



School Handbook

2019-2020

Our School Vision



Cooper's Crossing School is guided by the phrase, "Caring to Make a Difference". We see it as our mandate and pleasure to care for the students entrusted to us, working to make a positive difference in their lives. We also embrace the goal of helping our students become caring difference makers themselves.

Our logo is built around two "C"s, representing the initials of our school, Cooper's Crossing. Within the protection of this border we find a tree (representing life, learning, growth and development) resting in a hand, demonstrating the caring and nurturing role of the school community in helping students grow. The hand also can be seen as a pond, symbolizing what we as a school bring to the learning process to cultivate the growth and learning of students.

The leaves and fruit of the tree show the diversity of our community, celebrating the unique gifts of each member, and representing the fruit of our work – students, families and staff ready and equipped to impact the world through strong knowledge, skills and character.

While the "C"s shelter and nurture our community, they do not form a closed circle... they open to the world, and the arms of the tree (you can see them as arms of people as well, if you look closely!) are reaching out with excitement toward the open world. A focus of the school's learning philosophy is the removal of barriers that separate the classroom from the real world, bringing the real world into the school, and taking the school community out into real-life contexts.

In order to actualize this vision, we are focusing on three primary goals:

1. Active care for our students, their families, and our community
2. Purposeful instruction
3. Focused character development

Our Mission

At Cooper's Crossing School, we care for learners and provide them with joy-filled, purposeful, and rich experiences designed to develop the character traits, knowledge, and skills needed to thrive in life and make a positive difference in their families, communities, and world.

Partnership

At Cooper's Crossing School, we value parents/guardians as partners in the education of our students. Why? Simply, parents/guardians are the first and most important teachers children will ever have.

Your children are precious to you. That's why you spend time with them, reading, teaching, encouraging, and passing on the values important to your family.

As a school, we don't want to take away your job as teacher. Instead, we work with you. We also see children as precious and take the time to get to know each one. We look for our students' strengths and needs, and do everything we can to help them grow and learn.

Education is a partnership, and is most effective when the home and the school work together.

The Role of Parents/Guardians

We encourage our parents/guardians to be actively involved in the education of their children. This includes:

1. Maintaining healthy routines at home so that children can do their best at school...
 - a. Establishing early, regular bedtimes (beginning before the start of school in the fall) (recommended 10-12 hours of sleep/night).
 - b. Encouraging active play, and limiting the amount of time in front of the television, personal devices, computers, and video games.
 - c. Creating tech-free time zones in your home for all, including meal-time and sleeping time (no screens – TVs or devices - in bedrooms overnight).
 - d. Ensuring children eat a balanced, healthy breakfast and providing them with appropriate snacks and lunch.
 - e. Setting a regular home routine, including appropriate times and space for reading or other schoolwork.
 - f. Setting routines in your home that encourage good behaviour and providing structure to help your children build self-control.
 - g. Ensuring the children arrive at school in time to make a relaxed transition to the classroom before the start of the school day at 8:10 AM (doors open at 8:00 AM).
2. Supporting and being involved in the life of the school...
 - a. Actively participating in the School Council and school fundraising activities.
 - b. Reading the weekly email updates and other school communications.
 - c. Communicating regularly with teachers.
 - d. Supporting the work of the teachers and administration.
 - e. Addressing any concerns appropriately and according to the established practices.
 - f. Promoting positive, purposeful, and relaxed conversation about school with your children.

The Role of the School

The school, through qualified and caring teachers and administration, provides a safe and warm environment for learning to take place. We ensure that the necessary materials for learning are available and, most importantly, through the hard work of teachers, we help all children meet their potential and become enthusiastic, confident and competent learners. Each teacher will establish an intentional plan to communicate regularly with parents/guardians, and will share that plan at the beginning of the school year.

The School Council and The Friends of Cooper’s Crossing School Society

The partnership between parents/guardians and the school is demonstrated in the School Council, made up of all parents/guardians, teachers and interested members of our community. This group, led by elected parents/guardians/grandparents and supported by school administration, meets several times a year to improve communication, seek input, build a sense of community, and plan events which provide support for the school’s operations and special projects. All parents/guardians are encouraged to be actively involved in the School Council, offering their time as they are able. Together, we can make our school the best it can be.

Working in conjunction with the School Council, our non-profit society, Friends of Cooper’s Crossing School Society, is made up of parents/guardians and community friends and works to raise funds to support the learning community of our school. Their first project was to raise funds to build a playground structure for our students, which opened in June of 2018. We encourage all parents/guardians to become involved and support the fund raising efforts of the Society. We are ALL friends of our school!



Community

Our Community's History

Cooper's Crossing School is penning the first page of what is sure to be an amazing story! Our doors opened to students for the first time in the fall of 2016.

