**ʔaq̓amnik’ Elementary School Handbook for Parents and Students**

Table of Contents

Philosophy……………………………………………………………………………… 4

Nation Vision…………………………………………………………………………… 4

Society Mission Statement……………………………………………………………… 4

School Staff……………………………………………………………………………… 5

Questions and Concerns…………………………………………………………………. 5

Attendance………………………………………………………………………………. 5

Fees………………………………………………………………………………………. 5

Hours of Operation...………………………..…………………………………………… 6

Transportation…………………………………………………………………………… 6

Release of Children…………………………………………………………………… 6

Emergency Protocols……………………………………………………………………… 6

Calendar of Events………………………………………………………………………. 9

Nutrition……..………………………………………………………………………….. 9

Health and Wellness – Contagious conditions and Medications.………………………. 10

Health and Wellness – Immunizations, Disclosures, Special Education,.………..…….. 10

Clothing, Toys & Supplies…………………………..………………………………….. 10

Behavior and Conduct…….…………………………………………………………… 11 - 16

**Ɂaq̓am Vision**

A vibrant, healthy community, speaking our language, governing effectively and maximizing our lands and resources for the benefit of all living things and future generations, in a manner consistent with qanikitȼi (our values and principles).

**Education Mission**

Achieving excellence through learning, based on individual strengths, passions and potential.

**Education Objectives (Strategic Plan)**

* Support learners to increase participation in and completion of all levels of educational programs.
* Teach using Ktunaxa methods.
* Develop and support Ktunaxa people as teachers and other educational professionals.
* Expand grades and programs offered in the community.
* Assert, reclaim and use jurisdiction in education.
* Develop excellence through learning, at all stages of life.

**School Philosophy**

All ʔaq̓amnikʾs have a right to access equal and balanced opportunity to learn about:

* Academics (with a focus on literacy and numeracy skills)
* First Nations cultures and languages,
* Self Esteem building and problem solving,
* Life skills (such as nutrition, healthy living and good choices).

It is the goal is to provide an equal and balanced opportunity to learn about:

* Academics (with a focus on literacy and numeracy skills)
* First Nations cultures and languages,
* Self Esteem building and problem solving and
* Life skills (such as nutrition, healthy living and good choices).

In achieving these goals it is understood that:

* *CHILDREN* share in the responsibility for their learning and behavior and as individuals should encounter both challenges and successes.
* *LEARNING* occurs at different rates and in different ways, which the center will honor by utilizing a variety of teaching strategies and learning activities;
* *ASSESSMENT* and *EVALUATUION* is an ongoing process incorporating a variety of methods, taking into consideration the whole child.
* The *school* will provide a caring, safe and supportive environment that will accommodate individual differences, develop and attitude and respect for others and encourage feelings of self-worth, pride and respect.
* Ongoing *COMMUNICATION* between *HOME* and the school concerning the child’s growth, achievement and behaviors is both desirable and necessary.
* A positive *PARTNERSHIP* between the *HOME* and the school should be fostered for the benefit of the child.
* Ongoing *COMMUNICATION* between *HOME* and the school concerning the child’s growth, achievement and behaviors is both desirable and necessary.
* A positive *PARTNERSHIP* between the *HOME* and the school should be fostered for the benefit of the child

**Staff**

The staff is a dedicated and professionally trained and licensed group of individuals who care about children and are deeply committed to their development. An updated staff list will be provided every September.

# Questions or Concerns

If you have a question or concern about your son/daughter’s program please feel free to contact your child’s classroom teacher. If you need further clarification or assistance of that meeting you should then bring your concerns to the attention of the principal. If this does not resolve the issue the next step would be to put your questions or concerns in writing and address it to the Board of Education with a copy to the school administrator.

# Attendance

**Attendance** – regular attendance and participation is directly related to the child’s success in his/her learning. If your child is going to be absent for any reason, it is your responsibility to call the school and let us know why your child will be absent and for how long.

Chronic absenteeism will be reflected on the student’s permanent record file.

**Lates** - Punctuality is just as important as regular attendance. Furthermore, being late is disruptive to the children who arrive on time and are already engaged in activities. If your child is going to be late please call. This is especially important if we are going on a field trip and leaving promptly at 9am, because children who arrive late will be left behind.

