



HANDBOOK

2018 – 2019

“Achieving our personal best in a safe and caring environment”

This handbook is posted on the school website: <http://www.horaceallenschool.ca/>

School Directory

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Principal: Mrs. Elaine Garner
Assistant Principal: Ms. Myrna Dembicki
School Secretary: Mrs. Cherie Snider

Teachers:
Kindergarten K-1 &K2 Mrs. Kara Kulak
Kindergarten K-3 Mrs. Jolaine Kelly
Grade 1A Mr. Michael Page (Mrs. Alisha Reil on Leave)
Grade 1B Miss Kayla Marra
Grade 1C Mrs. Becky Pichurski
Grade 2A Mrs. Lenore Tarcon
Grade 2B Mrs. Lesley Margetak
Grade 2C Mrs. Brandie Fast
Grade 3A Mr. Roy Lach
Grade 3B Miss Tammy Gregory
Grade 3C Miss Kelsey Hill
Music Mrs. Annemarie Neudorf
Learning Support Mrs. Jen Stickney
Learning Commons Facilitator: (technician) Mrs. Laurie Lowe
Learning Commons Facilitator: (teacher) Mrs. Elaine Garner

Family/School Liaison: Mrs. Karen Manzer

Teacher Assistants:

Mrs. Bernice Dunbar	Mrs. Michele Pitt
Ms. Sherri Gleave	Mrs. Pauline Beech (Speech Language Assistant)
Mrs. Stacey Hildebrandt	Ms. Nicole Ginther
Mrs. Debbie Nye	Mrs. Jennifer Myke
Mrs. Barb Lindsell	
Mrs. Kaori Aindow	

Custodial: Ms. Leslie Foster
Mrs. Angela Jurouloff
Mrs. Cinnamon Parsons



Welcome to Horace Allen School, part of Livingstone Range School Division. Our school proudly serves K-3 students and their families from the communities of Coleman, Blairmore, Frank, Bellevue and Hillcrest. Originally built as a High School in 1963, HAS is named for Mr. Horace Allen, the school's first principal and a longtime educator in Coleman. Over the years, HAS has undergone several renovations, the most recent one in 2003. Our school now features improvements which make it appropriate for a K-3 school population.

Horace Allen Mission Statement

"Achieving our personal best in a safe and caring environment."

Our mission statement is based upon our school's values and beliefs.

Values:

- Honesty: telling the truth even when you do not want to, or it is hard to because of the choices made
- Respect: being polite to others, using good manners, treating each other as we want to be treated
- Caring: displaying kindness and concern for others
- Fairness: sharing, taking turns, playing by the rules; choosing to be open minded and to act in a just and fair way
- Responsibility: being counted on to do your job when asked; the ability to act independently and make decisions to support yourself or others

Beliefs:

- Every individual is unique and has his/her own learning style.
- Learning is a life long process and is a cooperative effort between community, home and school.
- Children must be given the opportunity to experience success.
- Our school is a safe, friendly and comfortable environment which recognizes the dignity of the individual and fosters respect for others.
- Schools must nurture the whole child, including the physical, emotional, social and academic needs of all students.

We believe that public education is the best means to achieve these beliefs and values.

School & Staff Responsibilities

HAS staff:

- provide a safe, respectful and empathetic environment where students are able to challenge themselves to achieve their personal and academic best.
- understand that students learn in different ways, and adapt our teaching to meet their needs.
- work as a team to achieve common goals.

- are well prepared to meet the challenges associated with teaching and supporting student learning.
- assist students when they need help.
- are advocates for all students.
- are lifelong learners, who are constantly striving to improve our practice.
- have a sense of humor.
- take ownership for our mistakes and strive to correct them.
- encourage parents to approach us with questions and concerns about their child's progress.
- report student progress to parents, in detail, 3 times per year.
- notify parents the same day if their child is absent.
- celebrate learning, and are committed to academic excellence.
- provide experiences that address academic, social and emotional development of students.

