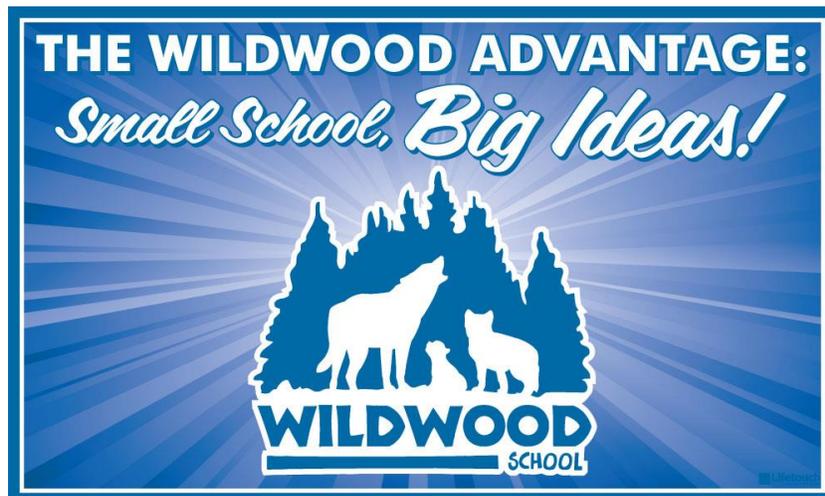


# WILDWOOD SCHOOL, GYPSD #77

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2019-2020 Parent, Student, Staff Handbook



## THANK YOU FOR CHOOSING WILDWOOD SCHOOL

Welcome to Wildwood School! Parents, students and staff each performs their roles to the best of their abilities and to each other's benefit. We hope and anticipate that the time you spend here will be rewarding and enjoyable.

Wildwood School is a great place to learn and grow and we have a dedicated staff that is truly concerned about children. We provide an excellent academic program involving each child as an active participant, and we offer a wide variety of curricular and extracurricular activities that need your input and support.

Wildwood School is your school. We thank you in advance for the contributions your family will make to our learning community this school year and for more school years to come.

James Randall

Principal

## INTRODUCTION OF THE HANDBOOK

This handbook contains many of the policies, practices and customs of Wildwood School and *Grande Yellowhead School Division #77*. Students have gone through the handbook with school staff and are expected to be familiar with and respectful of its contents.

We provide this handbook as a handy reference for you and your family to quickly address any questions or concerns that you may have over the course of the school year. As a document, this handbook will always be under revision. Help us make and keep our handbook a valuable and up to date document. If there is something you feel is missing, out of date, or lacking in sufficient detail let us know, 780-325-3858.

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## School Description

Wildwood School serves 95 students from Kindergarten through Grade 6 (plus the Wildwood Junior Kindergarten). We are proud of our rural status, comprised of families from surrounding farms, acreages, and the hamlet of Wildwood itself. Our students, parents, community partners, Educational assistants and teachers are a talented group having diverse talents, interests and backgrounds that, in their entirety, make for a dynamic learning community. Thank you . . . for choosing Wildwood School.

As members of this dynamic learning community we will, in *thought, word* and *deed*:

- Inspire learning
- Strive for excellence
- Be considerate and respectful of others and of property
- Lead a healthy, active lifestyle
- Work together in cooperation and collaboration . . .

. . . As a demonstration that we are living and working in a school of choice, as part of a community of choice.

## Song of the Wolf Pack

1, 2, 3, 4, 5

We're a Wolf Pack

And we've arrived.

6, 7, 8, 9, 10

The Wolf Packs howling

And we are singing again.

Our '*Wolf Creed*' is how we live,

We have much to share,

We have much to give.

So listen up and howl along

'Cuz Wildwood's here

And Wildwood's strong.

(Students Howl)

**By Wendy Walker (An Alberta Centennial Project)**

## School Culture – Wildwood Wally

The original Wiarnton Willie passed away during hibernation in the winter of 1998-99. The good burghers of Wiarnton discovered this to their horror just before Groundhog Day and Willie's death made headlines around the world.



Wildwood winters for eighteen years.

That morning Mr. Daniel Seitz then teacher and principal of Wildwood School, and his son Jordan heard the news and felt the cosmic vacuum left by Willie's untimely death.

With little time Seitz scavenged for materials and created a very rudimentary version of what is now a buff Wildwood Wally. The first version was constructed out of one of Ms. Malanchuk's sports socks with bingo chips for eyes and a school tradition was born.

The now very buff version of Wally was constructed by Mrs. B. Winfield and has been helping students make it through long

### *It's Wildwood Wally Time*

It's Wildwood Wally time,  
It's Wildwood Wally time.  
All the kids and Wally too, say "Howdy Doo"  
to you.

Let's give a rousing cheer . . .  
'Cuz Wildwood Wally's here.

It's time to start the show.  
Go Wally, Go!

It's Wildwood Wally time,  
It's Wildwood Wally time.



## School Division



Since 2004, Grande Yellowhead Public School Division aligns all of its strategies and priorities around three main areas, to ensure that the entire division is moving towards a shared vision of excellence:

- improving student learning
- building leadership capacity and succession planning
- improving internal and external communications

Each year the division evaluates the work of all schools and departments towards reaching these goals and develops plans to ensure that these objectives continue to be achieved and improved upon.

### **Improving Student Learning**

The division's first main area of focus is improving student learning by implementing identified divisional strategies and programs to enhance leadership capacity and skills of trustees, divisional administrators/principals, teachers, support staff members and its students. In addition, all of its educational resources and supports work within the framework of our planning and reporting cycle in GYPSD schools; curriculum implementation, professional learning communities, data collection and analysis, and aligned professional growth, supervision and evaluations.

### **Building Leadership Capacity and Succession Planning**

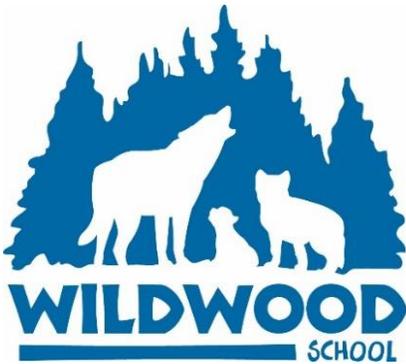
Strong collaboration and partnerships between all levels of management across the division is vital to ensure that Grande Yellowhead continues to move forward in its vision of educational excellence.

