



Greentree School
Student/Parent Handbook
2012-13

School Mission

Planting the Seeds for Life

School Vision

Excellence in Teaching and Learning

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Greentree School Staff

| | | |
|----------------------------|---------------------------|----------|
| Principal | Mr. Chris Connell | |
| Associate Principal | Mrs. Jane Smith | |
| Kindergarten A | Mrs. Kathy Eitzen | Room 101 |
| Kindergarten B | Miss Elyse Taylor | Room 001 |
| Kindergarten C | Mrs. Jody Gerodo | Room 104 |
| Grade 1A | Miss Ashley Neefe | Room 107 |
| Grade 1B | Mrs. Monica Bredin | Room 105 |
| Grade 1C | Mrs. Laurie Cassidy | Room 103 |
| Grade 1D | Mrs. Sharon Walker | Room 109 |
| Grade 2A | Mrs. Shaila Schlachter | Room 204 |
| Grade 2B | Mrs. Jacquie Kolm | Room 205 |
| Grade 2C | Mrs. Cindy Gerodo | Room 102 |
| Grade 3A | Mrs. Korilee Farmer | Room 203 |
| Grade 3B | Mrs. Penny Messom | Room 201 |
| Grade 3C | Mrs. Susan Noy | Room 202 |
| Grade 4A | Mrs. Nikki Wood | Room 206 |
| Grade 4B | Mr. Rob Hegberg | Room 207 |
| Grade 4C | Mrs. Stephanie Koller | Room 209 |
| Grade 5A | Mrs. Victoria Salvatore | Room 211 |
| Grade 5B | Mrs. Jane Smith | Room 215 |
| Grade 5C | Miss Kim Pearson | Room 213 |
| Grade 6A | Miss Angie Walker | Room 217 |
| Grade 6B | Mrs. Lesley Riep | Room 106 |
| Music | Mr. Denis Callaghan | |
| Family Resource Worker | Mr. Dave Watson | |
| Secretary - Finance | Miss Shawni Jo Vogstad | |
| Secretary - Human Resource | Mrs. Marlene Jensen | |
| Head Maintenance | Mr. Bruce Gawdun | |
| Custodian | Ms. Kim Stoll | |
| Custodian | Mr. Wayne Moll | |
| Education Assistant | Mrs. Diane Colburn | |
| Education Assistant | Mrs. Terri Wood | |
| Education Assistant | Mrs. Fredeen Evans | |
| Education Assistant | Mrs. Leona Komarnisky | |
| Education Assistant | Ms. Tamara Dylar | |
| Education Assistant | Ms. Debbie Booth | |
| Education Assistant | Mrs. Rhonda Page | |
| Education Assistant | Mrs. Christine Jakubowsky | |
| Education Assistant | Mrs. Tara Candy | |

Welcome to Greentree School!

The entire staff wishes to extend a sincere welcome to new and returning students and parents/guardians. We are committed to providing our students with quality educational opportunities that will help them to become productive citizens in the 21st century.

This handbook has been prepared to provide students and parents/guardians with important information about our school. It contains procedures for taking students out of school early, reporting absences, as well as information about school policies and programming. *We recommend that students and parents/guardians review this handbook together so that everyone will be informed about school life at Greentree School.*

In an increasingly competitive world, a good education is extremely important. Achieving this requires a *positive attitude about learning*, and a *commitment to regular attendance, hard work, and good study habits*. It is the responsibility of students to try their hardest and treat themselves, others, and their school property with respect. Teachers have the responsibility to create healthy classrooms where learning can occur for all their students. Parents also assume the responsibility to ensure that the students make this commitment to learning. *Parent involvement improves student achievement, promotes positive attitudes towards school and motivates students to succeed.*

We ask for your support to help make Greentree Elementary an effective school and a successful community of learners. Have a great year!