Parent Responsibilities

- Send your child to school regularly, healthy, happy and ready to learn.
- Support your child(ren) in arriving at school on time.
- Check and look over student assignments/ agenda each day.
- Attend intake interviews and student led conferences.
- Check on your child's progress with his/her teacher on a regular basis.
- Contact your child's teacher when you have questions or concerns about your child's academic or social progress.
- Support school activities.
- Read all school correspondence.
- **Volunteers will complete and sign a Volunteer Registration Form annually, and submit an up to date Police Information Check with Vulnerable Sector Check every second year .**
- If you are volunteering in the school, report incidents of student misbehavior to the child's teacher, as it is his or her responsibility to maintain an appropriate classroom climate.
- Provide healthy snacks and lunch each day.

Student Rights & Responsibilities

Students have the right:

- **to enjoy school**, and the responsibility to have a good attitude and participate in a way which helps make Horace Allen School a place where everyone can feel safe, welcome and included.
- **to learn**, and the responsibility to be on time, take ownership for their learning, be prepared, accept challenges and do their best.
- **to be safe**, and the responsibility to move in an orderly manner through the building, remain in the school and on the school grounds, behave in a way that does not threaten or physically harm others or self and take ownership for their actions.

- **to have personal property respected**, and the responsibility to respect the property of others and the school.
- **to hear and be heard**, and the responsibility to communicate respectfully and in a way that does not disturb others when they are speaking and learning.
- **to be treated with respect** and the responsibility to act in a way that does not tease, bother others or hurt their feelings. When disagreements happen, small problems are the student’s responsibility to solve peacefully through the use of Kelso’s Choices, or find an adult school staff member to help solve the problem.
- **to learn in a clean, safe environment**, and the responsibility to make sure that materials and belongings are kept neat and tidy by picking up trash and keeping desks and cubbies neat and tidy.

School Times

8:35	Entry Bell – classes begin @ 8:40
10:30–10:45	a.m. recess – (M – Th)
11:00–11:35	Recess & Lunch Break – (Fri. only)
12:10-12:45	Recess & Lunch Break – (M-Th)
3:10	Dismissal – (M-Th)
1:10	Dismissal – (Fri. only)

Students are expected to arrive on time, move quickly to their door when the bell rings and enter school in a polite, orderly fashion.

- All students are expected to arrive at school on time and proceed to class quickly and orderly at bell times. K1 & K2 students enter through the front side door and Gr. 1 students enter through the front door. K3 and Gr. 2 & 3 students line up and enter through the door on the north side of the school. Students who are late must enter through the front door and check-in at the office.
- School starts each morning with O Canada played over the school intercom. All people in the school are expected to stop and either sing O Canada or stand quietly and respectfully. Daily announcements immediately follow O Canada.
- **Please note: Outside supervisors go outside at 8:25 a.m. In the interest of your child’s safety, please drop off after this time. Arrangements can be made with school administration if you need to drop your child off prior to this time due to work commitments.**

Student Attendance – Admin. Procedure 330

Whenever possible, **parents are asked to leave a message on the school answering machine, or inform the school of their child's absence by 9 a.m.** If your child is unaccounted for by that time, our administrative assistant will phone the home to ascertain the child’s whereabouts. If a student arrives after the bell he/she must enter by the front door and check in to the office. Students find learning easier when there is minimal disruption to their daily routine and arrive at school on time.

Livingstone Range School Division recognizes the importance of students being in regular attendance at school. The primary responsibility for regular school attendance rests with the student and the parents/guardians. However, should attendance become irregular and there is concern that the educational program of a student is in jeopardy, the school shall become

involved in accordance with the procedures outlined in this [Administrative Procedure 330 Student Attendance](#).

1. Students will attend school regularly and punctually in accordance with Section 12(b) of the School Act, and that students and parents/guardians have primary responsibility in this regard.
2. School staff will enforce the student attendance policy.
3. Parents/guardians will, in accordance with their legal responsibility, enforce student attendance.

If a student's overall attendance falls below the 90% level, or if a student is inexcusably absent, the administration may initiate one or more of the following actions.

1. Conference with the student and/or parents/guardians.
2. Adjust programs or schedules
3. Provide counselling from within or from outside the school setting.
4. Take whatever other action is deemed appropriate by the administration.

If there is no improvement in the regular attendance patterns, after attempts to resolve the problem have been carried out, the administration may initiate one of the following actions.

