

# Erin Mills Middle School

2009 – 2010

***"Our Passion is Success!"***

***Our Mission:*** *We at Erin Mills will work collaboratively as a community of learners to foster acceptance, respect, high standards and success.*

***Our Vision:*** *At Erin Mills I can Imagine, Create and Achieve*

***Our Values:*** *At Erin Mills we value: Respect, A Safe and Caring Environment, Fostering Opportunities for School Success, Collaboration, and Celebrating Diversity*

**Principal: Ken Diana**

**Vice Principal: Clelia Trinca**

**3546 South Common Court**

**Mississauga, ON**

**L5L 2B1**

Telephone:  
(905) 820-9777

Information Line:  
(905) 820-1347

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(905) 820-1741

Press #1 for absence  
Press #85 for Special Events (weekly update)  
and Emergency Hotline

Visit our Website at [www.erinmills.net](http://www.erinmills.net)

This agenda belongs to:

Name: \_\_\_\_\_

Homeroom: \_\_\_\_\_ Teacher: \_\_\_\_\_

## School Organization 2009-2010

### Grade 6 Team

<u>Class</u>	<u>Teacher</u>	<u>Room location</u>	<u>Info Mailbox #</u>
601	Ms M. Livingstone	Room 105	156
602	Ms N. Newton	Room 110	623
603	Mr. P. Marcanio	Room 107	623
604	Mr. M. Gaistman	Room 113	645
605	Ms T. Langley	Room 111	645

### Grade 7 Team

<u>Class</u>	<u>Teacher</u>	<u>Room Location</u>	<u>Info Mailbox#</u>
701	Ms F. Service	Room 207	712
702	Mlle. L. Freeman	Room 210	712

703	Ms D. Lawrence	Room 208	734
704	Ms C. Arczewski	Room 209	734
705	Ms M. Mason	Room 106	156

### **Grade 8 Team**

<u>Class</u>	<u>Teacher</u>	<u>Room location</u>	<u>Info Mailbox #</u>
801	Mr. G. Trupp	Room 117	417
802	Ms L. Lynch	Room 206	812
803	Ms H. Thomas	Room 202	834
804	Ms S. Weber	Room 203	834
805	Mr. T. Morgan	Room 104	856

### **Specialty Teams**

			<u>Info Mailbox #</u>
Science & Technology	Mr. G. Trupp	Room 117	417
Music Vocal / Instrumental	Ms M. Mason	Room 106	156
	Mrs. M. McAlpine	Room 105	156
Physical Education / Health	Mr. J. Milutinovich		417
Guidance/Spec. Ed. Planning	Ms I. Stoch	Guidance Office	405
Library/Grade 6 English	Ms R. Moody	Resource Centre/Library	412
English as a Second Language:			
Program Co-ordinator	Ms D. Lawrence		734
Grade 8	Mme. H. Thomas		834
Computers Gr. 8/Gr. 7 Science	Mr. P. Marcanio		623
Grade 6 French	Ms T. De Soto		645
Grade 7 French	Ms F. Service		712
Grade 8 French	Mlle. L. Freeman		712

### **Special Education Team**

			<u>Info Mailbox #</u>
In-School Support Program (ISSP) Team:			
Ms F. Baksh, Ms A. Gayadeen, Ms M. Van Belle			409
I GLD 806	Mr. I. Hines	Room 102	856
ICOM 807	Ms S. Stoch	Room 103	878
ICOM 808	Mr. S. Peragine	Room 115	878

### **Educational Resource Facilitators Team**

		<u>Info Mailbox #</u>
Ms M. Cahill	BTA/Student Support Services	153
Ms R. Harris	Room 102	153
Ms K. Mack	Special Education Support	153
Ms D. Dawod	Student Support	153

### **Program Support Team**

Head Custodian	Mr. M. Grove	Night Custodian	Mr. Pacheco
School Attendants	Ms Z. Nowotarska		
Resource Teacher	Ms J. Flannigan	Psychologist	Ms Ditmore
Social Work	Ms H. Ghassabeh		

### **Administrative Team**

		<u>Info Mailbox #</u>
Principal	Mr. K. Diana	4
Vice-Principal	Ms C. Trinca	3
Head Secretary	Ms M. Elcome	2
Assistant Secretary	Ms S. Rakhra	2
Director of Education	Mr. J. Grieve	
Trustee	Mr. B. MacDonald	
Superintendent of Education	Ms L. Sirisko	905-569-9946

### **2009-2010 School Year Calendar**

School year begins	September 8, 2009
Thanksgiving Day	October 12, 2009
Winter Break	December 21, 2009 – January 1, 2010
Family Day	February 15, 2010
Spring Break	March 15 – March 19, 2010
Good Friday	April 2, 2010
Easter Monday	April 5, 2010
Victoria Day	May 24, 2010
School year ends	June 30, 2010

### **Professional Learning Days 2009-2010 School Year**

Professional Learning Days	September 2-3, 2009
Reorganization Day	September 25, 2009



Thurs., Sept. 10 (Day 3) Duo-tangs are organized with notebooks and timetable. Organize lockers. Know what's needed for each period.

Fri., Sept. 11 (Day 4) Everyone has a job to do. My teachers have a job to teach me. The secretaries, educational resource facilitators, behavioural teaching assistants, custodians, lunchroom supervisors, Vice Principal and Principal all have their jobs. Students have a job. They are to learn, complete work, do homework, work hard, be respectful and **reach their potential**.

