

HIGH PRAIRIE ELEMENTARY SCHOOL

Student – Parent Handbook

September 2018 – June 2019

Telephone: (780) 523-4531



Our web page address:

www.hpe.hpsd.ca

HPSD Community Hotline number is **523-3580**

For the latest information pertaining to an emergency, community members can dial **523-3580** to hear recorded messages.

HPE - WE CARE

MISSION STATEMENT

Leaders Learning Together

POSITION STATEMENT

High Prairie Elementary School is a place of hope where caring and respect lead to learning and success.

OUR VALUES At High Prairie Elementary School we value:

- ***Learning** We believe that learning is fundamental to the success of students and staff.
- ***Respect** We believe that children learn best in a safe environment that fosters citizenship skills such as respect, dignity and honesty.
- ***Caring** We believe through positive actions students and staff will provide an atmosphere of acceptance in which we develop a sense of belonging and caring.
- ***Success** We believe in success where students and staff are eager to learn, will do their best and will celebrate their accomplishments.
- ***Responsibility** We believe that students and staff are responsible for their commitment to the learning process.
- ***Collaboration** We believe in the T.E.A.M. approach: Together Everybody Achieves More.

PRINCIPAL'S MESSAGE

Dear Students and Parents:

At High Prairie Elementary we are a growing and thriving school with a population of approximately 335 students. We are proud to be situated on Treaty 8 land and have a diverse population including those with cultural backgrounds from First Nations, India, Philippines and places beyond. We believe every student can learn with the necessary tools, supports, and caring environment. Teachers at HPE work collaboratively to share best practices about teaching and learning in the areas of literacy, numeracy, student leadership, and 21st Century learning.

We offer extensive opportunities for students in High Prairie and the surrounding area, including an Early Intervention (PUF) program and flexible, inclusive education programming. This will be our seventh year of Leader in Me and our staff continues to receive training in the 7- Habits (from the Franklin Covey Institute). We maintain a strong sense of belonging in our school community by implementing various student leadership opportunities (ie. greeters, news and weather radio program, student lead assemblies, morning announcements, reading buddies, newsletter reporter, etc.) and clubs. Students learn to use the Seven Habits language and apply it to real situations.

In the 2016-17 school year, as part of the Alberta government's Nutrition Pilot Project, we began a universal lunch program for any students at HPE. We have been able to continue both our Breakfast for Learning and Snack Bin initiative as well. Our wellness coach, Jessie, introduced fresh fruit, to encourage students to, "sharpen the saw" and look after their nutritional needs.

We work towards strengthening our partnership with all stakeholders at HPE by having a number of activities for families and others in the community to attend - Family literacy and numeracy night, Remembrance Day Service, Christmas Concert and our Spring Concert are but a few examples. We are privileged to have an active school council that helps throughout the year to advise the decisions made in the school. We ensure communication with parents through the school website, newsletter, and Facebook page as well by the Family Gram.

Mrs. Corless
Principal

HPE SCHOOL CALENDAR 2015-16

Sept 4	First Day of Classes: Gr. 1-6	Sept 10	First Day of Classes: Kindergarten
Sept 25, 26	Photo Days	Sept 19	Meet the Teacher Night (5:00-7:00)
Sept 21	Professional Development Day	Oct 5	Professional Development Day
Oct 26	No School	Nov 12	No School
Nov 22	First Report Card	Nov 28, 29	Student Led Conferences: 4-6pm
Nov 26-29	Scholastic Book Fair	Nov 23	Professional Development Day
Dec 7	Professional Development Day	Dec 18	Christmas Concert: Grd 1 and 3 (7pm)
Dec 19	Christmas Concert: Grd K and 2 (7pm)	Dec 20	Last day of school
Jan 7	School Resumes	Jan 31	Professional Development Day
Feb 6, 7, 8	Teacher Convention (no school)	Feb TBA	HPE Talent Show
Feb TBA	Science in Motion	Feb 21,	Literacy and Numeracy Night
March 14	Second Report Card	March 15	Professional Development Day
March 20-, 21	Student Led Conferences: 4-6pm		
March 22	Last day of school before Spring Break	April 8	School Resumes
April 12	Professional Development Day	May TBA	Spring Night: Grd 4 and 5 (7pm)
May TBA	Spring Night: Grd 6 (7pm)	May 10	Professional Development Day
May 17	No School	June 3-7	In-Line Skating
June 26	Last Day for Students (report cards mailed)		

THE SCHOOL DAY

Before School Routines

- Buses begin arriving at school by 8:20 a.m. Staff members are assigned to do supervision from that time.
- Town children are expected to arrive at school no earlier than 8:20 a.m.

Recess

- Most children seem to benefit from eating a small snack in the morning and afternoon; this is supplied from home. Snacks must be eaten in the classrooms.
- All children should be appropriately dressed for the weather.
- Notes for children who are too ill to go outside, must be sent from home on a daily basis.

Lunch Break

- Supervision is provided for students at school during lunchtime. Lunches are eaten in the classroom.
- If your child usually eats at school and you wish him/her to eat somewhere else for the day, please send a note. Town students may be sent home for lunch if necessary.
- Lunches should be "self-contained" and utensils provided from home. We have no general cooking facilities at school.

