

ÉCOLE PRIMAIRE HOWICK ELEMENTARY
RULES OF CONDUCT AND SAFETY AND SCHOOL PROCEDURES
2022-2023
450-825-2606

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Le code de vie se trouve en français sur notre site web.

This agenda belongs to: _____

RULES OF CONDUCT AND SAFETY

Howick Elementary School's Rules of Conduct and Safety were developed collaboratively with feedback from many of our stakeholders ensuring that all of our partners are working toward our collective goal – the education and development of the youth of our community.

At Howick Elementary School, we believe in fostering a sense of community based on communication, respect and responsibility. Through this policy, we will outline our expectations, rights and responsibilities, in order to promote a positive learning environment for all students.

RIGHTS AND RESPONSIBILITY

Every child has a right to know that he/she can learn in their own way. Through the concerted effort of students, staff, parents and community members, we can create an environment that is physically safe and fosters the academic, social and emotional development of our children.

These Rights and Responsibilities are in place to create a safe and secure school and form the foundation of the rules of the school.

RIGHTS

- I have a RIGHT to learn.
- I have a RIGHT to hear and be heard.
- I have a RIGHT to be respected.
- I have a RIGHT to be safe.
- I have a RIGHT to privacy and to my own personal space.

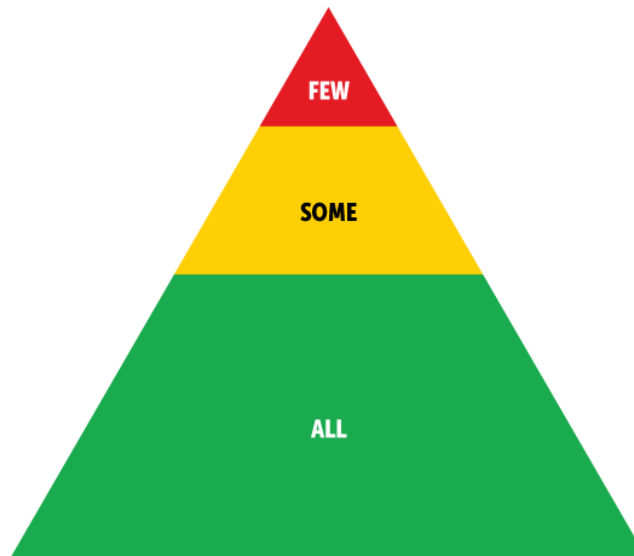
RESPONSIBILITIES

- It is my RESPONSIBILITY to allow everyone to learn.
- I have the RESPONSIBILITY to listen.
- It is my RESPONSIBILITY to respect others.
- I have the RESPONSIBILITY to create a safe school.
- I have the RESPONSIBILITY to report an incident of verbal or physical violence to an adult.
- It is my RESPONSIBILITY to respect the other's personal space and privacy.
- It is my RESPONSIBILITY to keep my body to myself (ex: hands and feet).

In all situations where the rights of a student have not been met, it is the responsibility of any student to report and staff to intervene on the incident. The school personnel and administration and/or his/her delegate will intervene in a manner that will promote learning with the goal of reducing future incidence and/or deliver appropriate consequences on a case by case basis.

Positive Behavioral Interventions and Supports

Positive Behavioral Interventions and Supports (PBIS) is an [evidence-based three-tiered framework](#) to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students succeed. We have chosen to implement PBIS at Howick as it is proven to improve student outcomes and reduce exclusionary discipline.



For all students: Systems, data, and practices impact everyone across all settings. They establish the foundation for delivering regular, proactive support and preventing unwanted behaviors.

At Howick, this represents teaching all students expectations, recognizing positive behaviors, teaching self-regulation and supporting learning with supported practices.

For some students: Systems, data, and practices provide targeted support for students who are not successful with Tier 1 supports alone. The focus is on supporting students who are at risk for developing more serious problem behavior before those behaviors start.

At Howick, this represents using The 60 seconds fix at targeted times with some students, using restorative justice reflection alongside grounding in smaller groups and making sure tier 1 is well understood and learned by recognizing with students when they did reach the expectation to show them how they can achieve it.