Although we are a young school, our name represents a proud history. The Cooper family arrived in the area in 1892, establishing a family legacy in grain farming and community service that lasted more than a century. The Coopers' pioneering spirit grew the community Airdrie is today.

Building Community through the Development of Strong Character

A community is a group of people who live, work, and grow together. This is why the word community is perfect to describe our school.

We work hard to provide a caring, safe community for all of our students. This happens naturally as they interact together in classrooms and hallways, on field trips and on the playground.

We also deliberately teach the skills which equip all students to be positive leaders in our school community. This includes intentional focus on character development.

It is in community that our students learn to live out lives of strong character and discover how to become difference makers in their families, school, community and world.

The Rocky View Schools Community

Cooper's Crossing School is proud to be a school of Rocky View Schools, a strong educational community that serves the communities to the west, north and east of Calgary. The jurisdiction provides educational services to 22,367 students in Kindergarten to Grade 12 through 49 schools. Rocky View Schools is the fifth-largest school board in Alberta, employing over 2,200 staff.

Rocky View Schools inspires a love of learning and community, by engaging all learners through meaningful and challenging experiences, preparing them to understand, adapt and successfully contribute to the changing global community. Our goal is to offer stimulating, flexible programming that makes learning relevant and exciting to today's 21st Century learner. For more information about Rocky View Schools, go to www.rockyview.ab.ca.

Foundations

Our goal is for all of our students to receive a solid education that equips them for success now and in the future. For this reason, we focus on providing a well-balanced, joy-filled, holistic learning program which fosters enthusiasm and confidence in our students. We work at instilling a love of learning that will remain for a lifetime.

Our school meets the educational outcomes set by Alberta Education in the Programs of Study and teachers bring in a variety of resources and programs to help bring the curriculum to life for our students.

Preparing our students for success involves not only teaching the knowledge and skills required, but also encouraging values and attitudes which lead not only to intelligence and competence, but also character and leadership.

Knowledge Leading to Understanding

Every subject area has a core set of facts and information, and it is essential that our students learn this information, understand its meaning, and commit it to memory. This knowledge, whether it be the alphabet, the times table, or the scientific method, becomes the foundation for academic growth. We have not met our goals as a school, however, unless the students move beyond simple knowledge to true understanding, which is the ability to see the important concepts (big ideas) of the curriculum and apply those concepts in new situations.

Teachers work hard to find ways to present information and help the students experience it, so that learning engages the students and allows them to plug into their natural curiosity. Our desire is for students to find joy in the process of exploring, discovering, creating, experimenting, exhibiting and contributing. We help our students make sense of information, guiding them to see how what they are learning connects with the real world.



21st Century Skills

Success comes not only from possessing knowledge, but also from having the skills to use that knowledge in meaningful and appropriate ways. Learning involves doing. In every subject area, students must hone their skills so they are able to apply what they know in practical and new situations. They must develop the ability to logically evaluate and solve problems, drawing on the knowledge and skills they have developed.

Not only do students learn academic skills, but they must also develop interpersonal skills, so that they can interact positively with a variety of people. They must discover what it means to work as a team and live in a community.

The following essential skills are critical for success in the 21st century and are encouraged at all Rocky View Schools, and here at Cooper's Crossing School:

Our students will have the skills to be...

- Critical thinkers
- Problem solvers
- Innovators
- Communicators
- Collaborators
- Globally aware
- Civically engaged
- Self-directed learners
- Information and media literate
- Financially and economically literate



Character

Cooper's Crossing School has adopted the framework developed by Character Lab (<https://characterlab.org/>) to promote the development of strong character in our students.

Human experience has taught us the value and importance of strong character. This reality is reinforced by overwhelming scientific evidence that character strengths are as important as IQ and socioeconomic status to academic achievement and well-being. "Character" refers to all intentions and actions that benefit both the individual and society at large. Our desire is that all children thrive personally and have a positive influence on the world. To do so requires character strengths of three kinds: *interpersonal* strengths which enable harmonious relationships with other people; *intrapersonal* strengths which enable personal achievement; and *intellectual* strengths which enable productive, mindful and enthusiastic toward learning.

CHARACTER STRENGTHS & CORRESPONDING BEHAVIORS

CURIOSITY Desiring to learn, discover, explore and know; searching for information for its own sake; leaving our minds open to possibilities and being honest about what we do and don't know (is eager to explore new things, asks and answers questions to deepen understanding, actively listens to others).

GRATITUDE Being aware of and thankful for opportunities that we have and for good things that happen (recognizes and shows appreciation for others, recognizes and shows appreciation for our opportunities).

GRIT Finishing what we start; completing something despite obstacles; practicing persistence and resilience (finishes whatever we begin, tries very hard even after experiencing failure, works independently with focus).

GROWTH MINDSET Understanding that intelligence can be developed; believing that we can get smarter through hard work and practice; trying hard; using good strategies; and getting the help we need (takes on new challenges with optimism, talks about what we learned).

