



Chester Ronning School



**"A Learning and
Caring Place"**

Mr. B. Horbay
Principal

Ms. Carroll Glidden
Vice Principal



6206 43 Avenue
Camrose, Alberta
T4V 0A7

780-672-5588
www.brsd.ab.ca/cronning

Student Handbook

TABLE OF CONTENTS	PAGE #
Introduction & A Brief History	1
Dr. Chester Ronning Biography	2
Contact Information, School/Community Profile, Programs and Organization	3
Bell Schedule & Kindergarten & Pre-K Schedule	4
Mandate & Mission Statement	5
Character Education & Circle of Courage	6
Our School Day	11
Code of Conduct	12
Student Behaviour & Conduct Policy	13
Conduct on Buses	14
School Attendance Policy	15
BRSD Attendance Policy	16
Visitors, Student Health, Administering Medication, Emergency Procedures	17
Student Evaluation, Agendas, Homework	18
Student Support Services, Accidents at School	19
School Council, Student Apparel, Cell Phones	20
Student of the Week/Circle of Courage Awards	21
Intramurals, Interscholastic Sports, Extra Curricular Activities	22
Assigning Students To Classrooms	23

INTRODUCTION

Welcome to Chester Ronning School! We hope this handbook will help acquaint parents, students and community members with important information and policies regarding our school. Our goal is to have students learn in a positive environment where they feel they belong. If you have any questions about your child's education that are not covered by this handbook, please do not hesitate to contact school personnel.

Please be active participants in your child's education. By working together as a team, we foster a positive learning environment focused on student success and well being. Volunteers are always welcome in the school (please pre-arrange with the classroom teacher) and are encouraged to support special events and School Council meetings.

Mr. Brian Horbay
Principal

A BRIEF HISTORY OF CHESTER RONNING SCHOOL

The school building was constructed during 1967-1968 to accommodate elementary and junior high school students. At the time of its opening in September of 1968, the school enrolled 451 students in grades one to nine, and was known as Mt. Pleasant School or simply as "the new school". Its unique round shape was designed by the firm of McIntosh, Workun and Chernenko, who won architectural awards for their design. The architecture displayed the new ideals of controlled environment, relying on a state of the art air handling system to provide fresh air.

The official opening of the school was held Friday, November 22, 1968. The Chairman of the Camrose Public School Board, Mr. C. A. MacLean announced the name for the new school, which was suggested in a "Name the School" contest.

The first principal of the school, Thor Andressen, accepted a key to the new school and it is still on display in the front hall display case. A portrait of Dr. Chester Ronning is proudly displayed in the main entrance.

Over the years, the school has changed. Kindergarten classes were added and junior high classes were moved to Charlie Killam. A Learning Together Program was added for young mothers to finish their high school courses while their babies attend a Daycare within the school.

The school celebrated its 40th anniversary during the 2008-2009 school year. At that time there were 240 students in kindergarten through grade 6.

DR. CHESTER ALVIN RONNING



Chester Ronning School is honored to be named after Dr. Chester Alvin Ronning.

Dr. Ronning was born in China in 1894, the second of seven children. His parents were missionaries and served in China for thirteen years. Chester Ronning and his brothers and sisters grew up speaking Chinese.

Chester Ronning graduated from the University of Alberta in 1916 with a degree in Education.

In 1927, Dr. Ronning became principal of Camrose Lutheran College and was in this position for the next 15 years. Chester Ronning was interested in painting and sculpting, and also directed several choirs. He had six children.

During the Second World War, Dr. Ronning became head of the discrimination unit of Royal Canadian Air Force Intelligence. When the war ended, he was asked to go to China to help Canada's Ambassador. He served as ambassador to China for six years.

Dr. Ronning was appointed Ambassador to Norway and Iceland and in 1956 he served in India as High Commissioner. He also served as acting head of delegations to the Geneva Conferences on Korea in 1954, on Laos in 1961-1962, and as special envoy to Hanoi and Saigon in 1966, where he attempted to negotiate an end to the Vietnam War.

Dr. Chester Ronning has been awarded many honors including honorary degrees from Universities of Alberta, Calgary, Lethbridge, Waterloo, and Simon Fraser. He was designated an Officer of the Order of Canada in 1967 and became a Companion of the Order of Canada in 1972. Dr. Ronning was inducted into the Alberta Order of Excellence in 1983.

Dr. Chester Alvin Ronning, at the age of 90 years, died of pneumonia, but his spirit of compassion, conflict resolution, and love for lifelong learning live on in the community of Chester Ronning School.

CONTACT INFORMATION

Chester Ronning School Office Staff:

Principal: Mr. Brian Horbay
Vice Principal: Mrs. Carroll Glidden
Administrative Assistants: Mrs. Janeece MacKay, Mrs. Pat McManus

Please note a complete staff list is published in the first newsletter and is available on our website at www.brsd.ab.ca/cronning

Telephone: 780-672-5588
Fax: 780-672-8772

Battle River School Division #31: Our school is part of the Battle River School Division (BRSD #31). Their website is www.brsd.ab.ca and contains up-to-date information including district policies and procedures, and school calendars for the current and upcoming years.

Keeping YOUR Personal Info Updated!

Personal Information Update - It is important that the school have **current** contact information for parents and guardians of ALL students. This includes accurate phone numbers for parents/guardians during the school day. Also, please inform the school if there are any address or phone number changes during the school year.

SCHOOL / COMMUNITY PROFILE

Chester Ronning School serves most of the southwest section of the City of Camrose. Its attendance area includes Duggan Park and areas north to the highway, east to Mirror Lake, and south to Marler Drive. As well, the new sub-division of West Valleyview is in our attendance area.

