

Cambridge Street Community Public School



Family Handbook

Website: www.cambridgeps.ocdsb.ca

Twitter: @cambridgeottawa

250 Cambridge Street North
Ottawa, On K1R 7B8
613 239 2216

WELCOME TO CAMBRIDGE STREET COMMUNITY PUBLIC SCHOOL

Cambridge Street Community Public School has been welcoming students and their families every September since 1899.

In September 2018, our enrollment is approximately 105 students from junior kindergarten to grade 6, served by a dedicated staff of teachers, early childhood educators, educational assistants and support staff. Although many of our students were born in Canada, our school serves a predominantly multicultural population of students and families.

At Cambridge, we offer Full-Day Kindergarten (50/50 English-French instruction), Grade 1 – 6 English/Core French, and a Junior Language Learning Disability Class (LLD).

Along with a hearty welcome, we urge all of our families to participate in activities at school, to become school volunteers, and to take an active part in the Cambridge School Council. You will meet a wonderful group of people, and your efforts will be very much appreciated. Students enjoy the many sports, music and clubs that are offered throughout the school year. We are proud of our students' academic achievements and continue to strive to improve the quality of our instruction through our school improvement initiatives.

History of Cambridge Street Community Public School

The original Cambridge Street Public School opened its doors to welcome 333 students in September 1899. The impressive structure, made of red brick and eight rooms in size, was located just north of Ann Street (now Gladstone Avenue) between Cambridge and Arthur Streets on what is now our playground. The school was enlarged for the first time in 1908 and then again several more times over the next quarter of a century until it was more than double its original size.

Cambridge Street Public School quickly became an educational innovator with the first Kindergarten classes and the first Primary classes in Ottawa. The school was also home to the first classes for developmentally delayed students and the first school to offer education to deaf students. The program for the deaf was so advanced for the time it became the standard for similar programs elsewhere.

The original school continued to support the neighbourhood children until June 1973 when the building was demolished to make way for the current "modern" school, which opened its door in September 1973. In 1998, the school celebrated the 25th Anniversary of the "new" Cambridge Street Community Public School and the 100th Anniversary of the original school both at the same location.

As was done in the past, we are proud to continue in providing excellence in education to all of our students.

Administrative Staff:

Principal:	Louise Labonté
Office Administrator:	Marina Merlo
Office Assistants:	Yasmin Ali
Chief Custodian:	Michael Kirk
Superintendent:	Olga Grigoriev
Trustee:	Erica Braunovan Zone 10

The School Day and Learning Environment at Cambridge

SCHOOL HOURS

YM/YWCA Before School Supervised care	7:30 AM - 8:40 AM
Extended Day Program (EDP)	7:00 AM - 8:40 AM
Main Office	8:00 AM - 4:00 PM
Breakfast Club	8:00 AM - 8:55 AM
School Yard Supervision begins	8:40 AM
Grades JK/SK – Grade 6	8:55 AM – 3:25 PM
Nutrition Break #1	10:55 AM – 11:15 AM
Activity Break #1	11:15 AM – 11:40 AM
Nutrition Break #2	1:40 PM – 2:00 PM
Activity Break #2	2:00 PM – 2:25 PM
Ottawa Boys and Girls Club Recreation Club (Students 6 and up)	3:25 PM – 8 PM
Extended Day Program (EDP)	3:25 PM - 6:00 PM

SAFETY PROCEDURES

Attendance Procedures

Please inform the school on any day when a child will be absent or late arriving. Unless notified, we will attempt to contact parents of children who are absent. Our 24-hour answering machine will record messages received outside of the school office hours and during busy periods. Our attendance line number is 613-239-2216.

Emergency Phone Numbers

Up-to-date information enables us to contact you in an emergency. Please inform the school office of any changes to your email, telephone numbers for home/work, caregivers and emergency contacts.

Life-Threatening Allergies and Severe Medical Conditions

Each year there are several students at Cambridge PS with life-threatening allergies (e.g., peanuts, tree nuts, shrimp, eggs, cow's milk, some fruit) and/or severe medical conditions. Parents of children with life threatening allergies and/or severe medical conditions are asked to notify the school about their child's condition and to provide information.

