

# Maude Burke School

Box 6300

Melfort, Saskatchewan

S0E 1A0

Ph. 752-2391

202 Melfort Street

<http://www.nesd.ca/School/maudeburke>

# Parent - Student Handbook



**Welcome to Maude Burke Community School!**

History: Maude Burke School was built in 2002 to replace the old two-storey Burke school that was situated on the same school site. Maude Burke School holds a great deal of pride in sharing in the history of the old “Burke” school, and the students that have joined us from the former “Broadway” school. The Maude Burke facility was built with classrooms for 180 students and a core office area for 300. Maude Burke School is one of the schools in Melfort that has a Pre-K program, an early entrance program that provides support for at-risk students so they can find success as they enter Kindergarten. We are very proud of our facility, students, staff team and programming. We know you will love it here!



Twitter : @MBurkeSchool

# *Maude Burke Community School*

*Learning Today, For Tomorrow.....*

## Vision:

Maude Burke Community School strives to be a welcoming place where respect, cooperation, and academic excellence are demonstrated.

## Mission:

We will empower each student to reach his or her potential as a lifelong learner within a safe and respectful school community.

## Values:

*These two Haiku represent the values of Maude Burke Community School.*

***Interdependence  
Fostering Creativeness  
Community Based***

***Building Confidence  
Honoring Diversity  
Educate for LIFE***



# **NORTH EAST SCHOOL DIVISION #200**



## **VISION STATEMENT**

*Our vision is education in a culture of excellence.*

## **MISSION STATEMENT**

*Our mission is to ensure every student has the opportunity to succeed.*

## **THE GUIDING PRINCIPLES**

❖ *Success in North East School Division is achieved through shared values.*

### **Commitment to Be your Best**

- We are committed to the pursuit of excellence and the achievement of one's personal best.

### **Responsible**

- We are committed to individual and organizational accountability.

### **Inclusive**

- We are committed to a culture of mutual respect which is responsive to the diversity among people.

### **Cooperative**

- We are committed to collaborative relationships fostered by open communications.




### **Respectful**

- We are committed to conducting ourselves with integrity and compassion.



# The Burke "Be's"



School Expectations	 Be Respectful of OURSELVES	 Be Respectful of OTHERS	 Be Respectful of PROPERTY
<b>All settings</b>	Be on task. Always do your best. Work cooperatively.	Follow adult directions. Be kind. Keep hands, feet and other objects to yourself. Share/help others. Use an inside voice.	Recycle when you can. Clean up after yourself. Use only what you need to use. Take care of your belongings.
<b>Classroom</b>	Be prepared. Do your best. Be an active learner. Do your work on time.	Take turns. Work cooperatively. Maintain your personal space. Respect others personal space. Follow teacher instructions.	Use materials and equipment appropriately. Follow instructions carefully when using school property. Put things back where they belong.
<b>Hallways</b>	Walk quietly. Maintain your personal space.	Walk to the right in the hallways. Move without talking.	Keep hallways clean. Pick up trash. Put your clip on your locker.
<b>Playground</b>	Choose a game or activity with school equipment. Dress correctly for the weather. Be truthful.	Play safely. Include others. Share equipment. Take turns. Encourage others. Be a good sport.	Pick up litter. Use equipment properly. Return equipment to proper place. Bring equipment inside.
<b>Bathrooms</b>	Ask permission. Flush the toilet. Wash your hands.	Respect privacy. Use soft voices. Wait your turn.	Keep the bathroom clean. Put your garbage in the trash can.

<b>Lunchroom</b>	Eat your own food. Come prepared.	Practice good table manners. Use quiet voices.	Pick up and clean floor around your table. Stay seated; get up only with permission.
<b>Library</b>	Return books on time. Come prepared.	Use whisper voices. Ask for help if needed. Use a book marker	Take care of books, magazines and computers. Push in chairs.
<b>Assembly</b>	Sit in one spot. Stay in your space. Participate appropriately.	Sit quietly. Eyes on speaker. Appropriate applause.	Sit in chairs appropriately.
<b>Bus</b>	Walk to seat. Remain seated. Keep hands and feet in your own space. Enter and exit quietly and orderly.	Use quiet voices. Keep hands and feet to yourselves. Keep entire body inside the bus.	Keep bus clean. Pick up trash.
<b>Computers</b>	Protect yourself and your privacy while using the computers. Follow instructions when using the computers. Remain on the task at hand.	Remember to charge computers when you are done. Return computers to their proper place. Report computer problems to your teacher.	Do not eat food around computers. Remember to charge computers when you are done. Carry computers with two hands.



# **SCHOOL ORGANIZATION AND PROCEDURES**

## **Daily Time Schedule**

8:45 a.m. .... Doors Open	12:45 p.m. .... Move outdoors (supervision on playground)
8:55 a.m. .... Warning Bell	1:00 p.m. .... Warning Bell
9:00 a.m. .... Classes Begin	1:05 p.m. .... Classes Begin
10:30 a.m. .... Recess	2:05 p.m. .... Recess
10:45 a.m. .... Classes Resume	2:20 p.m. .... Classes Resume
12:20 p.m. .... Lunch Break	3:25 p.m. .... Class Dismissal
Note – bus only waits 2 mins to departure here and each stop	

\*The South (Main) doors are opened at early when staff arrives for emergencies. These doors are also to be used for entrance to the Healthy Start Program ( starts at 8:45 am) in the servery.

\*Supervision starts at 8:45 a.m., at which time the school doors will be opened. Please do not send your child prior to this time as we do NOT have supervisors on the playground.

### **ALL VISITORS MUST REPORT TO THE FRONT OFFICE UPON SCHOOL ENTRY.**

\*Extra and co-curricular activities may require students to be at the school before 8:30 a.m. or after 3:15 p.m. These activities will be organized and supervised by staff members.

## **Attendance**

Students are expected to maintain regular attendance. Important to regular attendance is prompt arrival to school for the beginning of class time. This means being at school by 8:55 a.m. so that students can be prepared to begin class promptly at 9:00 a.m. When it is necessary for your child to be absent from school you **MUST** notify the teacher or the school office. If you are unable to call, send a signed note indicating the reason for the absence. This ensures safety and accountability of your child. In addition, please contact the school if you child will not be on the bus.

## **Attendance Areas**

The North East School Division is divided into specific attendance areas. Where you reside, will dictate which elementary school your child will attend. Students in the Maude Burke attendance area that live North of Saskatchewan Avenue or live 1.0 KM or further from the school are eligible for bus transportation. If you have any questions about this process feel free to contact the school for additional information.

## **Parent – School Communication Process**

At Maude Burke School, we believe that the parent - school communication process is extremely valuable. We would therefore ask that you respect the following communication guidelines if you have a question, concern, or suggestion.

