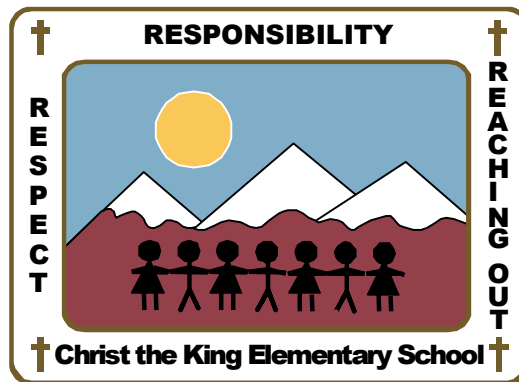


Christ the King

Elementary



Parent - Student Handbook

Christ the King Elementary School
20 Nisutlin Drive

Whitehorse, Yukon Y1A 3S5

Phone: (867) 667-3527 Fax: (867) 667-3666

A Prayer for Youth

We offer to you, loving God, the gifts and needs of youth.

Bless them with your guiding grace

*as they face the challenges and opportunities in their
lives.*

Touch their hearts with the gentleness of your love,

that they may know they are valued and valuable beings.

Send your spirit of hope to their lives,

*that they may believe in themselves
and know they are needed in this world.*

Grace them with the gift of joy

*that they may celebrate life
through laughter and tears alike.*

Guide us, as we continue to grow

*in our appreciation of the many gifts of young people,
in the ministry opportunities we offer to them,
in the journey of faith we walk with them,
in our shared mission as a community called to
discipleship in the world.*

We ask this in Jesus' name.

Amen

WELCOME

At Christ the King Elementary School, we believe that school is an important part of a growing child's life. We want children to be happy, to be challenged, to develop their potential for learning, to do their best work, and to experience success. We also want children to be respectful, to accept responsibility for their own learning and behavior, and to reach out to others. This can only be accomplished when all of us work together for the sake of our children.

The school is a partner with parents/guardians in the education of children. We share the responsibility of providing the best educational opportunities for our students. Our challenge is to help students become life-long learners. We do this by creating a learning environment where respect and understanding, security and risk-taking, and responsibility and reaching out are important values. We believe that each child is unique and special. The values we teach are based on a Catholic philosophy of education. We promote a strong personal relationship with God as well as respect for the dignity and innate goodness of every person.

Christ the King Elementary is your school, and we hope you will take a full and active part in all school activities. We encourage you to visit the school and communicate with us often. We need to hear your questions, concerns and encouragements. Please speak to your child's teacher as soon as a problem occurs so that we are made aware of any issues and can deal with them as soon as possible. We encourage you to volunteer your time and talents whenever possible and, if you are able, to join your children for noon lunch.

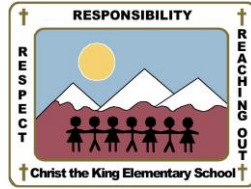
This handbook should assist you in receiving basic information about Christ the King Elementary School. It also suggests a number of things you can do to cultivate sound educational attitudes and habits in your child. The handbook is general in nature and will not be re-issued each year, so we ask that you please keep it for future reference until the next revision. Yearly updated information regarding school calendars, staff, etc. will be communicated to you through the first newsletter of the school year. If you require any additional information, please contact us at 667-3527. Thank you.

Marj Hlady, Principal



Unity

*I dreamed I stood in a studio
And watched two sculptors there
The clay they used was a young child's mind
And they fashioned it with care.
One was a teacher - the tools she used
Were books, music and art.
The other, a parent, worked with a guiding hand,
And a gentle, loving heart.
Day after day, the teacher worked with touch
That was deft and sure,
While the parent standing by his side,
Polished and smoothed it o'er.
And when at last their task was done,
They were proud of what they had wrought,
For the things they had molded into the child
Could neither be sold nor bought.
And each agreed they would have failed
If each had worked alone,
For behind the parent stood the school
And behind the teacher, the home. (Author Unknown)*



Catholic Schools of Whitehorse

MISSION STATEMENT

To educate children in a Catholic learning environment.

Through the sharing of knowledge and Christian values, and by celebrating our Catholic faith, students are assisted in developing a personal faith and an understanding and appreciation of self and others. Each child has the opportunity to strive for academic excellence and to reach his or her potential as a life-long learner.

The uniqueness of each child is celebrated!

STATEMENT OF VALUES AND BELIEFS

We believe that parents and guardians, students, teachers, administrators and the Catholic community are the key contributors to Catholic education. All work together for the emotional, intellectual, moral, physical, social, and spiritual development of the *whole* child. Values taught by example empower and support children for a lifetime of learning and participation in their own and the global community.

These values include:

- a strong personal relationship with God,
- love, respect and forgiveness of oneself and others,
- a sense of self-worth,
- critical and creative thinking skills,
- interpersonal skills, and
- witnessing to our faith in the world.

(Circle of Caring, July 1993)

GOALS AND OBJECTIVES

Spiritual Development:

To provide a Christian learning environment and develop students' understanding and love of Christ, self and others throughout a life-long journey of faith.

Intellectual Development:

To create an opportunity for each student to develop his/her full potential as a life-long learner.

Academic Excellence:

To provide each student with the opportunity to strive for academic excellence.

Emotional Development:

To provide a Christian learning environment which promotes healthy emotional development.

Moral Development:

To provide a Christ-centered environment, based on the principles of the Gospels, to enable the formation of conscience.