End of Day

- All town students are expected to leave the school grounds immediately unless they are doing an activity with a teacher.

PARENTAL INVOLVEMENT AT HPE

- The staff believes parents are partners in education and we sincerely welcome your involvement at High Prairie Elementary School. There are many different ways parents can become involved in our school.
- Below is a list of ways in which you might link with the school. The list should be viewed as a means for all of us – parents, students and staff – to begin thinking of how we can become even better members of our learning community.
- Volunteer in the classroom to assist the teacher
- Help organize and work at the monthly Hot Lunch
- Be a member of a School Council committee

- Volunteer to come into your child's classroom and talk about your job or your special interest or hobby
- Volunteer to play with children at recess
- Attend monthly awards assemblies
- Attend parent/teacher interviews
- Help your child with homework
- Volunteer to work with production of the Family Gram
- Volunteer to be a "Milk Helper"
- Help out on swimming and skating days
- Have lunch with your child at school
- Help keep inventories (e.g. science supplies, physical education, paper supplies)
- Type children's stories
- Help keep bulletin boards neat and current
- Help do duplicating
- Help prepare flash cards, cut outs, models, etc.
- Help students with work missed due to illness
- Provide musical accompaniments
- *Please note: Volunteers for off-site activities (away from the school grounds) are required to sign the High Prairie School Division form – Volunteer Code of Conduct Form (Form 260I). This form is available through your child's teacher.

Please add your own ideas to this list...

NEW STUDENTS

- All students who are six years old by December 31 are eligible to be enrolled in grade 1 in September of the year that they become six.
- Students new to our school must be registered, in person, by a parent or guardian and will be assigned to a class on the basis of information received. Families will be introduced to a transition teacher who will be in future contact with the student and the home.

TRANSPORTATION SERVICES

Country Students

-Students are bused to and from school daily. At the end of the day, students are expected to leave the school building immediately and go straight to their buses.

-The driver will notify parents on days when his/her bus is not running. Parents may also consult the divisional website at www.hpsd.ca for divisional bus cancellations or listen to the local radio station for the same information.

-Students must travel on their regular bus unless a note is sent from the parent or guardian to the driver and the school.

-Students are expected to show good behavior on the bus at all times. The bus driver is in charge of discipline on the bus.

-The bus driver will notify the parent/guardian and/or the principal if a student misbehaves on the bus and further steps may be taken according to Division procedures.

Procedures

-HPSD provides a quality transportation service consistent with Alberta Education regulations. When providing this service, the Division believes that students' safety is of paramount concern.

-The Superintendent directs buses to operate on all instructional days wherever possible.

-It is the Principal's responsibility to indicate as soon as possible to students, parents, bus drivers, and the Director of Transportation the reason(s) and date(s) for school closure.

*When a bus driver deems that his bus cannot or should not be operated, he/she will ensure that each school affected is notified as soon as possible.

*In extremely cold or inclement weather the following will act as a guide:

a. The Director of Transportation will contact drivers in each area of the division to ascertain the current weather and road conditions.

b. Decisions on bus operation will be made after considering current road conditions and weather forecasts for the area.

c. Early morning decisions will be made prior to 6:15 a.m.

d. The Director of Transportation will begin the bus driver fan-out to advise of the decision not to operate the school buses. He will also notify the local and regional radio stations

e. The Director of Transportation will notify all schools of the decision not to operate the buses.

f. The following weather conditions will invoke non-operation of school buses in individual areas of the division.

-Air temperature in excess of -40 C regardless of wind conditions.

-Impassable road conditions due to extreme snowfall or blowing snow conditions creating poor visibility.

-Heavy fog creating reduced visibility situations. If possible, the running of buses will only be delayed until fog conditions improve at which point buses will be sent out on their regular routes. Delays will not exceed a two-hour time period.

-Other weather conditions that render roads unsafe or impassable.

g. When severe weather conditions arise during the school day, the decision to dismiss students early will be made by the Principal in consultation with the bus drivers. The Principal will immediately notify the Director of Transportation, who will convey the decision to the Superintendent. The major determining factor in this instance will be the projected road conditions at the end of the school day. Buses will run early only if the safety of students will be significantly jeopardized by waiting until the regular end of the school day. Before students are dropped off earlier than their regular scheduled time, the bus driver must ensure that the student(s) gain entry to their home and, in the case of elementary students, they are under the care of a responsible person.

-Where school bus transportation fails en route, or the safe delivery of students to their place of residence is questionable, the driver will take appropriate action necessary to ensure the safety of the student(s) (e.g., drop students at a prearranged safe place).

NOTES FROM HOME

-A parent or guardian should send a dated note in the following cases:

-If your child has been absent from school

-If your child will not be taking his/her regular bus

-If your child must leave school alone for some reason

-If your child is too ill to go out for recess

-If someone is to pick up your child from school

SCHOOL SUPPLIES

-School supplies such as exercise books, pencils, crayons, rulers, glue and scissors are to be provided from home and should be available for your child throughout the school year.

-A basic list of supplies required at each grade level was mailed home to families of those students (Kindergarten to Grade 5) attending our school in June. A copy of this list is also given in August to the stores in town in order to help you find the necessary items. It is also available on the HPE website.

STUDENT LOCKERS

-The following serves notice of the school rules respecting lockers.