OPTIMISM Expecting the best in the future and working to achieve it (gets over frustrations and setbacks quickly, believes that effort will improve our future).

PURPOSE Being driven by something larger than ourselves; caring about others; knowing that our efforts can make a positive difference in our communities and world (knows personal strengths that can help others, verbalizes a personal vision for contributing to community, takes action to make the community and world a better place).

SELF-CONTROL Regulating what we feel and do; being self-disciplined (comes to class prepared, pays attention and resists distractions, remembers and follows directions, gets to work rather than procrastinating); Interpersonal (remains calm even when criticized or otherwise provoked, allows others to speak without interruption, is polite to adults and peers, keeps temper in check).

SOCIAL INTELLIGENCE Being aware of motives and feelings of other people and ourselves, including the ability to work and play positively within large and small groups (able to find solutions during conflicts with others, demonstrates respect for the feelings of others, knows when and how to include others).

ZEST Approaching life with excitement and energy; feeling alive and activated (actively participates, shows enthusiasm, invigorates others).

General Information

Cooper's Crossing School follows the policies and procedures of Rocky View Schools. Rocky View policies and procedures are available online at www.rockyview.ab.ca.

Alternate Facility in Case of Emergency

In case of emergency evacuation, the students and staff will proceed to W.H. Croxford High School (2654 Chinook Winds Drive S.W.) until the situation is rectified, or parents/guardians can pick up their children, signing them out with the designated on-site staff person.

Allergies – Allergy Aware School

In order to provide a safe learning environment for all students and in order to minimize the risk to children with severe allergies, Cooper's Crossing is an "Allergy Aware" school.

Being allergy aware means that we take precautions to reduce the chance of exposure for students to allergens acknowledging that it is impossible to eliminate all risk. These precautions include:

- Clearly marking each classroom, and publishing in the school newsletter and on the website, food sensitivities and/or anaphylactic causing allergens.
 - In classrooms marked as "Allergy Aware" the food is allowed in the classroom. Due to sensitivities, sharing or exchanging of foods is not permitted.
 - In classrooms marked with a red "Allergy Alert" bar, these foods are NOT permitted in the classroom due to the risk of anaphylactic shock. These foods can be in the school but cannot be brought into the labelled classrooms.
- Hand washing is encouraged to ensure allergens are not spread throughout the school.
- Surfaces are wiped before and after eating.
- To reduce the risk of anaphylactic shock, by coming into contact with an allergen, food is not allowed on the playground.
- If an "Allergy Alert" sign is posted outside your child's classroom, please consult the teacher before sending treats for the class.

The parents/guardians of any child who has severe allergies or medical conditions requiring special care must notify the school in writing and complete required forms (available at the school office) to ensure that a Medical Plan will be put in place and shared with appropriate staff members for the protection of the students and staff involved. If an Epi-pen is required, we ask that two Epi-pens be kept at school, one in the office and one with the child (backpack or fanny pack).

Appeal Process – Addressing Concerns

As a school, we uphold every person's right to address any questions or concerns without fear, and we recognize that by addressing concerns with honesty and respect, we help build a healthy culture in our school community and model healthy skills for our children. In all situations, we focus on what is in the best interests of students and what aligns with the vision and values of our school.

In cases where students or parents/guardians have concerns, feel that they have been unfairly treated, or if they disagree with a decision made by the school, the following process is to be followed:

1. Express your concerns to the person most closely involved in the situation.

2. If this does not resolve the situation, inform the principal in writing of your concern. The principal will then meet with you and those directly involved to work toward resolution. The principal will provide a written summary of the situation, decisions made, and steps taken.
3. If you are not satisfied that you have received fair treatment, you may appeal through the principal, in writing, to the Area Director of Schools.
4. If this does not bring satisfaction, you may appeal to the Associate Superintendent of Schools and then the Superintendent of Schools.
5. If you are not satisfied that you have received fair treatment from the School Divisional Staff, you may request a review by the Rocky View Schools Board of Trustees.
6. Finally, in a limited number of circumstances, you may appeal the decision of the board to the Alberta Minister of Education.

Attendance, Absences, and Tardiness

It is important for students to arrive to school on time and to attend school regularly, because punctual, regular attendance promotes success at school and helps children develop a sense of responsibility. Students should arrive each day before classes begin, so they can begin the day relaxed and ready to learn.

When students are absent, we ask that parents/guardians inform the school office (403-945-4137) by 8:10 AM. If parents/guardians have advance notice of upcoming absences, they should contact the teachers so that appropriate plans can be made.

If parents/guardians or the family doctor desire children to be excused from physical education or recess, a note of explanation is required. Without a note, students will be expected to participate in the normal daily activities.