Medication and Epi-pens

In order for school personnel to administer any medication (including aspirin, cough medicine), a Permission to Administer Medication form (available in the office and the school website) is to be completed. It is the responsibility of the parent to ensure that the medication is delivered to the school office in a safe manner in the original pharmacy container. Similarly, parents of children requiring Epi-pens are asked to return the signed documents during the first week of school.

Recommended Guidelines FOR EXCLUSION OF ILL CHILDREN AND/OR STAFF:

Please notify the school if your child has a contagious condition.

FEVER MEANS NO SCHOOL - until fever-free for 24 hours

Children/Staff should be kept at home when they have:

- Symptoms of an enteric illness, including vomiting and/or diarrhea, until their symptoms have been resolved for at least 48 hours

- Symptoms of a respiratory illness, including fever, cough, sore throat, congestion, runny nose, or sneezing until they are fever-free for 24 hours and feeling better

- Other symptoms as described in the Guidelines for Communicable Diseases and Other Childhood Health Issues for Schools and Child Care Facilities (May 2017, or as current).

This guide can be obtained by calling OPH at 613-580-6744 or by visiting ottawa.ca/health

Staff should be vigilant about monitoring children for symptoms of illness.

Children returning to school after illness should be able to resume all regular activities.

We are frequently asked to allow students to remain in the office during recesses because they are sick. This request is most frequent in the winter when it is cold and snowy outdoors. Unfortunately, we do not have the facilities or the resources available to comply with this request and students who are sick need to remain at home where they can be cared for until they are fully recovered and ready to return as active participants in all regular activities.

Concussion Management

When a student who has suffered a concussion, whether at school or elsewhere, is ready to return to school on a full or part-time basis, we ask parents to work in partnership with the school to ensure an appropriate return to school strategy is in place.

Attendance/Punctuality

Regular attendance and punctuality is important for all Cambridge students. Please ensure that your child is at school on a daily basis unless he/she is ill. The expectation is that all students are at school by the 8:55 bell and are seated in their classrooms ready to learn BEFORE O Canada commences. In addition to the importance of regular attendance, punctuality is essential and courteous. Every time a child arrives late to class, they interrupt the lesson in progress and interfere with the learning of their peers.

Students Leaving Early

Whenever you wish to alter your child's regular lunch routine or regular dismissal routine, please inform the homeroom teacher via the agenda/note. If the child is leaving early, parents are asked to pick up their child from the main office and sign him/her out. Only in exceptional or emergency circumstances will we relay a message to students during instructional time.

School Yard

Our school hours are 8:55 a.m. to 3:25 p.m. Office hours are from 8:00 a.m. to 4:00 p.m. Supervision on the school yard begins at 8:40 a.m. No supervision is provided after school except in the bus loading area. For safety reasons, it is important that students not arrive at school prior to 8:40 a.m. and leave promptly at 3:25 p.m. unless under the supervision of a parent or caregiver.

ENTRY

Kindergarten

Kindergarten students may be dropped off in the Kindergarten yard anytime between 8:40 a.m. and 8:55 a.m. If you arrive after 8:55 a.m. and students have entered the school, please check into the office before taking your child to the classroom.

Primary / Junior

Students in grades 1 – 6 may be dropped off at the gate nearest to the front door of the school after 8:40 a.m. and before 8:55 a.m. Students arriving at any other time must check into the office before going to their classrooms.

EXIT

At the Conclusion of the School Day

Kindergarten children are to be picked up in the Kindergarten yard. Please do not take your child until you have confirmed with the teacher that you are there, and have your child.

Primary/Junior

Primary students will be dismissed at 3:25 p.m. and will exit from the door beside room 12. Junior students will be dismissed from the north school yard door (closest to the front door). Parents may meet their child outside of this door, or on the pavement outside of the front door.

School Health Services

We do not have the services of an onsite school nurse; however, the Regional Health Unit provides nursing services. The role of the regional health nurse is to discuss health problems with parents, to arrange for immunization programs and to discuss the health of students with teachers.

