

Parent Handbook



August 21st 2018 – June 14th 2019

ÉCOLE WHITEHORSE ELEMENTARY SCHOOL
4181 4th Avenue, Whitehorse, Y1A 1J7, (tel.) 667-8083 (fax) 393-6211

www.whitehorseelementary.com

École Whitehorse Elementary School Parent Handbook

Principal's Message

Welcome to École Whitehorse Elementary School.

It is my goal to make sure this is the best year yet for our students and staff. In order to accomplish this goal, both home and school must work as partners. I hope to see you at our School Council meetings and other special school events.

Who are we?

École Whitehorse Elementary is a French Immersion school with 480 students from Kindergarten through to Grade 7. All of our students are enrolled in the French Immersion and Late French Immersion Programs. This means that they are all second language learners with French as the primary language of instruction. We are pleased to be able to provide our specialist programming in French (gym, music, computer and library). Every student also benefits from Southern Tutchone language and culture programming every week.

What are we doing?

This year, ÉWES will continue to explore and learn about the curriculum redesign, focus on meaningful assessment practices and through our growth plan, concentrate on practices to promote French language proficiencies. Throughout the year, the school will share our progress with these initiatives through our newsletter, Journal News, which is shared on-line and updated each month.

What is this?

This Handbook has been compiled to help inform parents and guardians about our school. We hope that you will find this booklet useful; it contains answers to the most frequently asked questions about ÉWES. We recognize that we may not have responded to all possible queries, so please call if you need clarification or further information on any topic.

Parents make a difference.

The support of parents is fundamental to students' success. At our school we encourage parents to be active partners in their child's education. Reading to and with younger children every night, ensuring that homework is completed, providing an appropriate study area away from distractions, and modeling reading and writing activities have all been proven through research to support students' success in learning. Staff welcomes and appreciates parental participation. Parents are encouraged to communicate with classroom teachers about their child's progress and what they can do to support their learner at home. At ÉWES, we strive to strengthen the relationships and partnerships between home, school, students and the community. École Whitehorse Elementary School is a community school and we sincerely hope that you will feel welcome and be willing to participate as a partner in your child's education.

Remember that EWES is YOUR school. Working together, we can ensure your child's success. Please do not hesitate to contact me with any questions or concerns you may have. I look forward to a wonderful school year with your family.

Céline Roy –Principal

INTRODUCTION

SCHOOL VISION

École Whitehorse Elementary School Parent Handbook

In our French Immersion learning community, we work towards our full potential as engaged life-long learners and caring global citizens.

SCHOOL MISSION

We support life-learning by:

- Having high expectations for academic achievement
- Providing challenging, stimulating environments and creative experiences
- Encouraging independence, perseverance, risk taking and self-awareness

We care for ourselves, our community and our world by:

- Being safe and respectful
- Accepting and celebrating ourselves and others

Cooperating as leaders and team members

SCHOOL PHILOSOPHY

One of the key goals in an elementary school is to establish a positive learning environment that places emphasis on the continuous development of the child. We must recognize the importance of our role in developing, within students, the foundations for life-long learning.

Every child has the right to succeed at his/her level. For learning to occur, basic human needs must be met. Learning is enhanced when the learner has opportunities to speak, listen, read, write, see, think, pretend, practice, experiment, manipulate, take risks and reflect. Learning is further enhanced when the learner feels valued, accepted, and respected.

Parent volunteers are encouraged to take part in all our children's school experience. The atmosphere in the school is open and friendly. Our school is one in which teachers are teaching and learning, students are teaching and learning, and administrators are teaching and learning.

EDUCATING THE WHOLE CHILD

At École Whitehorse Elementary School, we are committed to educating the whole child by:

- Providing opportunities to think and reason independently.
- Providing opportunities for engaging in creative thought and expression.
- Exposing each child to a range of educational opportunities within the limitations of curriculum and resources.
- Recognizing the individuality of our students and encouraging each child to achieve his/her potential regardless of individual learning rate and style of learning.
- Promoting fitness, sportsmanship, physical health and well-being through an active physical education program.
- Providing necessary resources, opportunities for enrichment, challenge, learning assistance, behavior control, and extra curricular activities.

MORAL & SOCIAL DEVELOPMENT

At École Whitehorse Elementary School, we are committed, as partners with parents and the community to developing a sound base of social and moral behaviors for our students by:

École Whitehorse Elementary School Parent Handbook

- Providing an atmosphere that enhances human dignity, a strong sense of worth, self respect, and self-discipline.
- Providing a healthy positive atmosphere that promotes and reinforces respect and consideration for others and their property.
- Creating within our students a sense of responsibility and a willingness to cooperate with one another.
- Encouraging and developing leadership among our students in an on-going effort to keep our school and community safe.
- Developing a sense of pride in our school.
- Providing positive opportunities to participate and contribute in group settings, as well as within our community.

CULTURAL AND ENVIRONMENT AWARENESS

At École Whitehorse Elementary School we recognize the need in our society for all people to develop an appreciation, awareness, and tolerance of other cultures, as well as the importance of fostering respect and caring for the environment.

SCHOOL GROWTH PLAN

Goal 1: Students at École Whitehorse Elementary will use and improve their French Oral Language Skills.

Goal 2: Staff at École Whitehorse Elementary will work towards establishing a common understanding and philosophy of Social Emotional Learning to better support students academically.

The school growth plan may be seen in its entirety on the EWES website.

FRENCH IMMERSION AT ÉCOLE WHITEHORSE ELEMENTARY

At École Whitehorse Elementary School (ÉWES) students have three points of entry. They may enter the Early French Immersion (F.I.) program in kindergarten or Grade 1. Students may also enter in Grade 6 in the Late French Immersion program.

ÉWES is a French Immersion school and as a result, our music, physical education, library and information technology teachers all provide their classes in French. The front office staff also speak French with the students. Southern Tutchone Language classes are animated in Southern Tutchone and English.

In the Early F.I. program, students start out in kindergarten immersed in French and all classes are conducted in French. In Grade 1, students learn to read in their first language, English. The students are divided into small groups for word study and for guided reading; to keep the groups small and homogeneous, ancillary staff, learning assistance teachers, administration as well as classroom teachers conduct the reading groups. Then the classroom teachers complement the last part of the balanced literacy program with writing activities. The rest of the day for our Grade 1 students is in French (math, science, social studies, health, French oral, technology, gym, music, and library). In grades two through seven, the students have one hour of English Language Arts and the rest of the curriculum is presented in French.

In the Late French Immersion program, the curriculum is delivered exclusively in French and in Grade 7, Late French Immersion students have one hour of English a day.

STUDENTS RIGHTS AND RESPONSIBILITIES

1. Students have the RIGHT to learn and grow and experience success.
It is students' RESPONSIBILITY to listen to instructions, work productively, cooperate,

École Whitehorse Elementary School Parent Handbook

participate, do their best, complete assignments and ask if they have a question or concern.

2. Students have the RIGHT to hear and be heard.
It is the student's RESPONSIBILITY to listen and respond courteously when others are speaking.
3. Students have the RIGHT to be responded and to be supported as an individual.
It is the student's RESPONSIBILITY to be honest and show respect and consideration for others and their ideas.
4. Students have the RIGHT to be safe.
Students have the RESPONSIBILITY to act in a manner that is safe for themselves and others, and to follow the rules of École Whitehorse Elementary School.
5. Students have a RIGHT to their own personal space.
Students have a RESPONSIBILITY to respect the personal property of others and to accept their personal space.
6. Students have a RIGHT to enjoy school.
Students have a RESPONSIBILITY to have a good attitude and to participate in a way that helps make our school a place which others can enjoy.