### **“I’m Focussed”**

Mon., Sept. 14 (Day 5) Come to school on time and ready to learn. Be on time for school in the morning and afternoon. It's important to be on time for each class. Walk quickly and on the right side of the halls when transitioning between classrooms. Enter classrooms quietly, sit down and be prepared to learn.

Tues., Sept. 15 (Day 6) Productivity is optimal with a good night's sleep. Get to bed early. A well-rested body helps students be alert and concentrate on tasks.

Wed., Sept. 16 (Day 7) Eating properly will increase focus. A good breakfast helps start the day off for maximum productivity. Eating a well-balanced lunch sustains concentration for the afternoon.

Thurs., Sept. 17 (Day 8) Exercise maintains alertness and focus. Come prepared for daily Phys. Ed./Health class and put forth maximum effort.

Fri., Sept. 18 (Day 9) Do homework in a quiet area with minimal distractions. Set aside the time each night to complete homework (assigned work, assignments/projects, review work, study for tests and read for pleasure).

**“I’m in a Respectful environment because ...”** At Erin Mills we value: RESPECT, A SAFE AND CARING ENVIRONMENT, FOSTERING OPPORTUNITIES FOR SCHOOL SUCCESS, COLLABORATION AND CELEBRATING DIVERSITY.

Mon., Sept. 21 (Day 10) As a member of the Erin Mills community I will: Respect self - - be assertive in expressing personal rights in an appropriate and civil manner; demonstrate honesty and integrity; encourage a healthy lifestyle and refrain from the use of drugs, alcohol and tobacco; use appropriate language at all times and exercise self-control and self-discipline.

**RESPECT: LEARN IT, KNOW IT, SHOW IT**

Tues., Sept. 22 (Day 11) As a member of the Erin Mills community I will: Respect others - respect the rights of others by treating them fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability; respect persons who are in a position of leadership; be assertive in expressing the rights of others in an appropriate and civil manner; treat one another with dignity and respect at all times and in all circumstances; respect the need of others to work in a positive environment of learning and teaching.

**RESPECT: LEARN IT, KNOW IT, SHOW IT**



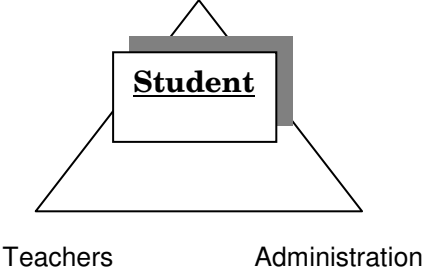
# School Success Planning

## *Collective Commitments*

As a student I will be committed to each of the Values in the following ways:



<b>Values</b>	<b>Commitments – As a student I Will:</b>
<b>Respect</b>	<ul style="list-style-type: none"> <li>➤ be polite to all the adults in the building</li> <li>➤ care for the environment</li> <li>➤ support the rights of others (gender, race, religion, etc.)</li> <li>➤ respect everyone's "personal space"</li> <li>➤ follow the "Golden Rule" (treat others as you would like to be treated)</li> <li>➤ think before speaking (watch what I say)</li> <li>➤ do what I am asked to do, when I am asked to do it. If I have a problem with it I will talk about it at an appropriate time.</li> <li>➤ demonstrate kindness (courtesy, manners, being polite, helping others) and use "common sense"</li> <li>➤ show care for other people's property</li> <li>➤ be a good role model</li> <li>➤ have a positive attitude and demonstrate positive actions</li> </ul>
<b>A safe and caring environment</b>	<ul style="list-style-type: none"> <li>➤ care for our environment, walk or ride to school, not litter</li> <li>➤ care for one another, help people solve problems – offer assistance and be supportive</li> <li>➤ be polite, co-operate, and look for ways to get to know one another (not make people feel uncomfortable, not put people down, not write things about people, spread rumours or gossip)</li> <li>➤ report acts of violence, use my words and good judgement (not encourage fights)</li> <li>➤ respect property</li> <li>➤ support a drug-free environment</li> <li>➤ follow the Erin Mills Code of Conduct</li> </ul>
<b>Fostering opportunities for school success</b>	<ul style="list-style-type: none"> <li>➤ come to school on time</li> <li>➤ be prepared for school</li> <li>➤ be organized, respectful and positive</li> <li>➤ set goals, work towards them and accomplish them</li> <li>➤ listen attentively to the teacher</li> <li>➤ value the facts and opinions of others and listen to what they have to say</li> <li>➤ try my hardest and work in a well-mannered, productive way</li> <li>➤ use my agenda daily and have it signed</li> <li>➤ make good choices, such as doing my homework before playing</li> <li>➤ take responsibility for my actions</li> </ul>

<p><b>Collaboration</b></p> <p>Parent/guardian</p>  <p>Teachers Administration</p>	<ul style="list-style-type: none"> <li>➤ respect what teachers are saying and doing</li> <li>➤ pay attention and ask questions if unsure</li> <li>➤ be respectful of other people and their ideas</li> <li>➤ listen to others and reflect on others' needs and thoughts</li> <li>➤ choose group members wisely when given the opportunity to choose and respect all opinions when working with assigned members</li> <li>➤ work together as a team (There is no "I" in TEAM)</li> <li>➤ work towards a group consensus</li> <li>➤ stay on task</li> <li>➤ ensure that the whole team succeeds</li> </ul>
<p><b>Celebrating diversity</b></p>	<ul style="list-style-type: none"> <li>➤ respect all cultures and traditions</li> <li>➤ be proud of your roots</li> <li>➤ explore and celebrate other people's culture, religion and traditions</li> <li>➤ be inclusive</li> <li>➤ support the Peel District School Board's policies and documents, - "The Future We Want" and "Manifesting Encouraging Respectful Environments"</li> <li>➤ understand the ISM's (ableism, ageism, classism, faith as an ism, heterosexism, racism, sexism)</li> <li>➤ support school-sponsored activities that celebrate diversity</li> </ul>