### **Improving External and Internal Communications**

The goal of Grande Yellowhead's communications strategies is to improve the internal and external two-way communication, and collaboration between the division, its schools, staff, parents and community partners by implementing identified divisional strategies and programs.

**For more information concerning Grande Yellowhead School Division #77 please see our website at [www.gypsd.ca](http://www.gypsd.ca).**

## School Identification



### Our Vision

To be the school of choice committed to student excellence in a community of choice.

### Our Mission

We will inspire our students to learn and achieve excellence.

### Our Tagline

The Wildwood Advantage: Small School, BIG Ideas!

**For more information concerning Wildwood School please explore our website at <http://wildwoodschool.ca/>.**

### Divisional Staff

Carolyn Lewis

Superintendent of Schools

Karen Shipka

Deputy Superintendent, Learning, Leadership Services & Human Resources

Kelly Smith

Assistant Superintendent, Learning Services

Corey Halabi

Director of Transportation Services

### Trustee for Evansburg area

Brenda Rosadiuk

# School Staff

## Postal Address

Wildwood School  
Box 210  
Wildwood, AB T0E 2M0  
Wildwood School Website

[www.wildwoodschool.ca](http://www.wildwoodschool.ca)

## Street Address

5311-47st  
Wildwood School

Grande Yellowhead School Division #77

[www.gypsd.ca](http://www.gypsd.ca)

## Office:

### Administrative Assistant

Mrs. Shirley Vankosky  
[shirvank@gypsd.ca](mailto:shirvank@gypsd.ca)

### Support Staff

- Mrs. Twila Berube
- Mrs. Karen Riggs
- Mrs. Mary Anne Podgorniak
- Mrs. Donna Gunderson

### Assistant Principal

Mrs. Jonie Gerspacher  
[jonigers@gypsd.ca](mailto:jonigers@gypsd.ca)

### Principal

Mr. James Randall  
[jamerand@gypsd.ca](mailto:jamerand@gypsd.ca)

## Classrooms:

### Junior Kindergarten & Kindergarten

Mrs. Jonie Gerspacher  
[jonigers@gypsd.ca](mailto:jonigers@gypsd.ca)

### Grades 1 & 2

Ms. Julie Douglas  
[julidoug@gypsd.ca](mailto:julidoug@gypsd.ca)

### Grades 3 & 4

Mrs. Gayle Kowalchuk  
[gaylkowa@gypsd.ca](mailto:gaylkowa@gypsd.ca)

### Grades 3 & 4

Mrs. Deanna Lang  
[deanlang@gypsd.ca](mailto:deanlang@gypsd.ca)

### Grades 5 & 6

Ms. Lisl Gunderman  
[lislgund@gypsd.ca](mailto:lislgund@gypsd.ca)

### Family School Liaison Counselor

Jordan Grantham  
[jordgran@gypsd.ca](mailto:jordgran@gypsd.ca)

# School Council and Society

## Wildwood School Parent Council

### *Purpose*

*A school council provides a means to facilitate cooperation among all the concerned participants in the local school. School Councils, through commitment and creativity, generate a strong community spirit which makes a school more than just a building. Commitment and creativity combine to create a learning environment where students experience the commitment of: fellow students, teachers and teaching assistants, school administration, and parents. This shared commitment makes the common goal a reality...better education.*

### *Goals*

The goals of the School Council, in keeping with the *School Act* and the *School Councils Regulation*, are to:

- A. Represent the parent perspective by providing advice to and consulting with the principal and the board on matters relating to the School such as: the School philosophy, mission and vision, policies, improvement plans, programs and directions, and budget allocations to meet student needs;
- B. Develop special events which will foster participation and well-being of the school community;
- C. Develop a communication plan to share information with parents and the community and facilitate communications with all educational stakeholders;
- D. Consult with other school councils and provincial organizations;
- E. Advise school boards, Alberta Education or other provincial organizations on broader educational issues;
- F. Encourage a positive atmosphere where individual contributions are encouraged and valued;
- G. Stimulate continuous improvement in meaningful involvement by all members of the School Community;
- H. Facilitate collaboration among concerned participants of the School Community;
- I. Support an approach to education in which decisions are made collaboratively and, wherever possible, at the School and classroom level;
- J. Facilitate the achievement of a common vision for the School;
- K. Facilitate a formal performance evaluation of our School Council and communicate the results of this evaluation to the school board and the School Community;
- L. Support the School in its efforts to focus teachers' time and the School resources on the essential tasks of teaching and learning;
- M. Facilitate communication with educational stakeholders and the general community;
- N. Comply with the School Councils Regulation by providing the school board with an annual report that summarizes the School Council's activities for the previous school year, including a financial statement relating to money, if any, handled by the School Council, no later than September 30th.
- O. Adhere to School Council's Code of Ethics

# School Programming and Curriculum

## Importance of Recess

Recess periods are provided to allow students to gain physical exercise, to communicate and share experiences with other students and to learn to play and share with one another. It is an important part of a child's educational experience. Students are expected to go outside for recess whenever weather permits. Children who must remain indoors because of colds or who are recovering from an illness must bring a note stating the reason and suggested duration for staying indoors. If school authorities question the length of time a child is missing recess periods, a note from a doctor may be required. It is important children come dressed appropriately, for the weather and outdoor play.

## Grandparent Program

The Wildwood School Grandparent Program has been a great Grade 4 tradition for many years! The Grade 4's walk to the Senior's Centre at Wildwood Hall most Wednesdays, with their Educational Assistant, to spend an hour with a group of seniors from our community. These seniors become affectionately known to the students as their "Grandparents". Some students have their actual natural grandparents participating, however most students are getting the opportunity to build caring relationships with adults they have met for the first time.

Students and grandparents do crafts, play games and work on projects together. Retired school teacher Connie Gatzke, is the original spear header of this amazing program for students and she continues to this day as the coordinator of the program. The Grandparent Program goes a long way toward building strong and long-lasting relationships between people of different generations.

## Alberta Education – Curriculum (follow the link below for curriculum related information)

<https://www.learnalberta.ca/content/mychildslearning/>

## Culture of Success

In any and all discipline actions we all must **Discipline with Dignity**. No student should be deprived of the right to learn. We are interested in teaching students how to behave as to ensure that quality learning can occur in our school.