School Song

English:

I get a happy feeling here in my school, here in my school, here in my school.
I get a happy feeling here in my school, here at Whitehorse Elementary.

We work together, to help each other - all the staff and the students are a team.
We do our best work in our classrooms; we try to be the best that we can be.....

Français:

J'affiche mon plus beau sourire dans mon école, dans mon école, dans mon école
J'affiche mon plus beau sourire dans mon école, Whitehorse Elementary.

On travaille ensemble avec entrain, On fait des expériences en s'amusant!
On prend soins des grands et des petits. On relève des défis. On réussit!

J'affiche mon plus beau sourire dans mon école, dans mon école, dans mon école
J'affiche mon plus beau sourire dans mon école Whitehorse Elementary.

SCHOOL ROUTINES

SCHOOL YEAR CALENDAR

August 21	First day of school- Full day
December 20	Last day of school before Christmas Break
January 7	First day of school after Christmas Break
March 8	Last day of school before Spring Break
March 25	First day of school after Spring Break
June 14	Last Day of school

STATUTORY HOLIDAYS

Sept. 3 Labour Day

SCHOOL CLOSED DAYS

Sept. 4, 27 & 28, Nov. 9, Jan. PD Days

École Whitehorse Elementary School Parent Handbook

		18, & May 17	
Oct. 8	Thanksgiving		
Nov. 12	Remembrance Day	Oct. 18 (PM) & 19 February 28 (PM) & March 1	Parent-Teacher Conferences- No classes on October 19 th or March 1st
Feb. 22	Heritage Day	Dec.21-Jan. 4	Christmas Break
Apr. 19	Good Friday		
Apr. 22	Easter Monday	March 11-22	Spring Break
May 20	Victoria Day		

SCHOOL HOURS

8:25 - Beginning of School
10:35 - Beginning of Little Recess
10:55 - End of Little Recess
12:00 - Beginning of Big Recess (4-7's)
12:30 - End of Big Recess (4-7's)
12:35 - Lunch (all students)
12:55 - End of Lunch
12:55 - Beginning of Big Recess (K-3's)
13:25 - End of Big Recess (K-3's)
15:07 - End of School

FOOD FOR LEARNING PROGRAM

Sometimes kids come to school hungry --- maybe they didn't feel like eating when they got up, but do once they get to school. Perhaps they got up late or got distracted, etc. Because hunger is a powerful distraction, we have a breakfast program at ÉWES. Breakfast fare is simple: cereal, toast, juice, milk, and fruit. We also have a lunch program: piece of bread with cheese, vegetables and fruits. Students in need of lunch on any given day can access food at no charge by talking to their classroom teacher.

LUNCH AND SNACKS

École Whitehorse Elementary School promotes the use of reusable containers and the practice of garbage-free lunches. We promote as well nutritious snacks (fruits, vegetables, cheese, granola bar...) and lunches. **ÉWES is a nut/peanut free facility.** Students eat lunch from 12:35-12:55 in their classroom where they are supervised. There is no microwave available for students. Please provide hot lunches in Thermos. No junk food should be sent to school (candy bars, candies, chips, pop, lunch-able, etc.). We don't have the possibility to heat up dry noodles packages.

SCHOOL SECURITY

The school is equipped with a security camera in the main entrance. All outside doors are kept locked except for the main one. All visitors, including parents are required report to the office and then sign in to obtain a visitors pass before proceeding to your child's class. Parents are asked to sign their child out if there is a need to leave the school during school hours.

KEEPING IN TOUCH

COMMUNICATION

École Whitehorse Elementary School Parent Handbook

Our school believes that ongoing positive communications are essential to establishing a close and effective partnership between the school and home.

- Teachers may send out individual class newsletters, phone, email, tweet or inform parents through a class website.
- The Vice-Principal sends out regular newsletters.
- Open House will be held on August 30th.
- Goal Setting Conferences with student, parents and teachers, are scheduled October 18th (after school) & October 19th (all day-no classes this day)
- The Interim Report with student goals will be sent home. (December 14th).
- Three-way conferences and Portfolios will be held on February 28th (after school) and March 1st (all day – no classes this day).
- Final Summative Report with student self-reporting on Core Competencies will be sent home on June 14th.

It is hoped that every parent will be an active voice for their child(ren) in our school. Open and honest two-way communication between parents and teachers will provide a strong foundation for student growth.

Be a partner in your child's education!

CONTACT WITH THE OFFICE

Phone: 667-8083

ADMINISTRATION and FRONT OFFICE CONTACT INFORMATION

School Telephone:	667-8083
Fax:	393-6211
Principal:	Céline Roy
Vice Principal:	Bruce Dent
Administrative Assistant:	Jamie Jacobsen
Administrative Assistant:	Michel Boudreau
Counsellors:	Katherine Roberts Angela Clark

SCHOOL WEBSITE

The school has a web site featuring activities, calendar, class projects and events at the school. The address is www.whitehorseelementary.com . Thanks to one of our staff members, Sylvain Théberge for updating the information and photos on a regular basis.

SCHOOL COUNCIL MEMBERS

Please visit the School Council page on the school website or email members at:

ewesschoolcouncil@gmail.com

GOOD ATTENDANCE, GOOD SKILLS AND GOOD GRADES GO HAND IN HAND:

The Education Act requires that every child attends each school day unless he or she is ill. For all other absences, please contact the principal.

For the benefit of your child, good attendance is essential. Children cannot learn new skills in the classroom if they are not there. As they advance up the grade levels, poor attenders experience a great deal of frustration with new work because they have not learned the background material to be able to cope with it.

If you are planning a trip or prolonged travel, your child's teacher may be able to prepare some

École Whitehorse Elementary School Parent Handbook

homework. Please discuss this option with your child's teacher at least 3 weeks before your departure.

WHEN YOUR CHILD IS ABSENT OR LATE

Please notify the school at **667-8083** any time your child is going to be absent or late.

- The school will call home, if there is an unexplained absence or lateness.
- If you are unable to phone, send a note with your child upon their return to school explaining their absence.
- If you are anticipating a lengthy absence, notify the classroom teacher and the school as soon as possible.
- Students arriving at the school after classes begin at 8:30 a.m. should stop by the office to pick up a late slip prior to going to their class.
- Students arriving after 10:30 a.m. will be marked absent for half a day.

EMERGENCY CONTACT NUMBERS FOR PARENTS

We request that parents provide the school with current:

- Home phone numbers
- Contact numbers at work
- Cell phone number
- An alternative contact person's numbers if the school is unable to reach the parent

Please keep the school informed of changes in home, work numbers or addresses (even if it is temporary) in case of an emergency.

CONTACTING THE SCHOOL - Phone: 667-8083 –WHO TO TALK TO

On occasion we have had parents ask, "Who should I talk to about"? If you have a question or concern about:

Your child's program, homework, or class activities: Please direct your question to the classroom or subject area teacher involved.

A social, emotional, or behavioral concern: Please direct your question to your child's teacher, the school counsellor, or one of the school administrators. If your question or concern has been addressed in part by a staff member, it often helps to talk to that person(s) first.