1. Denial of school privileges.
2. Consider alternative educational placements.
3. Referral to attendance officer

Buses

Many students attending Horace Allen arrive by bus. Our bus drivers are Adele Heisler (#1), Carol Ann Smith (#2), Paula Brazonni (#3), Leah Sciarra (#4), Becky Rinaldi (#5), Donna Davis (#6), Dallas Smaniotto (#7) and Marie Lorne (#8). While travelling on school buses, students are expected to stay seated at all times ("Back to the back, and bottom to the bottom."), face forward, use quiet voices and keep their hands to themselves.

Inappropriate behavior on the bus is reported to parents and the school administration by the driver, and repeated offences can result in suspension from the bus. Bus schedules will be available in the school's office. Students are assigned to a bus based on their home address. Students may not travel on an alternate bus to go home with friends but are able to get off at an alternate stop on their route after presenting the driver with a written parental note indicating the alternate stop.

All bus students will be transported to CCHS before heading home at the end of the day. Those students that need to transfer to another bus will be supported in the transfer. All HAS bus students will wear bus tags that will include their name, address, phone number and bus number. **If your address or phone number changes, please let the school know so that bus tags can stay current.**

If you need to pick up a bus student for whatever reason, please pick them up at HAS before the bus leaves for CCHS. If an emergency situation requires a pick-up at CCHS, please park and enter through the front doors of CCHS. Go upstairs to the office and explain the situation. A CCHS staff member will go and get your child for you. **Parents are asked to NOT park or pick up students from the back bus area of CCHS to alleviate traffic congestion and for the safety of all students.**

Newsletters

School newsletters can be accessed on the **HAS website @ horaceallenschool.ca**. If you would like the newsletter sent to your email account, please register online. Newsletters will contain dates of special events, such as assemblies, field trips, community events and news from the school and School Council. If you require a paper copy of the newsletter, please make arrangements with Mrs. Snider, School Administrative Assistant in the office. **Newsletters, schedules and other important notices are posted regularly on our school website.**

Indoor and Outdoor Shoes

- All students are expected to have indoor shoes at school. These shoes should be appropriate for gym use and are not to be worn outside, in order to maintain a high standard of cleanliness in our school.
- All outdoor shoes will be removed and stored neatly in the mudrooms.
- Students should always have footwear on in case of a fire drill, or if there is a need for an emergency evacuation of the building.

Toys and Electronics

Our school is a learning institution and, for this reason, **students are expected to keep all toys and electronics at home**, with the exception of “Tell and Show” or special celebration days. The school is not responsible for toys or electronics misplaced at school. Toys are not to be played with at recess times, with the exception of sports equipment, such as ball gloves, etc. which need to have the student’s name clearly labeled on the equipment. If a student brings an electronic for use during the bus ride to and from school, the student is expected to keep the electronic in his/her backpack while at school. Please ensure that your child’s name is on any toys or electronics.

Parking/Cross Walk

Parking is provided in the parking lot east the school building. Please park off of the pavement area and to the east of the painted crosswalk. Please use the painted cross walk to enter and exit the school area at all times. This designated crossing zone is available to keep everyone safe. There are 2 handicapped parking spaces available on the north side of the parking lot, directly behind the crosswalk. **Please ensure you have your parking tag visible in your vehicle if you use these spaces.**

Telephone Calls

Students will not be called to the telephone during school hours unless there is an extreme emergency. If your child is being picked up, please send a note in the agenda. **Without a written note, bus students will be put onto the bus at the end of the day if parents are not here to pick them up.** We request your assistance with this, in order to keep learning environments from being disrupted during the school day. Students are allowed to use telephones with teacher permission and for emergency reasons only. Parents wishing to contact teachers for non-emergency reasons during the school day will be put through to the teacher’s voicemail messaging system.

Events and schedules for skiing, swimming, etc. are posted on our school's website. We encourage you to check the website before telephoning the school, and to please keep and refer to these schedules when they arrive home with your child.

No alternate bussing will be provided to transport students to extra curricular activities.

