

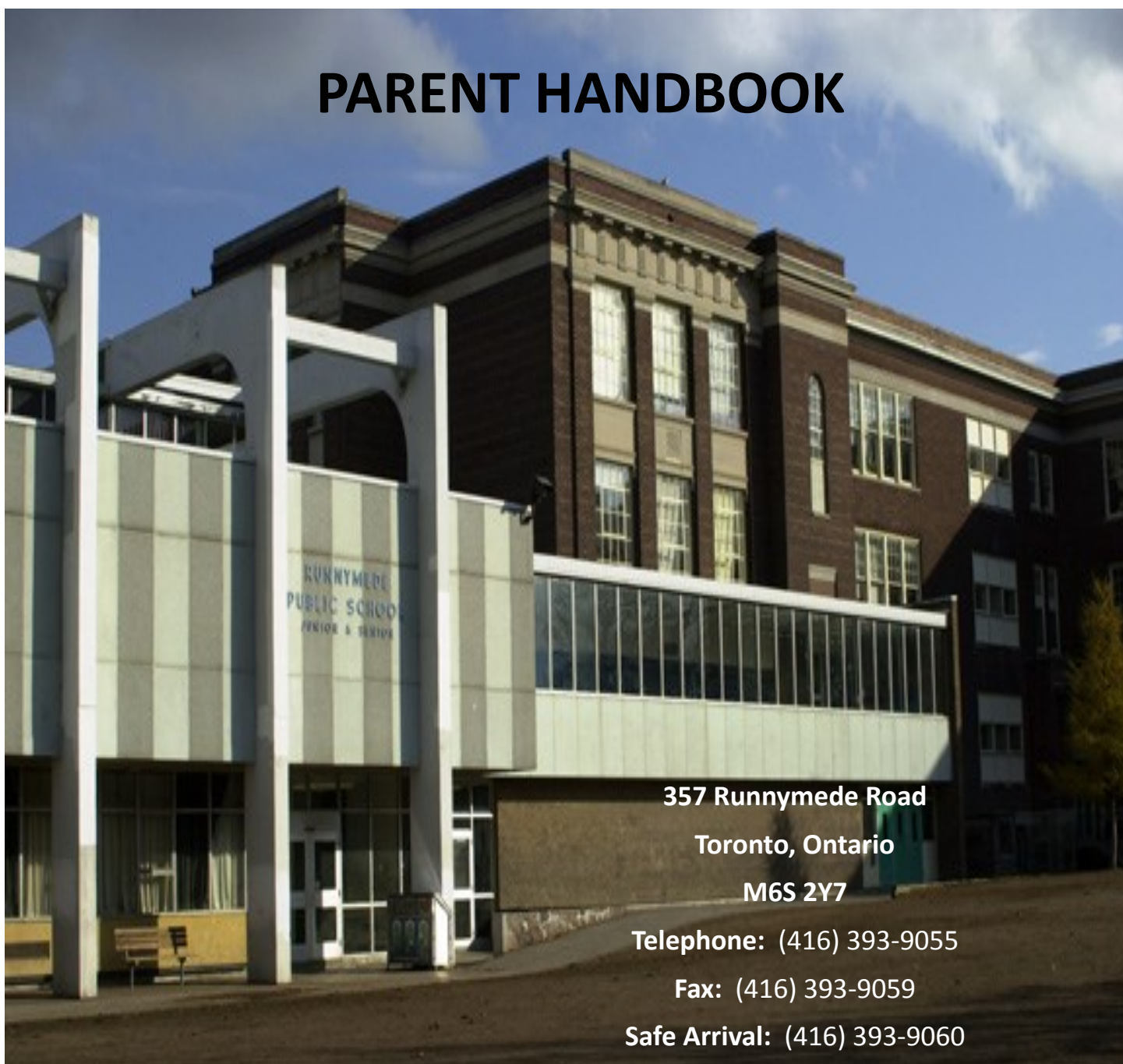


RUNNYMEDE JR. & SR. PUBLIC SCHOOL

CENTENNIAL 1916-2016

100 YEARS OF EXCELLENCE IN EDUCATION

PARENT HANDBOOK



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Runnymede Junior and Senior Public School



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CENTENNIAL · 1916-2016

100 YEARS OF EXCELLENCE IN EDUCATION

Dear Parents/Guardian/Caregiver:

On behalf of the Runnymede staff, we welcome you to your new school year. Bienvenue à Runnymede.

This handbook is intended to introduce you to the various aspects of our school operations. We encourage you to take time to familiarize yourself with its content. Hopefully, you will find it informative and helpful as we work together on behalf of your children.

Please do not hesitate to contact your child's teacher(s) to share your appreciation or any concerns you may have over the course of the school year.

We look forward to working together as we seek to provide your child with a rich educational experience at Runnymede P.S.

Yours in partnership,

Administration Team

A BRIEF PROFILE



Runnymede was founded in 1913 as a one-room portable located near Jane and Bloor Streets. The next year it was moved to the present location at Runnymede and Colbeck Streets. W.A. Tydell was the first principal of this four room school. During his five year term, the school was enlarged four times to a size of thirty rooms. By 1932 enrollment reached a peak of 1,529 students. In 1960 the new wing was built, bringing the school to its current size. The school is organized on a 5 day cycle. Approximately half of our population is enrolled in our Early French Immersion Program.