Social Development:

To assist each student in developing personal relationships and the ability to appreciate diverse views, approaches, and cultures.

Physical Development:

To provide students with opportunities for, and an understanding of, the need for physical well-being.

Aesthetic Development:

To strive to provide each student with an understanding of, as well as opportunities and means of expressing, aesthetic creativity.

GENERAL GUIDELINES FOR MEETING CURRICULAR GOALS

To meet each of the curricular goals, teachers follow Integrated Resource Packages (I.R.P.'s) which outline the goals of the curriculum for each grade level. They achieve these goals by writing long range plans for each subject area, setting appropriate criteria to meet the goals, and assessing the students' growth in achieving the goals.

Teachers are continually assessing and evaluating progress through observation of both process and product. A child's progress is assessed according to what can be reasonably expected from a child his or her age. These developmental expectations are laid out by the curriculum guidelines and performance standards. The learning outcomes listed in these IRP's assist the teachers in establishing milestones for the child's growth and development. It is important to note that the progress and development of each child is monitored by a continuous data collection process. Ongoing assessment usually takes a triangulated approach: COPS-conversations/conferences, observations, products.

As teachers conference with students while they work, their conversations/dialogue will create an understanding of the students' thought processes, the skills and knowledge that they have, and their areas of need. Similarly, as teachers observe students while they are learning, they are able to gather information about the kinds of skills that are being developed. By viewing the products which are demonstrated in many different ways (eg reading, written work, oral presentation, etc), the teacher is able to further determine each student's ability level. All three forms of assessment are important for understanding the child's growth and development, and for determining what to teach next.

Teachers use their pedagogical knowledge, professional training, and experiences in the classroom setting to make the day to day decisions about which strategies, assessments and activities to choose in order to meet the goals of the curriculum for each child.

At Christ the King Elementary, all teachers provide parents with an information booklet at Open House which outlines the expectations of the curriculum for that particular grade. We hope that providing a summary of the year's expectations will give parents a clearer understanding of what is to be achieved during that year. For students who are unable to meet the regular curricular goals, special programming is put in place and provided for through classroom modifications, Reading Recovery, learning assistance, Individual Education Plans (I.E.P.'s) or Student Learning Plans. Parents are always contacted about any changes to programming.

ACADEMIC PROGRAM

Christ the King Elementary follows the Yukon curriculum of studies prepared by the B.C. Ministry of Education. Time allocations for each subject area are recommended by the Department of Education to provide balance and flexibility across the curriculum.

Priority in the elementary grades is given to the development of skills in literacy (reading, writing, and speaking/listening) and numeracy. Parents and guardians are encouraged to become involved in the home reading programs as the practise is necessary for children to become successful readers. There are many venues for children to practise their writing skills: journals, quick writes, reading responses, etc.

With numeracy, our goal is to help children develop an understanding of math concepts. We do this through the use of manipulatives and the application of mathematics in our everyday lives. Problem solving is an integral part of the math program.

Social studies and science are usually integrated.

Because of the many classes that require the use of the gym, it is only possible for each class to have physical education in the gym three times per week. However, teachers often take the children outside for physical education on days they do not have a scheduled gym time. Swimming, gymnastics, and skating are also some of the extended physical education activities teachers provide for their students.

All students at Christ the King Elementary also receive instruction in art, music, guidance, French and information technology. This is in keeping with the idea of teaching the whole child and providing a balanced and varied curricular program.





RELIGION PROGRAM

At CKES we follow the Canadian Catholic Catechism: *BORN OF THE SPIRIT*. The program is designed to help children realize that they are loved by God and have been gifted in unique and personal ways. Belonging and commitment are recurring themes. Besides helping children understand religious beliefs and values, we also provide opportunities for students to grow as witnesses of God's love for humankind.

Whitehorse Catholic schools provide opportunities for spiritual growth and development through personal prayer and celebrations. Celebrations are structured to promote the active participation of students. Major liturgical events are celebrated on a school-wide basis. We strive to create an atmosphere where children feel comfortable with prayer.

Family Life themes are taught from a Catholic moral perspective. The program is based on the *Fully Alive series* commissioned by the Catholic Conference of Ontario.

All parents are invited to join us for all school wide celebrations. Dates and times are announced in the newsletters. During celebrations, we ask all students to enter and exit the gym in a respectful and responsible manner. To help establish a sense of reverence and respect for God, we ask for your co-operation by removing your hat, turning off your cell phones, joining us in song, and maintaining a quiet, reflective atmosphere as the children gather in the gym.

Another important part of our religion program is service learning. Service learning is our way of reaching out to others by doing works of service or raising funds for those who are less fortunate than ourselves. There are several school wide projects in which all students are participants, but each class is also responsible for choosing a class project to work on throughout the year.

PROFESSIONAL LEARNING COMMUNITY

Christ the King Elementary works as a professional learning community (PLC). This means that professional staff, with school council support, work together to benefit student learning. The norms of collaboration and decision making through consensus contribute to a culture in which staff grow in professionalism and efficacy. Staff work together to support the school growth plan goals and success for each student. They reflect on their practice, choose instructional strategies, and analyze the results of their work to determine further action. Students are always at the heart of the PLC conversation and efforts, and it is the professional staff who share the responsibility to serve students well. With a shared vision of quality and success for all, members of our PLC work together collaboratively and continually with an undeviating focus on student learning.