-Students from kindergarten to grade 6 are assigned lockers in which to hang their coats and store other school related items. These lockers are the exclusive property of the High Prairie School Division.

-It should be noted no right or expectation of privacy exists for any student as to the use of any locker assigned to a student by the school, and lockers are subject to search in accordance with High Prairie School Division Administrative Procedure 345. The Division, as the owner of school lockers for all purposes, reserves the right, at any time, with or without notice, to search or repossess the lockers provided to students. This authority is delegated to the school principal.

-Students are assigned lockers for their convenience and temporary use for the purposes of storing authorized personal belongings and instructional materials. Students are responsible for the contents of their lockers.

-Students are not permitted to have in their possession or store in lockers any illegal materials, including various forms of illicit drugs, narcotics, intoxicants, weapons, stolen property and pornographic or any other offensive materials.

-Students are encouraged not to bring valuable items, such as toys, family treasures and electronic devices to school. Money should not be stored in lockers. Only grade 6 students are permitted to use locks on lockers. These locks must be purchased at school.

LIBRARY

-Students from grades 1-6 are encouraged to take their library books home. Books are signed out for a three-week period. Please make sure books travel to and from school in a plastic bag. A clean grocery bag is fine. An appropriate fee will be assessed for a lost or damaged book.

INTERNET USE

-Students at High Prairie Elementary have access to various communication technologies - internet, library systems, Smart boards, document cameras, tablets, etc. – throughout the school. Technology is seamlessly integrated into teaching and learning activities across all grade levels. Students and parents are required to accept and acknowledge their responsibility when using HPSD communication technology; therefore, signed user agreements must be in place for students to have access to this technology.

REQUESTS FOR ALTERNATE PROGRAMS

-High Prairie School Division Administrative Procedure #230 – Parent Requests for New or Alternate Programs

STUDENT ATTENDANCE

It is important that children attend school on a regular basis. Regular attendance at school is an important factor in student learning, achievement and social development. If attendance becomes an issue, the teacher, liaison worker or school administration will contact the parents to discuss the problem. If poor attendance continues to have an impact on the child's school achievement, the principal will refer the matter to the Superintendent. A note from a doctor is required for an absence of 3 days or more.

STUDENT PLACEMENT – Many factors, including but not limited to academic, behavioural and social considerations, total class size, male/female ratio, and class dynamics are considered in student placement decisions. The final decision regarding all student placements rests with school administration after due consideration of staff recommendations and parent information.

establish procedures for parents or interest groups to request implementation of new or alternate courses or programs at school. If you are interested in learning more about this, please contact the principal.

STUDENT RECORDS

-Parents and/or legal guardians have the right to review their child's school record. If you wish to do so, please contact the principal to make the necessary arrangements

STUDENT HEALTH

-Please complete the form "STATEMENT OF CHILD'S HEALTH" for each of your children attending our school and return the form to the school.

TELEPHONE USE BY STUDENTS

-Generally, students will not be allowed to use the school telephones. If your child is ill or there is an emergency, a staff member will attempt to contact you. Students who bring a cell phone to school will give it to the teacher at the beginning of each day. The teacher will keep the phone until the end of the day when the child can pick it up.

LOST AND FOUND

-Each year there are many "lost" items which are never claimed. These items are kept in several boxes marked "Lost and Found" and on clothes racks in the hallway. A box is located in each wing of the school. Non-clothing items such as glasses and jewelry are kept in the office. Students are asked to claim their lost property. Parents are always welcome to come and look for lost items. Unclaimed items will be donated 3 times during the year: after Christmas break, after Spring break and at year end.

ATTENDANCE PROCEDURES

- Teachers are responsible for taking attendance at the start of the day and entering names of absent students into the student information system.
- The liaison worker will make attendance calls home by 10:00 each morning. Teachers will have attendance entered into the system by 9:15 a.m. **Students arriving after 10:27 will be considered absent for the whole morning.**
- Teachers will use the following levels of intervention when an attendance problem is noted .

Step 1	Teacher will contact the parent/guardian to discuss the attendance problem. If attendance does not improve after 2 weeks ...
Step 2	Teacher will discuss concern with the Indigenous Support Coach . The liaison worker will then contact the parent/guardian to ask “How can we assist you?” If attendance does not improve after 2 weeks...
Step 3	Teacher will initiate a letter to the parent expressing concern regarding the child’s attendance. If attendance does not improve after 2 weeks ...
Step 4	Teacher will contact our Indigenous Support Coach , share the concern and initiate letter #2 which will also be sent to superintendent and with a copy going into student’s file. This letter will invite parents to contact the school to set up meeting to create Success Plan. Liaison worker will follow the letter up with a phone call to schedule a meeting if parents fail to call. If attendance does not improve after 2 weeks...
Step 5	Teacher will contact the principal and discuss the problem. Principal will hand the matter over to the Superintendent. The school may also make a referral to the Provincial Attendance Review Board at this time.

ADMINISTERING MEDICINE TO STUDENTS

-Medicine will only be administered at school under the conditions and directions outlined in Divisional Administrative Procedures #314 (see below). One copy of the form “REQUEST FOR ADMINISTRATION OF MEDICATION TO STUDENTS” will be sent home. Please keep it on hand in case you have to use it during the year.