Broader school matters such as Yukon curricula, school policies, incidents on the playground:

- Class related should be discussed with the classroom teacher. You may wish to continue this discussion with the school's administrators once the teacher has been contacted.
- Students have the right to be heard. If students have conflicts or concerns, please encourage them to discuss their concerns with their teachers, the administration or a school counsellor.
- Three-way conferences are held with parents-teacher(s) - counsellor, or parents-teacher(s)-administrator(s). We have found these conferences to be beneficial when these staff members have also been involved or working with your child.
- Departmental personnel may be asked to attend meetings at the school. Parents have the right to discuss concerns with the superintendent of schools for our area.
- The School Council will not become involved with parental concerns of this nature until you have talked to the teacher and the principal and a resolution has not been reached. The next avenue of appeal is the Education Appeal Tribunal. (Education Act, Part 8:157 - 165)

CONTACTING STAFF

When you wish to arrange to meet or talk with a staff member, the most expedient way is to leave a message with our school secretary for the staff member to call, as classes are not interrupted during

École Whitehorse Elementary School Parent Handbook

instructional time for messages. This also ensures that the time selected is convenient for those involved. Office hours are 8:00 a.m. - 4:00 p.m. Phone number: 667-8083. Some teachers prefer to be reached by e-mail, (all available on the EWES website: www.whitehorseelementary.com). Staff will let you know their preference.

CONTACTING STUDENTS

Messages for students may be left with our school secretary. We have often informed students of changes in after school care, lunch plans etc. We appreciate that where possible these arrangements are made outside of school hours. Student messages are usually distributed just prior to the recess break at 10:30 a.m., at 11:50 p.m. and at 3:02 p.m. Please note that all messages for students and staff that are left during instructional times are to be left at the office. Classes should not be interrupted while they are in session as interruptions are distracting and compromise the learning activities taking place.

TELEPHONE USE IN THE SCHOOL

Students are permitted to use the school phone when there are special circumstances that warrant its use and they have a phone pass from their homeroom teacher. Students will not be permitted to use the phone to call home to ask if they can visit a friend's house. Our office line cannot accommodate these types of calls. Students are encouraged to make these arrangements with parents and friends prior to coming to school. Parents of our grade 7 students may sign an authorization at the beginning of the school year allowing their child to change plans after school without asking permission each time.

PERSONAL ELECTRONIC DEVICES

Some students bring personal devices (eg. Cell phones, laptops, mp3 players, handheld games) to school. Some teachers allow students to use their own devices in class to support teaching and learning. All use of personal devices must:

- **Follow the Code of Conduct**– all behavior when using technology must fall within the guidelines of our school's Code of Conduct.
- **Educational Use Only**- devices are to be used to support or enhance teaching and learning.
- **Used with Teacher Supervision Only**- teachers will work with students to establish when (or if) devices are to be used in class.
- **Optional**- it is optional to bring a device from home.

Please discuss the following guidelines with your child prior to bringing personal devices to school:

- Devices may be used for educational purposes only with the consent and under the direct supervision of a teacher. At all other times, personal devices must be turned off and in backpacks or lockers. Classroom teachers may prohibit, restrict or limit the use of personal devices.
- Absolutely no use of personal devices during breaks (recess, lunch, playground) or in unsupervised areas (eg. Washrooms, hallways).
- Students may not use their devices to take photos or videos of people.
- Parents are encouraged to contact the office to share important messages for their children.
- EWES is not responsible for the loss or damage of personal devices at school.
- Consequences of improper use of personal devices may include keeping the device in the office, contacting parents or retrieval of devices by a parent.

DROP OFF and PARKING

Five Rules to Make the Parking Lot and Drop Off Zone Safe:

- Yield to Buses

École Whitehorse Elementary School Parent Handbook

- **NO IDLING** – turn off your engine
- **NO PARKING** – do not leave your vehicle in the drop off zone
- Enter off Fourth Avenue and Exit on Third Avenue
- Parking is available on Extra Foods parking lot, on Third Avenue & Black Street

NSF CHEQUES

School will charge 10\$ for NSF cheques

SEEING PROGRESS

HOMEWORK

In accordance with the belief that all children learn at varying rates, we must ensure that the students are capable of performing the tasks assigned and that the work is at an appropriate level in terms of cognitive development.

It is also expected that students from grades 4 to 7 may be assigned some homework on a weekly basis or be given some long term projects. This will vary depending on the progress and responsibility of the individual student.

Should parents have any questions regarding homework they should discuss it with their child's teacher. We recommend to parents that they encourage daily reading at home as this greatly enhances student performance.

Kindergarten

Read a book to your child every night

Grade 1 and 2

Read for 15 minutes a day

Grade 3 and 4

20 minutes a day

Grades 5-7

30-45 minutes of daily French reading & assigned homework

These times are meant as guidelines only, recognizing that students are all different and some may get things done in class more efficiently than others. Others may be working on larger projects and will be responsible for pacing themselves. There may also be times when homework is not assigned. Please give teachers three week notice for extended absences. Teachers may choose to supply homework for these times.

PARENT/TEACHER/STUDENT CONFERENCES

During Parent/Teacher/Student conferences, all parties provide information that will assist the student in progressing in their studies. Suggestions for the type of questions you may want to explore with the teacher include:

- What are my child's strengths in this school year?
- Are his/her strengths reflected in the assignment she/he is handing in?
- How does my child fit in with the rest of her/his peer group?

When you are meeting with teachers, please respect their professional ethics and not discuss the performance of other teachers or students with them.

PROGRESS REPORTS

The Department of Education stipulates that as an OPTION A school, ÉWES's procedures meet the requirements for Communicating Student Progress. Communications with parents shall be made at least SIX times during the year, as follows:

- A. A final written summative reporting (report card) shall be provided at the end of the school year (by curricular outcomes and learning standards). This report shall include a copy of the student self-assessment of Core Competencies.
- B. Five informal reports:

École Whitehorse Elementary School Parent Handbook

- a. One written Interim Report on Learning Standards ;
- b. One in-person meeting (either parent/teacher/student interview, parent/teacher conference, or student-led conference)
- c. Three of any of the following:
 - i. Phone call;
 - ii. Electronic communication;
 - iii. Home visit;
 - iv. Another means of communicating appropriate to your school community.

Report Cards, Parent Teacher Interviews & Portfolio Presentation

October 18 & 19	Goal Setting Conference- Parent, teacher & student meeting
December 14	Interim Report Cards with Student goals and progress indicators are sent home
February 28 & March 1	Student Led Conferences and Portfolio Presentations
June 20	Formal Summative Report Cards with Student self-assessment of Core Competencies sent home

ASSESSMENTS

Yukon schools have implemented an assessment plan, which includes the Yukon Foundation Skills Assessment (YFSA) for grade four and seven. The Yukon is a member of the Western Canadian Protocol (WCP). This is a group made up of Departments of Education in Western Canada. This group works on developing common curriculum and common tests including the YFSAs. The Department of Education, in partnership with school councils, parents and teachers, is responsible to make sure that what is being taught is being learned. One way to ensure this is happening is by testing students at important points in their school career. Results are available around February. Parents are welcome to set up a meeting time with one of the administrator to review their child's results.

By closely monitoring the results of the Foundation Skills Assessment, the Department is able to:

- Determine if students are learning what they are expected to learn;
- Report to Yukoners on how well students have achieved territorial standards at given points in their schooling; and
- Assist schools and the territory in monitoring improving student learning.