General School Information

Bell Schedule

| | | |
|---------------|---------------------------|-------------------|
| 8:30 - 8:40 | Busses Arrive/Supervision | |
| 8:40 - 8:45 | First Bell | |
| 8:45 - 8:50 | Announcements | |
| 8:50 - 9:22 | Period 1 | |
| 9:22 - 9:54 | Period 2 | |
| 9:54 - 10:26 | Period 3 | |
| 10:26 - 10:41 | Morning Recess | *15 minute recess |
| 10:41 - 11:13 | Period 4 | |
| 11:13 - 11:45 | Period 5 | |
| 11:45 - 12:17 | Period 6 | |
| 12:17 - 12:42 | K-2 Lunch / 3-6 Recess | *25 minutes |
| 12:42 - 1:07 | K-2 Recess / 3-6 Lunch | *25 minutes |
| 1:07 - 1:11 | Transition | * 4 minutes |
| 1:11 - 1:43 | Period 7 | |
| 1:43 - 2:15 | Period 8 | |
| 2:15 - 2:47 | Period 9 | |
| 2:47 - 3:19 | Period 10 | |

Coming To and From School

- All students should arrive between 8:20 and 8:40 am. Doors generally open at 8:30 am (sometimes earlier as a result of the weather).
- All students are to leave the playground when the first bell rings at 8:40 am.
- Students must remove outside footwear and place it neatly on their designated boot rack, and wear shoes for indoor use while in the school.
- Students riding the bus are not allowed on the playground afterschool, and must remain near their bus pick-up zone to ensure that they do not miss their bus.
- Bicycles and scooters may be ridden to school and secured to the bicycle rack with a lock at all times. We ask that students walk their bicycles and scooters on school grounds as a safety precaution.
- K-2 students are to enter and exit through the east school entrance, while 3-6 students enter through the main doors.

Riding the Bus

- All school rules apply while on the bus. Students reported for misconduct on the school bus will be subject to disciplinary action such as losing the privilege of riding the bus. This may also include losing the privilege of participating in extra-curricular activities with their classroom.

Lost and Found

- The lost and found is located underneath the stairwell by the main entrance. Each year many items, particularly clothing, are turned in to the lost and found. If you find something please bring it to the office. Students and parents/guardians are encouraged to go through these items occasionally. Parents/guardians must write their children's name on every article or personal belonging that is brought to the school. This should be done with indelible, non-washable ink so that all articles are easily identified. It is especially important that parents write their child's name on their shoes and jackets/coats.

Leaving School Early

- If it is necessary for a student to leave school early, parents/guardians must sign the student out at the office.
- When a student needs to leave early for a medical or dental appointment, we requested that you either send a note in their agenda to the teacher. The note should include the time when the child is to leave school so the teacher can have them ready to go upon your arrival.
- If someone other than the parent/guardian is to pick up the student, parent/guardians must make arrangements with the office as we cannot release a student to anyone other than the parents without their permission.

School Volunteers and Visitors

- Volunteers and visitors are more than welcome to Greentree School. For security reasons, we require that all volunteers and visitors report to the office to sign-in and pick up a volunteer or visitor tag to wear around the school to identify yourself.
- If parents/guardians wish to visit a classroom, please make arrangements with the teacher and sign-in at the office before going to the classroom.

Illness and Medications

Illness

- If a student is vomiting, has fever, diarrhea, or a contagious condition, he/she *should be kept home* where they can be cared for. Additionally, this will prevent exposure to these illnesses to other students as well as staff. Your help and cooperation in the matter is greatly appreciated.

Medication Policy

- The school may administer medication to students only under the following conditions:
 1. The medication must be prescribed by a physician.
 2. There must be *written instructions* from the physician.
 3. Parents/guardians must fill out and sign *Form 314-1* which provides the school with written authorization to administer the medication.
 4. The medication must be brought to the school office in the prescription bottle.
 5. All medication **MUST** be kept in the school office. For safety reasons, students may **NOT** be in possession of any medications while on campus (i.e. Tylenol, cough drops, antibiotics, etc.), without the permission of both parents/guardians, and the principal.