**One of the important things you will learn in life is time management. You have all these great goals and spending your time wisely can help you reach them that much faster and ultimately achieve true success.**

**Gayathri Srikumar - Grade 8 student Erin Mills 2008**

## TERM GOALS

Make sure your goals are S.M.A.R.T.:

**Specific, Measurable, Action-Oriented, Realistic & Timely**

**TERM: 1**

GOALS: *(Academic/Behavioural/Social)*

TYPE	GOAL	ACTION
ACADEMIC		
BEHAVIOURAL		
SOCIAL		

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**ACTION PLAN:** (3 specific things you are going to do)

- 1. \_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_
- 3. \_\_\_\_\_  
\_\_\_\_\_

**Student Signature:** \_\_\_\_\_

**Teacher Signature:** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_

**TERM:** 2

**GOALS:** (*Academic/Behavioural/Social*)

TYPE	GOAL	ACTION
ACADEMIC		

<b>BEHAVIOURAL</b>		
<b>SOCIAL</b>		

ACTION PLAN: (3 specific things you are going to do)

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

**Student Signature:** \_\_\_\_\_

**Teacher Signature:** \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

**TERM: 3**

***GOALS: (Academic/Behavioural/Social)***

<b>TYPE</b>	<b>GOAL</b>	<b>ACTION</b>
<b>ACADEMIC</b>		
<b>BEHAVIOURAL</b>		
<b>SOCIAL</b>		

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ACTION PLAN: (3 specific things you are going to do)

- 1. \_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_
- 3. \_\_\_\_\_  
\_\_\_\_\_

**Student Signature:** \_\_\_\_\_

**Teacher Signature:** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_

**Erin Mills Middle School**

*"Our Passion is Success!"*

**Student Expectations:**

- Follow the Erin Mills Code of Conduct
- Practice Erin Mills Values and Collective Commitments

- Arrive 5 minutes before entry bell and be in class 1 minute before final bell
- Remove hats at door
- No gum chewing
- Avoid washroom use during periods 1 and 4
- Walk through the hallways and stairwells on right
- Late students sign in at office for a late slip
- Use agendas on a daily basis
- Take pride in your work
- Keep lockers and desks tidy
- Students must bring a note if leaving early or be signed out by an accompanying adult
- Lunch hour: students are encouraged to stay at Erin Mills during the lunch hour. Students may bring a lunch and sit on the benches in the gym. Students are to leave the gym only once they have been dismissed by the lunchroom supervisors. Students are to stay out of the forest and will be disciplined if this expectation is disobeyed. Indoor supervision will be provided during inclement weather.
- Remain clear of the parking lot
- Roller blades, scooters, skateboards and bicycles are not to be ridden on school property. Items will be confiscated by the staff and/or the office if this expectation is not followed. Any item may be banned for repeat occurrences.
- Keep indoor shoes at school. Boots are to be left in the locker. Footwear must be tied and worn at all times.
- Students must return signed consent forms for school trips or else they will remain in the school in a supervised program. Verbal permission will NOT be accepted.
- In addition to not bringing weapons, alcohol or drugs and prohibited items (please refer to these sections later in the agenda for more detail), students are asked *not* to bring the following items to school: bottled liquid paper, mechanical pencils, zippered binder, aerosol deodorant, perfume, cologne or body spray.

## **Whole School Materials/Equipment Expectations:**

All students should have the following with them at all times:

- pencil case
- several pencils, blue/black pens, red pen, pencil crayons, eraser, ruler, protractor, calculator, highlighter, dry white out
- Accelerator Reading book
- 25 cents in order to buy a pencil at the pencil machine when necessary

## **Notebooks:**

- students will use a different coloured duo-tang for each subject
- a rubric will be used to assess notebooks
- random spot checks will be done
- basic notebook expectations: front cover is "doodle free"; title and date are recorded daily on all work; each title is underlined with a straight line using a ruler; cursive writing and printing are legible and neat; page and question numbers are used consistently when required; work is well organized and neat; both sides of the page are used

## **Agenda:**

- set up in sections with a ruler every weekend
- parent to sign on Friday unless otherwise requested
- homeroom teachers review agendas on Monday and follow up as needed
- agenda will be open and placed on the left corner of the desk for each period
- homework to be written in agenda as soon as the homework is assigned
- teachers/rotary attendance monitor record homework the rotary attendance sheet
- rotary attendance reviewed by period 5 teacher/attendance monitor at the end of the day before dismissal

**I have read the Student Expectations and the Whole School Materials/Equipment Expectations and will abide by all of them on a**

consistent basis. I will not bring any of the banned items listed in this agenda.

---

Student Signature

---

Date

## **FISH!**

### **For Schools**

During the 2009/2010 school year we will be on a FISH! Expedition. We will be working on:

**Creating the Environment** – When the classroom environment reflects the FISH! Principles, students are surrounded by its positive energy.