For few students, at most schools, there are 1-5% of students for whom Tier 1 and Tier 2 supports have not connected. At Tier 3, these students receive more intensive, individualized support to improve their behavioral and academic outcomes. Tier 3 strategies work for students with developmental disabilities, autism, emotional and behavioral disorders, and students with no diagnostic label at all.

At Howick, an intervention plan would be created that would include teaching self-regulation. The intervention plan would support our ABAV plan and insure that supports are put in place for the student's success

Self-regulation: Our staff has been trained with Dr. Reggie Melrose to teach students about a practice called The 60 seconds Fix that is meant to help us ground ourselves and learn to use tools to self-regulate. This approach helps us get into the zone, where we find the perfect amount of excitement that keeps us engaged in life without being overwhelmed by it. Students will all learn this approach and use it every day in class (and we encourage families to do it with their children). They will learn to feel their feet on the ground, to take the support of what they are sitting or lying in, to breathe through their nose as if they are smelling the flowers and blowing out the candles and to visualize a soothing nature scene (mountain, beach, woods, lake, etc).

What are the school's expectations?

All our school's expectations are based around three core values: respect, responsibility and security. We have also separated the expectations with different times of day and locations in the school to help us teach the students what the expectations are and focus on the positive behaviors to help support and encourage them.

Where? When?	Expectations according to our values		
	Respect	Responsibility	Security
At all times, in all spaces of the school	<ul style="list-style-type: none"> - I pick up my garbage; - I take care of the materials; - I respect the others with both my words and my actions; - I take off my hat and hoodie indoors. 	<ul style="list-style-type: none"> - I solve conflicts in a peaceful way; - I wear appropriate clothing for the activities and weather; - I speak the language of the classroom; - I read every night, as per our homework policy. 	<ul style="list-style-type: none"> - I keep my food for myself; - I leave personal objects at home; - I tie my shoes; - I ask the adult in charge for permission to go to and from where I am; - I make sure to be where I am expected to be.
Hallways, coatroom and staircases during class time	<ul style="list-style-type: none"> - I stay silent; - I whisper if necessary; - I respect space between my friends and myself; - I keep my hands and feet to myself; - I respect the artwork and bulletin board décor. 	<ul style="list-style-type: none"> - I put my personal belonging away at the right place; - I prepare myself quickly; - I hang my thing on my hook or place on the shelf to help keep our area clean. 	<ul style="list-style-type: none"> - I walk calmly; - When I circulate, I use the right side of the stairs.

Hallways, coatroom and staircases outside of class time	<ul style="list-style-type: none"> - I speak at a level 2 voice (2 people can hear me); - I stay in the space that is designated to me. 	<ul style="list-style-type: none"> - I prepare myself quickly; - I hang my thing on my hook or place on the shelf to help keep our area clean. 	<ul style="list-style-type: none"> - I walk calmly; - When I circulate, I use the right side of the stairs.
In all classrooms	<ul style="list-style-type: none"> - I raise my hand and wait my turn to speak; - I apply the rules of the adult; - I use my work space and keep it clean; - I contribute positively to the learning environment. 	<ul style="list-style-type: none"> - I come to school with the expectation that I will do my best and be willing to try. - I actively participate in activities. - I have in my possession all the materials necessary for my success. - I speak in the language that of the class to the best of my ability. 	<ul style="list-style-type: none"> - I manipulate the material carefully; - I put my chair away before leaving the classroom; - I wait for my teacher's signal before leaving the classroom.
In the gymnasium	<ul style="list-style-type: none"> - I respect the rules of the adult; - I use team spirit; - I respect the rules of the activity played; - I play for fun. 	<ul style="list-style-type: none"> - I wear the proper phys ed clothing; - I put away the material used; - I make efforts to succeed; - I actively participate in the activities. 	<ul style="list-style-type: none"> - I manipulate the material securely; - I respect the security rules.
Washrooms	<ul style="list-style-type: none"> - I respect my privacy and the privacy of others; - I respect the environment (paper, soap); - I speak with a level 2 voice; - I flush the toilet. 	<ul style="list-style-type: none"> - I wash my hands with soap; - I use the washroom quickly and return to where I should be. 	<ul style="list-style-type: none"> - I stay calm; - I wait my turn; - I shut off the water taps; - I go to the washroom that is closest to my location.
Washrooms when changing for physical education	<ul style="list-style-type: none"> - I respect the privacy of others; - I speak with a level 2 voice; - I respect the differences of others. 	<ul style="list-style-type: none"> - I get changed quickly. 	<ul style="list-style-type: none"> - I stay calm; - I put my things away in my gym bag; - I put my bag in the designated area.

