

Principal's Message

Welcome to South Poplar Traditional Elementary School. The information contained in this booklet, serves as a student and parent handbook, and is intended to provide you with useful information about the school and its organization. Please read through it and phone the school if you have any questions.

At South Poplar Traditional we believe that the school, the family, and the community all share the responsibility for the growth and development of our children. Active parent involvement is crucial to a child's success in school. As such, you are encouraged to arrange a visit with your child's teacher, to volunteer your time helping students or to get involved with our Parent Advisory Council.

In closing, the teachers, support staff and I are looking forward to working with you to provide the best education possible for your children. On behalf of the staff, I wish all students much success in our seventh year as a traditional school.

Mr. E. Bradford - Principal

Traditional Choice in Education

The Ten Basics

1. Consistent structured approach that maximizes class time
2. Strong focus on academic achievement
3. Teacher directed instruction
4. Regular skills assessment
5. An emphasis on solid literacy skills
6. A regular homework policy
7. A clearly defined code of behaviour
8. A dress code
9. A safe environment
10. Parents as partners

PARENT ADVISORY COUNCIL

The Parent Advisory Council (PAC) is your parent community at South Poplar Traditional Elementary. All parents and guardians of students registered at South Poplar Traditional are welcomed and encouraged to be involved with the Parent Advisory Council.

Our parent community works closely with administration and staff to support, encourage, and provide assistance to enhance the quality of education and the well being for all students at South Poplar. At South Poplar Traditional, the open and mutually respectful relationship among administration, teachers and PAC allows parents the opportunity to have meaningful roles and input on various school committees including the School Planning Council. The PAC also provides many opportunities for parents to participate in many other meaningful educational activities and in decision making processes (policies,

goals, programs, and resources) in our school, in our school district and provincially.

We welcome your involvement with our PAC at South Poplar Traditional. If you have ideas/talents to share or just want an opportunity to meet other parents and know what is happening at our school, we encourage you to come out to our meetings or speak with any of the PAC executive team.

DISTRICT PARENT ADVISORY HELP LINE

District Parent Advisors are parent volunteers who are trained to provide information or support to resolve a school related problem. Their purpose is to assist parents in achieving resolution. All calls are kept confidential. For more information or assistance call: **604-857-7145**.

ROLES AND RESPONSIBILITIES OF SCHOOL PLANNING COUNCIL

The role of the SPC is to give parents, teachers and school principals an advisory process to review school data and to develop and implement school plans that will lead to improved student achievement. The structure of the SPC is as follows:

- School principal
- teacher rep elected from staff
- 3 parent reps elected from the

school's Parent Advisory Council who are parents of children currently enrolled in the school (one representative must be an elected officer of the PAC.)

Phase 1 Collection and Interpretation

- Any public information about the school should be made available to the School Planning Council. This information should be interpreted by the council to develop a common understanding of its meaning.

Phase 2 Review, Analyze and Report

- The information should be reviewed to identify areas of strength, and areas that require improvement. The findings should be shared.

Phase 3 Developing a Plan

- Using the information from phases one and two, goals are identified with expected results and strategies.

The School Planning Council will meet a minimum of 6 times during the school year to design and monitor the development of our yearly school plan.

School Goal 2009-2010 - to increase reading comprehension

NEWSLETTER

A school newsletter will be published every second Thursday. As an environmentally sensitive organization, we issue one newsletter per family, electronically or sending it home with the **youngest** (or only child). The newsletter is also placed on our web site each week at:

www.southpoplartraditional.com

COMMUNICATION IF CONCERNS DO ARISE

While many factors affect a child's education, there is one that can be of paramount importance - communication. Frequent and open communication between parents and teachers leads to a greater understanding and appreciation of the educational process, as well as each child's participation in it. We welcome and appreciate your inquiries and visits, and trust you will contact us when, and if, concerns or questions arise.

First - talk to the teacher involved.
If you are not satisfied

Then - talk to the principal (Mr. Edward Bradford).
If still not satisfied

Phone - Mr. Bruce Ivany (604-859-4891)
Assistant Superintendent
If still not satisfied

Phone - Our Superintendent of Schools (604-859-4891)

PUBLIC RELATIONS POLICY: PRESENTING OUR SCHOOL IN THE COMMUNITY

South Poplar Traditional Elementary School is a choice school in the Abbotsford School District. We pride ourselves on our programs, our structures, the tone in the school, and the strong working relationship between school and home.