# Fees

**School** – Aqamnik School students either receive funding from Indian and Northern Affairs Canada (status students, normally residing on reserve) or through the Ministry of Education, provided they are enrolled and attending school on or before the end of September and consistently after the end of September. Students who do not attend regularly may not receive funding - so **ATTENDANCE IS IMPORTANT!**

**Tuition** – Occasionally the school receives applications for enrollment from student’s who register after the end of September, and consequently do not receive funding through government sources. In this case, the parents will be requested to provide school supplies. The only exceptions to this rule may be if there is a paid position available due to a transfer out.

# Hours of Operation – School

**School Hours** are in effect from September to June. A calendar of professional development days and holidays (such as the winter and spring break) will be supplied at the start of each year.

***School*** Begins promptly at 8:45am (when bus arrives)

Morning break 10:30-10:45

Lunch break 12 – 12:45pm

School bus leaves at 3:05 pm

#### Transportation

**School** - Transportation to and from school for both on and off reserve children is available. Students will be dropped off at the stop identified on the bus schedule, which is distributed at the start of the school year.

If a student is going to be away please let the bus driver know before 7:30 am so that the driver doesn’t have to stop at your stop. Chronic failure to contact the driver when your child is absent or to be at your stop on time may result in the suspension of bus services.

Transportation services are only available for those students who attend the daycare or school. Students, who have lost bussing privileges on the School District #5 bus, **WILL NOT** be permitted to ride the community school bus. All students using this service must comply with the **Code of Conduct for School Bus Passenger** (see appendices).

# Release of Children

Children can only be released to those persons identified on their registration form by the guardians as emergency or alternate contacts.

If an authorized person appears unable to provide safe care for a child who is being removed from the school (due to intoxication, emotional instability, etc.,) the staff may suggest alternative arrangements and assist with finding a suitable ride home.

Pertinent contact information and phone numbers as well as any legal agreements must be kept up to date in school records.

**Emergency Protocols**

Building Evacuation Procedures

**I. General Emergency Evacuation Procedures including fire, earthquake, bomb or explosions**

* Teachers will evacuate the students from the building to a designated area. Each classroom will have a map with an evacuation route marked.
* One teacher will be designated to retrieve the emergency evacuation kit from the office
* For an earthquake, teachers will direct students to ‘drop and cover’ and wait until the shaking has stopped. Then evacuate the students immediately.
* The school emergency evacuation kit will accompany the designated class upon evacuation
* Teachers and students will assemble with their class and the other school classes (classes are grouped together and so they can be supervised by one or more teachers).
* The teacher will take attendance and establish the class’s status: 1) All clear/everyone accounted for, 2) Non-life threatening injury present, 3) Missing students, life threatening.
* At least one teacher will remain with the assembled classes at all times.
* The building can be re-entered once the building has been declared safe by the principal, principal-designate, or other school district official.
* Teachers with disabled student(s) will confer with the building administrator to arrange for additional assistance if necessary.
* Students will remain with school personnel until safe to re-enter the building or are picked up by an authorized adult.

II. Extended Emergency Evacuation

The administration and staff will follow the Emergency Response Procedures:

1. The administration and staff will establish a command post.
2. The reception/reunion location area will be visibly posted on the front door of the school
3. Adults arriving to pick-up a child should report to the reception/reunion area only. Adults will be required to show identification and complete a Student Release Request Form.
4. The reception/reunion supervisor will verify the information and then send a ‘runner’ to pick up the child from their classroom teacher. Parents must stay in the reception/reunion area until their child is released to them.
5. The classroom teacher will verify the information before releasing the child.
6. A designated safe location close to, but away from the reception/reunion location will be used for a medical area for CPR/first aid treatment.
7. Students will remain at the reception location until they are released to the parents or an authorized adult
8. Staff will remain with students at the reception location until all students have been picked up. At no time are staff allowed to leave children unsupervised.