-Parents/guardians are expected to advise the school of any health-related problems that a student may have and let us know of any changes in the student’s health during the school year.

-The school will consult with parents/guardians if student health conditions affect the student’s program.

-The parent/guardian may make written request that medication be administered to a child during school hours. Such request shall:

- Be in writing, on the appropriate form
- Specify the time (s) at which such medication should be administered
- Specify the exact dosage to be administered
- Specify the duration of the treatment
- Outline procedures to be followed in case of adverse reaction

-In cases where the school employees are unable to administer medication to the child, the principal will make a written reply to the parent.

-No employee shall administer any prescription or non-prescription medicine to children unless the conditions above have been met.

-All medications brought to school shall be in the original container and kept in a secure location.

-Parents must advise the principal, in writing, immediately of any changes in the medication schedule.

-The principal shall keep an accurate record of the administration of all medications.

MEDICAL TREATMENT AT SCHOOL

-When your child is at school, the staff does everything possible to ensure his/her safety and wellbeing.

-If your child is ill and cannot stay in class, he/she will be taken to the school’s infirmary and, if necessary, we will attempt to contact you. It is VERY IMPORTANT that we are given your job location, phone number(s) and an emergency phone number in case we cannot reach you at home.

-An ambulance may be required in certain situations. The costs will be the responsibility of the parent.

STUDENT ASSESSMENT

-Teachers assess student achievement in both formal and informal ways. Assessments are maintained in all subject areas and a record is kept of each student’s progress throughout the year. Each year there are some students who have difficulty with their work and may be retained in their present grade. Parents of students who may repeat a grade will be notified in writing by February. Parents are encouraged to meet with the teacher in order to develop a plan to further assist the student. Parents have the right to appeal assessment procedures, results and student placements. If problems arise in any of these areas, parents should contact the principal who will outline the proper appeal procedures to follow.

STUDENT AWARDS

Peer Group Attendance Awards: The names of students from grades 1 to 6 with excellent attendance for one month are included in a draw. The names of two students (one from Grades 1-3 and one from Grades 4-6) are drawn for a prize. Yearly, certificates for perfect attendance for grades 1-6 are given at the year-end assembly. This award is for the children who have been enrolled at HPE all year.

Character Recognition - Bucket Filling award: Each month, one student in each class (grades 1 to 6) who has demonstrated the qualities of an outstanding bucket filler is selected by their respective home rooms and is presented with a school pin and their picture on the wall in the foyer.

SCHOOL PROGRAMS

Kindergarten

-HPE offers two kindergarten options, one that runs 5 days per week and the other that operates 3 days per week (Tuesday, Wednesday and Thursday). Each program delivers the full spectrum of the Alberta Education Kindergarten Program Statement.

-The Kindergarten Parent Local Advisory Council works closely with the school.

-Our kindergarten program takes all aspects of a child's emotional, physical, cultural and developmental characteristics into consideration. The approach used in the classroom includes a combination of large group and individual activities. Learning centres for such topics as science, math computer, sand/water and art are used in the classroom. In addition, physical education and music are part of the program.

-Over recent years many parents have volunteered their time in a wide variety of activities, which included field trips, organizing library books and helping in the classroom. Parental involvement is essential and is actively encouraged.

-Our kindergarten children and staff are an important part of the school and, wherever possible, they are scheduled into the planned activities of the entire school. The children follow the same time slots for recess, lunches and end of the day as all other children in our school.

Grades 1-6

-High Prairie Elementary School children receive the same Program of Studies as all other children attending public school in Alberta. The programs are planned and prescribed by Alberta Education, which also prescribes and recommends the learning resources used for each course taught in our school. Please feel free to drop by and look at the learning resources at any time. Children are taught language arts, French as a Second Language (FSL - Grade 3-6 only), mathematics, science, social studies, physical

education, health and fine arts (fine arts specialists for grade 1-6 students).

High Prairie Elementary supports staff development to ensure exemplary instruction in all areas.

Please see the Alberta Education website below for parent curriculum guides.

<http://education.alberta.ca/parents/resources/express.aspx>

STUDENT SERVICES

Home Liaison

-At our school we have a staff member designated home-school **Indigenous Support Coach**. Responsibilities include, among other things: assisting teachers in monitoring attendance, cultural programming, parent visitations and working as part of HPE's counseling services. Please feel free to drop by our school and become better acquainted with our **Indigenous Support Coach**.

Guidance and Counselling Services

-HPE delivers a comprehensive guidance and counselling program. This program is available to all students and is delivered by the classroom teacher through regular programming and through presentations from community groups and agencies or members of the counselling team. Individual and small group counselling sessions are provided to students who are referred to the counselling team by teachers, parents, administration or by themselves. The focus of this intervention is to support each child's success at school and may include topics such as developing friendship skills, study skills, conflict resolution, anger management, getting along in a group and so forth.

-If you, as the parent, wish to refer your child for student support, please phone or drop by the school. Our school desires to promote a healthy working relationship between parents and the educational staff. Please feel free to set up an appointment with the counselor and/or homeroom teacher if you have concerns.

Inclusive Education

-All children are assigned to regular classrooms. Whenever deemed necessary, students identified with exceptional needs will receive a more individualized program within their grade placement. It is recognized that in order to provide children with the best program possible that a partnership must exist between the parent and the school.