### Teaching Staff are expected to:

- Assist students in developing self-discipline and good study habits
- Establish specific classroom conduct guides and follow the Classroom Plan as described below. Staff may implement an individualized plan as long as the School Classroom Plan is worked in adequately
- Provide opportunities for each individual to succeed
- Provide opportunities for dialogue regarding problems and difficulties
- Consider individual circumstances when assigning extra work

**Parents are expected to:**

- Ensure students attend on a regular basis and notify the school should a child be absent
- Encourage self-discipline and responsible behaviour
- Cooperate with the school when intervention becomes necessary
- Keep the school informed of any circumstances that may affect student conduct
- Read all newsletters and be aware of school events
- Contact the teacher and the school if there is a concern
- Ensure students complete homework assignments and study regularly

**Students are expected to:**

- Arrive at school and attend class on time
- Attend class regularly and be prepared with the proper materials
- Abide by rules established to help maintain a positive learning environment at Wildwood School
- Use courteous and respectful language and behaviour in the hallways
- Master classroom studies to the best of their ability

**We are ALL expected to**

- show **Respect** for others
- be **Responsible** for our actions
- be **Ready to learn**
- be a good **Role model** to others

**If expectations are not met:**

The staff is committed to increasing communication not only between teachers and students but also between school and home. This may come in the form of encouraging phone calls, positive notes home and positive student led conferences.

Students will also know when they have chosen behaviour that is unacceptable. They will be made aware of an appropriate way to behave in the situation. Our goal is to help students see that they are responsible for their own behaviour and that they are in control of themselves. **The choice is always with the students.**

A key element of our discipline policy is the concept of *forgiveness*. Students who have made a genuine effort to correct their unacceptable behaviours will not be held to task for their past wrongs. Generally speaking, for less serious offences, a student will have a clean slate after a period of thirty days has passed without further incident.

Teachers will continue to ensure that positive behaviour is given recognition.

## **Response to Intervention (RTI)**

### **Wildwood School & GYPSD #77**

#### **Parent Information**

As parents we want our children to do well in school. We know that children need to be proficient in reading, communicating, mathematics, and have strong ‘people skills’ to flourish in 21<sup>st</sup> century jobs. Children learn from their parents and teachers that they are expected to master the curriculum and keep pace with their peers. Not surprisingly, when they don’t meet these expectations, they become demoralized. Response to Intervention (RTI) is a multi-step approach to provide early, timely supports to struggling students rather than waiting for a child to fail before offering help.

# Student Conduct Expectations

*Join us in encouraging Positive Behaviours.*

## HOWLERS

### Honesty

*Be a truthful and sincere **role model** for others.*

### Ownership

*You are responsible for your **behaviours and attitude**. Dress appropriately.*

### Wisdom

*You have the power to do what is true and right. **Think before you act!***

### Loyalty

*Be faithful to your **commitments and obligations**. Be true to yourself and others.*

### Excellence

*Put your **best effort forward**, strive for your highest level of accomplishment.*

### Respectfulness

*Hold yourself, others and property in high regard.*

### Safety

*Always act in a **safe manner** avoiding risk, injury or danger.*

**HOWLERS** is designed to create a climate of cooperation, respect, safety, and academic excellence, and is based on the following seven guiding principles.

1. Clear **expectations** for students.
2. Clear, consistent strategies for **teaching** appropriate behaviour.
3. Clear, consistent strategies for **encouraging** appropriate behaviour.
4. Clear, consistent consequences **discouraging inappropriate behaviour**.
5. **Support** system and individual behaviour programs for students with unique or exceptional needs.
6. Methods for **evaluating** and **revising HOWLERS**.
7. Philosophy and characteristics that are **communicated** to students and parents.

## Wildwood Behaviour Expectations (Examples)

We Value . . .	Classroom	Bathroom	Playground
<b>Honesty</b> <i>Be a truthful and sincere role model for others.</i>	<ul style="list-style-type: none"> <li>Do your own work</li> <li>Only use others' items with permission</li> <li>Return items</li> </ul>	<ul style="list-style-type: none"> <li>Be in the washroom only when you need to be</li> <li>Return promptly to class</li> </ul>	<ul style="list-style-type: none"> <li>Play fair, follow the rules of the game</li> <li>Share equipment</li> <li>Take turns</li> </ul>
<b>Ownership</b> <i>You are responsible for your own behaviours and attitude.</i>	<ul style="list-style-type: none"> <li>Keep your workspace clean</li> <li>Keep your work organized</li> <li>Take home and return items</li> </ul>	<ul style="list-style-type: none"> <li>Leave the bathroom clean and tidy</li> <li>Own the garbage of others if necessary</li> </ul>	<ul style="list-style-type: none"> <li>Wear appropriate clothing</li> <li>Line up quickly when bell or whistle sound</li> <li>Return and care for equipment</li> </ul>
<b>Wisdom</b> <i>You have the power to do what is true and right. Think before you act!</i>	<ul style="list-style-type: none"> <li>Be rested, be ready to learn</li> <li>Eat healthy meals at home and at school</li> </ul>	<ul style="list-style-type: none"> <li>Let an adult know of any problems</li> </ul>	<ul style="list-style-type: none"> <li>Report any injuries to supervising adults</li> <li>Report any damaged equipment</li> <li>Watch out for others around you</li> </ul>
<b>Loyalty</b> <i>Be faithful to your commitments and obligations. Be true to yourself and others.</i>	<ul style="list-style-type: none"> <li>Participate, cooperate</li> <li>Do assigned classroom jobs</li> <li>Show support for others</li> </ul>	<ul style="list-style-type: none"> <li>Encourage others to keep the washroom clean</li> <li>Get help for students who seem to need it</li> </ul>	<ul style="list-style-type: none"> <li>Listen for bell or whistle</li> <li>Play safe</li> <li>Help and include others</li> <li>Share and cooperate</li> </ul>
<b>Excellence</b> <i>Put your best effort forward, strive for your highest level of accomplishment.</i>	<ul style="list-style-type: none"> <li>Give your best effort, take pride in your work</li> <li>Listen to and follow directions</li> </ul>	<ul style="list-style-type: none"> <li>Quick and courteous use of the bathroom facilities</li> </ul>	<ul style="list-style-type: none"> <li>Be a good sport</li> <li>Follow the rules</li> <li>Play for the fun of it</li> </ul>
<b>Respectfulness</b> <i>Hold yourself, others and property with a high regard.</i>	<ul style="list-style-type: none"> <li>Use good manners, and a polite tone of voice</li> <li>Welcome guest speakers and presenters</li> </ul>	<ul style="list-style-type: none"> <li>Put garbage in the garbage can</li> <li>Give others their privacy</li> <li>Use school language and quiet voices</li> </ul>	<ul style="list-style-type: none"> <li>Follow instructions and requests of Supervisors</li> <li>Respect others ability levels</li> <li>Use school language</li> </ul>
<b>Safety</b> <i>Always act in a safe manner to avoid risk, injury or danger.</i>	<ul style="list-style-type: none"> <li>Keep hands, feet and other objects to yourself</li> <li>Use the work space and furniture appropriately</li> <li>Walk</li> </ul>	<ul style="list-style-type: none"> <li>Wash your hands thoroughly</li> <li>Keep hands, feet and other objects to yourself</li> <li>Walk to washroom</li> </ul>	<ul style="list-style-type: none"> <li>Observe our 'Hands Off' policy</li> <li>Keep your shoes on</li> <li>Use equipment properly</li> <li>Stay in the playground</li> </ul>