PROGRAMS AND ORGANIZATION

The school provides a full educational program for children in Pre-K (3-year olds) all the way to Grade 5. There is a robust music program that may include choir, instrumental music, and band for students in grade 5. Students in grades 4 and 5 receive French as a Second Language instruction. The Circle of Courage (see below for a thorough explanation) guides our character education program and staff and students follow this philosophy in developing a sense of community in which all are valued.

SCHOOL NEWSLETTERS

The School newsletter is published each month. It is one of many important communication links between the school and home. Each edition highlights important information as well as events and activities that have taken place. A monthly calendar is attached with important upcoming school dates. Please access our website and click on the link that invites you to sign up for our electronic newsletter!

CHESTER RONNING BELL SCHEDULE

08:33	Call-in Bell
08:37	Morning Announcements
08:38 – 09:15	Period 1
09:15 – 09:48	Period 2
09:48 – 10:21	Period 3
	Recess
10:36 – 11:09	Period 4
11:09 – 11:42	Period 5
11:42 – 12:17	Lunch and Recess
12:22 – 12:55	Period 6
12:55 – 01:29	Period 7
01:29 – 02:02	Period 8
	Recess
02:17 – 02:50	Period 9
02:50 – 03:23	Period 10

- Students should plan arrival after 8:20 am (unless attending Breakfast Club) because supervision of students does not begin until 8:20 and they cannot go in the school until the bell rings at 8:33.
- The students are dismissed early every first Thursday of the month (Staff Meeting day) Early Dismissal is at 2:23 pm

KINDERGARTEN SCHEDULE

Our separate kindergarten programs operate as follows:

Monday, Wednesday, & occasional Friday full day:

Start time: 8:38 am End time: 3:23 pm

Tuesday, Thursday, & occasional Friday full day:

Start time: 8:38 am End time: 3:23 pm

PRE-KINDERGARTEN SCHEDULE

Tuesday, Wednesday, Thursday (4 year-old program)

Start time: 8:30 am End time: 11:30 pm

Monday and Friday (3 year-old program)

Start time: 8:30 am End time: 11:30 pm

Community:
We strive through our actions to
have a positive effect on all members
of our community.

OUR MANDATE

Chester Ronning School is part of the Battle River School Division #31 and operates under the authority of School Board Policy and Regulations and provincial legislation.

At Chester Ronning School, we have the same vision as BRSD #31:

Every Student, Every Day, A Success.

OUR MISSION

At Chester Ronning Elementary School we will:

- ✓ Strive to provide a safe and caring community where student BELONG
- ✓ Encourage student success everyday as they work toward MASTERY
- ✓ Foster resilience in our students so they become more INDEPENDENT
- ✓ Build character and social awareness to foster GENEROSITY.

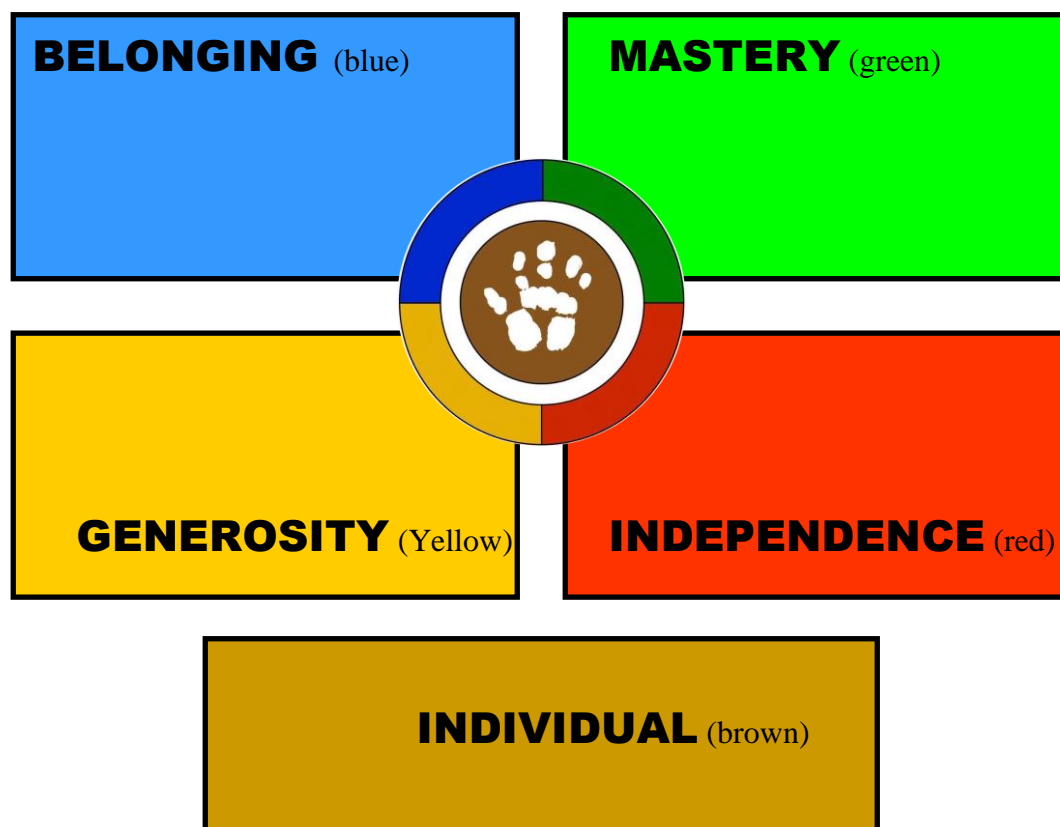
Our aim is to create a learning environment that:

- ✓ fosters responsibility and accountability,
- ✓ addresses varied learning styles,
- ✓ encourages development of good communication skills
- ✓ promotes physical, emotional, and social well-being
- ✓ develops an appreciation of the value and importance of lifelong learning,
- ✓ helps students become adaptable in an ever-changing world.