III. Evacuation Plan during lunch, recess, before school, after school or during a school assembly

1. Lunch: Students will evacuate the classroom using the two exterior exit doors under adult supervision. Students will be lead to the designated meeting area for their classroom during all other evacuation situations. Classroom teachers will be responsible to join students at these designated areas and immediately take roll.
2. Recess: Students will immediately move to the designated meeting area for their classroom. Classroom teachers will join students at these designated areas and immediately take roll.
3. Before School: Students will immediately move to the designated meeting area for their classroom. Classroom teachers will join students at these designated areas and immediately take roll.
4. After School: Students will immediately move to the designated meeting area for their classroom. Classroom teachers will join students at these designated areas and immediately take roll.
5. School Assembly: All students will be directed to an emergency exit. Teacher and students will go directly to their designated evacuation area.

IV. Power Outage

* In the event of a power outage, teachers will remain with their students until a decision is made for the remainder of the school day. Students will not be released unaccompanied from classrooms to run errands or to use the bathrooms. The school day will continue as normally as possible. If a decision is made to send children home, the Emergency Closure Procedures will be followed.

V. School closure due to minor Emergency during the school day

In the event it becomes necessary to send children home early from school, (e.g. due to water main break, gas leak etc), the following Emergency Closure Procedures will be followed:

* The local television/radio stations will be notified.
* Specific dismissal times will be announced based on anticipated bus arrival times.
* The normal learning environment will continue until dismissal of students is announced
* The parent pick-up area will be set up in the front entrance of school.
* Students will be dismissed once the bus arrives.

VI. Intruder/Lockdown Procedures

* All Visitors/Volunteers will check in at the office and identify themselves as a visitor or volunteer.
* In the event of an intruder, or other emergency situation school personnel will announce to each classroom: This is a lockdown situation. This will be followed with a description of the emergency and approximate location of the individual(s).
* The school personnel will push the lockdown panic preset on classroom phone.
* The school personnel will phone 9-911 and contact the Chief Operating Officer notifying them of the current situation.
* Classroom teachers will close all curtains and direct students to move away from direct line of sight of classroom windows or interior door windows. Internal and external doors to the classroom will be locked.
* All staff will be responsible to lock internal and external doors to the building if they can do so safely.
* In the case of an evacuation, teachers will take students to the assembly point. For students’ safety, school personnel may then be directed to a safe area such as the band hall, band office or the daycare.
* The ‘lockdown’ will remain in effect until law enforcement officers, the school designate (i.e. Principal) announces: This is the principal (name), the school is now safe and you may leave your classroom.
* In the event that the school needs to dismiss students, the ‘Early Closure Procedures’ will be in effect, and the media will be notified.
* During a lock down situation, parents ***must not*** attempt to enter the building until the area has been secured by local law enforcement officers.
* Once the lock down has been removed, parents waiting to pick-up their child (ren) will be directed to the school assembly area where the children will be called from and escorted to the assembly area by a school employee.

#### Calendar of Events

Each September a calendar of events will be sent home. It will include holidays, professional development days, important events, etc. Changes to the yearly schedule will be noted in the **monthly newsletters** that will go home near the start of each month.

# Nutrition

**Nutrition** – health education is a part of all the programs and therefore we encourage all children to bring nutritious food.

**School** – We offer a morning snack daily and lunches may also be arranged if children are not able to supply their own (ex: financial hardship). If lunches are required please contact the school. There may be assistance available to provide this service. Each classroom is equipped with a microwave but warm up lunches need to be prepared at home. Refrain from sending your child to school with a can of soup or box of macaroni, instead prepare the meal at home and we will be glad to heat it up at school.

### Junk Food Policy – Children are asked NOT to bring chips, pop, candy or gum or any other type of junk food. This policy has several positive results – a cleaner yard and building, generally healthier children, fewer dental problems and an improved awareness of the importance of good nutrition.

### Pack it in Pack it out – The aim of this is to help parents to be aware of what their child is or isn’t eating. We encourage children to discuss with their parents what they like for lunch and to take food home rather than just throwing it away.

**Litter-less Lunch** – children are encouraged to recycle as often as possible and if possible to use environmentally friendly containers. For example, sandwiches can be put in plastic containers rather than plastic wrap. Recycling receptacles will be available at the school for recyclable drink containers such as juice boxes.

#### Health and Wellness

**Contagious Conditions** – Any children with a contagious disorder (lice, chickenpox, etc.,) should be kept at home until the condition has passed or been treated. Please notify the school if your child has a contagious disorder. Children who arrive at school and have been found to have a contagious disorder, such as lice, must be picked up, treated and upon returning will be re-examined. Children should also keep home if they have fevers (over 100 or 38.3), infections, diarrhea, vomiting, and any other unexplained chronic or acute condition.