Breakfast, Snack and Lunch

Horace Allen provides a breakfast program for students. Students who have not had the opportunity to have breakfast enter the school via the front door as soon their bus arrives in order to have breakfast at school. Bus drivers are aware of this program, and we have encouraged them to remind students before getting off the bus. Children hurry in, and finish their breakfast before the bell rings at 8:40 a.m. There is a warning bell 3 minutes before the final bell to warn children to finish up. Students are expected to enter quietly, take off their boots at the door, and leave backpacks neatly in the front hall and move quickly to get their breakfast. They are expected to show respect and to eat quietly and behave appropriately. Any students not complying with school rules will be asked to leave. **This program is not intended to replace breakfast from home on a regular basis.** Research clearly demonstrates that children learn best when they are well rested and have a good breakfast, and we appreciate that there may be times when, for a variety of reasons, children do come to school without breakfast. Our goal is to do all we can to help our students be ready to learn.

All students bring their lunch to school and eat in their assigned lunchrooms. (K1 & K2 in gym, Grade 1 on stage and K3, and Grades 2 and 3 upstairs) Students are expected to use acceptable table manners, a conversational voice, and to clear their trash from the lunchroom tables before they leave. Students spend a minimum of fifteen minutes eating their lunch. Additional time is available, but we do encourage students to finish up as soon as possible after their recess break. **For safety and hygiene reasons, microwaves are not available.**

Milk is sold for \$1 from September to June. Grade 3 students will sell milk tickets at the office. Order forms are available at the office and on the web site. Tickets are valid for the current school year only. The HAS School Council offers several hot lunches throughout the year for a nominal cost.

All classes have a provision for snack time in the morning and again in the afternoon. In keeping with our Health Curriculum initiatives, **we are asking that all snacks at these times be healthy ones, such as fruit or vegetables, cheese and crackers, healthy muffins, etc.** As the time is limited, we ask that any snack which requires a spoon, yogurt tubes and squeeze fruit be saved for lunchtimes.

HAS has a number of students who are extremely allergic to peanuts/tree nuts. We ask that all snacks and lunches are peanut free. If you send WOW butter to replace peanut butter, please let the school know by a note in the agenda or a sticker on the sandwich/snack. We strive to keep all students safe in all environments throughout the student's school day.

Field Trips

Field trips are an important part of your child's learning. Notification of field trips will be sent to you in writing, with a written permission to participate notice attached to it. **This notice must be signed and returned to the school with your child by the date indicated on the**

slip in order for your child to participate. Students will not be allowed to telephone for permission on the day of the fieldtrip. Costs associated with transportation and admission fees will be indicated on the notice.

Safety and Security

The safety of everyone in our building is of paramount importance. For this reason, **doors are locked and all visitors are required to enter through the front doors to sign in at the office.** Employees wear picture identification at all times. Lockdown drills are conducted three times per year, and fire drills six times per year. Staff and students are aware of the procedures for these drills, and everyone in the building is accounted for. **No one is allowed past the front office without signing in.** If you are in the building and haven't signed in, you will be asked to go back to the office to sign in. This is not only for the safety of our students, but for your safety in the event of an emergency. If you have not signed in, we do not know to look for you. Parents and adults visiting the school are asked to use the washrooms designated for adult use.

Responsible Use of Technology

At Horace Allen School, we believe that technology can be a powerful tool to enhance learning. In order to provide quality education to rural students in a dynamic learning environment, LRSD provides network resources that support learning for students and staff. "Network resources" refers to all hardware, software, services (e.g., e-mail or Internet) and information resources accessed by authorized users of the LRSD technology network. Having our students learn responsible use of the Internet as an educational resource and maximizing its potential as a learning resource, depends on the coordinated effort, involvement and commitment of the student, the school and the parents.

One aspect of that commitment is for parents and students to review this Network Responsible Use Agreement and accept its terms and conditions. Students must follow the rules on the Network Responsible Use Agreement when utilizing network resources, on school computers or personal devices, including accessing the Internet or using e-mail. Network use is a privilege, not a right. Failing to follow these rules may lead to loss of privileges.