SCHOOL HOURS

	Primary(1-6)	Senior(Gr. 7-8)	Kindergarten
Entry	8:50 AM	8:50 AM	9:00 AM
Lunch	11:35 AM	11:27 AM	11:35 AM
Entry	12:30 PM	12:25 AM	12:30 PM
Dismissal	3:15 PM	3:02 PM	3:05 PM
Remedial/Enrichment	3:15 -3:30 PM	3:02 - 3:17 PM	

KINDERGARTEN DISMISSAL

Teachers are responsible for seeing that children are released to the care of a responsible family member or designated person. No child will be sent home with anyone other than the designated person. Parents and other caregivers are urged not to take home any child other than their own unless it has been previously arranged and the teacher has been notified by the parents.

*****Please wait for your child outside, at the designated exit door.*****

If a child is found in the playground unattended he or she should be taken to the classroom or the office immediately. Do not leave strollers with younger children unattended in the school yard! Please make sure your stroller is not obstructing doorways, stairways, or other pathways.

SAFE ARRIVAL PROGRAM

The objective of the Safe Arrival Program is to ensure that students arrive at school safely. If a student is to be absent, for whatever reason, it is required that the parents notify the school. If your child is going to be away for an extended period of time (e.g. family vacation) please inform the office and homeroom teacher in advance.

Promptness is of equal importance as regular attendance. **All students are expected to arrive at school by the times designated above.** Students who are not in their classroom by 8:55 a.m. or 12:30 p.m. must report to the office to sign in and obtain a late slip. All lates are recorded by the homeroom teacher. In the case of habitual lateness and/or absenteeism, parent(s) will be contacted.

Runnymede is on an automated system for our Safe Arrival Program. Parents of students who have an unexplained absence (school has not been notified of the reason for absence) will be contacted by the automated system to verify their child's absence. **In order to avoid unnecessary call-outs, it is imperative that parents/guardians report student absences at 416-393-9060 before 9:00 am.**

The automated system works as follows:

- A phone call will be made to all parents/guardians who have been identified in our electronic database as guardian, access to records, and Emergency Priority 1 or 2.
- When you receive the call, you will be required to listen to the entire message and follow the prompts.
- You will be asked if you are aware or unaware of your child's absence.
- If unaware, you will be asked to phone the school immediately.
- If you are aware of the absence, you will be asked to enter the reason for your child's absence.

The following options will be provided for you: **Illness, Family Matter, Doctor Appointment, Weather (which should not be an excuse for missing school), Dentist Appointment, and Other.**

- At the end of the message, you will have to press 2 to confirm you received the message.
- **If you do not confirm receipt, your cell phone will be called next.**
- If there is no response from a Priority 1 contact, this same process will be followed for Priority 2 contacts. If there is no contact with either Priority 1 or Priority 2, this entire process will be repeated 3 times in 10 minute intervals.

This same process will be followed for afternoon attendance.

In evening, all parents/guardians of students who were late that day will receive a phone call informing them of their child/ren's tardiness.

Please include the following information when you call Safe Arrival: **(416)393-9060**

- Your child's name (please spell last name)
- Classroom number or teacher's name
- Reason for absence
- Number of days your child will be away

LATE POLICY

In order to provide the best possible program for students, it is necessary for students to attend school regularly and promptly! Research shows that patterns and attitudes are developed early and the older an individual gets, the more likely it is that these patterns will persist. The office will continue to monitor lates and inform parents of concerns as they arise. Ensuring your child's prompt arrival to school is important to your child's learning and allows for uninterrupted learning for the other students in the class.

OFFICE INDEX CARD

Each September parents are required to complete the school Emergency Contact Information Card. This card has the child's name, room number, their attendance record, home address, home, business, cell phone numbers and email address. Parents are asked to keep the school apprised of any changes to this information immediately. All information on the Office Index Card is kept confidential and will be used only to contact you if your child is absent, ill or injured. **In September your child's Office Index Card will be sent home for you to verify, make appropriate changes and send back to school.**

LEAVING EARLY AND EMERGENCIES

When a student has a note requesting permission to leave early, the note will be initialed by the teacher in charge at the time of leaving. The student must then report to the Office, with the note, and record the information in the "In/Out" Book. When there is an emergency and there is no note, permission to leave may be granted by the Principal, Vice-Principal or designate only with a telephone confirmation by a parent/guardian.

LOCKED DOORS

Locked Doors: All **Exit doors at Runnymede Public School are locked.** 'Smart lock' systems have been installed on Exit #2I #6, Exit #8 and #9 giving staff and students in the portables and the playground areas behind the school and adjacent to the school, access to the school building.

Front door Exit #1 will be opened in the morning by our custodial staff and will be locked every day at 9:15 AM. The only way into the building after this time will be through the front doors using an intercom/buzzer and camera system. Students arriving late for school will enter via the front entrance (Exit #1) using the intercom system and will be required to report to the office for a late slip.