#### **EXPEDITION 1: CAMPAIGN PLAN**

**Students will:**

- ◆ identify positive aspects of the school and things that can be improved
- ◆ create a mission statement about improving the classroom environment for all learners
- ◆ describe barriers that get in the way of their learning
- ◆ identify and describe the four principles of the FISH! Philosophy
- ◆ describe and understand how the FISH! Philosophy relates to the classroom

#### **EXPEDITION 2: BE THERE**

**Students will:**

- ◆ identify and practice verbal and non-verbal listening skills
- ◆ describe the importance of Be There to others

#### **EXPEDITION 3: CHOOSE YOUR ATTITUDE**

**Students will:**

- ◆ recognize that attitude is a choice
- ◆ identify and assess external things that impact their attitude
- ◆ develop strategies to choose an attitude conducive to learning and building relationships

#### **EXPEDITION 4: MAKE THEIR DAY**

**Students will:**

- ◆ define Make Their Day and brainstorm what it means in the classroom
- ◆ identify and celebrate their individual strengths
- ◆ identify and celebrate the strengths of their peers

- ◆ describe and initiate a Community/School Service Learning Project at their school or in the community
- ◆ reflect on the benefits of Make Their Day to all of us

### **EXPEDITION 5: PLAY**

#### **Students will:**

- ◆ create play boundaries
- ◆ assess the importance of Play to the learning process
- ◆ Play!

### **EXPEDITION 6: KEEPING FISH! ALIVE**

#### **Students will:**

- ◆ Reflect on and evaluate the direction of the class in relation to FISH!
- ◆ Use their work with Culture Connections and FISH! Philosophy Journals to apply procedures that will keep FISH! Alive in the classroom

## ***The Accelerator Reading Program at Erin Mills Middle School***

**Primary Goal:** Improve Reading (Accelerate growth in reading ability, foster a love of reading in all students and develop lifelong learners and critical thinkers)

**What is Accelerator Reader?** It is a software program that helps to motivate, monitor and manage student reading practice.

Students using Accelerator Reading repeat three basic steps:

1. select a book
2. read it
3. take a quiz

(for the complete list of books and quizzes currently available for our students, please visit our website at [www.erinmills.net](http://www.erinmills.net))

### **Activities in Accelerator Reading Classrooms**

#### **Teacher**

- ✓ Guides students' daily reading practice
- ✓ Determines appropriate reading level/ZPD (Zone of Proximal Development)
- ✓ Plans and sets individual reading goals with students
- ✓ Monitors through daily status of the class
- ✓ Checks and initials student reading logs

## **Student**

- ✓ Reads: To, With and Independently
- ✓ Knows ZPD and selects books throughout the range
- ✓ Sets reading goals with teacher
- ✓ Takes Accelerator Reading quizzes
- ✓ Shares TOPS Reports with teacher after quizzing
- ✓ Takes TOPS Reports home to share with parents/guardians

## **Getting into the ZONE of Proximal Development**

The zone of proximal development, a term borrowed from Russian psychologist Lev Vygotsky, represents a level that is neither too hard nor too easy, and is the level at which optimal learning takes place.

At Erin Mills, we use the STAR Reading program to determine the ZPD for each student. STAR Reading is a computerized, norm and criterion-referenced test designed to complement Accelerator Reader software. Once a student knows their ZPD range, he/she will select a book that falls within their ZPD range. The student reading log is a key component of Accelerator Reading because it enables both the teacher and the parent/guardian to closely monitor the student's reading.

Within 24 hours of completing a book, the student is asked to take the quiz associated with the book. The goal for each student is to receive an 85% or above achievement rate. Students easily score 85% and above when they comprehend what they are reading. The teacher and parent/guardian plays an important role by ensuring that the student reads with comprehension through ongoing monitoring, guidance, and instruction.

## **Setting goals**

The main goals are: 1. Minimum average percent correct 2. Points 3. Minimum average book level.

Point goals are the number of points a student is expected to earn depending on how much time they read and at what level. Our teachers at Erin Mills will provide a chart for the students to refer to in order to establish their goals.

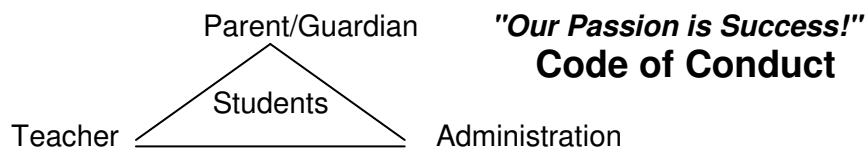
## **Provide Daily Reading Practice**

The recommended amount of time of independent reading for a student a middle school on a daily basis is 45 minutes.

**Erin Mills Middle School**

## ***"Our Passion is Success!"***

"In this agenda is our school code of conduct which is based on the Peel District School Board's policies and procedures for safe and caring schools. At the point of printing this agenda, the provincial government was in the process of revising the Safe Schools Act and those revisions will have an impact on our code of conduct and board policies and procedures. Until the Act is finalized, the information in this agenda remains in effect. Once the act is changed, the Peel District School Board will revise the policies and procedures and we will revise our school code of conduct. These revised items will replace the existing versions and take precedence over any information in the student agenda. We will make sure parents and students are kept up-to-date on these changes."



The empowerment of each member of the school community is a critical component of individual dignity and school success, where each member takes the opportunity to help those in need.