-If your child is referred to the Student Support Team, you will be invited to take part in the planning process to decide if an Individual Program Plan (IPP) needs to be developed. Your support and input will help us meet your child's needs.

-If you have any concerns about your child's learning potential, you are always welcome to make an appointment with the school staff in order to share your concerns and/or make a referral for an assessment.

Individual School Plan (ISP): is a plan that outlines modifications made to the regular school curriculum so that the student requiring additional supports can successfully function in a group that is deemed appropriate by the Student Support Team.

DISCIPLINE PROCEDURES

-We continue to maintain a high level of communication with parents and guardians regarding discipline issues. Continued teamwork is essential. If you have questions, suggestions or concerns, please do not hesitate to contact the administrators to make your views known. By working together, we can increase student success. **Our Code of Conduct is located at the back of this handbook.**

VIDEO CAMERAS

-Our school is monitored by digital monitoring equipment. Video cameras are located in hallways, entrances and along the outside perimeter of the school.

EMERGENCY RESPONSE PLAN

-As part of our ongoing effort to keep our school safe and secure, we have developed an Emergency Response Plan. The plan has many parts dealing with various critical situations that could occur at school. Drills are held throughout the school year. If you have any questions or concerns, please contact the school administrators. The plan is available at school if you would like to see it.

DIVISIONAL POLICY HANDBOOK AND ADMINISTRATIVE PROCEDURES MANUAL

-The Policy Handbook of High Prairie School Division #48 is a document containing all the division's policies. The Administrative Procedures Manual contains various procedures of the division.

-A copy of the Policy Handbook and the Administrative Procedures Manual can be found on the Internet at <http://www.hpsd.ca>. The principal will be pleased to answer any questions you may have regarding divisional policies or procedures.

Tips For Resolving Conflict at School -Begin by requesting a meeting with your child's teachers. Indicate what the topic will be. This information allows teachers to schedule an appropriate amount of time, and be better prepared to answer your questions and address particular concerns

-Be prepared. Write down questions and concerns you want to address.

-Focus your concerns on your child's learning needs. Decide what is most important and focus your energy on that.

-Be prepared to consider and share possible solutions.

-Take time to consider what you would like the outcome of the meeting to be. This will help focus your discussion and problem solving.

-If possible, involve your child in finding a solution.

-Ask as many questions as needed to ensure you have a clear understanding of your child's progress and programming.

-Take notes, especially with respect to recommendations and timelines. Confirm those commitments both verbally at the end of the meeting and through a follow-up letter.

-If you feel that additional information is necessary, schedule another conference at the conclusion of your meeting.

-Give teachers and the school time to implement changes.

-If you come to an agreement that a certain change will be made, establish how you will know if this change is happening and that it is working. Discuss the outcomes that have been agreed upon and decide when progress on these outcomes will be reviewed.

Appeals Process

-If you cannot resolve the issue with your child's teacher, the next step is to request a meeting with the school principal. Let the principal know your concerns. Also let the principal know that you have discussed this issue with the teacher and have not been able to come to a satisfactory agreement. The teacher should participate in the meeting with the principal. This will ensure all partners can contribute information, perspectives and possible solutions.

-If the issue cannot be resolved at the school level, the Alberta School Act Section 123 states that school boards shall establish a process for appealing school district decisions that significantly affect a child's education, such as disagreement over identification of a special need or program placement. The school principal can provide information on the appeal procedure.

-Please remember, parents/guardians always have the right to appeal decisions made regarding their children.

COMMUNICATIONS

-Our school's newsletter, the Family-Gram, serves as one means of transmitting information about our school to your home. We encourage you to watch for the Family-Gram and encourage your child bring your copy home. One copy goes to each student.

-The student agenda is also a favourite communication tool for both parents and staff.

-Watch and listen also for Peer Group's weekly radio and newspaper updates.

-Our school website also contains class newsletters and other important information about High Prairie Elementary.

-HPE can also be found on Facebook. Like us!

SCHOOL COUNCIL

The School Council is involved with school in the following ways:

- To advise the principal respecting matters relating to school.
- To foster growth in communications between school personnel and parents.
- To aid parents in development of parenting and teaching skills.
- To increase parent involvement within the school.

All parents/guardians are welcome. Please contact the school office in September to find out when the first meeting of the school council is happening.

LEARN ALBERTA WEBSITE

-Alberta Education supports this web site. Students, parents and staff may use the site with home computers to access the learning resources that are available at <http://www.learnalberta.ca/>. The user ID and password will be provided during the first Family Gram in the fall.

High Prairie Elementary School Student Code of Conduct 2017/18

Purpose

At High Prairie Elementary School, we value an evolving and engaging learning environment that optimizes student learning and success. Through the Student Code of Conduct, we are able to articulate the practices that make our school a place where the desire to keep learning is strong for every student.

The ideal learning environment in an elementary school is Safe and Caring, Collaborative, and Inclusive.

The Ideal Environment is Safe and Caring

In a Safe and Caring school, students, families, and guests know they are welcome and valued. Adults in the building model positive, supportive, and caring interactions throughout each day. There is a sense of fun and play that is relaxed and, at the same time, respectful and purposeful.

