

Coronation SCHOOL



2019–20

School Handbook

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Welcome to Coronation School

School mission

The Coronation School community is committed to:

- empowering all students to succeed
- embracing diversity
- encouraging lifelong learning

School philosophy

Coronation staff are committed to creating a professional learning community that supports all students to learn at high levels. Teachers are focused on building a collaborative environment centred on essential learning outcomes, common assessments and best practices. Project-based, innovative and authentic learning opportunities help build a setting where students demonstrate active learning and engagement. We value all stakeholders and believe we share a collective responsibility in creating a safe, secure and caring environment.

In our technology-rich environment, staff provide students and parents with a variety of opportunities to communicate. As we strive to be a Silver LEED (Leadership in Energy and Environmental Design) School, we are also committed to having a “green” footprint. Our largely paperless communication relies on SchoolZone and our [website](#). Students will be provided with the opportunity to acquire knowledge and develop 21st century literacy skills and attitudes needed to become capable, connected and contributing members of our global society.

School vision and values

All Coronation students will learn at high levels.

Vision

Coronation students are engaged, skilled and respectful.

Values

To help meet our school goals, we commit to:

- caring for all students
- working collaboratively and maximizing opportunities to learn from one another
- trying new, dynamic and engaging learning activities
- effective, authentic assessment practices
- a pyramid of intervention
- a schedule that works for kids
- maximizing the use of all resources

Hours of operation

Time	Period
8:00 a.m.	School office opens
8:30 a.m.	Entrance bell rings
8:35 a.m.	Classes begin
10:15–10:30 a.m.	Morning recess
11:27 a.m.	Lunch
11:47 a.m.	Students go outside
12:15 p.m.	Entrance bell rings
12:20 p.m.	Classes begin
2:00–2:15 p.m.	Afternoon recess
3:25p.m.	Students dismissed*
4:00 p.m.	School office closes

** On Thursdays, students are dismissed at **2:05 p.m.** Staff use this time for instructional focus work, collaborative planning, professional development and staff meetings.*

Important dates for 2019–20

Month/Day	Event
September 2	Labour Day (no classes)
September 3	Classes begin
October 14	Thanksgiving Day (no classes)
October 25	Professional Development Day (no classes)
November 11	Remembrance Day (no classes)
November 12	Teachers' Day in Lieu (no classes)
November 13	Board Approved Non-Instructional Days (no classes)
November 29	Professional Development Day (no classes)
Dec 23–Jan 3	Winter break (no classes)
January 6	Classes resume
February 17	Family Day (no classes)
February 18	Professional Development Day (no classes)
Feb 27-28	Teachers' Convention (no classes)
March 23–27	Spring break (no classes)
March 30	Classes resume
April 10	Good Friday (no classes)
April 13	Easter Monday (no classes)
May 18	Victoria Day (no classes)
May 19	Teachers' Day in Lieu (no classes)
May 20	Board Approved Non-Instructional Days (no classes)
June 26	Last day of classes

International Baccalaureate Primary Years Programme (IBPYP)

International Baccalaureate Mission

The [International Baccalaureate Organization](#) aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

The International Baccalaureate Primary Years Programme (IBPYP) focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside.

The programme:

- encourages international-mindedness in International Baccalaureate (IB) students
- encourages a positive attitude to learning by engaging students in inquiries and developing their awareness of the process of learning so that they become lifelong learners
- reflect real life by encouraging learning beyond traditional subjects with meaningful, in-depth inquiries into real issues
- emphasizes the development of the whole student—physically, intellectually, emotionally, and ethically through the learner profile and attitudes.

IB Learner Profile Attributes

We strive to be:

- **Inquirers** – I am curious, and I enjoy learning. I have acquired the skills necessary to conduct inquiry and research.
- **Knowledgeable** – I explore concepts, ideas and issues that have local and global significance.
- **Thinkers** – I apply thinking skills critically and creatively to recognize and approach complex problems and make reasoned, ethical decisions.
- **Communicators** – I understand and express ideas and information confidently and creatively in more than one language.
- **Principled** – I act with integrity and honesty. I have a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. I take responsibility for my own actions and the consequences that accompany them.
- **Open-minded** – I understand and appreciate my own cultures and personal histories. I am open to the perspectives, values and traditions of others.
- **Caring** – I show empathy, compassion, and respect towards the needs and feelings of others.
- **Risk-takers** – I approach unfamiliar situations and uncertainty with courage. I am brave and articulate in defending my beliefs.
- **Balanced** – I understand the importance of intellectual, physical, and emotional balance to achieve personal well-being.

- **Reflective** – I am able to assess and understand my strengths and limitations in order to support my learning and personal development.