Exit #2 will be opened and supervised during the lunch hour from 11:30 - 12:30 to allow for students to use the washrooms on the first floor. Students arriving late after lunch will be required to enter via **Exit #1** using the intercom system and reporting immediately to the office for a late slip.

All visitors will be required to enter the school via **Exit #1** using the intercom/buzzer system. All visitors will be required to report to the office and sign in. No visitors/parents will be allowed access to the school/classrooms without signing in at the office. On days when there is a **special presentation/event in the library** **Exit #3** will be unlocked for a designated period of time as indicated on signage which will be posted at Exit #1 and #3. If the **special presentation/event takes place in the gym** **Exit #5** will be unlocked.

In order for this system to work with minimal disruption to the school, we remind parents that the morning program begins at 8:50 am. Students should arrive at school on time with everything they will need for the day including lunches, homework, musical instruments and gym clothing. To help alleviate the congestion of entry times, we remind parents and students that they must line up and enter the school at their designated Entry/Exit door on their own. Parents/Caregivers are asked to remain outside. Helping us keep interruptions and congestion to a minimum is greatly appreciated. All visitors to the school will have to be buzzed in and will be required to report to the office where they will be asked to sign our log book and be given a visitor/volunteer badge. Please ring the door buzzer only once, be patient and remember these procedures are in place to ensure the safety of all students, staff and parents in our community.

SAFE SCHOOLS

Student Pick-up: Parents are asked to come to the office to pick up their child for appointments. Our office staff will contact the teacher to send the students to the office.

Sign In Procedure: All parents, volunteers and visitors are to start their visit in the office, where they must sign in and receive a visitor's pass to circulate around the school.

Washrooms: Please remember that parents and volunteers are to use the washrooms explicitly marked for adults.

Parking: The area directly in front of the school is out of bounds at all times for parent drop-off and pick-up of students. This is a TTC bus stop and TDSB school bus loading zone. This area is randomly patrolled by police and TDSB security.

Locked Doors: Please be informed that all doors will be locked. Exit #1 will be opened until 9:15 a.m. daily.

Yard Safety: The monkey bars in the Adventure Yard are for the use of students in grades 1 and up with adult supervision.

SUPERVISION

Prior to Entry, During Recesses, Lunch and After School

Teachers / Educational Assistants will be on yard duty 15 minutes prior to morning and afternoon entries and during morning and afternoon recesses in the following areas:

- Runnymede Yard, Adventure Playground at lunch and 2 at all other recess times,
- Senior wing during the lunch hour
- Teachers monitor hallways, stairwell and main entrances during entry/dismissal times

ON-SITE ILLNESS OR ACCIDENT

If your child is involved in a minor accident or takes ill during school hours, we do our best to assist him or her to feel comfortable. You will be contacted if we believe you must make a decision whether or not to pick your child up. In the event of a life-threatening situation, 911 will be called first. No medical attention can be provided until parental/guardian permission is granted. **Please be sure that all phone numbers are up-to-date on your child's Emergency Contact Information Card. In case of a head injury, regardless of severity parents/guardians will be contacted.**

SPECIAL NEEDS AND MEDICAL EMERGENCIES

If your child has a special medical condition or suffers from severe allergic reactions, you must inform your child's teachers. Many children suffer from food or environmental allergies. It is imperative that the teacher, Principal and Vice-Principals be aware of the procedure or medication required in an emergency. **For JK/SK children, one EPI-PEN should be housed with the homeroom teacher and another in the office. Students in grades 1-8 are encouraged to carry their own epi-pens and an extra one should be kept in the office. Also students who require the use of an inhaler should carry one with them at all times. If appropriate, an extra inhaler may be housed in the office for emergencies.**

The TDSB authorizes the involvement of staff in administering prescribed medication **only** when the medication is essential for a student to continue to attend school, the child cannot self-administer the medication and the appropriate **TDSB form (available in the office) must be completed and signed by a parent and a physician.**

HEALTH INFORMATION

In Ontario, in order to register and remain in school, students must show proof of complete and up-to-date immunization, or be exempted on medical or philosophical grounds. Medical exemptions must be signed by a physician; philosophical exemptions will be in the form of an affidavit sworn by a lawyer or notary public. Unimmunized children risk being suspended from school. The following is the recommended immunization schedule:

Ontario's Publicly Funded Immunization Schedule

Age at Vaccination	Vaccine												
	Diphtheria	Pertussis	Tetanus	Polio	Haemophilus B (Hib)	Pneumococcal	Rotavirus	Meningococcal	Meningococcal-ACW	Measles	Mumps	Rubella	Varicella*Chickenpox
2 months	✓	✓	✓	✓	✓	✓	✓						
4 months	✓	✓	✓	✓	✓	✓	✓						
6 months	✓	✓	✓	✓	✓	✓	✓						
*1 year					✓		✓		✓	✓	✓	✓	
15 months												✓	
18 months	✓	✓	✓	✓	✓								
4-6 years	✓	✓	✓	✓				✓	✓	✓	✓	✓	
Grade 7/8								✓					✓
14 – 16 years	✓	✓	✓										✓
Every autumn													✓
Adults	✓	✓	✓										
Every 10 Years	✓	✓	✓										

Same colour boxes in a row indicates combination vaccines given as one dose
The vaccines in bold print are required for school attendance under the Immunization of School Pupils Act
* Children born on or after January 1, 2010 need varicella vaccines to attend school

March 2015

Each child is issued a personal Health Record Card and Immunization Information letter upon registration. Please help us to keep these records current by reporting any communicable diseases and booster shots.