In the cafeteria	<ul style="list-style-type: none"> - I speak at a level 2 voice; - I respect the personal space of others; - I only touch what belongs to me; - I put my garbage away in the garbage cans. 	<ul style="list-style-type: none"> - I keep my space clean; - I put my things away at the right place. 	<ul style="list-style-type: none"> - I stay quiet when attendance is taken or when an adult speaks; - I listen to instruction as soon as the lights go out; - I stay calm; - I stay seated.
In the library	<ul style="list-style-type: none"> - I stay silent; - I whisper when necessary; - I touch the books with care; - I place the stick to consult books at the right place. 	<ul style="list-style-type: none"> - I choose books that match my capacities and interest. - I place the sitting mats and cushions back where I found them. 	<ul style="list-style-type: none"> - I walk; - I stay calm.
At daycare	<ul style="list-style-type: none"> - I respect others; - I respect my materials and those of others; - I wait for my teacher's signal before going to the daycare. 	<ul style="list-style-type: none"> - I participate actively to the different activities; - I clean my spot after snack time and activities; - I put my personnel things and my material at the right place. 	<ul style="list-style-type: none"> - I stay calm; - I wear the right clothes for activities and weather; - I have fun at games in a safe way; - I help put things back in place in the daycare room and outside.
On the playground	<ul style="list-style-type: none"> - I play to have fun; - I take care of the environment and the materials in it; - I interact positively with others; - I put garbage in the garbage bins. 	<ul style="list-style-type: none"> - I play positively according to my capacities. 	<ul style="list-style-type: none"> - I play in a safe way; - I keep my hands and feet to myself; - I use the material and the game modules in a safe way; - I go to an adult outside if I need to go to the office or the bathroom; - I report to an adult if something looks dangerous or broken.
When the bell rings	<ul style="list-style-type: none"> - I put material that I used away; 	<ul style="list-style-type: none"> - I stop playing and go lineup immediately. 	<ul style="list-style-type: none"> - I go to the end of the line; - I go in calmly and walking;

	<ul style="list-style-type: none"> - If I see material lying around, I put it away. 		<ul style="list-style-type: none"> - In line, I keep space between me and the people in front and behind me; - In line, I respect my position.
On the bus	<ul style="list-style-type: none"> - I listen to the bus driver who is in charge. 	<ul style="list-style-type: none"> - I am always at the bus stop on time; - I go to my seat quickly without pushing and I keep the aisle clear; - I know where the emergency exits are; - I keep all my things with me inside the bus. 	<ul style="list-style-type: none"> - I play in a safe place while I wait for the bus; - I wait for the bus to come to a complete stop, board the bus in a single file, in an orderly fashion and using the hand rail; - I remain seated, talk in a level 2 voice and I keep food and drinks in my bag; - I keep all body parts inside the bus; - I wait until the bus stops completely before getting up to get off and I go out in a single file, respecting the space between me and others.

Howick Elementary School has an Anti-Bullying Anti-Violence (ABAV) plan to support our students. Included in this plan is that it is a collective responsibility to reduce bullying. Students have the responsibility to report a situation that they witness to a member of the school staff and all staff have the responsibility to intervene. Each year, Howick Elementary School completes a student survey that provides important data for us to improve on the environment for our students.

