

McArthur Elementary School

STUDENT & PARENT HANDBOOK 2014-2015

Principal: Mr. J. Bensimon
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This agenda belongs to:

Name _____

Address _____

City _____ Prov. _____

Postal Code _____ Phone _____

Grade _____ Teacher _____

McArthur School Calendar 2014 – 2015 (Check monthly newsletter for changes)

August	School PD Day – August First Operational Days for staff – August 28, & 29
September	First day of Instruction – September 2 rd Meet the Staff Night – September 11 Goal Setting – September 24 & 25 Picture Day – September 25 th
October	School PD Day – October 3 rd – (no school) Read-In Week October 6-10 Thanksgiving - October 13 th – (no school) Book Fair – October 20-24
November	School Day Off – November 7 th – (no school) Teacher’s Day in Lieu – November 10 th – (no school) Remembrance Day - November 11 th – (no school) School PD Day – November 24 th – (no school) Progress Reports to go Home - November 28
December	Parent Teacher Interviews as required – Week of December 1 st Christmas Break – Dec. 22 nd – Jan. 2 nd inclusive
January	School Resumes – January 5 th
February	School PD Day – February 2 nd – (no school) Family Day – February 16 th – (no school) Teacher’s Convention February 26 th & 27 th – (no school)
March	Book Fair Week – March 9 – 13 Celebration of Learning (Open House) – March 12 School PD Day – March 20 th – (no school) Progress Report to go Home – March 27 Spring Break – March 30 – April 6 th inclusive (no school)
April	Spring Break – March 31 – April 6 th inclusive (no school) Good Friday – April 3 rd (no school) Easter Monday – April 6 th – (no school)
May	Teacher’s Day in Lieu – May 15 th – (no school) Victoria Day – May 18 th – (no school)
June	Progress Report to go Home – June 26 Last Day of School – June 26 th



This is a framework only and some dates may change. You will be notified as soon as possible. Also, please check SchoolZone for monthly calendars and the monthly school newsletter for events, fieldtrips, etc.

ALBERTA EDUCATION OBJECTIVES

The purpose of elementary schooling is to provide opportunities for students to: develop an appreciation for learning; acquire fundamental learning skills which will enable them to progress to more difficult learning, acquire a requisite knowledge in the physical, intellectual, and personal functioning areas; acquire the requisite social skills which will enable them to function effectively both in school and community; develop certain desirable attitudes and commitments towards themselves, their peers and the world as they know it.

SCHOOL PHILOSOPHY

Learner

The student is viewed as an agent or initiator of his/her own learning. Students are given and will accept responsibility for their own learning. When learning is initiated by the student, he/she takes charge of that learning. When experiences are meaningful, learning will occur. Interest is a powerful and driving force of learning. Individual students are a unique combination of personal characteristics, subject to different environmental influences. Learners differ in their interests, personal goals, past experiences, levels of skill and knowledge, rates of learning and learning styles.

School

The school, in partnership with parents/guardians, must help foster the growth of children into whole, healthy individuals who can contribute positively to their community. Each child must be given the opportunity to develop intellectually, emotionally, socially and physically, and to realize his/her full potential.

Teacher

The staff will provide an appropriate and challenging learning experience for each student in a secure environment that establishes expectations for citizenship and responsible behaviour, respects individual differences, nurtures self-worth and dignity and fosters further learning. The staff will continually emphasize the importance of teacher effectiveness as a factor in the child's development.

Community

Every effort will be made to foster positive communication, attitude and cooperation with members of the community.

ATTENDANCE/HOURS OF OPERATION

We believe that punctuality and regular attendance are significant contributing factors to student learning.

The hours of operation at McArthur School for the 2013-2014 school year are as follows:

8:39 A.M.	First Bell
8:44 A.M.	Instruction Begins
10:15 A.M.	Morning Recess
11:33 A.M.	Lunch Hour
12:27 P.M.	First Bell
12:32 P.M.	Instruction Begins
2:15 P.M.	Afternoon Recess
3:30 P.M.	Dismissal

At McArthur School, we have early Thursday dismissal. The schedule for Thursdays is as follows:

8:39 A.M.	First Bell
8:44 A.M.	Instruction Begins
10:15 A.M.	Morning Recess
11:33 A.M.	Lunch Hour
12:27 P.M.	First Bell
12:32 P.M.	Instruction Begins
2:32 P.M.	Dismissal



ABSENTEE CHECK PROGRAM

To ensure the safety of your children, an absentee check program is in effect at McArthur School. Please phone our **24 Hour Absentee Check at 780-448-0065** if your child will be absent from school. This must be done each day that your child is away. If, however, you know that your child will be absent for a definite period of time, one call providing the dates of absence will be all that is required. A child phoning in on their own does not constitute a legitimate phone call for their absence. If your child is away from school and there has been no call confirming this absence, an attempt will be made to contact the parents/guardians or emergency contact person.