To focus on learning, daily routines and procedures are developed in the school and within each classroom. Confident students who know 'how' to work and play, within the building focus on understanding skills and concepts that are inside of daily activities. Flexibility is built into routines and procedures that include supportive strategies for students, such as incorporating opportunities for movement, providing strategies to self-regulate and to express themselves, and by offering supports to solve problems.

A focus on learning is the vehicle to success for students as each child develops emotionally, socially, physically, and academically. Students are included in reflections on learning, goal setting, and are involved in decisions about their school experience with the guidance of caring adults throughout this process. Progress towards and achievement of goals is documented with each student leading their learning as much as possible.

The Ideal Environment is Collaborative

Members of the school community - students, parents, staff and guests – work together. The ideal environment is Collaborative. Our shared focus and effort builds trust and creates an ideal environment for the growth and development of children. Collaboration increases our understanding of how to help each student move forward in their learning and is best achieved through the home-school partnership, highlighting student voice and choice.

At High Prairie Elementary, each child has a core learning team, which includes the classroom teacher and parents. The classroom needs to be a reflection of the goals that parents have for their children, which are delivered through the vehicle of the curriculum. The ideal environment incorporates and allows for personalized learning. Digital classrooms with shared documents allows each student greater engagement, enabling the home and school to support learning, along the way.

The collaboration between home and school is one piece of an ideal environment. A second important component involves teachers working together on Professional Learning teams to ensure that individual student needs are being met. Teachers work together to learn, to brainstorm, and to problem-solve around student learning. Teams create units of Inquiry that provide entry points for each learner, which are engaging and rich in learning. Teachers and specialists further develop strategies and implement programming that scaffolds learning and student success.

In an ideal environment, parents and teachers work together and model collaboration. Opportunities for students to develop collaborative skills begin in Kindergarten and continue throughout their years in High Prairie School Division.

The Ideal Environment is Inclusive

Alberta Education states that the goal of inclusive education is “to provide all students with the most appropriate learning environments and opportunities for them to best achieve their potential” (Government of Alberta, 2011). At High Prairie Elementary, we welcome all students. Without exception, all learners are valued for the contributions they inherently bring to our school community. Each member of our school community will feel a sense of belonging.

Alberta Education requires that we “provide each student with the relevant learning opportunities and supports necessary to achieve success”

(Government of Alberta, 2015). We do this by focusing our decision making around implementing inclusive practices and through the management of diverse resources, all of which align with our philosophy that all students feel a sense of belonging and acceptance in their individualized learning environments.

The Alberta Human Rights Act

At High Prairie Elementary, our school and classroom leaders regularly examine and question our historical educational routines and procedures as well as reflect on print and electronic resources in an effort to consistently align our pedagogical practices with the Alberta Human Rights Act.

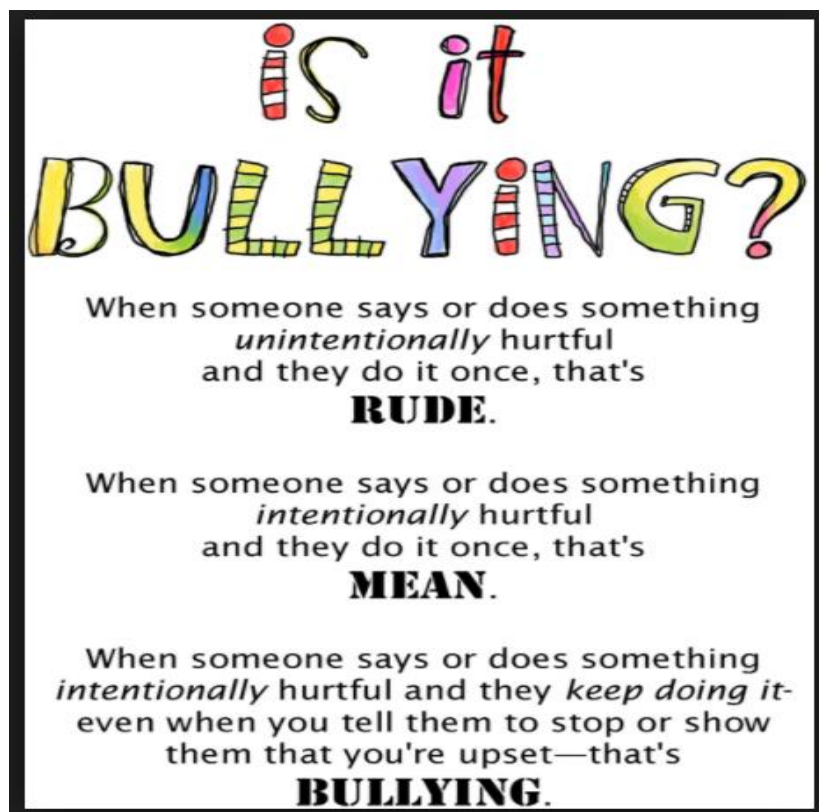
“This means that the code of conduct sets out that discrimination on the basis of race, colour, ancestry, place of origin, religious belief, gender, physical or mental disability, marital or family status, source of income, or sexual orientation will not be tolerated.” *Section 45.1 Alberta’s Amended School Act June 2015.*

Acceptable and Unacceptable Behaviour

Acceptable behaviour is that behaviour which contributes to a positive school community. Unacceptable behaviour negatively impacts the safety and/or learning of self or others. Bullying, for example, is unacceptable behaviour.

