

Appendix 2 FIELD TRIP VOLUNTEER GUIDELINES

Banting School Field Trip Volunteers supervise students on authorized school field trips under the direction of the principal and teachers. Volunteers are dependable and responsible adults who interact in a positive manner with students and are appropriate role models. Per district policy, background checks will be run on every field trip volunteer.

- Expect respect, cooperation and compliance to rules:
 - Review trip details and expectations with your group
 - Make sure students have materials needed for the trip
 - Expect children to use appropriate language
 - Expect students to be polite and well-mannered
 - Expect students to keep hands to themselves and off others
 - Expect students to avoid aggressive/physical behaviors
 - Avoid having students make purchases unless directed by the teacher
 - Refrain from buying anything for students or loaning students money

- Use Positive Discipline Approaches: **Provide quiet warnings to students**
 - Have students walk/stay with an adult
 - For disruptive/inattentive behavior refer concerns to teacher
 - Seek help from on-site staff if needed
 - Refrain from physically touching students in corrective/disciplinary situations
 - Refrain from combining your group with another volunteer's group (students are very carefully assigned to groups)

- Assure Safety of All Students:
 - Supervise use of restrooms and drinking fountains
 - Stay with students for the entire time; you are responsible for them

- Infants, toddlers, and preschoolers are not to participate in the school field trip.

- Inform the teacher as soon as possible if you cannot participate as planned on a specific field trip.

All School Board Policies apply. Use of alcohol and tobacco are prohibited. We want to thank you for giving of yourself and your time by supervising a group of Banting students on field trips. Your continued support and involvement in school activities enables us to enrich, strengthen, and expand learning opportunities for our students. Your efforts are highly valued and appreciated. Thank you!

Appendix 3 BANTING ELEMENTARY SCHOOL HOMEWORK POLICY

PHILOSOPHY

Banting Elementary staff and parents believe that homework provides an avenue for extending learning beyond the classroom as well as serving as a valid communication tool to parents. The primary goals of homework will be to assist students in mastering the concepts learned in the classroom, to extend curriculum when desirable and appropriate, and to develop good study habits and responsible attitudes toward learning. Homework can serve a variety of purposes when used effectively. Specifically, homework:

- Extends learning beyond the regular classroom period.
- Facilitates more productive utilization of class time.
- Helps students acquire a better understanding of subject matter.
- Acquaints parents with what their children are learning in school.
- Allows students to pursue special interest areas.
- Develops individual talents.
- Reinforces school learning by providing necessary practice, integration, and application.
- Assists students in developing good study habits and responsibility toward learning.
- Helps students become resourceful and work independently.
- Strengthens the school-home, teacher-student-parent relationship and cooperative support for the child's education.

GENERAL HOMEWORK TIME ALLOTMENTS

At Banting School homework shall be increased gradually from grade to grade in order to provide continuity for good study habits and to expand and deepen skills in understanding various field of knowledge. Homework should be assigned on a regular basis. Occasionally, formal assignments will not meet recommended time allotments. In that case, supplemental experiences should be designed by the parents. Such experiences might include reading books, magazines, etc., studying spelling and learning new vocabulary, and writing stories or maintaining journals. Weekend homework may be limited to long-range projects, leisure reading, studying for tests, and occasional practice in other various subject areas. The recommended daily homework time is approximately 10 minutes per day multiplied by your child's grade level for five evenings per week.

Kindergarten	10	minutes
Grade 1	10	minutes
Grade 2	20	minutes
Grade 3	30	minutes
Grade 4	40	minutes
Grade 5	50	minutes

- Please note: Additional time may occasionally be allocated for specialists (i.e., physical education, music, guidance, etc.) when various special projects or concerts warrant it.

It is important to remember that these are general guidelines. Each student's daily homework assignments may vary from day to day, based on the professional judgment of each student's teacher. Each student's own organizational skills and learning potential may also have an impact on the amount of time spent on homework assignments. Parents are expected to let teachers know if their child is having trouble staying within the suggested timelines on a continual basis. While homework is the students' responsibility, encouraging their academic progress is a joint effort between school and home. Parents can assist by establishing good study habits at home.

HOMEWORK PARTICIPANT ROLES

Banting recognizes that the efficiency and the effectiveness of a school-wide homework policy rest upon the cooperation of all individuals involved. With this in mind, the following roles have been established.