**Medications** – Guardians of children, who require medication to be administered at school, must complete a “Permission to Administer” form. If a child arrives on the bus or van with medications, guardians must send written permission with the child. Please give the medication directly to the driver or instruct your child to give the medication directly to their teacher upon arrival at school. The school will distribute no drugs such as Aspirin, Tylenol, or the like.

**Immunizations** – Guardians are required to supply the school with a copy of all immunization records. Please inform the school if your child has not been immunized against the usual childhood diseases.

**Disclosures** – If a disclosure of any kind is made to any staff member, or if a staff member is suspicious of abuse or neglect they must report this to the appropriate authorities. See Education Disclosure Policies for more detail.

**Special Education** – for students requiring specialized testing/assessments, support, Individualized Education Plans and/or Case Management Plans please refer to Special Education Policy in the appendices.

# Clothing, Toys & Supplies

**Clothing** - Guardians are required to supply the items listed at the start of the year or during a particular season. Please ensure that all items are clearly labeled with the child’s name. Also, please make children dress appropriately for the weather.

Inside shoes (see footnote) Hat for when it’s *hot and sunny*

Backpack & lunch bag Toque, mitts, boots and snow pants for *cold weather*

Sweater or sweat shirt to leave at school Raincoat, rain boots for *wet weather*

Paint smock or old shirt complete change of clothes for younger children

Children are asked **NOT** to bring any items from home. This includes make-up, toys, sports equipment, etc. This is to ensure children do not trade, lend or borrow items that do not belong to them without permission. Occasionally there may be special times, when children are requested to bring something from home. For these events written notice will be sent home.

**Supplies**, such as pencils, markers, pencil boxes, glue, notebooks, etc. will be supplied by the school. However, if a child destroys his/her or a classmate’s material the parents will be asked to replace or pay for the damaged items.

\* Inside shoes- please insure they are non scuffing, even if they say they are it is recommended that you check them in the store by rubbing the edge of them on a tile floor and looking to see if they leave marks. This is very important due to gym regulations at the college.

# Code of Conduct

*The school code of conduct was developed with input from children.*

*Everyone should feel safe, happy and valued. One of our shared responsibilities with guardians is to develop and promote the growth of self-discipline and to encourage and reinforce appropriate behavior. Developing appropriate behavior is a learning process and we accept that individuals make mistakes.**The school’s code of conduct is developed with input from children and helps them understand why poor choices can lead to behaviors that are inappropriate and assists them in making good choices resulting in positive behavior for the future.*

**Objectives of the Behavior and conduct policy:**

1. To assist student in developing and using good choices
2. To improve communication between students, guardians and the center concerning expectations for appropriate behavior
3. To assist children in the development of respect for the rights, feelings and property of others.
4. To assist children in development of self-control and positive self-concept.
5. To make children aware that they are accountable for their decisions and actions.

### Code of Conduct

1. ***Positive attitude and behaviors***

* Be on time and ready
* Speak to all peers and adults in a polite and courteous manner
* Use respectful language
* Walk inside
* Treat everyone with respect and respect yourself

1. ***Respect all property***

* Keep desks and belongings neat and clean
* Use all (playground, books, etc.,) equipment properly
* Keep school equipment, classrooms and halls clean
* Put litter in waste receptacles, keep playground clean
* DO NOT bring things to school you shouldn’t

1. ***Respect the rights, feelings and abilities of others***

* Respect cultural, ethnic, linguistic and religious heritages of others
* USE an appropriate tone of voice – Use an inside voice
* USE appropriate language
* Use kind language

1. ***Refrain from practices which endanger yourself or others***

* Practice personal space, keep hands to yourself
* Play safely- rough play is dangerous
* Walk safely inside
* Wear appropriate footwear for inside and outside the school

1. ***Practice the WITS Strategy “Walk away, Ignore, Talk it out, Seek help”***

* When someone says or does something you don’t like – look them in the eye and firmly tell them to STOP and then walk away
* THINK about your next step. If telling them to stop is unsuccessful, remove yourself from the situation – WALK AWAY

##### *If the person continues to bother you ASK AN ADULT FOR HELP to solve the problem – it is okay if you need help to make the other person UNDERSTAND how you feel.*

##### *Parents/Guardians and Staff are instrumental in helping children learn how to be respectful conscientious citizens. With this in mind we outline how staff and parents/guardians can promote positive behavior*.

