

# *Allan Johnstone School*

## **PARENT *Handbook***

### **2019 - 2020**



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*School Staff*  
*2019-2020*

**Administrator(s)**

**Principal:** Mr. B. Kyle  
**Acting Vice Principal:** Mrs. K. Moser

**Home Room Teachers**

ECS - Mrs. Smith                      Gr. 1/3 - Miss Misick  
Gr. 4-6 - Miss Moser                      Gr. 7-9 - Miss Hovde

**Support Staff**

**Administrative Assistant** - Mrs. L. MacKinnon  
**Library Commons** - Mrs. J. Cullen  
**Custodian** - Mr. W. Broz

**Report Card & Interview Schedule**

**2019-2020 School Year**

**Elementary/Jr. High**

Report Card #1 (Elementary/Jr High)	Home Interviews	November 4 November 6
Report Card #2 (Jr High)	Home Interviews	February 3 February 5
Report Card #2 (Elementary)	Home Interviews/Conferences	March 16 March 18
Report Card #3 (Jr High)	Home  Interviews/Conferences	April 9  April 15
Report Card (Final) Elementary/Jr High)	Home	June 26 after 1:00 p.m.

**Communication is critical to student success. Please note that teachers are willing to meet with parents at any time during the year to discuss parent concerns and/or student progress. Please contact the school to schedule an appointment.**

## School Program

Allan Johnstone School operates on a four-day school week. This typically means that there will be school Monday through Thursday with no school Fridays. PD Days do often fall on Friday's; unless this attendance exceeds 1200 Assignable Hours, it is mandatory attendance for all. On occasion, we will have classes on Friday's classes following the Monday to balance instructional hours requirements.

With assistance from the Parent Advisory Council, students are able to participate in regular educational field trips to gain exposure to opportunities not ordinarily accessible in the local area. They always pay for bussing and often other fees. They are very generous to our staff and school.

## Our Mission

*We are Striving to become the Best  
that We can Be*

## Our Vision

*We will always Support each Other in  
Our Learning*

## Our Mandate

In accordance with legislation, the *Goals of Schooling*, board policy and regulation, the staff of Allan Johnstone School is responsible and accountable for:

- The learning and well-being of all students in the school
- Meeting the individual learning needs of every student that we teach
- Working as a cohesive team to support all student's learning and well-being
- Encourage parental volunteers/involvement in education
- Meeting the roles and obligations set out in the Alberta Education Teaching/Leadership Quality Standards

## Our "I Will" Statements

At Allan Johnstone School, we will:

- Support each other in our learning
- Inspire others to do their best
- Come ready to face any challenges and keep going
- Celebrate and learn from our mistakes
- Start saying, "Yes, I can learn this."

goals, and take their learning seriously.

## Our Culture of Success

Our culture of Success is built on our AJS Pyramid of Interventions, our Behaviour Matrix and the Four R's of Allan Johnstone School.

### ➤ *Pyramid of Interventions Allan Johnstone School:*

A staff developed Pyramid of Interventions guides how we support students at AJS. Four Tiers of interventions are employed with school staff being responsible for implementing Tiers 1 and 2 prior to contacting outside agencies. (attached)

### ➤ *Behavior Matrix:*

We commit ourselves, and hold our students, to these values in our daily activities as summarized in our Behavior Matrix. (attached)

### ➤ *Four R's of Allan Johnstone School:*

- **Respect:** Students are understanding, sensitive, and concerned for the well-being of self, others, and property.
- **Responsibility:** Students are diligent, accountable for their work, show initiative and contribute to the classroom learning environment.
- **Role Modeling:** Students are honest, fair, helpful, trustworthy, and demonstrate appropriate behaviour.
- **Ready to Learn:** Students are punctual, prepared for class with all materials, work with others to achieve common

### ➤ *Student Absenteeism/ Attendance:*

The School and Division believes regular school attendance contributes significantly to academic success; consequently, monitoring of attendance is vital and must represent a cooperative endeavor of the students, parents/guardians, teachers, and School Administrator(s). For any absence, parents, or legal guardians, are requested to call/email the school if their child will be absent on a particular day. Chronic absences, excused or unexcused, represent a considerable impediment to student learning. These situations obligate the school to notify parents as per the Alberta School Act Sections 1, 12, 13, 14, 15, 60, 61 and 126 School Act. Attendance Policy at AJS is the responsibility of Students, Parents or Guardians, Teachers and School Administration as follows:

#### **Responsibilities of Parties:**

**Students:** maintain regular class attendance, provide an explanation of reasons for any absences.

**Parents or Guardians:** Encourage students to maintain regular school attendance, and provide explanations for any absences.