### **1. Your Child**

If you have a concern regarding your child, please direct it to the classroom teacher. Most concerns can be dealt with at this level. If not, then contact the school Principal. If you are still not satisfied, you may contact the Superintendent of Curriculum & Instruction.

### **2. The School**

If you have a concern of a general nature about the school, please contact the Principal. If you require further discussion, you may contact the Superintendent of Curriculum & Instruction and the Director of Education

### **3. School or Board Policies and Programs**

Please use the following protocol: Principal, Superintendent of Curriculum & Instruction, Director of Education

## **Locked Doors:**

For the safety of students and staff, all doors are locked from the outside from 9:15 am to the end of the day. The front entrance remains open from 8:15am -4pm each day for emergency purposes.

K has their own entrance to their classroom.

Grades K-3 are to use the West end entrance.

Grade 4-6 are to use the North end entrance.



## **Hands Off:**

Maude Burke School has a hands-off rule at recesses. Playing tag is acceptable, but any type of horseplay, play, is not allowed if it involves hands on. In addition, pushing, shoving, etc. will not be tolerated and consequences will be implemented.

## **Noon Hour Lunch Privileges**

We feel it is important that the student has a break from the school and from other students over the lunch hour. Students that remain at school for lunch may do so only as long as they are behaving in a manner acceptable to the school rules. This includes eating quietly, keeping hands to themselves, using manners, not sharing food, getting permission to be excused from their desk, cleaning up their area, and all other things expected when eating at home or in a restaurant. Any student not adhering to the lunch rules will receive a letter home. The first letter is a warning. After this, a letter noting one-day removal, then one-week removal, then one-month removal and then permanent removal will follow. If such action persists, the parents will be notified, and will be required to arrange for lunch elsewhere for their child.

***Due to the privacy act and protection of all students – parents are not to eat lunch in classrooms or stay on the playground at recess and noon unless it is a designated day that all parents will be aware of this taking place.***

**\*Additional reminders: send extra forks/spoons for your children**

**\*All micro waved food must be in a container for health (cleanliness) reasons / allergy reasons and to prevent microwaves from becoming splattered and dirty. We only allow 1 minute max for heating food to prevent burns and line-ups.**

## **Snack Program**

We will be having a daily snack for all kids each day in Kindergarten. Grades 1-6 will have daily snack program on Monday, Wednesday and Friday. On Tuesday and Thursday, grades 1 to 6 are responsible for their own snack.

## **Nutrition**

Nutrition and maintaining a healthy lifestyle is very important. We strongly encourage parents to send healthy lunches and snacks as required. Candy, bars, chips, and soft drinks are to be left at home.

**Allergies – we have a number of different allergies in our school. Currently peanut, tree nut, raw eggs, and chicken. Thank you for not sending these items to school for the safety of our students.**



## **Peanut / Tree Nut Allergies Are Very Dangerous**

Understanding the ABC's of peanut and tree nut allergies may save someone's life. Please note, these food allergies are life threatening. Everyone needs to understand there is no margin of error when it comes to peanut and tree nut allergies. The purpose of this newsletter is to educate individuals to the dangers of this allergy, and what can be done to improve an allergic child's (or adult's) environment.

Let's examine the peanut / tree nut allergy ABC's



**A is for Anaphylaxis**

## B is for Breathing



## C is for Circulation

**A - Anaphylaxis:** According to The Food Allergy & Anaphylaxis Network (FAAN), **anaphylaxis** is a sudden, severe, potentially fatal, systemic allergic reaction that can involve various areas of the body (such as the skin, respiratory tract, gastrointestinal tract, and cardiovascular system). Symptoms occur within minutes to two hours after contact with the allergy-causing substance, but in rare instances may occur up to four hours later. Anaphylactic reactions can be mild to life-threatening.

A person having an anaphylactic reaction should not be moving around (if at all possible) because it can speed up the response. The blood circulation may increase causing the offending proteins to spread faster. The individual should lie on their back with their feet/legs elevated so more blood will remain close to the vital organs.

**B - Breathing:** Most people know someone who is allergic to tree nuts or peanuts. One important concern is that peanut and tree nut allergies come in all shapes and sizes. Someone could be mildly allergic, while another individual can be severe. There is a big difference. The mild person may just get an itch or skin rash. The severe individual may stop **breathing**. The lesson here.....not all peanut and tree nut allergic people will react the same when exposed to this food. **Every incident should be taken seriously!** It is also important to mention that that people who have suffered previous mild reactions, can develop life-threatening reactions at any time.

**C - Circulation:** Heart rate, **circulation** of blood, and breathing are all affected during an anaphylactic reaction. Remember, anaphylactic shock is an allergic reaction that can be fatal within minutes, either through swelling that shuts off airways or through a dramatic drop in blood pressure. Each case should be taken seriously. First defense against anaphylactic shock is the epi-pen. At Maude Burke School, our student wears an Allergen Bracelet on her left wrist and an epi pen in a pouch across her chest. At the sign of reaction, administer the epi-pen then call 911 immediately!

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## **What exactly is a peanut allergy?**

Peanut allergy occurs if a person develops allergic antibodies specific to peanuts. If the person is then exposed to peanuts, the peanut reacts with the person's own IgE antibodies to cause a reaction. The best defense is in avoiding the food, but better yet, to EDUCATE everyone around the peanut allergic individual.

## **What exactly is a tree nut allergy?**

Tree nut allergies can also be a life-threatening food allergy. Tree nuts are not the same as a peanut, and come from different food families such as walnut, almond, pecan, hazelnut, pistachio, cashew, and macadamia. It is important to check with your allergist to get an extensive list of nuts. Peanut allergic people can often eat tree nuts and tree nut allergic people can often ingest peanuts. However, some allergic individuals may be allergic to both peanut and tree nuts. It is important to note that if you are allergic to tree nuts, it does not mean you are allergic to all tree nuts. An allergist can do a test on your child to be more specific. There is also a more extensive list of tree nuts.

## **Some signs and symptoms of a peanut or tree nut allergic reaction?**

- A tingling feeling in the lips or mouth
- An itchy nettle rash ( hives) , either where the nuts touch you, or elsewhere
- Swelling either where the nuts touch you, or elsewhere
- Swelling in the throat , causing difficulty in swallowing or breathing
- Asthma symptoms
- Vomiting
- Cramping /stomach pains
- Backache
- Diarrhea



- Faintness and unconsciousness
  - obstruction to breathing or more rarely extreme low blood pressure (anaphylactic shock)
  - Confusion / delirium
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*Peanuts can run....and they can't hide!*



**Read the ingredients every time you buy a product!**

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**Does a peanut or tree nut allergic individual need to ingest the food to cause a reaction?**

No! A reaction will occur when a product is ingested, but a reaction may also occur through just contact. Some peanut / tree nut allergic individuals can receive a rash just through contact. **In fact, if residue from a peanut or tree nut product is left on a lunchroom table at a school, an allergic child may accidentally put their hands on any leftover residue. If that hand now touches the child's mouth, the possibility of an anaphylactic reaction could take place.**

There are many allergists that believe some type of reaction to peanut products could occur if it is airborne. They believe that there is such a thing as 'peanut dust.' For example, if a peanut shell is cracked, the dust from the shell can travel and penetrate a body through the nostril. Many doctors are uncertain about the smell of peanut butter. If someone is eating a peanut butter sandwich next to the allergic person, could that smell trigger a reaction? The verdict has not been clear yet, but it has not been ruled out! It is better to be safe than sorry.