On the next two pages, we have provided a "big picture" look of Professional Learning Communities, to help you understand the thinking behind PLC's. This is followed by our profession of core beliefs, mission, vision and collective commitments which we developed collaboratively specific to Christ the King Elementary.

A Big Picture Look at Professional Learning Communities

What is a PLC?

“A Professional Learning Community (PLC) is educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve. PLCs operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators.”

—adapted from *Learning by Doing*

3 Big Ideas of a PLC

Focus on Learning

The fundamental purpose of the school is to ensure high levels of learning for all students. This focus on learning translates into four critical questions that drive the daily work of the school. In PLCs, educators demonstrate their commitment to helping all students learn by working collaboratively to address the following critical questions:

- 1) What do we want students to learn? What should each student know and be able to do as a result of each unit, grade level, and/or course?
- 2) How will we know if they have learned? Are we monitoring each student’s learning on a timely basis?
- 3) What will we do if they don’t learn? What systematic process is in place to provide additional time and support for students who are experiencing difficulty?
- 4) What will we do if they already know it?

Build a COLLABORATIVE CULTURE

- No school can help all students achieve at high levels if teachers work in isolation.
- Schools improve when teachers are given the time and support to work together to clarify essential student learning, develop common assessments for learning, analyze evidence of student learning, and use that evidence to learn from one another.

Focus on Results

- PLCs measure their effectiveness on the basis of results rather than intentions.
- All programs, policies, and practices are continually assessed on the basis of their impact on student learning.
- All staff members receive relevant and timely information on their effectiveness in achieving intended results.

6 Essential Characteristics of a PLC

Shared mission, vision, values, goals

Educators in a PLC benefit from clarity regarding their shared purpose, a common understanding of the school they are trying to create, collective communities to help move the school in the desired direction, and specific, measurable, attainable, results-oriented, and time-bound (SMART) goals to mark their progress.

Collaborative teams focused on learning

In a PLC, educators work together interdependently in collaborative teams to achieve common goals for which they are mutually accountable. The structure of the school is aligned to ensure teams are provided the time and support essential to adult learning.

“Collaboration is a systematic process in which we work together, interdependently, to analyze and impact professional practice in order to improve our individual and collective results.”

—adapted from *Learning by Doing*

Collective inquiry

Teams in a PLC relentlessly question the status quo, seek new methods of teaching and learning, test the methods, and then reflect on the results. Building shared knowledge of both current reality and best practice is an essential part of each team’s decision-making process.

Action orientation and experimentation

Members of a PLC constantly turn their learning and insights into action. They recognize the importance of engagement and experience in learning and in testing new ideas. They learn by doing.

Commitment to continuous improvement

Not content with the status quo, members of a PLC constantly seek better ways to achieve mutual goals and accomplish their fundamental purpose of learning for all.

All teams engage in an ongoing cycle of:

- Gathering evidence of current levels of student learning
- Developing strategies and ideas to build on strengths and address weaknesses in that learning
- Implementing the strategies and ideas
- Analyzing the impact of the changes to discover what was effective and what was not
- Applying the new knowledge in the next cycle of continuous improvement

Results orientation

Educators in a PLC assess their efforts on the basis of tangible results. They are hungry for evidence of student learning and use that evidence to inform and improve their practice.

“The success of the PLC concept depends not on the merits of the concept itself, but on the most important element in the improvement of any school—the commitment and persistence of the educators within it.”

—Richard DuFour

- Adapted from the work of Richard DuFour, Rebecca DuFour, and Robert Eaker.

Christ the King Elementary

Core Beliefs:

- We believe that learning and success is the shared responsibility of the student, the parents, the staff, and our community.
- We believe in the Catholic virtues of faith, hope and love.
- We believe in leading by example and modeling Catholic values for our students.
- We believe that we are called to treat one another with respect and compassion.
- We believe in the dignity of each person.
- We believe every child has unique talents, skills, abilities and gifts.
- We believe every child can learn and achieve to his/her highest potential.
- We believe students learn best in a safe, orderly and caring environment.
- We believe in collaboration and teamwork.
- We believe we can make the world a better place through our words and actions.

Mission Statement: *Every Child Matters, Every Child Succeeds*

At Christ the King Elementary School every child matters, every child can learn and every child can succeed. Our school community is committed to ensuring all students have the opportunity to reach their highest potential within a Catholic faith-based community. We focus on continuous improvement and strive to provide the best education possible to promote lifelong learning for every child.

Vision:

- A learning community based in Catholic teachings and traditions where prayer, reflection and study of the Catholic faith are integrated into daily activities.
- A learning community that fosters and develops the spiritual, academic, social, emotional, physical and moral growth of every learner.
- A learning community that provides all students with skills, knowledge and dispositions that enable them to become independent, successful lifelong learners.
- A learning community that challenges every student to achieve to his/her highest potential.
- A caring community based on Respect, Responsibility and Reaching Out.
- A safe community where every child feels cared for and valued.
- A welcoming community that honours the dignity of every child and celebrates diversity.
- A collaborative community that works together to provide the best education possible for every student.
- A community of hope that believes we can make a difference in the world.

Collective Commitments:

- We provide learning opportunities that most effectively meet the needs of the whole child.
- We incorporate Assessment for Learning practices.
- We work collaboratively in Professional Learning Communities.
- We provide service learning opportunities for every student.
- We encourage respectful communication and positive interactions.
- We integrate daily opportunities for prayer, reflection, and Catholic teachings into our school life.
- We celebrate our Catholic faith through whole school and classroom celebrations.