When students become unwell at school, they are sent to the office and parents are called to come and pick up their child. In cases of injury, we can provide first aid at the school limited to minor cuts, scrapes and bruises. If an injury involves the head, neck or back, a parent will be called. If the injury is serious, or potentially serious, and we cannot reach a parent, we will call 911 for an ambulance, and have the child taken to CHEO. If we have not been able to contact a parent, we will make every effort to send an adult to the hospital with your child. This underscores the importance of **ensuring that work, home, and mobile numbers as well as emergency contacts, are up to date at all times.**

Fire Drills

All schools must have six fire drills per year. Generally, we do three in the fall, and three in the spring. Through repeated practice, procedures become very well known by the students, and they cause little concern.

Lockdown/ Secure The School Procedures

The "Lockdown" procedures are in place in the most unlikely event that a very dangerous situation arises, requiring students and staff to remain silent and in locked classrooms for their

safety. While we certainly hope that this situation never arises, we do have a procedure in place, and will practice them a few times a year to ensure students and staff are aware of the procedure. When it is a practice, we indicate so on the front door of the school. If you see the sign on the door, or hear alarms, do not enter the building. The "Secure the School" procedures are used as the school comes out of the "Lockdown" process or in the event that the hallways/stairs need to be cleared for any reason. During "Secure the School" students and staff remain in the classrooms, but may continue to work as usual.

Emergency Evacuation

Should there be an EMERGENCY occurring during the day that requires EVACUATION, we will walk the children to an alternate location, St. Anthony's School, until transportation can be arranged and parents notified. Telephone and synvoice calls as well as emails will be sent to all parents with evacuation details and updates if appropriate.

Safe Schools

The development of a safe learning environment is a top priority at the Ottawa-Carleton District School Board. We cannot do it alone. A safe school is the result of the cooperative efforts of everyone involved in the learning community. Creating and maintaining a safe environment requires the active involvement, vigilance and time of all students, parents and staff.

Visitors

Parents and volunteers are required to sign in at the office and to request a visitor or volunteer badge. Staff and students are then able to recognize you as an authorized visitor. Teachers are often engaged in preparation or in meetings before and after school therefore, if you wish to speak with a teacher, it is recommended you leave a message at the office, on their email, or arrange for an appointment.

Appropriate Footwear – Outdoors and Indoors

The yard is sometimes muddy, and we are asking students to wear appropriate footwear to play outside. Boots are at times useful. Plan to send footwear that allows active free play, running around, skipping, recess sports or outdoor Physical Education classes and Daily Physical Activity (DPA) periods.

It is essential that each child keep in class a pair of indoor sports shoes to be worn in the classroom and during Physical Education classes in the gym. Students will be asked to change their footwear before and after each recess.

Wheels on the School Yard

- Bikes must be walked across the school yard and parking lot, and locked in the bike racks. Helmets are mandatory.
- Roller blades must be removed upon entrance to the school property.
- Scooters must be folded while in the school yard and locked in the bike racks.
- Skateboards must be carried on the school property at all times

- Strollers are to be parked along the school fence and should not obstruct the entrances or be in the play areas.

USEFUL SCHOOL INFORMATION

Home and School Communication

- Meet the staff in September at our Meet-the-Teacher Event: You will be invited to visit the classroom and meet your child's teacher. The teacher will give a brief outline of the programme for the year and may provide you with a short written overview.
- Report Cards: We send home a Progress Report in November with an invitation to attend a parent-teacher interview. The first report card is sent home early February and the second report card at the end of June.
- School Memos and Website: The principal posts information on the Cambridge Website. The website includes a live calendar, useful forms, and so much more.
- News from the Classroom: Most teachers send home a classroom newsletter or regular news from the classroom. In Grade 1-6, student agendas are used. Many teachers use email to communicate with parents, and several teachers maintain a regular classroom website.
- Permission Forms: Permission forms are sent home in September for all new students at Cambridge. They include Media Release form and Use of Technology. Additional permission forms are sent home for all class field trips or school events not held on school property.
- Meetings with Teachers: Parents are encouraged to request a meeting with the teacher at any time throughout the school year. We appreciate opportunities to work together for the benefit of your child.
- Phone Calls: Our telephone number is 613-239-2216. Please feel free to telephone the school with your questions or concerns. The answering service is on outside school hours, so leave your message at your convenience and we will get back to you as soon as possible.
- Discussion with the Principal: The principal is the advocate for each child in the school and always has time to meet with students or parents as his/her priority. If you have a concern within the classroom setting, please ensure that you have discussed this with the teacher before bringing the matter to the principal so that you are aware of the child's and the teacher's perspective. Your meeting with the principal may be more effective if you phone ahead of time so that I can arrange my schedule to give you the time and attention you deserve.