## Discipline Procedures

Wildwood takes a common sense and reasonable approach towards discipline. A list of school rules, which apply to all students from Junior Kindergarten to Grade 6, is available at the school. Parents will be actively involved in the discipline process and will be contacted by either their child's teacher or the school administration if a problem arises. Parental contact is initiated when the behaviour in question is severe or continues to be a problem after the student has been given an opportunity to correct the behaviour in question. Consequences for inappropriate behaviour will be dependent on each individual incident. The general procedure for discipline, depending on the severity of the incident is a conversation with the student first. However if the incident is more serious the consequences could involve detentions, letters of apology, suspension, etc. as well as contacting parents. If the behaviour continues after the initial conversation then parents will be contacted in order to help resolve the outstanding issues. Our goal is to provide a safe and caring learning environment for all the students of our school.

## Expectations for Participation on Sports Teams

Your child has been chosen to represent Wildwood School on *(place the name of the team here)*. Please find below some of the expectations and responsibilities your child will comply with to have the privilege of being a member of the team.

1. Your child will be doing his or her best in school. Your child will be earning passing grades on report cards (while keeping in mind the individual nature of each student's program), completion of assignments, catching up on work missed while participating as a team member and, maintaining good school attendance.

*Please note, with the exception of students attending prearranged medical appointments, students missing school on game day will not be eligible to play.*

2. Your child will demonstrate good behaviour in and out of class. Your child will demonstrate the positive behaviours expected of all students as part of Wildwood School's positive discipline program - HOWLERS. Team members violating the school's non-negotiable behaviours may find themselves suspended from school, from games, and possibly expelled from both team and school.
3. Students on teams are considered representatives of Wildwood School and are expected to behave in an exemplary fashion as hosts, guests and travellers.
4. Our preference is that your child use school designated transportation to and from all away games as we build a positive team environment. If, for family reasons, this proves awkward please inform your child's coach with a *signed note* about the arrangements that you have made.

*Other students who may live near you will not be placed into your custody unless they have a signed note from their parent requesting the arrangement*

If you have any questions concerning these expectations or suggestions as to how we can improve them, please contact the school during regular school hours.

## Athletic Parent Code of Conduct and Pledge

*The essential elements of character building and ethics in athletics are embodied in the concept of sportsmanship's six core principles: trustworthiness, respect, responsibility, fairness, caring and good citizenship. The highest potential of athletics is achieved when competition reflects these "six pillars of character"*

As a Parent/Spectator/Volunteer I agree:

1. I will refrain from coaching my child or other players during games and practices.
2. I will demonstrate respect for our volunteer coaches by supporting the decisions they make in the moment and not bringing items of concern to their attention for a full twenty-four hours after a game situation.
3. I will respect the officials and their authority during games and will never question, discuss or confront coaches at the game field, and will take time to speak to coaches at an agreed upon time and place.
4. I will remember that student athletes participate to have fun and that the game is for youth, not adults.
5. I will teach my child that doing one's best is more important than winning, so that my child will never feel defeated by the outcome of a game or his or her performance.
6. I will demand that my child treat other players, coaches, officials, and spectators with respect regardless of race, creed, color, sex or ability.
7. I will promote the emotional and physical wellbeing of the student athletes ahead of any personal desire I may have for my own child to win.
8. I will not encourage any behaviors or practices that would endanger the health and wellbeing of the student athletes.
9. I (and my guest) will be a positive role model for my child and encourage sportsmanship by showing respect and courtesy, and by demonstrating positive support for all players' coaches, officials, and spectators at every game, practice or sporting event.
10. I (and my guest) will not engage in any kind of unsportsmanlike conduct with any official, coach, player, or parent such as booing and taunting; refusing to shake hands; or using profane language or gestures.

I understand that a violation of this code of conduct is cause for dismissal from future athletic contests.

**TEAM - Together Everyone Achieves More**

## Student in Good Standing

All students at Wildwood School are considered to be a student “*in good standing*” at the beginning of each school year. To participate, students are required to be “*in good standing*” for all extracurricular activities that will cause time to be missed from school. This includes, but is not limited to, activities such as sports team competitions; retreats, and other events that could possibly reduce the amount of time a student is spending on accomplishing the required learning.

This policy **does not** apply to curricular activities planned to be accomplished on a field trip, nor to school wide activities and initiatives, nor to clubs that meet outside of the school day.

A student may have their “*good standing*” status come into question if any of the following situations are seen to exist:

- Attendance concerns, including game day attendance (students must have appropriate documentation for game day absences in order to be eligible to play)
- A pattern of inappropriate behavior within the school or classroom
- Incomplete assignments or disregarded submission deadlines
- Maintaining a grade that does not meet the acceptable level (or not meeting IPP expectations) in a course due to the above listed situations

*Students are invited to avoid the disappointment of having extracurricular privileges removed by keeping on top of all student expectations, addressing them in a timely manner.*

## Self- Assigned Homework Policy

### I. Purpose

To transfer responsibility for work completion to the student while fostering self-discipline, lifelong learning and work habits with the shared goal of accomplishing the learning objectives. It is the intention of Wildwood School staff to assign relevant, challenging, meaningful classroom work and assignments that reinforce and support provincial learning objectives. Self-assigned homework provides students with the opportunity and responsibility to appreciate when they have **not yet** accomplished the required classroom learning necessary to achieve learning success. The student who understands that they have not yet mastered the objective with the amount of work assigned by the teacher needs to request additional practice materials which they will assign themselves to do.