First Aid and Illness at School

- First aid is administered in the case of minor injuries. If an illness or a serious accident occurs during the school day, every attempt is made to contact parents/guardians immediately. This is why it is absolutely essential that you notify the office if you change residence, work place, or phone number. Additionally, the school requires an emergency number to call when the parents/guardians are not at home. If the parent/guardian cannot be reached, the school will contact the other people listed on the emergency contact list. If no one can be reached, and the student is extremely ill, or injured, the school will call an ambulance, and have a staff member accompany the student until parents/guardians arrive.

Lice

- People of all walks of life can be infected with lice. Having head lice does not necessarily mean that a person is “dirty”. Transmission of lice can occur quite easily from one infected individual to another. Students should be instructed not to share combs and brushes, hats, scarves, coats, and sweaters. The treatment is very simple. Shampooing with special medicated shampoo is required. It is recommended that all family members be treated. All bed linens should be washed in hot, soapy water and dried in a hot dryer for at least 20 minutes. Clothing, combs, and brushes should be cleaned. Carpets, upholstery, and mattresses should be vacuumed thoroughly.
- *Students sent home with lice can only return if they are completely nit free.*

Student Code of Conduct

Positive Behavior Support

- At Greentree School we follow a Positive Behavior Support (PBS) model. PBS is a comprehensive framework that provides a positive way of structuring the learning environment to support the academic and social success of all students. Clearly defined universal behavioral expectations and the resulting common language used by everyone at Greentree:
 - Provides a unified teaching focus and maximizes efficiency of instructional time
 - Increases use of appropriate behaviors
 - Increases student time in academic instruction
 - Supports a positive learning and working climate
 - Creates a more predictable learning environment
 - Fosters improved communication among students, staff, parents and other community members
 - Efficiently provides extra supports for at-risk student
- The following pages contain our universal expectations for behavior that will be posted in all locations of the school. These expectations promote the core values of respect/courtesy, responsibility, and conscience. Interventions and strategies are implemented to teach and reinforce these expectations. When these expectations are not followed by students, staff implement consequences to deal with problem behaviors.

School-Wide Behavior Expectations

| | Respect/Courtesy | Responsibility | Conscience |
|------------------|--|--|--|
| Bathroom | Clean up after myself (flushing toilet, putting paper towel in garbage) Give others privacy | Use one paper towel and one pump of soap Return promptly to class Be quiet | Stop, Think and Act Responsibly Notify adults if there is a problem |
| Hallway | Always walk Walk on correct side Quiet voices Give personal space Take care of my locker and personal property Help others clean up their supplies All students yield to others Older students stop and yield for younger students Respect others' uniqueness | Follow the rules with and without class Return promptly to class | Keep hands off the walls and posters Offer assistance when needed |
| Library | Be quiet at all times Handle books and materials with care Respect others' choices of activities Respect others' reading levels | Leave things in their proper place Keep all areas tidy (chairs pushed in, bookshelves organized) Return books on time | Accept responsibility for damaged books |
| Gymnasium | Listen to and follow game rules Share equipment Play fair Take turns Help someone when they are hurt Respect peoples' differences in abilities Respect others' interests of activities | Wear appropriate clothing and footwear Follow safety rules of the gym Be aware of your surroundings (walls, equipment and other people) | Encourage and congratulate others |
| Bus | Keep bus clean Use indoor voices Follow bus driver's rules Respect others' personal space and property | Stand in a line until bus arrive Sit on bottoms at all times Keep aisles clear at all times Stay in seat Hands and feet to self Keep head and hands inside bus | Respect others around you Speak quietly to others around you |