Assessment and Reporting

- Report cards are one of the several ways of sharing student progress.
- Three written report cards are issued to students throughout the year.
- Conferences are scheduled in late September/early October as intake interviews in order to share information with the classroom teacher.
- Two more conference times are scheduled following the first and second report cards. These conferences are celebrations of learning, and students will be actively involved in sharing their learning with families. Families are encouraged to participate in these conferences and to discuss alternate options with the teacher if they are unavailable.
- All K students have a communication (home) folder and Gr. 1-3 students have an agenda. This tool provides an opportunity for home and school to communicate as needed on a daily basis.

It is strongly encouraged that if your child is experiencing struggles in one or more areas of school to maintain close contact with teachers throughout the year, in order to maintain good

communication and help in supporting your child to have a successful year. Parents are encouraged to contact their child's teacher any time they have questions or concerns about his/her progress.

Assessment is based on the Alberta Education Program of Studies Curriculum, and can be composed of tests, quizzes, checklists, rubrics, journal entries, teacher anecdotal comments and student portfolios.

Learning Support

LRSD #68 has written policies and procedures regarding education of students with unique learning needs, which include roles and responsibilities of system and school. Learning Support programming and services are available to staff, students and parents through a referral process at the school level. Included in this is identification, placement, IPP development, coordination of services and transition planning. Staff and parents have access to information that describes characteristics used to identify students with unique learning needs. Informed, written parental consent is obtained prior to outside agency referrals and specialized assessment.

Students with unique learning needs often require specific interventions to help them succeed in school. These interventions are usually coordinated under the direction of the Learning Support teacher in conjunction with the classroom teacher. HAS has access to Alberta Health Services (speech and language pathologist, occupational therapists and physiotherapists) and contracted Educational Psychologists. Through a team approach, we are better able to target individual student needs. Through data collection, assessment and interpretation, and development of IPP's, HAS is able to positively intervene for successful student learning.

Livingstone Range School Division school staffs strive to work together with students with specific learning needs and their parents, to design appropriate programming based on shared information. Any concerns can be addressed at the school level with the Learning Support Teacher and Principal, and then, if necessary, with the jurisdiction to determine the needed next steps (Policy 14, Livingstone Range School Division #68). Further problem solving might involve the Superintendent of schools, the School Board or the Minister of Education.

PUF (Early Education)

Program Unit Funding (PUF), in addition to Base Instruction Funding, is available to approved ECS operators and school authorities for young children who are 2½ to 6 years of age by September 1, and who have been identified with a severe disability/delay. Children are eligible for up to three years of ECS funded programming, depending on age, severity of the disability/delay and its impact on the child's ability to function within an ECS program. The Standards for the Provision of Early Childhood Special Education apply to children who meet the eligibility criteria for special education programming.

Contact the school's Learning Support Teacher, Jen Stickney, or Administration for specific details about PUF programming.

Family School Liaison Counsellor (FSL)

Karen Manzer is the Family School Liaison Counsellor [FSL] and is shared between HAS and ISS. Karen plays a key role in the Learning Support team as a contact for teachers, support staff, and families who have questions or concerns about social or emotional challenges in children. She provides short-term counselling to individual students, collaborates with the school to provide social/emotional skills programming in the classroom or in small group

settings, and supports referrals to other agencies; working with the school community and parents/guardians to support student success and wellness. The FSL is also a member of the school-based Threat Assessment Team and divisional Post Crisis Response Team. Karen welcomes visitors both young and old to her office (second floor of HAS at the top of the front stairs). She can be reached at ManzerK@lrsd.ab.ca or 403.563.0067 (cell) or by calling HAS at 403.563.3998 or ISS at 403.562.8816.

Citizenship and Student Behaviour

Our behavior expectations follow three guidelines:

- **Take Care of Yourself**
- **Take Care of Others**
- **Take Care of The Environment**

Through the health program offered at Horace Allen School, students participate in activities which explore and provide opportunities to practice appropriate conflict resolution strategies to support students in making appropriate decisions. Students engage in lessons, discussions, role playing and game situations which help them use words and strategies rather than violence to solve their problems utilizing a program called Kelso's Choices. Kelso's Choices also supports students in building positive character traits. The program goals and outcomes for the program are as follows:

Goals*:

- To help young people learn a lifelong conflict resolution tool.
- To help young people develop and sustain the belief that they are strong enough and smart enough to resolve their own minor problems.
- To help young people develop and sustain core moral values/virtues that promote human dignity and serve the common good.
- By working together, parents and school personnel will have the opportunity to foster ethical, responsible, and caring young people through an emphasis on universal values that we all share.