Classroom Based Assessment

- Reading evaluations-running records
- Unit tests
- Presentations
- Quizzes
- Response journals
- Self evaluation
- Math journals
- Homework
- Daily work

D.A.R.T.: Dart Assessment for Reading Team/ ERCL; Évaluation rapide de compréhension en lecture

This is a non fiction/informational text reading assessment used in Grades 2, 3, 5 and 6, which uses the Reading for Information BC Performance Standard Quick Scale. This assessment is administered twice a year. In the fall, teachers use results to determine what should be the focus of their instruction & again in the spring, to assess the effectiveness of their teaching and of student learning.

School Wide Write

École Whitehorse Elementary School Parent Handbook

A school based assessment of students' writing ability. Students write on a common theme twice a year to illustrate potential growth over the year. This assessment uses the BC Performance Standards to assess students' writing skills. This tool provides teachers with meaningful feedback about students' strengths and identifies their weaker skills in writing and enables teachers to use results to help guide their instruction.

CLASSROOM VISITS BY PARENTS

The Yukon Education Act entitles parents to observe the instruction of their children, with reasonable notice and the appropriate arrangements. If you want to visit your child's classroom, you should arrange it in advance with the classroom teacher.

VOLUNTEERING AT THE SCHOOL

PARENTS IN THE SCHOOL

Whitehorse Elementary School is enriched by the daily contributions parents make to the social and educational environment of our school. Their interests, skills, and caring are put to good use in building tables, judging science fair projects, serving breakfast, pizza, supervising the playground, feeding hungry kids, cataloguing books, boosting self-esteem and much, much more.

As well as contributing to the school environment, volunteering also provides a unique opportunity to experience the school as your child does and see your child in an environment which has different demands and challenges. (And, it's much more informative than most children's descriptions of how they spent their day!)

CLASSROOM HELPERS

Many teachers, particularly in the primary grades, need classroom helpers from time to time to assist in preparing curriculum materials (cutting, photocopying, making displays), assisting with class projects - another pair of adult hands can come in handy), accompanying the class on field trips, or reading one-on-one with a child. Sometimes you may have skills and interests that relate to the curriculum in which case you may want to volunteer to make a guest presentation.

The needs and tasks vary from teacher to teacher; generally the best way to volunteer in your child's class is to indicate your interest and availability to the teacher at the beginning of the school year. Parent volunteers wishing to bring a sibling into the classroom must check with the teacher.

FOOD FOR LEARNING BREAKFAST PROGRAM

Sometimes kids come to school hungry --- maybe they didn't feel like eating when they got up, but do once they get to school. Perhaps they got up late or got distracted, etc. Because hunger is a powerful distraction, we have a breakfast program at EWES. Breakfast fare is simple: cereal, toast, juice, milk, and fruit. A volunteer is needed each day to prepare and serve breakfast, and clean up. Please be there at 8:00 and you're guaranteed to be finished by 8:45.

PLAYGROUND SUPERVISION

Extra adult eyes and ears are very useful during morning and lunch recess to assist in supervision, to prevent or stop aggressive or hurtful behavior, and to encourage constructive fun activities. Morning recess is from 10:35 to 10:55, and big recess lasts from 12:00 to 12:30 and from 12:55-13:25. Parents can sign up for as few or as many patrols as they have time. An initial orientation to the role will be provided to interested parents. Contact the school at 667-8083.

FUNDRAISING

EWES counts on fundraising around \$15,000 each year to enhance the quality of school life. Fund raising has included Read-O-Thon, Pizza lunches and a From the Ground-Up vegetable fundraiser. Money raised

École Whitehorse Elementary School Parent Handbook

from these events is used to fund special events, activities and supplies throughout the school year. For example, expenditures have included film developing, skipping ropes, library books, camping, classroom supplies, transportation and special activities. Thank you for your support in these fund raising events. We appreciate everyone's support in these events. Volunteers are welcome to assist plan, carry out, and manage fund raising activities. If you are interested in helping out in student fund raising lunches this year.... please contact the Principal or any school council member.

VOLUNTEER DRIVERS

School field trips and offsite sporting events often rely on the generosity of volunteer drivers. We appreciate the wonderful contribution of time and resources our volunteers make to our school. To become a volunteer driver we must follow the protocol set out by the Department of Education. The process is quite simple and requires only a few moments of your time. The documents you will need to bring with you are:

- Valid driver's license
- Insurance policy statement showing your liability coverage (liability coverage is a minimum of \$1,000,000)
- Pink slip
- Vehicle registration

If your child is participating in a school event and is being transported to and from the school to the event by a volunteer driver, the volunteer driver must have all of his/her paperwork in order with the office. If your child is going to be leaving the event with a different driver, the supervisor of the event must be notified by the parent/guardian. The new driver must be either the parent/guardian or a parent designate or must be a volunteer driver with all paperwork in place with the office. If your child is in Grade 7 and is attending a school dance the responsibility and liability associated with transporting your child and other children falls to the parents/guardians of all children involved.

ÉWES SCHOOL COUNCIL

Every 3 years up to 5 people are elected to school council. School council acts as a liaison between the larger parent community and the school administration. Among other tasks, school councils play a role in setting overall direction and priorities of the school, resolving disputes, lobbying for resources, developing school policies, advising the Minister, and approving field trips. In previous years the school council helped develop a comprehensive wilderness/overnight field trip policy, participated in the accreditation process, assisted in the Busing Review, researched setting up a Friends of EWES, lobbied and got expanded school speed zones around ÉWES, provided information sessions for parents on how our kids fared on the achievement tests.

Meetings are held monthly, and are open to anyone interested in attending. Where issues require privacy and/or confidentiality, Council may hold part of the meeting in camera. In addition to keeping abreast on what's happening and providing your input, attending school council meetings can help you decide whether you'll run in the upcoming election.

Council members are also available outside of the meetings to answer your questions, help you "figure out the system," take your ideas and feedback, and generally be a source of practical assistance (we hope) and support to parents.

You may contact the School Council Members by email: ewesschoolcouncil@gmail.com. Please see their information on the school website at: <https://ewesschoolcouncil.wordpress.com/>.

EXTRA CURRICULAR PROJECTS

Extra curricular activities will be continued this year dependent on students' interest and the availability

École Whitehorse Elementary School Parent Handbook

of leader-sponsors. Parent involvement in these or other projects is appreciated. Various activities may include:

- Student Monitors: Lunchroom, Gym, Referee, Garbage/Recycling/Composting
- Running Club
- Band and Choir
- Student Leadership, grades 4 to 7
- Knitting Club
- Student Mentors and Playground Monitors, grades 6 and 7
- Grade 7 Sports interschool teams (Basketball, Badminton, Cross Country Running, Soccer, Volleyball) and others.