ASSESSMENT AND EVALUATION

The purpose of assessment and evaluation is to support student learning. Assessment is ongoing. In order to build on students' strengths and successes, data collection is essential. Teachers' anecdotal files, rubrics, performance standards and student portfolios are used to monitor student learning and to plan for further instruction.

As indicated earlier, assessment usually takes on a triangulated approach: COPS-conversations/conferences, observations and products.

At Christ the King Elementary, we believe in using Assessment for Learning practices. There are six guiding principles or strategies that teachers adopt to practice Assessment for Learning. They include:

- 1) Making learning intentions clear to students
- 2) Co-constructing criteria with students
- 3) Giving descriptive feedback: What's working? What's not? What's next?
- 4) Questioning: Who's asking the questions? Are the questions open?
- 5) Increasing peer and self-assessment
- 6) Ownership: Involve learners in showing and talking about their own work

Student learning is reported throughout the year by means of informal discussions, classroom visits, formal report cards, IEP reviews, interim reports, student planners, home reading books, and student led conferences. Report card comments and/or letter grades reflect student progress and growth a particular skill.

Students in kindergarten to grade seven are issued report cards three times a year. All students at CKES are encouraged to lead the parent-teacher-student conferences. We believe that students should be actively involved in any dialogue on their learning progress.

Reporting times are:

First Term: November

Second Term: March

Third Term: June

Please note that these report card dates by no means restrict you from calling the school whenever you have a question or concern. Proper procedure would be to contact your child's teacher and then, if necessary, the principal.

In keeping with the Department of Education's Assessment Policy, students in grades four and seven will write criteria referenced tests in literacy and math. These tests are curriculum based and one measure of the students' achievements in attaining curricular goals.

CHILDREN WITH SPECIAL NEEDS

We believe that all children have a right to quality education and to reach their own potential. Therefore, the school reaches out to children with special needs in a variety of ways. The school based team, composed of the learning assistant teachers, the school counsellor, and the school administration, meets on a regular basis. The team's role is to provide support for classroom teachers and to determine when a student needs to be referred for further assessment and/or assistance from special programs consultants.

Some students may need learning assistance or counselling to help them meet their needs. Parents/guardians are always contacted before any special programming begins.

Students with exceptional needs are placed on Individual Education Plans (IEP's) or a student learning plan to address those areas of the curriculum where they are not able to meet the learning expectations for their peer group. Parents/guardians are involved in the preparation and review of their child's IEP.

ROLE OF PARENTS

A consistent effort is made to involve parents/guardians in the education process. Parents and guardians of CKES are encouraged to work with children in a productive way. Their commitment as reading partners, both at home and at school, has a dynamic effect on children's attitudes toward learning. Students take pride in efforts that are noted and valued by significant adults in their lives. The involvement of parents/guardians in the classrooms and at the school level is greatly appreciated by staff and students.

What happens in the home affects the way children learn at school. Young children need to know that you believe that school is important, and that you support the teachers and the school. They need to come to school well rested, adequately nourished, and prepared to learn. At home, they need a quiet place for homework. Parents/guardians also participate in their children's learning by praising honest efforts, encouraging them to try new things, spending time with them, listening to their stories and concerns, and setting reasonable tasks for them to do on their own. As social responsibility is an important part of being a successful learner, parents are also encouraged to support our school's core values of respect, responsibility and reaching out.

SCHOOL COUNCIL

School council, consisting of five elected parents/guardians, holds regular meetings to discuss school issues. Please feel free to pass on any bouquets or concerns. You are welcome to attend any school council meeting. Meetings are held monthly in the staffroom at a time chosen at the beginning of the year by the school council members. A list of school council members and their phone numbers is sent home with the first newsletter in August.

COMMUNICATION

In order to facilitate communication between home and school, a newsletter is usually sent home on the last instructional day of each month. The newsletter is a way of sharing general information regarding school policies and activities, educational issues, highlights of meetings, announcements, special events, as well as church and community news. Classroom teachers may also communicate through periodic newsletters. At the intermediate level, students use personal planners to assist in organizing their learning activities and keeping their parents/guardians informed. Each teacher also prepares a parent information package which contains an overview of the goals and skills that will be taught during the year in that class. These are distributed at the Open House in September. To help ease the transition into kindergarten and grade one, the teachers of those grades also have special information nights in September.

Parents/guardians are encouraged to communicate issues and concerns regarding their children. Proper procedure would be to contact your child's teacher and then, if necessary, the principal. Teachers find it easier to help children when they know something about their lives at home. Let your child's teacher know about things that might be bothering your child, things your child likes to do outside of school, and who your child's friends are.

It is important that the school office have your current address and phone numbers (home and work).

SCHOOL HOURS

* Staff supervisors begin duty at 8:15 am

8:33 am	First Bell
8:38 am	CLASSES BEGIN
10:15-10:30 am	Recess
12:05 pm	Noon Hour Dismissal
12:55 pm	Afternoon Bell
1:00 pm	CLASSES BEGIN
3:00 pm	Dismissal

Daily teaching/learning time is 5 hours and 17 minutes.

Times can vary slightly from year to year, depending on the school calendar which is decided by school councils each year.