| | Respect/Courtesy | Responsibility | Conscience |
|-------------------------|---|---|---|
| Assemblies | Look and listening to presenter Sit on bottom Keep hands and feet to self Show appreciation by clapping Respect the courage of others while they are speaking | Enter and Exit in an orderly fashion Sit promptly Follow directions | Think about your behaviour and others around you |
| Entrances/Exits | Wait patiently at door for your turn Use manners Inside voices Do not touch others' belongings Remove hats Move out of the way when you are getting ready Walk around people who are getting ready | Enter in single file Face and walk forward Boots on boot rack Go directly to class Arrive on time | Hold door open for others |
| Playground/Field | Play safe Take turns Play fair Help someone when they are hurt Respect peoples' choices of activities Respect others' interests of activities | Follow safety rules for equipment Dress for the weather Sticks, stones and snow stays on the ground Place litter in garbage cans | Follow rules before, during and after school Stop, Think and Act Responsibly Offer assistance when needed |
| Indoor Recess | Use indoor shoes Care for materials used Respect peoples' choices of activities | Stay and sit in the classroom Put games away neatly and in correct spot | Choose a quiet activity Keep doorways clear Report unsafe behaviour Ask others to play when you see them by themselves |
| Classrooms | Follow directions Do not interrupt when others are talking Help group stay on task Work cooperatively with others Be kind to everyone Speak in appropriate turn Keep area neat and tidy Use appropriate voice levels Help others when they are upset Make others feel included Respect others abilities and differences | Be on time for school Have all needed materials Listen to teachers Allow others to learn Do not engage in disruptive behaviours Raise hand when you want to speak Do work Sit on chair Keep hands to self Complete assignments and homework on time Treat school property appropriately | Be honest Allow others to learn Recognize others' rights to learn |

Staff Managed Behaviors

- Definition: Failure to follow school or classroom expectations

Level 1 - Problem Behaviors

- Failing to follow expectations
- Off task
- Interrupting instruction
- Inappropriate voice level
- Disruptive
- Inappropriate language/comments
- Put downs/ low level teasing
- Hands/feet/objects on others
- Note passing
- Out of assigned area on playground
- Unsafe play/ inappropriate use of equipment
- Late coming in from playground
- Spitting
- Running in halls
- Not walking bicycles/scooters on school grounds
- Littering
- Electronic equipment in class or on playground

Level 2 - Problem Behaviors

- Repeated level 1 behavior
- Unexcused tardy/ absence
- Cheating
- Defiance
- Intimidation/threats/bullying
- Inappropriate displays of affection

Office Managed Behaviors

- Definition: Serious misbehavior that endangers the safety or well-being or makes normal classroom activities difficult or impossible

Level 3 - Problem Behaviors

- Danger to others with intent to hurt
- Weapons
- Fighting/ assault/ physical aggression
- Serious disruption
- Overt defiance
- Harassment/Bullying
- Inappropriate touching
- Unsafe activities
- Theft
- Use/possession of alcohol or drugs
- Vandalism
- Chronic level 1 or 2 behaviors

Level 1 - Possible Responses/Consequences

- Ask student which school rule was broken
- Teach appropriate behavior
- Remind, redirect, reinforce
- Additional practice of the correct behavior
- Closer monitoring/ proximity
- Ignore/ acknowledge appropriate behavior
- Complete paperwork for minor behavior
- Loss of a privilege (i.e. recess, PE, computer time, etc.)
- Time out
- Write letter or a plan for change
- Clean up duty
- Send to another classroom
- Stay after school to complete work missed
- Restitution
- Contact parent/guardian

Level 2 - Possible Responses/Consequences

- Re-teach appropriate behavior w/ student practice
- Complete necessary paperwork
- Consult w/administration, behavior specialist in school
- Develop a plan of support
- Conference with student and parent/guardian

Level 3 - Possible Responses/Consequences

- Send student to office
- Complete office referral form
- Parent contact
- Notifying law enforcement (as necessary)
- Detention
- Suspension
- Restitution
- Loss of privileges
- Conference with student and parent/guardian
- Functional Behavioral Assessment