2018/2019 STAFF

French Immersion Program

		Room
Mme Lauren McCarthy	Kindergarten	5
Mme Lucille Gauthier	Kindergarten	6
Mme Kat Lacroix-Kent	Kindergarten	7
Mme Katie Akers & Maria Paré	Grade 1	112
Mme Nicola Dietz	Grade 1	113
Mme Guylaine Marois	Grade 1	114
Mme Marie-Eve Owen	Grade 2	111
TBD	Grade 2	110
Mme Caroline Beaumier	Grade 2	109
Mme Line Pelletier	Grade 3	210
Mme Carolyne Duval	Grade 3	211
Mme B.MacCulloch & Maria Paré	Grade 3	212
Mme Sarah Johnson	Grade 4	213
Mme Danielle Lang	Grade 4	214
Mme Valérie Bussi�eres	Grade 4&5	209
Mme Sabrina Bouayad	Grade 5	207
M. Gabriel Regimbald	Grade 5	208
Mme Julie Bourdeau	Grade 6	204
Mme Jennifer Bruemmer	Grade 6	205
Mme Natasha Nancekivell	Grade 6&7	201
M. Cameron Brown	Grade 7	100
Mme Melissa Halpenny	Grade 7	200

Late French Immersion

M. Jordan Lincez	Grade 6 LFI	206
Mme Nicole Dion	Grade 7 LFI	202

Ancillary and Support Staff

Mme C�eline Roy	A/Principal	Office
M. Bruce Dent	A/Vice-Principal	Office
Mme Katherine Roberts	Counsellor	Office
Mme Angela Clark	Counsellor	Office
Mme Jamie Jacobsen	Administrative Assistant	Office
M. Michael Boudreau	Administrative Assistant	Office
Mme Val�erie Long	Teacher Librarian/ Teacher Mentor	Library
Mme Jos�ee Parent	Library Clerk	Library
Mme Linda Lamarche	Learning Assistant (F.I.)	10
Mme Michelle Baudry	Learning Assistant (F.I.)	10

École Whitehorse Elementary School Parent Handbook

Mme Kerrie Paterson	Learning Assistant (F.I.)	13
Mme Sophie Brisebois	Learning Assistant (F.I.)	11
M. Daniel Girouard	P.E.	Gym
Mme Marie-Maude Allard	Music	Music Rm
Mme Noli Eastmure	Southern Tutchone	108
Mme Nicole Smith	Southern Tutchone	108
Mme Claire Reeves	Literacy Intervention Support	11
M. Sylvain Théberge	Information Technology/Team Teacher	
M. Sylvain Bergeron	Educational Assistant	
M. Clement Boudreau	Educational Assistant	
Mme Josée Carbonneau	Educational Assistant	
Mme Wendy Chisholm	Educational Assistant	
M. René Drysdelle	Educational Assistant	
M. Didier Gascuel	Educational Assistant	
Mme Jennifer Lafrenière	Educational Assistant	
Mme Michelle Trudel	Educational Assistant	

SUPPORT SERVICES

When your child needs extra help!

If need arises for the further assessment of academic, social or developmental skills of a student, special education services are available. These services are allocated according to needs of children who have been referred by teachers for assistance. Parents may initiate a referral for their child to special education services **in consultation with the child's classroom teacher**. As much as possible the emphasis will be on early intervention.

EDUCATIONAL SUPPORT

Superintendent

As a manager for schools in the attendance area, the Superintendent is responsible for the orderly operation of schools, ensuring that program delivery is effective and efficient, professional standards and ethics are maintained, and professional development is consistent with the needs of the Yukon schools. Working closely with the principal, the Superintendent oversees staffing, facility management and the safe operations of the school environment.

Principal/Teachers

École Whitehorse Elementary School operates with a principal, a vice-principal and a staff of full and part-time teachers. The Principal directly supervises teaching, staff and students and is responsible for the general operation of the school and school grounds and for maintaining a positive and respectful attitude throughout the school. Teachers instruct in all core subjects areas including a portion of their physical education and adapt their program to the needs of the students. Music, physical education and First Nations Culture are taught by teachers specialized in those areas.

School Based Team

The school based team is comprised of educators in the school, including the administration, classroom teacher, learning assistant teacher and counsellor who meet to discuss various educational plans for individual students in need of extra help.

Learning Assistance Teachers (L.A.)

These teachers work alongside the classroom teachers in developing and implementing programs that will meet the individual needs of identified students. This may include assisting classroom teachers with the

École Whitehorse Elementary School Parent Handbook

drafting of and implementation of Individual Education Plans. They are also instrumental in identifying and assessing students experiencing difficulties.

Counsellor

The Counsellor provides direct services to students either individually or in groups. There is also direct service to teachers working with those students, and linking the parents to services offered by other agencies. Counseling services are also available to our special needs students in order to help maximize their adjustment and their development in the school setting. The counsellors may work with the classroom teacher and the student's family to help them understand difficulties the child may be experiencing in or out of school. The counsellors will work with students and home-room teachers in Second Step, a violence prevention program, the Choices and Changes program and other various programs.

Educational Assistant (EA)

Educational assistants generally work on a one-to-one basis with individual students who are assigned to them for the school year as a result of consultations by the school-based team.

SPECIALIZED SERVICES

The Department of Education's Special Services Branch offers a number of specialists that work with the school based team in a direct and indirect capacity. These include a psychologist, a speech and language therapist, an occupational therapist and a physiotherapist. These specialists are involved in assessing our special needs students and they also act as consultants in the development of individual education plans. They will also help teachers in developing strategies for better integrating our special needs students. They include the following:

Physiotherapist (PT)

A Physiotherapist observes your child and designs a program that develops quality gross motor functions (such as balancing, pushing, pulling, climbing, etc), develops age appropriate motor skills and promotes healthy posture. As well the PT ensures that school buildings/classrooms are accessible to all students.

Occupational Therapist (OT)

An Occupational Therapist focuses on helping students with their fine motor skills, (printing and using classroom tools) completing self-care skills and integrating sensory issues.

Speech and Language Pathologist (SLP)

SLP's provide assessment and programming for students who have written and oral communication difficulties in areas of language, articulation, fluency and voice.

Behaviour Support Consultant

Beh. Consultant provides training to school staff in the areas of positive behaviour supports, classroom management, safety planning, and to students who require behavioural support.

School Psychologists

Through assessment and program development, school psychologists assist students, school staff and parents in enhancing academic, adaptive and social skills for students.

OTHER SPECIAL SERVICES

Dental therapist

École Whitehorse Elementary School Parent Handbook

The dental therapist work in consultation with the examining dentist to provide dental service for students enrolled in the Yukon Dental Health Program. Participation is optional and detailed information is sent home at the beginning of each school year. Students with parental consent are provided with dental therapy, which may include fillings, cleanings, x-rays, extractions, sealants, fluoride applications, and educational and preventative services.

PROGRAMS

CURRICULUM

All Yukon schools follow the Province of British Columbia's curriculum. The BC Integrated Resource Packages detail the intended learning outcomes at each grade level, suggested activities and resources, and assessment strategies. The link for the curriculum can be found at <http://www.bced.gov.bc.ca/irp/welcome.php>. Within the primary and intermediate grades, subjects are often integrated. For example, the development of writing and art skills may be components of a unit which has a social studies title. The purpose of integration is to provide opportunities for students to develop skills in relevant and purposeful activities, and to use our instructional time effectively. In elementary schools, the primary responsibility for the instruction of curricular objectives is that of the classroom teacher. In École Whitehorse Elementary School we are fortunate again this year to have the support services of a number of specialists for music, First Nations Culture Program, and PE. These learning support personnel will be working closely with your child(ren)'s teachers to assist your child in the development of related skills. Our counsellor will schedule individual or small group counseling sessions that focus on the students' counseling/needs.

POLICIES AND PROCEDURES

KEEPING YOUR CHILD SAFE

EMERGENCY PLANS

Fire, earthquake and emergency evacuation procedures are in place and practiced by the school once during each term and early in the school year. The plan in its entirety includes details on plans for contacting parents, drill procedures and contingency plans. This document is available at school. In the event of an emergency in which a school-wide evacuation is necessary or in which communications to parents is inaccessible, signs will be posted on the doors of the school to indicate where students have been relocated to and the contact numbers. A contact number at the Department of Education is 667-5180.