CHARACTER EDUCATION

One of BRSD #31 belief statements is “*Character education is an essential component of a child’s development*”. At Chester Ronning School it is our mission to teach, share and model to the school community what Respect, Responsibility, Empathy, and other character traits look like, feel like, and sound like. Our Character Education program is based on the **Circle of Courage** philosophy. Connections to the Circle of Courage are continuously made during the year. Common vocabulary has been developed and used consistently with staff and students.

CIRCLE OF COURAGE



The Circle of Courage philosophy is an integral part of developing a sense of community in which all are valued. Students learn about the Circle of Courage in their daily journey and, more specifically, in their health classes and their mentorship groups. Throughout the year connections are made to the elements of the circle and how they relate to our actions and beliefs. At the centre of the Circle of Courage is a handprint. This symbolizes that each student and staff member belongs and is a special part of Chester Ronning.

The core of this program derived from Aboriginal traditions is the holistic enhancement of a child’s self-esteem through the development of the four elements of **Belonging, Mastery, Independence, and Generosity**. It is only through the development of all four elements that one can achieve a sense of “wholeness” and can approach the world with the courage necessary to meet its demands.

The four elements can be integrated into virtually every aspect of our school program. We utilize the various components of the Circle of Courage wherever possible to support the growth of students' affective, cognitive, and academic skills. The Circle of Courage provides all of us with a common vocabulary for problem solving, conflict resolution, the pursuit of character education, and the elimination of violence within our learning community. It provides us an umbrella under which we can explore many of the character building needs of our community. The Circle of Courage is central to our work with children, with staff members, with the parents of our children, and with the world at large.

Our Circle of Courage logo is proudly displayed in the front foyer of our school as well as in the centre of our gym. Four wall size murals in the hallway were prepared by professional artist, Vincent Wright and depict each of the four main components of the Circle.

BELONGING

The universal longing for human bonds is cultivated by relationships of trust so the child can say, "**I am loved.**"

Belonging refers to the child's being an accepted and contributing member of a group or community, and building meaningful relationships with others. By belonging to the community of learners at Chester Ronning School, students work to find their own space and roles within our community. They experience both success and challenges. Students, their parents, and our staff see the school as their learning community.

What do staff and students feel Belonging looks like, sounds like, and feels like?

- ✓ I can be myself
- ✓ I am accepted
- ✓ I have a sense of community with others – I feel that I am part of something
- ✓ I feel safe
- ✓ I can trust those around me with who I am and what is happening in my life
- ✓ I can expect others to be non-judgmental
- ✓ We can celebrate differences
- ✓ I can take risks with school work because I am accepted
- ✓ I am valued and heard
- ✓ I feel I belong and feel comfortable participating
- ✓ I can welcome those who are new or are alone
- ✓ I can help create an empathetic environment
- ✓ I can encourage others to belong
- ✓ Sounds like: "We can work together", "Come join us". People laughing
- ✓ Looks like: smiling, groups working productively with no one left out

MASTERY

The intrinsic thirst for learning is cultivated by learning to cope with the work so the child can say, “**I can succeed.**”

Mastery refers to the need for students to experience success and competence at a skill or activity. Mastery is the foundation of self-esteem and provides the motivation for further achievement. At Chester Ronning School we strive to ensure that all learning activities provide every student an opportunity to build a strong sense of Mastery and a sense of success as a learner.

What do staff and students feel Mastery looks like, sounds like, and feels like?

- ✓ I am persistent and will not give up
- ✓ I am organized and use my time well
- ✓ I can take responsibility for my actions
- ✓ I am focused
- ✓ I have self control
- ✓ I believe in myself. I have confidence
- ✓ I know that practice and time will lead to mastery
- ✓ I know when I need help and how to ask for it
- ✓ I recognize that there is more than one way to show I understand
- ✓ I can use creative problem solving to find answers
- ✓ I accept feedback to improve
- ✓ I can move forward and set new goals
- ✓ I can transfer my skills to new challenges
- ✓ I can work with others as part of a team
- ✓ I can voice what I would like to learn
- ✓ I can take risks
- ✓ I feel pride and ownership of my effort, finished results, successes, and mastery
- ✓ I can show and share my learning with others

INDEPENDENCE

Free will is cultivated by responsibility so that the child can say, “**I have the power to make decisions.**”

Independence refers to the development of the child’s self-reliance and the ability to make responsible decisions. Independent people can choose the option of becoming interdependent. We design our learning program to ensure that students have the opportunity to learn independently, with partners, and in groups. We endeavor to teach independent learning strategies and skills and monitor student development to maximize opportunities to develop independence.

What do staff and students feel Independence looks like, sounds like, and feels like?

- ✓ Being ready and active listening
- ✓ Self-starter/Proceeding to work
- ✓ On task behavior/Focused
- ✓ Taking ownership; Purposeful behavior and actions
- ✓ Ability to communicate problems
- ✓ Asking appropriate and specific questions to teachers or peers
- ✓ Problem solving and searching for solutions before asking for help
- ✓ Able to make decisions
- ✓ Confidence and Pride
- ✓ Persistence: “I’m getting it” “I’m working through it”
- ✓ Positive self-talk: “I’m improving” “I did it”
- ✓ Reading, reflecting, following directions
- ✓ Cooperation, Compromise, Acceptance
- ✓ Organizational skills
- ✓ Looking after personal belongings/tools
- ✓ Knowing and using established classroom processes
- ✓ Making appropriate choices
- ✓ Feeling comfortable and safe; A level of trust established
- ✓ Completing work and homework
- ✓ “This is who I/We am/are even when no one is watching”
- ✓ Self-assertiveness with sensitivity
- ✓ Responsible

GENEROSITY

Character is cultivated by concern for others so that the child can say, “**I have a purpose for my life.**”

Generosity refers to the nurturance of the ethic of caring and finding a purpose beyond oneself, and offering service to the community. Our students demonstrate their spirit of generosity locally, through their work with others within the school, community-wide as they share their talents with others through their leadership opportunities within the school, and globally through special projects.

