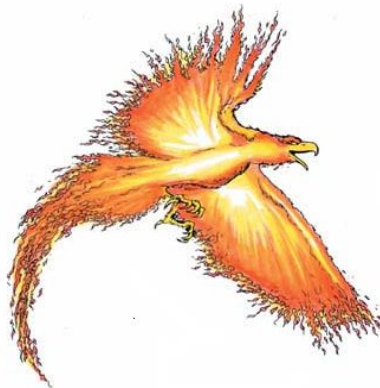




ESSEX Jr. /Sr. PUBLIC SCHOOL



FAMILY HANDBOOK.

WELCOME TO ESSEX! **2013-2014**

TDSB Mission Statement

Our mission is to enable all students to reach high levels of achievement and to acquire the knowledge, skills and values they need to become responsible members of a democratic society.

We hope that throughout the year you will feel welcome to visit or call the school whenever we can be of assistance. We sincerely believe that the needs of children are best met when parents and teachers work closely together.

Essex Public School

50 Essex St. Toronto, M6G 1T3

416-393-0717

Principal: Mr. Jim Stathopoulos
Sonia Antunes

Vice-Principal: Ms.

Staff 2013–2014

Office N. Cosentino– Amato

Caretaking R. Kelly — Chief
 M. Vieira
 C. De Sousa
 P. Snow

Primary Grades

JK/SK P. Costa
JK/SK S. Whitton
1 J. Haber
2/3 Z. Pinsky
3/4 S. Atkins

Junior Grades

5/6 R. Aucoin

Intermediate Grades

7 H. Cappel
7 S. Hutchison (a.m.)
8 S. Richardson
8 K. Davis

Music

Phys. Ed. A. Molnar
Phys. Ed. D. Moscoe (a.m.)
Phys. Ed. K. Da Costa (a.m.)
Phys. Ed. S. Hutchison (p.m.)
Drama/ Dance K. Da Costa (a.m.)
Library Y. Kwan (a.m.)

Daily Schedule

Morning Supervision Begins: **8:45 a.m.**
Bell for students to come in: **8:56 a.m.**
Students need to be in class at: **9:00 a.m.**

Morning Recess: **10:20 a.m.**
Kindergarten Students
Picked-up by Caregivers: **11:30 a.m.**
Lunch begins **11:45 a.m.**

Bell for students to come in: **12:41 p.m.**
Students need to be in class at: **12:45 p.m.**
Afternoon recess: **2:35 p.m.**
Kindergarten Students
Picked-up by Caregivers: **3:15 p.m.**
End of Instructional Day: **3:30 p.m.**

Special Education

Methods and Resource Teacher: T. Revevz
Home School Program:
Resource :

Pr. MID	N. Boon
Jr. MID	C. Rosonina
Sr. MID	C..Bowie
Sr. D.D.	C. Brophy
	M. Ruan

Educational Assistants:

S. Willmott	C. Madracki
D. Narine (a.m.)	E. Yuk-Sim Lau (p.m.)
C. Chapelain	K. Haw
C. Fragakis-Taylor	

Special Needs Assistants:

L. Languay	
R. Globber (a.m.)	M. Michalias (p.m.)

Late Arrival or Early Dismissal



All students arriving late or leaving the school early must be signed in and out at the school office.

It is very important that children arrive at school on time. It allows everyone to have a good start to the day.



Supporting Literacy At Home

- Have plenty of reading materials at home- newspapers, magazines, books borrowed from the library or school.
- Read to your child in English OR Read in your own language.
- Limit TV and video games so there is more time for reading.
- Let your child choose a book. Reading the same story over and over is fine. It's part of becoming a confident reader. Even reading some easier books can be worthwhile.
- Read the title and look at the cover of a story. Ask your child to guess what the story might be about.
- If your child gets stuck on a word, just say it for him or her. This helps to keep the story flowing and keeps them from getting frustrated.
- When the story is over, talk about the book.. Ask your child to tell about an interesting part or why they liked or didn't any of the characters.