**Classwork assignments have students involved in:**

- **Practice** assignments - following classroom instruction
- **Preview** assignments - to develop student background necessary for upcoming lessons
- **Extension** assignments – encouraging the transfer of new skills or concepts to new situations
- 

*\*\* Teachers will attempt to have learning objectives accomplished during class time by the ‘diligent’ student. Students, lacking in focus or necessary precursor skills, will need to self-assign homework in order to accomplish the learning on their own time.*

## II. Time

Time required to complete in-class assignments vary with the student's demonstrated executive function skills, their ability to self-regulate, their background knowledge of the subject and the proficiency of their cross curricular academic skills. Students demonstrating self-discipline and having the required background knowledge should complete classwork during class time. Students wishing to accomplish learning with a proficiency rating of **E** are encouraged to self-assign review time at home with the realization that repetition leads to mastery and excellence.

Students who avoid or are distracted from completing their class work can expect the time needed to complete to increase as they work towards a proficiency rating of *acceptable*.

## III. Late Work Policies

Students are expected to have work completed on time. Students who do not have the necessary work completed may receive some or all of the following consequences:

- the disapproval of their peers who are annoyed when the forward progress of the class is slowed down
- a mark of INS (insufficient) on the assignment
- a mark of INS on their report card in that subject
- reduced ability to perform on exams
- missed reward activities
- communication with parents
- Extended Learning Opportunities (ELO) at noon hour
- removal of down town privilege
- the loss of *student in good standing* status required to participate on school teams and year end activities

Students who miss class work because of an absence are expected to make up the work. Students who have been absent from school should contact other classmates to receive timely information on what was missed reducing the impact of the absence. Informing the teacher of an upcoming absence in a timely manner will also help to reduce the impact of the absence.

### Responsibilities of Staff:

- Assign relevant, challenging and meaningful class work that reinforces Provincial learning objectives
- Give clear instructions and make sure students understand the learning objective
- Give descriptive feedback and/or correct class work
- Communicate with other teachers contributing to the work load at each grade level
- Involve parents contacting them when a pattern of incomplete or unacceptable class work develops

### Responsibilities of Parents:

- Set a regular, uninterrupted time to review the class work completed by your child each day
- Establish a quiet, well-lit study area for your child to complete self-assigned homework
- Monitor student's organization and daily list of assignments in their agenda
- Help student work to find the answer and accomplish the learning objective (getting the work done is not the objective)
- Be supportive when the student gets frustrated with difficult assignments
- Contact teacher to stay well informed about the student's learning process

### Responsibilities of Students:

- Be sure all assignments are clear; don't be afraid to ask questions if necessary
- Set aside a regular time for the completion of incomplete class work that is self- assigned
- Find a quiet, well-lit study area
- Work on homework *independently* whenever possible, so that it reflects your ability
- Produce work that meets a high quality standard and demonstrates an accomplishment of the learning objective
- Make sure assignments are done according to instructions, completed and *presented* on time

## Busing and Bus Conduct

Explore this link - <http://www.gypsd.ca/Bus%20Safety%20%20Parent%20Information.php>

### Student Conduct & Rider Rules

Bus drivers are responsible for the conduct of students while they are being transported on the bus. Most behavioral problems can be handled effectively by employing low profile techniques that positively influence the rules of conduct on the bus. The following guidelines are meant to serve as the process for dealing with student behavioral problems:

1. Drivers should attempt to solve the problem by dealing directly with the student(s) involved in the incident.
2. Should verbal warnings fail, the driver may wish to try an alternate mode of discipline such as moving the student(s) to the front seat of the bus for a specific period of time. The driver must document all actions that have been taken beyond that of informal discussions.
3. Should the problem(s) persist the driver must contact the parent(s) to inform them of ongoing concerns on the bus.
4. If student behavior does not improve after contacting the parent, the driver must report further behavior problems to the school principal using the misconduct report.
5. School buses are an extension of the classroom and all policies and regulations regarding student conduct in the classroom apply to buses.
6. Only the Principal of the student's school has the authority to suspend bus riding privileges.

The role of the school bus driver carries much responsibility as these are the individuals transporting your children to and from school each day. The primary role of any driver is to remain focused on safe operation of the school bus while maintaining distractions to a minimum. Whether there are 17 or 70 students on board the school bus, distractions will have an impact on the driver's ability to stay focused on the task at hand, driving! Please discuss the School Bus Rider rules with your children and explain that the rules are in place to keep them safe while riding.

#### School Bus Rider Rules

1. Students should be at the bus stop 3–5 minutes before scheduled pickup time and be appropriately dressed for weather conditions.
2. Wait for the bus to come to a complete stop before getting out of your seat or on/off of the bus. Students must not leave their seat while the bus is in motion.
3. Cross the road 3 meters in front of the bus. **Do not cross the road until the Bus Driver signals you to do so.**
4. Go directly to the seat assigned to you and sit facing forward with your feet in front of you.
5. Do not put arms, hands or head out the window. Place all garbage in the trash container. DO NOT throw garbage/objects out the window or on the floor.
6. Loud or noisy behavior is prohibited as this is distracting to the driver.
7. Articles NOT permitted on the bus: Skis, Snowboards, Skateboards, Animals, Firearms, Explosives, Combustible materials or anything of a dangerous nature that might endanger the lives or safety of others. Check with the bus driver before taking sports equipment or band equipment on the bus.

8. Electronic audio equipment with adequate sound retention headphones may be used by passengers, at the discretion of the Bus Driver.
9. The aisle of the bus must be kept clear at all times. No article may block or extend into the aisle or emergency exits.
10. Permission from a caregiver/school is required before a passenger may be dropped off at another stop. Please inform the bus driver when you will not be on the bus.
11. Guest riders require written permission from a caregiver or the school. Arrangements should be made with the bus driver, prior to the guest riding.
12. The school bus driver is responsible for passenger safety. Follow the direction of the bus driver at all times.
13. Profanity, abusive language/behavior or possession/use of drugs, tobacco or alcohol, on the school bus, will not be permitted. Incidents will be reported to the Principal immediately.
14. Any violation of the rules or damage to the bus will be reported to the Principal. The passenger or their guardian may be charged with the cost of repair for any damages.