BICYCLES/SKATEBOARDS/IN LINE SKATES/ROLLER SKATES

The school cannot be responsible for bicycles, skateboards or roller skates that are brought to school. Bicycle owners are responsible for ensuring that their bicycle is locked in the bicycle rack and that all safety rules are followed. The bicycle racks are out of bounds to all students during recess breaks. Remember all students must wear a helmet- it's the law.



For reasons of personal safety, roller blades, roller skates and skateboards are not permitted on school property during regular school hours. Students wearing roller blades or roller skates are asked to take them off as soon as they reach school and exchange them for regular street shoes.

BRINGING MONEY TO SCHOOL

Please provide the exact change in monies to help eliminate the need to make change in return. It is not always possible for the school office to make change in return. Money should be sent in a sealed envelope with the **child's name**, room number and teacher's name clearly marked on the outside of the envelope or on the personal cheque.



CELL PHONE & ELECTRONICS POLICY



Students may own cell phones or other communication devices such as ipods and hand held electronic games, but we encourage that these items not be brought to school. If it is a necessity for your child to have one of these devices (for a long bus ride, emergency parent contact), they need to be turned off and out of sight inside the school. Students may use and access these devices as long as it is done outside the building, outside of school hours.

There are many practical reasons for this policy, including avoidance of theft, keeping class disruptions to a minimum and ensuring that students are active and physically involved during breaks such as recess. Please assist your child by monitoring the belongings that they bring to school. Also, have the discussion with your child regarding the sharing of these devices (cost of minutes, damage). Students who need to contact parents during the day can use the classroom phone with the teacher's permission or the office phone, often the issue requiring the phone call can be solved without disrupting the parent at work.

Students will receive reminders for any misuse of the school policy on cell phone use, and if need be, the teacher/principal will keep the device in a safe place for the remainder of that day. Parents will be called if a problem persists.

CLUBS AND EXTRA-CURRICULAR ACTIVITIES

Several clubs and intramural activities are organized throughout the school year. Most of these activities take place during the lunch hour break and occasionally there are after school intramurals and/or clubs. Parental consent is required for these activities and information regarding these activities will be provided in the school newsletters. Parents who are interested in assisting, leading or organizing an extra curricular activity should contact the school. We appreciate parent involvement in these student activities.

COMMUNICATION - MONTHLY NEWSLETTERS

Edmonton Public Schools is aiming to utilize SchoolZone as an effective and main source of communication between the student's school and parents/guardians. McArthur will continue to work towards the new revolution of communicating with parents/guardians via SchoolZone where innovative technology will keep you informed of your child's school. At the beginning of the school year parents/guardians will receive their SchoolZone access information from the school office. It will be sent home with your child in a sealed envelope marked "Confidential." Teachers will send SchoolZone news that is specific to that classroom's activities and learning goals. The school office aims to keep parents/guardians informed using SchoolZone for the school newsletter, monthly calendar, etc. The office will continue this school year to send home one monthly newsletter to be sent home with the "youngest" sibling of the family. Be mindful that Student Passports for 2014-2015 will be on SchoolZone ONLY.



ENTRANCES

Students are to enter the school through their assigned doors. The front door of the school is to be used only for special circumstances – returning to school from a medical appointment or if you are late for school.

Students being dropped off by parents in the Day Care may use the street parking at the southeast end of the school and are not to be using the staff parking lot as this is a safety issue. Know where the closest and safest place to drop off your child would be based on the doors they should be entering by.

FIELD TRIPS

Throughout the school year, trips are planned by individual teachers. These trips are educational and are planned to enhance and enrich the curriculum by extending it to real-life situations and experiences beyond the classroom. Information regarding the type of field trip, duration and cost will be sent home for each excursion. All students participating in field trip activities will require signed permission from their parent or guardian. The cost is shared between parents and monies from parent council.



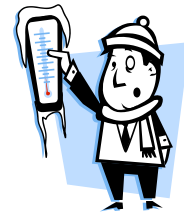
Students participating in field trips are, in essence, ambassadors or representatives of McArthur School. Therefore, if a student's classroom behaviour and/or behaviour on previous field trips has shown that he/she cannot follow instructions, field trip privileges will be withdrawn until such time as the behaviour meets the expectations of our school discipline policy.

