

Ashmont Elementary School Parent Handbook 2017 – 2018

Table of Contents

Welcome and Introduction.....	3
Mission, Vision, and Values.....	3
Ashmont School Song.....	3
St. Paul Board of Education Information.....	4
School, Teacher, and Parent Responsibilities.....	5
Student Responsibilities.....	5
Expectations of Students (School Act).....	6
Bell Schedule.....	7
School Programs.....	8
Student Records and Parent Rights.....	10
Outcomes Based Report Cards.....	10
Discipline Policy.....	10
Tobacco, Narcotics, Alcohol.....	12
Dangerous Objects.....	13
Vandalism.....	13
Bus Policy.....	13
School Council.....	14
Field Trip Policy.....	14
Items Not Allowed in the School.....	14
Transfers Out.....	14
Health Regulations.....	14
Student Assessment Policy.....	15
Homework.....	15
Agendas.....	15
Computer Use Policy.....	16
Inappropriate Websites.....	17
Inclement Weather.....	17
Cold Weather Policy.....	18
FOIPP.....	18
School Fees.....	19
Locker/Locks.....	19
Video Surveillance.....	20
Illness at School.....	20
Dress Code.....	20
Footwear.....	20
Visitors.....	20
Textbooks.....	20
Library Books.....	21
School Pictures.....	21
Awards.....	21
Appeal Procedure.....	23
Handbook.....	23

Welcome

The staff of Ashmont Elementary School welcomes you to another exciting year. Education is a life-long process that neither begins nor ends at school. It is very much a collaborative effort between students, parents, and school staff. We invite you all to work with us to make this a very successful year for everyone!

Introduction

This handbook is designed to give parents and students a better understanding of the daily operation of Ashmont Elementary School. Since it is in your child's agenda it will be handy so you can refer to it throughout the year.

This handbook is not an irrevocable contract. This handbook reflects the current policies which are subject to change. Although this is intended as a general source of information, there may be specific questions or concerns arising during the year. In such cases, please do not hesitate to call the school at (780) 726-3877.

Mission Statement

Together we enter, together we leave, helping each other grow and succeed.

Vision Statement

We envision a unified school and community where everyone grows academically, socially, and morally.

Values

At Ashmont Elementary we value:

Respect
Acceptance
Belonging
Achievement
Lifelong learning
Accountability
Communication
Celebrating Success



Ashmont School Song

In Ashmont we are a community,
Our doors open wide, come in and see.
We all do our best, with pride we stand,
Together hand in hand.
We join one another with helping hands,
That reach out with friendship and love.
We all do our best, with pride we stand,
Together hand in hand.



St. Paul Education Regional Division No. 1

Geographically and demographically, the St. Paul Education Regional Division No. 1 covers a large rural/urban area in Northeast Alberta. Population distribution is ‘pocketed’; in parts of the Division the student population is very sparse and in other parts there is a reasonably high concentration.

The Division serves approximately 4000 students (K-12) in eighteen definable school sites staffed by some 262 FTE teaching staff and approximately 360 support staff (includes secretaries, instructional assistants, custodians, librarians, maintenance personnel, liaison workers, and technicians).

Although a majority of students attending schools are rural and require bussing services, there are a number of hamlets, villages, and towns within the Division: St. Paul (where the Division’s Central Office is located), Elk Point, Heinsburg, Myrnam, Derwent, Two Hills, Hairy Hill, Willingdon, Ashmont, and Mallaig.

Approximately 25% of the student population is educated through federal tuition agreements with Indigenous and Northern Affairs Canada. These students are bussed in from Frog Lake First Nation, Saddle Lake Cree Nation, and Whitefish Lake (Goodfish) First Nation.

It’s our job to ensure that you and all other children in this division receive a quality education. Specifically, the board’s responsibilities include:

- Communicating, informing and involving parents, staff and the community-at-large about school board decisions and activities. An example is attendance at School Council meetings throughout the year.
- Adopting an annual budget that achieves division priorities.
- Setting goals and priorities for the jurisdiction that achieve provincial education standards, meet the needs of students and reflect the community’s wishes.
- Making and enforcing policies that set out standards and expectations regarding the actions of administration, teachers and students.
- Lobbying the provincial government on education issues of importance to the jurisdiction.
- Adjudicating policy or decision appeals.
- Hiring and evaluating the superintendent.

The school board is made up of seven trustees elected every four years from six subdivisions and one ward in the jurisdiction. Current trustees are:

Christopher Cook	780-615-2081
Rhonda Lafrance	780-645-7125
Rh�a Looy	780-227-6710
Deb Pederson	780-366-2533
Ruven Rajoo	780-657-2210
Heather Starosielski	780-726-2289
Lorne Young	780-724-3542

A key responsibility for trustees is to stay in touch with students, teachers and the community so that we understand, and reflect in our decision-making, what all citizens value and want for children living in this community. Examples of Board policies that are affected by community input include when schools will be open, and what happens when students misbehave at school.

Parents and students should always try to resolve concerns with their teacher, principal and/or superintendent before consulting a trustee.

More information on St. Paul Education Regional Division No. 1 school board can be obtained from the school office, the division office or from our website at www.stpauleducation.ab.ca. More information on school boards in Alberta can be found at the Alberta School Boards Association’s website at www.asba.ab.ca.

School, Teacher, Parent, and Student Responsibilities

As a School, we are responsible for:

- ◆ Providing children with a sound academic education in a safe and happy learning environment.
- ◆ Helping students to work towards becoming independent adults committed to learning and excellence.
- ◆ Providing opportunities for students to have input in decisions that affect them.
- ◆ Being a focal point for the home and community.