Office Hours

The school office is open from 8:30 p.m. to 4:00 p.m., Monday through Friday.

Late Arrival or Early Leaving

All students arriving late or leaving the school early must be signed in and out at the school office.

It is very important that children arrive at school on time. It allows everyone to have a good start to the day.

Entry and Exit

We encourage parents to give their “goodbyes” and “hellos” to students in the schoolyard. If you do need to enter the school, we ask that you use the front door on Essex St. All other doors in the school are locked during instructional time. Please do not leave strollers or similar items in our hallways and entrances. We also ask that parents and children stay out of hallways during lunch and breaks.



Parking

Since we have limited space for parking, we ask that you observe the rules on street signs on Essex St.

Visiting the School

If you need to come into the building we ask that you stop at the office and sign in. All visitors must wear the appropriate tag. This is an important measure for our children’s safety.

Snack Program

Students receive a healthy snack each day. We do receive partial funding for this program, but we do need your contributions to adequately supply the program. We ask that you send \$10.00 per child or per family to help fund the program. There will be a request/reminder each term, inviting your contribution.

Field Trips

Students are not permitted to leave school property on any kind of field trip without your signature on the appropriate EXCURSION FORM. We’re sorry, but phone calls cannot substitute for a signed EXCURSION FORM.

Lunch Program

We ask that students eat lunch at home whenever

possible. However, we do offer a supervised lunch program for students who cannot have lunch at home. Students must register for the lunch program. Students in the lunch program are not allowed off school property.

At Essex, our goal is for students to have a litterless lunch. Lunch should come in a reusable lunch box or bag. Drinks should be sent in a reusable or recyclable container. PLEASE DO NOT USE GLASS OR OTHER BREAKABLE CONTAINERS.

GRADE 7 AND 8: There are 2 options. Parents or guardians may indicate that their child is: 1. registered in the lunch program and must remain on school property during the lunch hour or 2. permitted to be off school property during the lunch period.

Anaphylaxis

This is a serious condition that affects several of our students. Students with anaphylaxis may be unable to breathe if exposed to certain nuts, seeds, and shellfish. To ensure everyone’s safety, we ask that you avoid sending any food items to school that contain nuts, peanut products, or shellfish in any form. Additionally, we ask that you please refrain from sending sushi, even vegetarian sushi, as it is often flavoured with shellfish, and our lunchroom supervisors won’t be able to distinguish on sight — ***If in doubt, please leave it out.***



Lost and Found

- **Students are encouraged to check the Lost and Found Bin by the Main Gym if they have lost one of their possessions. Clothing should be labeled.**
- **We will not be responsible for or help to locate expensive items such as electronics which are lost. See**

Please Do Not Bring To School : video game players, personal disk players or other musical devices like ipods, cell phones and other expensive items. These items are not needed in school.

Safe Arrival Program

The purpose of the Essex Safe Arrival Program is to ensure that if your child does not arrive at school as expected, you will be notified as soon as possible. Here is what you can do to help us ensure your child is safe:

1. If your child will not be attending school or will be late in either morning or afternoon, call the SAFE ARRIVAL PROGRAM AT 416-393-0717. Let us know each day your child is going to be away.
2. If the classroom attendance indicates that your child is absent, but we have received no call from you, we will call all emergency numbers you have supplied for us.
3. If we do not receive confirmation that your child is safe with you or a guardian, and if there are no extenuating circumstances, we will call the Police and inform them that we do not know the whereabouts of your child and cannot locate you.

PLEASE INFORM US OF ANY CHANGES TO YOUR EMERGENCY CONTACT INFORMATION

Playground Rules:



Entering and Leaving the Playground

- Students may use the washrooms or go for a drink only with a buddy and only through Door # 6
- Students may not leave the playground for any reason without staff permission and supervision.