HOMEWORK POLICY

Individual teachers assign work in various subjects according to professional and curricula needs. Work which is not completed during class time may become homework. In the primary grades, it is expected that most work will be completed in the allotted time in class. Students in the higher grades should expect increasing workloads. It is expected that students in all grades will devote some time each evening to reading.

INCLEMENT WEATHER

On days when the weather is inclement, students will be admitted into the building and will be expected to sit in an orderly fashion in the entrance or hallways. Recess is important in that it provides a break from regular school routine and a chance for students to get some fresh air and to run off excess energy. Therefore, recess will be cancelled only when Environment Canada indicates that the temperature is below -23 combined with the wind chill factor, or on very wet and rainy days in the spring or fall. During periods of inclement weather, students will be supervised indoors throughout recess and lunch hour.



ILLNESS/EMERGENCY

Normally, **children who are too ill to go outside for recess are too ill to be at school.** This is particularly true in cases of severe colds, infections, and headaches. With severe colds, students are unable to function well at school; they provide a source of infection for other children and would recuperate faster if kept at home. If you feel your child must remain indoors at recess or noon, we require a note stating details.

First aid is administered to any child experiencing an injury at school. If the injury is a minor scratch or bump, first aid is administered and no contact is made with the home. If the student becomes ill while at school, an attempt will be made to contact the parent/guardian or the person listed on the emergency contact form. Only after contact has been made with the parent/guardian or emergency contact person will the child be released from school. If no contact can be made, the child will be made as comfortable as possible in the medical room. If the illness or injury appears to be serious and we are unable to contact a responsible party, medical advice will be sought and followed.

It is very important that the school files be kept up-to-date regarding changes of address, phone numbers, parents' place of work and work numbers in order that you may be contacted as quickly as possible in the event of an accident or other emergency.



LIBRARY

The library is a very important part of our school and has many interesting and motivating resources. Thanks to parent fundraising many extra books have been made available to our students. Students and parents are welcome to have library cards and are encouraged to borrow books for recreational reading and school assignments. Returns and renewals are done weekly.



If library books are not returned after a reasonable period of usually 4 weeks, the books are considered lost and a fee is charged to the student. Money is refunded if the books are found at a later date.

LOST AND FOUND

Each year a large number of items appear in our Lost and Found boxes. Please label all items of clothing, runners and boots, as well as school supplies with your child's name. Students are responsible for their personal property. Found items of clothing and footwear are placed in the Lost and Found boxes. Students should check in these boxes for missing articles. These items are placed on display periodically and unclaimed items are donated to charity at the end of the school year. Articles such as backpacks, books, keys, glasses, jewelry or valuables should be turned in to the office. Please encourage your child to keep valuables at home.

LUNCH PROGRAM

McArthur School provides a lunch program for students. Children attending the program are required to bring their own lunch. Full time lunch students will be charged \$20.00 per month while occasional attendees will be charged \$2.00 per student per day. Our lunch program is a **non profit program** which was put in place as a service for parents who are unable to be home over the lunch hour. We ask that the payment of lunch fees be kept up to date. Unpaid fees will result in the cancellation of lunch room privileges for your child. Just a reminder that **microwaves or hot water are not available**. Please pack lunches that do not require any heating or use thermoses to keep food warm.



Eating lunch at school is considered a privilege. Misbehaviour in our lunchroom is covered under our discipline policy and students are encouraged to demonstrate the same behaviours that parents expect when families share a meal at home. Regular lunch students require signed permission from their parent/guardian in order to leave school grounds during lunch hour.

MEDICATION

Administration of medication is the parent's responsibility. If it is unavoidable that medication be taken at school and the student is not sufficiently mature or responsible to care for his/her own needs, School Board policy requires that a form be signed by the physician and at least one parent indicating the type of medication to be administered, the required dosage, and action to be taken in the event of possible hazards or side effects. If the principal feels the request is reasonable and is prepared to undertake the implied responsibility, he/she shall make arrangements with the office to administer the prescribed medication and to undertake its safekeeping. The giving of sugar when necessary to children with diabetes is not considered as the administration of medication. The school is not allowed to administer such over-the-counter drugs as Tylenol without parental consent. If you send medications for the school to administer, please contact us in advance and be sure that the medication is correctly labeled. Your child's teacher should be made aware of any medical conditions that may require action by the staff.



NUTRITION AND SNACKS

We believe it is important that our students take enough time to have breakfast or some snack in the morning. Developing good eating habits is an objective in our Health curriculum. We encourage parents to provide students with a nutritional snack for recess break. Gum is used as a learning tool in many classes but is expected to be used in a responsible respectful manner.