What do staff and students feel Generosity looks like, sounds like, and feels like?

- ✓ I can find ways of giving without expecting anything in return
- ✓ I find opportunities to put others first
- ✓ I ask “What can I do?”
- ✓ I can share my time, talent, knowledge, and resources
- ✓ I recognize and help others in need
- ✓ I listen to and respect other people’s ideas
- ✓ I show empathy and kindness towards others
- ✓ I use positive language, encouragement and compliments towards others
- ✓ I am accepting of difference in others
- ✓ I include others
- ✓ I stand up for others
- ✓ I can forgive
- ✓ I contribute to our school community
- ✓ I am willing to learn about and be involved with global issues and global citizenship
- ✓ Generosity feels: humbling, selfless, non-judgmental, rewarding, valuable, sacrificing, respectful, encouraging, belonging, appreciative, and thankful

BRINGING IT TOGETHER IN MENTORING GROUPS

One way of furthering a sense of “belonging” in relation to our Circle of Courage at Chester Ronning is the establishment of mentoring groups. Each student will be assigned to a cross-grade group that will meet with a staff member to provide opportunities for meaningful school relationships to develop, and to create opportunities for students to make friends and to model communication, friendship, and cooperation roles. It will also provide opportunities for staff to find out what is happening in our students’ lives at school and in the community at large. These groups will meet once a month for a half hour period in addition to informal opportunities to connect and visit individuals from the group at various times during the school day. Groups remain the same from year to year except for students that move to another school or new students to the school.

OUR SCHOOL DAY

Students are ALWAYS Supervised

Staff members supervise inside and outside the school every time the students are not in class. There is no supervision outside prior to 8:15 so, if students are not partaking in our Breakfast Program, we ask that they arrive on school property no earlier than 8:15. The bell to call students inside rings at 8:33 and classes start at 8:37.

Students are supervised in their classrooms as they eat lunch and at recess time. Students who encounter any problems during these times should seek assistance from the staff member on supervision. There is no supervision at the school after the buses leave at the end of the day, approximately 3:30.

Breakfast Program

For a good number of our students, the day starts with our breakfast program. We operate a free breakfast program each morning for any interested students. It runs from 8:10 a.m. - 8:20 a.m. and is provided by staff and community volunteers. Neighborhood Link is our sponsor in conjunction with the Food Bank. Students arrive and are let in the building at 8:10. After they are finished eating, they are asked to go back outside and play until 8:33.

Arriving at School

As students arrive on our property, they are required to behave in a respectful manner and obey the supervisors. Bikes are to be put in the bike racks and skateboards are to be carried. There will be staff outside supervising so if students need assistance, they are to ask one of the supervisors. At 8:33 students will be invited into the school and are to enter the building through their designated door and are expected to go straight to their homeroom class to start the day.

Recess

There are three recess breaks during the day. Students head out to the field behind the school where there is ample space to play and two play structures to play on. Until our third play structure is built, the grade 4 and 5 students will be asked to use the west play structure and students in grades 1-3 can use the structure directly behind the school.

The playground is an area of the school where all students should be able to have fun and feel safe at all times. The playground has lots of room where everyone can play and cooperate with each other, participating in constructive, positive, games and behavior. Students are expected to be respectful and responsible in their behavior and as always, students are encouraged to speak with a supervisor if they are unable to settle their problems on their own.

Lunch

Lunch is from 11:42-12:02. At 12:02 students head outside for their noon recess break and the students come back inside for their Period 6 class at 12:17. Students within walking distance are encouraged to go home for lunch. Students remaining at the school will eat lunch in their classroom. Homeroom teachers supervise their students at lunch. While there are microwaves in each of the classrooms to heat up food, students are encouraged to bring a lunch to school that does not have to be heated. This allows the student to eat for the entire 20 minutes instead of waiting in line at the microwave.

Inclement Weather

Students are expected to come to school dressed for the weather so they can go outside at recess and get some fresh air. However, there are times when the weather does not cooperate and students will have their recess inside. If the combined temperature and wind-chill is colder than -25C, we will have the students stay inside.

After School

At the end of the day students go in many different directions. Some students walk home, are picked up by their parents or take the bus. Others will head outside to wait for the Boys and Girls Club van, be picked up by the handi-van, or leave after extra curricular activities have finished. We also have an after school care program that is privately run. O.S.C.A.R (Out of school care) operates from 3:23 – 6:00 p.m. daily. As this is not a school-operated program, please see OSCAR staff for further information and costs.

Respect:

We will create an accepting environment and endeavor to understand individual differences. We care for our self and all members of our community.

Chester Ronning Code of Conduct

Statement of Purpose: To establish a welcoming, caring, respectful and safe learning environment.

Helping Students Learn From Their Mistakes

Chester Ronning School is a community of approximately 300 people. It is therefore important to have well-established rules and routines in place for the well-being and protection of all. Students are expected to be serious about their studies and responsible for their decisions. That being said, we realize that everyone makes mistakes and it is our job to help the students correct those mistakes and teach them so they don't make the same mistakes again

We believe that maintaining the dignity of each person is crucial to promoting responsible behaviour. We believe that teaching individuals to take responsibility for their behaviour is essential for success in their own lives. As students show that they can make good choices, they gain independence and are enabled to make more choices. Our goal is to provide students with opportunities to make responsible choices and become responsible and caring members of the community. As much as possible we rely on natural consequences so the indiscretion and consequence are closely tied together. Positive, appropriate behaviour will be recognized and celebrated.