IB Attitudes

We strive to demonstrate:

- **Appreciation** – Appreciate the wonder and beauty of the world and its people.
- **Commitment** – Be committed to our own learning, persevering and showing self-discipline and responsibility.
- **Confidence** – Feel confident in our ability as learners, having the courage to take risks, applying what we have learned and making appropriate decisions and choices.
- **Co-operation** – Co-operate, collaborate, and lead or follow as the situation demands.
- **Creativity** – Be creative and imaginative in our thinking and approach to problems and dilemmas.
- **Curiosity** – Be curious about the nature of learning, about the world, its people and cultures.
- **Empathy** – Imagine ourselves in another’s situation in order to understand his or her reasoning and emotions, so as to be open-minded and reflective about the perspectives of others.
- **Enthusiasm** – Enjoy learning and willingly putting effort into the process.
- **Independence** – Think and act independently, making our own judgments based on reasoned argument and being able to defend our judgments.
- **Integrity** – Be honest and demonstrate a considered sense of fairness.
- **Respect** – Respect ourselves, others and the world around us.
- **Tolerance** – Be sensitive about differences and diversity in the world and being responsive to the needs of others.

We believe we can complement parents’ teaching values by emphasizing the International Baccalaureate Learner Profile and Attitudes. We will continue to support our students in achieving high standards of citizenship, conduct, safety and well-being for themselves and others and use the IB Learner Profile and Attitudes to guide us.

These values will be modelled, taught and reinforced at assemblies, through student leadership opportunities, class discussions and children’s literature. We hope that these values will help our students make wise decisions about their interactions and relationships with others.

School conduct

Student Behaviour and Conduct

The School Act, Section 12 states:

A Student shall conduct himself or herself so as to reasonably comply with the following code of conduct:

- *Be diligent in pursuing the student’s studies;*
- *Attend school regularly and punctually*
- *Co-operate fully with everyone authorized by the board to provide education programs and other services;*

- *Comply with the rules of the school;*
- *Account to the student's teachers for the student's conduct;*
- *Respect the rights of others.*

Review more of the [School Act](#).

Student Behaviour and Conduct Policy

Students are expected to learn, practice, and demonstrate positive personal and interpersonal character traits that contribute to the development of productive learning environments:

- while involved in school-sponsored or related activities
- while on school property
- during any recess or lunch periods on or off school property
- while travelling to and from school
- beyond the hours of school operation if the behaviour or conduct detrimentally affects the welfare of individual students or the governance, climate or efficiency of the schools

Learn about our District's [Student Behaviour and Conduct policy](#), and review the [administrative regulation](#).

Positive Behaviour Plan

Our Positive Behaviour Plan encourages positive interactions with others using the IB Learner Profile and Attitudes. It reflects the belief that students can and will make good decisions if they are allowed the opportunity to decide, given the support they need and held accountable for the decisions they make. When a child makes a poor choice, logical consequences for misbehaviour will be individually directed and relate to the misbehaviour as closely as possible. Corrective action will be carried out by all staff in a positive, firm and consistent manner.

Our program is based on a set of school and [classroom essential agreements](#) (see page 11 to learn about essential agreements). While we request that parents discuss the behaviour plan with their children, discussions will also occur between staff and students in each classroom and throughout the school.

Coronation's approach to problem solving will:

- Help the student identify the problem.
- Ask the student how staff may assist to resolve the problem.
- Help the student solve the problem.
- Acknowledge the efforts displayed by the student to practice appropriate behaviours.

Behaviour and respectful learning environments

Our school district, in co-operation with its staff groups, is committed to creating a healthy, respectful environment for students, staff members, trustees, parents, volunteers and contractors.

We recognize the work of every person without discrimination. We are committed to working toward the elimination of objectionable behaviour in our schools and workplaces, and to maintaining an environment that is respectful, safe, nurturing and positive for everyone.

Please help us achieve this goal by interacting in a manner which respects the dignity and value of others. Coronation School's Positive Behaviour Plan is aligned with the [Edmonton Public Schools](#)

[Board Policy HG.BP - Student Behaviour and Conduct.](#)

Review other Edmonton Public Schools policies and administrative regulations about:

- Safe, Caring and Respectful Learning Environments
 - [Board policy](#)
 - [Administrative regulation](#)
- Student Suspension and Expulsion
 - [Board policy](#)
 - [Administrative regulation](#)

Essential Agreements

We believe that the majority of students behave in ways appropriate for their age and understand the need to follow a set of agreements that will contribute to a safe, orderly and responsible school environment. Students and teachers will discuss specific behaviours associated with each agreement to enhance understanding. Information dealing with student behaviour matters will be kept and reviewed regularly throughout the school year to ensure the policy and interventions are effective.

Classroom Essential Agreements

Each classroom teacher, with their students, develops a set of essential agreements that contribute to the instructional program, classroom harmony and development of student responsibility. Most classroom misbehaviours are handled by the teacher. Major offences will be handled using specific procedures, taking into consideration the circumstances and the individual student.

School Essential Agreements

As citizens of Coronation School we *agree* to:

- Enter the school promptly when the bell rings.
- Walk quietly and orderly throughout the building.
- Show consideration, courtesy and respect to others and their property.
- Be on time for class.
- Use appropriate language and gestures.
- Respect the feelings of others.
- Co-operate in keeping our school clean.
- Notify and sign out at the office if we must leave the school during the school day, and report to the office upon our return.
- Leave valuables and potentially dangerous objects at home.
- Treat all school property with dignity, care and respect.