Parking

Parking stalls are all reserved and paid for by school staff. Parents coming to the Daycare are asked to use street parking at the southeast end of the school, in the 5 minute designated loading zone. Your assistance is appreciated. All other parents are requested to drop students off nearest their child's entrance. Please observe the no parking requirement for the busing zones and the handicap parking on the northwest end of the school.



PERSONAL AND SCHOOL PROPERTY

The school is not responsible for the personal property of students. As a result, we request that all items of clothing and personal school supplies be **marked** accordingly. Students are discouraged from bringing personal items to school such as iPods, game players, toys, etc., unless they are being brought with the teacher's permission for a special project and then returned home immediately.

Undue damage or loss of books is charged to the person to whom the books have been assigned. Deliberate damage to school property such as desks, Chromebooks and musical instruments is also charged to the student responsible.

RESPECTFUL LEARNING AND WORKING ENVIRONMENTS (DISTRICT AND SCHOOL POLICY)

Edmonton Public Schools, in co-operation with its staff groups, is committed to creating a healthy, respectful learning environment for students, staff members, trustees, parents, volunteers and contractors. We recognize the worth of every person without discrimination. We are committed to working toward the elimination of objectionable behaviour in our schools and workplaces, and to maintaining an environment that is respectful, safe, nurturing and positive for everyone. Please help us achieve this goal by interacting in a manner which respects the dignity and value of others.

REPORTING STUDENT PROGRESS

Parent-Teacher conferences and progress reports are used to promote good communication between parents and teachers in the reporting of student progress. Progress reports are prepared from records maintained by teachers. The process is based on the principle that assessment of the academic performance of students is an on-going process. The performance grade your child receives is not based solely on written tests, but is a combination of a number of assessment strategies. Teachers assess students by using classroom participation, student's oral and written work, test results, quality of assignments produced, homework completion and notebook maintenance.

The quality of performance, or how well your child is demonstrating grade level expectations, is reported by one of the following systems:

<u>Letter Grades</u>	<u>Descriptors</u>
A	<i>Work meets the standard of excellence</i>
B	<i>Work exceeds the acceptable standard</i>
C	<i>Work meets the acceptable standard</i>
D	<i>Work does not meet the acceptable standard</i>



Students are also assigned an effort grade, which is the demonstration of feelings and motivation for learning. Effort is determined by considering attendance, general attitude and willingness to learn and apply oneself.

Students' progress is formally reported to parents three times a year. These reporting periods are generally in mid November, mid March and the end of June. Throughout the year, student progress may also be reported through school agendas, telephone calls, homework notes, and e-mail. Concerned parents or teachers may request scheduling a conference at any time during the school year to discuss a child's progress.

SCHOOL COUNCIL

Parents are encouraged to become involved in their school council. The School Advisory Council:

- is a body that is advisory to the principal of the school and to the Board of Trustees respecting any matter relating to the school
- provides the opportunity for individuals to become involved in specific issues that directly affect a particular school or the District
- results in parent participation which in turn develops a wider exposure to District business that can be mutually beneficial to the Board, the school, and the community



SCHOOL EMERGENCY PLAN

Each school must have a plan in place in the event of a school-wide emergency. The following is a synopsis of our School Plan. If you wish a detailed copy, please contact the school office. The purpose of this plan is to ensure the safety and well-being of students and staff in the event of an emergency. Decision making authority rests with the principal or principal designate.

- In the event that evacuation is required, an emergency contact centre will be located at St. Angela's School (780-455-9743), which is located directly adjacent to McArthur School.
- The fire bell, in conjunction with the public address system, will serve as notice for evacuation.
- The public address system will be used by the principal, principal designate, or school administrative assistant for emergency announcements where there is a need for students to remain inside the school building.
- In the event of a power failure, the principal will inform staff members of the situation and of the procedures to be followed.
- First aid will be administered, where necessary, and parents will be notified as soon as possible.
 - In the event that school closure or evacuation is necessary, parents will be notified using a phone fan-out system.
 - Communications-Community Relations shall also issue public service announcements to inform students, parents and staff of the plans for emergency dismissal and re-admission of students.
 - The school will practice fire drills/evacuations and security alerts through-out the year.



SPECIAL SERVICES

A number of specialist services can be accessed through the school principal. These services include psychologists, social workers, reading specialist, behaviour specialist as well as the services of the public health nurse and speech clinician.