Anti-Bullying Policy

- The aim of Greentree School is to have an environment where everyone feels safe and where learning can be maximized. We are committed to see this occurs so therefore all cases of violence (bullying, harassment, intimidation, etc.) will be treated very seriously, and all steps will be taken to see it stops.
- Bullying is defined as repetitive acts of aggression and/or manipulation by one or more persons against another person. For bullying to occur, there must be an imbalance of power, intent to harm, and repetition of the act. Bullying can further be defined as either physical, non-physical (verbal), or non-physical (non-verbal).
- Examples of bullying include hitting, pushing, kicking, punching, scratching, spitting, hair-pulling, biting, damaging someone=s personal property, teasing, spreading rumors, putting someone down, ridiculing others, exclusion, writing mean comments, and making rude gestures.
- The following process will be followed if a bullying problem is identified:
 1. Intervene. Defuse the situation.
 2. Gather information. Be sure and get the information from the bully first. Then get the victim to fill in any differences, or information not reported.
 3. Ask bystanders. Bystanders that see bullying occur and do nothing about it, are not being responsible. By not reporting, they are in effect taking the side of the bully.
 4. Decide upon an appropriate intervention.
 5. Implement the intervention.
 6. If the problem is not resolved, try another intervention.
 7. Follow up.
 8. Keep a record.
- This process is the responsibility of the school community. In order for the school to be safe all stakeholders must do their part. The following outlines the responsibilities of each group:
 - **Administration:**
 - Ensures that yearly in-service occurs by a knowledgeable individual(s), to provide the school personnel (including all support staff) with the necessary information to recognize bullying and the procedures to respond to it.
 - Raises awareness among the school community about bullying.
 - Encourages cooperation and positive interactions.
 - Fosters school values by example.
 - Implements school wide procedures to confront bullying.
 - Is alert to possible signs and incidents of bullying.
 - Promotes teaching strategies that challenge bullying behaviour.
 - Listens to all parties involved in incidents.
 - Investigates bullying issues as fully as possible.
 - Takes appropriate action.
 - Informs parents.
 - Monitors the process set up in the school.
 - Is a member of the Safe & Caring School Committee.

- **Teachers & Support Staff**
 - Encourages cooperation and positive interactions.
 - Fosters school values by example.
 - Implements school-wide procedures to confront bullying.
 - Watches for possible signs and incidents of bullying.
 - Promotes teaching strategies that challenge bullying behaviour.
 - Encourages students to report about bullying (students must be taught the difference between reporting and tattling. Tattling is telling, with the purpose of getting someone in trouble, for no real reason. Reporting is telling because someone has been hurt (according to our definition of bullying))
 - Listens to all parties involved in bullying.
 - Investigates bullying incidents as fully as possible.
 - Takes appropriate action.
 - Informs parents of bullying incidents.
 - Is open to membership on the Safe & Caring School Committee.
- **Parents**
 - Watches for signs of victimization in their child. This might include not wanting to go to school, pretending to be or actually being sick, bruising, asking for more money, not wanting to talk.
 - Advise child to tell a teacher or their administrator (s).
 - Encourages cooperation and positive interactions.
 - Understands children shouldn't retaliate so does not encourage this.
 - Informs the school if bullying is suspected.
 - Is open to discussion with the school if child is involved in bullying either as a victim, a bully, or a bystander.
 - Is open to membership on the school's Safe & Caring School Committee.
- **Students**
 - Follows the anti-bullying codes as set by the school.
 - Confronts the bully, but does not retaliate.
 - Accepts responsibility for his or her actions.
 - Contributes towards making the school safe.
 - Is open to membership on the school's Safe & Caring School Committee.
- **Community**
 - Supports the school's anti-bullying campaign.
 - Offers resources to parents and children that foster positive interpersonal relationships.
 - Helps spread the anti-bullying message.

- **Implementation Strategies**
 - **Student Responsibility**
 - Tell the bully to “Stop it.”
 - If bullying persists, report to an adult.
 - **Adult Responsibility.**
 - Does not ignore.
 - Gets the people involved together.
 - Have the reported bully give his or her account of the incident.
 - Ask the person who reported being bullied if the account is correct. If not, asks for more information from this person.
 - *After having received a total account of the incident, if the adult is satisfied that actual bullying did occur, then the consequences as outlined below are to be put into place.*
- **Consequences**
 - Teacher Handled Situation
 - Point out that the behaviour is wrong and unacceptable.
 - Ask the person who bullied how he or she would feel.
 - Move to address the behaviour/problem.
 - First offence- Ask for an apology.
 - Second offence- Signed Contract.
 - Any further incident with the child, no matter how minor, must be dealt with by the school=s administration.
 - Teacher is to record the incident on an incident report sheet.
 - Teacher is to telephone the parents to let them know of the incident.
 - Administration Handled Situation
 - Parents are called immediately and asked to discuss the issue with the child.
 - A date will be set for parents, administration, and student bully to set a plan of action.
 - If unsolved, all parties involved (Safe & Caring School Committee, bully, and parents) will meet. A definite plan of action will result after this meeting.
- **Assessment**
 - The Safe & Caring School Team will, if required access the situation within the school. They will monitor the number of incidences, the contracts, the policy itself, and make any changes as necessary. They will, at the end of the school year, distribute a survey to assess if there has been any improvement.