We strive to make Chester Ronning a school with a positive atmosphere that encourages students to feel good about attending, doing their best, and getting along with others. We will demonstrate respect by:

- Being courteous to peers, all staff members and bus drivers
- Raising hands before speaking in class
- Using appropriate language and tone
- Having pride in self and school
- Dressing appropriately
- Following the school rules
- Treating the property of others as we want our property treated

CHESTER RONNING STUDENT BEHAVIOR AND CONDUCT POLICY

Our behaviour policy is built around our **Circle of Courage** philosophy. The goal is to help students feel that they belong, and are able to demonstrate behaviour that provides them with a sense of independence, be able to work toward mastery and promote generosity. Rather than having the students follow a number of rules, we establish expectations for students to guide their behaviour. Examples of these expectations include:

- Respecting others and their property
- Helping students feel as though they belong to the Chester Ronning family
- It is the students' responsibility to listen to instructions and work hard while respecting those around them.
- Students are expected to behave in a manner that makes others feel they belong to the Chester Ronning family.
- As children begin to demonstrate the behaviour expected of them, they gain more independence to make their own choices.
- Students are expected to make positive choices and, if they do, they will be provided the freedom to continue. If they make poor choices, their independence will be limited until they learn how to make appropriate choices.
- Students have the right to hear and be heard. It is the students' responsibility to respect other people and students will not act in a manner that hurts someone else-either mentally or physically.
- Students have the right to be safe at school. It is the students' responsibility not to threaten or physically harm any person.
- Students have the right to privacy and to their own personal space. It is the students' responsibility to respect the personal property of others and accept their right to privacy.

Students have the right to privacy and to their own personal space. It is each students' responsibility to respect the personal property of other, help others feel they belong and treat other people like you would want them to treat you. In this way students come to understand the quality of behaviour expected.

The balance of rights and responsibilities **MUST** be a part of ALL school activities, including behaviour at recess, sporting events and bus behaviour. Should a student not abide by basic guidelines of proper behaviour, there will be consequences to his/her actions. For example, if a student misbehaves at a basketball game, they will not be allowed to play the next game. Our goal is to put natural consequences in place for students and with most minor incidents, this is often possible (e.g A student does not respect other students while playing soccer, therefore his soccer privileges are taken away for a period of time). With serious incidents, such as physical violence, calls will be made to the guardians and administration will have a discussion regarding consequences which may include an in-school suspension from class, an out-of-school suspension or some other consequence created in consultation with the student's guardian.

As it is impossible to list all the possible infractions and the related consequence, our policy is divided into minor and major infractions and the possible consequences of each. Also, where Battle River Regional Division #31 policy and students rights conflict, the BRRD #31 policy will be enforced.

CONDUCT ON BUSES

Background

The Division expects students riding on school buses to behave in an exemplary manner ensuring the safety of all passengers. Students riding on a bus are therefore expected to give the bus driver the same due respect, consideration and cooperation they give their teachers, always and immediately carrying out all reasonable demands and instructions.

Procedures

1. Students, while traveling on school buses, are under the immediate authority of the school bus driver. The school bus driver is in full charge of the bus at all times. Passengers must obey the driver promptly and in a courteous manner.
2. **Drivers shall report cases of misconduct to the Principal in accordance with this administrative procedure.**
3. The Principal shall be responsible for addressing misconduct on school buses.
4. Parents shall be informed of misconduct of students on school buses.
5. The bus driver will speak to the student to resolve the problem.
6. If the problem persists or is deemed to be serious in nature, the driver shall:
 - 6.1 Contact the parent for support in resolving the problem, or
 - 6.2 Refer the student to the Principal to resolve the problem.
7. If the problem is referred to the Principal, the Principal may counsel the student, or, if the misconduct is of such a serious nature to warrant suspension, the Principal may suspend the student from riding a school bus.
 - 7.1 If suspension from riding the bus is being considered, the Principal must ensure that the parents of the student are informed of the situation before the suspension is carried out.
8. If any of the above attempts do not resolve the problem, or if the problem is extremely serious, the Principal may request that the Student Affairs Committee expels the student from riding on the bus.
9. The school bus driver:
 - 9.1 Shall be courteous to the passengers on his/her bus.
 - 9.2 Is in charge of the students on his/her bus.
 - 9.3 May, if he/she wishes, appoint a responsible student as a monitor to assist the driver.
 - 9.4 Shall assign a seat for which the student shall be held responsible.
 - 9.5 May separate students or groups of students.
 - 9.6 Will stop to pick up all students but will not wait if students are not at the bus stop at the appointed departure time. In the interests of safety, where a pick up is on a Primary or Secondary highway, drivers will use discretion as to whether or not to come to a complete stop if they do not see students waiting at the pick up point. (Repeated tardiness will be recorded on a misconduct form and handled in the usual manner.)
 - 9.7 Shall not leave the school until seven minutes after the closing time, unless the load is complete and/or personnel from the school have indicated that the school is clear of students to be bused.
 - 9.8 Shall be governed at all times by the Traffic Safety Act and its associated Regulations pertaining to the operation of school buses. The driver shall operate the bus in accordance with all Federal, Provincial and Municipal laws as well as the policies and administrative procedures established by the Board of Trustees.
 - 9.9 Shall be in the bus at all times during loading and unloading of passengers.
 - 9.10 Shall operate the bus with headlights illuminated.
 - 9.11 Shall wear a seat belt at all times while operating the bus.
10. The Student:
 - 10.1 Shall obey the bus driver in a prompt and courteous manner.
 - 10.2 Shall, outside of ordinary conversation, observe classroom conduct while riding the school bus.
 - 10.3 Shall observe the directions of the bus driver while embarking/diseimbarking from the bus. When it is necessary to cross a road to get on or off the bus, students shall always cross in front of the bus.
 - 10.4 Shall be on time. (It is suggested that students arrive at the bus stop at least 2 minutes ahead of the departure time indicated by the bus driver. Buses will not wait if students are not at the bus stop at the designated departure time.)
 - 10.5 Shall not engage in unnecessary conversation with the driver.
 - 10.6 Shall not stand on the bus or leave their seats while the bus is in motion.
 - 10.7 Shall not extend any object or arms or head out of the bus windows.
 - 10.8 Shall not throw garbage on the floor of the bus or out of the bus windows.
 - 10.9 Shall observe the rules of the bus driver with respect to eating on the bus.
 - 10.10 Shall refrain from using profane language.
 - 10.11 Shall not operate any radio, tape/CD player or like apparatus capable of producing sound without earphones while on the bus. (Any apparatus that is operated with the use of earphones shall be operated at a level that ensures that the

sound does not affect other passengers nor interfere with the driver's ability to communicate with students on the bus. Any of the aforementioned equipment in the bus shall be under the immediate control of the driver.)