SCHOOL PROCEDURES

1. ARRIVAL AND DEPARTURE

1.1. Arrival: **The daycare opens at 6:45 am.** Busses arrive at 7:50 am with one supervisor at bus stop. All students go straight from the bus into the school to start breakfast. After the last student has disembarked, the supervisor locks the gate on Colville street. Once the south gate is locked, all students (including walkers), need to come in by the main. If your child arrives after 8:00, you **MUST COME IN WITH THEM TO SIGN THEM IN AT THE FRONT OFFICE.** If your child arrives after 8:10, they unfortunately will not receive breakfast as period 1 starts at that time.

- 1.2. Recess and lunch: Recesses are from 9:55 to 10:15 and then from 1:35 to 1:55. Students in Kindergarten are supervised by one and grades 1-6 by two teachers. Lunch starts at 11:27 for K4 and K5 students. After eating, they go outside to play where lunch supervisors and daycare educators are in charge. Grade 1 and 2 eat lunch at 11:55 and then go out to play. Grade 3, 4, 5 and 6 students go outside at 11:55 and come back to eat at 12:10. When they are done, they go to play. Students will remain indoors for recess and lunch recess when the weather is 25 below zero with or without wind chill. Between 20 to 25 below zero, the staff will use their professional judgement as to the duration students will be outside, if at all.
- 1.3. Departure: Students walking home or being picked by parents are to wait in the gymnasium until they are dismissed by the supervising teacher, after buses have left at 2:52. For the security of all the students, parents are required to wait on the sidewalk by the outside classroom until students are dismissed.
- 1.4. Please advise the school if your child will depart before the end of the school day. The parent/guardian must wait at the office for the child to arrive from class. Regular early dismissals are disruptive to the learning environment and are discouraged.
- 1.5. If the way your child is leaving school needs to change (bus, pick-up, daycare), you must contact the school BEFORE NOON to ensure all changes are made properly and that dismissal runs smoothly. If you do not call before then, we will not be able to accommodate.
- 1.6. If visiting the school, parents and/or visitors must report to the office first and pick up a visitor's pass. You will be asked to report back to the office if you are circulating without one. At that time, you will also need to sign in to indicate your presence in the building.

2. ABSENCES

- 2.1. Parents are required to contact the school prior to 9 AM if their child is absent that day to justify their absence.
- 2.2. Parents may call the school (450-825-2606), e-mail howick@nfsb.qc.ca or go on the school Portal. If you do not call, we will be contacting you to follow up. Please note that it is the teachers' and principal's mandate to follow up with parents and the department of youth protection (DYP) when a child is absent on a regular basis and that these absences have an impact on their success.
- 2.3 In the event that we are learning online, a student is considered absent if he or she does not participate in the online activities. This absence also need to be justified.

3. EMERGENCY DISMISSAL/CLOSURES

- 3.1 Emergency closure occurs either prior to the school day commencing or after the start of the day.
- 3.2 Before school commences:** The school will post the news of school closures on its Facebook page and utilize the communication set forth by the NFSB board office.
- 3.3 Emergency closing during school hours:** If the school must close for an emergency, parents will be contacted. Please follow our Facebook page to receive any updates as we will use this as our first line of communication if our system is down.

4. CONTACT INFORMATION

- 4.1 Please make sure the school has accurate work and emergency telephone numbers where you **can be reached at all times**. Parents need to be available for children who are injured, not feeling well, or if the school must close on an emergency basis. It is essential to inform the school of any change of address or telephone number, including the emergency contact numbers.

5. COMMUNICATION BETWEEN THE SCHOOL AND FAMILIES

- 5.1 Communication between families and the school is important. Parents are invited to contact the school should they have questions or concerns. Initial questions about students, student interactions, or regarding classroom should be first directed to the teacher, either through the agenda, TEAMS or by email.

5.2 We appreciate the keen interest you show in your child's progress. When you wish to arrange a meeting with your child's teacher(s)/administrator, please contact the office to schedule an appointment. Families are reminded that they cannot disrupt class time to speak to a teacher or show up unannounced.

5.3 School notices, letters, permission slips, and monthly calendars are sent home by email. Anything that requires parents to fill in a section will be sent home by paper, while anything else will be transmitted via the email address provided.

5.4 Increasingly, the school is using digital mediums to send documents home. Please ensure that you check your e-mail regularly as well as our Facebook page.