TDSB Pediculosis (Head Lice) Procedures

Parents should check their children regularly for head lice. If any are found, please report this to your child's teacher immediately. Parents of children identified with head lice will receive a letter from the school. They will be asked to seek treatment for their child and to keep the child home until the problem is cleared. To re-admit a child to class, a parent must sign and return a form to the Principal or a designate confirming that the child is free of lice and nits. All children in a class in which a student is found to have lice will receive a letter informing parents of that fact. The affected student is not identified in the notification to parents. All

LUNCH HOUR

Lunch facilities will be provided for those children whose parents are unable to make other arrangements.

A limited number of lunchroom supervisors are hired to supervise the students in the eating areas and the schoolyard. Students are asked to bring a litter less lunch. We have implemented “**Boomerang**” lunches where students return uneaten food back home, along with all containers. The instructions of lunchroom supervisors must be followed at all times. Failure to do so may result in a parent being asked to find alternative arrangements for their child.

Lunch Procedures and Rules

In order to accommodate the large number of students staying at school for lunch we will be following the schedule below.

Time	Gr. 6, 7 & 8	Time	Gr. 4 & 5	Time	Gr. 1, 2 & 3	Time	JK & SK
11:27, 11:35 – 11:50	Eat lunch in Junior Gym	11:35 – 11:55	Supervised recess	11:35 – 12:00	Eat lunch in Cafeteria	11:30– 12:00	Kindergarten Flip-Flop Lunch/ Outdoor (Class TBD)
11:50	Supervised Recess until entry at 12:25	11:55	Eat lunch in Jr. Gym until 12:10	12:00	Supervised Recess in Adventure yard until 12:30	12:00– 12:30	Kindergarten Flip-Flop Lunch/ Outdoor (Class TBD)
		12:15	Supervised Recess in Runnymede Yard				
12:25	Senior Entry	12:30	Junior Entry	12:30	Primary Entry	12:30	JK/SK Entry

*** Please note the times in the chart above are approximate and are adjusted to meet the needs of the students.**

- Students enrolled in the lunchroom program **must remain** on the property from 11:35 to 12:30 p.m.
- In the event that a student will not be staying for lunch, a note signed by the parent, must be sent to the teacher.
- Parents requiring temporary use of the lunchroom should send a note to the school on the day that lunchroom supervision is required.
- Students are to come directly from their classroom to the lunchroom bringing with them all their outdoor clothing. Classrooms will be locked throughout the lunch hour.
- All food must be eaten in the lunchrooms.
- Students are expected to show good manners and to be respectful of staff and students.
- After lunch, students are expected to clear their area, place their lunch bags in the bins provided and request permission from the supervisor to go outside.
- Grade 7/8 students who have permission to leave school property during the lunch hour are reminded that the school code of conduct applies.
- Students who do not follow these lunchroom rules will lose their lunchroom privileges.

GOOD NEIGHBOUR POLICY

Students leaving school property for lunch are expected to behave in an appropriate manner in the neighbourhood. Any misbehavior **OFF** school property will be reported to parents and consequences as outlined in the Safe Schools Policy, “A Safe Learning Environment” may be imposed.

RUNNYMEDE PUBLIC SCHOOL DRESS CODE



The Runnymede P.S. Dress Code has been designed according to the policies of the Toronto District School Board and is consistent with the Canadian Charter of Rights and Freedoms and the Ontario Human Rights Code.

Students, staff, and parents, through the Safe and Caring Schools Committee, were involved in the development of the Dress Code.

The following is an excerpt from the Runnymede Jr. and Sr. P.S. Dress Code. The Dress Code applies to all students in Runnymede Jr. and Sr. P.S. The aim of the Runnymede P.S. Dress Code is to promote respect for self and others by outlining what is considered appropriate clothing for wearing to school. Students are encouraged to develop a sense of pride in themselves and their school. Runnymede P.S. is a school community where each member deserves to experience a safe and healthy learning environment. Students are expected to demonstrate respect for self and others by being appropriately dressed at all times.

Inappropriate Dress at Runnymede Jr. and Sr. P.S. includes:

- Language and/or any representations on attire that indicates gang affiliation
- Attire that depicts violence, profanity, racial or gender discrimination or discrimination of any kind whatsoever
- Attire that otherwise demeans an identifiable individual or group. Clothing with offensive language, which depicts, represents, or carries messages that disparage any sexual orientation, creed, ethnic or religious group is strictly prohibited
- Clothing that is suggestive or brief may cause distraction or discomfort and is, therefore, considered inappropriate for the school environment. Bared torsos and midriffs, extremely short garments, including skirts, shorts etc., exposed cleavage and chests, torn clothing, and displayed undergarments are not acceptable.
- Clothing that promotes the use and/or abuse of drugs, alcohol or tobacco is prohibited. Symbols of drug or drug paraphernalia are not to be displayed on clothing or accessories.