Source: Asthma and Allergy Information and Research (AAIR) Web Page

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**Reminder – Maude Burke School is a Peanut Aware School. For the safety of all students, we ask that you:**

- 1) Do not sent peanut/nut tree products to school for snack or lunch***
- 2) Remind your child to never share lunch as we never know who may have an allergen and to what.***
- 3) Send you lunch in containers so microwave lunches do not contaminate other foods.***

**Newsletters & School Website**



Newsletters will be posted on our website and emailed home. We will also send a copy with the oldest child in your family. Important information concerning the school and students is included in each newsletter. Also, all of our newsletters, bulletins, calendars and upcoming events, as well as links to educational games and information for parents can be found on our website. <http://www.nesd.ca/School/maudeburke>

## **Supervision of Students**

Playground: Teachers supervise students at 8:45 a.m., during recesses, and shortly after school. This supervision is done on a rotational basis involving each of the teachers on staff. Two staff members are on supervision during recesses. Students should not be on the playground prior to 8:45 a.m. and from 12:45 – 1:00 as no supervisors are scheduled during this time. This will ensure the safety of all students.

Two teachers are responsible for supervision between 12:25 and 1:05 p.m.

## **Insurance**

The North East School Division carries accident insurance on students during school hours and while participating in school activities. All claims deemed appropriate should be filed through the principal. Parents may purchase alternative insurance for their child. Please see the school secretary for forms and information.

## **Lost / Damaged Library Books and Cards**

When students borrow books from the Library, they are responsible for returning these books in good condition. Any student who loses or damages a library book will be charged for replacing the book. The amount charged will be:

\$5.00 – magazines

\$10.00 – Paperback

\$20.00 – hardcover

If a book is no longer in publication, a similar book will be ordered as a replacement. Lost or intentionally damaged library cards will be replaced at a cost of \$3.00 to the student.

## **Kindergarten/ Pre-K**

Pre K has been moved to Reynolds school. Applications can be picked up at Burke School. Please refer to the calendar of Kindergarten days handed out by the Kindergarten teacher (also located on our website).

## **Reporting Periods**

Reporting periods will take place four times during the school year. We have an outcome-based report card. We will also have two parent – student – teacher (3 way) conferences throughout the year as well to discuss progress and set goals. Teachers or parents may request additional meetings any time throughout the school year to discuss a student's progress.

## **Support Services**

Maude Burke School has a strong team of support personnel to help meet diverse needs within the school system. To access these services, please contact Mrs. Kadachuk or Mrs. Moskal.

## **Office Hours & Visitors**

Secretary hours are 8:15 a.m. to 4:00 p.m. To help minimize classroom disruptions and to promote safety, we ask that **all visitors report to the office.** Please call between these hours when reporting absent students, messages, etc.

## **Diversity Education**

The North East School Division believes the education of every student is the responsibility of all staff. Therefore, we endorse the collaborative/consultative model of educating students. The model allows the classroom teacher to work with the Diversity Education Teacher to provide appropriate programming to all students. During the school year, students may be referred to the Diversity Education Teacher to enhance their regular educational programming. In order to provide appropriate programming, assessment may be required. Please note that learning assistance often takes place within the confines of the regular classroom and assists a variety of students.



## Class Lists

Class lists may not be provided on the last day of school for the following reasons: We have been experiencing fluctuations in enrolments during the summer months with students moving away and others moving to Melfort. As a result, we have struggled to create equitable class lists in terms of numbers and needs. Therefore, class lists will be posted in the fall one day prior to the first day of school. Class lists will be posted on the front windows of the school. We realize this will cause initial stress to students and families, but our first priority is to develop classes that allow for the best learning environment possible.

## Parking – Student Pick-up

As a reminder, the Maude Burke front driveway is not an area to be used for pick-up, drop-off, or as a turnaround spot. It would be nice if we were able to accommodate drivers by using this area, but with the limited space and movement of children, parking in this area creates a safety concern. As a result, this area is for bus traffic, taxi, and deliveries.

- 1) *Staff and parents: do not use this drive way from 8:30 to 9:00 am, 12:20-12:50, and from 3:25-3:30 as students are getting off or on the bus, or going home for lunch.*
- 2) *The front drive can also used by parents during rain, indoor recesses, etc. for drop off, but please do not park in this area.*
- 3) *Feel free to use the front drive for any drop offs during the day in which there are **no students on the playground.***
- 4) *Remember, parking in this area creates students walking in front of the bus. This is dangerous. In addition, the bus has trouble moving past the vehicles, which is also a concern.*

*Thank you for your understanding. We appreciate your help with this safety concern.*

## Medication

Maude Burke Elementary staff members do not administer medication of any sort. With authorized written permission, the principal will administer medication as needed. Medication must be in the original container with the correct prescription clearly indicated on the label. **Please do not send Tylenol, cough syrup, etc. with your child.** For the safety of others – young and old, medicine in backpacks/lunch kits can be stolen and seen as candy. This is a serious concern.

## Parental Involvement

Children benefit greatly when parents take an active role in their education. By showing interest in your child's education, you pass on an important message. You are saying that school is valuable, interesting and worth talking about at home.

Children will usually enjoy learning and school life more; improve their skills and attitudes and do better in school; develop confidence in themselves, and be better prepared for the future when this parental involvement is present.

The following are some of the things you can do to get involved in your child's education:

**1) Get to know your child's teachers, the rest of the school staff, the subject matter and school policies.**

*Read the parent/student handbook with your child.*

*Attend school activities (Open Houses, Hot Dog Sales, Concerts, Sports Events, S.C.C. meetings, etc.).*

*Volunteer in the school and attend SCC (School community counsel) meetings*

**2) Talk about each day.**

*Ask about subjects, friends, sports and activities, homework and projects.*

*Encourage your child to share school experiences.*

*Be positive; praise your child's efforts.*

**3) Make your home a learning place.**

*Provide a time and place for homework and studying.*

*Set clear rules about homework and study times.*

*Be a guide: offer assistance and encouragement, but do not do their work.*

These are just a few general ideas on parental involvement in education. If you are interested in more information or information on specific topics related to helping your child in school feel free to call the school and talk to your child's teacher or the principal.