Outdoor Essential Agreements

As citizens of Coronation School, we *agree* to:

- Use school equipment appropriately.
- Play safe games that will not harm or endanger ourselves or others. (Some examples of potentially dangerous games are tackle football, throwing snowballs and play fighting.)
- Respect the right of students to play organized games in assigned areas.
- Remain on school grounds and within specified boundaries during school hours.
- Conduct ourselves in a responsible manner to and from school.
- Avoid physical contact that could injure others.

Student Charter of Rights and Responsibilities

Students should feel that Coronation School is a safe and caring environment that promotes tolerance, dignity and belonging amongst its students, staff and greater community. Students must be provided with opportunities to develop skills and attitudes needed to meet the challenges of the future and become responsible and productive citizens. Any behaviour that disrupts or detracts from the learning climate of the school is unacceptable and infringes upon the rights of others.

Rights and Responsibilities:

- 1. I have a right to an education.**
It is my *responsibility* to listen, to learn, to practice, to complete school assignments and to graciously accept remedial assistance when necessary. I will not disturb, disrupt or interfere with the instruction of my teachers and/or the learning of fellow classmates.
- 2. I have a right to happiness and to be treated with dignity and respect in the school.**
It is my *responsibility* to treat others with honour and polite consideration. I will not laugh at, tease or put down other students, staff or adults.
- 3. I have a right to hear and be heard in this school.**
It is my *responsibility* to help maintain a calm, peaceful and quiet school. I will not interrupt, shout or make loud noises when others are speaking.
- 4. I have a right to be safe and secure in this school.**
It is my *responsibility* not to threaten, push, pinch, hit, kick, spit at or hurt the bones, skin or feelings of others.
- 5. I have a right to free expression in learning about myself and others.**
It is my *responsibility* to learn about myself and others in this school. I am free to express my feelings and opinions as long as I am not rude or disrespectful, or disturb the order of the school and/or personal and public property.
- 6. I have a right to be myself in this school.**
It is my *responsibility* to respect others as individuals and to not treat them unfairly because of the way they look, think or act.
- 7. I have a right to privacy and my own personal space.**
It is my *responsibility* to respect the personal property of others and accept their right to privacy.
- 8. I have a right to assistance and support in learning self-control.**
It is my *responsibility* to practice self-control and ask for assistance when necessary. I will expect to be corrected when I abuse the rights of others, as they will be corrected if my rights are abused. No one will silently stand by and witness the violation of personal rights.

I can expect that all these rights will be mine as long as I am fulfilling all my responsibilities.

Code of Conduct for the school community

You learn and earn respect by showing respect. The Code of Conduct at Coronation School has been developed based on the 3Rs—Respect, Rights and Responsibilities. If students learn to respect themselves and others then they need few other guidelines for their behaviour.

It is the responsibility of all members of our school community to support the Code of Conduct and to ensure that it is fairly and consistently applied at school, during extracurricular activities and in the school neighbourhood.

We encourage everyone to respect others and to model that respect in classes, in the hallway, on

buses, on the playing fields and in the community.

Bullying and Conflict

Bullying is defined in the *School Act* as repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual's reputation. Bullying also includes the distribution of an intimate image of another person knowing that the person depicted in the image did not consent to the distribution, or being reckless as to whether or not that person consented to the distribution.

Bullying can take different forms:

- physical (e.g., pushing, hitting)
- verbal (e.g., name-calling, threats)
- social (e.g., exclusion, rumours)
- electronic (e.g., using technology to harass or threaten)

Conflict occurs when there is a breakdown in relationships between individuals that results from a disagreement or misunderstanding. While conflicts may require adult intervention, they are considered to be a natural part of how students learn to navigate relationships.

All students are expected to refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means. Students are also expected to resolve conflict or seek assistance to resolve conflict in a peaceful, safe, and non-threatening manner that is conducive to learning and growth. School staff can help address conflict between students using strategies that may include counselling, mediation, consequences and/or forms of restorative practice.

Student safety & well-being

Emergency plans

At Coronation School, we do our best to make sure our students and staff learn and work in a safe environment. [Emergency plans and practices](#) are needed to ensure the safety of students and staff in the event of an urgent situation. For example, evacuations are necessary in the case of a fire, gas leak, chemical spill, bomb threat, structural damage, flooding, power or utility failure, or an on-site threat. In addition, security alerts are needed for inclement weather, such as tornadoes or severe snowstorms, in the case of an intruder, or due to an environmental threat.

We practice both evacuation procedures and lockdowns to prepare staff and students to respond quickly and appropriately in an emergency. If students need to evacuate the school for a long period of time, staff will take them to the North Glenora Community League. The league can be contacted at 780-452-6610.

In the event of an emergency or other unusual circumstance, parents will be contacted using *SchoolMessenger*, an [emergency message system](#).

Coronation School's Emergency Plans are reviewed and updated annually. Copies of these plans are available in the office.

