

McKee School

**BEHAVIOUR
AND LEARNING
ASSISTANCE
PROGRAM**

Parent Handbook

2016/2017



Program Goals

The District believes:

- All students have the right to learn in a safe, caring, and respectful learning environment.
- All students learn in unique and diverse ways.
- Students, in partnership with their parents/guardians, school staff, and community, can work towards becoming engaged and connected learners.

The goals of the Behaviour and Learning Assistance Program are to support students:

- To achieve academic goals.
- To develop and demonstrate positive social and problem-solving skills.
- To develop self-management and adaptive coping strategies in classroom, school and community settings.
- With opportunities for increased involvement in inclusive settings.

Roles, Responsibilities and Expectations

Student Roles:

- Take responsibility and be accountable for their behaviour and conduct.
- Treat themselves and others with dignity, respect and fairness.
- Willingly engage and participate in daily activities.
- Attend school regularly and punctually.
- Follow school Code of Conduct and classroom rules.

Parent/Guardian Roles:

- Be an active participant in the Learning Team by contributing to the Individual Program Plan (IPP) and parent teacher/student led conferences.
- Support your child's learning (home-reading, home/school communications).
- Support your child's regular and punctual attendance.
- Support healthy lifestyle choices for your child, including a healthy balanced diet, regular exercise and getting adequate sleep.
- Be involved in and encourage your child to take part in school events and activities.
- Understand and support your child's understanding of what acceptable behaviours look and sound like in the school and classroom setting.

Teacher Roles:

- Provide a safe, caring, respectful and welcoming environment for students to learn.
- Ensure that programming utilizes effective teaching, informed by aspects of strength based programming.
- Develop a positive behaviour support plan to program for student success in the classroom, school, home and community settings.

- Assist students to develop positive relationships and social interactions with others.
- Develop and monitor the IPP in consultation with the Learning Team.
- Provide ongoing communication between home and school.

School Information

Program Hours:

The Behaviour and Learning Assistance Program will operate on the same schedule as the Regular Program, as per the timetable below:

Arrival: 8:35 a.m.	A.M. Recess: 10:15 - 10:30	Lunch: 11:40 - 12:05
Lunch Recess: 12:05 – 12:35	P.M. Recess: 2:15 – 2:30	Dismissal: 3:30 p.m.

Thursday Early Dismissal – 2:21 p.m.

*If your child is late, for whatever reason, please escort or instruct him/her to go to the office to receive a late slip before going to class.

*If you are planning to pick your child up or are sending someone in your place, please let us know by written note, in the agenda, or by telephone, prior to 3:00 p.m. It is school policy that visitors sign in at the office, and we ask for your co-operation in this regard, when picking up your child. Please inform the bus company of these changes as well, if your child usually rides the bus.

Program Staff, Grade Levels and Room Numbers:

Mrs. C. McPherson and Ms. M Schneider	Grade 1/2 in Room 4
Mr. P. Stiven and Mrs. S. Grelowski	Grade 3/4 in Room 3
Mrs. L. Zimmer and Ms. M Balderama-Bana	Grade 5/6 in Room 2

McKee Website:

Our school website is <http://mckee.epsb.ca/> , there you will find a brief history of our school, the information on its namesake and the story behind our logo. You can also find a school calendar, a list of upcoming events and our school handbook. Information pertaining to the Behaviour and Learning Assistance Program can be found under the “Programs” drop down menu.

Communication Books:

In order to maintain open lines of communication between home and school, an agenda will be sent home each day. Within the agenda you will find pertinent information regarding student learning and behaviour, as well as school activities. Please sign and initial in the space provided to indicate that you have seen the daily report and include any questions or comments you may have. The first agenda book is free; however, lost or damaged agendas will be replaced at a cost of \$5.00.

SchoolZone:

Another home/school communication tool is SchoolZone. Here you will find school newsletters, posted the last Friday of each month, and access to your child's Progress Reports and IPP's on the date of issue. Hardcopies of these documents will not be sent home unless requested. Families new to our school will receive a letter containing instructions and an access code for this site.

You can access SchoolZone at **schoolzone.epsb.ca**.

Should you have any questions or wish to request hard copy information, please contact the school.

Transportation

Students travelling by bus are required to display appropriate and responsible behaviour at the bus stop, while on the bus, and while getting on or off the bus. Parents/guardians and students should familiarize themselves with the parent and student responsibilities as outlined in the Parent's Guide to Yellow Bus Service. <http://transportation.epsb.net/datafiles/ParentsGuideYellowBusService.pdf>

While travelling on the bus, students are expected to:

- Remain seated and face forward.
- Be polite and speak in quiet voices.
- Demonstrate respect and courtesy towards the bus driver and other passengers.
- Refrain from eating or drinking.
- Never throw objects on, at, or out of the bus.

If a student chooses not to follow bus safety rules, then the bus driver may submit a School Bus Communication Report to the school. The school will then communicate to the parents/guardians advising of the report and any possible consequences.

A suspension from the bus is NOT a suspension from attending school. Therefore, if a student is suspended from the bus, alternate means of transportation must be provided by the parents/guardians.

If your child is absent from school, it is your responsibility to notify the bus company/bus driver when your child will be absent, and when he/she will resume riding the bus.

There are monthly fees associated with Yellow Bus transportation. These fees are paid at the school office.