Our school also has access to a number of other resources in order to provide support to an individual and/or family. If you have any concerns or require assistance, please do not hesitate to discuss the matter with your child's teacher or with the school principal.

STUDENT DRESS AND FOOTWEAR

Students and parents are asked to remove outdoor footwear when entering the school on those days when it is raining or during the winter. Fire regulations state that students must have footwear on at all times, therefore students will require a pair of shoes to be worn indoors. Running shoes (no black soles) will be required for all physical education classes. During the very hot weather of spring and summer, students may wear shorts and other spring type outfits. Tops must cover the midriff and have either sleeves or straps. Students are asked not to wear hats when in the hallways or in class.



STUDENTS LEAVING THE SCHOOL DURING THE DAY

When picking up your child for medical or other reasons, please send a note to the classroom teacher indicating when you will be calling for your child and the reason. To ensure the safety of your child, please come to the office and sign out your child.

Under no circumstances is a student to leave the school or playground without first obtaining permission from the general office. The student with a note from home will first show it to the teacher and then present it to the general office for permission to leave. Since we are responsible for the safety of our students, it is imperative that administration know which students are in the building at all times.

SCHOOL SUPPLIES

The Edmonton Public School Board provides students with textbooks and workbook materials at the elementary level. Parents are responsible for providing all other school supplies such as pencils, erasers, notebooks, rulers or any other materials which are specific to a particular classroom teacher's program.



SUPERVISION OF STUDENTS

Supervision is provided for students on the playground fifteen minutes prior to the first bell in the morning and in the afternoon, as well as at recess time. For their own safety, students should not be arriving on the playground before 8:25 a.m. and 12:15 p.m. Supervision is also provided for bus students after school. Students and staff members are asked to report the presence of strangers on school property to the principal or designate.



Students are requested to report home immediately following dismissal prior to going to visit friends so that parents are aware of their whereabouts. Students who are detained at school to complete work or to receive extra help will be required to call home if they will be remaining at school for more than 15 minutes. Where students are involved in special clubs or programs after school, it is the responsibility of the student to inform the parents in advance of the program. On most occasions, a permission form will be sent home prior to the activity. If your child has not arrived at home by the usual time, please phone the school office at 455-2728.

TRANSFERRING SCHOOLS

It is important to notify your child's teacher and the office as soon as you know your child will be moving from McArthur School. This is especially important for students in the Strategies program, who should speak to the principal. Prior to the last day of attendance, please return all school property and pay any debts owed.

TRANSPORTATION

Bus passes are available at the school office at the beginning of each month for those students who live in a designated area where there is no school such as Hudson, Starling, Trumpeter and Hawk Ridge. Students who are registered in our district site Strategies program are eligible for yellow bus service. We also sell student ETS bus passes only to students attending our school who are attending from outside the designated site are of McArthur. Please contact the office if you require further information.



VISITORS AND CLASSROOM VISITATIONS

All visitors must report to the office when entering the school. At this time, the office will assist. Visitor parking is available at the front of the school. Parents who wish to visit a class in progress should contact the teacher and arrange a mutually agreeable time for the visit. Parents who wish to contact a particular teacher may do so by phoning the office and leaving a message. Unless it is an emergency, we do not interrupt teaching time.

VOLUNTEERS

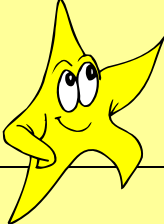
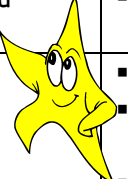
We are most grateful for the assistance, time and talents parents and other interested persons in the community are willing to share with our school. Volunteers can assist in our school in a number of areas. Teachers will notify parents of the need for volunteers in their classes. Please note that EPSB policy requires all volunteers to fill in a volunteer registration form which will be sent home at the beginning of the year. If a field trip involves an overnight, those parents volunteering will require a police check in order to participate.





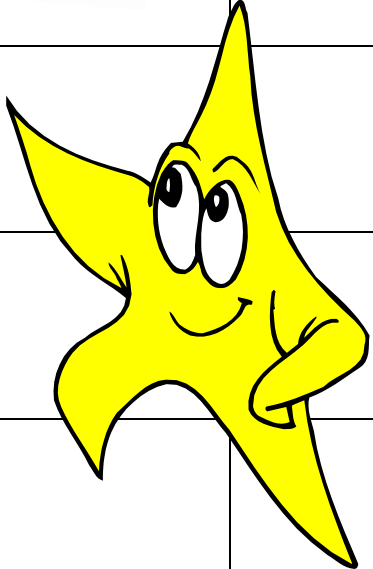
STARS EXPECTATION PROGRAM

In our continuing effort to provide a safe and caring learning environment, McArthur School will implement a program called STARS. This program is designed to enhance and improve student behavior with a view to increasing the large number of McArthur students who are already making excellent choices.