Cyberbullying Policy

- ***What is Cyberbullying?***
 - Cyberbullying is the use of information and communication technologies, such as email, cell phone, pager text messages, instant messaging, defamatory personal websites, and defamatory online personal polling websites, to support *deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others.*
- ***School Responsibility***
 - Undeniably, cyberbullying that occurs on school grounds or the use of school owned tools (computers, network connections, and internet access) is subject to discipline by school administration as per the Alberta School Act.
 - With respect to off-school conduct, Canadian courts have held that where there is evidence that an online threat or intimidation by one student against another student which takes place off school premises results in a disruption in the school community, the creation of a poisonous learning environment or represents conduct that is harmful to the moral tone of the school or to the physical or mental well-being of others, there may a sufficient nexus or link to the school for school administration to impose school discipline. Each case is to be assessed based on its individual facts and circumstances during a full and thorough investigation to determine if the online threat or intimidation was initiated by a particular identifiable student.
- ***Process***
 - As such at Greentree School an investigation with respect to off-school conduct will follow the subsequent steps:
 - Meet with the victims of the cyberbullying incident and his/her parents.
 - Request copies of all relevant emails, posts social networking sites, and/or the name of the chat room and date, time and description of chat.
 - Try to get as many details as possible.
 - Explore the identity of the alleged harasser.
 - Ask the victim if he or she knows or suspects that there are other victims.
 - Determine history or background of events.
 - Determine whether it was an isolated incident or an ongoing incident.
 - Determine whether the student has any fear in coming to school.
 - Ask the student to write a written statement of the events that have transpired.
 - Interview any witnesses to the event, or other students' copied emails or posts.
 - Interview the alleged harasser.
 - Upon conclusion of the investigation for the administrator to impose school discipline:
 - There must be clear evidence that there was deliberate, *repeated*, and hostile behavior by an individual or group that is intended to harm others.
 - There must be a sufficient nexus or link to the school for school administration to impose school discipline.
 - There must be a clear indication that there has been a disturbance in the school community, the creation of a poisonous environment, or if the conduct is injurious to the moral tone of the school.
 - If school administration determines that school discipline may be imposed such discipline will follow regulations outlined in the Alberta School Act.

Attendance Policy

- Regular school attendance is very important, and according to Section 12 (b) of the Alberta School Act (RSA 2000), a student shall attend school regularly and punctually. Not only does attendance reinforce and enrich the learning process, it also establishes patterns and attitudes that will carry forward into adult work habits. Regular, consistent attendance is a prerequisite to successful school life.

Excused Absences

- According to Section 13(5) of the Alberta School Act (RSA 2000) students should only be absent in those cases of:
 - A documented illness or injury
 - Bereavement/family funeral
 - Major religious observances
 - Extraordinary family circumstances (excused at the discretion of the principal).
- Parents should notify the school office on the morning of their child's absence. On the return to school, either from an excused or unexcused absence, it is the student's responsibility to make up all assignments, projects or tests that were missed during his/her absence.

Unexcused Absences

- Examples of an unexcused absence may include, but may not be limited to:
 - Repetitive or chronic absence due to illness or injury not documented by a doctor or other medical professional
 - Family vacations
 - Undocumented absences
 - Non-emergency family situation
- Note that teachers are **not** required to provide work in advance of a family vacation.