Medication Management

For any physician prescribed medication, a student focused Medication Management Plan is required to ensure that the information is complete and accurate. You will be required to fill out a medication management form, which will be kept in the school office with a copy provided to you. A signed doctor's note is required for the school to be able to administer medication to your child. This note must explain the dosage of medication and the times it must be administered. Medication must be delivered by the pharmacy or a parent/guardian and not via the student. **It should arrive in its original bottle with a label that clearly states the current date, child's name, dosage and exact times at which the medication should be administered.** The wording "in the morning/afternoon" is not acceptable, it should state an exact time, 12:00 or noon, for example. Should your child require an inhaler or an epi-pen, it is expected that these items be at school and on your child's person at all times. A fanny pack works well in this situation. Thank you for ensuring your child's safety.

Classroom Information

Curricular Expectations:

Your child will be programmed for at his/her academic level as opposed to his/her grade level, should there be a discrepancy. They will be expected to be an active participant in their learning as well as provide a safe and peaceful learning environment for themselves and their classmates.

- **Homework** – The purpose of homework is to help reinforce your child's daily learning. It is also a means of teaching students how to assume responsibility for their learning and to encourage further exploration of topics covered.
 - **What to Expect** – A typical evening of homework can include daily home reading and spelling practice. Outstanding or incomplete assignments may accompany the typical expectation.
 - **Parental Support** – It is our belief that as students get older, they should be taking over responsibility for the completion of their homework assignments. Parents can help by establishing a consistent homework time and providing a quiet, well-lit place to work. Ensure that your child has the appropriate materials available in this workspace in order to avoid wasted time. Parents of young students need to be an active participant. Please be available for questions and clarification, and whenever possible, please encourage and support your child's efforts.

Individual Program Plans or IPP's:

The Individual Program Plan is a working document that outlines how a student with special needs will have his/her needs met, either in a regular classroom, or in a special needs classroom. This document is intended to communicate to students, parents, school, district administration as well as Alberta Learning, the strategies which will be used to help a student become more successful in school. Parents or guardians are asked, at the beginning of the year, to have a voice and provide input into the development of the IPP. Then again, at each reporting period, parents or guardians are invited to meet with their child's teachers in order to provide feedback and further their understanding of what will be done to help meet the needs of their child. IPPs are considered a working document, therefore we encourage and appreciate the involvement of all parents in this endeavor throughout the year.

Integration:

The ultimate goal for a student in the Behaviour and Learning Assistance Program is reintegration into the Regular Program. Prior to integration, staff will ensure that a student is ready both academically, socially and behaviourally to handle the new learning environment. They will have discussions with the administration, receiving teacher and parents to ensure that all are in agreement thus providing a smooth transition. Students will begin with one subject area and based on success will gradually increase the time and subject areas; progressing, hopefully, to a full day. Integration can, at any time, be withdrawn should the student regress and demonstrate behaviours disruptive to the learning and safety of others.

Time Out:

Time Out refers to the removal of something enjoyable to a person for a short period of time. This may mean taking an object away, removing an audience, or limiting personal attention. A student may have to sit alone for a period of time, away from his/her peers, or go to a time out room to regain composure. The intent of time out is not punitive, the ultimate purpose is to help a student refocus or regain personal control. Time spent in time out is viewed as an opportunity for a child to calm down. Work missed while a student is in time out, will need to be completed.

Non-Violent Crisis Intervention:

In cases of severe defiance or disruption, physical abuse, destruction, or a student is a danger to him/herself or others, teaching staff may use Non-Violent Crisis Intervention. Staff within the Behaviour and Learning Assistance Programs are trained and certified in this type of intervention which is used to assist a student in regaining control. Techniques include physical redirection and/or restraint and always hold the four basic tenants at its core: CARE, WELFARE, SAFETY and SECURITY. Ultimately, staff does everything they can before using Non-Violent Crisis Intervention techniques.

Electronics Contract:

We understand that bus rides can be long and boring if we do not have something to occupy ourselves. Students often choose to use electronic devices to entertain themselves during the ride, and while it was successful for some, it has, in the past, become an avenue for bullying, leading to many bus write ups and a great deal of learning time being spent solving these problems. As a result a contract has been drafted outlining rules and responsibilities pertaining to electronics; the way they are used, how they are to be labeled and stored. A separate letter will be sent home, early in the school year, for you to read, sign and return should you wish your child to use electronics on the bus.

If you have any questions or concerns regarding your child's program, please discuss with the classroom teacher.

Confirmation of Receipt

The intent of this handbook is to share information with parents/guardians regarding the Behaviour and Learning Assistance Program.

Your signature on the form below confirms to us that you have read the information about the Behaviour and Learning Assistance Program. Please complete, sign and return this form to the school. For any questions regarding the information in this handbook please contact your child's teacher or principal.

The teachers of McKee School appreciate your support and the time you took to read this handbook.

I, _____ have read the Behaviour and Learning Assistance Program Parent Handbook.

Parent/Guardian Signature

Date

Parent/Guardian Signature

Date

Student Signature

Date

In over 200 locations throughout the city,
Edmonton Public Schools is helping to shape the future.
We're focused on ensuring our 80,000 students learn to their
full potential and develop the ability, passion and imagination
to pursue their dreams and contribute to their community.

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