	All Areas	Playground	Tarmac & Field	Lunchroom	Gym
S Safe & Caring 	<i>Think before you act and follow the rules</i>	<ul style="list-style-type: none"> ▪ Share ▪ Be careful around younger kids ▪ Keep your hands & feet to yourself ▪ Up the stairs, down the slide 	<ul style="list-style-type: none"> ▪ Keep your hands and your feet to yourself ▪ Be a good sport ▪ Invite others to play ▪ Be a model 	<ul style="list-style-type: none"> ▪ Use whisper voices ▪ Feet and hands to yourself ▪ Maintain self control ▪ Eat your own food only 	<ul style="list-style-type: none"> ▪ Listen and follow directions ▪ Wear proper footwear ▪ Safe body contact ▪ Game appropriate voice
T Trustworthy	<i>Give your best effort</i>	<ul style="list-style-type: none"> ▪ Be a good sport ▪ Follow game rules & use equipment properly ▪ Take Turns 	<ul style="list-style-type: none"> ▪ Be able to take turns ▪ Only be where you are supposed to be ▪ Tell the truth ▪ Keep your word 	<ul style="list-style-type: none"> ▪ Stay in your seat ▪ Clean up after yourself ▪ Be helpful ▪ Follow the rules even when no one is looking 	<ul style="list-style-type: none"> ▪ Follow the rules of the game, no cheating ▪ Behave responsibly
A Accountable	<i>Take ownership for your own behaviour and choices</i>	<ul style="list-style-type: none"> ▪ Wear appropriate clothing ▪ Come in when the bell rings ▪ Set an example 	<ul style="list-style-type: none"> ▪ When the bell rings, stop playing and come in ▪ Bring equipment back in ▪ Apologize when accidents happen 	<ul style="list-style-type: none"> ▪ Clean up after yourself ▪ Be a role model ▪ Bring your outside stuff with you 	<ul style="list-style-type: none"> ▪ Be your own referee ▪ Take proper care of equipment ▪ Practice self-control
R Respectful	<i>Show respect for yourself, others and property</i>	<ul style="list-style-type: none"> ▪ Listen to and respect all supervisors ▪ Use appropriate language ▪ Use garbage cans ▪ Include others 	<ul style="list-style-type: none"> ▪ Listen to and respect all supervisors ▪ Use appropriate language ▪ Treat others how you want to be treated - be kind 	<ul style="list-style-type: none"> ▪ Listen to the supervisors ▪ Recycle ▪ Use the garbage can ▪ Use kind words and good table manners 	<ul style="list-style-type: none"> ▪ Include everyone ▪ Respect all ability levels ▪ Cooperate, give encouragement
S Successful	<i>Together We Shine Brightly</i>	<ul style="list-style-type: none"> ▪ Have Fun! ▪ Everyone is playing together ▪ It is clean and inviting 	<ul style="list-style-type: none"> ▪ Have Fun! ▪ Try your best at all times ▪ Know the rules of the game ▪ Have a plan! 	<ul style="list-style-type: none"> ▪ Eat healthy foods ▪ Enjoy lunch with friends ▪ Get outside to play ▪ Smiles! 	<ul style="list-style-type: none"> ▪ Participate ▪ Have a positive attitude ▪ Display good sportsmanship