We invite prospective parents to come for school tours to gain an understanding of the traditional choice. We also present our school to the general public through events such as concert celebrations and district initiatives like spelling bee, public speaking, and the Math Speed Games Competition. Our students attend educational field trips, symphony concerts and community productions. At each of these events our parents, staff and students work very hard to present a positive picture of our school. Students demonstrate this image through positive interactions with peers and exemplary behaviour. Staff members conduct themselves professionally and model appropriate behaviour to the students. Parents promote the school through the credible manner in which they structure and organize school events. Together these educational partners work within

school policies to ensure that:

1) Students can identify with the clearly defined image of our school. They feel a sense of belonging and are proud to be part of a recognizable school that has standards of appearance and behaviour.

2) The picture we present to the general public provides clarity as to who we are and what we think is important.

3) We present a choice in education that is attractive to prospective parents.

The following policy provides the outline for how we present ourselves in public:

Public Relations

Soliciting the public for donations (eg. yearbook ads, raffle items, door prizes, silent auction items)

1) The South Poplar representative should have a letter on school letterhead that introduces them as representatives of the school or school PAC, and outlines the fund raiser for which money or donations are being solicited.

2) The South Poplar Representative should introduce him or herself, explain his or her request on behalf of the school or school PAC, and present the letter. If the person whose support is being solicited is undecided or has to seek permission from a higher authority, then the South Poplar representative should follow up with a phone call or visit.

Sharing information with the public at booths and/or presentations (eg. information booths in the mall, etc.)

1) The South Poplar representative should greet any members of the public in close proximity (Good Afternoon, Good Morning, Good Day)

2) If interest is shown (the member of the public approaches the booth or the South Poplar representative, or asks questions), the South Poplar representative should answer any questions and/or give information to the person.

Selling tickets or goods (eg. raffles, sales, etc.)

1) The South Poplar representative should greet any members of the public in close proximity (Good Afternoon, Good Morning, Good Day)

2) If interest is shown (the member of the public approaches the booth or the South Poplar representative, or asks questions), the South Poplar representative should explain the goals of the fund raiser and then give the details (cost of chocolates, prizes available, cost of tickets, draw date etc.).

Note: Any advertising, banners, brochures, or posters for any of these events should be completed ahead of time, and approved by the principal. It is important to present a positive, well thought out, and carefully crafted image to the public through our posters, banners and literature.

WHAT ARE EFFECTIVE SCHOOLS?

According to the most recent research, effective schools are places where...

- All students learn as a result of focussed teacher actions
- All students learn regardless of their socio-economic status or family background
- Student *attendance, behaviour* and *attitudes* improve as a result of improved learning outcomes
- Staff accept that “improving schools” share common characteristics

INDICATORS OF STUDENT & SCHOOL SUCCESS

Student *achievement, attendance, attitudes,* and *behaviours* can be influenced by actions taken by schools. When schools are improving on these measures, they tend to focus on seven indicators.

- An inviting and safe school with positive student behaviour
- High expectations with encouragement and recognition for all students
- Effective leadership and shared decision making
- Focus on teaching and learning
- Shared purpose and mission
- Effective planning & monitoring of student progress
- Parent and community support

INDICATORS OF EFFECTIVE SCHOOLS

Safe & Orderly Environment

In the effective school, there is an orderly, purposeful, businesslike atmosphere which is free from the threat of physical harm. The school climate is not oppressive and is conducive to teaching and learning.

Climate of High Expectations

In the effective school, there is a climate of expectation in which the staff believes and demonstrates that all students can attain mastery of the essential school skills and they believe that they

have the capability to help all students attain that mastery.

Strong Instructional Leadership

In the effective school, the principal acts as an instructional leader and effectively and persistently communicates that mission to the staff, parents and students. The principal understands and applies the characteristics of instructional effectiveness in the management of the instructional program.

Opportunity to Learn & Student Time on Task

In the effective school, teachers allocate a significant amount of classroom time to instruction in the essential skills. For a high percentage of this time, students are engaged in planned, teacher directed learning activities.