Attendance – Extended Absences

In the event of any extended absence, other than illness, parents/guardians must provide a letter indicating the nature and duration of this absence. The letter should be addressed to the principal, and delivered at least one week prior to the start of the absence. All children are required by The School Act to attend school regularly. Consistent attendance is essential to your child's academic success. Since the materials, concepts and skills covered during class time are often prerequisites to future studies, an extended absence may affect your child's ability to meet curriculum expectations. Please consider this carefully. Teachers are not obligated to provide instructional materials for students due to extended absences.

Bicycles

Bike racks are provided and must be used by students who ride their bicycles to school. By law, children must wear their helmets. In order to prevent theft and damage by vandalism, loitering in the vicinity of the racks is not permitted. Students should bring locks to secure their bicycles to the racks. Students are expected to walk their bikes when on the school grounds.

Birthdays

If your child is having a private birthday party and is not inviting the entire class, we ask that invitations be distributed discretely after school or directly to their homes instead of distributing them through the classrooms.

Clothing

A respectful and caring environment is enhanced by appropriate student dress and appearance. Students should come to school in clothing that is appropriate for active learning, modest, clean and in good repair. The following clothing is not permitted:

- clothing with suggestive or offensive messages,
- tube tops, halter tops, spaghetti straps, open backs or clothing that is made of sheer material,
- clothing that exposes undergarments or the midriff.

Students are not to wear hats in the building.

Outdoor shoes and boots must be removed upon entering the school. Students are required to wear a pair of clean shoes with non-marking soles while indoors. These shoes should be appropriate for physical activity as students will not be required to change indoor shoes for physical education.

Parents/guardians should clearly mark their children's clothing, shoes, boots, coats, lunch kits, etc. with the child's name.

Communication with the Home

In any partnership, effective communication is essential. We encourage regular communication between teachers and parents/guardians. All teachers will develop a plan of communication for the families in their classrooms. As a school, the following communication opportunities are provided:

Open House

During the week before the start of each school year, students and their parents/guardians will be invited to the school to see their classrooms, meet their teachers, and receive information that provides a smooth transition to school.

School Email Updates

A weekly news bulletin will be emailed to all families each school week highlighting school news. If your family desires to have a paper copy sent home with your child, please notify the school office.

Classroom Learning Emails

Each classroom will send home a weekly summary of the learning highlights that have taken place that week so that you as parents/guardians know what your children are learning and can positively reinforce that learning at home.

Agendas

In many classes, students in grades 1-5 are provided daily agendas to facilitate communication between home and school. Parents/guardians are asked to check and initial their children's agenda nightly.

Teacher Pages

Each teacher has an online presence, accessible through the "Staff" tab on our school website, which contains basic information about the classroom and materials to support your child's learning.

Online Portfolios and Parent Portals

Our school is in the process of opening up the Public Portal operated through PowerSchool and developing online student portfolios. The Portal is the primary way parents are informed of ongoing, academic progress.

Parent-Teacher Interviews

Prior to the first two report cards, parents/guardians will have an opportunity to meet with their children's teachers and discuss their progress. In the spring, the students are involved in the conference, sharing what they have learned and helping make plans for the remainder of the year.

Communication of Student Learning (Report Cards)

Formal written reports of student progress are distributed at the end of the school year and are intended to give parents/guardians a formal evaluation and summary of their children's progress during the year. They are also a tool to celebrate learning and plan for future growth.

Confidentiality

Please remember that when you visit the school, any information you hear about staff or students must remain confidential. You cannot share this information with anyone, in or out of the school. If you have any concerns with something you hear or observe in the school, you should discuss this with school administration.

Criminal Record Checks

All employees of the school, including substitute teachers, and all school volunteers who work with children must undergo a Criminal Record Check and Vulnerable Sector Check and submit it to the school. These checks add another layer of due diligence in the effort to ensure the safety and well-being of all students and staff in RVS. Volunteers must complete an annual statutory declaration form at the beginning of each new school year to keep their volunteer status. All forms are available in the school office. If volunteers are unable to afford the cost for the check, they should speak with the principal.

Damaged or Destroyed Property

We expect our students to treat all school property, including school supplies, equipment, and facilities, with respect. If any property is damaged or destroyed because of deliberate misuse or carelessness, it must be reported immediately to a teacher, and the student's family may, at the discretion of the school principal, be responsible for replacement or repair of the item. Any repairs must meet the satisfaction of the principal.

Discipline Policy

As a school, we want to help all students grow in their ability to make wise choices that benefit their community. We desire them to grow as contributing citizens of strong character. The School Act describes the expectations of behaviour expected of all students in the province, and we as a school have articulated a Code of Conduct (see below) to help our students. We want our students to learn these standards, desire to live by them, and have the courage to do what is right, even when it is difficult. This is part of being a leader at Cooper's Crossing School.