Outcomes*:

- Students will differentiate between situations in which to use Kelso's Choices strategies, based on their understanding of minor and serious problems.
- When experiencing a minor problem, student will be able to understand the source of conflict, and describe their personal reaction.
- Students will understand and identify which of the choices/strategies works best for them.
- Students will be able to identify adults who are in their personal safety support system.
- Horace Allen School will have a positive, school-wide system to support children dealing with minor problems.

*copied and paraphrased from Kelso's Choices resources, 2011 and 2012 editions

Students are well behaved most of the time. Some students have occasional situations which may require teacher or administrator attention, and these situations will be dealt with as they arise. Students may be required to complete a Behaviour Report with his/ her teacher. Students who are disruptive in class may need to take a break in the classroom or in the hallway.

If the situation persists, a break may be needed in the office. This procedure holds true for a student who is not on task in the classroom and requires some isolation to stay on task. Students who are having trouble playing outside during recess sometimes have their recess privileges suspended temporarily. Students' parents are not necessarily contacted for these indiscretions, unless the student persists in repeating them. Some discretion is used in all situations.

Some student behaviours have a serious impact on the well being of the school as a whole, and are unacceptable. These are handled in a different fashion, usually by administration. Parents are contacted, both for information and for assistance in dealing with any of the following issues:

- Fighting , threatening or causing injury to others
- Refusing to follow reasonable directions from staff members
- Damage of property
- Theft
- Continuing disruptive behavior in the classroom (insolence)
- Possession or use of illegal items
- Busing behavior which is disruptive to the safety of others, or is in violation of board policy, or contrary to bus driver's instructions
- In the case of threat of bodily harm to self or others, the Threat Assessment team is involved and determines the level of threat assessment which may need to be carried out. HAS follows LRSD's threat assessment procedure that involves the Family School Liaison Counselor, Administration, student, parents and if appropriate, outside agencies such as Mental Health and the RCMP.

The Roots of Empathy program is offered to Grade 1 students to support understanding the needs of others; building empathy and other social skills.

Students have the opportunity to work with peers from other classes and grade levels throughout the year through planned activities, buddy reading, the ECO Club, combined gym classes and recess. These opportunities help build a positive and inclusive social environment.

Our Family School Liaison Counselor, Mrs. Karen Manzer is also available to help children work out anxieties, frustrations and worries, and to assist families in dealing with difficult social situations their children may be encountering.

Consequences of Serious Behaviour

- Students are required to fill out a Behaviour Report with their teacher and/or administration.
- If the student needs to be sent to the office, the administrator handling the situation will discuss the Behaviour Form with the student, and parents will receive a copy of this form to sign and return. Parents may also receive a telephone call from their child and the administrator explaining the situation. A referral may be made to the Family School Liaison Counselor.
- The student may lose some school privileges or be required to perform community service, such as cleaning up the playground, lunchroom or helping the custodian.
- Parents and the student may be asked to meet with school personnel to develop a plan for future action.

- In more severe cases there could be an in school suspension and, in the most severe cases, a school suspension for up to 5 days as outlined in LRSD's Admin. Procedure 350.

Students require guidance in learning to make good decisions. As the adults responsible for their care, it is our responsibility as teachers, staff and parents, to help students work through conflicts in appropriate ways, and to recognize and acknowledge students when they display the behaviors and attitudes which will help them mature into responsible, caring citizens.

School Council

This group of parents acts in an advisory capacity to school administration and provide support for school initiatives and field trips. Any parent who has a child attending HAS is eligible to attend meetings and vote. The annual meeting is held in September and at this meeting, officers for the current school year are elected. Meetings for the year are determined at the Annual General Meeting in September. Childcare is provided. If families are unable to attend regularly scheduled School Council Meetings, there are many volunteer opportunities available through School Council (examples: recycling, breakfast prep, work-bee, fundraising activities)