## Traffic Safety

**You will need to be aware of the following items and issues to contribute to the safety of all as they come and go from Wildwood School:**

- We have very young children who are hard to see and who also require examples of safety consciousness
- Children are unpredictable, give them room and choose a different way.
- Students walking away from the school need to make use of the crosswalk to cross the street to sidewalks that lead South, West and North
- Students need to be dressed appropriately for the weather to ride the bus or to walk to school.
- Children riding to school on bike, skateboard, scooter or other conveyance must meet Provincial requirements regarding licensing and helmets. The School Act places responsibility on the school for the student's safe travel to and from school.
- You are in a School Zone, 30 km per hour please
- You are not to park on the East and West sides of the road running parallel to the front of the school
- Parking in the loading zone could result in a ticket if you leave your vehicle
- Passing a bus with flashing red lights makes you eligible for a large ticket
- Stunting in a school zone comes with another large ticket.

*Let's keep our children and each other safe.*

## Public Entry Procedures

Wildwood School welcomes your participation in school and education related activities as we work to maintain the security of our students and building.

For parents or community members volunteering, being invited guests, participating in Junior Kindergarten, Successful Kids and Families or other events being hosted by Wildwood School or conducting school related business at the office, we have one access door that remains open for your use at the South-West corner of the school.

In keeping with GYPSD #77 safety regulations all people entering the school must sign in in the following manner:

- If you are visiting your child's classroom or a classroom hosted event or volunteering, please locate the VISTIOR'S binder in the office logging in your arrival and departure times.

- If you are bringing your child to Junior Kindergarten please log in your child's presence with the Junior Kindergarten Teacher Aide who is responsible for executing emergency procedures in an orderly fashion.
- If you are attending Successful Kids and Families please log in your child's presence with the Successful Kids and Families administrator who is responsible for executing emergency procedures in an orderly fashion.

## **Student pick up at day's end**

Wildwood School welcomes your participation in school and education related activities as we work to maintain the security of our students and building.

To that end we ask that parents wishing to pick up their children at the end of the school day kindly wait in their vehicles or across the street on the West side of our building. Your children will be sure to find you there. Should you require your child to be notified regarding your picking them up, the office would be happy to do that for you (780 325 3858).

Should you be needing to locate your child at the last minute of the day please come into the office and an announcement for them will be made.

## **Student Arrival and Pickup**

**School Doors do not open until 8:25 a.m. daily.**

Note: Lateness and absences will be reported and recorded on report cards. In the event that your child will not be attending school on a particular day, please phone the office (780.325.3858) so the homeroom teacher can be informed and attendance records maintained.

### **Town Students**

Students living in town are asked not to arrive before 8:20 a.m. and 12:29 p.m. unless participating in organized activities, requested by a teacher, or special circumstances arise. Town students are welcome to stay at school for lunch provided they are not engaging in disruptive behaviour.

### **Student Drop off and Pick up**

Parents driving their child in the morning are asked not to drop off before 8:20 a.m. or, if you are taking them for lunch, not drop them off before 12:20 pm.

Parents who need to pick up their children at the end of the school day please make arrangements to have your child meet you at the extreme South end of the loading zone or have them use the crosswalk with you parking facing East or West on *Frog Alley* also known as 54<sup>th</sup> Avenue.

### **Bus Students**

In the case of inclement weather, the bus driver (or selected representatives) will contact parents of the children on their route. In addition, local radio station, 790 CFCW, and the Grande Yellowhead Public School Division website, [www.gypsd.ca](http://www.gypsd.ca) as well as our own site, <http://wildwoodschool.ca/>, have BUS icons that will allow you to confirm whether your child's bus is running or late. Also downloading of the "Bus Status App" advises of bus notifications.

### **Student Absenteeism**

**Parents are requested to inform the school if their child will be absent on a particular day (780.325.3858).**

## Downtown Privileges and Expectations

### Wildwood School is a closed campus for students in Grades K – 6.

Wildwood School is comprised of Junior Kindergarten through Grade Six students for whom we have two primary goals:

- Accomplishment and mastery of student learning
- (And) Ensuring a Safe and Caring learning environment

The student seen working to help meet these goals is said to be *a student in good standing*.

To this end, and to safeguard the learning and safety of the majority of our students, Wildwood School is officially a **Closed School**. This means that children are expected to stay on school grounds throughout the day leaving only with their parents or guardians.

- The school assumes no extra liability for any accident or injury incurred by students leaving school grounds.
- The student, parent, and or guardian are responsible for where the student goes and for their timely return.
- The student returning early will make their way to the east side of the school by way of the north sidewalk. *Students will use the North west entrance to enter and exit.*
- Once the student returns to school grounds they will remain on school grounds.
- The student returning to school late will enter through the office entrance reporting to the school secretary.

## Hour Zero Emergency Management



### program overview

**Hour-Zero™** is an emergency preparedness program designed specifically for schools.

*Hour-Zero™ features stakeholder presentations, risk hazard assessments, a detailed plan which includes specific processes for schools and district departments, training, testing, plan maintenance and an extensive library of templates to manage the crisis.*

The Hour-Zero program is supported by a robust web application, which ensures districts have a plan that is easily maintained and kept current. The program provides for mapping, first responder collaboration, ICS integration, on-line training, report generation, drill and training development, and much more.

The Hour-Zero™ program works through all the phases of emergency management (mitigation, preparedness, response and recovery) to ensure your district has a complete emergency response program.

Hour-Zero™ works in unison with cooperating agencies to provide a standardized plan of action for each department and school, utilizing ICS, NIMS, industry best practices and government standards.

### The Hour-Zero™ solution:

- Ensures individual school plans dovetail with and are supported by the district’s overall plan; as well as promoting community collaboration by coordinating with cooperating emergency response agencies.
- Addresses the development, rollout, stakeholder presentations, training, testing and annual maintenance/updates needed to implement the plan throughout the school district.
- Was developed by experts with hands-on experience dealing with school crises.
- Employs the Incident Command System (ICS), in a way that is practical and functional for a school district.
- Includes 300+ communications templates to ensure accurate and timely information to all stakeholders under times of stress.
- Gives school and district staff the ability and confidence to deal with crisis situations.
- Acknowledges and respects the authority of each school and district administrator while providing a consistent response program throughout the district.
- Provides the COMPLETE emergency management solution for districts from assessments through to plan maintenance.