Teachers are responsible for:

- ◆ Providing subject area expertise.
- ◆ Facilitating learning.
- ◆ Challenging students and allowing them to take risks in a safe and caring learning environment.
- ◆ Providing a climate which fosters learning.
- ◆ Adapting the curriculum to meet individual needs and interests when necessary.
- ◆ Providing a variety of teaching strategies and learning experiences.
- ◆ Fostering mutual respect and dignity.
- ◆ Maintaining consistent expectations for student behavior to students and parents.
- ◆ Keeping accurate records of student progress.
- ◆ Communicating expectations for individual achievement and behavior.
- ◆ Engaging in professional development activities.

Parents/Guardians are responsible for:

- ◆ Providing your child with adequate rest, proper nutrition, and a safe and loving home.
- ◆ Teaching your child/children to be responsible for their own behavior and actions.
- ◆ Stressing the importance of education.
- ◆ Communicating with the school whenever concerns arise about student progress or difficulties.
- ◆ Ensuring your child/children attend school on a regular basis.
- ◆ Informing the school of the reason for any absence from school.
- ◆ Signing your child's agenda each and every evening.

Students are responsible for:

- ◆ Their own actions.
- ◆ Respecting the rights and property of others.
- ◆ Acting in socially acceptable ways within a school setting.
- ◆ Attending school regularly and being on time.
- ◆ Seeking help when experiencing personal, social, and/or emotional difficulties.
- ◆ Obeying school rules.
- ◆ Respecting the authority of all school staff members and bus drivers.
- ◆ Acting in a safe manner at all times.
- ◆ Giving a conscientious effort in each class.
- ◆ Avoiding any illegal activity.
- ◆ Being active participants in their own education.
- ◆ Updating and filling in agendas.
- ◆ Bringing agenda to and from school.

It is our goal to help students behave acceptably and assume responsibility for their own actions. Students must recognize that any behavior which disrupts or distracts from the general learning environment within the school is unacceptable.

The implementation of social skills lessons within our classrooms promotes positive social attitudes and helps prevent a variety of negative behaviors. Our students are encouraged to develop a wide range of skills and attitudes (responsibility, decision making, communication, self-confidence, goal setting) that will help them lead healthy and successful lives. Our behavior policy reflects the belief that students can and will make good decisions if they are given positive support and skills from both the home and school. By working together we can enhance positive student conduct.

Expectations of Students as per the School Act

Compulsory Education

(13.1) An individual who:

- ◆ Is eligible to be enrolled in a school, at September 1 in a year, is 6 years of age or older, and is younger than 16 years of age shall attend school.

(13.5) Notwithstanding subsection (1), a student is excused from attending school on a day on which the school is open if:

- ◆ The student is unable to attend by reason of sickness or other unavoidable cause,
- ◆ The day is recognized as a religious holiday by the religious denomination to which the student belongs,
- ◆ The principal of the school has suspended the student from school and the suspension is still in effect,
- ◆ The student has been expelled from a school and has not been given permission to enroll in another school,
- ◆ The board or, if the student is enrolled in private school or resides in an unorganized territory, the Minister determines that the parent of the student has shown sufficient cause as to why the student should not be required to attend school, and excuses the student from attending school for a prescribed period of time.

Students

(12) A student shall conduct himself so as to reasonably comply with the following code of conduct:

- ◆ Be diligent in pursuing his/her studies;
- ◆ Attend school regularly and punctually;
- ◆ Cooperate fully with everyone authorized by the board to provide education programs and other services;
- ◆ Comply with the rules of the school;
- ◆ Account to his teachers for his conduct;
- ◆ Respect the rights of others.



Bell Schedule

Arrival Time at School:

Morning supervision begins at 8:25 a.m. Students who are bussed to school should not arrive before 8:25 a.m. If the bus arrives prior to 8:25 a.m. the students are kept on the bus until it is time to release them, since they are still the bus driver's responsibility. Students who come to school via their own transportation must not arrive at school prior to 8:25 a.m.



<u>Time/Periods</u>	
8:45– 9:25 a.m. Period 1	Class time
9:25 – 10:05 a.m. Period 2	Class time
10:05 – 10:20 a.m.	Recess
10:20 – 11:00 a.m. Period 3	Class time
11:00 – 11:40 a.m. Period 4	Class time
11:40 – 12:20 p.m.	Lunch Recess
12:20 – 1:00 p.m. Period 5	Class time
1:00 – 1:40 p.m. Period 6	Class time
1:40 – 1:55 p.m.	Recess
1:55 – 2:35 p.m. Period 7	Class time
2:35 – 3:17 p.m. Period 8	Class time

EXTERIOR DOORS ARE LOCKED AT 9:00 a.m.
For those students/parents/visitors that arrive after 9:00 a.m.,
please report to the office via the front entrance.



School Programs

1. Accelerated Reader

Accelerated Reader is a software program to help students improve their reading.

2. Breakfast Program

All students are provided with an opportunity to have a peanut butter/jam/Cheez Whiz toast each day from 8:30 to 8:50 a.m. Students that need extra nutrition throughout the school day are able to make toast. We are a Nut Aware School.



3. Cree Language and Culture Program

The Cree program was designed to promote student development and competence in Cree culture and language learning. Students from ECS to Grade 6 have the opportunity to be involved in this exciting program, in which students learn through listening, speaking, reading, writing and active participation.

In addition to the language and cultural components of the program, students are given the opportunity to create various traditional projects. Other activities associated with the Cree program include special event days, field trips, participation in Indigenous Knowledge Studies, and school and community awareness days.