Breakfast Club

With parental permission, Cambridge students are welcome to use the breakfast program. Permission forms are sent home at the beginning of the school year. The form must be signed by the parent and returned to the office **BEFORE** a student is permitted to participate. Breakfasts are prepared daily by a Breakfast Program Coordinator.

Inclement Weather

Unless the weather is severe, students will go outdoors for recess and are expected to be dressed for the weather. Please check weather forecast and plan for boots, raincoats, umbrellas, extra mittens or socks when appropriate.

Passes

Students must request a pass from the yard supervisor to visit the office or washroom during recess.

Lost and Found

Please label all clothing and possessions with first and last names. Unclaimed items will be deposited in the Lost and Found Area that is located by the office on the main floor. Several times a year, students and parents are invited to tour the display (between the main hall and the gym). Unclaimed items are donated to a charitable organization.

Valuables

The school cannot be responsible for the loss of personal property. We discourage students from bringing electronic devices and games to school without permission or proper documentation (BYOD).

Cell Phones

Cell phones are expected to be turned off and not used on school property. Photos and video recordings are not allowed unless requested by the teacher for a specific project. Students may use the office phone to communicate an essential change in plans, however, they are required to arrange all social after school activities prior to coming to school.

Library

Students are scheduled to visit the library regularly with their class. Borrowing privileges are extended for two weeks. After such time, the student receives a verbal reminder of outstanding books and privileges are suspended until books are returned. In the case of lost or damaged books, students/parents are responsible for the replacement or repair cost.

Student Accident Insurance

Creating a caring and safe environment for our students is our top priority. Unfortunately, despite all reasonable precautions being taken, accidents can still happen. Some injuries may result in medical, dental or other expenses that are not covered by provincial health care or employer group plans. As a parent/guardian, you become responsible for these expenses.

Student accident insurance is available for purchase, on a voluntary basis, through Reliable Life Insurance Company. Forms can either be picked up from the school office or downloaded at <http://www.binks.ca>, or you may apply online at www.insuremykids.com.

The OCDSB encourages all parents/guardians to consider purchasing this insurance. If your child is involved in after school related sports activities or is participating in any field trips out of the province you may wish to seriously consider the coverage options, which range from \$13.00/year to \$31.00/year. This coverage is for the entire calendar year and also applies outside of school hours. If you have any questions, please call Binks Insurance Brokers directly at 613-226-1350.

Standardized Testing

All students in grade 3 and grade 6 participate in standardized tests to assess reading, writing and mathematics. These are required by the Ministry of Education and implemented through EQAO (the Education Quality and Accountability Office). They are completed in the spring, with results returned to the school the following fall.

Two-Year Bilingual Kindergarten Program - 2017-2018

Effective September 2016, all kindergarten classes incorporate 50% French language instruction. This means that children will experience the program equally in French and in English, providing a rich exposure to both of Canada's official languages. The program is designed for children of all languages.

At Cambridge, our kindergarten students are in a JK/SK class, now called Year 1 and Year 2 groups. Kindergarten students stay in their own classroom, with their Early Childhood Educator (ECE), every day. The French and English teachers will come to your child's class.

Kindergarten is a two year program with a single curriculum. The curriculum is a continuum which provides learning opportunities for a range of developmental abilities as our young learners begin school. A multi-age kindergarten class is not a new idea; there are many blended kindergarten classes within the OCDSB that have proven to be a successful structure for our youngest learners.

A blended Kindergarten classroom comprised of year 1 and year 2 students (formerly Junior and Senior Kindergarten) builds on student strengths and differences. A kindergarten child's age is not the sole indicator of ability or readiness for learning. Students enter kindergarten with a wide range of experiences, knowledge and abilities and a blended class allows for all children to feel that they contribute and belong. Regardless of the range of students' ages, experiences and abilities, the goal of the educator team is to meet the needs of all learners.

At the beginning of each new school year only a portion of the students will be new members of the class - the year 2 students develop interpersonal skills through welcoming and mentoring the year 1 students as they take on a peer leadership role. Year 1 students benefit by having peer role models with whom they can participate in more complex play.