Clear and Focused Mission

In the effective school, there is a clearly articulated school mission through which the staff share an understanding of and a commitment to the instructional goals, priorities, assessment procedures, and accountability. Staff accept responsibility for students' learning of the school's essential curricular goals.

Frequent Monitoring of Student Progress

In the effective school, student academic progress is measured frequently. A variety of assessment procedures are used. The results of the assessments are used to improve individual student performance, and also to improve the educational program.

Positive Home School Relations

In the effective school, parents understand and support the school's basic mission and are given the opportunity to play an important role in helping the school to achieve this mission.

GUIDING PRINCIPLES

At South Poplar Traditional Elementary School, all students will have the opportunity to develop their full potential as individuals and as members of society. Students will be encouraged and expected to achieve their personal best in school, to maintain a positive sense of self worth and to become socially responsible individuals.

We believe that through education, students will be able to acquire knowledge, skills and attitudes, which will allow them to develop intellectually, socially, physically, emotionally, and artistically. We believe that the school should foster in students a love of learning and that students should be active participants in the learning process.

The total education of a child is shared by the home and the school. Parents and teachers should work closely together in the interest of the child in an atmosphere of open communication, mutual support and respect.

MISSION & BELIEF STATEMENTS

“Growing Our Future”

It is the shared responsibility of the home and school to empower all children to maximize their potential through a love of learning.

At South Poplar Elementary School we will endeavor to:

- *empower children to become contributing, productive citizens, through a consistent, structured environment.*
- *emphasize basic skills and the achievement of curricular outcomes in an environment based on the traditional values of citizenship, responsibility, and respect.*
- *ensure a sense of mission and purpose among staff, parents, and students.*

VISION FOR OUR SCHOOL

South Poplar Elementary School will provide a safe and caring environment where all students are encouraged to develop the necessary knowledge, skills, values, personal and social behaviours to become lifelong learners. High quality instruction will be provided in a collaborative atmosphere, supported by the active involvement of parents.

BELL SCHEDULE

Grades 1 to 5:

8:25 a.m.	Supervisors outside
8:35 a.m.	Warning buzzer
8:40 a.m.	Classes begin
10:45 a.m.	Recess starts
11:05 a.m.	Classes begin
12:10 p.m.	Lunch begins
12:30 p.m.	End of eating period
12:55 p.m.	Classes begin
2:38 p.m.	Classes are dismissed

While we have allocated twenty minutes for the eating period, we will be sensitive to those students who require a longer period of time in which to eat their lunch.

Kindergarten:

Morning Session	8:40 a.m. to 11:08 a.m.
Afternoon Session	12:10 p.m. to 2:38 p.m.

Office Hours 8:15 a.m. to 3:45 p.m.

STUDENT RESPONSIBILITIES

SCHOOL PLEDGE

It is expected that students will conform to high standards of behaviour when at school, on the way to and from school, and while attending any school function or field trip. Students are also expected to demonstrate high standards of work habits, arriving to school and class on time; with the necessary supplies and materials; as well as completing all in-school and homework assignments. Each student in our school will be expected to sign the following covenant that will be displayed in the front entrance of South Poplar Traditional:

At South Poplar Traditional...

I pledge to be a kid for CHARACTER.
 I will be worthy of TRUST.
 I will be RESPECTFUL and RESPONSIBLE.
 Doing what I must.
 I will act with FAIRNESS.
 I will show that I CARE.
 I will be a good CITIZEN and always do my share.

CONSEQUENCES

The development of self-discipline is a very important goal at our school. The aim of consequences for misbehaviour is for students to learn something from their experience. Consequences for behaviour that does not meet expectations will be logical, realistic, and consistent, with each case of misbehaviour being dealt with on an individual basis. Students will always be given the benefit of the doubt in making good decisions for themselves.

HARASSMENT & BULLYING

Harassment or Bullying is against the District Code of Conduct and will be dealt with severely and quickly.

Harassment or Bullying is inappropriate remarks, jokes, taunting, comments, gestures, sexually suggestive comments or actions that create an uncomfortable environment.