Volunteer Policy – Admin. Procedure 440

Volunteers are an essential component of our school, and we appreciate the many hundreds of hours volunteers put in, in order to help our students and teachers. **The Livingstone Range School Division has a policy in place requiring that all volunteers who work directly with students in a curricular or co-curricular capacity annually complete a Volunteer Registration Form, and every second year submit an accurate and up to date Police Information Check with Vulnerable Sector Check as per Admin Procedure 440.** Forms can be picked up from the school's office. Please remember, as a volunteer, you are under the direct supervision of the classroom teacher. Any students behaving in an unsafe or inappropriate manner need to be reported to the teacher as the teacher is ultimately responsible for the group. These forms will be retained at the school indefinitely as per Admin. Procedure 180. Guest speakers, presenters or visitors to the school are not included in the definition of volunteer as it pertains to LRSD Admin. Procedure 440.

Inclement Weather and School Closures – Admin. Procedures 542 and 131

Students are encouraged to come to school dressed appropriately for the weather. Teachers on supervision will monitor the doors and the hallways. Teachers will make their very best attempt to ensure that children are properly dressed when they leave the building and watch for signs of freezing and frostbite. During times of very wet or very cold weather, students will be allowed into the school before the bells. Students will be expected to take off their boots and to sit quietly in the hallways immediately adjacent to their respective classrooms. On cold, windy days, the wind chill factor is monitored through the Environment Canada website prior to morning and lunch recesses. If the wind chill factor poses a risk, students will remain indoors. In the case of the cancellation of outdoor recess, students will meet in the gym, or in the hallways outside their classrooms.

The decision to close schools due to inclement weather lies solely with the Superintendent's office. The decision to close schools will take into consideration the following factors:

- a) local temperatures, including wind chill, that are colder than -40C as of 6:00 a.m.
- b) severely reduced visibility (0.2 km or less)

- c) a combination of weather and/or road conditions that make bus operations unsafe.
- d) the number of busses unable to run for a given school.

If the school has been closed due to inclement weather or other emergency reason, parents will be notified via automated phone-out/email system, the website, and local radio station.

Please note: Parents occasionally send notes to teachers asking them to keep their child in for recess, due to the child being ill. Please consider that if your child is well enough to be at school, they are well enough to be outside for recess. Health officials often advise that, if children are dressed appropriately, fresh air is beneficial to them.

Administering Medication to Students – Admin. Procedure 315

Each year, principals or assigned designate (Learning Support Teacher) will make every effort to obtain up to date medical information about students. This information will be distributed to all staff members (including substitute teachers) and will include information about symptoms, treatment, possible reactions, information about medication, where it is stored, and appropriate response. **Medical treatment, including the administration of medication should be limited to medications that are required on a long-term basis. Written parental consent is required and all medication is to be in original container, with expiration noted. A signed statement from the child’s physician is required, outlining medication schedule, dosage, duration and storage instructions.**

A record of medication administration or treatment will be kept, identifying the date, time and person administering medication or treatment. All medication will be kept in a secure location in the school. Students will be allowed to self-administer medication with adult monitoring if the physician has notified the school in writing that they deem the student is capable of self-administration. All medication will be returned to parents or safely disposed at the end of each year.

Anaphylaxis (Severe Allergies) – Admin. Procedure 316

LRSD will make every effort to minimize the risk of exposure to potentially life threatening allergens for students with severe allergies, without depriving them of normal peer interactions or placing unreasonable restrictions on the activities of other students in the school.

Because there is no way of ensuring that schools can provide a peanut-free or allergen-free environment, all staff (including bus drivers) will be trained in procedures for responding to an anaphylactic emergency, including the use of an epinephrine auto-injection device like an Epi-Pen.

Parents will notify the school and bus drivers about their child’s allergy, have their doctor complete the Severe Allergy Alert form, sign the Authorization to Administer Medication form, provide the school with prescribed medication, and work with the school to develop an emergency medical plan.

The school will ensure that all staff, substitute teachers and volunteers who work with food, are aware of students with severe allergies, provide professional development to all staff on the use of an EpiPen or other medications, work with the parents to develop an emergency medical plan and make them aware of Admin Proc 316. The school will store any injectors which are not in the child’s possession in a secure, accessible location. All staff will be aware of where these are stored. The school will only use injectors provided by the parents.