***Due to the privacy act and protection of all students – parents are not to eat lunch in classrooms or stay on the playground at recess and noon unless it is a designated day that all parents will be aware of this taking place.***

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## **SCHOOL COMMUNITY COUNCIL**

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### **Membership, Purpose and Responsibilities**

#### **MEMBERSHIP:**

The general membership of the Council shall be open to those with a vested interest in the Maude Burke School community.

#### **PURPOSE OF THE COUNCIL:**

The Council will be an integral part of the school's activities, plans, and decisions. The Council will encourage parents and community members to become actively involved in the school and the education of our students. The Council will place special emphasis on encouraging participation by those who have not normally had a voice in school concerns. The Council will strive to have the general membership equally represent all ethnic and social groups within our school community. This Council will act in an advisory capacity to the school on matters pertaining to the educational and social welfare of the students in our school. The council will take an active role in developing and enhancing learning opportunities for students and the community.

#### **RESPONSIBILITIES OF THE COUNCIL**

- 1) The Council is in an advisory role to assist the school in the development and implementation of the Annual Community School Plan and the process of ongoing renewal.
- 2) The council, in consultation with the Principal and the Community School Coordinator, will administer community school funding which will be provided by the Board of Education. This funding will be used to enhance and develop learning opportunities of students and/or the community.
- 3) The council will set goals and objectives to enhance and develop learning opportunities for the students and/or the community.
- 4) The Council will strive to develop and incorporate programs that utilize school facilities and meet student and community needs
- 5) The Council will initiate committees, to deal with specific needs, as they arise. The council will actively encourage the general membership to take part in these committees.
- 6) The Council will receive and consider information, recommendations, and requests from students, staff, parents, the community, general membership, the Board of Education and the Division Office concerning programming.
- 7) The Council will provide a copy of all council meeting minutes to the Board of Education.
- 8) The Council will develop and direct school fundraising to assist in providing activities and purchases that may not be covered in the School Division funding.

- 9) The Council will provide opportunities for electors, parents/guardians, and community members to become better informed about educational practices and plans at Maude Burke School and in the Division.
- 10) The Council will work together with parents, staff, students, community members, and the Board of Education, to develop and determine duties, responsibilities, protocol, and the effect on decision - making matters.

**LEARNING IMPROVEMENT PLAN**— To access the school and SCC goals that make up the Maude Burke Learning Program., please visit our website

## OUTREACH WORKER II

### Core function:

Working under the direction of the principal at the school level and the Coordinator of Integrated School Services at the division level, the Outreach Worker II serves as a role model for at-risk students in order to enhance their opportunities for success at school. As part of a school-based team, the Outreach Worker II functions in a capacity-building role when working with families and the community.

### Details of function:

The individual in this position will be expected to:

- Provide liaison services between families and the learning program of the school through frequent home visits and maintaining clear, up-to-date knowledge of the home situations of the students
- Assist students by providing services such as: supportive listening, information, guidance in basic problem-solving, referrals to counselling consultant and/or other human service agencies and assist students to discuss difficult issues with school personnel
- Collaborate with members of the school-based team and human service agencies
- Work to ensure that parents and community members are aware of school activities and events and encourage their active participation in all aspects of a Community School
- Act as a liaison between students, their families and school personnel by providing assistance to understand available services and to access those resources
- Provide enhanced multi-cultural perspectives, awareness and guidance to students, families and school personnel
- Enhance linkages to the Aboriginal community
- Assist new students and parents in becoming part of the school community
- Work in partnership with community and human service agencies to identify student needs and develop services and programs to respond to those needs
- Coordinate the nutrition program in the schools
- Assist in the process of writing, monitoring and evaluating grants
- Assist in the development and/or implementation of preventative programming (ie: during school hours, before and after school, evening, weekend and summer programs)

Our Outreach worker coordinates the Healthy Start Program (see next page) and our snack program, which is daily for all students at 10:00 am in the morning to support nutrition and healthy minds. She also coordinates after school and evening programs. Please watch for newsletters and check our web page for snack and after school schedules!

## **Healthy Start Program**

***Good nutrition has a positive effect on behaviour and school performance of children.***

To ensure that all children get “a healthy start to the day,” we offer an optional nutritious snack for students prior to the beginning of classes. The snack will be made available to students at 8:30 a.m. Interested families are asked to complete and return a form from the office. Participating students are asked to enter the school via front doors (South side). Once inside, the students are to enter the servery where they will be provided with various items that will provide a healthy start to their day.

Even if you expect your child will only use this service occasionally, please respond, as we will need some indication of how many students are participating, and information on contacts and allergies.

Note, this program is a supplement program for when you as a family are in need. This program is NOT intended to be a DAILY breakfast program. It is intended for those days in which you are in a rush; your monthly pay may not allow you to provide good nutrition until you get paid again, etc.

If you are finding that your child needs this service daily, Mrs. Moskal will work with your family to get the outside support that you and your children require.

**Maude Burke Community School  
No Bullying Program  
Comprehensive Strategy Statement**

Maude Burke Elementary School recognizes violence as any word, look, sign, or act that hurts a person's body, feelings or property. We also recognize bullying as a type of violence that occurs when someone uses his or her power unfairly and repeatedly to hurt someone else. To make our school violence-free and safe from bullying, we pledge:

- Not to tolerate bullying;
- To intervene in incidents of bullying and strictly enforce rules and consequences against bullying;
- To empower students to report bullying behavior and to treat one another with respect.

**Maude Burke Community School  
Consequence Plan  
Responses to Bullying**

It is imperative to remove a student from the situation and place him/her in a time out situation. A check is made to see if he/she has an incident report(s). Respond accordingly.

**First Incident**

Intervene. Identify the behavior as bullying. State your expectation that the student will not engage in bullying behavior. Get a verbal reply that the student agrees/understands to refrain from bullying. File a report; provide the teacher and Mr. Steciuk with a copy. The teacher will update the Bully-Proofing Binder, and will send the note home to be signed, so parents are aware of the student's behaviour in.

**Second Incident**

Identify the behavior as bullying. State your expectation that the student will not engage in bullying behavior. Restrict the student's activities in the location in which the incident occurred for two days. File a report; provide the teacher and Mr. Steciuk with a copy. The teacher will update the Bully-Proofing Binder, and will send the note home to be signed, so parents are aware of the student's behaviour the student engaged in.

**Third Incident**

Identify the behavior as bullying. State your expectation that the student will not engage in bullying behavior. Immediately notify the principal and send the student to the office. File a report; provide the teacher and Mr. Steciuk with a copy. The teacher will update the Bully-Proofing Binder, and will send the note home to be signed. The student will serve a ½ day in-school suspension, including loss of privileges of scheduled school activities, such as school tournaments, concerts, etc. The teacher or the principal will make contact with the home. Clarify expectations for student behavior and inform parents of the in-school suspension.