What school visitors should do during an emergency

During an alarm, any visitors should immediately exit the school via the closest exit. During a security alert or lockdown, visitors should move into the nearest secure area (for example, a classroom or the library) and follow school directions.

Arrivals, Departures and Supervision

The safety of our students is paramount at all times, so supervision is provided on the playground before morning and afternoon entry times, as well as during recess. Supervision will also be provided in front of the school at the bus drop-off and along the side of the school for students walking to the back door. Please ensure students do not arrive before 8:20 a.m., as supervision is not provided before then. Students may go to their classrooms only when the bell rings. If students go home for lunch, they should not arrive back prior to 12:15 p.m.

All students are to **enter and exit the school through the back door**. Please arrange to pick up students after school outside the back door by the playground. For the safety of our students, the staff parking lot is off limits to parents for drop-off, pickup, waiting or parking.

Students are requested to report home immediately after dismissal. If students remain at school to complete work, receive extra help, or work on a special project, parents will be notified. If students wish to make plans to go to a friend's home to play after school, we expect them to make arrangements prior to coming to school.

Sometimes students leave school for appointments. We expect any adults picking them up will report to the office and sign them out when the students are about to leave. **Under no circumstances is a student to leave the school before speaking to and signing out with someone in the school office.** If students are injured or seriously ill and parents or emergency contacts cannot be contacted, the school administration will act in place of parents and secure required attention.

Parents or older siblings who pick up students at dismissal need not report to the office but are asked to **wait at the entrance to the back doors** or at a pre-arranged meeting spot outdoors. This helps minimize distractions for all other students and allows teachers to conclude their lessons and ensure an orderly dismissal.

Accidents

To aid us in the protection of your child's health and safety, please make the office aware of and up-to-date on any special health considerations (for example, allergies or illness).

First aid is administered to any child who has an injury at school. If the injury is a minor scratch or bump, no home contact is usually made. However, if the injury or illness is more serious, one of the student's parents will be contacted.

Because of this, it is very important that **you provide the school office with your up-to-date home, work, and emergency telephone numbers.**

Each student is urged to have personal accident insurance which covers extracurricular activities sponsored by the school. Forms for this voluntary insurance plan will be distributed early in

September.

Health Services

We have a school nurse who works out of Woodcroft Clinic. She arranges for immunizations, vision screening, and audiology checks and also consults with staff, sometimes teaches specific health lessons and conducts home visits.

Illness and Allergies

Students who become ill during the school day should notify their classroom teacher who will send the student to the office. If a student appears to be seriously ill, their parent will be notified, and the student will be allowed to go home accompanied by their parent, guardian or emergency contact.

Under no circumstances should an ill student leave the school or remain in a washroom without contacting the office first.

In addition, it is critical that the school is made aware of any students with asthma or allergies, the severity of their condition, and any actions or treatments that are required if they have a reaction. If your child has severe asthma or allergies, please request and complete the appropriate alert forms from the office. A confidential record of student medical conditions is kept on file.

Medications

If a student must take oral medication during school hours and a parent or guardian cannot be at the school to administer the medication, the medication must be administered in compliance with Edmonton Public Schools' regulation. If possible, parents should request long-lasting, time release drugs from doctors and have doses scheduled before and after school hours.

We follow our District [Administrative Regulation HHCD.AR](#) when administering medication to students. Parents must:

- complete an Authorization Form and Student Focused Medication Management Plan (available in the office) to ensure that student medical information is complete and accurate.
- deliver medications to the school in pharmacy-labelled containers.

Students with severe medical conditions, or those on prescribed medication which may affect their performance or safety at school, should notify the general office. A confidential record of student medical conditions is kept on file in the office.

For safety reasons, all medications—with the exception of EpiPens and asthma inhalers—are kept in a locked cabinet in the office. EpiPens and inhalers are to be clearly labelled and carried at all times by students in a safe and readily available manner. The location of the medication must be communicated to the classroom teacher. If desired, an extra EpiPen and/or inhaler may be kept in the school office.

Attendance

Regular and prompt attendance is an important factor in a student's academic achievement. Section 13 of the [School Act](#) clearly states that attendance in school is mandatory for all children between the ages of 6 and 16 in Alberta. It is parents' responsibility to communicate the importance of attending school regularly and being at school promptly when the bell rings.

At Coronation, we know that students with high absenteeism (those who are away for more than 5 days per year) often have difficulty keeping up with their studies. As a result, the staff and administration will exercise all avenues available to ensure the regular attendance of students. This includes referrals to the [Attendance Board](#) when necessary.

Expectations

For students, attendance should be regarded as their job. At Coronation School, as in the world of work, we expect students will:

- Be at school.
- Be on time.
- Be prepared for each class with all materials required and assignments completed.
- Be positive contributors to the school.

Regular Attendance—It's the Law

Regular attendance is strongly linked to student academic success and a student's sense of belonging at school. The *School Act* reminds parents and students that students are expected to attend school and be punctual every day. Students are only considered to be excused from attending school if they must be away due to:

- sickness or other unavoidable cause
- the day being recognized as a religious holiday by the religious denomination that the child belongs to
- suspension or expulsion
- an exemption from compulsory attendance granted by the Board for a defined period of time

Lateness

Students are expected to be in their classroom and seated in their desks at 8:40 a.m. and 12:24 p.m. Students not in class at those times will be counted as late.