10.12 Shall go directly to their school bus after school closing.

11. The use or possession of intoxicants/other controlled substances by the driver or passengers is prohibited.

12. Smoking/use of tobacco products by drivers or passengers is prohibited.

13. On regular morning or afternoon routes, no persons other than the driver, students, spare drivers and Director of Transportation or designate shall ride the bus unless specific written approval has been granted by the Director of Transportation.

14. On educational/athletic trips, only the driver and persons authorized by the Principal or designate may ride on the bus.

Reference: Section 45, 51, 52, 60, 61, 113, 117, School Act,

Is there a problem on your child's bus?

There are times when your child gets home and tells you something about what happened on the bus. You have a number of questions but don't know what to do or who to call. **The first step is to call the bus driver** and see whether they can shed some light on the issue. It is their bus and they take great pride in making sure things run smoothly so they will be very grateful that you called and talked with them. If the bus driver is unable to assist you, **then call the principal.**

SCHOOL ATTENDANCE AND LATE ARRIVAL POLICY

Regular school attendance contributes significantly to academic success and requires a cooperative endeavor between students, parents, teachers, and the school administrators. Parents are requested to notify the school regarding each child's absence by phoning the school anytime before 8:30 am and leaving a message stating the reason for the absence. The school phone number is 780-672-5588.

Teachers will take daily attendance after the late bell in the morning and afternoon. For safety reasons, the school secretary will make every effort to contact parents or guardians at home or work to follow up on all unexplained student absences.

Daily attendance is electronically recorded and will form part of the information reported to parents and referred to by school administration and the school counselor when there becomes a pattern of unexcused lates or absences. Punctuality is also important for the smooth operation of the school. Students are expected to be at school and in their classrooms on time. Students who arrive late are asked to check into the office for a late slip. Parents wishing to take students early for appointments must contact the office prior to removing students from the school.

Section 12 (b) of the School Act requires students to "attend school regularly and punctually". Section 32 (c) states a parent has responsibility to "ensure that the child attends school regularly". A pattern of unexcused and frequent absences and lates will be followed up by the homeroom teacher, school administration, and if necessary, the Division's attendance officer.

LATE POLICY

Students that arrive late disrupt the learning of all other students. They do so by holding up the beginning of a lesson or causing an interruption of a lesson that is already in progress. Furthermore, part of our mandate is to prepare students for future jobs, and most employers hold timeliness as an important virtue.

Students that are late need to be held accountable for their behavior.

The following procedures are to be used for all students arriving late to class:

Procedures:

1. Students arriving late need to stop in at the office and pick up a late slip
2. As students arrive late for class, the teacher will mark them as such in the attendance roster, as well as in electronic attendance.
3. If a student is chronically late, the homeroom teacher will contact the parent/guardian to see if steps can be put in place to rectify the situation.

BRSD ATTENDANCE POLICY (Administrative Procedure 330)

Background

Regular school attendance contributes significantly to academic success; consequently, monitoring of attendance is vital and must represent a cooperative endeavor of the students, parents, teachers, counselors and school administrators.

In general, the responsibility for the supervision of student attendance shall rest with administrative personnel at each school and it shall form part of the school policy. School policy relative to attendance shall be filed with the Superintendent. Any changes to the school policy must be forwarded to the Superintendent within two weeks of the amendments being adopted by the school.

Procedures

1. Pursuant to section 8, regular attendance of students under the age of sixteen is compulsory. The attendance of students over this age must comply with the guidelines and procedures established by the Principal and approved by the Superintendent.
2. Attendance data will be included on each student's report card and included in his/her permanent cumulative file.
3. School policies and procedures will conform with legislative and regulatory requirements and be consistent with procedures outlined in 4.1 to 4.5 below.
4. Responsibilities for student attendance will be shared by the following parties:

4.1 Students

- 4.1.1 Students will maintain regular class attendance; and
- 4.1.2 In the event of an absence, students will be required to provide an explanation of the reason for the absence.

4.2 Parents or Guardians

- 4.2.1 Parents will be expected to encourage their children to maintain regular school attendance.
- 4.2.2 In the event of an absence, the parents will be responsible for providing an explanation for the child's absence.

4.3 Teachers

Teacher responsibilities for student attendance will require:

- 4.3.1 Maintenance of accurate student attendance records;
- 4.3.2 Communication with parents;
- 4.3.3 Regular reporting to school administrators of student absences both explained and unexplained;
- 4.3.4 Reporting to school administrators any suspected cases of students involved in truancy while on field trip(s) or extracurricular activities; such notification to be supplied as required in school policy.

4.4 School Administrators

Administrative responsibilities for student attendance will include:

- 4.4.1 The development of a school student attendance policy as outlined in this administrative procedure.
- 4.4.2 The distribution, collection, and record keeping of attendance forms.
- 4.4.3 Expediting, as necessary, referrals to the school counsellors and/or the Division's Attendance Officer.
- 4.4.4 The establishment and execution of appropriate communications (verbal and written) between the school and the home regarding attendance and attendance problems.

4.5 Counsellors

School administrators will make referral of students to counsellors when it is deemed that the absences from school suggest personal, social or emotional problems.