The first step is clearly identifying expectations of behaviour. The second is establishing a school culture that encourages that behaviour without making a student's value dependent on good behaviour. We care for, support and value all students at all times, and view mistakes, including misbehaviour, as opportunities for learning and growth. We help students take ownership of their mistakes, learn from them and repair any damage their mistakes may have caused, whether that was damage to relationship or physical items. This emphasis on restoration is described more fully below. It is in this context that students are then free to learn in a setting which both upholds high standards of behaviour and character, and allows for a loving, safe environment where we can learn to live with each other in a community.

Our hope is that students will develop the character trait of self-control, and this process of teaching self-control involves parents/guardians. For that reason, parents/guardians will be notified if a pattern of inappropriate behaviour develops.

Code of Conduct

Our school expects all members of our school community to be CARING, RESPECTFUL and SAFE.

Caring: At every point, we expect all members of our school community, adults and children, to be aware of others and to keep their needs and feelings in mind, and to act in their best interests. It is essential that we take care of each other, physically and emotionally.

Respectful: Respect has to do with value. When we have something of value, we take care of it. We protect it from danger and harm. When we value people, we speak well of them and protect them, in body and reputation. We listen to what they have to say, take them seriously, speak well of them, address them with honesty, and honour their opinion. What is important to them is important to us. It is an expectation that the members of our school community will treat others, both peers and those in positions of authority, our school and our community with respect. (People, Property and Position)

Safe: It's important to take care of ourselves and others, and to avoid situations, actions and activities that might cause harm in any way. Safety is everyone's responsibility.

Being caring, respectful and safe means avoiding behaviour such as theft, lying, gossip, slander, bad language, violent behaviour, threatening behaviour (including written or email threats) and use of harmful substances such as tobacco or illegal drugs. In addition, possession of any weapon is prohibited. These include: firearms, knives, bb guns, pellet guns, or any projectile firing devices. This behaviour will lead to disciplinary action, which may include suspension or expulsion.

Bullying Behaviour

Bullying occurs when one person intentionally hurts another, by using hurtful words or threats, physical intimidation, assault, or social exclusion. Every member of our school community deserves to be safe and secure at school and free from bullying. In order to prevent bullying from occurring, anyone who is bullied or witnesses bullying is to report the situation to the teachers immediately. Parents/guardians are also encouraged to speak with administration if they suspect a bullying problem. Any students involved in bullying

will be dealt with according to the discipline policy of the school. It is everyone's responsibility to keep our school safe for all.

Progression of Consequences for Inappropriate Behaviour

To help students learn self-discipline and practice good behaviour, teachers and administration will respond to misbehaviour by:

- Reminding the student of the expectations
- Warning the student of the consequences of poor choices
- Assigning logical consequences
- Removing the student from the situation (for example, giving a time out or rearranging seating)
- Removing a privilege (for example, recess)
- Confiscation of items that are a distraction or not allowed
- Assigning a task or assignment
- Removing the student from the classroom
- Having the student phone a parent or guardian to explain the problem
- In-School or Out-of-School Suspension
- Disciplinary Contract
- Expulsion

Any of these steps may be used when deemed appropriate. We treat every situation as unique, and respond in ways that take into account the individuals involved and specific circumstances. Parents/guardians may be notified at any point, especially if a pattern of misbehaviour arises.

Helping Students Work through Conflict – Restorative Justice and Reconciliation

It is our goal to maintain a healthy school environment and to teach students through their mistakes about integrity, responsibility, relationship, character and leadership. Therefore, consequences are not given to punish, but instead to teach and in some cases protect the learning environment of the school.

In helping students work through conflict and their mistakes, we follow four steps: (ASIS – Affirming Values, Storytelling, Identifying the Harm Done, Seeking Solutions)

1. **Affirming Values:** Affirm commitment to relationships, personal responsibility, character, leadership, honesty, restoration and justice.
2. **Storytelling:** Everyone involved has an opportunity to be heard and our goal is to understand all perspectives. Through this process the issues and situation are clarified.
3. **Identifying the Harm Done:** Once all stories are told and the situation is understood, we take time to identify all the harm done to people, relationships or property.
4. **Seeking Solutions** that lead to restoration and reconciliation: It is important for all who caused harm to come up with a plan to repair the harm done, and this plan must be agreeable to those who were harmed. In matters of relationship, there is great power in apologies and forgiveness. Neither can be demanded (or they lose meaning and sincerity), but they can be taught and encouraged.
 - a. The Five "A"s of a good apology:
 - i. Admit what you did wrong.
 - ii. Apologize for how your choice affected the other person.
 - iii. Accept the consequences.
 - iv. Ask for forgiveness.
 - v. Alter your choice in the future.

- b. The Four Promises of Forgiveness:
- i. "I will try my best not to think about this situation."
 - ii. "I will not bring up this situation again and use it against you."
 - iii. "I will not make you look bad by talking to others about what you did."
 - iv. "I will treat you with respect and caring."