5.5 Communication with the school must be done through the official school channels, which are: the agenda, school e-mail, or workplace e-mails of staff (*@nfsb.qc.ca). Please do not contact or communicate with the staff on their personal social media or e-mails.

6. PARENT PORTAL

6.1 The parent portal (www.portailparents.ca) is used to communicate between families and the school. On it, you will be able to:

- Register your children
- Obtain their report card (K5 to grade 6 students)
- Justify absences
- See communications from the school (for example: incident reports)
- View your school fee invoice

7. MEDICAL INFORMATION/HEALTH

7.1 Parents are responsible for advising the school of their child's medical needs or health condition.

7.2 Forms are provided at the beginning of the year to all families. Families must contact the school immediately if students have fallen ill with a communicable disease or condition.

7.3 Parents will be notified in case of injury or illness and are expected to pick up their child if necessary. In the case when a student requires medical assistance and emergency services, parents will be called. A staff member will accompany the student to the hospital and remain until a parent is present.

7.4 Peanut products and other allergens: Due to severe allergies, peanut products may not be brought to school. An official list will be sent at the beginning of the year once we receive the health records from all current students to let you know of other allergies.

8. HEALTHY SNACKS

At Howick Elementary we encourage healthy eating. We request students' snacks to include fresh fruit and/or vegetables, yogurt, cheese etc. We encourage students to bring a refillable water bottle. As well, we are a "nut-aware" school. We ask, again, that snacks and lunches are peanut-free.

9. DRESS CODE

9.1 Overview: As a general rule, modesty and decency should prevail.

- Clothing should cover the whole torso, chest.
- Underwear should not be visible.
- Clothing should promote tolerance and acceptance appropriate to the demographic of the school; shirts should not promote violence or inappropriate expressions.
- Shoes are required inside throughout the day except in summer when sports sandals are permissible. Heels are not acceptable for safety issues.
- Students should wear appropriate footwear for the weather and the activity (ex: no shoes in winter or flip flops for soccer).

9.2 Physical Education Clothes: Students are to come to physical education class wearing their phys. ed. uniform (t-shirt, shorts/athletic pants, and running shoes). Students are required to store their clothing in a cloth bag. Physical education clothes must be a separate set of clothing from clothes worn in the classroom. K4 and K5 students do not change for physical education; they remain in their regular clothing.

9.3 Indoor/Outdoor Shoes: Students must have shoes that are used only for inside wear.

9.4 Caps, hats, tuques and hoods may be worn outside in the playground but must be removed inside the school.

9.5 Winter Wear: While the weather is colder, students must dress warmly to ensure their safety. Students must wear: boots, snow pants, winter coat, mittens or gloves, hat, and a neck warmer or scarf. Students should arrive in their winter clothing and must wear their winter clothing when leaving the school. Students who are not dressed appropriately for the weather may be asked to remain in certain areas to ensure that they are not cold. They should always have a second pair of mittens in their bag in case the first pair gets wet.

9.7 Appropriate seasonal clothing is required, for example, students must wear winter boots while snow remains on the ground.

10. SCHOOL YARD

10.1 Students are expected to behave in a way that creates a positive atmosphere for all when playing in the schoolyard.

10.2 Recess and lunch are spent outside unless the weather does not permit. With this in mind, please ensure that your child(ren) come(s) to school with the appropriate seasonal clothing.

10.3 Students must remain inside the designated school yard area.

10.4 If a student is feeling well enough to be sent to school in the morning, they will be sent outside to play; they will not be kept inside.

11. PHYSICAL EDUCATION

All students are expected to participate in physical education classes unless there is a medical reason. A doctor's note must be provided if students are not taking part in physical education classes.

12. SPORTS EQUIPMENT/SCHOOL EQUIPMENT

Equipment and materials are to be used with permission. Students should ask a staff member if it is unclear whether they should use the equipment.

13. PERSONAL ITEMS

13.1 Personal items to leave at home: Aside from school related items, no personal items may be brought to school (unless previously authorized by staff). This includes but is not exclusive to: toys, collector's cards, electronic devices (including cell phones and iPods), jewelry or special possessions, large amounts of money, and any item which may distract from studies.