**Fourth Incident**

Identify the behavior as bullying. State your expectation that the student will not engage in bullying behavior. Immediately notify the principal and send the student to the office. File a report; provide the teacher and Mr. Steciuk with a copy. The teacher will update the Bully-Proofing Binder. The student will serve a one-day in-school suspension, including loss of privileges of scheduled school activities. The principal will make contact with the home, clarify expectations for student behavior and inform parents of the in-school suspension. A meeting may be planned for parents and student to discuss the situation.

**Further Incidents**

Student will be subject to discipline as outlined in the North East School Division Policy Manual (Example: out of school suspensions, etc.).





## **STUDENT RELATED**

**Student Code of Conduct: Rights & Responsibilities;** *For every right there is a corresponding responsibility:*

- I have a right to learn. *It is my responsibility to be on time, be prepared, listen to instructions, and work quietly.*
- I have a right to hear and be heard. *It is my responsibility to listen when others are speaking.*
- I have a right to be respected. *It is my responsibility to treat others with respect..*
- I have a right to be safe. *It is my responsibility to respect the personal safety of others.*
- I have a right to privacy and my own personal space. *It is my responsibility to respect the personal property of others, and to accept their right to privacy.*

*(Taken from selected pages of SPDU documents; “Planning Together: Positive Classroom Environments” & “Growing Stronger: Teaching and Learning Responsibility”)*

## **Extra and Co-curricular Activities**

Students willing to participate in any extra or co-curricular event must exhibit a positive attitude. Students will be chosen for teams and clubs based not only on talent, but on attitude as well. Students that do not display this positive attitude may be removed from a team and/or a club.

## **Grade 6 Sports**

### **Philosophy**

The Grade 6 interschool sports tournaments and meets are intended to provide students with an organized sporting activity designed to maximize participation, and meet other grade 6 students from Melfort Schools. Elementary school sports provide all grade 6 students the opportunity to participate as a member of a school team no matter the skill level. It is our expectation that all participants will act as positive ambassadors of their respective schools.

## **Student Telephone Use**

Students with a legitimate reason to use the telephone must first ask permission from a Maude Burke School staff member. It should be noted that the phone should be used only when it is necessary. It is not to be used for social reasons.

## **Cel Phone / Electronics Policy:**

1. Students are only to use their devices when they have explicit teacher permission.
2. The device must be used for the purpose approved by the teacher or educational associate.
3. Students are responsible for the security of their devices. The school is not responsible for lost, misplaced, or stolen devices.
4. Students without personal digital devices will be provided with suitable

- 1) Alternate technology by the school when possible. Music players such as Mp3's, iPod's, etc. will no longer be items to be used on the playground during recess break. We would like to encourage healthy lifestyles of activity and movement. If a child wishes to have a quiet activity, reading a book would be appropriate.

On days of inclement weather and inside recesses, these items would be appropriate, but again are not the responsibility of the school in the event of theft.

- 2) Students in grades 4, 5, 6 will be allowed to bring a lock for their locker if they so to choose, for protection of these types of items, as it will be our expectation that if these items come to school they are stored in the locker so classroom instruction is not disrupted.

- 3) Staff have the right to do a locker search if there is belief that a child is harboring something illegal or in contravention of a school or school division policy. Students bringing locks need to register their lock combination (no key locks) with their teacher.

## Invitations

New – We do not hand out class lists with phone numbers and addresses due to privacy issues. We encourage invitations only if they are for the entire class, so students do not feel left out. If not inviting the whole class, we ask that you do your best to hand out invitations out of school.

## Appropriate Dress

**It is expected that students will wear appropriate clothing to school.** Inappropriate clothing would include items such as clothing with inappropriate messages and/or pictures, clothing not covering midriffs, chest areas, and short shorts. Hats and caps are not to be worn inside the school. Except for extreme weather conditions, students are expected to go outside for recesses and noon hours. Therefore, children should dress accordingly. All children must have a second inside pair of white-soled runners to wear around the school and in case of fire. Shoes with the high lift soles are discouraged for safety reasons, as they pose an ankle stability concern.

The following will apply to determine if students go outside or stay inside during recesses and noon hours:

**-25** Risk of frostbite. Dress warmly, stay out of the wind

**Less than -27** Students stay outside, stay out of the wind, and dress warmly

**-27 to -34** Students go out for a breath of fresh air (a few minutes only)

**-35 or more** Students must stay inside

**Note: At -27 and colder, we will have students inside at 8:45 a.m. and 12:45 p.m. Noon students please get dropped off via front drive and use the front door.**

## **Bikes, Scooters, Roller Blades, and Skateboards**

Due to safety and storage concerns, Maude Burke will not allow students to come to school with scooters, roller blades, heelies or skateboards. Bikes are allowed to be ridden to school, but are to be walked across crosswalks and on the school grounds. Helmets are mandatory at all ages.

## **Student Leadership Group**

Students in grade six have the opportunity to join the Student Leadership group. The purpose of the club is to plan and organize various student and school activities throughout the school year. Students in the group will be expected to display a positive attitude and consistently act as positive role models in the school.

## **Safety Patrol**

Safety patrol is provided for students crossing at both the noon and after school dismissal times. All grade six students are expected to participate in the safety patrol. All students using the safety patrol must listen to and respect the directions of the safety patrollers. (When grade 6 is a split class, i.e. 5/6, the grade 5 students from this classroom will be on safety patrol as well.) In May, all grade 5 students are trained and by the May long weekend, the grade 5 groups takes over safety patrol duties. Parents are asked to please use the safety patrol as well. We know you may be in a rush, but J-walking and crossing without safety patrollers sends our children a mixed message.

## **Use of Community Facilities / Class Trips**

The school ensures funding is available for a grade 4 and 6 out of town educational trip, in addition to various activities geared towards various grade areas.

## Public Health

During the year, Public Health provides vaccinations to Grade 6 students, upon parents consent. Should you have questions or concerns please call Public Health at 752-6310. In addition, each spring, public health does a puberty talk with grade 5 boys and girls. Contact the classroom teacher if you do not want your child taking part in this session.

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## Outcome Based Assessment

- How will students be assessed?
- How will reporting change?



The North East School Division #200 will be changing the way students are assessed as well as the way student progress is reported. These changes are a necessary response to renewed curricula in all subjects K – 12. The Ministry of Education (2010) defines assessment and evaluation in the following way.