### Code of Conduct - Parent/Guardian Support

Successful development of a child into a mature, responsible person is greatly assisted by close cooperation between the guardians and the school. Guardians are requested to:

1. Familiarize themselves with discipline policies and procedures
2. Familiarize themselves with the rules and expectations
3. Communicate with the school on a regular basis and when requested, to discuss their child
4. Inform the school of events that happen outside of the school which may be affecting the child’s behavior.
5. Inform the school of any concerns they have regarding things that are affecting the child using the appropriate protocol (see under questions and concerns).
6. Refrain from discussion or gossip about children with other guardians.

**Code of Conduct - Staff Support**

All staff are expected to explicitly and consistently follow all policies and routines. Staff will emphasize positive reinforcement and when required, administer consequences that are immediate and logical. The staff recognizes that in order to develop self-discipline in children and expect appropriate behavior from them while at school. The following are necessary:

1. Consistency
2. Fairness
3. Respect
4. Training in correct behaviors and routines
5. To teach as part of the regular curriculum a program that reinforces appropriate behaviors and problem solving strategies such as the WITS motto.

###### Procedures- For inappropriate behaviors

In order for children to grow up to become independent, self-assured individuals, they must learn to resolve conflicts in a socially recognized acceptable manner. Since most of the altercations that take place are minor in nature, children will be given an opportunity to learn from their mistakes. All staff will emphasize that an inappropriate behavior is a poor choice and that it does not mean that the individual is a bad person. When possible the child will be given an opportunity to discuss and set consequences for inappropriate behaviors.

### 

### Minor Offences:

1. The supervising adult will establish an immediate logical consequence.

For example:

* If a child swears s/he may be required to make appropriate, sincere apologies. Or, an older child may be given time in during recess or lunch during which time s/he writes a list of alternative words to express themselves rather than using profanity.
* If the student is repeatedly not practicing personal space on the playground, they may be asked to take a short time out.

1. If a second offence of the same nature occurs, the child will meet with the supervisor and/or principal (during the next available break) to explain his/her behavior and to devise a plan of action. This will involve the child coming up with a plan to avoid future incidents and a consequence should a third offence occur.
2. Should a third offence occur, the consequences as outlined in step 2 will be enacted.
3. Should a fourth offence occur, the behavior escalates and/or increases in frequency, it then becomes a major offence.

**Major Offences:**

A major offence is any conduct that:

* Interferes with the orderly functioning of the school.
* Is injurious to the safety and or dignity of children, guardians and/or staff.

Examples of major offence could include:

* Physical, emotional and or mental abuse of others
* Defiance or abuse of staff
* Willful damage to the school or other’s property
* Stealing
* Profanity intended to hurt another person’s dignity
* Inappropriate sexual behavior
* Continuous disruptive behavior (Special consideration will be given to children who are not able to change their behavior, and an individual plan will be established)

Any activity, which involves direct, deliberate and severe violence, is considered a major offence. There will be zero tolerance for this type of behavior. If more than 1 child is involved the staff will do their best to discuss the situation with them all and apply equal and fair consequences to everyone.

If an offence is considered severe or highly dangerous, the appropriate consequence will be determined by the severity of the act. For example, fighting on the playground may result in an immediate suspension of recess/lunch free time. If a major offence occurs the following may result:

1. Immediate removal from the situation
2. Incident/action plan written
3. Copy of incident plan sent home or guardian notified by phone

4. Escalation or continued major offences may result in suspensions, detentions, and/or loss of privileges

**Bullying**

ʔaq̓amnik’ School is committed to providing a compassionate, receptive and non-threatening atmosphere for each and every one of our pupils to learn and succeed in. We believe that love and respect are foundations for our relationships with others. Accordingly, we have a “zero- tolerance” policy against bullying, meaning that bullying of any sort is deemed unacceptable in our school community. If bullying does occur, students should be assured of the fact that all incidents will be addressed quickly, and fairly. Bullying will not be excused, permitted or tolerated

;