Head Lice – Admin. Procedure 344

LRSD recognizes the concerns associated with the transmission of head lice in schools. While the primary responsibility for preventing the spread of head lice rests with the parents, it is important the school, home and Public Health Authority work together in the detection and resolution of instances of head lice.

Care will be taken to protect the individual student and family from undue invasion of privacy. When a student is identified with head lice at school, parents will be contacted immediately and information related to treatment will be sent home. Head to head contact with other students will be minimized. In order to contain the nuisance, it is strongly recommended treatment occurs before a student returns to school.

The school may send home information to all parents outlining the facts and procedures in the treatment of head lice when cases have been identified. The Public Health Authority will be notified when there are ongoing concerns about particular cases not responding to treatment or parents not being compliant with the required treatment. **If necessary, the principal may arrange a case consult with the family, Public Health Authority, Child and Family Services, and a representative from Central Office.**

The Alberta Child Health Benefit Plan

The Alberta Child Health Benefit plan pays for health services, such as eyeglasses, prescription drugs and dental care that are not available through standard Alberta Health Care Insurance. The health plan is for children up to age 18, and up to age 20 if they live at home and are attending high school up to grade 12. There are no fees to sign up.

The Alberta Child Health Benefit plan is for families with limited income. By signing up, parents can have peace of mind that their children's health will be cared for without worrying about the cost. For more information and to access an application form, visit:

<http://www.humanservices.alberta.ca/financial-support/2076.html>

Playground Play

After the great success of our two outdoor play days last year and observing the success of unstructured ‘play’, the staff at HAS have changed the recess ‘rules’. In a nutshell, we’ve back off. This doesn’t mean that anything goes, rather we are teaching students what’s safe/unsafe, and only stepping in if the latter is a possibility. Here is what we are coaching students about so they can have fun and be safe.

Rough and Tumble Play

It’s good for bodies, and good for social and emotional development. It is not: fighting, punching, kicking, choking, grabbing hair/head, having tight muscles and frowns/anger on faces. If smiles stop, play stops!

It looks like: Fun, running/chasing, tagging with an open hand, wrestling, tickling, rolling, spinning. It is “Big Moves in Big Spaces!”

Staff use the language: Do you feel safe? Are you having fun? Say stop if you don't feel safe.
[This is one of many articles on the internet about rough and tumble play:
www.smith.edu/forthill/documents/CarlsonCombined.pdf]

Climbing on Equipment

Students who would like to can climb on the equipment, and climb 'up' the slide, taking turns with those who are sliding 'down'. What's safe for one student might not be safe for the next student. Students are coached to use body 'points of contact' for stability. These might be:

- 1 point – 1 foot
- 2 points – 2 feet; one hand/1 foot
- 3 points – 2 feet/1 hand; 2 hands, one foot
- 4 points- 2 feet/2 hands

Staff use the language Do you feel safe?, Do you feel stable?

Staff will ask a child to come down if it appears unsafe. Children are not allowed to use their clothing or skipping ropes to slide down or hang from equipment.

Hill Play

The hill on the west end of the field is open for safe play. The boundary on the south end is the bus mirror. On the top of the hill and north side, it is the fence.

We coach students about not entering Private property, as this is taking care of others. We also coach to be aware of the gopher holes, and to show them to others so everyone can be safe.

Snow and Ice

The 'zone' for snowballs is near the backstop (north west corner) for those who want to do this. Snowballs are allowed in this area only.

Students are coached:

- to throw low, avoiding the head in gym classes, and this will apply to the snowball zone.
- frozen snow/ice is like a rock, don't throw it.
- forts: You don't own the snow. Work together, take care of others. The fort is yours for that recess then it belongs to the snow/environment again.
- when on ice: You must be stable. 2 points is not enough unless you are wearing a helmet; 3 or 4 points of contact if not wearing a helmet.

If students don't wear ski pants, there is a natural consequences for their clothing choice (i.e. wet, cold). Students are encouraged to 'Take care of yourself', however, adults can make a call for the student based on temperatures. (Having an extra set of clothes at school in the event of wet conditions is helpful.)

We are open to your questions, concerns, and suggestions. Please contact us at the school, or drop in for a visit...you are always welcome.