision making
  - collaborating with the community
- 4) Help to co-ordinate the services for school, family and community partnerships related to social, health, recreational and nutritional programs that assist in the education of children.
- 5) Participate in the school improvement planning process.
- 6) Provide input into decisions made by the school administration, the Board and the Ministry.

**Meetings:** First Thursday of the month 6:30 – 8:30 p.m. Castlemore P.S. Library

Dates will be posted on the Outside Sign, in our school Newsletters and on the School Council Bulletin Board.

*You may leave a telephone message for our School Council Executive at: 905 887 1543, Ext 532.*

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## SPECIAL EDUCATION

*see Board's Guide to the School Year – page 37*

Castlemore Public School offers a variety of programs to students requiring small group or individual instruction. This special programming is provided by a Special Education Resource Teacher (SERT), through In-class Support and/or Resource Withdrawal.

Students requiring a greater level of assistance, work with a qualified Special Education Teacher for up to half of their school day, in the Student Support Centre.

Admission to these programs comes after intensive assessment and consultation. Parents are involved throughout the decision making process. Recommendations for identification and placement are made with staff and parents at an Identification, Placement and Review Committee meeting (I.P.R.C.).

## STUDENT PARLIAMENT

Castlemore P.S. is pleased to have a Student Parliament to help promote citizenship and student leadership. It is made up of representatives from Grades 7 & 8, and is supported by Staff Advisors.

## STUDENT PERSONAL INFORMATION

*see Board's Guide to the School Year – page 39*

Schools routinely collect, use and release student personal information, in keeping with the Education Act and other laws. Whenever your child's personal information is collected, its use will be explained to you.

A list of examples for when permission will be sought can be found in the Board Booklet. Parents must sign the Policy Agreement Form, acknowledging that they have read and understood this information.

If you have any questions about your child's privacy protection, please contact the school principal or the Information Access and Privacy Office at 905-727-0022 ext.2015.

## VACATION / PROLONGED ILLNESS

*see Board's Guide to the School Year – page 41*

- Parents/guardians of students should understand that their child is expected to attend school on all days identified in the school year calendar and if their child is absent, a parent/guardian must ensure the continuity of learning for their child.
- Parents/guardians of students who will be absent from school for a vacation or prolonged illness, of more than 15 days' duration are asked to complete the Notification of Expected Return to School form for the school office BEFORE the absence occurs.
- To ensure their child's name remains on the register; parents/guardians of absent students **MUST** contact the school office by fax or email on the 15<sup>th</sup> day of the absence and every subsequent 15 days of the continuing absence.

## CASTLEMORE Public School

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- The Ministry of Education requires that the school remove a child from the register if the parent/guardian has not been in contact with the school every 15 days during the continuing absence.
- Please pick up the form to fill out at the Office.

### VISITORS

*see Board's Guide to the School Year - page 41*

#### ALL VISITORS (Parents, Guardians, Volunteers, other Y.R.D.S.B. Staff, Contractors, etc.)

... to our school, are expected use the Main / Southeast Entrance to our school. They must use the buzzer, check in at the Office, sign "in" and "out" at the Office and pick up and wear an identification badge when in our school building. Students and staff encountering a guest in our building should be able to identify this visitor by his/her " Visitor or Volunteer Badge".

### VOLUNTEERING in the SCHOOL

*see Board's Guide to the School Year –page 41*

We welcome and encourage the important role that parents/guardians and community members play in education. There are many opportunities for you to get involved at the school. For more information, contact the school office staff or review Policy and Procedure #280.0, Volunteers in Our Schools.

All School Volunteers are to:

- Complete a Volunteer Form - *(please obtain from the Office)*
- Sign a Confidentiality Agreement
- **New Volunteers** - Submit Vulnerable Sector Screening completed within the last six months
- **Returning Volunteers** – sign the Annual Offence Declaration Form

### For More Information ...

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You can find more information on these and other topics in the **Guide to the 2014-15 School Year** (Board Booklet) included with this package or on the York Region District School Board website at [www.yrdsb.ca](http://www.yrdsb.ca).