**Definition of Bullying**

Bullying can be generally defined as the use of aggression, intimidation and/or cruelty with the result of hurting another person verbally, physically or emotionally. Bullying carries the ramification of causing pain and stress to the victim. **Bullying is never justified and is not excusable as “kids being kids,” “just teasing” or any other rationalization.**

Specific types of bullying may include, but are not limited to:

**EMOTIONAL**: Being deliberately unkind, shunning, excluding, or tormenting. *Examples: Forcing another student to be “left out” of a game or activity, passing notes making fun of a victim, or making threatening* *faces or gestures*

**PHYSICAL**: Pushing, kicking, hitting, tripping, punching or using any other sort of violence against a victim *Examples: Shoving a victim into lockers while changing classes in the hallway, throwing bottles or other objects at a victim.*

**RACIST/INTOLERANT:** Taunts, slurs and/or physical threats directed around a victim’s race, religion or ethnicity *Examples: Spreading graffiti with racial slurs.*

**SEXUAL:** Initiating and/or executing unwanted physical contact, making sexually threatening and/or abusive comments *E*x*amples: Grabbing a victim’s body, using derogatory labels.*

**VERBAL:** Name-calling, ridiculing, using words to attack, threaten or insult *Examples: Spreading rumours, making fun of a student’s appearance, mannerisms or intelligence* Please note that an instance of bullying may fall into more than one “category” listed above.

**Warning Signs and Symptoms of Bullying**

Not all victims of bullying will let on that they are suffering at school. Many feel that admitting how bad things have gotten will increase their torment at the hands of the perpetrators if they risk “snitching,” are afraid no one will believe or support them, or are too embarrassed to admit what is happening. Parents and teachers should openly encourage students to report incidents of bullying that are observed or experienced firsthand. Even in the event that a student is not forthcoming about being bullied, there may be signs or symptoms that suggest a problem. Adults should be aware of these symptoms and what they signify, and should investigate immediately.

*A child may be a victim of bullying if he or she*:

* Is noticeably frightened or evasive when asked “what’s wrong”;
* Suddenly loses appetite;
* Begins bullying or showing unusual aggression with siblings, playmates or other children;
* Comes home unusually hungry (may indicate lunch money or lunch itself has been stolen);
* Repeatedly “loses” lunch, money or possessions;
* Has unexplained cuts, scrapes or bruises;
* Comes home with clothes dirty or torn, or books/other possessions damaged;
* Begins to perform poorly in schoolwork;
* Repeatedly claims to feel ill before going to school;
* Cries him/herself to sleep at night or suffers from chronic nightmares;
* Threatens or actually attempts suicide or other forms of self-harm;
* Attempts to or actually runs away from home;
* Begins stammering, appearing nervous and/or afraid to look people in the eye;
* Seems withdrawn, anxious or suddenly suffering from low self-esteem;
* Begins to skip school or begs to change schools or not to have to go to school;
* Makes significant changes to his/her usual routine;
* Begs to be driven to school so as not to have to walk or take the bus;
* Demonstrates marked fear or unwillingness to go to school or take the bus;
* Gives unlikely/unconvincing excuses for any of the above behaviours

It should be noted that the above signs may indicate other problems, but bullying should promptly be considered a possibility and looked into.

**Appeal:**

The school will endeavor to provide a fair and equitable process. In the event that the parent or guardian disagrees with a decision made by the school based team of school administration the following process will ensure:

* A written appeal explaining the parent/guardians concerns must be forwarded to the school administration.
* An appeal committee (consisting of Chief and Council or Board Member, parent advocate, school staff member and chairperson) will be appointed to deal with appeals that arise.

Appendix A – Staff Contact List

2018/2019

SCHOOL

School #: 489-5183 School fax #: 489-5455

Juanita Eugene - Language and Culture

Starla Johnson – Kindergarten & Jr. Kindergarten (K4).

Brett Rousselle – Grade 1 & 2

Cliff Dorion – Grade 3 & 4

Rebecca Ryan – Grades 5 & 6

Student Services- Tod Lunan

Nakita Sebastian – Support Worker

Rebecca Lewis - Support Worker

Jessica Lord – Support Worker

Mike Briggs – Bus Driver

Eryn Geddes – School Principal

Marisa Phillips – School Administrative Assistant