Current research supports children of different ages learning together. Research shows that blended classes can provide students with increased opportunities for social and emotional growth. Students develop more positive peer interactions; have greater development of social skills; do more collaborative learning; display greater feelings of comfort and security; have more opportunities for student leadership within a community of learners. (Combined Grades, Ministry of Education, Ontario -2007)

Combined Classes

The Ottawa-Carleton District School Board follows the philosophy of the Ministry of Education in recognizing the unique and special characteristics of every student. Our programs are designed to meet individual needs of students in a variety of organizational structures within schools. As outlined in the Ministry of Education's resource document, *Combined Grades: Strategies to Reach a Range of Learners in Kindergarten to Grade 6 (2007)*, a class of combined grades is composed of students from two or more adjacent grades who are grouped with one teacher for instruction.

Combined classes are often created when the number of students does not allow for the establishment of appropriately sized, single-grade classes. In other circumstances combined classes are created to most effectively meet the learning needs, stages of development, and/or learning styles of students. Within a class of combined grades each student works towards the achievement of their grade-specific curriculum expectations. When there are common concepts and/or skills across grades, students in the class often work together. When there are differences between the grades, students work on the concepts and/or skills specific to their grade. Assessment, evaluation, and reporting are grade specific. Current research indicates that multi-grade classes foster social growth and independence, practice in cooperation, respect for others, and increased motivation to learn. Older children act as models and guides for the younger children which gives the older children an increased sense of self-esteem and responsibility. Younger children adjust to school and routines more quickly by observing and imitating the older children. Both groups can learn from each other.

The information above can be found on the [OCDSB Website](#):
[Ottawa-Carleton District School Board / How Do I? / Publications/Combined Grades](#)

Additional information on Combined Grades can be found on Ontario Ministry of Education Website:
<http://www.edu.gov.on.ca/eng/parents/combinedClassrooms/combinedClassrooms.pdf>

Extended Day Program

Cambridge PS offers an Extended Day Program, before and after school care. The program is led by registered Early Childhood Educators who deliver the Ministry of Education's Extended Day Program curriculum which includes structured and non-structured activities and offers children opportunities to learn through play.

EarlyOn Child and Family Centre at Cambridge PS

The Ottawa-Carleton District School Board operates [EarlyON](#) Child and Family Centres (formerly known as Parenting and Family Literacy Centres) in eight elementary schools. The EarlyON Child and Family Centres offer programs for families and their children from birth to age 6 that build positive adult/child relationships, encourage children's exploration through play and inquiry and can facilitate community connections for families.

While at the Centre, families can:

- Discuss with the program facilitator and share information about parenting, child development, nutrition, play-based learning and other topics that support the role of the parent/caregiver.
- Become familiar and build positive connections with the school
- Obtain information on community resources
- Access a multilingual book lending library

All Centres are open Monday to Thursday and follow the school year calendar.

For more information about the Centres, please contact 613-596-8211 ext. 8942 or email earlyon@ocdsb.ca.

Y Kids Club – A Reading and Activity Club

[Y Reading and Activity Club](#) is a recreational before school program offered at Cambridge School for the 2018-2019 school year. The program is located in the EarlyOn Child and Family Centre room and begins at 7:30 a.m. We will offer a Reading club in the morning where staff will read stories and books to the children based on their ages and interest with support from the Ottawa Public Library who will assist in the implementation of the reading club by training staff and recommending book lists for Grades 1-3 and 4-6. This club will also provide homework support. We plan to begin this year with a focus on empathy, friendship, building social connections and learning about our cultural backgrounds. We will also provide group cooperative games (Play It Fair) and sports in the gym. All of our Y Kids Club programs incorporate the Catch Kids Club (Coordinated Approach to Child Health), a program that promotes healthy nutrition and physical activity.

Boys and Girls Clubs of Ottawa

The [Boys and Girls Club- Rochester Clubhouse](#) is offered at Cambridge Street Public School every Monday through Thursday starting at 3:25 p.m. and ending at 8:00 p.m. and Fridays from 3:25 p.m. and ending at 9:00 p.m. Our programming focuses on four pillars including Education (homework club, reading programs) Physical Activity (low organized games, indoor/outdoor play, competitive and non-competitive sports) Creative Arts (arts and crafts, dance, music) and Leadership (leaders in training- Leaders 4 Life). All of our programs are free for the community, offering a safe and supportive environment for children and youth ages 6-18 to learn and explore– For more information please contact Kyle Skinner at 613-727-5398 X 223. The Rochester Clubhouse number is 613-315-2786.