4. D.A.R.E.

Students in Grade 6 have an extraordinary opportunity to participate in the Drug Abuse Resistance Education Program (D.A.R.E.) under the guidance of an RCMP constable. Over a period of 10 weeks, students learn about self-esteem, positive and negative peer pressure, drugs, violence, and gangs.



5. ECS

We offer a full time ECS program - full days each day of the week beginning in early September until late June. All children entering ECS will have an EYE-TA assessment within the first 2 months of each school year. Within the first 2 weeks a student/parent orientation day is held.

6. FSLW

Your Family School Liaison Worker can help by providing individual and/or family counseling, group counseling and classroom presentations concerning various issues. Your Family School Liaison Worker can also provide individuals/families with information concerning particular issues or refer individuals/families to appropriate agencies. Issues typically addressed by the Family School Liaison Worker: Alcohol/Drug Abuse, Anger Management, Behavior Problems, Bereavement, Bullying, Child Abuse, Dating Violence, Depression, Eating Disorders, Family Violence, Friendship Skills, Parent/Child Conflict, Problem Solving, Self Esteem, Study Skills, Suicide and Teen Pregnancy. All Services are FREE and CONFIDENTIAL.

7. Hot Lunch, Canteen, and Nutrition Program

Hot lunch is available daily for all students. Menu items and prices are found in the monthly newsletter. We also offer a canteen menu. Hot Lunch, Canteen and milk can be purchased in the classroom. Juice, water, and snack machines are available for student access. Ashmont Elementary is participating in a school nutrition pilot program launched by the government of Alberta. This program is aimed at helping students prepare for a healthy future. Students will receive a healthy morning snack as well as access to other healthy living initiatives.

8. Information and Communication Technology (ICT)

Students will be taught the following skills to assist them in their classroom studies:

- ◆ Ipad
- ◆ Keyboarding skills
- ◆ Word processing/Spreadsheets
- ◆ Moviemaker/Powerpoint
- ◆ Blogs/Moodle
- ◆ Internet
- ◆ Graphics/Designs
- ◆ Google Classroom



The program follows the ICT Outcomes outlined by Alberta Education. For a more detailed look at the ICT Outcomes for each grade, please refer to:

<http://ednet.edc.gov.ab.ca/ict>

<http://www.2learn.ca/ict/outcomes.html>

9. Music Program

A music program is offered to all students who attend our school. Students from Grades 2 to 6 also have the opportunity to join the Hope and Harmony School Choir. The music program is taught by a specialized teacher.

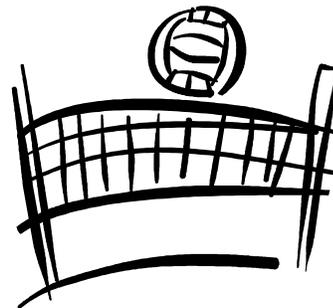


10. Peer Support

Peer Support is made up of a group of student learners from grades 4 - 6. The focus is to build a positive school atmosphere as well as develop leadership within the student populace. Some of the social skills that have been emphasized have been teamwork, friendship, effort, and respect.

11. Physical Education Program

This program is taught by a specialized teacher. The Physical Education program is aimed at providing students the skills to develop a healthy and active lifestyle. Students participate in activities ranging from volleyball, soccer and basketball to snowshoeing, fitness and dance. Along with the Ministry of Education's Daily Physical Activity initiative, the school will have activities and games on the playground. Our goal is to combine our P.E. program and the outside activities to encourage students to develop a healthy and active lifestyle.



12. Student Support Services (Special Education Program)

- ◆ Gross and Fine Motor Development Program: We have the stage area and an additional classroom set up for fine and gross motor stations. Students can work on eye-hand

coordination, visual perception, hand strengthening and balance. We use the services of a physiotherapist and an occupational therapist.

- ◆ Life Skills Program: In this program, a child is provided with hands-on opportunities to learn how to function in real life situations.
- ◆ Language Enrichment Program: Students work on reading skills, vocabulary building, decoding, sight vocabulary, and various components of reading and writing. We also have students who receive speech-language intervention that covers stuttering, sound formation discrimination, and strengthening of oral muscles. This program is supported by a speech pathologist.
- ◆ Mindfulness Program. Students work on self regulation and calming strategies. They become aware of themselves personally and in relation to others.

13. Success Coach

Within the school, the Success Coach works to develop and implement intervention strategies to support, strengthen, and stabilize children, families, the school and community. The role of the Success Coach is a proactive one; to help students before severe difficulties arise.

Student Records and Parent Rights

Parents, you have the right to access your children's records: Cumulative files, Individual Program Plans, Portfolios, Provincial Achievement Test results, and classroom progress reports. Contact your child's teacher to set up an appointment.

Outcomes Based Report Cards

The new report card is tied directly to the Alberta curriculum. Alberta's curriculum is outcomes-based—it describes what your child is expected to know and be able to do each year in each subject. It describes how or if your child has met these expectations. The report card focuses on clear descriptions of how well your child has acquired the key skills, knowledge and attitudes in each subject. The report card does not involve percentages in elementary school. Instead it uses four levels of achievement to help describe how well your child has met expectations.

Discipline Policy

The Board of Education supports the principle of zero tolerance in our attempt to create a school climate which reflects an atmosphere of safety, harmony, and respect for all students, staff, school facilities and property. The following procedures reinforce this principle and allow us to deal with behavioral concerns in a fair and consistent manner.