Note: "I forgive you" is very different than "It's okay". The words "I forgive you" imply there was harm done (which is not okay) but that forgiveness is offered and the promises above are made. "It's okay" implies that it is okay for whatever happened to repeat, which in most cases is not the case.

Suspension and Expulsion

In cases of serious misbehaviour, Cooper's Crossing School follows Rocky View Schools' policy for suspension and expulsion. You may find this policy at www.rockyview.ab.ca under "Our Board/Policies".

Emergency Response

Cooper's Crossing, along with all other Rocky View Schools, are part of an emergency response plan called Hour Zero. For more information, please refer to the divisional website, under the parent tab. The direct link is: http://www.rockyview.ab.ca/parents/assets_parents/RVS-Parent-Summary.pdf

Entrances

Students have been assigned the following entrances for entering and leaving the school:

- Main Parking Lot Entrance: Visitors, Volunteers, Staff and late students
- Main Cooper's Drive Entrance: KB, KG, KH, KT & PIP
- Portable-East Entrance (at the end of the portables closest to the parking lot): 1O, 1P, 2/3R, 3L, 4V
- Portable-West Entrance (at the end of the portables closest to Cooper's Drive): 1B, 1D, 1I, 1K, 1R, 5B
- Playground-East Entrance (around the building): 2B, 2C, 2F, 5U
- Playground-West Entrance (around the building): 3M, 3S, 4BL, 5K

The student boot racks are located close to their designated entrances. During the school day, all entrances, with the exception of the Main Parking Lot Entrance, remain locked to ensure the safety of our students. Visitors to the school must enter through the office.

Finances

2019-20 School Fees: In accordance with Government of Alberta legislation and regulations, public schools do not charge general instructional fees. For information on Rocky View Schools fee information, including transportation fees, please visit www.rockyview.ab.ca/registration/schoolfees.

Annual Fee List: Although there are no general fees, we do ask parents to pay the following fees during the school year:

2019-2020 Fees

| Fee and Grade | Amount |
|---|----------|
| Grades K-5 Field Trips and In School Activities | \$100.00 |
| Grades 305 Leadership Event | \$15.00 |

Please note: For field trips, team, clubs, etc. RVS will only invoice families based on the actual costs incurred.

Payment: Parents are encouraged to pay fees on [School Cash Online](#). See [School Cash Online – Parent Registration Handbook](#).

Waivers and Refunds: Every school has a waiver and refund process. Upon receipt by the school principal of Form [AF5105 Waiver Application](#) parents of students who provide a copy of Goods and Services Tax (GST) credit notice with the names of dependent children listed, will qualify to have their fees waived. Waiver is applicable only to School Established Optional Course Fees. The deadline for submission of Form AF5105 Waiver Application to the school principal is June 30th of the current school year. School principals are responsible for the establishment of a refund procedure for students who are enrolled for a portion of the school year.

Head Lice

Parents/guardians who have been notified of head lice infestations within their families must do everything possible to eliminate the risk of spreading head lice to other families.

PROCEDURES:

1. Information concerning the prevention of and procedures for dealing with head lice are available at www.myhealth.alberta.ca.
2. If we suspect that your child has lice, we will contact you to advise that he/she will need to be checked.
3. Parents/guardians of children who have head lice will be notified and information regarding procedures and responsibilities will be given to the student to take home. Other students in the child's class or in the school will be notified, without identifying any names, that there was a case of lice in the school and for all to check their children.
4. Children with lice may return the next school day if they have had the first treatment and a letter signed by the parent verifying this.
5. A follow-up check may be done to ensure the head lice have been cleared.
7. Families with repeat infestations will be notified and asked to take their child(ren) to their family doctors or the Public Health Clinic for advice on treatment.

Health and Medication

Allergies and Medical Conditions

The parents/guardians of any child who has severe allergies or medical conditions requiring special care must notify the school in writing and complete required forms (available at the school office) to ensure that a Medical Plan will be put in place and shared with appropriate staff members for the protection of the students and staff involved. If an Epi-pen is required, we ask that two Epi-pens be kept at school, one in the office and one with the child (backpack or fanny pack).

Medications

If a child requires medication at school, the parents/guardians must fill out the designated form (available at the school office) and on the form provide specific, written instructions for administration. No medication of any kind will be administered by school staff unless it is part of a physician authorized medical treatment plan.

Illnesses or Accidents at School

If a student becomes ill or suffers an injury at school and needs to be sent home, parents/guardians will be contacted to pick up the child as soon as possible, or to make alternate arrangements for pick up. If we are unable to contact parents/guardians, the emergency contacts identified on the registration forms will be contacted.

If school staff determine that the child requires immediate medical attention, the staff will contact 911.

Communicable Disease Control - Public Health Regulations

Children need not be excluded from school for minor illnesses, but in the following situations, a child should remain at home for recovery.