## Student Health Information

### **Call Health Link “811”**

*Alberta’s free, 24/7 health information and advice line.*

Health Link staff provide advice and navigation services via telephone free of charge as well as online health information to the public through MyHealth.Alberta.ca.

In a medical emergency, Albertans should continue to dial “911” or visit the nearest emergency department. Albertans can access non-emergency health information at <https://myhealth.alberta.ca>

This site was built by the Alberta Government and Alberta Health Services to give Albertans one place to go for **health information they can trust**. Healthcare experts across the province make sure the information is correct, up to date, and written for people who live in Alberta. MyHealth.Alberta.ca is home to valuable, easy-to-understand health information and tools made for Albertans, including information about:

- health conditions
- healthy living
- medications
- tests and treatments

There are also:

- educational videos
- symptom checkers
- emergency phone numbers
- a health care locator (e.g., a family doctor near you)

**Please use these sources if you are having difficulty deciding whether to keep your child home from school.**

### **Student Medication Policy**

The primary responsibility for administering medication to students is the parent(s)/guardian(s). Arrangements can be made for administering medication. If a child has a chronic medical condition, parents must complete form 313-01 in order for the school to administer the medication. Should a child require pain relief for an occasional headache, etc. the parent will be called for permission to administer.

### **Illness or Injury**

A child's illness or injury that requires they be moved out of the classroom will result in the parent or their designate being phoned by the school office to pick up the child. Please *allow the teacher*, as the responsible and reasonable adult, to decide if your child is too sick to continue in the classroom and let your child know that this is your expectation for them. Do not allow your child to text you that they are sick.

### **School Calendar**

The current school year calendar is available on the website. In addition a year calendar is sent home with all students. This calendar will also be available on the school webpage as well. School Messenger will also keep you updated weekly by phone and e-mail

## Bell Schedule

8:25-8:35 am	Entrance and Class Preparation
8:35-8:40	Announcements
10:00-10:15	Morning Break / Recess
11:35-11:50	Lunch
11:50-12:20 pm	Noon Break / Recess
1:40-1:55	Afternoon Break / Recess
3:25	Students dismissed

## **Inclement Weather**

1. The Director of Transportation Services (or designate) will begin to check weather, road condition and temperature in Grande Cache, Hinton, Lobstick, and Edson areas at 5:00 am.
2. If inclement weather conditions are in effect, the Director of Transportation Services may suspend bus service in areas affected.
3. The Director of Transportation Services will source temperature, road and weather information by radio, TV and websites such as Environment Canada and The Weather Network and;
4. Drivers in each area assigned to the driver fan out, will contact the Director of Transportation Services with area temperatures and road reports, when inclement weather conditions are in effect.

All school bus route cancellations and delays in *excess of 10 minutes* are posted at [www.gypsd.ca](http://www.gypsd.ca)

[Also on the "Bus Status App"](#)



94.3 FM



96.7 FM



105.3 FM



92.9 FM

## Fieldtrips

The *majority* of monies required to provide students with curriculum related fieldtrips is funded with a user-pay approach and philosophy. Some fundraising takes place in the school to both reduce user costs and ensure that all students will be able to attend.

### Grades Junior / Kindergarten, Grade One, Grade Two and Grade Three

Possible field trip choices:

- Space Science Centre
- Fort Edmonton Park
- Zoo-K/1
- Multicultural Centre-Gr 1/2/3
- St. Albert Children's Festival –K-3
- Alberta MusuemK-3
- Swimming (Green Court Pool)(Niton)(Drayton Valley)
- Year End Picnic (Chip Lake or Pembina Provincial Park)

### Grades Four, Five and Six

Experiential learning is a large part of the Grade 4/5/6 program. Over the course of Grade 4/5/6 students venture to as many sites as possible to extend their understanding of the curriculum. We travel to the Alberta Legislature, Telus World of Science, Reynolds Museum, Bennett Centre, Muttart Conservatory, Tri-Leisure, Chip Lake Pond Day, Tipple Museum, Pembina Valley Nature Walk, Camp Warwa, Year End Family Picnic and Niton Pool.

A Grade 6 overnight Jasper trip has been a Wildwood tradition for more than 42 years. Grade 4 students are a part of the Grandparents program which runs mid-October to May. 456's also make regular trips to the Wildwood Public Library to have access to more books and the Wildwood Complex to do sports.

# Assessment Philosophy

## 1. Assessment serves three purposes: assessment FOR, AS, and OF learning.

- Assessment FOR learning is the ongoing analysis of the student's learning and is designed to give teachers information to plan, modify, and differentiate teaching
- Assessment AS learning engages students to become independent and lifelong learners. Teachers teach students to self-assess, peer-assess, and use descriptive feedback
- Assessment OF learning is the measurement and documentation of achievement for the purpose of reporting. Assessment must be balanced - including oral, performance, and written tasks and be flexible in order to improve learning for all learners

## 2. Assessment is an integral part of effective planning, learning and teaching.

- Assessment goals are consistent with Provincial standards and direction
- Assessment must allow for ongoing student and teacher reflection that guides learning and teaching

## 3. Assessment is an ongoing, continuous process.

- Assessment includes the use of peer-assessment and self-assessment
- Assessment involves reflection
- Assessment provides specific and descriptive feedback
- Instruction is adjusted as a result of assessment information

## 4. Assessment involves clear communication of goals, expectations and criteria.

- Communication occurs between teachers, students, and parents
- Communication summarizes what students know, can do and understand
- Feedback must be timely, dynamic, frequent, and meaningful.