Attendance Review

- Attendance is reviewed on a monthly basis. If a student has:
 - Five (5) or more consecutive days absent due to illness, parents must obtain a doctor's note and submit it to the school in order for those days to be excused.
 - Ten (10) cumulative absences (excused or unexcused), a letter will be issued to parents indicating the number of days absent, reminding them of the school's attendance policy, and that they will be contacted to schedule a meeting should absences approach 15 days.
 - Fifteen (15) cumulative absences (excused or unexcused), a letter will be issued to parents indicating the total days absent, that a parent conference will be scheduled to discuss the attendance policy, and to develop a proactive attendance plan.
 - Twenty (20) cumulative absences (excused or unexcused), the Principal will determine to either notify the Golden Hills School Division Attendance Officer, or seek an alternate remedy.

Parental Involvement

School Council

- School council meets once a month to advise the principal respecting any matter relating to the school:
 - The school's education plan (yearly goals that support core beliefs, mission or vision)
 - Program priorities (curriculum emphasis, options - drama, music, languages)
 - Budget allocations (resources that support education plan)
 - School policies (student policies, homework)
 - In-service for parents/guardians and other council members (professional development workshops, etc.)
 - School board policies (e.g. special needs)
 - Alberta Education curricula changes, regulations and projects (through ASCA)
- The purpose of this is to involve the parent/guardian community in important decisions, and ensure that school staff and parents are working in partnership to enhance student learning.

Parent Volunteers

- Greentree School is always in need of volunteers to assist in the office, library, breakfast program, and classrooms. Also School Council frequently needs volunteers to assist with various events such as the Halloween carnival, hot lunch, and the year-end BBQ.

Procedures for Expressing Parental Concerns

- Because we at Greentree School believe that parents/guardians are partners in education, it is important for them to know who they can talk to, and the resources that are available to them when they have questions or concerns about their children's class assignments, homework, test scores, behavior, classroom or school procedures, and/or curriculum. When parents/guardians have questions about these issues, following these steps will assure that the concerns are addressed in a timely manner:
 1. Make an appointment to see the classroom teacher. Teachers represent the first step in resolving concerns because they are knowledgeable about your children and the school's programming. Teachers are available for parent appointments after 3:30 pm everyday. Scheduling a specific time when other students are not present, assures that the teacher can give you his/her full attention and listen to your concerns. When you meet with the teacher it is helpful to bring written notes about what you want to discuss, a written account of what happened (if appropriate), and questions that you would like the teacher to answer. As you meet with the teacher, remember that the purpose of the conference is to help your child. It is also a good idea for your child to attend this conference with you and the teacher, depending on the child's age and the subject to be discussed.
 2. If the problem is not resolved during the conference between you and the teacher, the next step will be a conference between you, your child, the teacher, and school administration (to be scheduled by the principal or assistant principal). Once again, bringing notes of what you want to discuss, and of what happened during the first meeting will help to keep the discussion focused. During this meeting, you may be directed to other personnel (such as Greentree School's Education Consultant), in order to make sure that you have the opportunity to talk to the person who has the most information about your concern.
 3. If your concern is still not resolved after meeting with the teacher, school administration, and other personnel, the principal will advise you on the next steps to take in order to answer your questions.
- Children need to know that parents and school staff are working together to help them. Following the above steps when there is a concern helps to strengthen the home/school partnership and keeps lines of respect and communication open between parents, teachers, students, and administrators.

Class Requests at Greentree School

- As we make teacher and class assignments for the upcoming year, every effort is made to place each student in a class and with a teacher that will be the best “match” for that individual, while still seeking to balance class size, gender ratios, individual student needs, and academic groupings. **Due to the difficulty in meeting a request for every student, we hope to limit parental requests unless there is a significant reason to be considered. It is not expected or mandatory that you make a special class request for your child.** Only if you have strong feelings and good reason for us to consider for placement would I encourage you to send in a written request. **Forms for such requests can be picked up at the office beginning May 1.**
- Every attempt will be made to grant legitimate requests, but please understand *it is not always possible to grant every request.* The four-step process works like this at Greentree School: 1) if parents feel there are *educational needs* and a particular teacher is needed to address these needs, they are encouraged to **submit the request form** identifying the needs. The principal reviews these requests, and 2) assigns the teacher that best fits these needs; 3) the current teacher is next asked to make a recommendation for next year’s teacher and class; and 4) the teachers in the next grade level are asked to review these placements and recommend changes they feel are needed.
- If we receive more class requests than is possible to accommodate in a grade, we will review requests made the previous year. Request will **not be** accommodated for those students whose requests were honored in the previous year thus giving another student a turn to have a request honored. We hope parents will accept and understand this. This will be our approach if an impossible situation arises, and if and when it becomes necessary.
- Finally, IF you choose to submit a class request for your child, please make sure you describe the qualities you want in a teacher, NOT the name of a teacher, since there may still be changes in the grade level teachers will teach next year.
- **Please note that requests will only be accepted until May 31st**