MISSING STUDENTS

A formal roll call/attendance is taken by homeroom teachers twice daily; in the morning once students have entered their homeroom, and at the beginning of the instructional period after lunch. Specialist teachers will take the attendance of each class. Class attendance records are sent to the office where they are checked by the School Secretary or designate to ascertain if there are students absent whose parent(s) have not indicated to the homeroom teacher or office personnel that their child/children will not be in attendance. The School Secretary calls home to verify every absent child's whereabouts. Teachers will also monitor attendance after the morning recess break and will advise the secretary if students are not present. If a child cannot be found by school personnel or goes missing on a field trip, parents and the R.C.M.P. will be contacted.

WINTER SAFETY

Note: At this time there is no cold weather closure policy for Yukon schools. Our school will remain open during all cold weather. If you decide to keep your child home through an extensive cold period, please notify the school.

École Whitehorse Elementary School Parent Handbook

COLD WEATHER

While living in the Yukon, one encounters many days when the temperature are too cold for anyone to remain outside for any length of time. However, for the most part, children can enjoy the crisp winter fresh air. It is important that our students take in a bit of fresh air each day, so we strongly encourage our parents to ensure that their children are properly dressed for the occasion.

The School's Responsibility

- During cold weather, students are able to enter the school upon arrival because of the Open School Policy. **Please note that doors open at 8:05 am, not earlier**, even in cold weather.
- -30 and below, recess will be indoors for the morning recess
- Between -30 and -35, children will go out for 10 minutes at lunch recess
- Between -36 and -39, children will walk around the school twice and go inside at lunch recess
- -40 and below, children will stay inside both recesses, but teachers can take their classes out for a quick walk around the school

The Parent's Responsibility

- Ensure that your child is equipped with the proper clothing to fit the occasion. Therefore, during the winter all children should have a warm winter parka, winter boots, mitts and proper head gear.
- Listen to the morning radio and check for dangerous wind chills. Take necessary precautions.
- Label all individual pieces of winter clothing.

Student's Responsibility

- Wear the proper clothing, including mitts, scarves and hats.
- Wear boots outside during the winter months.
- Have indoor shoes: make sure that indoor shoes are only worn indoors!

SKATING RINK

The school has a maintained skating rink (weather permitting) during the winter months. Students are encouraged to bring their own skates. (Note that when students bring skates on the bus the blades must be securely covered). Helmet use is mandatory. Please make sure your child can wear a warm hat under the helmet.

SKATEBOARDS/BIKES

Helmets are required for skateboards and bikes. It is strongly recommended to lock the bike outside. No bikes should be left inside the school. Skateboards and bikes are not allowed on the school yard. All bike users must walk their bike on school grounds.

DOGS

Dogs are **not** permitted in the school yard; this is to protect both the students and your pet. Pets can easily become overwhelmed by a crowd of well-intended youngsters and will react.

KEEPING YOUR CHILD HEALTHY AND WELL

FIRST AID

A fair number of staff at ÉWES are trained in Standard First Aid/CPR and staff have the opportunity to update their skills annually. A first aid kit is readily accessible and located in the office as well as in other offices/classes throughout the school.

École Whitehorse Elementary School Parent Handbook

IF YOUR CHILD HAS AN ACCIDENT

Students are supervised at all times. If an accident does occur the following procedures take place.

- Necessary First Aid or medical care is provided and attending staff remain with the child
- When in doubt an ambulance is called
- Every effort is made to contact the parent to take a child to out-patient/emergency. This can only be done if the school is provided with current phone numbers. In the event that parents are unavailable, an emergency contact person who can come on the parents' behalf will be contacted.

MEDICAL CONDITIONS

If your child has an infectious or contagious condition

Students with contagious conditions (such as chicken pox, impetigo, pink eye, strep throat, etc.) must be kept at home until the contagious period is over.

Students with **head lice** can be a problem in schools. If you suspect that your child has lice, please treat the child and contact the classroom teacher as soon as possible to minimize the potential for spreading it to other children. An informational sheet on treatments is available upon request. Please see the school webpage for more information.

If your child has a serious or life-threatening condition

- Does he/she take any medication during school hours?
- *If so, the classroom teacher must be informed and medical administration form shall be completed – this includes dosage, time of administration and side effects; medicine must be sent in its original bottle.*
- Does your child have any serious allergies?
- *If so, this must be reported to the school immediately. Parents must send children to school with their own personal epinephrine kit (EpiPen) in a fanny bag. The school needs a second EpiPen to be kept in the office.*
- Does your child take the school bus?
- *If so, for reasons of confidentiality, it is the parent's responsibility to notify the school bus driver of possible life-threatening conditions. Remember some children can be on the bus for up to one hour going to or from school.*

SUPERVISION

We are concentrating on eliminating problems at their source: in the hallways and outside during recess. Because of the large and diverse area of our playground, we have created supervision teams consisting of five teachers and/or paraprofessionals. Parents are also invited to help supervise students at noon time and recess. **Please make every effort to leave your child at school when supervision starts at 8:05 am and to pick your child up by the end of school supervision which is at approximately 3:20 pm.**

FIELD TRIPS

Field trips and excursions within the community and surrounding environment enhance classroom discussions and activities. Field trips provide opportunities for meaningful introductions or closure to certain units. They also allow students to learn in different circumstances. Field trips are an integral part of the curriculum, have pedagogical objectives and involve all students.

Regulations are in place for extended and overnight field trips. Parents will be informed when these are to occur and a signature for the specific trip will be required. Funds are available through fund raising and

École Whitehorse Elementary School Parent Handbook

the school council to help offset the cost of these trips. Parents sign **one permission** sheet at the beginning of school year allowing their child to participate to walking fieldtrips in downtown area and trips to the Arts Centre, Mt McIntyre and Canada Games Centre.

PERMISSION TO LEAVE THE SCHOOL GROUNDS (Grade 7 students only)

Students are expected to remain on the school grounds during school hours. If parents are picking up their child early, please check in with your child's teacher and the school office so your child is accounted for. If arrangements to leave the school differ from the child's usual routine, written permission is required from parents and the administration. In the case of a child taking a different bus route, a note from the parents should be signed by the office and then given to the bus driver.

- In late spring until the end of the school year, grade 7 students may be granted the privilege to leave school grounds over Friday lunch hours, with parent & teacher permission.
- Teachers cannot give students permission to leave the school grounds.

CLASS PLACEMENT OF STUDENTS

Prior to May 1st, parents are invited to bring any issues, concerns, or ideas regarding classroom placement of their child for the following year to the Vice-Principal; however parents need to be aware that many factors must be reviewed in developing balanced, well-functioning classes and that specific parental requests will be considered, but **cannot be guaranteed**.

BEHAVIOR PLAN

An important part of the school's culture and climate are its rules, regulations, and disciplinary practices. Positive discipline in a school is the result of a partnership between the school and the home. The school acts as an extension of the home and tries to develop a structure which creates a positive learning atmosphere and protects all children from harm. It is expected that all students will behave in a socially responsible manner.