*At Erin Mills we value: RESPECT, A SAFE AND CARING ENVIRONMENT, FOSTERING OPPORTUNITIES FOR SCHOOL SUCCESS, COLLABORATION AND CELEBRATING DIVERSITY.*

As a member of the Erin Mills community I will:

### **RESPECT self**

- Be assertive in expressing personal rights in an appropriate and civil manner
- Demonstrate honesty and integrity
- Encourage a healthy lifestyle and refrain from the use of drugs, alcohol and tobacco
- Use appropriate language at all times and exercise self-control and self-discipline

### **RESPECT others**

- Respect the rights of others by treating them fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability
- Respect persons who are in a position of leadership
- Be assertive in expressing the rights of others in an appropriate and civil manner
- Treat one another with dignity and respect at all times and in all circumstances
- Respect the need of others to work in a positive environment of learning and teaching

**RESPECT** environment and property

- Show proper care and regard for individual, school and community property and the natural environment

Be **RESPONSIBLE** For My Actions

- Be on time, prepared, positive, organized and complete all assigned work.
- Follow established rules and expectations and accept consequences for my actions

Exercise **POSITIVE** conflict **RESOLUTION**

- Report all concerns
- Resolve conflict peacefully

**RESPECT: LEARN IT, KNOW IT, SHOW IT**

\_\_\_\_\_  
(Student Signature)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Parent/guardian Signature)

\_\_\_\_\_  
(Date)

**ATTENDANCE/ LATES**

**Safe Arrival/Reporting an Absence:**

Our secretaries will make every effort to contact parents of students who do not arrive at school in the a.m. or p.m.

**We ask a parent or guardian to report any student absence.**

**Please phone the absence line:**

**905-820-9777 or Voice Mail at 905-820-1347, and press 1**

Students must bring a note when they need to be excused from classes.

**Lates:** Students are expected to arrive on time. Admit slips are required if a student arrives late. Students receive a warning for the first late. Community service will be given for repeated lates.

**REGULAR ATTENDANCE AND PUNCTUALITY ARE ESSENTIAL EXPECTATIONS FOR OPTIMUM STUDENT SUCCESS.**

**EMERGENCY CLOSING**

In the event of inclement weather, it may be necessary to keep the schools closed.

This decision will be made by Senior administration at the Peel District School Board and communication will be made available to the local radio stations by 7:00 a.m.

**Emergency Evacuation**

Should it be necessary to evacuate the school, all students will be immediately moved to the school yard where staff will check attendance. Students will then move with their teacher as a class to: 1) St. Thomas A. Becket Anglican Church or 2) South Common Centre.

Information will be provided through the media through the Peel District School Board administrators.

**FIRE DRILLS and LOCK DOWNS**

Emergency evacuations and lock downs will be practised at regular intervals during the school year. Procedures for staff and students are clearly set out. Student co-operation is essential to ensure the safety of everyone.

## **MEDICAL CONCERNS**

**It is of utmost importance that the office be informed of all medical conditions and health concerns.**

If a student requires medication prescribed by a physician during school hours, we request parents contact the school so that proper procedures can be followed.

## **Illness/Injury**

Students who are ill or injured during school hours will report to the main office and attended to by school personnel. Parents/Guardians will be contacted as needed.

## **Bussing**

Bussing eligibility is determined by Transportation (905-890-6362).

Gr. 6 Students – 2 km.

Gr. 7 & 8 Students – 3.2 km.

Students riding on the bus are expected to follow appropriate behaviour expectations and all safety rules.

## **Excursions/School Activities**

Activities which supplement the educational program, such as school trips, special activity days, etc. are provided for all students. Students are expected to be in attendance on all special activity days. For those students who do not participate in the special activities, alternate programs will be in place.

Students must demonstrate appropriate behaviour by showing respect for self, for others and for property at all times. At any time during the school year, inappropriate behaviour could prevent the student from participating in a school activity.

## **Guidance/Social Worker**

Each day students will meet with their homeroom teacher. Once a week during the homeroom period students will participate in an all grade assembly. During this time students will learn and discuss many topics to promote self esteem, social skills and citizenship.

Goal setting will be an integral part for all grades. For Grades 7 and 8 it will be done through the Annual Education Plan, a Ministry of Education and Training initiative.

Personal counselling for individuals, small groups and parents/guardians is available for both academic and social concerns. Referrals to other community agencies may result from these sessions.

## **School Council**

The School Council is an organization mandated by the Ministry of Education and Training. The School Council brings parents, teachers, support staff, administration and community representation together to support the school as a whole.

It is an advisory group working to achieve student success through authentic parental involvement.

The connection between parent involvement and student achievement indicates overwhelmingly that the stronger this link the greater the gains in academic ability, attitudes toward school and self-esteem.

We encourage parents interested in serving on the School Council to please contact the school office.

## **Community Partnerships**

Erin Mills is situated close to Loyola Catholic Secondary School, three churches, the Community Centre/Library, and South Common Centre. This has proven to be a wonderful opportunity for reaching out and connecting with our community partners. Members from each organization meet regularly to network and to share ideas and concerns. Unique opportunities such as choir and band performances, inter-generational connections, and program sponsorships have resulted. We look forward to many more meaningful interactions.

## **Volunteers**

Volunteers are always welcome to work in a variety of ways. The Peel District School Board requires volunteers to have a current Criminal Records Check. Forms are available in the office.

## **Student Fee**

The student activity fee collected in September covers the following costs: a student agenda, a yearbook, three professional school performances, student photo I.D. and school spirit activities throughout the year..