A Bully is someone who:

- uses power to hurt others or harm their possessions.
- purposely scares or intimidates others.
- often hurts the same person repeatedly.
- is sometimes supported by other people who just watch and laugh, instead of helping the person being bullied.

If you are being harassed or bullied:

1. Tell the person to stop.
2. Don't fight back because that will only get you into trouble. Tell a parent/guardian, teacher or another adult that you feel comfortable discussing the incident(s) with.

3. Try to stay away from places or times you might be alone with the harasser or bully.

4. Stick with your friends, there is strength in numbers.

Harassment or bullying is wrong and should be reported to your parent/guardian, teacher, or other person you feel comfortable telling. It is wrong to harass or bully another person; it is right to make it stop!

STUDENT SERVICES

LEARNING ASSISTANCE

Learning Assistance is a service that supports students in the regular classroom. Students learn in a variety of ways and at different rates, and some students require more teacher assistance than others. Referrals are made by the classroom teacher, with case loads being determined by the School Based Team. For more information please contact **Mrs. R. Sidhu**.

ENGLISH AS A SECOND LANGUAGE

ESL is a service that supports students whose first language is not English. According to Ministry of Education policy, students are eligible for a maximum of five years of ESL support, which may be provided within the regular classroom setting, or on a pull-out basis. For more information, please contact **Mrs. R. Sidhu**.

STUDENT SAFETY

LEAVING THE GROUNDS AT LUNCH

Unless students regularly go home for lunch, we expect all students to remain on the school grounds, unless they have written permission from their parents.

REPORTING ABSENCES

Every morning and afternoon, attendance is taken in the classrooms by the teachers. All unaccounted for absences are checked by our secretary. Your cooperation in telephoning the school before 8:40 a.m. to report any student absence would be appreciated.

SCHOOL VISITS

To help us maintain the security of the building and safety of the students, **all visitors (including parents) are expected to sign in at the school office immediately upon entering the school.**

SUPERVISION OF STUDENTS

Ensuring student safety is of utmost importance. Staff will be on duty before school commencing at 8:25 a.m. In the interests of student safety, parents are requested not to send their children to school such that they arrive prior to 8:25 a.m. Teachers are also on duty at recess (10:45 - 11:05 a.m.). At lunch time (12:10- 12:55 p.m.), the principal and 2 paid parent supervisors are

responsible for supervision.

After the 2:38 p.m. dismissal, students are expected to go straight home, unless they are involved in a school sponsored extracurricular activity. Although staff may be present in the building, no playground supervision is provided after 2:53 p.m. If parents are going to be late picking up their children, a call to the school secretary would be appreciated.

LUNCH TIME

During the noon hour the school provides paid supervisory care for all students who do not go home for lunch. We have tried to instill in the students, that those who enjoy this privilege, must follow some simple guidelines. When the students are eating their lunch in the classroom, we expect them to talk quietly, treat each other and their school with respect, and clean up after themselves.

WEARING OF THE KIRPAN

Court and Human Rights decisions affirm the right of Sikhs to wear the Kirpan. The following guidelines were originally developed in 1988 by the late Mr. Sayers, Superintendent of Schools, in conjunction with the elders of the Sikh temple.

The following restrictions will apply to Sikh students who wear a Kirpan at school.

- The kirpan should be worn discreetly, under clothing, and safely secured in such a fashion that the blade cannot be withdrawn.

- It must be of such a size that it is obviously ceremonial, and firmly attached or bound to the body so that it is not moving around.

- It should not be shown off to other students or to other persons.

BICYCLE SAFETY

Parents are asked to review bicycle safety with their children. Cyclists should always ride single file with the traffic when they are on the road, know and follow the rules of the road, as well as wear a bicycle helmet. Bikes must be walked upon arrival at school and parked in the bike racks. Bike locks are recommended.

PARKING LOT SAFETY

Students are expected to stay out of the parking lot areas in the upper and lower parts of the school grounds. In the interest of student safety, please use the drop off lane beside the school gym or use the driveway beside the old school building. **Please use the lower parking lot if you live east of Gladwin and the upper parking lot if you live west of Gladwin.**

ROLLER BLADES/SKATEBOARDS/SCOOTER

We encourage students to be physically active during recess and lunch. However, at this time we are unable to allow students to use roller blades, skateboards or scooters on the school property.