4.6 Attendance Officer

The Attendance Officer shall, after notification by school administrators of a concern with respect to student attendance:

4.6.1 Take the action he/she deems appropriate, notifying the parent/student of the action/concern.

4.6.2 Advise the Board with respect to referring problem situations to the Provincial Attendance Board.

Ssafety:

We strive to establish a physically and emotionally safe environment.

VISITORS TO THE SCHOOL

For the safety of our students and staff, we request that all visitors to the school report to the general office upon arrival. Guests are expected to sign in and sign out when leaving. As well, except for the front door, all exterior doors will remain locked while classes are in session.

STUDENT HEALTH / ADMINISTRATION OF MEDICATION

Parents have the responsibility to inform the school about any chronic illnesses or medical conditions their children may experience (example: diabetes, asthma, epilepsy, allergies). This information is usually provided on the registration forms completed in September or upon registration to the school. If your child's medical information changes in the course of the year, please contact the school office.

It is a BRSD #31 policy that no non-prescription drug shall be administered to the students. Parents may request that ongoing prescription medication be administered to a student during school hours. In such cases, requests shall:

- Be in writing **and signed by a physician** using BRSD #31 form 316-1;
- Specify the time(s) at which such medication is to be administered;
- Specify the exact dosage to be administered;
- Specify the duration of the treatment; and
- Outline procedure(s) to be followed in case of adverse reaction.

EMERGENCY PROCEDURES

At times it may be necessary to take precautions and put extra measures in place to make sure the students are safe. Sometimes this may mean evacuate or keeping the students secure within the building. Here are four of the most common procedures:

Fire Drill: Fire drills are scheduled several times a year. Students are taught regular fire exits and alternated fire exits. Students should move in a quiet, orderly fashion to their designated meeting place outside the school and quietly await further instructions. An administrator will confirm with each teacher that all students are accounted for. Then an all-clear signal will be given to return to the school.

Hold and Secure: The intent of this emergency procedure is to protect your children from an event that may be happening in the neighborhood, or in the school. Classes within the school go on as normal, we are just extra vigilant. And we make sure that all the doors are locked and everyone stays inside. An example would be a police investigation or a fire in the neighborhood.

Shelter-in-Place: This emergency procedure is also used for an event occurring outside or inside the school. For example, there may be a dog on school property or a deer and we would keep the students inside until the hazard was dealt with .Or there may be a medical emergency in the school and we need to keep the hallways clear so we can deal with it.

Lockdown: This takes place when there is an immediate threat to the students in the school. All exterior doors are locked and all the students are asked to go back to their classrooms and the doors are locked. The goal is to prevent someone from entering classrooms. Students stay in their classrooms away from doors and windows and are quiet.

Staff and students review and practice these procedures throughout the year, sometimes with the assistance of the City Police and Fire Department.

STUDENT EVALUATION

Teachers continually evaluate student progress on a formal and informal basis for the purpose of maximizing growth. Formative assessment is used to help the student learn while summative assessment is used to measure student learning at any given point in the year.

Report cards are distributed three times a year as outlined in the school calendar, with two parent-teacher interview dates scheduled. However, parents are encouraged to maintain constant communication throughout the year. Parents will have a meeting with their child's teachers early in the year to set up goals and expectations for the year. The first report card will come home in early November. Please feel free to call at any time to discuss your child's progress.

All student marks are on a secure internet site. Teachers will update these student marks every few weeks. If parents wish to access this secure site, please give our administrative assistant a call and she will provide you with everything you need for site access.

STUDENT AGENDAS

Student agendas are an excellent tool for communication between the school and home, and we have found them to be very effective in developing organizational skills for our students. Student agendas are provided for all students in grades one through five. We ask that you check agendas daily for information regarding homework, assignments, special activities and/or events, newsletters, and teacher comments.

HOMEWORK

Homework can have many benefits for young children. The amount of homework will depend on the grade level, ability and effort of the student, and the daily demands of the curriculum. Teachers at Chester Ronning try to limit homework to a minimum. That being said, if the student is not using his/her class time wisely, they will be expected to work at home on the learning they missed out on in class.

STUDENT SUPPORT SERVICES

The student support philosophy of Chester Ronning School is to provide support for students so they feel they belong. Our mandate is to ensure that all students learn the skills and knowledge to be self-reliant, responsible, caring and contributing members of society. One of the ways we do this is to help students become resilient, fostering in them the skills necessary to solve problems they encounter.

Our staff members are ever present to assist students with issues that may arise. Furthermore, when the personal or social counselling provided to students by teachers or support staff is not enough or further counselling is necessary, we will engage the services of our Family-School Liaison Worker (FSLW) who is in the school four mornings each week. Our FSLW works with students and their families to make sure the school experience is a positive one.

Our inclusive education services at Chester Ronning School are designed to help students who are experiencing difficulty in academic core subjects. Our staff use a variety of strategies to help students achieve their potential. As well we have a reading program where students can go to be provided with intensive reading instruction. We also have an Opportunity Room that operates for three periods each morning to help transition students with severe learning needs into the regular classroom.

ACCIDENTS AND ILLNESS AT SCHOOL

When a student become ill, he/she should notify the classroom teacher. If the student is too ill to remain in class, the teacher will send the student to the sick room and inform the office. Parents will be contacted and asked to come pick up their child. Or, if the student is of driving age, the student will be allowed to go home, as arranged by phone with the parent/guardian. If a child is too sick to remain in class, they are too ill to remain at school. Parents who are working at a job where they are unable to pick up their children should make alternate arrangements with a friend or relative to pick up their child if they become sick.

Minor abrasions or cuts will be cared for at the school. If the accident is of a serious nature, the parent/guardian will be notified immediately. To aid us in the protection of your child's health/safety, we ask parents to complete an information form indicating the special health considerations for your child. These forms are sent home with each student in September. Optional accident insurance forms are also sent home with the students at the beginning of the term.