Minor Offences:

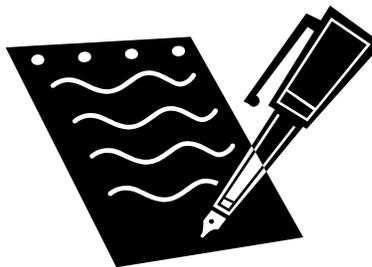
Minor offences in class or on the playground will be handled "on the spot" by staff members as a part of their regular responsibilities. These minor offences may include the following:

- ◆ Non-compliance (minor) with general classroom or playground routines and directions.
- ◆ Failing to come into class on time, unprepared to work, or not cooperating with classroom activities.
- ◆ Inappropriate acts of rough play (e.g. running or jumping around the room and hallways, pushing).
- ◆ Littering, wearing wet or soiled footwear in school.
- ◆ Disruptive behavior (unnecessary noise, interfering with class learning).
- ◆ Inappropriate language (including name calling and put downs).

Consequences for Minor Offences (Classroom):

A supervisor's actions may include one or more of the following depending on the severity or frequency of the inappropriate behavior:

- Step 1:** Reminder or verbal warning.
- Step 2:** Discussion or review of student expectations.
- Step 3:** Classroom recess detention.
- Step 4:** In-class time out (5-15 minutes).
- Step 5:** Buddy Class time out (1 period)



Consequences for Minor Offences (Playground):

Dealing with minor behavior problems:

- Step 1:** Warning.
- Step 2:** If behavior continues, the student is sent to stand by the fence for a time out. Supervisors use discretion for the amount of time.
- Step 3:** If behavior continues again, or if the student leaves the fence without permission, the Supervisor refers the student to the classroom teacher who may assign them to the "Learning Circle". The Learning circle philosophy is based on "The Circle of Courage Resilience Model (Larry K. Brendtro, 2006). Youth need to feel a sense of **belonging**. They need to have many positive interactions with elders/adults to help guide them. A child needs to develop **Mastery**, the ability and desire to learn – academically, socially and emotionally. **Independence** comes when youth learn to become responsible citizens that show respect for themselves and others. **Generosity** is shown when youth help others around them, creating positive interactions that show concern and caring.

Cumulative Effect of Minor Offences:

Once a student enters the minor cycle, the teacher maintains a standard discipline record form for him/her. The first office time-out is documented in the teacher's classroom discipline record. On the second office time-out, the teacher notifies the parent in writing, and a copy of the letter is filed with the administration. The third offence time-out puts the student into step one of the Major Offence consequence.

Major Offences:

Major offences can be broken down into two main categories:

1. Severe conduct, which interferes with, or threatens the orderly functioning of the school, or adversely affects the well-being of others.
2. Severe conduct injurious to the safety and/or dignity of students or staff.

Some examples are, but not limited to:

- ◆ Continuous, disruptive behavior (repetition of an inappropriate behavior with no obvious attempt towards improvement).
- ◆ Disrespectful and abusive language.
- ◆ Open opposition to authority.
- ◆ Physical abuse (extreme physical assault).
- ◆ Possession of dangerous weapons or objects to inflict bodily harm.
- ◆ Stealing.
- ◆ Vandalism (damaging property of fellow students or school).
- ◆ Throwing rocks or snowballs.
- ◆ Skipping classes.

Major offences committed in the **classroom or during class time are dealt with by the classroom teacher through the use of I.S.S. (In School Suspension)** according to the outlined procedures and consequences. Students are assigned for one-half to three days depending on the severity and/or

frequency of the disruptive behavior as well as the student's attitude and progress in the I.S.S. Students are disciplined by their isolation from their peers and regular class atmosphere, restricted periods of silence, and strict observance of other rules. As an alternative, an O.S.S. (Out of School Suspension) may be assigned depending on the severity of an incident.

Consequences for Major Offences (Classroom/Class Time):

- Step 1:** (First Offence) – I.S.S. (In School Suspension) for one half day and a letter is sent home. This letter is sent home to be signed by the parent and student. It must be returned to the school the following day.
- Step 2:** (Second Offence) – I.S.S. for one day with parent notification by letter and an interview requested with the student, parent, teacher and administrator.
- Step 3:** (Third Offence) – I.S.S. for three days with parent notification by letter and case conference with the student, parent, teacher, and administrator.
- Step 4:** (Fourth Offence) – O.S.S. (out of school suspension) for three to five days with parent notification by letter and case conference with all concerned parties.
- Step 5:** (Fifth Offence) – O.S.S. and a referral to the Board of Education for expulsion or alternative placement.

Major offences committed **on the playground or during recess breaks are referred to the classroom teacher and dealt with in the LEARNING CIRCLE program.**

Consequences for Major Offences (Recess/Playground):

Students in Learning Circle participate in a social skills program. Parents are notified in agendas or by letter.

- Step 1:** 3 recesses in the Learning Circle Program
- Step 2:** 3 recesses in the Learning Circle Program
- Step 3:** 3 recesses in the Learning Circle Program
- Step 4:** Student taken out of Outside recess and put into a supervised recess program (floor hockey, Inside Room, computer programming)
- Step 5:** I.S.S. (1-3 days): Parents are notified by letter and if requested, an interview is held with the student, parents, teacher, and administrator.
- Step 6:** O.S.S. (1-5 days with parent notification): An interview with the parent, student, and administrator is scheduled.
- Step 7:** Referral to the Board for expulsion or alternative placement.

Note: When applicable, students may be given community service consequences for their actions. (To be carried out on school premises). Student ownership of all problems include thinking time, loss of privileges, and making proper restitution (replace, pay, apologize, etc).

This policy is intended as a general outline, and may vary depending on the circumstances and severity of an incident and the needs of the individual student. It is also important to note that communication with parents is an integral part of this procedure. Our goal is to work together with you and your child to bring about a positive change.