Students who are tardy to class must provide their teacher with an acceptable reason. Students must first check into the office to obtain a late slip from the Administrative Assistant and be recorded as late.

Absences

If your child will be absent from school, please call the school office at 780-455-2008. To ensure the safety of our students, we have an absentee check program. Parents and guardians of students who are absent when attendance is taken at entry times, without us knowing why, will be contacted by an electronic voice system and asked to call the school to clarify the absence. Therefore, it is vital for you to provide us with:

- *up-to-date* home and work phone numbers
- an emergency contact's phone number

When you know in advance that your child will be absent from school, please send an explanatory note to the office giving the date and reason for the absence. Under the [School Act](#), the only reasons that are accepted as "Excused Absences" are:

- illness
- bereavement
- religious reasons
- field trip
- school suspension/expulsion

Usually, children who are too ill to go outside at recess are too ill to be at school. This is particularly true in the case of severe colds. Children coming to school with severe colds are unable to function well, may infect other children and would likely recuperate faster at home.

Leaving school early

Students who leave the school during the school day for an appointment, illness or other reason must:

- Bring a note from home or have their parents call the school.
- Register in the sign-out book at the office.

Students will not be sent home without prior knowledge of their parent or guardian. It is important for every student to know that once they have registered, they may not leave the school building without first signing out from the office.

Students are expected to leave the school promptly at dismissal time—unless involved in a supervised activity—and report home or to a location determined by their parent or guardian. Since we are responsible for your child, **we must know where they are during the school year.**

Recess

There is a 15-minute recess in the morning and afternoon, along with a 50-minute lunch break. Students may use this time to use the washroom and fill their water bottles. Students must try not to interrupt the class when taking care of these requirements.

All students are expected to go outdoors at recess times unless recess has been adjusted due to harsh weather. Please ensure your child is dressed appropriately to go outside. If students must remain inside for a medical reason, we require a note from parents.

When weather is extremely cold, or when it is raining very hard, regular recesses will be adjusted. Students will be given an indoor recess and dismissed at the regular time. We use the equivalent temperature of -22 degrees Celsius (combined temperature **and** wind chill factor) to determine this.

Learn more about [going to school in bad weather](#).

Hand Washing tips from Alberta Health Services

Always ensure hand hygiene products are available. This includes liquid soap in pump dispensers, running water and paper towel to dry hands. Alcohol-based, waterless hand sanitizers can be used as an alternative as long as hands are not visibly soiled. Structure activities to include opportunities for hand hygiene to be practiced (before eating, after outdoor play and after using the washroom).

Follow these instructions when washing your hands with plain soap and water:

1. Wet with warm water.
2. Apply soap and scrub for 15 seconds—all surfaces including front and back of hands, between fingers, around nails (especially cuticles), thumbs and wrists.
3. Rinse well.
4. Dry with a paper towel.
5. Use towel to turn off taps.

Follow these instructions when using a waterless hand sanitizer:

1. Apply a measured pump (or nickel size) of the product to your open palm.
2. Rub into hands covering all surfaces including front and back of hands, between fingers, around nails (especially cuticles), thumbs and wrists.
3. Rub until dry (approximately 15 seconds).

Find more information about [handwashing](#).

Vacations

Extended vacations are not deemed an acceptable reason for absence, and parents are strongly discouraged from planning extended vacations during the school year. Extended absences from school often impact a student's ability to demonstrate proficiency on curricular outcomes. It is not the responsibility of Coronation staff to provide programming to your child before your child leaves. Students will be responsible for working with their classroom teachers to make up missed work when they return. Failure to do so may greatly impact their achievement.

Getting to school

Bicycles, skateboards, Rollerblades and scooters

Students who bring bicycles, Rollerblades, skateboards or scooters to school do so at their own risk. Students are responsible for ensuring their bicycles are locked individually in the racks provided.

Students are reminded that bicycle helmets are required by law. For the safety of all students, bicycles, skateboard, Rollerblades and scooters are not to be ridden on the school grounds between 8:15 a.m. and 4:00 p.m. Students who Rollerblade to school must carry shoes and put them on before entering the school. Scooters are expected to be collapsed and left in the boot room.

Driving your child to school

If you drive your child to school, please drop them off or pick them up:

- in front of the school
- north along 109A Avenue or
- south along 109 Avenue.

Parking

Please do not use the staff parking lot as a drop-off or parking zone, as safety for our students is our top priority.

Riding the yellow bus

Yellow bus service is available for students living within our busing route. Information about the route can be obtained from the office. Coronation School students may purchase yellow bus passes through the office for a \$55 monthly fee. The fee is due on the 1st of every month.

Students are expected to behave appropriately on the bus. Students who are reported for misbehaviour on the bus may lose the privilege of buying a pass from the school or riding the bus.

Create a family pickup plan

In the mornings, my _____ drops me off.