Programs

Family School Community Resource Worker Program

- The Family School Community Resource Worker Program provides a resource to families and individual. It provides a link with the school system in order to assist families whose children may be experiencing difficulties either in school or at home. The objectives of the program are to: (a) support students and families in resolving their own problems, (b) strengthen families by providing support, education and resources, (c) promote a closer link between school, family and community. The program offers the following services to parents:
 - Information and referral to other services
 - Supportive counseling for individuals, families and groups, on a short term basis
 - Coordinating services with families and community agencies
 - Liaison between families and schools
 - Preventative education programs
- Referrals to the Family Resource Worker may be made by the parent or guardian directly or following a recommendation by teachers, or school administration.
- Mr. Dave Watson is the Family Resource Worker for Greentree School.

Response to Intervention

- During the 2011-12 school year the staff of Greentree School split into four teams to undertake research that would provide us with a better way to respond to academic and behavior issues that our students have. Based on this research we developed a Response to Intervention (RTI) framework, part of which is outlined above in our Positive Behavior Support model.
- What is Response to Intervention or RTI?
 - Response to Intervention, commonly referred to as RTI, is a research based model that is used to help children who are struggling academically and/or behaviorally. RTI provides early intervention to those struggling students, and also helps identify students who may qualify for special education services. RTI provides services to identify those students either at-risk or who have disabilities, monitoring student progress, providing authentic intervention, and a means for adjusting those interventions.
 - There are four components of an RTI model – 1) a school wide, multi-tiered academic and behavioral system for supporting all students, 2) a screening process, 3) a progress monitoring process, and 4) data-based decision making process for instruction, movement within the multi-tiered system, and disability identification (in accordance with Provincial special education criteria).
- Beginning in the 2012-13 school year components, such as the Positive Behavior Support model, of our new RTI framework will be put in to place giving us a more proactive approach to dealing with academic and behavior issues at Greentree School.

Intramurals

- Greentree School offers grade 4 - 6 students the opportunity to become involved in an extensive intramural program. Intramurals are conducted during noon hours and run from September through June. Participation is on a voluntary basis. The intramural program serves the following functions:
 - to provide exciting, pleasurable experiences for students,
 - to allow each child some level of success and accomplishment,
 - to help each child develop a sense of security and confidence in him/herself,
 - to provide group co-operation amongst students,
 - to develop body and equipment skills and improve motor skills,
 - to encourage/facilitate developments of the whole child,
 - to keep students busy and on the school grounds

After School Sports

- Greentree School offers after school sports, which is open to any grade 4 - 6 students who attend Greentree School. Sign up sheets will be available on bulletin outside the office. Once the deadline for signing up is reached, teams will be made up, and a list of teams and schedules will be issued to each participant. It is the responsibility of the student to be on hand for his/her game, and supply his/her own transportation. After school sports will be conducted on Tuesday and Thursday evenings from 3:30 to 4:30 p.m.

Fine Arts

- At Greentree School we offer a comprehensive Fine Arts program for grades k-6. Students receive a minimum of 160 minutes per week in each of three Fine Arts disciplines: Drama, Music and Visual Arts. The purpose of the Fine Arts program is to create a stimulating and enriched learning environment where the fine arts, alongside academic and physical education (including intramurals and after school sports), play an integral part in the holistic learning experience at Greentree School.