Somerset West Community Health Centre

“Free Playgroup in Chinese, Fridays from 9:30 a.m. to 12:00 p.m., for Chinese speaking families and children whose age is from birth to 5 years old. Contact information Haishan Chen, Tel: 613-858-9983

森玛锡西社康中心为家长和0-5岁孩子提供的免费中文游戏小组，每周五九点半至12点，联系人陈老师，电话：613-858-9983”

Support for English Language Learners

Family Reception Centre

The [Family Reception Centre](#) welcomes families new to Canada, to the OCDSB, and families returning to the OCDSB. Once families have arrived in Ottawa, they should contact the Family Reception Centre at 613-239-2416 to make an appointment for initial assessment and school placement. The Family Reception Centre staff will recommend the most appropriate placement for students after assessing their educational background, English language proficiency and mathematics skills. The Family Reception Centre is open 12 months of the year and is located in the Adult High School building, 300 Rochester Street, Room 202. Families should call WELL BEFORE the first day of school in September, wherever possible, to avoid delays. Appointments will be scheduled only after families have arrived in Ottawa.

Becoming an Active Part of the Cambridge Educational Process

Cambridge School Council

The Cambridge Street Community Public School Council is an advisory and organizing body of parent volunteers. It provides a vehicle for parents and other members of the school community to communicate with each other and with the school administration, Ottawa Carleton District School Board (OCDSB) and other bodies. Council generally organizes

fundraising activities, coordinates volunteers, hosts school events, funds enrichment activities and presents its view of what is needed at the school to the administration and to the OCDSB.

Council encourages parents to volunteer their time and skills, because Council's initiatives are only successful thanks to the dedication of parent volunteers.

School Volunteers

Volunteers play a very active and vital role at Cambridge PS. Parents, senior citizens, community volunteers, high school co-op and university students help with classroom activities and the many extracurricular events, which go on throughout the year. Working together, a positive relationship is formed between volunteers and teachers. Children gain from coming into contact with diverse skills and by seeing adults volunteering. Please consider sharing your skills through this worthwhile program.

Other adults (non-parents) wishing to volunteer at Cambridge are asked to contact the Ottawa Network for Volunteers in Education. Their website is rich in training and resources.

<http://www.onfe-rope.ca/en>

Dress Code

- Dress of students must be clean, neat and within the limits of good taste.
- Tops must cover the midriff and underwear must not be visible.
- Shorts are not acceptable. Pants should hang at hand level when arms are held straight at their side.
- Dress or school bags with inappropriate wording or graphics are prohibited. This would include racist, sexist or drug or alcohol related messages.
- Students will be directed to change if they arrive at school wearing inappropriate clothing.
- Hats, hoods and bandanas must not be worn in the school.
- Proper footwear must be worn at all times.

SAFE SCHOOL PROGRAM

The Ministry of Education definition of bullying: *a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation.* Bullying occurs in a context where there is a real or perceived power imbalance. Cyberbullying can generally be defined as sending or posting harmful or malicious messages or images through e-mail, instant messages, cell phones and websites.

Our Safe School Team is constantly updating our plan to address bullying and peer victimization at Cambridge PS. The team meets regularly to review our goals and consider next steps. We revise our Anti-Bullying Plan yearly and post it on the school website.

As part of the Health curriculum, we also discuss types of bullying and strategies to deal with challenging situations.

A Community of Character

Communication is essential in dealing with issues of bullying. Parents are encouraged to discuss their concerns with a teacher or the principal.

A safe and caring learning community is one that takes a holistic approach to learning and academic achievement through the infusion of character education and opportunities for character development, respect for diversity, parent and community partnerships, and citizenship development.



The fundamental building blocks to a safe and caring school community are the relationships and partnerships between administrators, staff, parents, students and the community. It is through these relationships and partnerships that all individuals in the school community have the opportunity to practice and model to one another the character attributes that are at the foundation of our board operations.