The Playscape

- Students must follow the schedule for use: Primary and Junior students have separate times to be on the Playscape.
- Running and pushing are not permitted. Students must wait their turns to use the equipment.
- Students may not hang upside down.
- They may not spin around on any equipment.
- They may not climb on top of any of the equipment.
- Students must slide down slides feet first and not block them.
- Students must play in a safe, responsible way and will be asked to leave the area if the supervising staff believes they are not doing so.
- Staff have the authority to close the playscape if they deem it to be unsafe.

Bicycles, Skateboards, Scooters, Roller Blades and the Like are not allowed on school property during school hours.

Dogs are never allowed on school property for health and safety reasons.

Travelling Around the School

At Essex, all children in Gr. 1-6 travel throughout the school in pairs.

Fire Drills

These are held at least 6 times per year. As soon as the fire bell rings, students must stop whatever they are doing and line up quietly in single file at the classroom door.

Emergency Situations

Minor cuts and scrapes are handled by the office staff or staff on duty. We will always make the effort to call home for any situations we believe may need to be followed up at home.

For more serious emergencies, we will call 911 for emergency response. We will then inform parents or guardians. If your child must be taken to the hospital for any reason, an Essex staff member will accompany him or her and wait until a parent or guardian arrives.

PLEASE MAKE SURE HEALTH CARD INFORMATION IS UP TO DATE IN OUR FILES

Medical Alerts

Any medical conditions such as allergies, asthma, severe allergic reaction and so on, must be reported to the school on the MEDICAL INFORMATION FORM.

No medication may be taken at school without a signed doctor's consent. These forms are available from the school office.

Except under special circumstances all student medication MUST be kept in the school office.






Safe Schools Communities

Toronto District School Board (TDSB) schools are safe, nurturing, respectful and positive learning environments that enable all students to succeed to their full potential. They are violence-free environments that promote sense of belonging for all students. As part of this, all students are expected to acquire the knowledge and skills that demonstrate respect for human rights and social justice, and promote the values they need to become responsible members of society.


Our Behaviour Code

We want our students to have a safe, secure and stimulating learning environment, where sensitivity to and caring for other people are as important as academic learning.






Students have the right to expect:

-  Fair and respectful treatment from peers and staff
-  A high standard of education
-  Freedom from physical and verbal harassment
-  A safe and supportive learning environment
-  Sensitivity to their academic, social and emotional needs








Are responsible for

-  Respecting the rights and feelings of others
-  Resolving conflicts (problems) using words
-  Completing work to the best of their ability
-  Showing courtesy and self-discipline in actions and words
-  Knowing and obeying rules and procedures
-  Regular and punctual attendance
-  Respect for school and public property




Staff have the right to expect:

-  Respect, co-operation and support from students and parents
-  Appropriate and considerate behavior
-  A conscientious attitude towards learning
-  Completion of assignments to the best of a student's ability
-  Students who are prepared with the appropriate learning materials





Are responsible for:

-  Promoting students' self-esteem
-  Being sensitive to students needs and rights
-  Managing a disciplined, organized and safe classroom
-  Planning and conducting an effective, stimulating program
-  Assisting students in their learning
-  Communicating with parents regarding academic and behavioral concerns and achievements
-  Supporting conflict resolution strategies

Parents have the right to expect:

-  A high quality education program
-  A safe, secure, supportive and sensitive educational environment
-  Communication regarding academic and behavioral concerns and achievements

Are responsible for:

-  A positive attitude towards learning and a supportive attitude to the school's behavioural expectations
-  Taking an active and supportive interest in their children's progress and school life
-  Establishing timely contact with the school if there are specific concerns regarding the well-being of their child
-  Supporting conflict resolution strategies

Cell Phones and Other Electronic Devices

If parents choose to allow their child to bring cell phones or other electronics to school, we ask that you remind your child that it is to be kept in his/her locker (if they have an assigned one), or in their backpacks over the course of the school day. The use of cell phones or electronics in classrooms is to be determined at the discretion of the classroom teacher for instructional purposes. School phones are available for staff and students should the need arise. We will not take responsibility for loss or damage to cell phones or other electronic devices.