- Illness that results in a greater need for care than the staff can provide without compromising the health and safety of other children.
- The child has any of the following conditions: fever, lethargy, uncharacteristic irritability, persistent crying, diarrhea, blood or mucus visible in stool, vomiting (one or more times in the previous 24 hours) or difficulty breathing.

| Condition | May Return to School |
|-------------------|--|
| • Pink or Red Eye | 24 hours after antibiotic treatment is initiated |
| • Impetigo | When the child feels well enough to return |
| • Strep Throat | 24 hours after antibiotic treatment is initiated |
| • Chicken Pox | When the child feels well enough to return |
| • Whooping Cough | With permission from the Communicable Disease Unit |
| • Mumps | With permission from the Communicable Disease Unit |
| • Mononucleosis | When the child feels well enough to return |
| • Measles | With permission from the Communicable Disease Unit |
| • Lice | When approved treatment is completed |

Read more on the Rocky View Schools *Empower the Potential* blog, "[When is Too Sick for School?](#)"

Homework

Home learning activities may be assigned to support and extend the learning that takes place during the school day. We encourage parents/guardians to initiate conversations with their children about what they are learning at school.

Homework at the elementary level will focus primarily on the following:

- the regular practice of reading and basic math skills
- shared reflections on work done at school
- occasional activities that extend the learning into the home environment (example: interviewing family members about family culture)

Progressively, more homework is expected of students as they approach the upper grades. Although the length of time required to complete assignments varies with each child, it is fair to expect approximately 10 minutes of nightly homework for each grade the child has completed. For example, students in grades 1 or 2 might expect about 15 minutes of homework in the evening, while students in grades 3 or 4 should not be doing more than about a half hour. If you find your child is spending considerably more than this amount of time completing assignments at home, please contact the teacher.

If a situation arises at home which makes the completion of homework impossible, please send a written note of explanation to the teacher.

Tips for parents/guardians helping students with homework:

- establish a regular study place and quiet time each evening where the children are able to complete their assignments.
- Set students up for success by ensuring they are comfortable (had a snack, a break, etc).
- Help them set a plan and goals for their time.
- Support them without doing work for them. Encourage them by asking good questions.
- Praise the efforts of your child.
- If the work is getting frustrating, feel free to stop for the evening and let the teacher know. If a pattern of frustration emerges, we as a school will work with you to help make a plan.

Hours and Schedule 2019-2020

| Times | Monday - Thursday | Times | Friday |
|-------------|-----------------------------------|-------------|----------------------|
| 8:00 | Relaxed Entry / Office Opens | | |
| 8:10 | O Canada / Announcements | | |
| 8:10-8:25 | Class Begins – Attendance / SPARK | | |
| 8:25-10:10 | Learning Time | 8:25-10:45 | Learning Time |
| 10:10-10:25 | Recess | 10:45-11:05 | Lunch Play/Club Time |
| 10:25-11:40 | Learning Time | 11:05-11:30 | Lunch Eating |
| 11:40-12:00 | Lunch Play/Club Time | 11:30-1:00 | Learning Time |
| 12:00-12:25 | Lunch Eating Time | 1:00 | Dismissal |
| 12:25-2:45 | Learning Time | 1:30 | Office Closes |
| 2:45 | Dismissal | | |

| Kindergarten | Times |
|---------------------|---------------------------------|
| Morning Class | 8:10-11:05 (Monday to Thursday) |
| Afternoon Class | 11:50-2:45 (Monday to Thursday) |
| Alternating Fridays | 8:10-11:05 (Friday) |

(Both morning and afternoon classes will attend on alternating Fridays.)

Insurance

Rocky View Schools has contracted Industrial-Alliance Pacific Life Insurance Company to provide student accident insurance to our students while on school premises (or a school approved activity such as field trips and off site sporting events). This service is offered free of charge to all students. Claim forms are available in the school office.

Lost and Found

Lost and Found items can be placed in the designated lost and found shelves. Please check this area often for your child's items. Any unclaimed items will be donated to good-will.

Lunch Time

All students are welcome to stay at the school for lunch. Students eat their lunches in their classrooms under the supervision of school staff. At Cooper's Crossing School, we work hard to encourage "litterless lunches". Students are asked to use reusable containers for food and drink, and all waste (uneaten food and other items) will be sent home in the lunch bags.

If students live within walking distance of the school and their parents/guardians desire that they walk home for lunch, we ask parents/guardians to fill out a one-time permission form (available in the office) to allow students to leave the school. Students must sign out and in with their classroom teachers each day.

Parking and Student Drop Off

A clearly marked area along Cooper's Drive is designated for school bus parking only. No other vehicles should use this area for dropping off students, picking up students or parking. The remainder of school frontage along Cooper's Drive is designated as a NO IDLING ZONE for student drop off and pick up. Please make your stops short so that others may drop off their students. The parking lot on the north side of the building is for staff and volunteer parking. For safety reasons, students should not be dropped off or picked up in the parking lot. We ask all other visitors to the building to park on the street.