ADMINISTRATION OF MEDICATION

We are trying to maintain a uniform, safe, and efficient way of dispensing medication at school. If your child requires medication at school and you have not filled out the required form "Request for Administration of Medication at School," please contact the school. Please have the form completed by your doctor, sign it yourself and return it to the school as soon as possible. This procedure complies with School Board Policy regarding medication to be taken at school. This form refers to medication taken on a regular or emergency basis. If you have any questions, please contact the school.

EMERGENCY DRILLS

Throughout the year we have fire and earthquake drills so that staff and children will be prepared in case of an emergency.

Fire

In the event of a fire, the **fire alarm** will sound. Students, guided by their classroom teacher will leave the school promptly and quietly using the nearest exit route. Once outside, students will assemble quietly on the upper soccer field with their class until they are given further direction. Should a student not be in class when the alarm sounds, he/she should go directly outside and join his/her class.

Students should **NOT** go back into the school until they are told to do so.

Earthquake

In the event of an earthquake, students should:

If indoors, stay indoors

DUCK AND COVER

- Take cover under or beside desks or tables. Use one hand to take hold of a desk or table leg.
- Face away from windows or glass areas.
- Cover head/neck with a book or jacket if possible.

CRASH POSITION

- Get onto your knees, head down, with one hand over your neck or head.
- Count from 1 to 60 before moving.
- Remain calm.
- When the shaking stops, check for injuries and dangerous things like broken glass before

moving and standing up.

- Ensure that your feet are covered, either by shoes or other covering.

EVACUATION

- Leave the building when told to do so by your teacher or the person in charge.

If outdoors, stay outdoors

- Move away from utility poles and wires.
- Move away from buildings and trees.
- Crouch on the ground.

ACCIDENTS, INJURIES, AND ILLNESS

Children sometimes receive minor cuts and bruises while out on the playground. If a student has been injured, he/she or another student should report the accident immediately to a teacher or supervisor.

Minor injuries will be looked after in the school office. When injuries are more serious, parents will be notified immediately. Should there be no parent or alternate available, and the child requires urgent attention, he/she will be taken to the doctor, emergency ward, or 911 will be called.

Good health is necessary for effective learning. Students who become ill during the day are to go directly to their teacher. Our policy is to get students who are sick home as soon as possible. Our practice will be to call parents and ask that the students be picked up. For this reason, it is important that parents keep work and emergency phone numbers current.

To reduce the health risk to other students, it is helpful if parents inform the school should a child be absent or unwell due to a communicable or transferable illness.

USE OF OFFICE TELEPHONE

A telephone is available in the school office. Students are permitted to use this telephone only in "emergency" situations. While students are expected to notify their parents whenever they are delayed or expect to be late in arriving home, phoning home to make after school arrangements to play with a friend is **not** an emergency.

STUDENT CLEANLINESS AND DRESS

The Abbotsford School District expects all students to adhere to standards of cleanliness and dress that allows for a clean and tasteful school environment. A student's appearance or mode of dress or cleanliness will not be permitted to disrupt the educational process or threaten health or safety.

A dress code has been established at South Poplar for

the following reasons:

- to help develop a strong school focus and team spirit
- to give students a sense of belonging to a unique school
- to discourage competition based on clothing

DRESS CODE

A dress code is followed within the school and for all events outside the school. On the occasions where dress code is not necessary students may wear non dress code, appropriate clothing, upon approval by the school principal.

Dress code refers to full dress code. Our South Poplar sweatshirt, sweater, cardigan, or vest, which clearly identifies our school, should not be worn with non dress code pants or skirt. Please see our web site (www.southpoplartraditional.com) for more details.

DECORUM

Respect is the corner stone of behaviour at South Poplar Traditional. The three basic elements of respect include: respect for others, respect for ourselves and respect for the environment.

When representing South Poplar, it is important that each student, staff member and parent model the basic underlying beliefs of our school, and conduct themselves respectfully and in such a manner as to promote a positive image of South Poplar Traditional Elementary School.