## **Weapons**

All school members must:

- Not be in possession of any weapon, including but not limited to firearms
- Not use any object to threaten or intimidate another person
- Not cause injury to any person with an object.

Weapons include guns, knives, pocket knives, air guns, slingshots, machetes, clubs, or any other object carried or used with the intent to injure.

## **Alcohol and Drugs**

All school members must:

- Not be in possession of, or under the influence of, or provide others with, alcohol or illegal drugs.

## **Physical Aggression**

All school members must:

- Not inflict or encourage others to inflict bodily harm on another person
- Seek staff assistance, if necessary, to resolve conflict peacefully

**Gang related activities and the wearing of gang related paraphernalia will not be tolerated.**

## **Prohibited Items**

The bringing or possession of matches, firecrackers, lighters or cigarettes on school property is prohibited. Possession of these items will result in immediate suspension.

For safety reasons, a number of items are not permitted on school property. Skateboards, rollerblades and scooters must be carried on the school property. Bicycles must be walked on school property and should be locked at the bicycle racks.

Pagers, laser pens and liquid paper are **not** permitted on school property.

No wearing of sunglasses inside the school.

Failure to comply will result in items being confiscated for an indefinite period of time.

Cell phone, walkmans, MP3 players, IPOD's, may be brought to school but must be kept in the locker.

The use of these items is not permitted in the school or on school trips.

## **Dress Code**

**All students are expected to dress in an appropriate and respectful manner.**

The wearing of any type of hat or bandanna by either gender is not permitted within the school building.

Clothing depicting scenes of violence or weapons or with inappropriate language, symbols or messages, is not permitted in the school.

On warm weather days, students are permitted to wear shorts. Halter tops, tops with spaghetti straps, muscle shirts, open back tops, short shorts, pants and shorts that are torn, bare midriff shirts and revealing clothing are not acceptable school attire. Administration will determine whether clothing is deemed appropriate for the school climate.

## **Language**

It is expected that all students and staff use appropriate language that is not offensive to anyone. Verbal abuse, profane language, name calling, insults or racist jokes or comments against another person will not be tolerated.

### **Snowballing**

For safety reasons, snowballing of any sort is not permitted on school property or in the surrounding community.

### **Gum**

Gum chewing is not allowed at Erin Mills. There will be consequences for repeat offences.

### **Lockers/Hall Pass**

Students will have access to their lockers upon entry in the morning, dismissal at lunch time, entry in the afternoon and dismissal at the end of the day. Students are not to be at their locker at any other time.

Students are required to carry a hall pass when they leave the classroom except when changing classes at the end of a period. Washroom visits must be written down in the rotary attendance binder.

### **Opening Exercises/Announcements**

The Safe Schools Act 2000 requires all students (unless exempted for religious reasons) to sing O Canada as part of their opening exercises. Students at Erin Mills must stand quietly and at attention during the singing of O Canada and remain stationary during the announcements that follow.

### **Access to School Premises**

During regular school hours, all visitors, including parents, siblings, school support staff, etc. are expected to check in at the school office with the secretary, vice principal or principal. Visitors will be issued an identification badge or pass.

### **Valuables**

At Erin Mills we discourage all students from bringing valuables and excessive amounts of money to school. If valuables must be brought, they should be left in the student's locker and NOT carried around. They should not be taken to gym. The school will not be responsible for any lost or stolen items or money.

### **Telephone**

The school telephone should be used by students only in the case of illness or an emergency. All phone calls will be handled through the school secretaries. A pay phone has been installed for the convenience of the students and should be used by the students for all other calls. **STUDENTS ARE ASKED TO CARRY A CALLING CARD OR 50 CENTS AT ALL TIMES.**

### **Natural Consequences – "Three strikes and you are off"**

Any student who demonstrates behaviour inconsistent with Board policy or the school Code of Conduct will face a range of consequences which may include:

- in class opportunities to address inappropriate behaviour
- an office referral which may include an action plan, letter or call home
- counselling with the student and/or parent and the classroom teacher, behaviour teaching assistant, vice principal, principal, school support staff
- time out, detention
- restriction and/or loss of privileges
- community service (repairing damage, cleaning up, replacement)
- mandatory and discretionary suspension as per the Safe Schools Act and the Peel District School Board Discipline Policy
- mandatory and discretionary expulsion as per the Safe Schools Act and the Peel District School Board Discipline Policy

We believe in progressive discipline and that students will learn from their mistakes. We also try to help our students understand the principle of "good" choices - "good" consequences, "bad" choices - "bad" consequences. Parent/guardians will be kept informed about inappropriate behavioural concerns.

### **Assessment and Evaluation**

Effective assessment provides effective feedback to students. It also provides for active involvement for the students in their own learning. Effective assessment provides the need for students to be able to assess themselves and understand how to improve. Assessment needs to involve the student who is the person most able to improve learning.

Evaluation checks what has been learned to date, is presented in a periodic report and summarizes information into numbers and/or letter grades.

Teachers use a variety of methods to collect assessment data, such as: journals, writing folders, projects, skill checklists, tests, rubrics, etc.

The data that was gathered during the reporting period is then used to measure a student's progress and achievement. A grade is assigned which reflects the student's most consistent level of performance. Any form of plagiarism will result in a zero, parents will be informed and the work will be redone.