13.2 STUDENTS CAN NEVER POSSESS ITEMS CONSIDERED DANGEROUS AT SCHOOL including but not limited to: pocket knives and other potentially harmful objects.

13.3 The school is not responsible for lost or stolen items, nor items damaged by other students.

13.4 Lost and Found Items: To help us return clothing and school items to their rightful owner, please identify your child's material. All items remaining will be placed in the Lost & Found. Parents may rummage through the boxes by reporting to the office.

13.5 At the end of the year, remaining non identified items will be donated.

14. AFTER SCHOOL ACTIVITIES

After-school activities require written permission. After-school activities such as choir practice, homework club, basketball, karaté, art club, etc., are extended to children as a privilege. Parents must pick up their children on time.

15. DAYCARE PROGRAM

15.1 Howick Elementary School is pleased to offer our parents a daycare program.

15.2 Parents should note that it is required by law that students are registered at daycare in order to attend, even sporadically. It is possible that we do not have space for your child if they are not registered as a regular student.

15.3 The maximum number of students able to enroll per day and the Pedagogical Day rates are set by our Governing Board.

15.4 The same rules and principles apply to our Daycare Program as throughout the school day; as well as our internal daycare guidelines that parents must sign upon registration.

15.5 As for any other changes in the school day, changes to daycare must be reported before NOON.

16. HOMEWORK

Children are given homework in the form of reading in both languages. Vocabulary words\verbs will be worked at school. Parents may choose to give extra time to this but our first priority is **READING!** We do want you to read with your child every day in both languages. Please advise your child's teacher if your child is experiencing difficulty in any area of homework.

17. SCHOOL SOCIAL MEDIA GUIDE

17.1 Social media tools, like Facebook, Instagram, Tik Tok, Snapchat and YouTube, are now an integral part of our lives. As parents, teachers, and staff of Howick Elementary School, it is our responsibility to use social media appropriately and to teach the children to conduct themselves properly when socializing electronically. Everyone can contribute to the development of good habits in order to teach each student how to be an upstanding digital citizen. Please keep in mind that the actions of children on social media may affect the relationships of students in the school and that there are minimum ages for the use of social media sites (13 years old). Parents can be held liable for their children's actions on these platforms as the children themselves are not of legal age to be on these sites.

17.2 Every action that is taken that is detrimental to anyone else (staff or student) will be dealt with appropriately; it could lead to a school suspension. It could also be taken further legally, depending on the severity or frequency of the offense.

17.3 For concerts and events, please ensure that the recording of events does not disrupt the performance nor block spectators' view.

18. STUDENT ASSESSMENT FEES

The Student Fees are approved by the governing board. These fees cover costs of items which are consumed (used) by your children during their schooling. There is also, for students not registered in daycare full-time, a lunch time supervision fee. The fee is to be paid before December or a payment arrangement must have been made. Equalized payment plans can also be made. As per our governing board, children whose parents have not paid their fees in full will not be allowed to participate in year-end trips.

19. BUS SAFETY RULES

19.1 GENERAL: The school bus is considered to be an extension of the school. All school rules and School Bus Safety Rules apply. School bus transportation is a privilege and not a right. The School Board has the right to suspend transportation privileges immediately, depending on the severity of the offense, for an extended period and/or for the balance of the school year.

- First Offense: Warning by the school administration
- Second Offense: Letter to the parents/guardians
- Third Offense: 3-5 day suspension of privileges*
- Fourth Offense: 5-10 day suspension of privileges*
- Fifth offense: Loss of bus services

19.2 *If a student is suspended from bus privileges, it is the parents'/guardians' responsibility to ensure their child attends school each day.

19.3 **TRANSPORTATION OF EQUIPMENT:** The Québec Highway Code does not permit a student to carry anything other than the required school materials (school bag and/or lunch container) on a school bus. Therefore, other items (e.g. sports equipment, instruments, skateboards, sleds, large projects, etc.) will not be transported on the school bus.