Tobacco, Narcotics, Alcohol

Any student caught with tobacco, narcotics or alcohol will receive an In-School Suspension and sessions with an AADAC counselor. Subsequent infractions will result in an out of school suspension and additional sessions with an AADAC counselor. In accordance with Board policy, tobacco is forbidden on school property, unless it is being used in a ceremonial rite.



Dangerous Objects

If a child makes a threat with a dangerous object in school, the Division's RISK Assessment Protocol will be implemented. The student will also be given a 5 day out-of-school suspension. After the assessment, decisions will be made regarding the student returning to school.

Vandalism

At Ashmont Elementary School, we take pride in our school and the things in it. Any student found deliberately damaging, defacing, or breaking items in the school will face severe consequences. Offending students will be suspended and charges may be laid with the RCMP.

Bus Policy

Riding a school bus is a fact of life at Ashmont Elementary School. The buses are full. Student safety is of utmost concern. Drivers cannot be concentrating on safe driving and also be dealing with student misbehavior. Students who do not follow the rules for safety and courtesy may lose their privilege of riding on the school bus. Transportation in this case would then become the responsibility of the parent.



1. If your child is from Saddle Lake, please contact Saddle Lake Education (Leon Moosewah) at 780-726-3829 before putting your child on a Saddle Lake bus. If your child is from Goodfish Lake, please contact Ron Whitford at 636-7000 before putting your child on a Goodfish Lake bus. If your child is from the County of St. Paul, please contact St. Paul Education (Shaina Gill or Jeannine Hawiuk) at 780-645-3323 before putting your child on a division bus.
2. You must notify the school in writing or with a phone call prior to 3:00 p.m. if your child is to ride on an alternate bus. Include the name of the new bus driver in the note or when phoning. In the absence of a note or phone call, your child will be sent home as usual.

Students on Saddle Lake buses can transfer between Saddle Lake buses only. Goodfish Lake students can transfer between Goodfish Lake buses only. St. Paul Division buses require Central Office permission to transfer.

The Principal shall handle major discipline cases or concerns reported by the driver as follows:

- Step 1: (First offense) – The student is warned that the inappropriate behavior must stop.
- Step 2: (Second offence) – The student is placed in the Learning Circle Room (3 recesses).
- Step 3: (Third offence) – The student is placed in the Learning Circle Room (3 recesses).
- Step 4: (Fourth offence) – The student is placed in the Learning Circle Room (3 recesses).
- Step 5: (Fifth offence) – Student is suspended from riding on the bus for 1-2 days and reinstated only after a conference with the student, parents, bus driver and school administration.
- Step 6: (Sixth offence) – Student is suspended from riding the bus for 3-5 days and reinstated only after a conference with the student, parent, bus driver, and school administration.
- Step 7: (Seventh offence) – Application to the Board of Education for permanent expulsion from riding the bus. Parents will be invited to attend a Board meeting with the student.

This policy is intended as a general guideline and may vary depending on the circumstances, severity of an incident, and the needs of the individual student.

School Council

The School Council is involved in doing many things that include: fund raisers for school equipment, sponsoring winter carnival, and field trip support. The School Council meets the last Tuesday of every month except December and June. Come on out to these meetings and have a hand in influencing school based decisions.

Field Trip Policy

Students from K to 6 regularly visit locations outside the school. Field trips are curriculum based and carefully planned to include many learning opportunities and to ensure that students are safe and well cared for. These trips are planned to destinations that support and enhance curriculum topics.

For students to qualify for this field trip a review of discipline records and expectations of student behavior is made by staff on an ongoing basis and a final decision will be made the week before the field trip based on those discipline records. **Field trips are a privilege and not a right.** It is imperative that students demonstrate responsibility, cooperation and self-discipline on a continuous basis, as these characteristics are crucial to the health, safety and welfare of all involved on any field trip. **In addition, students must be nit and lice free to participate on any fieldtrip.**

Items Not Allowed in the School

Parents and students are reminded that the following items are not allowed at Ashmont Elementary School:

- ◆ Glass bottles
- ◆ Rollerblades
- ◆ Skateboards
- ◆ Wheelie shoes
- ◆ Toboggan

Should students bring these items to school, they will either be sent home with the child, or be held until a parent/ guardian picks the item up.

- **All electronic devices brought to school will be the sole responsibility of the student and parents (ipods, DSs, ipads, cell phones etc.). Students are not allowed to use these devices during class time unless under the direction of the classroom teacher.**

Transfers Out

As soon as you know your child will be attending a different school, please ensure that before the last day of attendance, all school property such as borrowed books, texts, reference books, library books, etc., are returned. Be sure to pay all debts you owe the school for things such as textbook rentals, and lost text or library books. The office will not release your child's report card and transfer forms until you have fulfilled the above responsibilities.

Health Regulations

Parents are contacted and their child/ren are to be picked up from school if their child/ren have any of the following:

- * Pink Eye
- * Ring Worm
- * Scabies
- * Impetigo
- * Other Contagious Diseases

A **No Nit Policy** encourages each family to do its part at home with routine screening, early

detection, accurate identification and thorough removal of lice and nits. Establishing consistent guidelines and educating the public about procedures in advance helps minimize outbreaks.