	All Areas	Library	Computer Room	Music Room	Hallway
S Safe & Caring 	<i>Think before you act and follow the rules</i>	<ul style="list-style-type: none"> ▪ Walk ▪ Sit appropriately ▪ Push chairs in ▪ Hands and feet to yourself 	<ul style="list-style-type: none"> ▪ Walk ▪ Push chairs in ▪ Sit appropriately ▪ Hands and feet to yourself 	<ul style="list-style-type: none"> ▪ Sit properly on benches ▪ Use mallets properly ▪ Walk only ▪ Keep hands and feet to yourself 	<ul style="list-style-type: none"> ▪ Walk ▪ Keep your hands and feet to yourself ▪ Carry your outdoor shoes and boots ▪ Take outdoor shoes off on the mats.
T Trustworthy	<i>Give your best effort</i>	<ul style="list-style-type: none"> ▪ Sign out books properly ▪ Leave the library clean ▪ Adopt a shelf 	<ul style="list-style-type: none"> ▪ Use only your own folder ▪ Visit only approved and appropriate internet sites ▪ Treat equipment with respect 	<ul style="list-style-type: none"> ▪ Take care of the instruments ▪ Pay attention ▪ Know how to wait your turn 	<ul style="list-style-type: none"> ▪ Don't touch other people's things ▪ You go straight to where you're going and come right back.
A Accountable	<i>Take ownership for your own behaviour and choices</i>	<ul style="list-style-type: none"> ▪ Use a shelf marker ▪ Bring books back on time ▪ Take good care of the books 	<ul style="list-style-type: none"> ▪ Use only programs your teacher asks you to ▪ Help and cooperate with others 	<ul style="list-style-type: none"> ▪ Quiet waiting ▪ Follow instructions ▪ Bring your recorder 	<ul style="list-style-type: none"> ▪ Looking only at the displays, no touching ▪ Return quickly to class
R Respectful	<i>Show respect for yourself, others and property</i>	<ul style="list-style-type: none"> ▪ Show respect to the books and magazines ▪ Speak in quiet voices 	<ul style="list-style-type: none"> ▪ Respect the equipment ▪ Respect other people's work ▪ Use quiet voices ▪ Limit printing 	<ul style="list-style-type: none"> ▪ Use only kind words ▪ Support each other ▪ Listen to the teacher and each other 	<ul style="list-style-type: none"> ▪ Use appropriate voices and positive comments about displays ▪ Take turns at the fountain
S Successful	<i>Together We Shine Brightly</i>	<ul style="list-style-type: none"> ▪ Everyone can find their books ▪ We become better readers! 	<ul style="list-style-type: none"> ▪ Give your best effort on all assignments ▪ Be a problem solver ▪ Be great with computers! 	<ul style="list-style-type: none"> ▪ Have fun learning ▪ Try your best ▪ Happy faces on the board 	<ul style="list-style-type: none"> ▪ Take pride in the school ▪ You get where you wanted to go ▪ We have neat, quiet halls. ▪ Super C behaviour

	All Areas	Bootroom	Office		
S Safe & Caring	<i>Think before you act and follow the rules</i>	<ul style="list-style-type: none"> Keep your hands and feet to yourself Watch out for others and make room 	<ul style="list-style-type: none"> Walk in quietly Keep hands and feet to yourself 		
T Trustworthy	<i>Give your best effort</i>	<ul style="list-style-type: none"> Take responsibility for your own shoes/boots Wait your turn Pick up lost mittens so we can find the owner 	<ul style="list-style-type: none"> Always be honest when telling why you are here Be quick if using the phone 		
A Accountable	<i>Take ownership for your own behaviour and choices</i>	<ul style="list-style-type: none"> Line boots up by the classroom Take boots off on the carpet Help others 	<ul style="list-style-type: none"> Make sure you have permission to be here Be quick to and from the office 		
R Respectful	<i>Show respect for yourself, others and property</i>	<ul style="list-style-type: none"> Come in quiet Have indoor and outdoor footwear Wipe off snow & dirt 	<ul style="list-style-type: none"> Wait your turn Use your manners Use quiet voices Listen when spoken with 		
S Successful	<i>Together We Shine Brightly</i>	<ul style="list-style-type: none"> We have clean hallways We are ready on time We get compliments from others Shows we are proud of our school 	<ul style="list-style-type: none"> Smiles! You get the help you wanted or needed You get to be an office helper 		

McARTHUR CODE OF CONDUCT

The McArthur Code of Conduct is based on the following three distinct programs, namely:

- Character Building/Super C
- Restorative Justice and,
- Discipline Policy

1. CHARACTER BUILDING/SUPER C

At McArthur School we recognize students for good citizenship. (See STARS Expectation Program) It is tied to the 12 Character Traits that we teach and emphasize during the school year. The character traits are Empathy, Responsibility, Respect, Kindness, Perseverance, Cooperation, Loyalty, Tolerance, Honesty, Generosity, Fairness and Citizenship. Students are recognized for the good character with Super C's. When they collect 20 Super C coupons they hand them in to their teachers. For every 20 Super C's achieved there is recognition at the school assembly with certificate and prize or reward at the school year end. Our goal is to have 100% of all McArthur Stars at Club 60 by the end of the year. The highest club is Club 140.

2. RESTORATIVE JUSTICE

Our goal at McArthur School is to provide a safe, warm, encouraging, orderly environment where learning and behaviour expectations are clearly stated and known to everyone. All students must have the opportunity to learn and grow without the interference of inappropriate behaviour by others. We encourage the development of a sense of responsibility by requiring that students accept the consequences of their behavior and work at "making it right". We aim to develop self-discipline and self-confidence in all students through helping students see how their actions may have harmed someone and by helping they figure out how to make it right. Each child is dealt with as an individual respecting their specific emotional and social needs. School expectations and the consequences are discussed with the students in September. Parents are asked to read and discuss the STARS behaviour expectations with their child(ren).