École Whitehorse Elementary School recognizes its role as a partner in the development of pupils' lifelong habits in terms of personal accountability, self-discipline and understanding of responsible social behavior. We strive to:

- Engage parents in maintaining their children's socially acceptable behavior.
- Provide opportunities for students to learn to make informed choices and decisions.
- Provide opportunities for students to learn a variety of non-violent conflict resolution strategies.
- Create a learning and living climate which fosters the growth of confidence, self-esteem and pride in one's ability to self-regulate behaviors and work habits.
- Provide our students with opportunities to demonstrate positive responsible behavior.
- All students want to be successful, so we need to "catch them" being good.
- We need to teach students that rules are based on concern for them, then the process will become personal - remember, students don't care how much you know until they know how much you care.
- Teach through Second Step, and teacher modeling the skills for conflict resolution.

STATEMENT OF PURPOSE

- To establish and maintain safe, caring, and positive environments for purposeful learning.
- To establish and maintain collective rights and responsibilities among individuals.
- To clarify expectations for student behavior while at school, while going to and from school, and while attending school functions.

École Whitehorse Elementary School Parent Handbook

ÉCOLE WHITEHORSE ELEMENTARY RULES

- Be respectful.
- Be responsible.
- Be safe.

CODE OF CONDUCT

These are the things I do to make my school a better place for myself, other students and staff:

- I respect myself by eating healthy food, having good personal hygiene, being physically active and having a positive attitude.
- I always use respectful words with other students and the staff of my school.
- I have a respectful attitude towards everyone in my school.
- I am polite and I cooperate.
- I respect the personal space, the needs and differences of everyone.
- I always avoid violent or aggressive behavior.
- I will avoid including violence in my stories and drawings.
- I always avoid all forms of bullying.
- I respect my school, both inside and out.
- I try to bring lunches which don't make much garbage.
- I always tidy up after eating my lunch.
- I never bring food or beverages (except water) into the gymnasium.
- I never chew gum in the building.

I always try to do my best at school:

- I always arrive on time.
- I am ready to work in class and I bring the required materials.
- I complete assigned work on time and to the best of my ability.

I am concerned about personal safety:

- I do not push, shove or bump others.
- I never throw dangerous objects.
- I never bring dangerous material or objects to school.
- I never bring cigarettes or other illegal substances to school.
- I walk my bike and carry skateboards and scooters while on the school grounds.

I always dress appropriately:

EWES does not have a detailed dress code. We expect that students will dress in a way that is appropriate for a school setting and that their choices respect our goal to foster a community that is inclusive of a diverse range of identities.

- I can wear clothes of my choice.
- I am responsible when I wear clothing that does not restrict my participation in school activities.
- I am respectful when I wear clothing without pictures or words that are violent, hateful, sexist or racist.
- I am responsible when I wear clothing that does not advertise or display alcohol, drugs or other illegal substances or activities.

École Whitehorse Elementary School Parent Handbook

- I am safe when I wear indoor and remove my outdoor footwear upon entering the building.

I use technology appropriately:

- I am aware of the rules concerning the use of computers in the school and I follow them.
- I never use my cellular phone at school. I keep it turned off and safely stowed away.
- I leave my electronic devices at home, including iPods, MP3, DS games.

THESE SCHOOL RULES APPLY AT SCHOOL, ON THE SCHOOL BUS, WHILE A CHILD IS GOING TO AND FROM SCHOOL, AND WHILE STUDENTS ARE INVOLVED IN EXTRA-CURRICULAR ACTIVITIES.

CONSEQUENCES

Effective discipline should be a matter of learning, so consequences should be selected on the basis of “what we need to teach the child.” The primary purpose is one of learning appropriate behaviors.

Minor infractions which occur in the classroom will be dealt with by the teacher as deemed appropriate. Students should be made aware of the Code of Conduct and the consequences for failing to comply, and have the opportunity to have their side of the situation heard and considered before consequences are decided.

For repeated or more serious offences, the administration and parents will be involved. As this is a French Immersion school, minor conflicts will be resolved in French. As necessary, further discussions may be continued in English.

POSSIBLE CONSEQUENCES

(These may or may not be in a sequential order).

- **Verbal warning** – a reminder that a behavior is inappropriate and appropriate replacement behaviors are provided.
- **Verbal reprimand** – a more serious verbal reminder with consequences attached.
- **Minor detention** – loss of recess or part of a noon-hour privilege.
- **Major detention** – loss of free time or noon-hour privileges of one or more days.
- **Phone call home** – used in conjunction with most consequences to ensure parents are informed and involved.
- **Formal interview with student** – a scheduled meeting to discuss issues.
- **Relocation** – student temporarily moved to a supervised location to complete work.
- **Formal removal** – removal from a class with re-admittance based upon specific conditions.
- **Assigning restitution** – yard clean-up, removing graffiti, repairing damaged property, etc.
- **Interview with parents** – to ensure two-way communication, done at any stage.
- **Counselling** – receive behavioral support, parent informed
- **Student contract** – agreement regarding behavior, work habits, or other areas of concern
- **Loss of privileges** – ineligible for extra curricular groups, field trips, etc.
- **In-school suspension** – student does all required work in a supervised area away from his peers.
- **Suspension or dismissal from school** – temporary removal from programs, class, school bus or school property for a specific period; parents are notified and a meeting is held before return to school; terms for appropriate behavior are developed upon re-admittance.
- **Positive Behavioral Support Plan** – written for student by School Based Team
- **Safety Plan** – written for student by School Based Team.

École Whitehorse Elementary School Parent Handbook

Consequences should be:

- fair
- responsible
- related
- consistent
- respectful
- reasonable

INCENTIVES AND REWARDS

Incentives and awards are needed to reward good behaviour and to build school spirit. Student input into what they see as being a true reward and/or a fair consequence is very important.

Sample incentives and awards are:

- verbal encouragement
- certificates
- positive phone calls home
- positive reinforcement
- student of the day/month/year
- happy grams for home and within a class
- earning a recess or noon indoors
- first in line
- assembly awards, class awards, announcements
- earn a special time for a chosen activity
- Sensational Kids
- visit the principal for good reasons
- special field trips
- earn computer lab time
- time with a friend
- represent school at special activities (science, camp, spelling bee)

The school has developed Behaviour Management Guiding Principles to help parents, staff and students to understand how decisions are made with regards to discipline and conflict resolution. Please see the website for the full document: <https://ewesschoolcouncil.wordpress.com/policies-and-guidelines/>

CATCHING THE STUDENTS BEING GOOD

All too often we find ourselves catching kids being bad, and thus creating a situation where we only concentrate on the negative behaviors. In any given school day, our students are behaving appropriately with a far greater frequency than the other way around; yet it is only when they misbehave that they get singled out.

Positive reinforcement will go a long way to helping a student change a particular negative behavior. If the only reinforcement a child receives is negative, then his/her self esteem will consequently be quite low. Constant negative reinforcement will inevitably bring on further negative behavior. The only way to break the cycle is to ensure that these students are literally caught being good. This can be done in a number of ways. The classroom teacher is obviously a key figure, as she/he will have many opportunities during the day to catch the child in positive situations. The more we can catch the child being good, the more we can build his/her positive self image. We have yet to meet a child who doesn't like being praised.

RESPONSIBILITIES FOR A HEALTHY SCHOOL

Teacher:

- To teach in accordance with the guidelines of the department of education.
- To take an active role in helping to form the direction of the school.
- To further the strengths and address the weaknesses of the students.
- To make an active commitment to one's personal professional development.
- To become familiar with the various school routines and policies.
- To work towards creating an open school that encourages and welcomes parent participation.