20. VOLUNTEERS

Howick Elementary School values the community's contribution to our school. We require that anyone volunteering at HES must complete a Declaration Concerning Judicial Record form on an annual basis. Please see the office to receive one at the beginning of the year. These approvals cannot be filled out last minute.

School rules, Board Policies, HES Anti-Bullying/Anti-Violence Plan, and consequences apply in the building, in the yard, on school trips, and on buses. However, consequences of the Transportation Policy EEA supersede our consequences.

21. AREAS OF RESPONSIBILITY

STUDENTS

It is the duty of a student to:

- Participate fully in learning opportunities;

- Attend school regularly and punctually;
- Contribute to an orderly and safe learning environment;
- Participate in activities that define the culture of our school (such as cafeteria duty, bus buddies, breakfast club helpers, recess rangers, etc.);
- Respect the rights of others: all adults working in our school as well as all students; and
- Comply with the discipline policies of the school and the school board.

PARENTS

It is the duty of parents to:

- Support their children in achieving learning success;
- Ensure that their children attend school as required by ministry regulations;
- Communicate regularly with their children's school;
- Ensure the basic needs of their children are met—making sure that their children are well nourished and well rested when they go to school; and
- Support their children's teachers in their efforts to provide an education for their children.

TEACHERS

It is the duty of a teacher to:

- Respect the rights of students;
- Teach diligently the subjects and programs of study prescribed in the Quebec Education Program (QEP), which are assigned to the teacher by the school board;
- Implement teaching strategies that foster a positive learning environment aimed at helping students achieve learning outcomes;
- Encourage students in the pursuit of learning;
- Monitor the effectiveness of the teaching strategies by analyzing outcomes achieved;
- Acknowledge and to a reasonable extent, accommodate differences in learning styles;
- Participate in individual program planning and implement individual program plans, as required, for students with special needs;
- Review regularly with students their learning expectations and progress;
- Take all reasonable steps necessary to create and maintain an orderly and safe learning environment;
- Maintain appropriate order and discipline in the school or room in the teacher's charge and report to the school principal or his/her delegate of any instance when the conduct of a student is persistently defiant or disobedient;
- Maintain an attitude of concern for the dignity and welfare of each student and encourage in each student an attitude of concern for the dignity and welfare of others and a respect for religion, morality, truth, justice, love of country, humanity, equality, industry, temperance and all other virtues;
- Attend to the health, comfort, and safety of the students.

PRINCIPAL

The principal is the educational leader of the school and has overall responsibility for the school, including teachers and other staff.

It is the duty of the principal to ensure that reasonable steps are taken to create and maintain a safe, orderly, positive, and effective learning environment.

DIRECTOR OF EDUCATIONAL SERVICES

It is the duty of the Director of Educational Services to maintain a safe, orderly, and supportive learning environment in all schools within the school board's jurisdiction.

SUPPORT STAFF

It is the duty of a support staff member to:

- Maintain an attitude of concern for the dignity and welfare of each and every student;
- Cooperate with the school board, director of educational services, school principal, teachers, students, and other staff members to maintain an orderly, safe and supportive learning environment;
- Respect the rights of students.

GENERAL RESPONSIBILITIES AND POWERS OF SCHOOL BOARDS

In accordance with the Education Act, a school board shall:

- Promote its schools as safe, quality learning environments and as community resources;
- Establish a student discipline policy consistent with ministerial guidelines;
- Develop policies and implement programs consistent with the Ministry of Education policies and guidelines respecting students who have been suspended for more than five days or expelled from school;
- Establish a policy for the protection of students and employees from harassment and abuse.

ACCEPTABLE USE OF THE INTERNET POLICY AND CONSENT FORM

Internet access is available to staff and students at Howick Elementary School. We strongly believe that the Internet offers extensive, diverse, and unique resources to staff and students. Our goal in providing this resource is to promote educational excellence in our school by facilitating resource sharing, accessing up-to-date information and communication.

With this vast amount of information and connections also comes the availability of unwanted material that may not be considered of educational value in the school. The Internet, like any classroom or hallway, has rules of conduct that must be followed by everyone. It is the responsibility of the user to abide by these rules with the understanding that there will be consequences such as denied access to the Internet for breaking these rules.