Bullying vs Conflict

Bullying vs



Conflict

<https://education.alberta.ca/bullying-prevention/?searchMode=3>

<https://www.safeatschool.ca/plm/bullying-prevention>

Incidents Outside Of School

Incidents outside of school, that impact student learning inside the school, will be addressed. Classroom teachers work with students and parents to ensure a safe and caring learning environment and may refer to a member of the School Support Team (LST, Admin, Counselor, Wellness Coach), according to the complexity of the circumstance.

Consequences for Unacceptable Behaviour

We believe that behaviour is complex, and our approach is personalized. ***Our commitment to collaboration extends to behaviour support and parents will be contacted, when necessary, to be involved in solution driven problem solving.***

Our first response with a child is always to *teach and support*. We do this proactively and responsively. There are times; however, where more direct consequences are appropriate. In an elementary school context, consequences are 'logical' and happen as a result of the behaviour or the time necessary to resolve the situation. Additionally, appropriate consequences arise through the Restorative Justice process, which is outlined below. See Supports for Acceptable Behaviour

Sections 24 and 25 of The School Act, outline the parameters of Suspension and Expulsion. In an Elementary School, it is rare that Suspension and Expulsion would be enacted. All other avenues to address extreme behaviours must be exhausted.

Please refer to

<http://www.qp.alberta.ca/documents/Acts/s03.pdf> for details.

Supports for Acceptable Behaviour

We are a learning organization. It is critical that students know 'what' to do with regard to behaviour at school, and also 'how' they can demonstrate those behaviours, to be successful in their personal and interpersonal interactions at school and beyond. It is important to use child-friendly language and scaffold learning, over time, in order that students are able to successfully navigate increasingly complex and challenging circumstances, as they grow.

STEP 1: TEACH COMMON LANGUAGE AND DEVELOP FOUNDATIONAL UNDERSTANDINGS OF APPROPRIATE BEHAVIOUR.

Common language enables students to achieve **personal success, work well with others, and make the world a better place.**

1) Common language enables students to understand and control emotions and behaviours.

a) The Leader in Me - 7 Habits of Happy Kids (whole school)
(www.theleaderinme.org)

Private Victory

(1) Habit 1 - Be Proactive

(2) Habit 2 - Begin with the End in Mind

(3) Habit 3 - Put First Things First

Public Victory

(4) Habit 4 - Think Win-Win

(5) Habit 5 - Seek First to Understand, Then to Be Understood

(6) Habit 6 - Synergize

(7) Habit 7 - Sharpen the Saw

The Eighth Habit

(8) Habit 8 - Find your voice!

b) The Bucket Filler Program (Author: Carol McCloud) (whole school)

https://www.youtube.com/watch?v=A5R6-2m_qHk

c) Zones of Regulation Program (as needed)

<http://www.zonesofregulation.com>

d) Sharing Circle – Jean Gibbs (as needed) www.tribes.com

e) We Thinkers! Series (as needed) www.socialthinking.com

2) School-wide prevention practices related to the Restorative Justice processes to address problem-behaviours include:

a) Developing healthy relationships

b) Promoting and strengthening a sense of belonging and ownership for students

c) Identifying common values and guidelines

d) Celebrating diversity

3) The RESPECT matrix is an effective, efficient and consistent method for

implementing the school's code of conduct. As well, it provides consistent school-wide and school-based guidelines for responding to student behaviour. See attached.

STEP 2: ADDRESSING BEHAVIOURS OUTSIDE OF THOSE CONTRIBUTING TO A POSITIVE LEARNING ENVIRONMENT

1) We can anticipate there will be situations where students make poor choices. In these instances, the following steps will be taken with the child. Most often, this process is sufficient to solve the problem and change the behaviour.

- a) Restorative Justice (within the classroom or with Child Development Advisor/Administration)
 - i) Own the Problem
 - ii) Identify the Perspectives of Others
 - iii) Recognize Choices/Alternatives to Actions Chosen
 - iv) Make a Plan to Address the Problem
 - v) Take Action to Change

2) We can anticipate there will be situations where students have made poor choices and may also require scaffolding to grow in the ability to be successful in that situation. In these instances, the following will be adjusted to better support student success.

- a) Level of Supervision/Coaching
 - i) Increase the amount of direct supervision during challenging time periods
 - ii) Assign the student to remain in the proximity of a specific adult during challenging time periods
 - iii) Remove the student from the challenging situation and provide reinforcement learning opportunities
- b) Demand of Task Required
 - i) Analyse and respond to the type and/or amount of challenge
 - (1) provide scheduled and proactive breaks to 'fill the child's bucket' in order that they can 'rise to the challenge'
 - (2) provide more time for transitions or decrease the number of transitions
 - (3) modify the task according to the child's learner profile

STEP 3: ADDRESSING REPETITIVE AND PERVASIVE BEHAVIOUR CHALLENGES

1) Referral to the School Administration

a) A school administrator meets with the Classroom Teacher and members of the School Support Team as needed Learning Support Teacher, Child Development Advisor, and Administration. Student challenges are presented and a plan to address the behaviour will be created. The plan may include recommendations to:

- i) monitor behaviours
- ii) implement additional strategies to address behaviours in settings where they occur
- iii) refer to additional resource personnel within RTI for assessment and/or consult such as:
 - (1) Wellness Coach
 - (2) Counselling
 - (3) Educational Psychology
 - (4) Behaviour Management
 - (5) Positive Behaviour Support
 - (6) Other

<http://www.learnalberta.ca/content/ieptlibrary/lib05.html>

- iv) include other professionals/disciplines in student support via parents, may include:
 - (1) Family Doctor or Pediatrician
 - (2) FSCD
 - (3) Community Based Counselling Services
 - (4) FASD Network
 - (5) Children's Resource Council
 - (6) Other

Each plan includes a date of review to ensure students with behaviour challenges are supported appropriately.