## 5. Assessment involves students to encourage their success and growth.

- Assessment uses goal and criteria setting
- Students are able to describe their learning progress
- Students can plan the next steps they need to take to improve their learning

## 6. Assessment respects, reflects, and identifies the varied developmental needs of all learners.

- Assessment establishes a baseline of prior knowledge
- Assessment addresses the developmental characteristics of the students and considers their learning styles and intelligences
- Assessment considers the social, emotional, physical, and intellectual characteristics of the students
- Assessment considers the cultural and linguistic backgrounds of the students
- Assessment recognizes the need for accommodations, adaptations, and modifications
- Assessment feedback is constructive and the focus must be on the learning rather than the learner



## 7. Assessment practices must be based on current research into best practices and allows for teacher innovation.

- The most effective assessment/grading practices provide accurate, specific and timely feedback designed to improve student performance
- Effective assessment practices require ongoing professional development on the part of the teacher
- Assessment literate teachers require knowledge and skills to assess for learning
- Assessment is a critical part of teachers' reflection and ongoing refinement of practice
- Action research can have a significant impact on teacher assessment practices and innovation

## 8. Assessment must be fair and equitable.

- Assessment is differentiated and therefore provides students with sufficient opportunity to demonstrate knowledge, skills, attitudes, or behaviours
- Effective assessment ensures the use of grading practices that accurately represent student performance
- Effective assessment is designed and developed in ways that ensure reliability and validity and minimize distortion and bias

## Student Led Conference

Student-led conferences spotlight the most important person in the process, the student. The parent's involvement as their child's primary educator is improved when the all parties recognize that it is the student who has the most power to improve their learning. The Student Led Conference brings students to the point where they ask of themselves, their parents, their peers, and their teachers, "How can I make my work better?"

Student-led conferences put the student in charge, holding them responsible and accountable as they present their work to their parents. Student Led Conferences transfer the responsibility for producing and maintaining quality work to the student who is then given opportunity to publicly present, explain and take ownership of their work or lack of work.

## Grading Scale

<b>Scale:</b>	<b>The student...</b>	
<b>E</b>	Demonstrates an <b>excellent understanding</b> and in-depth application of concepts and skills	
<b>P</b>	Demonstrates <b>proficient understanding</b> and application of concepts and skills	
<b>M</b>	<b>Meets acceptable understanding</b> and demonstrates some application of concepts and skills	
<b>L</b>	Demonstrates <b>limited understanding</b> and minimal application of concepts and skills; short-term intervention required	
<b>N</b>	Does <b>Not</b> Demonstrate grade level understanding required to apply concepts and skills; intensive intervention required	
Additional Codes:	<b>NA</b>	<b>Not Applicable</b>
	<b>IN</b>	<b>Incomplete: not enough evidence available to determine a grade at this time</b>

## Student Promotion/Retention

**PROMOTION / RETENTION** - The decision of retaining a student at the same grade level for another year is dealt with on an individual basis and is given considerable thought. Parents will be notified over the course of the year how their child is responding to school based interventions targeting the most significant learning difficulties of the child. Should the child not respond as favourably as would be liked, the possibility of retention will be considered and debated in collaboration with the child's parents. Meetings of this type would typically take place after Spring Break.

## Fees

SCHOOL FEES— **Field Trip fees will be collected prior to each event that takes place.**

### Divisional Fees:

Instructional Materials Fees

These have been eliminated by the provincial government.

### School Fees:

#### Sports

Archery – NASP - \$20.00 to \$25.00 per various events

#### Fieldtrips

Exact costs will depend on the specifics of the trip. Costs will be in the \$20-\$75 range

#### Materials

Lock Purchase \$10

## Locks and Lockers

School lockers belong to the school and the school division and students are permitted to use them as a convenience. Lockers are assigned to students during registration. A student must remain in the assigned locker unless an official change is made with the supervising teacher and recorded with the Supervising Teacher. The school, its personnel, and the members of the School Board assume no responsibility for items left in the lockers.

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.

## Parent Volunteers and Visitors

We want to welcome you to visit our school and wish to make your visit meaningful. In order to help ensure this, we ask that you call ahead and make arrangements to visit because there are times when the class may be on a field trip, involved in a practice for a music program, taking a test, or a substitute may be teaching.

We encourage you to visit school any time after the first two weeks of school and before the last four weeks of school. We recommend that parents of kindergarten children wait three weeks before visiting. Parents are discouraged from bringing preschool youngsters to school for classroom events.

Students who attend other schools or other school districts may not attend ours when they are on vacation. We do not have the authority to assume responsibility for them.

If you as a parent wish to discuss something with the teacher, please make an appointment to do so after school. These visits should be kept to half an hour.

**All visitors must check in at the Office, sign in, and wear a visitor's badge while visiting the school.**

## Dress Code

Students are expected to dress for a *workplace* environment. We expect to see them dressed in a clean, neat, appropriate manner. Appropriate clothing will cover all undergarments and midriff. Sleeveless tops covering the majority of the shoulder are acceptable. Clothing with offensive words, slogans or pictures are considered inappropriate. Clothing displaying slogans or pictures of drugs, tobacco and alcohol, sexual, racial or violent overtones will not be permitted. Students seen wearing inappropriate clothing will be asked to change into their Daily Physical Activity T-shirts or turn the offensive clothing inside out.

Dressing according to the weather is encouraged. Except for inappropriate weather conditions, students should expect to go outside for recess's (Grades JK to 6). Students neglecting to wear footwear inside could find it extremely cold or wet in the event of a fire or fire drill that requires students to quickly leave the building. All students must wear running shoes for their Daily Physical Activity classes.

## Cell Phone and Electronic Devices

### *No Student Cell phones in Wildwood School classrooms*

You may have heard, Wildwood Junior High Students have their own computer dedicated to individual use for the entire school day!

As a result using a cell phone as a device in the classroom is no longer required and has the potential for distracting students from their learning. Students are invited to make a *responsible* use of their phone over the noon hour *outside* of the school building.

After an initial warning students will have their phones deposited at the office for pick up at the end of the school day. Should a problem with phone use persist the phone will be deposited at the office for the parent to pick up at their convenience.

Parents need to communicate with their children through the school office to assure that all parties are informed as to the child's whereabouts.

We thank you for your parental support as we work to protect and ensure that our classrooms remain effective learning environments.

## Lost and Found

Our lost and found container is in the Gr 3 – 6 (Rm #101) Lunch Room. Clothes not claimed by the end of the school year will donated to Goodwill.

## Going Home with a Friend or bringing one Home

Parents need to coordinate, communicate, plans for their child to visit or bring a visitor home prior to the school day. Please confirm arrangements with *the bus driver* and *the school office* so that we can help make the necessary connections and ensure the traveling safety of your child.