**Teachers:** Maintain accurate student attendance records, communicate with parents/guardians, regularly report student absences to administration both explained and unexplained, report any

cases of truancy on field or extracurricular trips

**School Administration:** Use appropriate verbal and written communication to home regarding attendance and attendance problems, develop attendance policy, ensure maintenance of student records, referrals as necessary to the Assistant Superintendent of Learning.

Allan Johnstone School will take the following steps to support appropriate student attendance and academic success.

### Procedures:

- Staff will maintain accurate student attendance records.
- All parties will implement support strategies to improve attendance
- Staff will communicate promptly with students, parents/guardians regarding any attendance concerns.
- Attendance will be included on each student's report card and included in the student's permanent record.
- Administration will advise all parties of their responsibilities in maintaining appropriate student attendance.

### Supports:

#### **General:**

- Ensure a Welcoming and Caring atmosphere for all students: greetings, activities, meaningful involvement in the school atmosphere

- Ensure student Voice is taken into consideration for school planning
- Provide Leadership opportunities for students
- Provide as many CTF Options as staffing allows for students
- Differentiate instruction to support student engagement and motivation
- Offer events, activities, intramurals, a common area in the Library Commons
- Offer Extra-Curricular activities as student numbers allow
- Give extra consideration to creating engaging, motivating and relevant lesson plans
- Offer Multi-Cultural education opportunities

#### **Individual:**

- Ensure staff check in's daily to encourage attendance
- Support the individual needs of students within school prevue and with outside agencies as necessary
- Refer to FSLW staff to develop further adult connections at the school
- Written notification at 10% and 15% absences to parents/guardians
- Explore mentorship paths with individual students
- Alter class scheduling to a encourage attendance partial to full attendance
- Individual attendance contracts and plans done in conjunction with parents/guardians/outside agencies as applicable
- Individual program planning to ensure responsive programming

Student attendance is key to academic success, and attendance is vital to students establishing a sense of belonging in their school. Allan Johnstone School is committed to supporting student success through extensive general and student specific measures.

\*The following is how we support students who are not producing evidence of achievement. We recognize that zero's do little to motivate students.

### ➤ *Recording of No Evidence (N-E)*

The collection of evidence related to students' learning is known as assessment. It consists of teacher professional judgment in the form of observations, conversations, products, and other student reflection on progress. Assessment itself has three roles:

1. Providing students with feedback about their work (known as Assessment For Learning).
2. Helping students set learning goals and monitor their own progress (known as Assessment As Learning)
3. Evaluation and reporting of progress in the form of Achievement Indicators (known as Assessment Of Learning).

In the past, a lot of attention was paid to raw scores and percentages on student work. Today, the shift in thinking has moved more toward the on-going descriptive feedback provided to

students by teachers so that students clearly understand what they need to do to improve their work. While the final achievement indicator is important, it is the grading criterion and feedback given to students that is of value to their learning.

AP 360, Student Assessment, embodies these newer ways to view assessment. It is the responsibility of all teachers to re-focus their teaching and assessment practices to provide opportunities for students to set individual learning goals and to provide students with on-going descriptive feedback to improve their learning.

It is understood that grading practices must ensure accurate measurement of learning and that the assigning of zeros for academic dishonesty and for missing evidence of learning distorts the accuracy of measurement. Zeros do not motivate students.

### **Moving from Missing Evidence (MEV) to Reporting of No-Evidence (N-E) in a student's gradebook**

#### **Teachers will:**

- use professional judgment to ensure that the reported indicator reflects the student's most consistent level of achievement of the course expectations, with emphasis on the most recent achievement on the curricular outcomes in question;
- communicate to the student the importance of submitting the products/evidence of learning;
- schedule time for collaboration with the student to develop next

- steps for the completion of the evidence of learning;
- plan for major assignments to be completed in stages so that students are not placed in an all-or- nothing situation
- act on recommendations provided in a student’s IEP if applicable
- report to parent/guardian any failure of the outlined process justifying the reporting of No-Evidence (N-E) achievement indicator;
- complete form AJS-NE-1 for personal records and submit a copy to administration.

**Students will:**

- communicate to their teachers any issues that contributed to the missing evidence i.e. misunderstandings, missing/lost resources, personal issues etc.;
- commit to follow through on intervention strategies and/or plan for improvement such as seeking extra help, completing the missing evidence/alternative assessments in consultation with the teacher on an agreed upon schedule/time frame;
- act upon recommendations provided in their IEP if applicable.