Consequences of Non-Compliance with the Dress Code

Where students do not comply with the school dress code, any of the following consequences may be imposed:

- Conversation with a teacher or other adult in the school
- Admission to classroom, gymnasium, or field trip may be denied and the student sent to the Vice Principals' office
- Interview with a Vice Principal or Principal
- Student requested to change clothes, or given clothing to wear over offending clothes or sent home to change
- Contact with a parent/guardian
- Suspension

BRING YOUR OWN DEVICES (BYOD)



Recognizing the evolving nature of technology, and its value as a tool to enhance student learning and curriculum delivery, TDSB policies and procedures allow individual teachers to determine the use of personal electronic devices during classroom teaching and learning (BYOD). When a student brings a personal device to school, he/she must power it off immediately, upon entering the building, and it should be stored out of sight while travelling throughout the halls. **Accessing social media, taking videos/photos, using a personal device, and posting them onto the web is prohibited, without explicit consent from a teacher.** While in the classroom setting, BYOD should be used for educational purposes only. Students are permitted to use their personal device during the lunch hour. **Failure to abide by these rules will result in the loss of the device for the day or other measures as deemed appropriate to the situation.** As well, please note that the school cannot take responsibility for the loss, damage or theft of these items.

FRENCH PROGRAMS

Early French Immersion

Early French Immersion begins in Senior Kindergarten. Applications for early French Immersion Program are completed online. The information for online registration will be distributed in November of the calendar year. All instruction is in French until Grade 4 when 40 minutes per day of English will be introduced with an additional 40 minutes in Grade 5. From Grades 6 to 8, 50% of instruction will be in English. The Immersion program is offered through to Grade 12.

Extended French

Extended French begins in Grade 4 and is offered at Swansea Public School and Fern Public School. Registration forms are distributed to all Grade 3 English students in February. Students will receive approximately 50% of instructional time in French until Grade 6 at which point English will be reintroduced for 1 hour per day.

Core French Program

Beginning in Grade 4, students in the English program receive French instruction for an average of 40 minutes per day. It is a mandatory subject until Grade 9 at which time students can decide whether or not they wish to continue in the program until Grade 12.

MUSIC

A full and varied program is offered to students. Vocal Music at the primary level is generally taught by a Music Specialist. In grade 4 students are exposed to all three arts disciplines (Band, Drama, and Strings). By the end of Grade 4 students are enrolled in Band, Music, or Drama for the following academic year. **Students are expected to continue their commitment until Grade 8.** Itinerant Strings and Band teachers may provide additional instruction.

SCHOOL SUBJECTS

Over a 5 day cycle, senior students (7 & 8) will receive:

HOMEROOM:

- 5 Math
- 5 Language Arts (Includes Media Studies)
- 3 History/Geography

ROTARY:

- 4 Science
- 4 Core French/Core English
- 3 Drama/Music
- 2 Visual Arts
- 4 Health & Physical Education

SPECIAL EDUCATION PROCESS



In-school Support Team (IST)

The In-school Support Team consists of teachers and administrators within the school. This team meets once per month to discuss students who may be experiencing difficulties in school. The difficulties may include academics, social, or behavioural issues. The *In-School Support Team* will suggest and discuss strategies, accommodations, and next steps in order to ensure that all students achieve success. The *In-school Support Team* may also recommend that a student be brought forward to a School Support Team Meeting for further suggestions of support.

School Support Team (SST)

The *School Support Team* consisting of a vice-principal, special education teacher, classroom teacher, psycho educational consultant, special education consultant and social worker meet on a monthly basis to discuss students who may be experiencing learning difficulties. The Team's role is to provide support and services to students, teachers and parents about academic, social and/or emotional concerns. Before discussing your child at an SST meeting, you will be invited to attend. If the team recommends a formal referral for an educational and/or psychological assessment, social worker involvement, speech or occupational therapy be pursued, parent consent is required and you will be invited to one of the Team meetings.

SPECIAL EDUCATION PROGRAMS

Community Based Resource Model

Special Education support is offered in the TDSB through the Community Based Resource Model which allows schools to give support to students prior to an Identification, Review, and Placement Committee (IPRC). Runnymede has a Bilingual Resource Program and English Resource Program, which provides students with a low level of support and a Home School Program (for students in the English program only) with a moderate level of support. Generally speaking, students from Grades 2 to 8 who require accommodation and/or modifications to their program participate in one or the other program, depending on needs. If a child is identified as Exceptional by the IPRC, the recommendation may be for the child to attend the Home School Program (HSP) for a more intensive level of support - up to 150 minutes per day (50% support).

The Identification, Placement and Review Committee (IPRC)

Based on your child's psycho-educational assessment and exceptionality (i.e., gifted, behavioural, communication), a request can be made to proceed to the Identification, Placement and Review Committee. The IPRC is composed of a member of the TDSB Special Education Department, a Psychologist and a Principal. This Committee decides whether or not a child is exceptional and determines a program placement that is best suited to meet the needs of the child. Parents, the classroom teacher and a school administrator are invited to the IPRC meeting and decisions are confirmed in writing. Should a student's need not be met in the HSP, the student may be offered a placement in a central intensive support classroom.