I walk around the school to the **back doors** by the playground.

Supervisors are outside at 8:20 a.m.

After school, I meet _____ outside the **back doors** after the 3:25 p.m. dismissal (2:05 p.m. on Thursdays).

Your child's education

Curriculum

Our classroom teachings are based on curriculum prescribed by [Alberta Education](#) and [International Baccalaureate](#). Units of Inquiry are incorporated with the Alberta curriculum. Find [curriculum](#)

[information for each grade level.](#)

Student achievement

Teachers use a variety of assessment strategies that clearly align with [International Baccalaureate Primary Years Programme \(IBPYP\)](#) standards to assist them in making professional decisions about student progress in relation to the curriculum (for example, daily work, projects, demonstrations of learning, homework, self-evaluations, observations, checklists, anecdotal records, work samples, quizzes and exams). All teachers maintain collections of student work for assessment purposes.

Early in the school year, teachers provide students and parents with classroom specific information about programming and assessment.

Field trips

Field trips are important to our school. They extend educational programming and provide students with hands-on experiences that directly support their studies. Field trips may include out-of-school or in-school experiences. Transportation, when required, is provided by an approved charter (yellow) bus.

In advance of out-of-school field trips, parents are notified in writing. Signed parental consent is required before a child may participate in an off-site field trip.

Fees

Students will be charged a fee for each field trip even if they are not able to attend. For most trips, the school is charged a fee for the entire class to attend. This charge is then added to the cost of renting a bus. The total amount is divided among all of the students in the class. If we do not collect this amount from each student, the full cost of the trip will not be covered. Please pay any outstanding fees as soon as possible.

French studies

The students in Kindergarten through Grade 2 receive *Introduction to French* instruction. Students in grades 3 through 6 receive *French as a Second Language* instruction which is taught for a minimum of 150 minutes per week.

Homework

Edmonton Public Schools recognizes the value of homework that enhances student learning, builds self-discipline and develops positive work habits. All students are encouraged to participate in daily home reading.

When assigning homework, teachers consider the age and needs of students and learning value. Please contact your child's teacher if your child is experiencing difficulty completing homework assignments independently.

Homework tips

- Set a time each day for reading with your child and having them do homework.
- Set up a quiet, comfortable and well-lit place for your child to study. Make sure they have the supplies needed.
- Turn off the television and other electronic devices.
- Help your child with a few problems to make sure they understand the assignments, but do

- not do the work yourself. Check the work after it is finished.
- Contact the teacher if you do not understand your child’s assignments.
 - If you cannot oversee homework time, talk to your child about the assignments when you get home.
 - Communicate with teachers throughout the year, especially if homework is too easy or too challenging.
 - Even if your child doesn’t have new assignments, make sure they study every day by doing practice work, reviewing lessons and reading.
 - Find resources for homework in [SchoolZone](#) under the Resources Tab.
 - Check on SchoolZone and with teachers if your child says they have no homework. Teachers regularly list homework, assignments and upcoming tests on [SchoolZone](#).
 - Praise your child’s hard work, regardless of their grades.
 - Help your child learn good study habits, such as recording deadlines on calendars, checking the agenda books daily and organizing assignments.
 - Ensure your child is eating well, physically active and getting enough sleep.
 - Inquiry projects are encouraged. Use the public library as often as possible.

Reading aloud tips

Source: *Gateways to Early Literacy*

Prepare

- Preview the book before you read it to children. This helps you spot material you may want to shorten, take out completely, or expand on.
- Think about your children (ages, developmental levels, interests) and what you want them to get out of the story. That will help you decide what questions you want to ask (or comments you want to make) and where (before, during, after the story).
- If it is the first time you are reading the book aloud, consider asking just a few questions, especially during the story, so that children get to hear the story with few interruptions.

Before You Read a Story

- Make sure everyone is comfortable.
- Show the cover and read the title and author of the book.
- Ask the children about the cover.
- Suggest things the children can look or listen for during the story.
- Ask some or all of the following questions:
 - What do you think this book is about? Why?
 - Where do you think the story takes place?
 - Have you ever read anything like this before?
 - Flip through the pages and point out the illustrations to the children.
Make predictions based on what you both see in the book.
 - Discuss things that the children might have in common with the characters or the setting of the story.

During a Story

- Change your voice to fit the mood or action.
- Move your finger under the words as you read them.
- Show the pictures and talk about the book as you read.
- Add information or change words to help kids understand more words and explain the meaning of a new word.
- Ask children to make predictions about the plot, the characters, and the setting.
- Share your own thoughts about the story.
- Allow children to ask questions or make comments.
- Follow the cues of the children to respond to their age, background and any other individual characteristic or challenges.

After You Read a Story

Ask questions about the story. For example, you might ask some or all of the following:

- What is the title of the story?
- Who is the author? Illustrator?
- Where does the story take place?
- Who is the most important character? Why?
- What is the problem or conflict in the story? How is it solved?
- Does this book remind you of another book? Why?
- How did the story make you feel?
- Did the illustrations help tell the story?
- Has anything that takes place in the story ever happened to you?
- What is your favorite part of the story and why?
- Ask children to describe one of the characters in the story, or how they might feel or act if they were one of the characters.
- Extend the story with an activity or another book.