LEAVING SCHOOL PREMISES

Students are not permitted off the school premises without written permission from a parent/guardian. During the first week of school, parents/guardians are asked to indicate in writing if their child will be going home for lunch. In order to maintain a good relationship with Riverdale Super A, **students will not be allowed to visit the store during school hours, including lunch hour.** Students who normally stay for lunch must be picked up by a parent/guardian if they want to leave for lunch.

ATTENDANCE

Students are expected to attend school regularly and to arrive on time. Please contact the school between 7:45 am and 8:30 am if your child will be absent or late. Our telephone number is 667-3527. If we do not receive a call, our receptionist or administrative assistant will call you sometime before 9:00 am to ensure the safe arrival of children to the school.

If your child is sick, it is best for him/her to stay at home. If there are unusual circumstances which require your child to stay in at recess, please send a written request with your child to the classroom teacher.

PRACTISES BEFORE AND AFTER SCHOOL

For their own safety, students should not arrive before 8:15 am as there is no supervision before that. The students should dress warmly and stay active as they will be expected to stay outside until the bell goes. The playground area is restricted to the front and Reading Recovery areas in the morning. Students who do not take the bus are expected to go straight home or to their daycare after school. Only those students whose parents are at the school to look after them will be allowed to stay and play after school. For safety reasons, we also request that all parents/guardians who pick up their children after school be here promptly at 3:00 pm.

HEALTH ISSUES

Parents/guardians are invited to enroll their child in the School Dental Health Program. They must sign a consent form before the dental therapist can do any dental work on their child. The dental therapist serves CKES for a period of four to five months during the school year.

For the protection of other children, students who have a communicable disease are asked to remain at home until the general symptoms of the disease are cleared up. A common health problem in schools is head lice. If your child does get head lice, we ask that you notify the school and treat your child before allowing him/her to return to school.

Medicine cannot be administered at school unless specifically requested by a doctor and a release permit signed by a parent/guardian is available for school office staff. The permit should explain the special circumstances, the type of medication, the dosage, and **must give written permission for the child to take the medication at school**. The note and medication must be delivered to the office by the parents. Medication must be in the original container issued by the pharmacy. There are forms available in the office for this purpose.

ACCIDENTS

The school staff provides appropriate first-aid treatment in cases of minor accidents. In the case of more serious injuries, parents/guardians are contacted immediately. If a parent/guardian cannot be reached, the injured student is transported to the hospital's outpatient department. Parents/guardians who do not agree with this procedure are asked to inform the administration in writing, stating the procedure they wish the school to follow in case of serious injury to their child.

LOCKED DOORS

As a safety precaution, all side and back doors to the school will remain locked during the day. They will be opened only at bell times so that children can enter the school when the bell goes. The front doors will remain unlocked for parents and any students who arrive late. Please reinforce with your child(ren) that he/she must come to the front door once classes are in session. Students are requested to come to the supervisor in the front hall if they have to use the bathroom or otherwise need assistance during recess times.

FIELD TRIPS

Your child's learning experience can be greatly enriched by field trips. Field trips require signed permission slips from parents. **If we do not have signed parental permission slips, children will not be allowed to go on the field trip.** To help cover the cost of bus fare, we ask students to make a small contribution towards each field trip they go on.

EVACUATION PROCEDURES

Students of Christ the King Elementary practise fire, earthquake and lockdown procedures on a regular basis. There are designated marshalling areas in the front and sides of the school for regular emergency drills. If there is a need to keep the children outside for a longer period, they will all gather in a central location in front of the school which will be our main marshalling area. Please note that, if there ever is a need to evacuate our building for an extended period of time and we need protection from the cold, the students will go to Vanier School or Selkirk Street School as alternate locations. As much as possible, in any emergency, we ask parents to please come to the school immediately, rather than tie up phone lines which may be needed for police or other emergency priorities.

COLD WEATHER

All students are expected to go outside for recesses except on days when there are extreme weather conditions (-25 degrees Celsius or colder and on high wind chill days.) Please help your child dress appropriately for Yukon winters (snowpants, boots, hats, mitts, and scarves) so that he/she can enjoy the time outdoors.

SCENT FREE ENVIRONMENT

As several members of our school community are allergic to perfume, after shave and other accented products, our school is a scent-free environment.

DRESS CODE

Students are not allowed to wear shirts that expose midriffs, low riding pants, low cut tops, spaghetti straps, skirts or shorts of immodest length, or shirts with disrespectful sayings. If the clothing is considered inappropriate, we will ask your child to cover it with a jacket, shirt, etc. We thank you for your continued support with our dress code as we try to help children develop a healthy respect for themselves and their bodies.

THREATS

Please be reminded that students are not allowed to make threats of any kind. Please talk to your children about the importance of not making threats and reinforce with them that we will investigate all threat making behavior that is reported to us.

PHOTOS

Because of privacy concerns, students are not allowed to bring cameras of any kind, including those on cell phones, to the school and take photos of other students. With increased blog use and other safety issues around the Internet, it is important that the privacy of all students be respected.

CELL PHONES

Using cell phones on school property is not permitted. If your child is in need of a cell phone for parental contact after they have left the school grounds, the phone must be kept turned off and stored in the locker.

CONTRABRAND

Contraband items at Christ the King Elementary are those items that are illegal, unsafe, or deemed inappropriate in a school setting. Contraband items include such things as cigarettes, matches, lighters, weapons or ammunition of any kind, knives, alcohol, illegal drugs, drug paraphernalia, needles and syringes, pornographic material, and hate or racist materials. These items are not permitted on school property. This list of contraband items is meant to give an example; it is not meant to be restrictive. Because we wish to discourage violence of any kind, toy guns or violent toys of any sort are not allowed at school. All contraband items will be confiscated and, depending on the item, followed through with the appropriate authorities and/or parents or guardians.