These are the steps we take when a child is having difficulty following the Code of Behaviour:

- Discussion with the teacher
- Telephone contact with parents or caregivers
- Discussion with Principal or Vice-Principal
- Parent-teacher conference
- More formal measures prescribed by the TDSB Safe School

STUDENT REPORTS

Progress Reports are distributed in **November**. The first Provincial Reports will be out in **February** and the second Provincial Reports will go home in **June**.

dent demonstrates some of the required knowledge and skills set out by the Ministry of Education. Student achievement is somewhat behind expectations for his or her grade. Marks in this range indicate to us that we need to monitor the student's work, possibly meet with parents and develop a plan for improvement.

How do we evaluate student progress?

- Marks are based on a wide variety of information we collect about students' progress in school. This includes classroom observation, unit tests, diagnostic assessments, projects, oral presentations, self-evaluation and so on.

- At Essex, we believe that it is important to make sure that students are involved in their evaluation, that they understand what is important to do in order to do well and what a good job looks like.

- To that end teachers at Essex make sure that expectations are clear. They make sure they are written down often in a checklist so that it is easy for students to see what they need to do. They provide models of good work so that students can see right away what it takes to do well.

- Teachers make sure that evaluation is explained to students so they can learn from the process.



D- to D+ or Level 1 This means that a student demonstrates, but in limited ways, some of the required knowledge and skills set out by the Ministry of Education. Student achievement is much below expectations for his or her grade. Marks in this range indicate that we

need to carefully monitor the student's work, meet with parents and develop a plan for improvement such as an Individual Education Plan (IEP).

R - This means that a student has not demonstrated the required knowledge and skills. Extensive remedial work is required. Marks in this range indicate that we must meet with parents, develop an Individual Education Plan (IEP) and possibly involve one of the Toronto District School Board Services to help us better program for

a student.

What do report card marks mean?

A- to A+ or Level 4 This means that a student is doing better than the expectations set out by Ontario's Ministry of Education for different subjects

B- to B+ or Level 3 This means that a student demonstrates most of the required knowledge and skills set out by the Ministry of Education. Student achievement meets expectations for his or her grade.

C- to C+ or Level 2 This means that a stu-

When Evaluation Varies

Sometimes we need to compare a student against his or her own goals rather than the goals of the other students in the class. This sometimes applies to English as a Second Language (ESL) students and students with an Individual Education Plan. If we are evaluating your child using different goals, a box labeled **IEP or ESL** will be ticked. The first line on that part of the report will read: "The grades in _____ are based on the expectations in the IEP or ESL program which differ from

STUDENT PROMOTION

Students can make the transition from grade to grade in two different ways: by either promotion or transfer. In exceptional circumstances where students do not meet program expectations, they may be retained for an additional year, if, after meeting with parents, we agree that it will be of benefit to them. Retention occurs only after all alternatives have been explored and all the appropriate supports have been provided. Research shows that, for most students, transition to the next grade, with ongoing, appropriate support and educational planning, is preferable to grade retention.

Promotion, transfer and retention decisions are made by the principal on the basis of a students' achievement, the recommendations of the school staff, and consultation with the parents and student. Using appropriate documentation, as required, school staff, including administrators, and classroom teachers, must be involved in ongoing consultation with the student and the parents.

If students who have not met the current grade curriculum expectations are transferred to the next grade, they receive specific support to help them meet the curriculum expectations of the new curriculum. Research shows that when instructional supports such as remediation, before-and-after school programs, instructional aides to work with identified students, and peer tutoring are provided, students improve their achievement.

As soon as it appears that a student is not meeting curriculum expectations in any grade, Essex staff meet with parents, develop a plan for improvement and carefully monitor progress.

What do we mean by Promotion and Transfer?

Promotion

Grades 1-6: A student has met the curriculum expectations of the current grade and has achieved Level 1 or higher in English/French (extended or immersion), mathematics and in at least two thirds of remaining subjects.