TDSB HOMEWORK POLICY

Homework is an out-of-classroom learning experience assigned by a teacher to enhance student learning. The purpose of homework is to ensure it is effective in promoting high quality student learning and achievement as well as nurturing a desire for students to keep learning.

In the TDSB Effective Homework:

- ♦ Is curriculum based and meets the developmental and individual needs of the student through differentiation and modification;
- ♦ Wherever possible, homework shall be assigned to be returned using blocks of time so that families can best support homework completion by balancing the time required to complete homework with extra-curricular activities scheduled outside of the school day and activities that support personal and family wellness;
- ♦ May be used to provide feedback to the student;
- ♦ Is designed to require no additional teaching outside of the classroom and is engaging and relevant to student learning;
- ♦ Has a direct link to the topic or skills that have been taught in class;
- ♦ Ensures that students understand what is expected of them before leaving school;
- ♦ Is intended to be a positive experience and not punitive;
- ♦ May be designed to involve parents/guardians in supporting their children's learning but does not require them to teach concepts;
- ♦ Is communicated to parents in many ways including curriculum nights, parent-teacher conferences, student agendas, School Council meetings and newsletters.
- ♦ Homework should not be given over holidays.

Students are responsible for:

- ♦ Recording homework in his/her agenda or student planner;
- ♦ Ensuring that he/she clearly understands the homework assigned, i.e. homework criteria, and timelines, and asks for clarification or assistance from the teacher when homework tasks or the expectations are not clear or there is a time conflict due to homework in many different subjects;
- ♦ Managing time and materials, e.g. by bringing home necessary materials;
- ♦ Regularly completing assigned homework in a timely manner to the best of his/her ability.

Timing, Scheduling and Quantity of Homework

Homework assigned for completion, practice, preparation or extension should be clearly articulated and differentiated to reflect the unique needs of the child in all grades.

Grades 1 to 6

Homework will often take the form of reading, playing a variety of games, having discussions and interactive activities such as building and cooking with family. In late primary and junior grades, homework may begin to take the form of independent work.

Grades 7 to 8

Homework in grades 7 and 8 shall be clearly articulated and planned in partnership among core and rotary teachers. Estimated completion time should be one hour or less.

understand information behavior objectives process graduates Summarive development educational derivate explain actions portfolio data Assessment rubrics learning evidence knowledge ongoing mission survey systematic ability outcomes mapping curriculum goals program seniors measure improve students formative research

An Individual Education Plan (IEP) will be developed for students attending Resource or Home School Program which will be reflected in the formal report card.

REPORT CARDS & PARENT/TEACHER INTERVIEWS

PARENT CONCERN PROTOCOL

PLAGIARISM

- Understand what plagiarism is
- Give yourself enough time to complete the research project or assignment
- Make careful notes and summaries
- Respond to notes with your own thoughts and ideas
- When in doubt, ask your teacher or teacher-librarian, or cite the source just in case.

RUNNYMEDE PUBLIC SCHOOL COUNCIL

The reincarnation of the PTA as School Council began during the 1998-1999 school year. Since then, the advisory role of School Council has expanded considerably. Areas of Council responsibility are mandated by Provincial Regulations and are outlined in "School Councils: A Guide for Members (<http://www.edu.gov.on.ca/eng/general/elemsec/council/council02.pdf>). The Constitution governing Council activity is available in the school office.

While the traditional areas of parental involvement in school activities are an invaluable asset to our children's education (helping in class, in the office and library, with extracurricular activities, fundraising), School Council offers an even greater opportunity for parents to get involved in all aspects of school life. To encourage all parents to participate in the meetings and activities of the Runnymede Public School Council, notice of meetings and other information is provided through flyers, email, newsletters and/or the notice board outside the school Office.

The Council has at least seven parent members, teaching staff representatives, one member of the non-teaching staff and the Principal. There is also a provision to appoint a community representative. Runnymede Public School Council also provides representatives to the Ward Council, which maintains a dialogue with other local schools, the Superintendent and our Trustee.

Council meetings take place regularly, and are an essential forum for discussion and parental input over issues facing the school. Decisions regarding the disbursement of School Council funds are also made at Council meetings, and are governed by the following resolutions:

- To spend the greatest proportion of Council funds on projects which collectively, over the long term benefit the largest number of students
- To only utilize funds when there are insufficient funds available from other sources, including the Principal and the School Board

Every year, a number of Committees of Council are formed, to assist in particular areas of activity; for example, the Yard Committee and the Spirit Committee. Parental involvement is also required on a number of school committees, such as; Budget, Safe and Caring Schools and Staffing Committees.

For Council to be an effective voice, we need your participation. Contact a Council member to discuss your ideas or concerns. You are encouraged to visit the School Council website at www.runnymedecouncil.org.