ROLE OF THE STUDENT

- To be attentive to the assignment being given.
- To request further explanation if the assignment is not clear.
- To understand the homework evaluation process.
- To organize out of school time so that adequate study time is provided.
- To complete homework assignments in accordance with the expectations of the teacher.
- To be responsible for the care and return of all school property involved in homework assignments.
- To be responsible for finding out missing assignments due to absence, or special activities when the student is out of the room.
- To utilize the daily assignment notebook in grades 4-5.
- To maximize use of class time for independent work.

ROLE OF THE PARENTS

- To become acquainted with the goals and procedures of the homework policy.
- To encourage the development of independent work skills.
- To help the student organize out of school time.
- To provide an environment that is conducive to study. It should be an environment free of distractions (TV, music, etc.) and well lit, with the necessary school supplies available.
- To communicate concerns regarding homework to the teacher in a direct and timely manner.
- To share with the student the responsibility for the timely completion of assignments and school-owned resource materials.
- To review assignments each evening, emphasizing the use of the assignment notebook as an organizational tool.
- To provide encouragement and show interest in what is being studied; praise good efforts.
- To encourage your child to work independently. The parent's role in this process of encouragement is to nurture and support each child's efforts, to clarify directions and questions, but not to do the work for the child.
- Avoid conflict and shift the responsibility for completing assignments to the student, commensurate with his/her maturity.

ROLE OF THE TEACHER

- To assure that assignments are within the ability of the students.
- To assign homework that fosters initiative, self-direction, and responsibility.
- To teach appropriate study skills needed to successfully complete homework within a reasonable time frame.
- To evaluate homework and return the results to students in a timely manner.
- To require the use of an assignment notebook in the intermediate grades.
- To provide students who have been absent with a list of necessary make-up assignments, with appropriate, flexible due dates.
- In the case of extended absences due to family trips or illness, missed assignments will be made up. Each teacher will establish a plan for the work to be made up either before or after an excused absence.

ROLE OF THE PRINCIPAL

- To implement the Banting Homework Policy.
- To make sure that homework guidelines are instituted at each grade level.
- To help teachers plan, implement, and maintain homework support systems.

SAMPLE MENU OF POSSIBLE HOMEWORK ACTIVITIES

Homework activities may fluctuate during the year. The following suggestions form a foundation of possible experiences that will nurture student academic growth and responsibility. These are suggested activities for when regular work is completed or not assigned.

KINDERGARTEN

- Review alphabet letters (upper and lower case) and alphabet beginning sounds.
- Review numbers 1-20.
- Discuss small group activities brought home by your child.
- Save and re-read theme books that the child receives or creates in class.
- Read to your child on a daily basis. Reading before bedtime is a great habit to develop.
- Supply the child with construction materials for creative expression (scissors, glue, crayons, pencils, etc.)
- Build enrichment activities like trips to the library, zoo, museum, etc, and ask questions, discuss events to build experiential background.
- Encourage developmental writing (phonetic writing, letter development, etc). Discuss writing with the child.

GRADES 1-3 (PRIMARY)

- Listen to your child read books sent home.
- Read to your child daily. Reading to your child helps to develop listening comprehension skills and exposes him/her to different types of literature.
- Review math facts using manipulatives, if needed.
- Practice spelling words.
- Practice counting money. Provide many opportunities for children to use money.
- Nurture student writing, penmanship, and oral expression.
 - Practice d'Nealian handwriting appropriate to grade level.
 - Encourage the correct spelling of core words when students write at home.
 - Help students become grammatically correct when writing and speaking.
- Complete unfinished assignments from class.
- Involve children in experiences focusing on measurement.
- Reinforce activities from the kindergarten list as necessary.
- Practice telling time on non-digital clocks.

GRADES 4-5 (INTERMEDIATE)

- Complete unfinished assignments from class
- Plan for long-term assignments (book reports, projects, etc.)
 - Study: Weekly spelling tests
 - Previous spelling lists
 - Math facts
 - Upcoming quizzes and tests
- Read daily.
- Do expository (factual) and creative writing. Maintain notebooks, journals, etc. for writing.
- Work on special enrichment projects in areas of talent or interest.