### **School Programs**

The Ontario Ministry of Education sets out the learning expectations for students. These expectations outline the skills and concepts for each grade. The expectations are organized by subjects in the following curriculum documents, Grades 1-8

- Language
- Mathematics
- Social Studies Grades 1 to 6
- History and Geography Grades 7 and 8
- Science and Technology
- The Arts
- Health and Physical Education
- French As a Second Language: Core French

Publications of these documents are available on the Ministry of Education and Training's World Wide Web site at

<http://www.edu.gov.on.ca>

The expectations in these documents form the basis of material that will be taught during the school year. Student progress and achievement of the expectations is reported according to how well the student has met the expectations.

### **Report Cards**

Student progress is reported via report cards which are distributed each term: December, March, and June. Grades 6 – 8 use a Ministry report card which is standard for all elementary grades across Ontario. This report focuses on two distinct aspects of student achievement:

- Achievement of curriculum expectations and the development of learning skills

Achievement levels are indicated by a letter grade for Grade 6 and marks for Grades 7 and 8.

The third page of the report card contains a response form which provides parents/guardians with an opportunity to comment on their child's achievement and goals. The report card should be used as the basis for developing the goals for each term.

## **Extra Curricular Activities**

At Erin Mills, students have the opportunity to participate in a number of activities outside of the classroom. Activities may include: Grades 6, 7 & 8 band, choir, sport teams (basketball, volleyball, flag football, cross country, soccer, track and field), intramurals, craft club, yearbook, ski trips, student council and many others.

## **Homework**

Homework comes in a variety of forms:

1) Homework can be described as those learning activities that are associated with the in-school program and which are completed outside the classroom. Thus homework is the work that is assigned by the classroom teacher to be completed in a set period of time.

Students will often receive assigned homework and students are expected to write their homework down into their agenda or tracking book as soon as the homework is assigned. The completion of all homework is essential for student success.

But this is just one form of homework. Homework includes any and all of the following:

2) review of the lessons taught during the day

3) work on assigned projects or assignments

4) preparation for tests and quizzes

5) practice skill development (computation skills, writing skills, keyboarding skills, for example – use flash cards each night after dinner)

6) rewrite messy notes

7) organize notebooks and duo-tangs

8) pleasure reading

May I strongly encourage each parent/guardian to review this information with your child(ren). I recommend that the time spent on homework each night should be the grade level times 10 minutes.

## **Student Council**

The Student Council is a group of students who are representative of the entire school population. The council is under the supervision of staff representatives. All students will have the opportunity to join the student council.

Council activities include:

- Giving leadership to the student body
- Planning and co-ordinating activities
- Helping develop school spirit
- Acting as a liaison between students and staff
- Consulting with the Erin Mills School Council on certain issues

## **Class Placement Policy and Procedure**

The placement of student in classrooms for September occurs after much thought and consideration. In order to best meet the individual needs of every student, the following factors are taken into consideration:

1. **the academic needs and learning style of the child;**
2. **the social/emotional/behavioural state of the child;**

3. **support programs – care is taken that all of the children who require I.S.S.P. (In School Support Program) or E.S.L./E.S.D. are not from the same class;**
4. **the range of abilities of the students in the class;**
5. **the class size, gender balance and music program selection.**

In order to keep the process of the placement of students fair and equitable, we would appreciate your trust in the school team's professional judgement and ask that all parents/guardians follow this policy and procedure.

**Procedure for Class Placement:**

1. Before the end of May, current Grade teachers, next Grade teachers and Special Education teachers (when required) will meet to develop the class placements of students for the next academic school year. The teachers will take into consideration the five factors indicated in this policy and procedure for each child. The Guidance Counsellor from Erin Mills will meet with the current Grade 5 teachers from our feeder schools in order to assist with the proper placement of our incoming students.
2. By the middle of June, the Class Placement Committee which consists of the following: current Grade teachers, next Grade teachers, Guidance Counsellor, Vice-Principal, Principal and Special Education teachers (when required) will meet to review and finalize the class lists.
3. The June report card will be sent home on the second last day of school in order for parents/guardians to write comments, sign and return the third page on the last day of school.
4. On the last day of school, a letter will be sent home with each Grade 5 student from our feeder schools and each Grade 6 and 7 student indicating the school organization, the Grade placement and the room number that the student has been assigned to for the next school year.
5. In the unusual event that a parent/guardian wishes to change their child's placement, after receiving the letter, a **Placement Appeal** form must be completed. The **Placement Appeal** form, available in the main office, must be completed, dated and signed, and returned to the Principal. The Principal will be accepting the **Placement Appeal** form only during the week before school starts. The form must be submitted to the Principal by 4:00 p.m. on the Friday before the Labour Day weekend. (Please note that the school opens one week before the Labour Day weekend.)

When completing the appeal form, parents/guardians are asked to refrain from making comments regarding the teacher their child had during the previous year, the assigned teacher, a request for a specific teacher, a request for a specific class or class structure (straight grade versus split), or children they do not want their child to be with. Each request will be dealt with on an individual basis. The process is not based on a first come, first served basis. The request will be discussed by the Class Placement Committee which met in June. A decision will be made on or by the "Reorganization Day" in September. The decision regarding the appeal will be conveyed by phone by the administration. *The decision by the committee of the appeal will be deemed final.*

Revised Spring 2009

Email address: \_\_\_\_\_

Logon: \_\_\_\_\_

### Internet Usage

The Peel District School Board provides network access to students in order that they may conduct research and facilitate communication with others. The Board reserves the right to inspect student files and folders in order to ensure Appropriate Use Guidelines for Telecommunications are being followed. As the internet is unregulated, students must be supervised at home as well as at school when they are accessing various sites.

