

Milk River Elementary School



Student Handbook

MHS MISSION STATEMENT



“In partnership with parents and community, Milk River Elementary School will provide a safe and caring environment for learning, celebrating the uniqueness of each individual, exploring and encouraging the development of distinctive talents, and creating self- motivated, lifelong learners.”

SCHOOL PHILOSOPHY

1. The fundamental principle of the Milk River Elementary School is that each student is an individual. The school will make every effort to provide a school environment that allows for and encourages a high level of learning for each student.
2. The high level of learning is aided by providing a highly positive, safe, friendly, and pleasant school environment, where students and staff will be encouraged to do their best at all times and be proud of their accomplishments.
3. All aspects of education will be presented as outlined in the provincial curriculum, and any locally designed curriculum approved by the Horizon School Division: Language Arts, Mathematics, Science, Social Studies, Health, Music, Art, and Physical Education. In addition, the school will attempt to provide each student with the critical thinking skills that will help him/her make important decisions in our changing society.
4. The school will encourage student growth academically, physically, socially, and emotionally. Through the learning process, it will provide the student with the opportunities to work with other students, teachers, other school personnel, and parents, to develop responsibility, self-understanding, self-worth, and confidence necessary to achieve good work habits for the future, and to instill the desire for lifelong learning.
5. The school will utilize available technology to enhance student learning.
6. Milk River Elementary School believes in a set of standards for student behavior and expects all students to abide by them.
(See Code of Conduct)
7. The school operates in co-operation with the home and the community and enhances the learning that is taking place in the home. As such, the school and parents are partners ensuring that children are well prepared for their encounters with life. This partnership is strengthened and maintained on a continuing basis by frequent communication by the school with its parents, by the parents and the community being encouraged to take part in school activities and events, and by an active School Advisory Council.

THE SCHOOL

Milk River Elementary is a Kindergarten through grade 5 school. We offer an Early Learning program, Inclusive Education program and have the benefit of a Speech Pathologist, speech assistant, and librarian, as well as other support staff.

SCHOOL INFORMATION

Phone – (403) 647-3747

Fax – (403) 647-2404

P.O. Box 330

Milk River, AB T0K 1M0

PRINCIPAL	- Mrs. Rachelle Miller
VICE-PRINCIPAL	- Mrs. Sandi Hughes
SECRETARY	- Mrs. Sheina Russell
CUSTODIAN	- Ms. Rebecca Toly

SCHOOL HOURS

Monday – Thursday

Warning Bell - 8:25 A.M.
 Classes Begin - 8:30 A.M.
 Lunch Begins - 12:05 A.M.
 Classes Begin - 12:35 P.M.
 Dismissal - 3:25 P.M.

Friday

Warning Bell - 8:25 A.M.
 Classes Begin - 8:30 A.M.
 Dismissal - 12:10 P.M.

Monday – Thursday there will be two 15-minute recesses; in the morning from (10:10 – 10:25) and in the afternoon from (2:00 – 2:15). On Friday there will be one 15-minute break during the morning (10:10 – 10:25).

Students receive copies of supply lists for the upcoming year in their June report card. Supply lists are listed on our School Web Site and displayed on Horizon School Division Web Site @ www.horizon.ab.ca.

ABSENTEEISM

In the event that your child is away from school because of illness, medical/dental appointments or any other reason, please send a note, Class Dojo or call the school. This will be considered a legitimate excuse.

BUSES

School buses load and unload on the South Street in the bus-loading zone. Section 105(3) of the Highway Traffic Act states: “Where a school bus is displaying alternately flashing red lights, the operator of a vehicle approaching the school bus shall

(a) when approaching the school bus from the rear, if the school bus is on a highway that is divided by a median into 2 separate roadways, or

(b) when approaching the school bus from the front or rear, if the school bus is on a highway that is not divided by a median into 2 separate roadways,

Stop the approaching vehicle before it reaches the school bus.”

Parents dropping off and picking up children are asked to do so on the North side of the school. Students should then walk along the gymnasium on the sidewalk.

INCLUSIVE EDUCATION

The school employs one part-time learning support teacher to facilitate individual support plans for a variety of needs. All students participate in graded classrooms and receive individual supports as required.