École Whitehorse Elementary School Parent Handbook

Parent:

- To ensure regular attendance.
- To ensure punctuality.
- To understand and review with your child the expectations of the school in areas pertaining to the academics as well as behavior.
- To become informed regarding the direction of the school.
- To support your child through encouragement and understanding.
- To take an active interest in your child's learning.
- To work with the school to help solve problems as they arise.

Student:

- To attend school regularly.
- To arrive at school on time.
- To always try to do your best in all activities.
- To always be respectful of all adults in the school.
- To always be respectful of one another.
- Take an active part in ensuring that our school is free from all forms of violence.

ÉCOLE WHITEHORSE SAFE SCHOOL POLICY

Prevention

We will work together to build a safe and caring school where students are taught to recognize, refuse, and report bullying behaviors. The following definition, developed by Selkirk Elementary students and staff, is used to identify bullying:

Bullying is unfair. It can be physical, verbal or social. It is any behavior that leaves you feeling hurt, frightened, threatened or left out on purpose. Bullying is intentional.

Based on the philosophy that bullying is due to immaturity and lack of empathy, our prevention program aims to build maturity and to teach empathy by:

- Providing excellent role modeling of calm and positive language, self-control, and acceptable problem solving steps;
- Rewarding and acknowledging publicly examples of positive peer interactions through Assemblies, Virtues Program and the Student of the Week Program;
- Direct teaching of empathy through the school wide Virtues Project, and Career and Personal Planning lessons;
- Direct teaching of problem solving steps and anger management through the Career and Personal Planning curriculum and classroom teacher follow-up;
- Direct teaching on the subject of bullying –definition, difference between bullying and fighting, skills for refusing bullies, how to report an incident, and the importance of not retaliating;
- Implementation of programs specifically aimed at reducing violence including bullying such as Steps to respect, Second Step, and Talking about Touching;
- Annual survey to collect data on bullying incidents.

Our **Safe School Policy** can be found on our website: <https://ewesschoolcouncil.wordpress.com/policies-and-guidelines/>

École Whitehorse Elementary School Parent Handbook

Intervention

There is no excuse for hurting others physically or emotionally. Children must learn to treat another kindly despite their own feelings or personal situations. Intervention focus on the negative behaviors displayed rather than on the whole child. Replacement behaviors are taught and practiced for students to use in the future.

When bullying is reported we will use the Method of Share Concern to work towards changing the bullies' behavior and making amends with the victim. This method involves interviewing all people involved and working towards having the students take responsibility for their behavior.

Communication between administration, staff, students, and parents is a key factor when responding to bullying situations. A variety of tools will be used to increase communication with emphasis on getting back to the victim and their parents informing them on interventions.

Consequences for bullying behaviors will be designed to both deter bullying and to teach appropriate behavior. Whenever possible, restitution will be the focus. Students who bully will be asked to problem solve, apologize, show correct behavior, and spend time doing pro-social/self-esteem building activities.

The School Counsellor, the Administrative team, Teachers, Students and Parents will be involved in the intervention.

Research shows that the most powerful influence on reducing bullying is the reaction of the students who are neither the bully nor the victim, but those who are aware of the situation happening. Bystanders who help to reduce the impact of a situation or who contribute to the escalation will be included in all interventions.

Follow-up

Students involved in chronic bullying will be involved in interventions in a more meaningful manner. Based on the philosophy that punishing bullies leads to increased outbursts when adults aren't looking, a change in the kind of bullying they do and increased feelings of revenge, less punitive measures will be taken. Staff will work specifically with victims, bullies and bystanders to reduce the negative impact of the bullying and to develop pro-social skills. The following are some examples of support students may receive:

Working with the Victim

- Counseling
- Self-Esteem building activities
- Friendship building opportunities
- Guidance on refusing to be bullied
- Support to parents
- Increased supervision and/or alternative plans and activities

Working with the Bully

- Positive Behavior Support Plan
- Counseling
- Increased supervision and/or alternative plans and activities
- Self-esteem building opportunities
- Involvement by parents and teachers
- Support to parents

École Whitehorse Elementary School Parent Handbook

Working with the Bystander

- Reward all attempt to reduce the impact of a situation
- Encourage and praise students who report bullying
- Teach, review and practice the ways in which Bystanders can help reduce bullying
- Support and/or counseling for the Bystander who is being harmed by the negative they are observing

SCHOOL BUS POLICY

Many of our students come to school by bus. The school bus is seen as an extension of the school and while the children are on it they are under our supervision. Please direct concerns you have regarding the schedule directly to Judith Steele, the Student Transportation Officer at 667- 5172. To contact the bus company about concerns or lost items, contact, Norma Lea, at Standard Bus 456-3210

BUS SAFETY RULES

(Standard Bus)

RULES:

1. Obey the driver at all times.
2. Respect each other at all times.
3. No loud noises.
4. All body parts and objects remain inside the bus.
5. Remain seated and face forward.
6. No eating, drinking, or smoking on the bus.

CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR:

1. Verbal warning.
2. Conference with driver
3. Move to seat assigned by driver.
4. Incidence report sent to the principal.

When an incident report is sent to the Administrative Team, they will investigate the complaint by talking to the child (children) involved. It may be necessary to find witnesses to corroborate an incident or to confirm that there is a mistake.

As the majority of our students ride the bus, it is important that they understand clearly what is expected of them when doing so. The students are expected to get on and off the bus in an orderly fashion, and remain seated at all times while the bus is in motion. Students are expected to afford the same courtesy to the bus driver that they would to any adult in our school or their parents. School bus drivers will report any incident occurring on the bus to one of the members of the administrative team or the teacher on bus duty. Following a report, the following steps will be taken (pending the seriousness of any incident, the administration may choose to alter the consequences):

1. For the first incident, the parents will be contacted by a letter from the school,
2. For the second incident, the parents will be contacted by a letter from the school indicating that if the student receives another infraction, he/she will be suspended from riding the bus.
3. A third infraction will result in a one day suspension from the bus.
4. A fourth infraction will result in a two day suspension from the bus.
5. A fifth infraction will result in a one week suspension from the bus.
6. A sixth infraction will result in two week suspension from the bus.

École Whitehorse Elementary School Parent Handbook

7. Any subsequent infractions will result in a suspension from the bus that is at the discretion of the school administration.

BUS LOADING ZONE

Please, it is absolutely important that if parents are picking up their children at the end of the school day, they must pick up their children on the right side of the school parking lot (drop off area only so do not leave your car). If you are planning to get off your car, please park on Black Street, on 3rd avenue or in Extra Foods parking lot.

BUS PERMISSION SLIP

For safety and security reasons, students are not allowed to change buses or bus stops without written permission from their parents. Because buses are near capacity, if you want your child to take a different route, please send a note to be signed by school administration and given to the driver.

TRANSPORTATION EQUIPMENT

ITEMS NOT PERMITTED ON THE BUS:

- Lighters or matches
- Knives or sharp objects of any kind
- Skis or ski poles
- Snowboards
- Hockey sticks
- Animals
- Skates MUST be covered by skate guards and enclosed in a back pack or canvas bag
- Skateboards MUST be enclosed in a zippered bag
- Scooters MUST be folded and enclosed in a zippered bag
- Baseball bats MUST be stored safely with the driver at the front of the bus
- Baseballs, footballs, baseballs, etc. MUST be kept in a back pack or canvas bag
- Cellphones safely stowed and turned off

ANNEXES

École Whitehorse Elementary School Actions/Activities to Promote Supportive Home-School Relationships

École Whitehorse Elementary School Parent Handbook