LOCKERS AND DESKS

Students are expected to keep lockers and desks clean. Lockers and desks are the property of the school, and therefore, they, as well as any items in the lockers and desks, are subject to inspection as determined necessary by the school administration, without prior notice. Inspections will be held, where deemed necessary, for the well-being and safety of all students. During inspections, the students' co-operation is expected. Any item that is considered personal and private should remain at home so that an issue need not be raised under these circumstances. Contraband items are not allowed in lockers or desks.

ANIMALS IN THE SCHOOL ENVIRONMENT

Occasionally, the issue of loose animals in the schoolyard has created some problems. For families bringing pets into the schoolyard, it is appreciated when the dogs are collared, leashed, and under control. It is a common practise by pet owners to scoop and dispose of feces produced by their pets, especially as children play in the schoolyard. If there are unattended dogs on the school grounds which could pose a health and safety risk, we will be required to report this to animal control. Because of some severe allergies to animals, we ask that you please do not bring your pets into the school.

PROTOCOL

Parents/guardians are encouraged to become active partners in their child(ren)'s learning. If there are any questions, concerns or encouragements, they are asked to call the school immediately.

As the first step, a parent having concerns about school programs or his/her child's interactions with a teacher is requested to discuss this concern with the teacher involved.

If the concern is not resolved, the parent/guardian and/or the teacher is encouraged to discuss the matter with the principal or vice principal. The administrator may arrange for a meeting of all parties concerned. Departmental personnel may be asked to attend. If there is still no resolution, the parent is encouraged to discuss the concern with the superintendent.

If necessary, the parent may contact the school council to discuss the concern after these initial steps have been taken.

Matters will be treated in a confidential manner at all levels.

All parents will be encouraged by the administrative team or school council to follow the correct protocol when problems are brought to their attention.

All teachers, administrators and parents are expected to discuss their concerns in a courteous, confidential and respectful manner.

GENERAL SCHOOL OPERATIONAL GUIDELINES

Textbooks and library books are made available free of charge so long as they are not misused, destroyed or lost. Students, along with their parents/guardians, are held responsible for lost or damaged books. We will request that students/parents please cover the cost of replacing the book if it is lost or damaged.

Students are expected to follow the school's computer use policy. This policy is explained by the teacher of information technology. Students who abuse their computer privileges will lose those privileges.

Generally, students should not bring money and other valuables to school as they may be lost or taken. The school cannot be responsible for personal items. When it is necessary to bring money to school, students may turn it in to their classroom teacher for safe keeping.

We recommend that students have both indoor and outdoor shoes or boots and that they wear their indoor shoes at all times. Students are not allowed in the gym without shoes. Please ensure that the shoes have non marking soles.

A box for lost and found items is located in the main foyer. Please check it periodically if your child is missing articles of clothing. All unclaimed articles will be donated to a charity at the end of each term (November, March, June). **Please put your child's name on all of his/her personal belongings.**

POSITIVE BEHAVIOUR PLAN

An important part of the school's culture and climate are its rules, regulations, and disciplinary practises. Our behaviour plan is based on:

1. the principle that parents are the primary teachers in giving children a sense of proper behaviour;
2. the belief that each child has the right to an educational environment that is wholesome and safe; (Therefore, we are all responsible for addressing inappropriate behaviour.)
3. the premise that the main function of a Catholic school is to ensure that students have an opportunity to follow the Christian way of life. (Effective discipline has its foundation in respect and trust.)
4. an emphasis on good behaviour; (Good behaviour needs to be reinforced; we do not take it for granted.)
5. consistency, respect, and responsibility.

Our behaviour plan is founded on the principles of respect and responsibility. This enables our school community to provide students with opportunities to assume the increasing responsibility necessary to make appropriate decisions while still ensuring the security and well-being of all. The administrators and staff members are prepared to act as role models so that there is consistency between what is expected and what is practised. **Within the Christ the King Elementary School community, people will treat each other with respect.** This means that everyone in our school will show consideration for the rights, feelings, and property of others.

EXPECTATIONS

We promote appropriate behaviour in a proactive way. Children are expected to show a Christian attitude of caring and sharing within the classroom and on the playground. They are expected to:

- 1) be polite and courteous
- 2) play fairly and get along; work out disagreements in an appropriate manner
- 3) respect others, their feelings and their property
- 4) do their best in their school work
- 5) cooperate with others in making school a happy and safe place for everyone
- 6) accept responsibility for their actions, behaviour and learning

SCHOOL RULES

At Christ the King Elementary, we want all students to:

1. **Be Safe.** This means we will:
 - keep our hands and feet to ourselves. There will not be any fighting, play fighting, or bullying behavior of any kind
 - not make threats of any kind
 - throw only a ball. There will be no throwing of snowballs, rocks, sticks, sand or other objects
 - make the choice of reporting problems rather than adding to them
 - not bring knives or other dangerous items to school
 - not create or bring pictures that are violent
 - not ride bicycles, roller blades, scooters or skateboards on the playground
 - follow the rules set out for sports and playground games
 - stay on the school property. It is not safe to run out on the street, go to the store, or play in the trees around the school property
 - remember that school rules apply any time you are on school property
 - go straight home or to the daycare after school
 - follow the bus boarding procedures as directed by the supervising teacher
 - follow the school bus rules
2. **Be Respectful.** This means we will:
 - show kindness and caring to all
 - remember our manners
 - avoid swearing, name calling and put downs
 - wear appropriate clothing to school. Shirts or pants that expose bare midriffs, spaghetti straps, or disrespectful t-shirts are not permitted
 - remove our outdoor shoes and hats upon entering the school
 - listen to all the teachers and follow through with their requests
 - walk down the halls without talking so we do not disturb others
 - use “inside” voices as soon as we enter the building
 - leave toys, iPods, cell phones, or other distracting items in your backpacks
 - not damage any school property
 - not litter in the school or on the playground
 - not chew gum at school
3. **Be Responsible.** This means we will:
 - arrive for each session on time
 - follow the criteria so we can do our best work at all times
 - return items from home on time as requested by teachers
 - set an example for others
 - take ownership for our words and actions
4. **Reach Out to Others.** This means we will:
 - show empathy and compassion to all
 - share the playground equipment
 - help other people whenever possible
 - welcome all guest teachers and visitors to our school
 - be ambassadors of our commitment to Respect, Responsibility, and Reaching Out

LUNCHTIME RULES

At lunch time we will:

- 1) eat our lunches in our own classrooms
- 2) remain seated in our own seats
- 3) speak quietly (inside voices)
- 4) use good table manners
- 5) ask the supervising teacher to use the drinking fountain or bathroom
- 6) wait until the clean-up bell rings to discard of lunch items
- 7) clean off our desks and pick up our own garbage
- 8) put our lunch containers away quickly and quietly (inside voices)

CONSEQUENCES FOR BREAKING SCHOOL RULES

In order to promote personal responsibility, discipline measures are based on appropriate consequences for one's actions. Generally, the staff members on supervision duty assign consequences for violations of school rules. A warning is usually given when a student disobeys the rules. However, if the infraction is of a serious nature (fighting, hurting another person or oneself, destroying property or offensive language) or when the infraction is repeated, a consequence will be given, or the behaviour may result in an office referral. For minor infractions, students may be asked to:

- help by walking along beside the supervisor observing how others are playing safely
- take some time-out
- do something kind for someone they have hurt
- do some form of community work to make the school a safe place for everyone
- discontinue the game
- leave the activity or situation
- give up recess privileges

Consistent disregard for school rules, highly aggressive behaviour, or any action considered very dangerous by the administration will result in more serious consequences. **Each behaviour deemed serious enough for an office referral will be considered by the administration and appropriate action will be taken. Consequences will be decided at the discretion of the administrative team, based on the situation at hand, and the needs and safety of all the children in the school. It is expected that the parents will support the school and follow through with appropriate action at home.**

- time-out for longer periods of time. This time can be used to help the student calm down, arrive at an appropriate consequence, and/or write a letter of apology
- a call home to a parent/guardian to alert him/her to the student's behaviour
- the student may miss a field trip or other activity
- dismissal from school when the infraction is serious fighting, a dangerous action, non-compliance, disrespect or verbal abuse to others. The student may return to school only when accompanied by a parent/guardian. The incident and consequence are recorded in the office file

- in-school and out-of-school suspensions as outlined in the Education Act

Students are encouraged to accept responsibility for their choices.

School Bus Rules

- 1) Follow the instructions of the bus driver at all times
- 2) Remain seated at all times
- 3) No fighting, bullying or teasing
- 4) No eating or drinking
- 5) Heads, hands, arms, etc. must remain inside the bus at all times
- 6) No swearing
- 7) No smoking
- 8) No yelling, screaming or unnecessary noise

Christ the King Elementary Bus Discipline Policy

Christ the King Elementary School Council supports the school administration in the application of the following Bus Discipline Policy governing student behaviour:

- 1) **When the school receives the first written bus report:**
 - Administration meets with student
 - Written notice goes home
 - Written notice signed by parent or guardian and returned to school
- 2) **When the school receives the second written bus report:**
 - Administration meets with student
 - Conference call attempted with parents
 - Written notice goes home
 - Written notice signed by parent or guardian and returned to school

(Note: If parent or guardian cannot be reached for conference call, written notice will still be sent home on that day saying that phone contact could not be made but to call if, further clarification or discussion needed)

- 3) **When the school receives the third written bus report:**
 - Administration meets with student
 - Conference call with parents
 - Written notice goes home informing parent or guardian that student has lost bus privileges for one week from the date the school received the written bus report
 - Copies of the bus report and bus suspension notice are given to school council

- Meeting with parent or guardian, student, administration and bus driver takes place before student resumes riding on the bus

Depending on the severity of an offense, the school administration may forego the first three disciplinary levels and immediately suspend a student's bus privileges until the next regularly scheduled school council meeting. This will occur when the administration judges that the actions of the student affect the overall safety of the driver and passengers on the bus.