Reading at Home

Purpose

To build fluency, comprehension, word-solving and a love for reading in a supportive, loving environment using text at an independent-level.

Guidelines

- ☑ Sit next to your child while s/he reads so you can see the words & illustrations.
- ☑ Expect it to be on the easy side.
- ☑ Make it your child's responsibility to return it to school every single day. (Assist as needed ☺)

Parents, please make a point to...

support & Compliment

Word-Solving

When an error is made **WAIT** to give your child a chance to work on it **independently**.

When you are certain they are going to keep going, stop them saying something like, "Try that again," or "Make it match."

Comprehension

Ask questions that invite recall **AND** thinking, such as, "Why do you think ___ happened?" or "What do you think ___ means?" Urge re-reading to build comprehension as needed.

Fluency

Model expressive reading & have your child echo read. Encourage just-right pacing (not too fast, not too slow). Demonstrate how to attend to the punctuation (pausing at the end of sentences, adding expression based on the punctuation mark).

word-solving

- ☺ You used the first letter & checked the picture!!
- ☺ You tried more than one strategy on your own!!
- ☺ Nice job trying a different vowel sound!!
- ☺ Super work making your eyes go through the beginning, middle & end of that word!
- ☺ Lovely job sticking with it to work on solving!

comprehension

- ☺ You are self-monitoring & working on it when it does not make sense!
- ☺ Your expression is showing that you understand what you're reading.
- ☺ Wonderful job stopping to think about the text instead of reading to just get to the next page!
- ☺ You remember the details beautifully!

fluency

- ☺ You sounded just like the character would sound!
- ☺ I could hear you take a break after the punctuation marks!
- ☺ You are reading in phrases, not word-by-word!
- ☺ Your speed is just right! Not too fast or too slow!

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Questions to Ask While Reading With Your Child



Questions to ask before reading:

- Can you look at the cover and predict what will happen in this book?
- What makes you think that?
- What characters do you think will be in this story?
- Do you think there will be a problem in this story? Why or why not?
- Does this topic/story relate to you or your family? How?

Questions to ask during reading:

- What do you think will happen next?
- What can you tell me about the story so far?
- How do you think the chapter/story will end?
- Why do you think the character did _____?
- How would you have felt if you were the character? (use different characters)?
- As we read _____, it reminded me of the time when I _____, what did it remind you of?
- What are some questions you have about the story so far?
- Can you summarize the events in this chapter/story in one or two sentences?
- How is (name of character) changing in this story?
- What is the problem in this story?

Questions to ask after reading:

- Why do you think the author wrote this story?
- Why do you think the book is called _____?
- In your opinion, was this a good book? Why or why not?
- How was the problem in the story solved?
- What do you think we're supposed to learn by reading this story?
- What was your favourite part of the story?
- If you could change one thing about the story, what would it be?
- If you were (name of character), how would you feel?
- What was the most interesting situation in the story?
- How are you like the main character?
How are you different?



Ways to Take Action!



Eagle Eye

Look at the picture.
Use the beginning letter.



Lips the Fish

Get your mouth ready.
Say the first sound.



Stretchy Snake

Slloooooowly stretch each
letter sound together.



Chunky Monkey

Break the word into
chunks you know.
m at @ fl at @ spl at ter



Tryin' Lion

Try to re-read the
sentence. Think about
what would make sense.



Skippy Frog

Skip the tricky word.
Read to the end.
Go back & try it again.



Flippy Dolphin

Flip the vowel sound.
Try long & short sounds.

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While I Read, I'm Thinking About...

Story Structure

- Where does this story take place?
- Is this story fact or fiction?
- Who are the characters? How are they important to the story?
- What's happening in the beginning/middle/end of the story?
- What do I think is going to happen next?
- What's the problem and what are the characters doing to try to solve it?

Understanding What I'm Reading

- Does this make sense?
- Do I need to go back and reread?
- What do I already know that can help me understand this better?
- If I don't know a word can I read on to figure it out? Is the word like a one that I already know?
- Am I asking question while I read and looking for the answers?

Figuring Things Out on My Own

- Is the author trying to persuade, inform or entertain me?
- Why are the characters acting/talking that way?
- Can I visualize what's going on?
- How do stories like this usually end?
- What are the most important parts?
- What does the author want me to know?

Retelling the Story

- What's the gist/main idea of this story?
- Can I retell the important parts of this story to someone so it makes sense?
- What do I want to remember about what I just read?
- Can I write a summary of this story in ten or fewer sentences?

Communicating with parents

Effective home-to-school communication is essential to student success and is a priority at Coronation School. Communication happens on a variety of platforms, such as:

- daily student agenda messages
- telephone calls
- [SchoolZone](#) and the [school website](#)
- classroom newsletters
- parent and school council meetings
- questionnaires and surveys
- assemblies

If there is additional information you feel you need, please contact your child’s teacher or the office. Due to the number of activities happening in our school every day, sometimes we are unable to relay all information.