*Assessment involves the systematic collection of information about student learning with respect to:*

- *Achievement of provincial curriculum outcomes*
- *Effectiveness of teaching strategies employed*
- *Student self-reflection on learning.*

*Evaluation compares assessment information against criteria based on curriculum outcomes for the purpose of communicating to students, teachers, parents/caregivers, and others about student progress and to make informed decisions about the teaching and learning process.*

NESD teachers will be assessing students' achievement in relation to the curricular outcomes. For reporting purposes, the NESD has grouped outcomes that pertain to similar topics. These topics have been termed "Focus Areas". Examples of these Focus Areas have been included for various subjects inside this document.

The Ministry (2010) also states, "*Reporting of student achievement must be in relation to curriculum outcomes. Assessment information which is not related to outcomes can be gathered and reported (e.g., attendance, behavior, general attitude, completion of homework, effort) to complement the reported achievement related to the outcome for a subject.*" The NESD has complied with this requirement by including Personal and Social Development categories in the new Report Card. Students progress will be reported according to one of three descriptors for each of the five categories of achievement. The achievement descriptors are as follows:

## Grades K – 8

- Each Focus Area will receive a “level” code.
- Des



### NESD Mission Statement:

*“Our mission is to ensure every student has the opportunity to succeed.”*

Student:  
Teacher:  
Principal:

Grade:  
Year:  
Term:

### Message to Parents/Guardians

Our schools strive to educate children and youth by developing the whole child, intellectually, socially, emotionally, spiritually, and physically. The purpose of the progress report is to share information about your child’s development in demonstrating curricular understanding.

Strong relationships between schools and families are essential for student success. Your child’s teachers welcome and encourage discussion regarding any aspect of your child’s education.

### Performance Indicator Codes & Descriptions

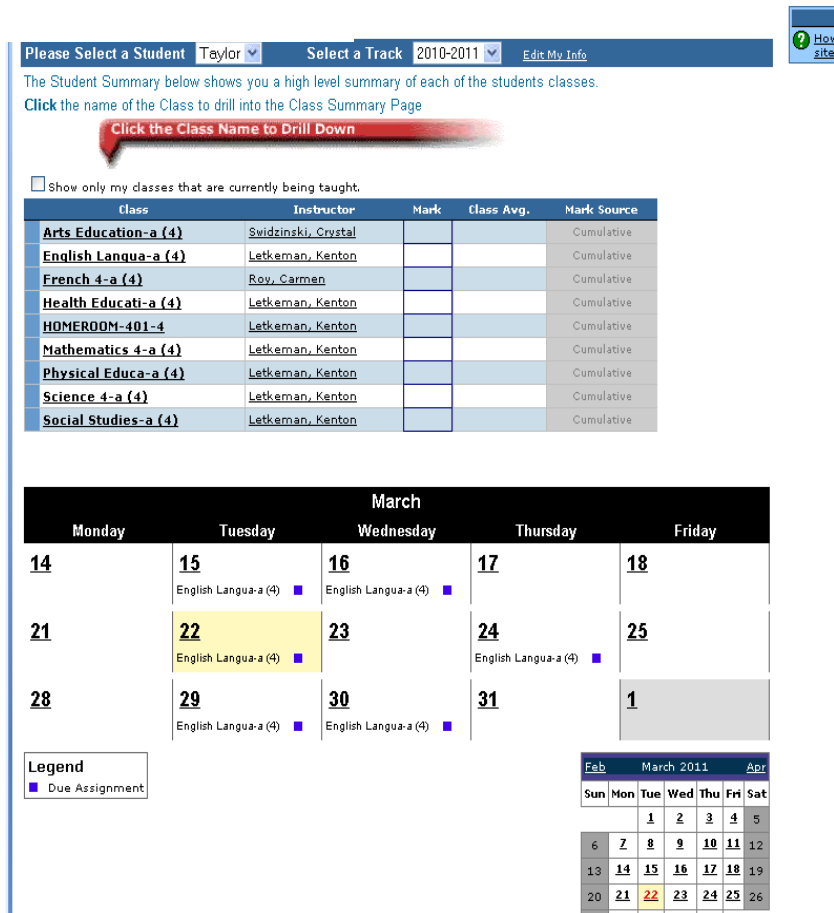
<b>EX Exceeding grade level expectations</b> <ul style="list-style-type: none"> <li>At this time, student exceeds grade level expectations</li> <li>Demonstrates superior performance and in depth understanding of learning outcomes</li> <li>Student may benefit from extra challenges</li> </ul>	<b>ME Meeting grade level expectations</b> <ul style="list-style-type: none"> <li>At this time, student meets grade-level expectations independently and consistently</li> <li>There is evidence that relevant learning outcomes have been met</li> <li>Student demonstrates proficient academic performance</li> </ul>	<b>WA Mostly meeting grade level expectations, with assistance</b> <ul style="list-style-type: none"> <li>At this time, student may be inconsistent, but mostly meets grade level expectations with assistance</li> <li>There is evidence of progress toward relevant learning outcomes</li> <li>Student needs support in some areas</li> </ul>
<b>NY Not yet meeting grade level expectations, even with assistance</b> <ul style="list-style-type: none"> <li>At this time, student does not meet grade level expectations</li> <li>Learning outcomes are beginning to be demonstrated</li> <li>Student needs continuous support</li> </ul>	<b>IE Insufficient evidence collected for report</b> <ul style="list-style-type: none"> <li>Course content in this area is currently being addressed</li> <li>Student has not yet submitted enough assessment evidence for reporting purposes</li> </ul>	<b>NA Not yet part of current course work</b> <ul style="list-style-type: none"> <li>Class has not yet submitted enough assessment evidence for reporting purposes</li> <li>This area of the course will be addressed later in the academic year</li> </ul>

### Personal and Social Development Codes & Descriptions

<b>Attitude contributes to learning</b> <ul style="list-style-type: none"> <li>Respects rights, property, and opinions of others</li> <li>Demonstrates positive learning disposition</li> <li>Student is open to learning</li> </ul>	<b>Follows directions and classroom routines</b> <ul style="list-style-type: none"> <li>Takes personal responsibility for decisions, responds to challenges, seeks new opportunities independently</li> </ul>	<b>ES Established</b> <ul style="list-style-type: none"> <li>Consistently demonstrates expectations</li> </ul>
<b>Coursework completed on time</b> <ul style="list-style-type: none"> <li>Work is completed on time, with care, accurately, and with academic honesty</li> </ul>	<b>Organizes work and workspace</b> <ul style="list-style-type: none"> <li>Work and workspace are organized in a manner that supports the learning process</li> </ul>	<b>DV Developing</b> <ul style="list-style-type: none"> <li>Frequently demonstrates expectations</li> </ul>
<b>Works effectively in groups</b>		<b>EM Emerging</b> <ul style="list-style-type: none"> <li>Occasionally demonstrates expectations</li> </ul>

## Parental/Student Involvement

The NESD has purchased a web-based assessment program, called Students Achieve, to assist teachers in assessing and evaluating student progress. Parents/caregivers and students will have greater access to continuous assessment information. Once provided with a login and password, parents/caregivers and students will be able to view items such as upcoming assignments, performance information, and rubric samples to name a few. The NESD believes having a transparent reporting mechanism, which encourages greater communication between the teacher, parents/caregivers and student, will assist the students with their educational goals.