Shampoo (NIX) for head lice is the only proven method for treatment. Any other form of treatment is ineffective and unacceptable. Your child's treated dead nits must be combed out and picked out by hand. All furniture is to be sprayed or vacuumed; clothing, towels, bedding and personal care items are to be washed and dried. **If these steps are not followed thoroughly, head lice will continue to thrive in your household.**

Student Assessment Policy

Student Evaluation:

- ◆ **Evaluation Policy:** Student progress is evaluated constantly by each teacher using a variety of methods. This progress is reported to the parents 3 times a year (November, March, and June).
- ◆ **Unsatisfactory Progress:** Parents of students whose progress is not up to the standard set by the teacher are notified by letter or phone.
- ◆ **Promotion or Retention:** Students are notified in the March report about their status. Should it be necessary to retain a student in their present grade, parents are called in for a conference to discuss the pros and cons of this retention. The final decision is made by the school after this meeting.
- ◆ **Goal Setting Meetings:** An evening is set aside for a Goal Setting Meeting for the parents, student and teacher in October and a second meeting in April. If parents or teachers feel there is a need for further interviews, either group is most welcome to contact the office for an interview to be arranged at the convenience of both parties.

Homework

Homework is assigned to all time. Students could have up homework daily. This will habits necessary for junior



grades from time to to 30 minutes of serve to develop study and senior grades.

Regular homework consists of:

1. Completion of daily assignments that were not finished in class.
Homework will not be used for summative assessment
2. Review of daily work is important. Studies show that 70% of materials learned are forgotten within 3 days if there is no review.
3. Home Reading Program.



Agendas

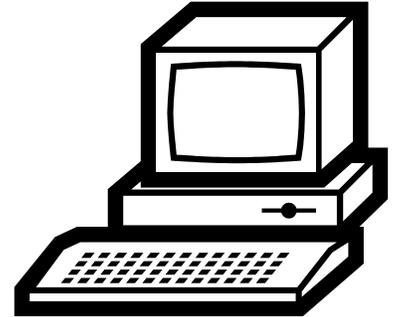
Ashmont Elementary has implemented the mandatory use of Student Agendas from ECS to Grade Six. This will provide parents with a daily means of communication with the school. **A signature is required every day in your child's agenda. Make sure to read and sign your**

child's agenda every night, and ensure that your child has their agenda returned to school the following day. This will ensure that you have the opportunity to view you child's homework, share in successes, and voice concerns. If your child loses his/her agenda, another one will be provided at no cost. All subsequent losses will be \$8.00 per agenda.

Computer Policy

The following is the St. Paul Regional Division No. 1 Computer User's Code of Ethics:

As a computer user, I agree to follow the rules and code of ethics in all of my work with computers while attending a St. Paul Education Regional Division school.



I recognize that all computer users have the same privilege to use the equipment therefore:

- ◆ I will not play games or use the computer resources for other non-academic activities when others require the system for academic purposes.
- ◆ I will not take food or drink near computers.
- ◆ I will follow all boot and shut down procedures carefully so as not to harm the equipment.
- ◆ I will speak quietly so as not to disturb the learning of others.
- ◆ I will not waste nor take supplies, such as paper, CDs, etc.
- ◆ I will not vandalize equipment or data. Vandalism includes any attempt to take, harm or destroy hardware or data of another user or of other networks, connected to a St. Paul Education facility either willfully or as a result of inappropriate behavior. This includes, but is not limited to, the uploading or creation of computer viruses.
- ◆ I will not transfer unauthorized material through the network or CDs.

I recognize that software is protected by copyright laws therefore:

- ◆ I will not make unauthorized copies of software found on school computers or on the networks, either by copying them onto my own CDs or onto other computers through electronic mail or bulletin boards.
- ◆ I will not give, lend or sell copies of software unless I have the written permission of the copyright owner or the software is identified as shareware or in the public domain.

I recognize that the work of all users is valuable therefore:

- ◆ I will protect the privacy of others by not trying to learn their passwords.
- ◆ I will notify the system administrator if I am aware of or suspect that others' passwords have been discovered or that system security is at risk.
- ◆ I will not copy, change, read or use files in another user's area without that user's prior permission.
- ◆ I will not attempt to gain unauthorized access to system programs or computer equipment.
- ◆ I will not use computer systems to disturb or harass other computer users by sending unwanted or hate mail or by other means.
- ◆ I will not use inappropriate language.

I recognize that the network is to be used for academic purposes only, therefore:

- ◆ I will not bring into the Division materials inappropriate to the school setting.

I recognize that the network is a "network of networks" and, as such, is not administered by any agency, therefore:

- ◆ For personal safety and security, I will not give out my personal address or phone number or those of others.

I understand the violations of the Code of Ethics described above will be dealt with seriously and will result in the immediate suspension of all computer privileges, and that disciplinary action will be taken according to the Division's/school's discipline policy.

Inappropriate Websites

Students found accessing inappropriate websites will have their computer privileges revoked for two weeks. Inappropriate sites can include, but are not limited to, sites that promote hate, violence, pornography, and topics not suitable for elementary children.



Inclement Weather

St. Paul Education Regional Division #1 Control Code: EBD Policies Manual

POLICY

The Board is concerned about the safe transport of students to and from school. In the event of inclement weather or hazardous road conditions, school bus transportation may be cancelled prior to school opening; early school bus dismissal from schools may occur during school hours; and/or, during severe weather advisory conditions, a school or schools may be closed prior to and/or after schools are opened as per the following guidelines and procedures:

1. "Inclement weather" is defined as cold, winds causing extreme chill conditions, and/or low visibility or other weather conditions which would prevent the safe transit of students to or from school.
2. Because of the size of the jurisdiction it is recognized that conditions may vary from community to community, and even within the community, at any given time.
3. The criteria for transportation closure or enhancement for this division are that busses on a particular route(s) in any community or in some cases across the whole jurisdiction will not run in mornings when:
 - a) the temperature is -40°C or colder;
 - b) in cases of temperatures warmer than -40°C if the wind chill factor is -40°C or greater
 - c) road conditions are such, on particular routes, that the probability is significant that a particular bus cannot in reasonable safety complete the route.
4. The decision for cancellation of transportation services will rest with the Principal in consultation with bus drivers/contractors. If a decision to close transportation services is made for the whole community, the Principal shall advise, before 6:30 a.m., the Director of Transportation or designate who will be responsible for coordinating announcements of closure(s) for a particular community or several communities or the whole jurisdiction by contacting Radio 1310 CHLW (645-4425) and 790 CFCW (780-490-2490). Should a decision be made to cancel only a small number of routes, the Principal and the bus driver(s)/contractor(s) will make local arrangements for advising parents of cancellation(s). The Principal shall advise the Director of Transportation of such cancellations forthwith. In communities where there is more than one principal, consultation is expected to occur and one will be appointed as spokesperson.
5. The same procedures as in Section 4 above shall apply in cases where a decision is made

to enhance afternoon dismissal be it for the whole school or for specific routes.

6. Even if busses do not run, schools shall remain open and staff members are to report to the school on that day.
7. In extreme hazardous conditions (e.g. imminent tornado strikes, extremely severe storm warnings, etc.) a decision to close a school or schools will be made by the Superintendent (or designate) following proper consultation.

Note: One thermometer in each area will be designated as “the official” thermometer.

Cold Weather Policy

1. No students shall be requested to stay or go out on the playground during recesses and noon hours if the temperature and the wind chill factor are colder than -25° Celsius.
2. Teachers and Supervisors shall check for appropriate apparel of students when the temperature conditions, and/or the wind chill factor are questionable.
3. Medical/physical conditions will be adhered to during inclement weather.
4. Students are expected to have proper coats, boots, toques and mittens for regular outside recesses.

Freedom of Information and Privacy Policy

St. Paul Education Regional Division #1 Control Code: BDF Policies Manual

Consistent with the intent of the objectives of the Freedom of Information and Protection of Privacy Act, the Board makes the following statement of principle: The Board endorses a policy that gives individuals a general right to access records in the custody or control of the Board. The right of access is not absolute as the Freedom of Information and Protection of Privacy Coordinating Committee member(s) must first determine the degree of right of access.

GUIDELINES AND PROCEDURES:

1. The prime functions of the FOIPP Committee member(s) shall be to:
 - a. locate records or prepare as requested;
 - b. determine whether any of the information contained on record is excepted from disclosure then decide whether he or she is willing to release the record, despite the existence of grounds for the exception.
2. The Act provides for two types of exceptions: discretionary and mandatory.
These are set out in Sections 15 to 28 of the Act. Mandatory exceptions require that Boards refuse disclosure of a record, as per FOIPP, in the following circumstances:
 - Section 15(1) disclosure harmful to business interests of a third party
 - Section 15 (2) tax information
 - Section 16 disclosure harmful to personal privacy
 - Section 19(3) information contained in a law enforcement record and where the disclosure would be an offence under an Act of Canada
 - Section 21 Cabinet and Treasury Board confidences
 - Section 26(2) privileged legal information about an individual
 - Section 5 disclosure of information prohibited by other Acts.
3. The Act also contains eleven (11) discretionary exceptions. If the requested information falls within one of the discretionary exceptions the FOIPP, Committee must follow a two-step

process:

- (1) The FOIPP Committee must first determine whether the record falls within the exception; and
- (2) Then decide whether he or she is willing to release the record, despite the existence of grounds for the exception:

The following are discretionary:

Section 17 disclosure harmful to individual or public safety

Section 18 confidential evaluation

Section 19 disclosure harmful to law enforcement

Section 20 disclosure harmful to intergovernmental relations

Section 22 specified local public body confidences

Section 23 advice from officials

Section 24 disclosure harmful to economic and other interests of a public body

(Section 25 testing procedures, tests and audits)

Section 26 information subject to legal or Parliamentary privilege

Section 27 disclosure harmful to the conservation of heritage sites

Section 28 information that is or will be available to the public.

4. Any information recorded by the Board or its employees in the course and scope of their employment shall be considered a record governed by the Act. Access requests do not apply to oral comments, discussions and communications.
5. Anyone requesting information will be required to complete the *Request for Access to Information* Form, which is to be put in said file.
6. Fees for information:
 - a) The fees for personal information by an applicant will apply to copying costs only.
 - b) An applicant is required to pay fees for services. An estimate will be given prior to providing the service.
7. Response to an access request shall not be made later than thirty days after the receipt of the request unless otherwise extended under Section 13.

Legal References: Freedom of Information and Protection of Privacy Act, Freedom of Information and Protection of Privacy Regulation, Freedom of Information and Privacy Act Handbook, Alberta School Boards' Association

School Fees

The annual school fees are:

ECS: \$98.00 (field trip, supplies, agenda, technology)

Grade 1- 6: \$68.00 (art, agenda, technology)

Music – Grade 4: \$8.00 (recorder)

These fees are subject to change on approval by School Council and the Board of Education.



Lockers/Locks

Students will be assigned a locker for the school year. Students will be held responsible for the proper upkeep of the lockers. Random locker checks may be made from time to time throughout



the school year. (The Principal or his designate is empowered by the School Act to search any locker, desk, or school bag if deemed necessary).

Reminder for Locker Use:

- ◆ **DO NOT LEAVE MONEY or VALUABLES** in your locker.
- ◆ Only school provided locks may be placed on lockers. Locks are optional.
- ◆ Combination locks are available for rent from the school at a cost of \$6.00 per year.

Video Surveillance

Ashmont Elementary School is equipped with video surveillance cameras inside and outside of the facility.