Grades 7-8: A student has met the curriculum expectations of the Grade 7-8 subjects and has achieved an average equivalent to Level 1 or higher across all subjects taken and a minimum of Level 1 or higher in: English, French, Geography, History, Mathematics and Science and Technology

Transfer

Grades 1-6: The student has not met the curriculum expectations of the current grade and has not achieved a Level 1 in English/French (extended or immersion), or mathematics or has not achieved a Level 1 in at least two thirds of remaining subjects.

Transfer is intended to alert teachers/parents of a need for ongoing support for a student. Students who are supported through English as a Second Language or with an Individual Education plan, may not be achieving at grade level expectation. These students may be transferred to the next grade.

Grades 7-8: A student will be transferred if the student has not met the curriculum expectations of the Grade 7 or Grade 8 subjects with an average equivalent to Level 1, or has not achieved a minimum of Level 1 in any of the following subjects: English, French, Geography, History, Mathematics or Science.



Support For Students

1. English Language Learners

This program is for students new to the country or experiencing difficulty developing English language skills during the first critical years of adjusting to a new culture.

2. Resource Program

Some students experience difficulty acquiring Reading and Written Language skills and need extra support for up to 50 minutes a day. We also make every effort to accommodate those students who need support for Mathematics. This provides them with an opportunity to focus on an area of need. Students enter the program through our School Team.

3. Home School Program

For those students whose needs are greater, we offer a Home School Program to help students cope with challenges of learning. Such students might have been identified by an Identification Placement and Review Committee as being Exceptional students. These students may receive intensive support in Reading, Written Language and Mathematics for up to half the day.

4. In-School Strategies Team (IST)

When teachers have concerns about a student, they meet as a team with administration and our MART. Each IST is an opportunity to brainstorm and evaluate strategies. If more support seems required, students may be referred to a more formal School Support Team (SST).

5. School Support Team (SST)

After teachers have done some initial work to support students with specific needs, the In-School Strategies Team (IST) may decide to refer the student to a meeting of the School Support Team (SST). The teacher will then contact parents for permission to present their child to our School Support Team (SST). Members of this teams include our Methods and Resource Teacher, an administrator, our school psychologist, social worker, and speech & language pathologist. Sometimes, the Special Education Consultant may be part of the team. This team includes the parents and discusses a child's strengths and academic concerns, then makes recommendations about other approaches and strategies. These might include assessment, referral to an outside agency, developing an Individual Education Plan (IEP), or referral to an Identification Placement and Review Committee (IPRC).

6. Individual Education Plan

Some students require accommodations to their school program to enable them to meet their potential. An Individual Education Plan (IEP) is developed in consultation with parents.

- An IEP may include accommodations like: extra time to complete tests and other assignments, reduced workload, seating in the classroom, use of a special behaviour plan and so on.
- An IEP may include modifications so that the student can focus on achieving expectations that vary from those of his or her grade. If a student is working on a modified program, one at a different grade level, the student is evaluated against the expectations for that grade, as outlined in the IEP. And, if the IEP lists modifications to the grade level in particular subjects, there will be a note on the report in each of those subject areas indicating that expectations are different from those of his or her grade and referring you to the IEP.

6. Identification Placement and Review

Some students need a referral Identification Placement and Review Committee (IPRC). This is a school board committee that meets to discuss the needs of exceptional pupils and recommend an appropriate course of action. This might include placement in a Home School Program where needs can be addressed. It also might include placement in a Special Education Program for students with the greatest needs who would likely profit from small class placement. Parent involvement and permission is essential throughout this process. All students going forward for IPRC have their identification and placement reviewed at least once per year. All of these students have Individual Education Plans, developed in consultation with their parents.

Homework

Purpose of Homework

Homework gives each student the opportunity to develop important skills, knowledge, attitudes, and values.

A well-designed homework program:

- meets the needs of individual students;
- extends and supports learning through related out-of-school activities;
- encourages the development of self-discipline and good work habits;
- enables parents to see for themselves what their children are learning at school;
- enlists the support and invites the participation of parents as partners in learning.