2) Implementation of behavioural support strategies and behaviour plans, where applicable

Children are our most precious resource. Behaviour support and change is important to do carefully and to do well. We value a team approach in this endeavor.



	R	E	S	P	E	C	T	
	Responsibility: We are accountable to ourselves and others for the actions we take and the decisions we make.	Empathy: We take the time to acknowledge and understand others/points of view.	Safety: We behave in a safe manner and take care of each other.	Positive Attitude: We seek the best in ourselves and in other people.	Excellence: We strive to succeed in all aspects of our lives.	Caring: We value ourselves and other people.	Teamwork: We act together to make our work successful and effective.	
All Settings	<p>We</p> <ul style="list-style-type: none"> -are honest. -take care of our surroundings. -are accountable for absences. 	<p>We</p> <ul style="list-style-type: none"> -take other people's feelings into account. 	<p>We</p> <ul style="list-style-type: none"> -demonstrate & encourage safe behaviour. -report bullying & unsafe behaviour. -seek help when we see something unsafe. 	<p>We</p> <ul style="list-style-type: none"> -are courteous & considerate of other people. 	<p>We</p> <ul style="list-style-type: none"> -Strive to lead fulfilling & successful lives. -take care of ourselves. 	<p>We</p> <ul style="list-style-type: none"> -Treat others with way we expect to be treated. -are considerate of others' belongings. - 7 Habits Leader In Me focus 	<p>We</p> <ul style="list-style-type: none"> -do our part to make group activities successful. 	
Classroom	<p>We</p> <ul style="list-style-type: none"> -arrive on time. -bring our materials. -do our homework. -ask for help when needed. 	<p>We</p> <ul style="list-style-type: none"> -willingly work with others. -value different point of view. -respect different learning styles & abilities. 			<p>We</p> <ul style="list-style-type: none"> -follow directions. -follow emergency procedures. 	<p>We</p> <ul style="list-style-type: none"> -expect to succeed -encourage others to succeed. 	<p>We</p> <ul style="list-style-type: none"> -encourage & demonstrate mutual respect. -are supportive of others' learning. - 7 Habits focus theme 	<p>We</p> <ul style="list-style-type: none"> -recognize that active learning is team effort which includes students, teachers, & parents. - Student Leadership
Assemblies and Performances	<p>We</p> <ul style="list-style-type: none"> -remove hats -turn off electronic equipment and devices 	<p>We</p> <ul style="list-style-type: none"> -are supportive of all presenters 	<p>We</p> <ul style="list-style-type: none"> -enter 7 exit in an orderly manner -sit in assigned areas -keep aisles, doorways & walkways clear. 	<p>We</p> <ul style="list-style-type: none"> -show appreciation for the effort of performers. 	<p>We</p> <ul style="list-style-type: none"> -behave in a dignified manner. -speak with confidence as presenters or performers 	<p>We</p> <ul style="list-style-type: none"> -listen attentively to performers & presenters 	<p>We</p> <ul style="list-style-type: none"> -work together to make performances & presentations successful. 	
Hallways & Playground	<p>We</p> <ul style="list-style-type: none"> -use language appropriate for school -clean up after ourselves -use recycling containers 7 garbage bins 	<p>We</p> <ul style="list-style-type: none"> -are mindful of others sharing the space 	<p>We</p> <ul style="list-style-type: none"> -respect personal space -keep hands a & feet to ourselves -wait patiently in line-ups -walk at a safe speed 	<p>We</p> <ul style="list-style-type: none"> -contribute to a climate of acceptance 	<p>We</p> <ul style="list-style-type: none"> -make healthy snack & lunch choices -behave in a manner that show pride in our school 	<p>We</p> <ul style="list-style-type: none"> -move aside to let others pass 	<p>We</p> <ul style="list-style-type: none"> -do our part to make newcomers feel welcome -contribute to keeping the hallways & playground clean 	
In the Community	<p>We</p> <ul style="list-style-type: none"> -respect the environment -model good citizenship -are considerate of community 	<p>We</p> <ul style="list-style-type: none"> -are considerate of the diverse nature of our community 	<p>We</p> <ul style="list-style-type: none"> -obey traffic rules -leave potentially harmful objects & materials at home 	<p>We</p> <ul style="list-style-type: none"> -contribute to our community in helpful ways. 	<p>We</p> <ul style="list-style-type: none"> -actively participate in community events 	<p>We</p> <ul style="list-style-type: none"> -treat people with dignity 	<p>We</p> <ul style="list-style-type: none"> -value the community's involvement in our school -are inclusive of all community members 	