Please Select a Student **Taylor** Select a Track **2010-2011** [Edit My Info](#) [How site](#)

The Student Summary below shows you a high level summary of each of the students classes.  
Click the name of the Class to drill into the Class Summary Page

**Click the Class Name to Drill Down**

☐ Show only my classes that are currently being taught.

Class	Instructor	Mark	Class Avg.	Mark Source
<a href="#">Arts Education-a (4)</a>	Swidzinski, Crystal			Cumulative
<a href="#">English Language-a (4)</a>	Letskman, Kenton			Cumulative
<a href="#">French 4-a (4)</a>	Roy, Carmen			Cumulative
<a href="#">Health Education-a (4)</a>	Letskman, Kenton			Cumulative
<a href="#">HOMEROOM-401-4</a>	Letskman, Kenton			Cumulative
<a href="#">Mathematics 4-a (4)</a>	Letskman, Kenton			Cumulative
<a href="#">Physical Education-a (4)</a>	Letskman, Kenton			Cumulative
<a href="#">Science 4-a (4)</a>	Letskman, Kenton			Cumulative
<a href="#">Social Studies-a (4)</a>	Letskman, Kenton			Cumulative

March				
Monday	Tuesday	Wednesday	Thursday	Friday
<b>14</b>	<b>15</b> English Language-a (4) ■	<b>16</b> English Language-a (4) ■	<b>17</b>	<b>18</b>
<b>21</b>	<b>22</b> English Language-a (4) ■	<b>23</b>	<b>24</b> English Language-a (4) ■	<b>25</b>
<b>28</b>	<b>29</b> English Language-a (4) ■	<b>30</b> English Language-a (4) ■	<b>31</b>	<b>1</b>

**Legend**  
■ Due Assignment

March 2011						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26

Pictured to the left is the view a parent will see when logging into Students Achieve.

- The top half identifies the courses the student is enrolled in. The bottom half shows a calendar of assessments. If assignments have been completed, then the program inserts a line through that assessment.
- Further information can be obtained by selecting a subject. Once selected, a summary of all assessments within that subject can be viewed.
- A specific assessment can then be selected for specific information relating to it.

## **Basic School Rules**

### **1.) Bikes and Bike Safety:**

- a) Obey all traffic rules
- b) Walk bikes on school property
- c) Park bike in the racks at the end of the school that you come from
- d) Lock bikes in bike racks
- e) Wear a helmet
- f) Stay away from bike rack at recess and noon
- g) Students who continue to break bike rules around the school will be required to leave their bike at home

### **2.) Conduct on the Playground:**

- a) Games such as play fighting, chicken fights, king of the mountain, wrestling, etc. are not allowed, as they may be dangerous for students
- b) Contact games such as tackle football, tackle rugby, etc. are disallowed as they may be dangerous for students
- c) The throwing of snowballs, rocks, sticks, etc. is not allowed
- d) Students are not permitted on bikes or bike racks
- e) The use of improper, abusive or profane language is not permitted
- f) Students will promptly obey the teacher / supervisor in charge

### **3.) Conduct in Hallways:**

- a) Walk at all times
- b) Behavior must be responsible and courteous
- c) During recess students must clear the hallway quickly and go outside
- d) Keep your hands to yourself

### **4.) Roller Blades and Scooters:**

- a) These items are not allowed at school

### **6.) Slides:**

- a) Line up to take turns. Be sure the coast is clear before sliding down.
- b) Go down the slide one at a time – facing forward in a sitting position.
- c) Stand quickly and go to the back of the line when you have gone down the slide.



**7.) Climbing Bars:**

- a) Line up and take turns if the climbing bars are busy.
- b) Chicken fights, wrestling, tag, etc. not allowed.
- c) No hanging down without hands holding onto the bars. *Hands must be in contact with bars at all times.*

**8.) Trees:**

No climbing trees or breaking tree branches.

**9.) Balls:**

If a ball goes onto the street, the student must ask permission before going to retrieve the ball.

**10.) Swings:**

- a) Sit on the swing facing forward holding on to the chains with both hands.
- b) Swing front to back, not side-to-side or spinning.
- c) When waiting to use the swing, stand to the side.
- d) No walking or playing in the swing area.

**11.) Creative Playground Equipment:**

- a) No tag games allowed.
- b) No running or pushing.
- c) Wait your turn and do not proceed until safe.
- d) No jumping off of the equipment.

**12.) Gum, Sunflower Seed, Candy, etc.:**

In order to help the caretaker keep the school and grounds clean, and to keep with a nutritional focus, gum, sunflower seeds, candies, slushes, pop, and the like are prohibited on the school and grounds. Teachers may at times allow students to chew gum, have candy, etc. for special occasions, but this does not extend into the noon hour.

**13.) Tobacco, Alcohol, Drugs::** Students, staff, and visitors are prohibited from bringing tobacco products, alcohol, and illegal drugs on the school premises.

**14) Ice:** Remove students from any area that has ice, and report the situation to the principal at the end of your supervision

**Additional Offenses:**

- a) Hitting, roughing and physical abuse
- b) Throwing objects such as snowballs, rocks, books, etc.
- c) Defiance of authority
- d) Disrespectful and abusive language (and/or gestures)
- e) Wilful destruction or defacing school property
- f) Harassment of other students
- g) Uncooperative noon hour behaviour
- h) Theft
- i) Weapons on the premises or report of possible weapons

## Maude Burke Playground Expectations

**-Students must play in designated areas only.**

1. -Students must follow directions given by teachers or playground supervisors.
2. -Students must follow all school game rules.
3. -Students must take turns, be cooperative, use appropriate language, and respect others' playing areas and activities.
4. -Changing any game rules or poor sportsmanship will result in being removed from the game.
5. -Everyone will respect the playground environment and care for the playground equipment.
6. -We are a hands-off school. No chicken fights, pushing, holding, etc. with the exception of hand-tag. Two-hand touch football is OK unless it gets pushy.
7. -No sunflower seeds, and no spitting.
8. -Students may not hurt others, throw rocks, sticks, etc., or play fight.
9. -Students must get permission from an adult to leave the playground for any reason.
10. -You must report any emergency or unsafe situation to an adult.