Internet use for any purpose which is contrary to the intent of Erin Mills Code of Conduct is strictly prohibited. This includes all forms of violence, threats, harassment directed at the staff, students, school or community.

### Student Agreement/Parental Consent

By signing below, students agree to comply with the Appropriate Guidelines for Telecommunications and parents grant permission for students to use Peel District School Board Telecommunications related facilities and to ensure system efficiency and integrity.

Name of Student: \_\_\_\_\_

Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Student email address: \_\_\_\_\_

Password: \_\_\_\_\_

### ***E-mail Guidelines for Students***

The Peel District School Board recognizes that e-mail is a valuable communication tool that is widely used across our society. As a result, the board encourages staff and students to use e-mail to improve the efficiency and effectiveness of communication both within the organization and with the broader community.

The following guidelines should be adhered to when using e-mail:

- Parental consent for student use of e-mail must be provided in addition to consent for student use of the Internet.
- E-mail written by students for school purposes should be treated as any other student writing, i.e. appropriate attention must be paid to spelling, grammar, presentation and plagiarism.
- E-mail cannot contain identifying information about the sender or any other students. This includes addresses, pictures and other personal information.
- Students are responsible for all e-mail sent from their account and must take care to protect access to the account by keeping their password secret and by logging off when they leave the workstation.
- The board has the right to access and disclose the contents of a student's e-mail messages.

### **The following is acceptable student to staff member e-mail communications:**

- Discussions specifically related to class activities – curriculum, homework, tests, special events

### **The following is unacceptable student to staff member e-mail communications:**

- Any discussion related to other students
- Personal information about other students

**Erin Mills Middle School**  
**VACATION REQUEST DURING SCHOOL TIME POLICY AND PROCEDURE**

With an increase in the number of requests directed to the school seeking permission to withdraw students from school because of an impending family trip or vacation, we would like to provide the following information.

- School personnel do not have the authority to sanction family vacations. This is a personal decision a parent must make.
- While trips are educational and provide valuable language experiences for children, the demands of the Ontario Curriculum and expected outcomes are challenging. Taking trips at any time during school year has a direct impact on student learning for all children especially if the trip is for an extended period of time.
- No time of the school year is the best time to embark on a trip. Skills and concepts are introduced at all times, and with the demand of the Ontario Curriculum this will be even more critical, as teachers attempt to cover all the strands in each of the subject areas.
- If a student is experiencing learning difficulties, it is even more imperative to think of whether the trip is necessary.
- Although some parents ask for "work" for their child to complete while on the trip, it is unreasonable to expect parents to teach new skills and cover missed work during their vacation. It is not possible for parents to recreate the classroom environment where new skills are taught and reinforced in context throughout all areas of the curriculum.
- Asking teachers to provide extra work does not make up for the valuable in-class experiences that accompany skill development. Many skills are taught in a cooperative environment, with the emphasis on problem solving, dialogue and discussion. For example, in math, students are often asked to "model", "transform", "infer", and "communicate their thinking" about a math problem.
- Parents wishing to have their child review skills already taught may wish to consider having their child keep a "Travel Response Journal", practice math facts, or read daily. Parents may also wish to purchase commercially prepared workbooks which review and consolidate skills in math, reading and writing from the local store.

**Permission Form for Walking Trips**

Dear Parents/Guardians:

During the school year students may go on short walking excursions within our community. These excursions may include a trip to the Community Centre, the Library, South Common Centre, a neighbouring school or perhaps just a neighbourhood study walk. All of these trips involve walking and usually a fee is not required. In order to accommodate these walking excursions, please sign below.

I/We \_\_\_\_\_ give permission for \_\_\_\_\_  
Parent/Guardian Name Student Name  
to take part in walking trips throughout the 2009/ 2010 school year.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Dear Families:

Each school year, we seek parental permission for a number of school-based activities. By signing the consent form below, you are giving permission to:

- Post your child's artwork in the school's front foyer and/or hallways. Please note that only your child's first name will appear next to the art.
- Include your child's name on awards/trophies that will be kept in the school's front foyer and/or hallways.
- Mention your child's achievements in our school newsletter and website. Only your child's first name will be used. Their grade level may also be mentioned.
- Post your child's schoolwork in our school's newsletter and website. Your child's first name and grade level may be referred to.
- Use photos of your child in our school's newsletter and website. Photos will be taken of groups of students and will not identify any individual student. For example, a photo of a group of students playing basketball in the gym.
- Provide your contact information to the school council so that they can communicate with you.
- Have your child videotaped or photographed by a teacher, volunteer or student teacher as part of the learning program. These photos and videotapes may be used within the school.
- Have your child videotaped, photographed and/or interviewed for media stories throughout the school year. The images and/or audio may be used in local, national or international news stories about school programs, initiatives, awards and/or events. Your child's full name and photograph may accompany the story.

If there are items you do not consent to, please cross them off. This consent will be effective during the current school year. Consent may be revoked at any time by contacting the school office.

Please complete and return the permission form to your child's teacher. If you have any questions or concerns, please contact the school.

### ***AUTHORIZATION AND RELEASE***

I hereby consent to the initiatives described in the letter above. I understand this consent will be effective during the current school year.

Date: \_\_\_\_\_

I am the parent or guardian of \_\_\_\_\_  
and I consent to this authorization and release.

Parent/Guardian signature \_\_\_\_\_

# ERIN MILLS MIDDLE SCHOOL FLOOR PLAN