HORIZON PROGRAMS

The school has the benefit of a Family School Liaison Counselor and a Wellness Coach. These program provide support for students, families, and school staff to enhance the student’s personal, social, emotional, and academic success. Support is provided through individual counseling for students/families, group counseling, and educational presentations to students, parents, and/or staff.

We also have a Family Connections Program that brings a worker to our school weekly.

We are fortunate to have a Mennonite Liaison worker and a First Nations, Metis, Inuit (FNMI) Liaison worker that provide support to students and families within the Division.

STUDENT EVALUATION, REPORTING AND PARENT-TEACHER INTERVIEWS

Report cards will be distributed during the following months:

Report 1 – November

Report 2 – February

April – Celebration of Learning

Report 3 – June

Following the first and second report cards will be parent-teacher interviews. There will be a school wide Celebration of Learning in April. All interviews will be held after school unless other arrangements are made with classroom teachers.

SCHOOL NEWSLETTERS & ASSEMBLIES

A monthly calendar and newsletter will be posted on Class Dojo at the beginning of each month (the first Monday) to help keep parents informed of events and happenings taking place at the school. Updates and additional information notices will also be posted on Class Dojos to account for any changes that you need to be informed of. At times, teachers send out updates for their classes.

There will be a general assembly the first Thursday of each month at 2:45 P.M. unless otherwise notified. Assemblies will be recorded, and a link will be shared on Class Dojo!

STUDENT LIBRARY USE

1. Students in **Kindergarten – Grade 3** may take out a maximum of **two** hardback or paperback books (novels) for one week at a time. Students in **Grades 4 & 5** may take out a maximum of **three** hardback or paperback books (novels) for one week at a time.
2. Lost books must be paid for at a replacement cost or replaced. No books can be borrowed until the book is paid for or replaced.
3. Overdue lists are posted monthly in the library and a reminder is sent home in student envelopes.

BILLET LIST FOR BUS STUDENTS

When conditions make it necessary for bus students to remain in town, they will be billeted with a family in town unless other arrangements have been made. Please fill in the billet information on the Demographic Update that comes home with each student at the beginning of the school year.

FIRE DRILLS/LOCK DOWN PROCEDURES

Fire drills and lock down procedures are held periodically throughout the year. For this reason, footwear must be worn at all times throughout the school day in case they must exit quickly into wet or cold, snowy weather conditions. Please assure that your child has an extra pair of indoor shoes.

PROPERTY IDENTIFICATION AND LOST AND FOUND

ALL PRIVATE PROPERTY, ITEMS OF CLOTHING, BOOTS, SCHOOL SUPPLIES, AND LUNCH BOXES MUST BE CLEARLY LABELLED WITH THE STUDENT'S NAME. Students store their coats and lunches in their classroom, and boots, when required, in the entrance boot rooms.

A lost and found box is kept at the school in the front entrance. By the end of the school year, there are usually many "found" items filling the box. Articles with the owner's name labelled on them makes it possible for them to be easily returned. On visiting the school, parents are invited to check the lost and found box occasionally.

NOON HOUR POLICY

Supervision is provided at school during noon hour. Students who stay for lunch will be having lunch in their homerooms, under teacher supervision. Students staying for lunch during noon hour are not allowed to leave the school grounds. Exceptions to this can be made by a written request signed by the parent.

REGISTRATION

A. For Early Learning and Kindergarten

Registration for Early Learning and Kindergarten in the Horizon School Division starts the month of January. In registering for these programs, please bring and present the Birth Certificate and Alberta Health Care Card.

B. Other Grades

New students should register for class assignments at the office the first day of school or during the week preceding school opening.

POLICY REGARDING ENTRANCE AGE TO GRADE ONE

Students turning age 6 by December 31 of the year are eligible for grade 1 in September of that school year. Policy requires that no extensions past that date be considered.

SICKNESS AND ACCIDENT PROCEDURE

If a child becomes ill or is injured at school, parents will be contacted to come and pick up the child. If this is not possible, the child will be kept in another room at the school. In emergency cases, the child will be taken to the clinic or the hospital. No medication (aspirin, etc.) can be given to students at school. Students contacting contagious diseases should stay at home until the contagious period is over.