OTHER RECOMMENDED ACTIVITIES FOR LEARNING ENRICHMENT

The following activities may be selected by families to enhance learning opportunities for their children. They feature opportunities to expand interests and talents in a variety of areas.

- ◆ Journaling
- ◆ Photography (still and video)
- ◆ Scrapbooks
- ◆ Hobbies / Collecting
- ◆ Museum Visits (science, art, natural history)
- ◆ Visits to the zoo, store, planetarium
- ◆ Historic Landmarks
- ◆ Sketchbooks / Arts and Crafts
- ◆ Concerts
- ◆ Sports (spectator and participation)
- ◆ Nature Hikes / Camping
- ◆ Civic Information (courthouse, city hall)
- ◆ Letter Writing
- ◆ List Development (grocery, supplies, etc.)
- ◆ Building (model making, carpentry, mechanical repair, etc.)
- ◆ Educational Television and Videos (public TV, news programs, documentaries, etc.)
- ◆ Mapping / Family Trip Diaries
- ◆ Cooking (measuring, planning, etc.)
- ◆ Oral Histories (stories from grandparents, older adults)
- ◆ Clubs, Church Groups, Youth Groups
- ◆ Household Chores
- ◆ Gardening
- ◆ Pet Care
- ◆ Community Service
- ◆ Concerts
- ◆ Use of Technology

Banting School Homework Policy was created in 1999 by teachers and parents.

Appendix 4 IS YOUR CHILD TOO SICK FOR SCHOOL?

Colds and illness attack everyone. You don't want your child to miss school, but neither do you want to send a sick child to school and harm him or her and other children as well. When should your child stay home? Here a few guidelines you might want to follow:

- ✓ **Runny noses** are the way many children respond to pollen, dust, chalk, or simply change of season. If it isn't the common cold, then it's an allergy and allergies are not contagious. Don't keep the child home.
- ✓ **Cough or cold** symptoms can indicate a severe cold, bronchitis, flu, or pneumonia. If your child is not acting "right", has difficulty breathing, or is becoming dehydrated, it could be serious. Keep your child home so s/he can rest. Give him/her plenty of fluids, treat fevers, and encourage hand washing by all. Check with your doctor if you have any concerns
- ✓ **Diarrhea and vomiting** make children very uncomfortable and being near a bathroom becomes top priority. If your child has an abnormally loose stool and/or throws up more than once, accompanied by fever, rash, or general weakness, keep your child out of school until the illness passes. A *single* episode of diarrhea or even vomiting, *unaccompanied* by any other symptoms, may not be reason enough for the child to miss school.
- ✓ **Fever** is an important symptom. When it occurs *along with* a sore throat, earache, nausea, listlessness, or a rash, your child may be contagious. Most pediatricians advise keeping children home during the course of a fever and for an *additional 24* hours after the fever has ended.
- ✓ **Ear infections** are not easily spread but if not treated properly, can cause permanent hearing damage. Please follow the 24-hour rule for fever and antibiotic therapy.
- ✓ **Strep throat and scarlet fever** are highly contagious conditions caused by a streptococcal (bacterial) infection. Symptoms may include a very painful sore throat with high fever. Some 12 to 48 hours after the start of scarlet fever, a rash will appear. A child with either strep throat or scarlet fever should be kept home and treated with antibiotics as prescribed by a physician. After 24 hours on an antibiotic, a child is usually no longer contagious and may return to school if s/he feels better.
- ✓ **Chicken pox** is a viral disease that is very contagious and uncomfortable. If your child has a fever, is itching, and begins to sprout pink or red fluid-filled spots on the back, chest, and/or face, the chances are good it's chicken pox. Please call the school to let us know, and keep your child home until all of the pox have crusted over and formed scabs.
- ✓ **Roseola** is a mild viral infection that attacks the respiratory system causing a dry, hacking cough, general weakness, mild fever, swollen, painful glands of the neck, and/or rash of small raised spots. Keep your child home and call your doctor if these symptoms appear. Please let the school know so we may be alert to symptoms appearing among other children at school.
- ✓ **Conjunctivitis or pink eye** is highly contagious. Your child may complain of burning eyes, itching, and have a whitish discharge. Cases, whether viral or bacterial, may require treatment with prescription eye drops. Keep your child home until your doctor says it's all right to return.
- ✓ **Mites and lice** once brought into a home or school can quickly produce an epidemic of itching and scratching. Mites are tiny insects that can irritate the skin. Lice are tiny parasites that thrive on warm scalps. Caution your child against sharing combs, brushes, and clothing. If your child becomes a "host" to mites or lice, call the school.