GRADE 8 GRADUATION AWARDS



Students have the opportunity to earn one of the following awards:

The Jean Todd Award: a cheque is presented to the student who has received the highest percent of teacher votes for Runnymede Awards and is thus deemed to be the top overall student.

The Runnymede Award: certificates and Runnymede “R”s are presented to those students who show exceptional ability in four of five areas and good ability in a fifth area. The areas considered are: academic achievement, responsibility, participation, cooperation and attitude. Candidates are short listed when they are nominated by two staff members. Each teacher who teaches these students then votes and the finalists must have unanimous approval.

The Principal’s Award: goes to the student who has demonstrated exemplary leadership and has the ability to influence others in a positive manner.

Athlete of the Year: the female and male athletes of the year are chosen on the basis of athletic excellence, leadership, responsibility, fair play and ability to coach others.

The Awards of Merit: certificates are presented to those students whose work in a particular core subject area is outstanding. Students who qualify may not receive a Runnymede Award concurrently.

The Creative Writing Award: is presented by the School Council to the student who demonstrates excellence in the area of creative writing.

The Citizenship Award: is presented to a student who has shown outstanding citizenship.

Alexander Shapiro Inspiration Award : Initially presented in June 2015 Distinct from the grade six award, which is a character award, this award goes a step further in recognizing the actions that an exemplary student takes. The student may show academic ability, strong involvement in the life of the school, or sports leadership.

Descriptors:

- An award to recognize a student who inspires others.
- An award that recognizes the actions of a student who motivates and encourages others to reach beyond their potential.
- An award that recognizes a student who understands how important it is to strive to be the best as an exemplar.
- An award that reflects how a student has realized potential to achieve goals for the greater good of our school community and the community at large.

AWARDS IN OTHER GRADES



The following awards are distributed at the end of June:

The Citizenship Award: is presented to a student in each Gr. 1 – 6 class who has shown outstanding citizenship.

The Gertrude Husband Award: a cheque is presented to the Grade 5 student in either the English or French Immersion program who is evaluated as being the top academic student.

The Wilhelmina Lucas Award: a cheque is presented to the Grade 2 student in either the English or French Immersion program who is evaluated as being the top academic student.

The Alex Shapiro Memorial Award: Initially presented in June 2013. This is a character-based award presented to one grade six boy and one grade six girl each year. The attributes reflect the qualities that Alex possessed and acted on and which were recognized by the students in his class in a book of memories.

Runnymede Public School was a part of Alex's extended family. He loved school and was a student here since junior kindergarten. His best friends were met and made here. A quiet boy with a passion for school hockey, Alex's love of sports, reading and writing were started here and nurtured over the years. It was at Runnymede that Alex learned to push himself and develop these attributes.

The award is presented to a student who is:

- determined
- resilient
- never backs away from a challenge
- works hard
- goal-oriented, with a sense of ambition to improve oneself
- supportive of friends and peers
- enjoys school and is committed to it
- a good model for classmates

These are attributes that can be (and often are) linked to strong school performance but are not limited to academic work.

SCHOOL TRIPS



Throughout the year, outings of an educational nature are planned for students. These trips are under the direct supervision of one or more teachers and parent volunteers are welcome. All school outings are conducted with the full consent of parents. For outings involving greater distances, or overnight programs, a separate form for each trip will be sent home. Written (not oral) permission is required to allow the student to participate in these school trips.

BOOKS, EQUIPMENT AND SCHOOL PROPERTY

Students will be assigned a variety of textbooks throughout the year depending on the subject area. Students are responsible for maintaining textbooks in good condition and for returning them at the end of the term or school year. In classrooms where programs have been individualized, textbooks may not be provided or required. Should a student damage or lose a textbook, a letter will be sent home advising the parent of the replacement cost.

Every student must take responsibility for caring for the school premises, including lockers, equipment and desk tops. Each student must also do his or her part to help keep the school tidy, clean and litter free. Any willful damage to school property will not be tolerated. Students who damage any school property will be disciplined and restitution will be sought.

THE LOST AND FOUND



Found items are placed in boxes or hung on racks near Room 126 on the first floor. Unclaimed clothing will be bagged once a term, held for 2 weeks, and then brought to one of the charities in the area. Jewellery, keys and eyeglasses are kept in the office. You can assist us by putting labels on all your child's belongings.

LIBRARY AND LEARNING RESOURCE CENTRE

The Library and Learning Resource Centre enables students to access, evaluate, process and communicate information. All information tasks require students to apply elements of research and inquiry process. Materials are offered in French and English. A computers, an internet connection and webpage (www.tdsb.on.ca/libraries/libraryEle.asp?schoolNo=5272) are available to both students and staff. The library also houses a parent resource area which contains curriculum documents, as well as parenting materials.

Students who do not return their books will have their library privileges suspended. Replacement cost for a lost library book will be expected.

The library is open before school at 8:30 a.m. until 3:55 p.m., on Tues., Wed., Thurs., so that students may come in to work on assignments or research projects. Parents are also welcome to use the library after school.