INTERNET USE POLICY

I agree to respect the following rules for on-line safety:

- I will not reveal my personal address or phone number or those of any friends or colleagues.
- Messenger-type web sites are not allowed to be used on school computers (MSN, chat rooms, etc.).
- I will tell my teacher and my parents/guardians right away if I come across materials that are not in keeping with the school's standards.
- I will never send a person my picture or anything else without checking with my teacher and parents/guardians.
- I realize that all electronic mail (e-mail) is not guaranteed to be private.
- I will not purposely damage the computer or network in any way.
- I will not visit any inappropriate sites and if I am not sure, I will ask an adult.
- I am prepared to be held accountable for my actions and lose my privileges if the Rules of Acceptable Use of the Internet are not followed.

SCHOOL AGREEMENTS

RULES OF CONDUCT & SAFETY

I have discussed the Rules of Conduct & Safety with my child.

STUDENT'S SIGNATURE _____

PARENT/ GUARDIAN'S SIGNATURE _____

TEACHER'S SIGNATURE _____

DATE _____

-----"

NEIGHBORHOOD FIELD TRIP FORM

Occasionally the teachers like to bring the students on an outing to a location near to the school. This form is for the purpose of giving a general permission for this type of activity.

STUDENT'S NAME _____

CLASS _____

PARENT/ GUARDIAN'S SIGNATURE _____

DATE _____

ACCEPTABLE USE OF INTERNET CONSENT FORM

I have discussed the rules of acceptable use of the Internet with my parents and have their permission to use the Internet at Howick Elementary School.

STUDENT'S NAME _____

CLASS _____

PARENT/ GUARDIAN'S SIGNATURE _____

DATE _____

POWER WORDS

<u>POWER WORDS</u>	<u>Reading</u>	<u>Writing</u>	<u>POWER WORDS</u>	<u>Reading</u>	<u>Writing</u>
again			about		
also			almost		
any			always		
are			answer		
as			away		
be			before		
because			blue		
come			both		
could			by		
do			done		
does			eight		
for			every		
from			far		
go			father		
goes			first		
has			four		
he			girl		
I			give		
into			going		
is			good		
know			have		
many			her		
me			here		
no			his		
of			laugh		
one			live (I live here.)		
or			love		
people			mother		
put			my		
said			only		
she			other		
should			our		
so			out		
some			please		
the			saw		
their			there		
they			these		
to			those		
was			think		
we			though		
were			through		
what			today		
when			too		
where			two		
which			use		
who			walk		
why			want		
would			whole		
you			word		
your			work		
			write		

MOTS DE PASSE

<i>MOTS DE PASSE</i>	<i>Lire</i>	<i>Écrire</i>	<i>MOTS DE PASSE</i>	<i>Lire</i>	<i>Écrire</i>
à... au aux			alors		
après			avant		
aussi			bas		
autre			beau belle		
avec			bien		
beaucoup			cher chère		
bon			chez		
ça c'est			comment		
ce ces			déjà		
comme			encore		
dans			est-ce-que		
des			eux		
deux			femme		
en			fille		
et			fois		
il y a			frère		
les			garçon		
leur			grand grande		
mais			gros grosse		
maman			haut		
moi			homme		
mon mes			jamais		
ne ___ pas			jour aujourd'hui		
nom			jusqu'à		
ou			là		
où			long longue		
oui			maintenant		
parce que			même		
pour			mieux		
quand			monsieur		
que			moins		
qui			mot		
quoi			pendant		
son ses			personne		
ton tes			petit petite		
tout tous			plus plusieurs		
très			puis		
un une			quel quelle		
j'ai			rien		
j'aime il/elle aime			sans		
il/elle dit			soeur		
je dois il/elle doit			sous		
il/elle fait			temps		
je peux il/elle peut			trop		
il/elle sait			vers		
je suis il/elle est			avoir		
je veux il/elle veut			aller je suis allé		
ils/elles ont			faire		
ils/elles font			il faut		
ils/elles sont					