The Ottawa-Carleton District School Board has selected these ten character attributes through several consultations with stakeholders. These attributes are what will bind us together and permeate all that we do. We believe they are the foundation for excellence and equity in education and are the cornerstone of our vision for our school communities.

In conjunction with our mission statement, "**Educating for Success – Inspiring Learning and Building Citizenship,**" our OCDSB character attributes are the stepping stones to building our community of character.

CODE OF CONDUCT

The Ontario Code of Conduct sets out standards of behaviour for all students, parents/guardians, teachers, volunteers and staff in publicly funded schools. The code applies whether on school property, on school buses, at school-authorized events or activities that happen outside of school but might have an impact on the school (eg. cyberbullying).

Everyone has a right to be safe, and feel safe, in their school community. With this right comes the responsibility for everyone to be accountable for their actions and contribute to a positive school climate.

Cambridge Code of Conduct and Standards of Behaviour

Code Of Behaviour

The Student Code of Behaviour is intended to help students develop as contributing, productive and responsible members of our school and community. It is important to remember that everyone at Cambridge PS is expected to behave in a kind, courteous, cooperative and respectful way to all students, staff, volunteers and guests.

A statement of commitment for all students:

As a student of Cambridge PS, I understand the three key pillars of our code of behaviour:

- Respect for myself
- Respect for others in the school
- Respect for the property of my classmates and our school

I understand that I need to be responsible for:

- My own actions (my learning and my behaviour)
- Being punctual and prepared for class
- Dressing appropriately so as not to offend any of my classmates or teachers
- Contributing to the overall positive atmosphere at school

I agree to:

- Help build and maintain a safe and caring learning environment
- Behave in a way that allows others to learn in an environment free of interference
- Ensure our school is free of harassment, bullying, or any behaviour that jeopardizes personal safety
- Attend classes regularly, punctually and prepared to learn

- Communicate in a way that is free of prejudice or bias
- Dress appropriately and within the parameters of the Dress Code
- Use language appropriate for the school setting
- Respect others, school property, the community and myself.

“Depending on the situation, I realize that staff may apply a range of interventions, including”:

- Correction of my mistake
- Reviewing the expected behaviour
- Receiving further instruction and practice from staff
- An in-class sanction
- Change in my recess routine
- A telephone call to my parents by the teacher

“If I continue to make mistakes with my behaviour, I can expect”:

- To write an apology to the appropriate person
- A meeting with my teacher and my parents
- A meeting with my parents and my Principal
- Temporary relocation of my place of instruction, or a timeout
- Community service within the school
- In-school suspension
- Formal out-of-school suspension

“By following our Code of Behaviour, I know I have the opportunity to reduce and eliminate inappropriate behaviour and to increase my personal responsibility and self-discipline.”

Everyone makes mistakes, and the staff members at Cambridge PS are here to help you learn from them and make ‘good choices’. We will help you understand that you have to take responsibility for yourself and that there are consequences for your actions.

Each student shall be given the opportunity to understand and discuss the school’s code of conduct in their class. It is not our practice to consult with parents each and every time some unacceptable behaviour occurs. We hope that parents will give their support to staff when disciplinary situations arise.

As caring educators, we recognize that punishment alone seldom produces positive changes in behaviour. Responsible behaviour is encouraged when children are given opportunities to take corrective action and/or experience consequences. In keeping with the principles of progressive discipline, staff will utilize a continuum of interventions, supports and consequences to address inappropriate student behaviour and to build upon strategies that promote positive behaviours. Most misbehaviour will be addressed by the homeroom teacher or supervising staff member. In many cases a reminder or warning will suffice. Further intervention may include:

- Redirection (practice correct behaviour)
- Verbal reprimand and review of expectation
- Writing a letter of apology and/or reflective writing
- Completing a learning package or making restitution
- Contract or tracking sheet
- Community service (work relating to improving the school property or climate)
- Withdrawal of privileges, recess, special or extra-curricular activities
- Detention or in-school sanction (withdrawal from class)
- Suspension or Expulsion

Duty and Authority to Suspend

Safe Schools legislation states the principal must consider suspension if students have engaged in:

- (i) uttering a threat to inflict serious bodily harm on another person;
- (ii) possessing alcohol or illegal drugs;
- (iii) being under the influence of alcohol;
- (iv) swearing at a teacher or another person in a position of authority;
- (v) committing an act of vandalism that causes extensive damage to school property or to property located on the premises of the student's school;
- (vi) bullying;
- (vii) any other activity that is an activity for which a principal may suspend a student under a policy of the Board which includes:

- (A) committing an act of vandalism that causes damage to Board property or to property located on the premises of the Board;
- (B) persistent opposition to authority;
- (C) habitual neglect of duty as a student;
- (D) willful destruction of school property or property located on school premises;
- (E) profane or improper language
- (F) conduct injurious to the moral tone of the school;
- (G) conduct injurious to the physical or mental well-being of others in the school;
- (H) inappropriate use of information technology, as defined in Board policies and procedures;
- (I) smoking on school/Board premises;
- (J) sale of illegal or unauthorized tobacco products, prescription drugs and alcohol;
- (K) being under the influence of illegal drugs;
- (L) violation of the Board dress code; or
- (M) any act considered by the principal to be contrary to the Board or school code of

conduct.

In considering the appropriateness of a suspension, principals will consider factors such as the student's age; disciplinary history; whether the student can control his/her behaviour; whether the student can understand the possible consequences of his/her behaviour, whether the student's presence in the school creates an unacceptable risk to anyone else; whether the behaviour is related to harassment because of the student's race, ethnic origin, religion, disability, gender, sexual orientation and how the discipline will affect the student's ongoing education.

Principals may suspend up to 20 days. Expulsions do not have a time limit. Engaging in the following activities will result in a suspension and possibly an expulsion- possessing a weapon, using a weapon to cause or threaten bodily harm, committing physical assault that causes bodily harm requiring treatment by a medical practitioner, committing sexual assault, trafficking in weapons or illegal drugs, committing robbery, giving alcohol to a minor.

HOMEWORK PLANS AT Cambridge

What is homework?

Homework may include:

1. Completion of the assignments that were started in class. The purpose of this type of homework is to help students stay on track with the classroom program. Parents are not expected to teach lessons to their children, the students would have had an opportunity to begin the assignment in class and ask their teacher for clarification.
2. Practice of new skills taught in class. For example, practicing numeration skills, editing written work or reading for fluency. To be effective, this type of homework requires the student to independently perform the task.
3. Preparation for tests or upcoming lessons. Studying for tests or quizzes, collecting information or materials for a project, and organizing binders are examples of preparation work that may be required to be done at home. Parent assistance may be required for some tasks (e.g. going to the library, using the internet, finding items).

Please note that homework completion is recorded and reported on in the Learning Skills and Work Habits section of the report card. Work completed outside of the class however is not used to determine grades. Only work completed in class is used to determine a student's level of achievement.

How much time should be spent on homework?

Students work at different speeds, so the amount of time spent on homework will vary. Students should be able to do their homework and have time to participate in other activities, including sports, free play, music lessons and family activities.

Homework should not exceed:

10 minutes/day in grade one

20 minutes/day in grade two

30 minutes/day in grade three

40-50 minutes/day in grades four to six.

If the time spent on homework exceeds these limits, please communicate with the classroom teacher.

What if your child is having difficulty with homework?

Let your child know that it is OK to ask for assistance and encourage your child to speak to the teacher if they need help. If your child is getting frustrated or upset, have them take a break and try again a bit later. If your child cannot complete the homework after trying their best, please send a note to the teacher with the incomplete homework, explaining why it wasn't finished. Homework may be modified to meet the individual learning needs of the students.

How can parents help?

Homework provides an opportunity for parents to become aware of their child's school life, their progress and their work habits. It is important that parents and teachers work together to ensure homework is supportive of student learning and each other's efforts are reinforced.

1. Help your child establish a homework routine and minimize interruptions during homework time.
2. Ensure your child has ready access to materials (pencil, ruler, possibly a dictionary or calculator).
3. While your children are doing their homework, you might wish to be close at hand. Offer help; however note that for the most part, children should be able to do their homework on their own. We encourage children to develop a sense of ownership and responsibility for their learning.
4. Read together with younger children daily and encourage older students to spend some time each day reading independently.
5. Monitor your child's homework and communicate with their teachers if the homework is taking a longer time than suggested, or if your child appears to be unclear regarding expectations.