CODE OF CONDUCT

Introduction

It is the belief of Milk River Elementary School that good student behavior is a necessary condition for a safe, caring, and effective learning environment. If we wish our schools to be successful, where all have an equal opportunity to learn, we need well-defined expectations for behavior. This section of the handbook outlines our expectations at Milk River Elementary School.

BELIEFS

Our expectations are based upon the belief that we all have certain rights and responsibilities that must be recognized in order to make our school community a safe, inviting place where all can grow and become contributing members of our society.

- **OPPORTUNITY** -each child should be given the opportunity to grow to his/her potential and develop a positive self-worth.
- **COLLABORATION** -responsibility for developing and enhancing a child's self-worth and self-image lies with the **child, parents, teachers and community members** who touch the life of each child. Parents, as the prime educators of their children, must accept and share with the school the responsibility for teaching children appropriate, acceptable behavior. By working together in a cooperative manner, we can ensure positive student conduct. Discipline is essential in building accountability, responsibility, respect for others, and most important, **self-respect**.

- **RIGHTS** -all students have the right to learn. This right should be exercised in a school climate that is satisfying and productive, without disruptive behavior by any student that infringes upon the rights of others.
- **RESPONSIBILITY** -all students must understand and accept that they are responsible for their behavior. They must recognize that any behavior, which disrupts or detracts from the educational climate of the school, is unacceptable. Any behavior, which interferes with the rights of others, is neither responsible nor acceptable behavior. Students are expected to follow reasonable rules, which are established for the benefit of all students, the school staff and the greater school community. Conduct should be governed accordingly.

RIGHTS & RESPONSIBILITIES

All students must know what behavior is acceptable, where it is acceptable, and when it is acceptable. We at M.R.E.S. believe the majority of the students behave in reasonable, responsible and positive ways and understand the need for the following list of student rights, responsibilities and school wide expectations:

1. I HAVE THE RIGHT TO AN EDUCATION

It is my responsibility to listen, to learn, to practice, to complete school assignments and to accept assistance when necessary. I will not disturb, disrupt or interfere with the instruction of my teachers and/or the learning of my fellow classmates.

2. I HAVE THE RIGHT TO HAPPINESS AND TO BE TREATED WITH DIGNITY AND RESPECT IN OUR SCHOOL.

It is my responsibility to treat others with honor and polite consideration. I will not laugh at, tease or put down other students, staff or adults.

3. I HAVE THE RIGHT TO HEAR AND BE HEARD IN OUR SCHOOL.

It is my responsibility to help maintain a calm peaceful and quiet school. I will not interrupt, shout, or make loud noises when others are speaking.

4. I HAVE A RIGHT TO BE SAFE AND SECURE IN OUR SCHOOL.

It is my responsibility to contribute to the safety and security of others by being kind and considerate. I will not threaten, push, pinch, hit, kick, spit at or hurt others.

5. I HAVE THE RIGHT TO FREE EXPRESSION IN LEARNING ABOUT OTHERS AND MYSELF.

It is my responsibility to learn about others and myself in this school. I am free to express my feelings and opinions as long as I am not rude, disrespectful or disruptive to the order of our school and/or personal and public property.

6. I HAVE A RIGHT TO BE MYSELF IN OUR SCHOOL.

It is my responsibility to respect the uniqueness of others as individuals and not to treat others unfairly because of differences.

7. I HAVE A RIGHT TO PRIVACY AND TO MY OWN PERSONAL SPACE.

It is my responsibility to respect public property, the personal property of others, and to accept their right to privacy. I will not use other's property or possessions without permission.

**8. I HAVE A RIGHT TO ASSISTANCE AND SUPPORT IN LEARNING
SELF-CONTROL.**

It is my responsibility to practice self-control and ask for assistance when necessary. I will expect to be corrected when I neglect the rights of others, as they shall be corrected if my rights are neglected. No one will silently stand by and witness the violation of personal rights.

***I CAN EXPECT THAT ALL THESE RIGHTS WILL BE MINE AND I WILL DO
MY BEST TO FULFILL ALL MY RESPONSIBILITIES!***

SCHOOL-WIDE EXPECTATIONS

1. I am expected to show consideration, courtesy and respect to others and their property.
2. I am expected to put away personal technology during the school day, including recess and lunch.
3. I am expected to walk quietly and safely to and from all activities in an orderly manner. Common sense and safety are our guides.
4. I am expected to avoid the use of profane language and inappropriate gestures.
5. Student doors will open at 8:15 A.M. at which time teacher supervision will begin. I may enter the building to put away supplies and then should return outside. During inclement weather, I may be allowed to remain indoors.
6. I am expected to wear clean, dry footwear in the school. If I have boots or wet footwear I will remove them and place them in assigned areas and put on suitable footwear for use in the school. Fire regulations state that students must always have footwear on, and therefore, students are required to always have shoes or runners on.