**Parent(s)/Guardian will:**

- be encouraged to communicate with the teacher and student to determine reasons for the unsuccessful completion of the assignment, or required evidence of learning, and collaboratively develop next steps to avoid future occurrences;

- be encouraged to support their child to follow through with a plan and/or strategies for improvement.

**Meeting Student Needs**

AJS uses a Collaborative Response Model, CRM, to track assessment, needs and interventions for every student on a shared spreadsheet. Teachers must enter routine EYE, BAS, DORA, and MIPI assessment data, done periodically throughout the year, on this document as it becomes available. We discuss student needs and interventions as a group as often as possible (staff meetings and collaborative days) as it is the core function – Improve Student Learning.

Some students will have IPP’s contained in the CLEVR IPP system, the link is at the BRSD website. It is the responsibility of the classroom teacher to keep these up to date, print and ensure parents sign at the first reporting period interviews.

If a student is encountering difficulty, academically or behaviorally, we are required to develop an IPP or behavior plan for that student with parental input. Bring your concerns to administration and we will begin the process.

**The School Day**

Time	Elementary and Junior High
Doors Open	8:13 AM
Classes Begin	8:27 AM
Recess	10:20 AM
Classes Begin	10:35 AM
Noon Hour	11:51 – 12:36 PM (Lunch in rooms to 12:09)
Classes Begin	12:36 PM
Recess	2:30 PM
Dismissal	3:57 PM



School Doors do not open until 8:13 a.m. daily.

\*Monday PM Gr. 7-9 in Options at CHSPS  
Note: Lateness and absences will be reported and recorded on report cards.

#### **Town Students**

Students living in town are asked not to arrive before 8:13 a.m. unless participating in organized activities, requested by a teacher, or special circumstances arise.

Parents driving their child in the morning are asked not to drop off before 8:13 a.m.

Town students are welcome to stay at school for lunch provided they are not engaging in disruptive activities.

#### **Bus Students**

In the case of inclement weather, the bus driver (or selected representatives) will contact parents of the children on their route. School and Division websites will list bus cancellations. Schools remain open if buses do not run and staff attend. Staff must make a reasonable attempt to go to work as per the collective agreement.

#### **School Cancellation – Staff/Students**

Schools can be closed under certain circumstances like utilities issues – water or gas leaks, but normally they stay open. AP 132 (attached)

### **Daily Procedures - Students**

#### **Student Checkout Procedures**

Students who must leave school after 8:10 a.m. shall check out through the attendance office.

#### **Procedures for re-admitting students to class**

After the morning or afternoon bells ring, a student must sign in at the office and have a Late Slip in order to be admitted to class. This is to be sure that the school maintains accurate attendance information.

#### **Student Phones Gr. 7-9**

Students in Junior High may bring phones to school to use at breaks, but may not use them, or have them in class, without staff permission. They are taken once as a warning by staff, the next time left with the Principal who calls the parent for a meeting.

#### **Extra-curricular/Athletics/Co-curricular**

These are a privilege, not a right. Any extra-curricular field trips can be made up at school if necessary. An student is expected to have exemplary behaviour and acceptable grades in ALL subject areas. (Acceptable is defined their teachers)

#### **Student Checkout Procedures**

Students who must leave school after 8:13 a.m. shall check out through the office.

Students are allowed to check out of school only when:

1. The student has a note from a parent/guardian that must be taken to the attendance office.
2. The parent is present to approve.
3. The attendance office receives approval by telephone from a parent.
4. The student has received administrative approval.

Students must check in through the attendance office when returning to school the same day that they check out in the sign in/out book.

## School Locks and Lockers

School locks and lockers belong to the school division and students are permitted to use them as a convenience. The schools are properly concerned about the use of lockers for storage of illegal items. Lockers may be opened at the discretion of school or division administrators, in a prudent way, at an appropriate time and in a reasonable manner.

## Students Leaving Grounds Noon

Students may do so only with a signed parental permission form.

## Daily Procedures Staff

## Student Attendance Records

Staff must record attendance in Maplewood by Period in Grades 7-9 and by AM/PM in K-6.

## Entering Student Achievement

Parents are able to check their children's progress and can login to Ed Connect on the school website.