Please inform the school of any new developments regarding your child's health.

SCHOOL COUNCIL

School Council consists of a group of parents, staff and community members who collaboratively promote the well-being and effectiveness of the school community. The school council is an effective way of providing input and support to the school. All parents are encouraged to become involved in our school council. Meetings are generally once per month and are announced through newsletters. Their mission statement is “**Chester Ronning School Council strives to promote school spirit and educational opportunities by envisioning future goals through communication and support**”.

STUDENT APPAREL

School should be considered the workplace and students should be coming to school ready to learn. Therefore, students are expected to wear clothing that is modest and respectful. Hats and bandannas must be removed as students enter the school. Clothing must provide adequate body covering and be worn in a manner that does not leave undergarments exposed, reveal a bare mid-drift, or restrict the student’s ability to participate in routine school activities. Socks and indoor shoes must be worn. Clothing with pictures or slogans containing profanity, language or images that are inappropriate for a public school setting, or are revealing will not be permitted.

The school retains the right to determine a standard of decency based on the above criteria and to ask a student to cover up or change into appropriate clothing.

Labeling Clothing and Supplies: Please ensure that coats, boots, and school supplies are clearly labeled. Each class has been assigned racks for outdoor footwear.

Footwear: All students are required to remove outside footwear when they enter the building. Students will need to have another pair of shoes/runners to wear inside the school and for use in the gym.

CELL PHONES

Recently we have seen an increasing number of students bringing cell phones to school. In many cases parents have given their child a phone as a convenient means of being in contact with them for safety outside of school hours. With that in mind, there is no reason for any student to need to carry a cell phone during the school day, as parents can be in contact with them through the school office according to established practice.

The various capabilities of cell phones have rapidly evolved and some schools have had to deal with serious issues involving cell phones and other personal communication technology. Recognizing that some students may require a cell phone, the following rules have been established to form the basis of an evolving policy with respect to student cell phone usage. Students **will not bring cell phones to school**. Again, if there are extenuating circumstances and the parents feel there is a need for an elementary student to have a phone at school, the child will leave the cell phone with the teacher for the duration of the day or leave it in their backpack. The school is not responsible for lost or stolen phones.

TOYS, ELECTRONIC GAMES, TRADING CARDS

As school is considered the workplace for student learning, **all** toys, electronic games, and trading cards are to be left at home. Students are encouraged to be active outside and interact with other students during recess times. Toys/cards brought to school can be left with the teacher during the day and then sent home at the end of the day

Students are also discouraged from bringing iPods and MP3 players to school. If students choose to use them on the way to school, they must be turned off and secured in their backpack upon arriving on school grounds. As with cell phones, they are not to be used during the school day including before school, at recess, and during the noon break. If students choose to bring such devices to school, they do so at their own risk as the school accepts no responsibility for lost/stolen devices.

STUDENT OF THE WEEK/CIRCLE OF COURAGE AWARDS

Every week each homeroom teacher selects a student from their class to be recognized as the Student of the Week. The teacher will create a certificate describing the student's actions that led to recognition. Every Friday, these write ups will be read over the intercom during morning announcements and then the Principal will deliver the certificate to the student along with a small token of appreciation.

At the end of each month an assembly is held to recognize and celebrate student success. Assembly activities may include student performances of songs, skits, readers' theatre, etc, and recognize team sports and other school-wide accomplishments. A recap of monthly activities and upcoming events is discussed along with character education themes for the month. The grade five camera club shares a PowerPoint presentation of student accomplishments, events, and activities that have taken place in the past month. Each PowerPoint promotes ways our school celebrates the Circle of Courage in our school community.

As well, Circle of Courage Awards are handed out to deserving students from each class. Criteria for these awards are based on how that student has demonstrated their positive character. Students are recognized for their character that relates to one or more of the aspects of our Circle of Courage (Belonging, Mastery, Independence, and Generosity).

INTERSCHOLASTIC SPORTS

Upper elementary students may take part in after school sporting leagues with other schools. These elementary leagues encourage fair play and participation in a wide variety of activities, giving students experience in team play and taking pride in representing our school. They provide an opportunity for students to improve their skills in a fun, low-key, yet competitive environment as well as time to practice social and interpersonal skills.

Activities may include running, golf, volleyball, floor hockey, basketball, badminton, and track and field.

We expect full cooperation from student at all times during these activities. Parents are encouraged to support their children in these activities and are welcome to attend and volunteer.

EXTRA CURRICULAR ACTIVITIES / PROGRAMS

A wide variety of extra-curricular programs are offered by staff outside of class time to enrich students' school experience. These may include choir, Chester Chums (students meet with senior citizens to share time together at a Seniors' group residence), Camera Club, computer club, recycling club and Safety Patrol.

ASSIGNING STUDENTS TO CLASSROOMS

Each year in late June, we begin to assign students to classrooms for the next year. An explanation of how this is done and the rationale, may help you understand the reasons your child is placed in a particular classroom. The process begins by looking at the students who will be in attendance for the next school year. The classroom teachers of students in a current grade meet with the administrators and the teachers who will be teaching the kids next year. They try to balance out the number of boys and girls in each class as well as the mixture of students with respect to ability levels, behavioral concerns and group dynamics, and student ability to work independently. Individual student strengths, concerns, and needs are also considered. An attempt is made to make the best possible placement for each student.

If parents wish to inform the principal of special circumstances or educational needs that require consideration when making homeroom placements, they are invited to make that request **in writing** to the principal in June. Those requests that make a **sound educational argument** for placement will be considered.

However, placements will not be considered on the basis of such things as teacher preference or placing friends together.

Because of changes that occur over the summer (new students moving in or students moving away), these lists are not finalized until just before school begins. Class lists will be posted by 8:00 a.m. on the first day of classes. Students and parents are invited to come in before the bell to find classes and get settled in.