7. If I remain at school for lunch, I am expected to eat lunch in my classroom and behave appropriately, showing due respect for others.
8. I am expected to remove headgear upon entering the school and refrain from wearing it during regular class time.
9. If I must leave the school during the school day, my parents/ guardian will notify my teacher and/or office.
10. I am expected to leave the school promptly at dismissal time, unless involved in a supervised activity and report home or to a location determined by my parents or guardian.
11. I am expected to treat all school property (washroom facilities, walls, desks, books, etc.) with dignity, care, and respect.
12. I am expected to be in classrooms during class time. To leave the room, I require the teacher's permission.
13. I am expected to be diligent in pursuing my studies, attend school regularly and punctually, cooperate fully with everyone authorized by the school to provide educational programs and other services, comply with the rules of the school, account to my teachers for my conduct, and respect the rights of others at all times. (*School Act. Article 7*)
14. I am expected to report any vandalism or damage of school property to the school office or classroom teacher immediately upon discovery.

SCHOOLGROUND EXPECTATIONS

1. I am expected to use school and recreational equipment appropriately.
2. I am expected to play safe games that will not harm or potentially endanger others or myself. Some examples of inappropriate games are; tackle football, tackle soccer, throwing snowballs, and play fighting.
3. I am expected to respect the rights of participants in organized games and not to disrupt their activity.
4. I am expected to gather and play in the designated recreational areas.

RECESS EXPECTATIONS

1. Students will be asked to remain outside for the whole break unless the weather becomes inclement. To facilitate this, teachers will remind students to take coats and hats, and use the washroom before going out for recess.
2. Students may ask the supervising staff member for permission to go back into the school if necessary.
3. Students, with permission from parents to stay in, will have their names written on their classroom white board for supervising staff to see.
4. Students will be asked to come inside as soon as the bell rings.

SCHOOL DISCIPLINE

Every child has the right to an environment conducive to learning. The purpose of discipline is to facilitate learning by maintaining control and helping students develop self-control and responsibility. In order to provide an atmosphere conducive to learning, it is the responsibility of each teacher to establish specific and reasonable rules and expectations. Each teacher is responsible to ensure that:

- All rules and expectations are consistently enforced.
- All students realize that they are responsible to, and are under the supervision of, all adults in the school.

School Responsibilities

At the beginning of each term, teachers discuss with their classes all items relevant to student behavior so that each student clearly understands what behavior is expected.

Teachers assume the responsibility of acquainting each new student with the Guidelines and Procedures as outlined in this handbook as well as classroom expectations during the school term as necessary.

Teachers intervene to help settle disputes and enforce rules and expected standards of behavior as necessary. Classroom meetings occur in each room to discuss problems and possible solutions for those problems. Students are expected to attempt to solve their problems using some of the techniques they learn. If they find they cannot solve the problem themselves, they are encouraged to ask for adult intervention. The situation from here may take several directions, from being reported to and dealt with at the office, referred to our Counsellor, and/or parent involvement.

Student Responsibility

It is the responsibility of each student to:

- Become aware of and follow rules and expectations as set out by this handbook.
- Conduct himself/herself appropriately at all times to ensure that there is no disruption to the learning climate of himself/herself or to others.
- Conduct himself/herself in accordance with expectations of the school so that he/she will not create a danger to himself/herself or to others.

It is to be understood by each student that behavior that is either disruptive or dangerous may result in suspension from class activities and/or school activities. After exhausting all interventions available, students who choose to continue to display inappropriate behaviors may be suspended from school. The length of the suspension is determined by the severity of the incident as well as the number of incidents. Should a suspension take place, the parents of that student may be required to accompany him/her to school to determine a course of action before the child returns to the class and/or activity.