3. DISCIPLINE POLICY

The discipline policy introduced at McArthur School in February 2013 will continue to be implemented next year. We believe that this program together with the 'Character Building STARS/Super C' program and the 'Restorative Justice' model provide a conducive, safe and respectful environment for learning.

Following is a summary of what we consider to be major infractions with serious consequences.

Major infractions committed by one student against another student or group of students include both **direct acts**: hitting, kicking, shoving, taunting, name calling, threatening, obscene gestures, degrading comments, and **indirect acts**: such as spreading rumors, social isolation, getting another person to bully someone and cyber bullying.

Consequences for Major Infractions – Division I

FIRST MAJOR OFFENCE: 1 missed recess (remains inside with supervision) and parents are contacted by the teacher

SECOND MAJOR OFFENCE: 2 recesses walking with a supervisor and parents are contacted by the teacher

THIRD MAJOR OFFENCE: 3 recesses walking with a supervisor and parents are contacted by the teacher

FOURTH MAJOR OFFENCE: Half day in-school suspension and parents are contacted by the principal

Consequences for Major Infractions – Division II

FIRST MAJOR OFFENCE: 3 recesses walking with a supervisor and parents are contacted by the teacher

SECOND MAJOR OFFENCE: Half day in-school suspension and parents are contacted by the principal

THIRD MAJOR OFFENCE: Full day in-school suspension and a conference with school and parents

FOURTH MAJOR OFFENCE: Full day out of school suspension and a conference with school, parents and liaison officer.

All new staff members are trained in these programs to ensure that they are implemented by all: CONSISTENCY AMONG ALL STAFF IS KEY TO SUCCESS!

HELPFUL SUGGESTIONS ON HOW TO HELP YOUR CHILD WITH READING

PAIRED READING

Paired reading helps learners improve their word recognition and comprehension skills.

It also demonstrates that reading is a pleasurable and an important activity for all people.

- Begin by finding a comfortable spot
- Learner holds the book so both people can see
- Start reading together – the adult partner can signal the start by putting a finger under the first word of the text
- As the reading continues, run the finger under the words as they are read
- Try to read together: not ahead or behind one another.

SOLO READING

- Decide on a signal to show that the learner wants to read alone, like tapping on the table
- Upon signaling, the adult should let the learner read solo, but continue to track the print with the finger
- Show quiet encouragement with “yes”, or “uh-huh”

HELPING WITH MISTAKES

- If a mistake is made, point to the word, say it, repeat the word with the learner and then continue
- If the learner struggles with a word, wait at least 5 seconds
- After 5 seconds, point to the word, say it, then put finger back at text
- Repeat together the word, and continue to read as partners until the learner attempts solo again

TALK ABOUT IT

- As the story unfolds, discuss parts of it, such as the plot line, characters and the illustrations
- Stop often to:
 - check for understanding
 - make a prediction
 - discuss possible personal connections
 - have learner ask questions, and
 - describe pictures he/she has made in his/her mind

ADULT EDITORS

- Encourage them to read over what they have written to themselves, and then aloud.
- Try to spot obvious errors at this point.
- Ask them to underline any suspected spelling mistakes, then check for correct spellings in a word bank or dictionary.
- If the adult needs to give the correct spelling, then write the word at the top of the page.
- Apply the C.O.P.S. strategy – print a letter in the margin to indicate a particular error in that line of writing.

HOW MUCH HELP IS TOO MUCH?

- Most writers have a support system – parents are the support for young writers.
- You will know if your help is “helping” when the writer begins to use the ideas and suggestions on their own.
- If you are going over the same idea or skill again and again, then perhaps the young writer needs to take more responsibility.

C.O.P.S. - POLICE YOUR WRITING

Use C.O.P.S. to help you organize your proofreading and make your writing better.

C. Capitalization

- Capitalize first word in each sentence.
- Capitalize names of people, places and things.

O. Overall

- How does it look overall?
- Is your writing neat?
- Is spacing correct?

P. Punctuation

- Do you have periods, question marks or exclamation marks for each sentence?

S. Spelling

- Use your word bank.
- Does your spelling look correct?

Adapted from: Mulcaby, Marfo and Peat (1984) SPELT: A strategies program for effective learning and thinking. Cognitive Education Project: The University of Alberta.