HOMEWORK POLICY

Homework is an important part of each student's academic programme and has many purposes:

- to complete work not completed in class
- to check students' understanding of items covered in class
- to provide extra practice
- to serve as preparation for future lessons
- to reinforce material taught in class
- to complete a long term project

Students who complete homework on a regular basis develop sound work habits and tend to be successful. Students who do not, impede their own progress as well as hinder the pace of the lesson and the progress of other students. Some students need more supervision while doing homework. A common problem is "dragging out" the homework over a longer period of time than is necessary. Students should be encouraged to do their homework within these guidelines set by the Abbotsford School Board:

grades 2 and 3: 15 - 30 minutes per day for 4 days

grades 4 and 5: 30 - 60 minutes per day for 4 days

HOMEWORK POLICY (grades 3-5)

If a student has a *valid* reason (illness, major family event) for not completing homework, parents should write a note and the child will be excused. If there is no note for incomplete homework the following steps will be followed:

LEVEL ONE NOTE HOME

(first to fifth instances)

1. The student will face the regular consequences determined by his/her teacher (detention, etc.).
2. The student will be given a note stating that he/she has not completed his/her homework. The note must be returned with the parent's signature the following day. If the note is not returned, this will be considered a second incomplete homework assignment.

LEVEL TWO IN-SCHOOL SUSPENSION

(sixth to eighth instances)

1. The student will face the regular consequences determined by his/her teacher.
2. The student will be given a one day **in-school suspension**.
3. The student will be given a note to take home stating that he/she has not completed his/her homework

The note must be returned with the parent's signature the following day. If the note is not returned, this will be considered a second incomplete homework assignment.

4. During the in-school suspension the student will receive help and counselling on strategies for completing his/her homework successfully.

LEVEL THREE IN SCHOOL REVIEW COMMITTEE

(after the third in-school suspension)

The student, parent, classroom teacher, learning services teacher, and principal, will meet to review the behaviour, discuss options, and set a course of action.

LEVEL FOUR OUT-OF-SCHOOL SUSPENSION

(ninth instance)

1. The student will face the regular consequences determined by his/her teacher.
2. The student may be suspended **out-of-school** for one day

NOTE: The process is reset (starts again at level one) **each term.**

This homework policy has been established to support student achievement. Any system is rendered less effective without parental support. We expect your support of the homework policy.

How Can Parents Help?

Learning is not confined to the classroom. Parents are vital partners in the educational process. Some ways in which parents might help are:

- asking what was the best part of his/her day
- asking the student what evening activity he/she has each day
- helping the student set aside a particular time and place to study
- taking an interest in what the student has learned that day
- listening to their children read or reading to them; a very powerful activity
- keeping in touch with the classroom teacher as to the classroom routines, expectations, projects, etc.

Promoting a Positive Home Reading Environment

It is sometimes useful to think of ourselves (parents) as enhancers of experiences, extenders of learning rather than as the drill sergeant of skills. Remember, our goal is to lead children to view reading as a pleasurable experience.

- All children can participate. Non-readers can participate by having someone read to them.
- Children do not have to read independently. Children can read with a parent or supportive older sibling who can give assistance when necessary.
- Children may choose their own books. Although some early readers may need some guidance in choosing a book appropriate for their reading level, it is important that the child feel he/she has some say in making the choice.
- Reading sessions should not be a test of endurance, but an enjoyable experience for the parent and child.
- Don't worry about substitutions (e.g. mom for mother) as long as the meaning remains intact.
- If the child makes an error that does not make sense and does not self correct, assist by asking, "Did that

make sense?" or by giving a clue.

- If the child pauses at a word that he or she doesn't know, help to determine the right word by asking, "What word that starts with this letter would make sense?" Encourage the child to sound out the word if it is phonetically correct. However, if the word is too difficult, give the child the word to prevent frustration and to preserve fluency.

- Be supportive by offering lots of praise and encouragement.

- Take time to discuss the story to check your child's comprehension.

Reading Strategies to Help Your Child with Comprehension at Home

- Reading aloud to your child helps foster vocabulary development and comprehension.

- Before reading picture books, read the title, and try to predict the story.

- Look at the illustrations. Discuss what is taking place in each picture. Adjust your predictions.

- Talk about the main characters and setting of the story.

- Discuss the beginning, middle and end of the story; along with the meanings of words your child does not know.

- Draw pictures about the story.