Personal Items From Home

As a general rule, items from home such as toys or collections should not be brought to school. Any personal items students do bring, including electronics, are brought at their own risk, and if they become distractions, the items will be confiscated by a teacher. Any valuables brought to school can be given to a school administrator for safe storage.

Personal Technology

Courtesy and respect are the foundations for positive social interactions. As a school community, we hold one another and ourselves accountable for interactions that foster respect and trust. As a learning community, it is our responsibility to model courtesy to ensure the privacy and safety of others, and to maintain the integrity of the learning environment. We expect our students to conduct themselves courteously and with responsibility when using technology. Electronic devices and/or technology tools, as directed by staff members, can be powerful tools for learning when used in a manner that fosters learning with respect and trust. Inappropriate use of electronic devices can negatively affect a safe and caring learning environment. In any space where learning is expected, a device or technology that will negatively affect the learning of any student and/or staff should not be used and may be confiscated.

Students have access to technology both at school and in their homes. Students who use electronic media (such as social networking sites or email) to impersonate, intimidate, threaten or demean other students or teachers may be suspended from school, whether the messages were posted from school or from another location.

Students participating in on-line conversations that include any of the above messages may also receive school consequences if they do not immediately exit the conversation and report it to the school administration.

If students bring personal electronics to school, these items are to be kept powered off in their backpacks and not used during the school day, unless the student is given permission from a staff member.

Scent Free

Scented products release chemicals which can trigger serious health reactions in people with asthma, migraines, allergies or chemical sensitivities. To help our staff and students who have these sensitivities, please refrain from wearing scented products (perfume, cologne, lotions, deodorants, etc.) in our school.

School Closure and Inclement Weather

During inclement weather, the final decision to send a child to the bus stop or to school rests with parents/guardians, even if busses and/or the school may be operational. Should you drive your student to school when bus service is cancelled, it is your responsibility to pick your child up from school at dismissal time.

Once school begins for the day, it will not be closed because of weather conditions until regular dismissal time. If it is unsafe to dismiss students at the usual time due to weather, students may be kept at the school until it is safe for the busses to depart, or until other arrangements have been made.

Parents/guardians should ensure that students are dressed appropriately while traveling to and from school during inclement weather conditions whether they are riding the bus or walking. The temperature on a school bus may drop dramatically in the event of mechanical problems.

In the event that the Rocky View Superintendent or the Inclement Weather Committee cancels school for any reason, including inclement weather, the following procedures will be followed to notify parents/guardians:

1. The school will send a notice through the Email School Update list.
2. Decisions to close school because of inclement weather or other emergencies for all Rocky View Schools will be announced on radio stations CBC, CHFM Lite96, 66 CFR, JACK FM, QR77, Country 105, CKMX 1060, CJAY 92 and on CTV, City TV and Global News Morning Edition.
3. Information regarding school closure or operational delays will also be available on the school website (coopers.rockyview.ab.ca) and on the Rocky View Schools website (www.rockyview.ab.ca).
4. School or bussing cancelations will also be available on the Rocky View Transportation Line – 403.250.0016.

School Supplies

At the beginning of the year, the school will determine which supplies are provided by the school and which must be provided by parents/guardians and will communicate this on the website. Parents/guardians will be responsible for the replacement of any supplies destroyed through misuse.

Snacks

Children are given time mid-morning during which they may eat a healthy snack. Instructional time is provided for this purpose so that we may reinforce the principles of good nutrition which are part of the health curriculum. We encourage healthy snacks and ask that parents/guardians avoid sending soft drinks and candy.

Student Sign-In and Sign-Out

If you are picking up your child during school hours, we request that you stop at the school office and we will call down to the classroom to have your child meet you in the office. You must sign your child out. If you are bringing your child to school late or after an appointment, please come to the office first where you can sign your child in, at which point your child is welcome to join the class.

Students are only allowed to leave the school property if they:

- Are picked up by a parent or an adult approved in writing by the parent,
- Are under the direct supervision of a teacher,
- Have a note dated and signed by a parent giving the child permission to leave.

Visitors to the School

All visitors and volunteers coming to the school must sign in and out at the office. This ensures that we are aware of all visitors in the building and protects your safety during any school evacuations.

Volunteers

Our school encourages volunteers to help with classroom activities and special events. All volunteers must fill out the school volunteer application form and those working with or supervising students must have a criminal record check/vulnerable sector check filed with the school office, according to the Rocky View School policy. These may be acquired at the Airdrie RCMP detachment.

The school will provide a form indicating you are a volunteer, which will reduce any fees attached to the record check. Please refer to the school's Volunteer Handbook for more information that informs and supports our volunteers.