Appendix 5 WHY DO I NEED TO READ 20 MINUTES TO MY CHILD EVERYDAY?

Talking and reading aloud to a newborn through the preschool years develops those crucial brain structures, builds vocabulary, adds knowledge, and lengthens attention span, while teaching how to use and appreciate books. Whether a child comes to school knowing that "S says ssss!" or not knowing how to open a book depends on the quantity and quality of his or her early childhood literacy encounters. One of the best predictors of educational success is a five-year old's reading readiness, defined as the ability to make connections among letters, sounds, and words. The enjoyable act of being read to creates that readiness.

When parents read aloud with their child just twenty minutes a day from birth, the child enters kindergarten with a minimum of 608 hours of pre-literacy experience. If the child's first and second grades both spend two hours a day in reading instruction, the child will get just about the same number of hours.

Reading, like any other skill is mastered with practice, over a period of time, and with the help of others. The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children. This is especially true during the preschool years.

Parents know they are successful when they can't keep story time to just twenty minutes, and when their children beg for "just one more, please!" It's this pleasure of sharing books together that creates lifetime readers. As long as the interaction is happy, there is no way to do it wrong.

Beyond the benefits of becoming a future reader, reading together is a wonderful two-way opportunity for parent-child relationship building and emotional bonding. Increased love and understanding are the precious by-products of daily reading. In our haste-bedeveled, much-interrupted lives, twenty minutes is a significant commitment for parents. By example, parents communicate their own values and priorities to their children. Daily time with books tells a child that "you are very important to me" and "reading is a very important thing to do".

Even after children are reading well, it is important to continue reading aloud together. Class time is limited, and practice time at home is essential. Again and again, research weighs in on one side: **parent involvement makes a significant difference.**

For children born in this generation, the ability to read well is imperative for success in school and in life. Educators who are well trained and current on reading strategies retain the responsibility of teaching children how to read. But everyone, especially parents, can assure that a child is ready to read by enjoying books together every day.

There is no country in the history of the world, which has successfully educated its children without involving its homes. **Parents Are A Child's First And Best Teacher!**

Source: Fielding, Kerr & Rosier. The 90% Reading Goal. The New Foundation Press, 1998

Reading with your child is one of the most important gifts you can give your child.

The Answer to the Question:

“Why Can’t I Skip My Twenty Minutes of Reading Tonight?”

(Let’s figure it out . . . mathematically!)

Student A reads 20 minutes five nights of every week.
Student B reads only 4 minutes a night . . . or not at all!

Step 1: Multiply minutes read per night x 5 times each week.
Student A reads 20 minutes x 5 times per week = 100 minutes read per week.
Student B reads 4 minutes x 5 times per week = 20 minutes read per week

Step 2: Multiply minutes per week x 4 weeks in each month.
Student A reads 400 minutes per month.
Student B reads 80 minutes per month.

Step 3: Multiply minutes per month x 9 months in the school year.
Student A reads 2600 minutes in a school year.
Student B reads 720 minutes in a school year.

This means . . .
Student A practices reading the equivalent of ten (10) whole school days each year.
Student B practices reading the equivalent of only two (2) school days each year.

By the end of sixth grade,
if Student A and Student B maintain these same habits from first to sixth grade . . .

Student A will have read the equivalent of 60 whole school days.
Student B will have read the equivalent of only 12 school days.

(And that’s just reading during the school year!)

One would expect the gap of information retained will have widened considerably and so, undoubtedly, will school performance. How do you think Student B will feel about him/herself as a student?

Some questions to ponder . . .

- Which student would you expect to read better?
- Which student would you expect to know more?
- Which student would you expect to write better?
- Which student would you expect to have a better vocabulary?
- Which student would you expect to be more successful in school? In life?
- Which student would you expect to be yours?

So THAT’s why you can’t skip your 20 minutes of reading tonight! ☺