## Medication

We must follow Administrative Procedure 316, we can only administer medication to students if a doctor has filled out Form 316-1 and this is for Prescription Medication. We cannot administer Non-prescription medication.

## Field Trips

School Excursion are part of a solid educational program, and we take many. Signed permission forms by parents are required for students to leave the school for any trip on bus, or on foot in town.

Overnight, or High Risk Field Trips (ski trips etc.) require Superintendent approval and will have different forms to be signed.

## FOIP

Parents sign some general FOIP forms in the Student Registration Package in September, but there are also FOIP forms that need to be signed by parents each time a student is photographed, interviewed or their work is shown.

A good guide is that Public Events where we invite the public don't require FOIP forms, but everything else does.

## Fund Raising

Parent Council graciously raises funds for the school on an annual basis providing funding for a variety of school programs. They will buy most things we want that are not covered under the basic educational grant from the province. Please attend a meeting, the first Tuesday of every month.

## Learning Commons

The Library Learning Commons will be staffed two days per week, Tuesday and Thursday.

It will be open at noon hours on these days to allow students to use the area as a Learning Commons.

## Extra-Curricular Activities

In addition to Physical Education classes there is an extra-curricular sports program in junior high when student numbers allow.

Intramurals - take place during the noon lunch period, and consist of a wide variety of sports.

Team Sports - Junior High teams are members of the County of Flagstaff league and compete against other schools in the county. Practices generally take place after school. Team members and coaches are required to provide the transportation, except in exceptional circumstances. While students are representing the school at a sporting event they are required to observe all rules and policies set down by the region and the school with regard to conduct and behavior.

### Student Needs Program

The team also assists in the setting up of programs, the acquisition of resources and Allan Johnstone School has access to the services of the Battle River Regional Division's Learning Facilitator Team. This team provides the school with testing services, and based upon their testing and

recommendations we are able to determine which programs best suit the needs of students.

### Student Needs Program

The team also assists in the setting up of programs, the acquisition of resources and where necessary, the provision of classroom aides.

### School Newsletters/Messenger

The school newsletter is published bi-monthly and sent home with the youngest child in each family, but you can just go to our website to sign up for an electronic copy to be sent to your email.

Messenger system information will be sent by text to your phone. We use this system often

**Library Services**

The school has a wide selection of books, magazines and reference materials. The library also has computers available to students for research purposes; all of these computers have Internet access.

**Dress Code Policy**

Students are expected to dress in a clean, neat, appropriate manner. Appropriate clothing will cover all undergarments and midriff. Sleeveless tops covering the majority of the shoulder are acceptable. Shorts and skirts must extend noticeably below the fingertips when arms are placed by your side. Clothing with offensive words, slogans or pictures are considered inappropriate. Clothing displaying slogans or pictures of drugs, tobacco, alcohol, sexual, racial or violent overtones will not be permitted. Hats are to be removed at the locker and can be worn during breaks, coats removed when in class. Students seen wearing inappropriate clothing will be asked to change into their Physical Education T-shirts or turn the offensive clothing inside out. Dressing according to the weather is encouraged. Except for inappropriate weather conditions, students are expected to go outside for recess (Grades K to 6) and noon (Grades K to 9). Students neglecting to wear footwear inside could find it extremely cold or wet in the event of a fire or fire drill. All students must wear running shoes for Physical Education classes. Gym clothing is required in all grades. (Please consult with your Phys. Ed instructor.)

**Plagerism/Cheating Policy**

It would be noted that copying, misrepresenting marks, and any other act deemed as cheating, by students will be viewed as a serious offence at Allan Johnstone School and will not be tolerated in any way. The goal of a policy on cheating is to teach the value of honesty and integrity. We need to follow a practice that avoids rewarding those who try to represent other's work as their own.

**First Offence**

- Teacher notifies administrator with evidence of infraction
- Parents will be notified
- A record of the violation will be placed in student's cumulative file

**Second Offence**

- Teacher notifies administrator with evidence of infraction
- Administrator contacts parent and requests a parent meeting
- In-school or out of school suspension for appropriate duration may be applied
- Student is not permitted to be involved in extra-curricular events for a period of two months or one sporting season.
- A record of the violation will be placed in student's cumulative file

**Weapons Management****AJS-WEA**

No person other than a peace officer or a member of the Royal Canadian Mounted Police Service acting in the course of duty shall possess or use any firearm or ammunition, functional, replica or otherwise, on the premises of the school without the permission of the administrator having authority to grant such permissions. This extends to any item perceived as being a weapon or to be utilized as a weapon.