Student Expectations

- In the mornings, students are expected to remain on the playground (except in extremely cold or wet weather) until the bell rings to enter the school.
- At playtime, students are encouraged to get drinks and use the washroom before going outside. Students are to remain outside until the bell rings. If a child wishes to re-enter the school before the bell, permission from a supervisor is necessary.
- At the end of playtime, students are to enter the school as soon as the bell rings.
- Students are to be polite, respectful of others and to move in an orderly manner at all times.
- When changing classes, students are encouraged to proceed quickly, quietly and in an orderly manner.
- Students are responsible for behavior that is safe and caring. Behavior that may not be safe or may be harmful to students in any way such as throwing snowballs, fighting, rough play or inappropriate language is not acceptable.
- In an effort to keep our school grounds clean, students are requested to use the garbage cans found at each entrance.

Parent Responsibilities

Parental support and co-operation is extremely important in order to establish and maintain an excellent learning environment. It is also helpful if parents provide the school with information that will assist in working with their children.

Procedures for Handling Disruptive Students

1. Warning

Teachers:

- Point out to the student the nature of his/her offence.
- Review/restate the relevant rule/expectation for class and/or school activity.

2. Teacher Intervention

Teachers:

- Use various strategies and/or procedures in an attempt to eliminate the offensive and/or disruptive behavior.
- Document the dates and/or periods of the disruptive incidents.
- Document all strategies and/or procedures used to deal with the disruption.

3. Parent Contact – Office Contact

In the event that the student is not responding to strategies employed, teachers:

- Contact the parents personally to inform them of the problem and seek their co-operation in dealing with the situation. At this time, the teacher is to make clear that school policy states that should the student continue to disrupt the class, referral to the office will be made and suspension may be necessary. If behavior is such that he/she is disruptive to the learning environment of others, the office should be contacted, and the student may be sent home.
- Notify the Principal, or designate, of any student who habitually disrupts the class. This is done at the same time parents are contacted. There should be no surprises for administration or the parents when it comes to recurring misbehavior.

4. Office Intervention

Should the situation warrant:

- The student will be temporarily suspended from class/school activities by the Principal or designate
- Before returning to school, a meeting may be organized to discuss decisions as to a course of action. This may include parent intervention or referral to other agencies.

Procedures for Handling Discipline Problems

Each teacher enforces all points as indicated. Teachers intervene to help settle disputes and enforce rules/expected standards of behavior.

Offences are divided into two categories:

Minor Offences

- Those that require minimal involvement of supervising teachers and can be quickly and adequately resolved to the supervising teacher's satisfaction.

Major Offenses

- Those that the supervising teachers are unable to resolve to their satisfaction and/or are of a severity that the administrator is informed.
- Documentation of major offenses is made as soon as possible following the incident.

The supervising teacher and the administrator will jointly deal with major offenses. Major offenses include:

- Use of profane language
- Fighting
- Vandalism
- Theft
- Disrespect (e.g., continued disobedience, argumentative)
- Chronically disruptive students (see procedures for handling disruptive students).

We Learned It All In Kindergarten

by: Robert Fulghum

Most of what I really need to know about how to live, and what to do, and how to be, I learned in kindergarten. Wisdom was not at the top of the graduate-school mountain, but there in the sandbox.

These are the things I learned. Save everything. Play fair. Don't hit people. Put things back where you found them. Clean up your own mess. Don't take things that aren't yours. Say you're sorry when you hurt somebody. Wash your hands before you eat. Live a balanced life. Learn some and think some, and draw and sing and dance and play and work every day some.

Take a nap in the afternoon. When you go out into the world, watch for traffic, hold hands and stick together. Be aware of wonder. Remember the little seed in the plastic cup? The roots go down and the plant goes up, and nobody really knows why, but we are all like that.

Goldfish and hamsters and white mice — and even the little seed in the plastic cup — they all die. So do we.

And then remember the book about Dick and Jane and the first word you learned, the biggest word of all: LOOK. Everything you need to know is in there somewhere. The golden rule and love and basic sanitation. Ecology and politics and sane living.

Think of what a better world it would be if we all had cookies and milk about three o'clock every afternoon and then laid down with our blankets for a nap. Or if we had a basic policy in our nation and other nations always to put things back where we found them and cleaned up our own messes.

And it is still true, no matter how old you are, when you go out into the world, it is best to hold hands and stick together.