CO-INSTRUCTIONAL ACTIVITIES



The Runnymede staff offers students a variety of activities before and after school as well as over the lunch hour. Teachers also serve as members of committees such as: Awards, Assemblies, Budget, Concerts, Gr. 8 Graduations, Field Trips, Environment, Safe Schools, School Improvement, Play-day, Staffing, Timetabling, Teacher Resource Fund, Volunteer Tea and Social Committees. As well, Teachers serve as school contacts for all program areas in the school or as representatives for the Teachers' Federation, United Way, Family of School Curriculum Implementation or School Council.

Other activities available to Runnymede students may include the following:

- Junior students may have the opportunity of joining a co-instructional clubs (e.g. Chess Club , Games Club or Dance Club) during the winter months. They also might become involved with our Eco Schools Program or Peacemakers.
- School sports team may include: touch football, track & field, soccer, basketball, volleyball, softball, hockey and cross-country running. The number and type of teams vary from year to year. House league teams are organized to provide opportunities for all interested students. All of these activities are intended to promote school spirit and socialization between students from different classes.
- Students have the opportunity to participate in the Primary Choir, French Primary Choir, Junior Choir, Senior Orchestra, Senior Strings Orchestra as well as Brass, Strings or Woodwinds Ensembles.
- A spring Drama presentation is often planned combining music, dance and drama.
- The Senior Yearbook Committee compiles a record of major senior school events. The year's highlights are relived in the form of photos, reports and creative writing pieces.
- In September, Grades 7 & 8 students have the opportunity to run for the Student Parliament representatives or positions such as: Prime Minister, Deputy Prime Minister, Ministers of Finance, Communications, Entertainment, Environment or Student Issues. They organize dances, plan spirit days, raise funds for the student yearbook and collect food donations for food banks.

We would like to thank our teachers who choose to supervise these opportunities for our students on a voluntary basis in addition to their teaching regular responsibilities.

PEACEMAKERS

Grades 5 - 6 students who are good role models, have good listening skills and are reliable may be recommended by their teachers to take part in a conflict management program. Twenty-five students are trained to assist Grades 1 – 2 students resolve their conflicts peacefully. In their role as “Recess Buddy Mediators”, they will be using a problem-solving model to teach younger children how to mediate in the Primary Yard during recess. The supervising teacher on duty will continue to deal with any serious problems which may occur.

CROSSING GUARD TIMES



The Crossing Guard will assist students at the cross-walk at Runnymede Road and Colbeck Avenue at the following times: Morning – 8:20 a.m. to 9:00 a.m., 11:30 a.m. – 12:45 p.m. Afternoon – 3:15 to 3:45 p.m.

COMMUNICATION

Our school newsletter the “Runnymede Rapport” will be sent home (via email) every reporting period in an attempt to keep parents and students informed about different aspects of Runnymede. It will include recent and upcoming events, curriculum initiatives, school or TDSB policy changes and any school wide concerns. If you do not have an email address, a hard copy will be sent home to you with your child. Also, please check the School Council website (www.runnymedecouncil.org) often, as it will be updated on a regular basis.

CLASS PLACEMENTS

In the final term of each school year, the planning and organization process for the next school year begins. Staff and administration put a great deal of time and thought in the organizing of classroom groupings each year. Instructional needs, social/emotional needs and gender distributions are all carefully considered as well as taking into account *The Ministry of Education's Primary Class Size* which places a ‘hard cap’ of 20 students in Primary classes (K – Gr. 3). Teachers meet with school administration to discuss the needs of each student. In order to best meet the individual needs of every student, the following factors are taken into consideration:

- The academic needs and learning style of the child
- The social/emotional/behavioural needs of the child
- Support programs - care is taken when placing children who are withdrawn for special programs i.e. Special Ed., ESL
- A range of ability levels of the students in the class
- The class size (primary caps)
- Balance of males/females

Parental comments regarding the following:

- i) Academic needs and learning style of their child (i.e. motivated, self-starter, independent learner, requires additional teacher support in order to complete tasks, etc.);
- ii) The social/emotional/behavioural needs of the child; class arrangements provide for children who work well together - this can also mean separating children who do not;

We appreciate your trust in our professional judgment in balancing the considerations mentioned above. Please be aware that we will not entertain requests for specific teachers and that the final decision for class placements is the responsibility of the Principal. (Education Act, Regulation 298, S.10, Duties of Principals11. (1)b).

SCHOOL COMMITTEES

A number of school committees require two parent representatives. If you are interested in joining one of the committees, contact your School Council Chair. They include:

Staffing Committee is governed by the Board and the Teacher's Collective Agreement. The committee consists of at least three teachers, the Principal and Vice-Principals and the site Federation Representatives. The committee develops and proposes a staffing model based on projected enrolment and staff allocation.

Equity Committee raises awareness, increases knowledge and develops skills to challenge racism, sexism, ethnocentrism, homophobia, classism, ageism and discrimination against persons with disabilities. It sponsors workshops / drama presentations across the divisions and has made in-service sessions available to staff.

Safe & Caring Schools Committee reviews the school's safety and security and develops a plan to maintain and enhance safety and security within the school. The Safe Schools Plan includes the School Code of Conduct, Dress Code, a variety of school safety issues and prevention initiatives. The committee is also responsible for monitoring the on-going plan.