Illness at School

When a student becomes ill, he/she should notify the classroom teacher who will send or take the student to the general office. If the student appears to be seriously ill, the parent will be notified. Children should be kept at home when they are very sick. When sick children are sent to school, they are most uncomfortable and could be spreading their illness to other children.

Dress Code

All students are expected to keep shirts on while at school. Girls and boys may wear shorts in warm weather, but bathing suits and short shorts are not allowed. Summer tops for girls must have straps over the shoulders or around the neck and must cover the midsection. Clothing with inappropriate comments is not allowed. Hats are not allowed to be worn inside the school, but may be worn on the playground.

Footwear

Students must have a pair of **inside shoes**, which are to be worn indoors at all times. We ask everyone to cooperate with us in this regard, as the cleanliness of our school is very important.



Visitors

All visitors to the school must report to the general office when they first arrive in the building. All Exits are locked at 9:00 a.m. Only the main doors can be accessed after that time.

Textbooks

The school supplies all textbooks, with assigned textbooks becoming the responsibility of each student. If a book is damaged or lost, the student is assessed a replacement cost.



Library Books

Ashmont's Library is an excellent resource area for both students and teachers. Materials are geared toward supporting the kindergarten to grade twelve curriculum, as well as student leisure reading. Students may sign out a maximum of two books for a period of two weeks. It is up to each student to return or renew books at this time. Students are charged for lost or misplaced books. Money is refunded if books are returned at a later date. Please help our students with the care and responsibility of library books to help minimize our losses.

The Public library is in operation. We invite members of the community to drop in and visit. Our daytime librarians will be glad to give you assistance during the school day. **The evening librarian will be available to assist you on Tuesday, Wednesday, and Thursday from 4:30 p.m. to 7:30 p.m., unless otherwise posted.**

School Pictures

Every fall, student pictures are taken by a professional photographer and are available for parents to purchase.

Awards

The Ashmont Elementary School Annual Awards reflect the hard work and cooperative learning of the students. The awards ceremony is held at the end of June and is divided into the following categories:

Heart and Hustle Award:

Given to two students from each classroom that demonstrated tremendous progress and have an outstanding attitude toward learning.

Student of the Year:

One student per classroom - the recipient of this award is academically strong and displays a positive attitude towards learning. This student has been an excellent role model for peers.

Physical Education:

This award goes to one girl and one boy from both primary and upper elementary who displayed high levels of cooperation, effort, and willingness to learn in physical education during the year.

Music:

This award goes to one girl and one boy from both primary and upper elementary who displayed high levels of cooperation, effort, and willingness to learn in music during the year.

Cree Language and Culture:

This award goes to one girl and one boy from both primary and upper elementary who displayed high levels of cooperation, effort, and willingness to learn in Cree classes during the year.

Award Certificates:

At the awards ceremony students will get a certificate with their name on it. Along the bottom will be circles onto which metallic award stickers can be placed. These stickers are given only



to those who follow the criteria below:

- **Social Studies:** These students are interested in learning about the world around them. They have geography skills, are about to think critically about issues, are strong at inquiry-based learning (using questions to guide learning), and understand and exhibit good citizenship in their community and beyond. These children are meeting or exceeding the objectives set out in the social studies curriculum for their grade.
- **Science:** Students receiving the sticker for science achievement are able to think scientifically; that is use observations to inform understanding of scientific principles, follow procedures in the science class, reason logically and base understandings on evidence. The recipients of this sticker are the students who are successfully meeting or exceeding the curricular objectives for science at their grade level.
- **Language Arts:** Students receiving this sticker are reading and writing at/above grade level as determined by STAR reading test and common writing assessments. These students show an appreciation for reading and language and are eager learners in the language arts classroom.
- **Mathematics:** Students receiving the mathematics sticker are confident problem solvers, can communicate and reason mathematically, and appreciate and value mathematics. These students are at or above grade level in mathematics.
- **Second Languages:** These students will receive a sticker based on their strength and progress in Cree and their positive attitude toward language learning.
- **Computers:** These students show at grade level or above proficiency using technology. They are focused in class and demonstrate positive digital citizenship.
- **Fine Arts:** These students are creative and have demonstrated artistic or dramatic talent throughout the year. In art, their projects are done according to instructions and are visually appealing. These children work diligently in art class and show a love of art. With regards to drama, these students can express themselves physically and imaginatively through movement, gesture, and speech, are skilled at role play and can enhance learning in other subjects through their dramatic skills.
- **Music:** These students will receive a sticker based on the following criteria which has been demonstrated on a consistent basis throughout the year: a strong desire to learn and develop musical skills both vocally and instrumentally, a genuine love and appreciation for music, and being a positive, active participant in class.
- **Physical Education:** These students will receive a sticker based on their skill, attitude, and participation in gym class. These students have shown at grade level or above proficiency in physical education.
- **Citizenship:** These awards are given to students who have good behavior and a good attitude toward school and classmates. These students are role models within classrooms and in the school as a whole.
- **Attendance:** These students have been absent 8 days or fewer this school year.

Monthly award ceremonies recognize students of the month, class champs and other achievements worthy of recognition that month.

Appeal Procedure

Process of Appeal for School Based Decisions:

An appeal by the parent may be made through the following sequential channel:

- a. Contact child's teacher.
- b. Contact the school Principal.
- c. Contact the Superintendent of Schools.
- d. Contact the Board of Education.

The same levels need to be followed when a parent has a concern regarding an issue in the classroom or with a classroom teacher.

Handbook

This handbook is not an irrevocable contract. This handbook reflects the current policies, but is subject to change. If any changes are made throughout the year, they will be made public knowledge through the Parent Advisory Counsel and published in the newsletter.