4) When the school receives the fourth and subsequent written bus report:

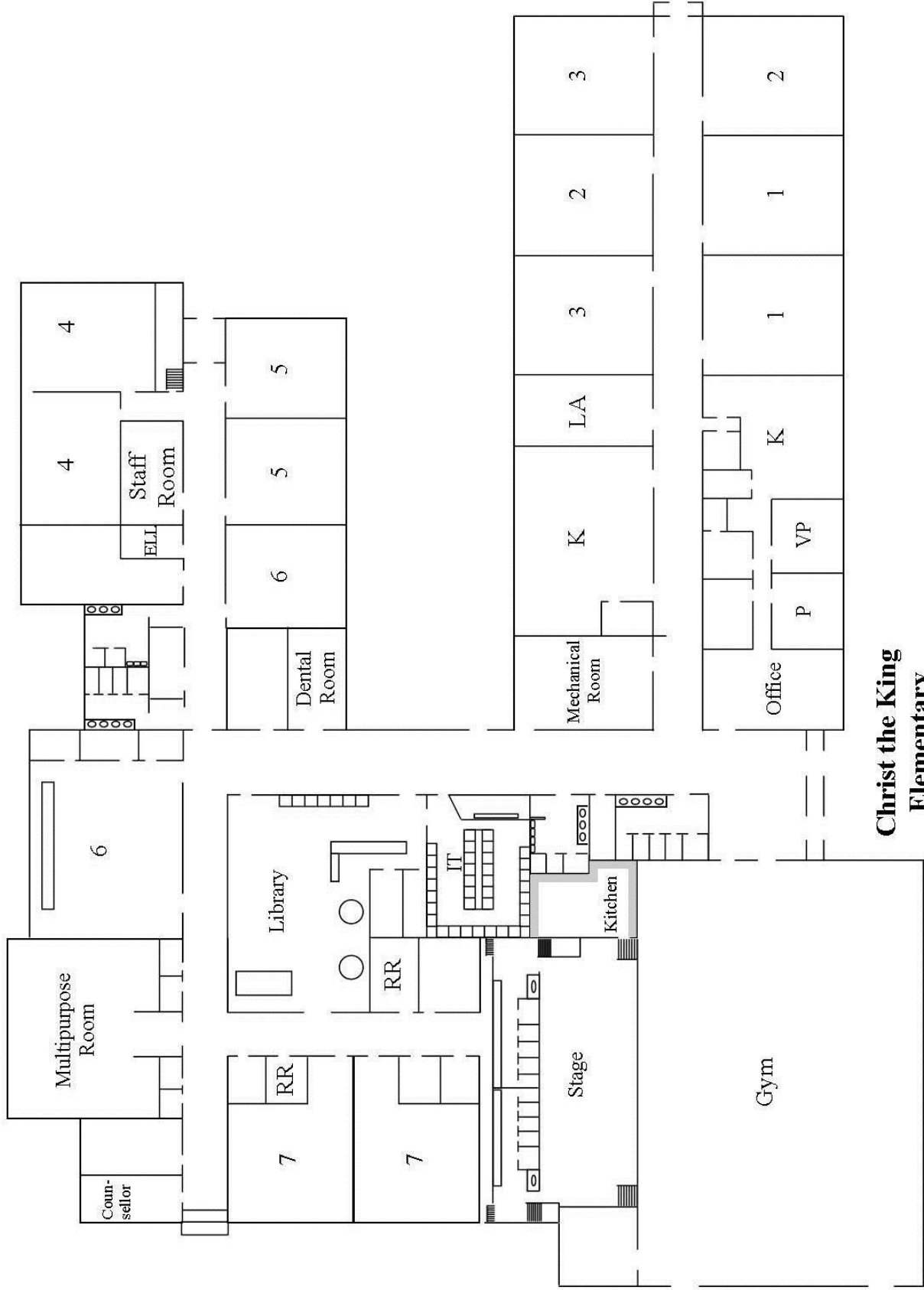
- Student loses bus privileges until the next regularly scheduled school council meeting
- At this meeting, the parent or guardian of the suspended student will be asked to present an action plan to the administration and school council
- This plan will address all safety issues and identify the appropriate behaviour modification
- Before the student resumes riding on the bus, the action plan must be agreed upon by the parent or guardian, school council and administration
- All bus suspension cases will be dealt with in a confidential manner

Roles and Responsibilities:

- **The administration** is responsible for acting on all written reports
- **Students** are responsible to the school and their parents for their behaviour on the bus and at bus stops
- **Parents and students** are responsible for reporting incidents to the bus driver or the administration, following through with consequences, and correcting the behaviour
- **The bus driver** is responsible for monitoring student behaviour, enforcing the rules, and providing written bus reports as needed to the administration

Appeals:

- If a parent or guardian disagrees with a written bus report, he or she may phone the bus company to discuss the incident with the bus driver
- A parent or guardian may meet with the administration and/or the school council at any time to discuss concerns regarding the application of this policy



**Christ the King
Elementary
School**



PARENTS' PRAYER

Heavenly Father, help me to be true to the great privilege and great responsibility that You have given to me. Teach me to be both an example and a friend to my children. Grant that I may never be so busy with outside things that I do not have time to assist them in their needs, correct them in their errors and share with them in their joy. Help me to understand how much they need me.

May I never be irritable or impatient. Give me Your necessary grace when my children take me for granted and do not appreciate the extra work they cause me. When I am physically tired in body or weary in mind, may I always remember that my personal frustrations must not come in the way of my love for my children. But give me the courage to be able to say "no".

Above all, dear Lord, may I be an inspiration by example for them to grow up in Your ways - to be kind and generous, honest and truthful, merciful and just. Lead them, through me, to know You and to turn to You in their joys and in their sorrows, in their cares and anxieties, so that they may acknowledge You as their Father and Jesus as their Brother.

AMEN