# CASTLEMORE Public School

## 5-DAY CYCLE CALENDAR

| YORK REGION DISTRICT SCHOOL BOARD<br>2014-2015 SCHOOL YEAR CALENDAR<br>ALL ELEMENTARY SCHOOLS - DAY 1 - 5 Calendar  |                       |   |          |   |   |    |   |          |   |   |    |  |          |    |         |    |    |          |         |    |    |         |           |    |    |    |    |           |    |    |    |    |
|---|-----------------------|---|----------|---|---|----|---|----------|---|---|----|--|----------|----|---------|----|----|----------|---------|----|----|---------|-----------|----|----|----|----|-----------|----|----|----|----|
| <b>Legend:</b><br>B Board Holiday<br>E Elementary Professional Activity Day<br>E/S Elementary/Secondary Professional Activity Day<br>T Elementary/Secondary Training Day<br>M Mandatory Holidays (Labour Day, Thanksgiving, Christmas, Family Day, March Break, Easter, Victoria Day) |                       | <b>Holidays</b><br>Labour Day September 1<br>Thanksgiving October 13<br>Christmas Break Dec 22 - Jan 2<br>Family Day Feb 16<br>March Break March 16-20<br>Good Friday April 3<br>Easter Monday April 6<br>Victoria Day May 18 |          |   |   |    |   |          |   |   |    | All Professional Activity Days, Training Days and June 26th are day 'zeros'. |          |    |         |    |    |          |         |    |    |         |           |    |    |    |    |           |    |    |    |    |
|   |                       |   |          |   |   |    |   |          |   |   |    |  |          |    |         |    |    |          |         |    |    |         |           |    |    |    |    |           |    |    |    |    |
| Month   | No. of Instruct. Days | No. of P.A. Days  | 1ST WEEK |   |   |    |   | 2ND WEEK |   |   |    |  | 3RD WEEK |    |         |    |    | 4TH WEEK |         |    |    |         | 5TH WEEK  |    |    |    |    |           |    |    |    |    |
| E   | E                     | E   | M        | T | W | Th | F | M        | T | W | Th | F  | M        | T  | W       | Th | F  | M        | T       | W  | Th | F       | M         | T  | W  | Th | F  |           |    |    |    |    |
| September   | 21                    | 1T  | 1<br>M   | 2 | 3 | 4  | 5 | 6        | 7 | 8 | 9  | 10   | 11       | 12 | 13<br>M | 14 | 15 | 16       | 17      | 18 | 19 | 20<br>T | 21        | 22 | 23 | 24 | 25 | 26        | 27 | 28 | 29 | 30 |
| October   | 21                    | 1   |          |   |   | 1  | 2 | 3        | 4 | 5 | 6  | 7  | 8        | 9  | 10      | 11 | 12 | 13<br>M  | 14      | 15 | 16 | 17      | 18        | 19 | 20 | 21 | 22 | 23        | 24 | 25 | 26 | 27 |
| November  | 19                    | 1   |          |   |   |    |   | 1        | 2 | 3 | 4  | 5  | 6        | 7  | 8       | 9  | 10 | 11       | 12      | 13 | 14 | 15      | 16<br>E/S | 17 | 18 | 19 | 20 | 21        | 22 | 23 | 24 | 25 |
| December  | 15                    | 0   | 1        | 2 | 3 | 4  | 5 | 6        | 7 | 8 | 9  | 10   | 11       | 12 | 13      | 14 | 15 | 16       | 17      | 18 | 19 | 20      | 21        | 22 | 23 | 24 | 25 | 26        | 27 | 28 | 29 | 30 |
| January   | 19                    | 1   |          |   |   |    | 1 | 2        | 3 | 4 | 5  | 6  | 7        | 8  | 9       | 10 | 11 | 12       | 13      | 14 | 15 | 16<br>E | 17        | 18 | 19 | 20 | 21 | 22        | 23 | 24 | 25 | 26 |
| February  | 18                    | 1   | 0<br>E/S | 1 | 2 | 3  | 4 | 5        | 6 | 7 | 8  | 9  | 10       | 11 | 12      | 13 | 14 | 15       | 16<br>M | 17 | 18 | 19      | 20        | 21 | 22 | 23 | 24 | 25        | 26 | 27 | 28 | 29 |
| March   | 17                    | 1T  | 1        | 2 | 3 | 4  | 5 | 6        | 7 | 8 | 9  | 10   | 11       | 12 | 13<br>T | 14 | 15 | 16       | 17      | 18 | 19 | 20      | 21        | 22 | 23 | 24 | 25 | 26        | 27 | 28 | 29 | 30 |
| April   | 20                    | 0   |          |   |   | 1  | 2 | 3        | 4 | 5 | 6  | 7  | 8        | 9  | 10      | 11 | 12 | 13       | 14      | 15 | 16 | 17      | 18        | 19 | 20 | 21 | 22 | 23        | 24 | 25 | 26 | 27 |
| May   | 20                    | 0   |          |   |   |    | 1 | 2        | 3 | 4 | 5  | 6  | 7        | 8  | 9       | 10 | 11 | 12       | 13      | 14 | 15 | 16      | 17        | 18 | 19 | 20 | 21 | 22        | 23 | 24 | 25 | 26 |
| June  | 18                    | 2   | 1        | 2 | 3 | 4  | 5 | 6        | 7 | 8 | 9  | 10   | 11       | 12 | 13      | 14 | 15 | 16       | 17      | 18 | 19 | 20      | 21        | 22 | 23 | 24 | 25 | 26<br>E/S | 27 | 28 | 29 | 30 |
| <b>TOTALS</b>   | <b>188</b>            | <b>6 + 2T</b>   |          |   |   |    |   |          |   |   |    |  |          |    |         |    |    |          |         |    |    |         |           |    |    |    |    |           |    |    |    |    |

September 22: Training Day - Compliance Training - Primary Class Size Reorganization Day (Board Directed)  
 October 27: PA Day - A.M. SIP/Student Success; P.M. Professional 1/2 day on or off-site (teacher directed time);  
 November 14: P.A. Day - A.M. - Parent-teacher interview day; P.M. - 1/2 day release if applicable;  
 January 16: P.A. Day - Assessment/Report Cards (Teacher directed);  
 February 2: PA Day - A.M. SIP/Student Success; P.M. Professional 1/2 day on or off-site (teacher directed time);  
 March 13: Training Day - Compliance Training / In-School planning (Board directed);  
 June 5: P.A. Day - Assessment/Report Cards (Teacher directed);  
 June 25: P.A. Day A.M. - 1/2 day instruction; P.M. - 1/2 day early release of students & Board Directed SIP;  
 June 26: P.A. Day A.M. - Staff meeting/End of Year wrap-up and training (Board Directed).

All Professional Activity, Training Days and June 25th are day 'zeros'.  
 For timetabling purposes, one cycle of prep (240 min pro rated for part time teachers) is to be provided for teachers within the Board Directed PA/PT days (exclusive of the November 14th Parent-Teacher Interview Day), to be scheduled by the Principal.

## PERSONAL TIMETABLE

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Please glue a copy

of your

Personal Timetable

on this page.