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## Swings

- Sit on your bottom
- No jumping off the swing
- Hold on when swinging
- Swing back and forth only
- Use open swings before counting for your turn
- Don't lean way back while swinging
- Pushes are allowed, but not under-ducks



-If waiting for a turn, stand by edge of the swing (on the side) let the person on the swing know you are waiting. Then count 50 swings before a switch. If they stop, it keeps counting as when they restart. If you are not swinging and just sitting, you will need to give up your swing to a person that wants to swing. with (Every time the swinging person's legs comes forward, that's one count)

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## Tether Ball Rules

The game is won by the player who first winds the rope completely around the pole or by forfeit in the case of a foul committed by an opponent.

*Number of Players* : Two at a time.

*Object of the Game* : To wrap **or** wind the ball around the pole first.

*To Start Play* : Rock-paper-scissors for serve. The server decides which direction to serve and the other player will hit the ball in the opposite direction. The other player must hit the ball at least one time before the server can hit it again.

*New Players* : If both players on the court are new, they must rock-paper-scissors for serve. If the winner is staying on for a second game, the new player serves.

### **Do's and Don'ts**

Do's	Don'ts (Fouls)*
<ul style="list-style-type: none"> <li>• Use your hands</li> <li>• Use an open hand</li> <li>• Use your forearms (elbow to wrist)</li> <li>• Play fair</li> <li>• Play hard</li> <li>• Be honest</li> <li>• Stay on your half of the imaginary line</li> <li>• Take turns to hit the ball</li> </ul>	<ul style="list-style-type: none"> <li>• Don't hit the rope</li> <li>• Don't use your fist</li> <li>• Don't cross the imaginary line in the middle of the court</li> <li>• Don't touch the pole</li> <li>• Don't hold or catch the ball</li> <li>• Don't throw the ball</li> <li>• Don't cross the imaginary line</li> <li>• Don't double hit</li> <li>• Don't touch the ball with any part of your body other than your elbow to finger tip</li> </ul>



\* If you commit a foul the game is over and you must go to the end of the line. Judge is the first person in line. The judge must make a fair call on all players.

*What if I win ?* If you win, you can stay on the court for a second game. After two wins, you must leave the court and go to the end of the line. *What if I don't win ?* If you don't win, go to the end of the line and wait patiently for your next turn.

### **Playing on the Big Equipment**

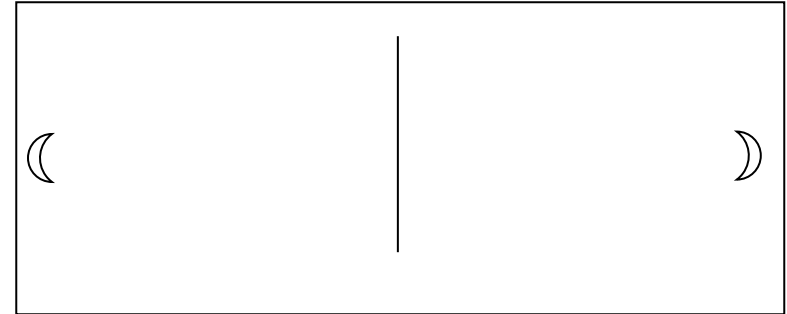
- No jumping off any of the equipment
- Slide on your bottom with feet first and inside the slide
- One person at a time on the slides
- No sitting or standing on top of the bars of the Division 1 equipment
- Use caution when wet. It is very slippery.
- No running on any big equipment...you may play tag, but cannot run.
- Take turns on monkey bars, slide bar, etc. No budging.
- No crawling underneath the house area of the equipment.
- No climbing on top of the house part of the equipment.
- Anyone not following rules or being unsafe may be warned or removed from play.



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**Box Hockey**

1. A game for two to four players
2. The first goal wins
3. Starting- puck sits on the center bar
4. Tap sticks...NSL (National Schlockey League)
5. Start game on the last stick tap
6. No blocking holes
7. No slashing
8. No raising of sticks above the waist
9. If puck gets knocked out, return it to play on the side of the player that knocked it out.
10. Spectators must be one meter away
11. No time-outs
12. For doubles, two opposition members will be on each side
13. Winners get to choose side.
14. After 3 wins, you must go to the back of the line




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### **ACCELERATED READER Program**

The Accelerated Reader program (AR<sup>®</sup>) is an excellent way for you to assist your child with improving his/her reading and comprehension. Accelerated Reader helps students focus attention on careful reading of books, which improves their critical-thinking skills and builds the intrinsic love of reading. We look forward to the reading level of students actively engaged in the A.R. program to quickly “accelerate”. Please read the following information to help you understand what the Accelerated Reader program is, and how it will be set up for this school year.

In Grade 1, the program is based on books being read to the students at home and in the classroom. Children that have books read to them regularly at this age gain a love for literacy and pick up the ability to read quicker. If students at this age can read by themselves and need help from parents every now this is of course encouraged. At school, arrangements are made for Accelerated Reader test questions to be read to the student. The A.R. tests are

all multiple choice and the child will tell the person that is assisting with the test the answer he/she would like to pick. Test questions are not always difficult, but are made in a way that you would have to read the book to do well.

In Grade 2 and up students are required to read the books (with Parent/Guardian help only if necessary). Students Grade 2 and up are to read the computer generated test questions by themselves.

All Parents/Guardians are kept up to date as a T.O.P.S. (The Opportunity to Praise a Student) report is generated after each test and sent home with the child. The T.O.P.S. report contains information on how they did on the test, and how they have done on all tests (summary).

Our Accelerated Reader Books are all marked according to reading levels. Before students grade 2 & up begin taking out Accelerated Reader books they are tested on our S.T.A.R. program and given a reading range that they should read at to best “accelerate” their reading. *(Students in grade 1 will have books read to them by parents and may choose books in the 1-2 reading range to begin. As tests come home, parents will encourage students to take books that are at certain levels. The STAR program will be used with grade 1 students in May/June, as they get ready for the AR program next year).*

Numerous statistics can be pulled off Accelerated Reader & S.T.A.R. to see how students are doing in the Program.

Grade one students and classrooms that teacher so choose to use, will be bringing home forms that must be signed by a Parent/Guardian before they can take an A.R. test. This ensures that the parent knows the child has taken time to read the book and understands what they have read. Students grade 2 or up can simply take the test at school when they are ready if the sign-up sheet is not attached.

This year the Accelerated Reader Committee and Homeroom Teachers will be checking the student’s test list.

We are now at a point in our program that we have a huge list of Accelerated Reader books in our Library.

We look forward to the opportunities this program will have for our students!

For more information on the Accelerated Reader program, go online at: <http://www.renlearn.com/ar/default.htm>



*Thank you for taking time to read this handbook.  
If you have any questions at any time, feel free to contact your child's teacher or the Principal.*

*Have a great rest of the year!*  
**Be sure to visit our up to date webpage:**  
*<http://maudeburke.nesd.ca/>*