TDSB has a Homework Policy

Homework expectations:

JK to Grade 2 Reading each day to your child and with your child – in English or in your first language; games, activities, discussions with family that promote early literacy and number sense (ex. shopping lists, letters, counting games).

Grades 3 – 6 Continue daily reading with discussions about what is read as well as interactive games and activities. Some independent work for completion, practice, preparation, or extension of the school program will be added – the amount to be determined based on each student’s ability to complete such tasks independently in a reasonable time frame.

Grades 7 – 8 Assignments for completion, practice, preparation or extension to be clearly articulated and carefully planned in partnership among core and rotary teachers. Estimated completion time should be one hour or less.

At Essex, we will work to ensure:

- homework is clear, meaningful and purposeful
- it is assigned on a regular basis, so parents know when to expect it
- that it is appropriate to the student’s age, developmental level, learning style, maturity, skills and individual needs
- that we teach skills necessary for the student to complete homework
- that we provide support to parents and students on establishing homework routines and effective study habits
- that we help parents to support younger children’s learning at home
- that we monitor, check and evaluate it, as appropriate
- that we are aware of significant days, eg. Holy Days when assigning homework

We ask that parents:

- provide encouragement and appropriate support, without doing the homework for the student expect students to complete homework regularly
- maintain regular contact with the teacher



- continue to read to and with the student in English or in the home language(s) of the family throughout the early years of a child’s schooling.

Co-curricular Activities

At Essex, we understand that learning does not just take place in the classroom. We encourage our students to get involved in a wide variety of activities supervised by our highly dedicated staff.

Here is a sample of the activities in which students may take part. Please encourage your child to join in.

<i>Steel Pan Band</i>	<i>Choir</i>
<i>Band</i>	<i>Badminton</i>
<i>Volleyball</i>	<i>Dance</i>
<i>Track & Field</i>	<i>Soccer</i>
<i>Basketball</i>	<i>Cross Country</i>
<i>Lunar New Year</i>	<i>Yearbook</i>
<i>Chess Club</i>	<i>Student Council</i>
<i>Baseball</i>	<i>Ice Hockey</i>

Parent Literacy Centre

For parents of very young children who want to meet other parents, learn more about developing literacy skills, or have their children take part in a daily activity program, the Parent Literacy Centre is a valuable resource. It is a drop-in program that’s open Monday through Thursday from 9:00 a.m. to 1:00 p.m. Come by Room 110, and meet the Supervisor, Lisa.

Other Programs

St. Albans Boys and Girls Club
416-534-8461

The Nook
416-534-8941

Bob Abate Centre—After School Program
416-392-0744

Parent Centre—Room 110

Hawthorne on Essex Daycare — Room 108
Elif Sonmezocak — Supervisor 416-393-9291

Essex School Council

WHAT IS THE ESSEX SCHOOL COUNCIL?

It is an elected, volunteer, advisory group consisting of:

- parents/guardians
- the principal of the school
- a teacher representative
- community members

*CONTACT US:
416-393-0717,*



WHAT IS THE PURPOSE OF THE ESSEX SCHOOL COUNCIL?

- To advise the principal and the school board on issues that affect the education system and student achievement.
- To provide parents/guardians, students and the school community an opportunity to participate in the decision-making process that influences education at both the school board and local levels.
- To enhance the accountability of the education system to parents and to improve student achievement through the active participation of parents.

INITIATIVES OF THE ESSEX SCHOOL COUNCIL:

- Parent Volunteering
- Fundraising events for student enrichment programs
- Parent Class Representatives to improve communication between school and parents
- Student Achievement Awards
- Special Events such as Multicultural Night, Secretary's Day, and Staff Appreciation Day
- And many more ...



PLEASE NOTE:

- *We need parent volunteers to be Class Representatives. Class Reps go to School Council meetings and help keep other parents in the child's class informed about School Council Activities. More information about Class Reps will be available in September.*