SchoolZone

[SchoolZone](#) is a secure website that provides parents and students with school news and information about classroom learning and activities. Parents and students receive SchoolZone accounts once they register their child for school.

At Coronation, [SchoolZone](#) is our primary method of communication to share the following information with parents:

- school news
- class news
- daily attendance
- nightly homework
- field trip forms
- interim reports
- progress reports
- project work
- weekly spelling
- exam dates
- curricular outcomes
- marking rubrics
- Individualized Program Plans (IPPs)
- special events
- formative and summative assessments

If you require login and password information, please contact the office.

School website

Visit coronation.epsb.ca for information about our school and links to educational sites.

School phones

The school telephone is a business phone. Students are permitted to use the school phone only in an emergency or at the request of a staff member.

Calling your child or your child’s teacher at school

If you need to talk to your child or your child’s teacher, call before or after school, during recess or at lunch. Please leave a message for your child in the event of an emergency only. Office assistance is limited, so we cannot guarantee that messages will reach students in time.

Emergency calls

Only emergency phone calls will be transferred to classrooms during instructional time. For this reason, it is important that parents confirm any transportation, child care arrangements or play dates before their child leaves for school in the morning.

Reporting Student Progress

Student progress is formally reported to parents through parent-teacher-student conferences and progress reports.

Progress Reports

Progress reports supplement ongoing communication with parents by providing a written summary of student growth in relation to the curriculum. These reports can be viewed and printed by parents or guardians from [SchoolZone](#) using your parent account. If you require sign in information, please contact Coronation's Administrative Assistant at 780-455-2008.

Parent-Teacher-Student Conferences

We encourage all parents to attend scheduled conferences in the fall and spring. Students actively participate in these conferences by setting goals, talking about their work and sharing their successes.

In addition to attending parent-teacher-student conferences and checking progress reports, reviewing your child's work and talking with your child's teacher are important elements in understanding your child's progress. Please contact your child's teacher at any time of the year to discuss your child's learning.

Learn more about student assessment by reviewing [Coronation's Assessment Plan](#).

Assemblies

Assemblies are scheduled throughout the school year. This is a special time to provide recognition and performance opportunities, build a sense of community within Coronation School and learn together. Parents and community members are welcome to join us. You can find school assembly dates in [SchoolZone](#).

Parent Involvement

School Council and Parent Advisory

Coronation's School Council is made up of a group of parents who work with school staff to promote the well-being and effectiveness of the school community. The Coronation School Council plays a consultative and advisory role and works closely with school administration to ensure that students receive the best possible education.

All parents are encouraged to attend School Council meetings. Information about monthly meetings can be found on the school calendar, and meeting minutes are posted on [SchoolZone](#).

Volunteering

Each year, parents and community volunteers give their time, energy and expertise to enrich and enhance our school. Many of the programs and events available to Coronation students would not happen without our many dedicated volunteers.

Interested in volunteering?

Volunteer opportunities can be arranged to accommodate your schedule. You may choose to volunteer regularly or for a special event or activity. All volunteers are asked to sign in at the school office upon arrival, as office staff must account for all individuals in the school in the event of an

emergency. Please contact your child's teacher or the school office learn about volunteer opportunities.

[Administrative Regulation FBCE.AR](#) requires all regular and occasional volunteers to complete a District Volunteer Registration Form. Additionally, all volunteer coaches, volunteer chaperones of overnight field trips and volunteer drivers that transport students must submit an application for a police record check in accordance with these regulations.

Eating at school

We are a nut-free school. Please do not send nuts or nut products in your child's snacks or lunches.

Lunch program

Lunch occurs daily between 11:27 a.m. and 12:15 p.m., and Coronation School offers a supervised lunch program for students.

Lunch fees

If a child stays for lunch on a regular basis, the cost is \$20 per month, per child. On a casual basis, the fee is \$2 per day. This fee is due on the 1st of every month and post dated cheques are also acceptable. The money collected pays for lunchroom supervisor salaries, custodial time required to clean afterwards and paper towels.

Lunchtime supervision and behaviour

Lunch supervision is provided by lunchroom supervisors who work hard to make the lunch hour a pleasant and enjoyable time for students. Students are expected to behave and co-operate by remaining in their classrooms to eat and treating the lunchroom supervisor with respect. Specific behavioural expectations are outlined in the lunch program registration letter and contract.

Students staying for lunch must remain at school during the lunch hour and cannot leave the grounds without written permission from a parent or guardian. If lunch privileges are greater than the school can provide, parents are responsible for making alternative lunch hour arrangements.

Supervision opportunities for parents

We welcome regular and substitute lunchroom supervisors for the 2019–20 school year. Please contact the office if you are interested in this opportunity.

Litterless lunches

We encourage litterless lunches at Coronation. Students are asked to bring lunches in recyclable containers. Portions of uneaten lunch should be taken home with students at the end of the day. This helps keep our school clean and enable parents to be more aware of what their children are eating at lunch. Containers are available for milk cartons and other recyclables.

Healthy foods to pack in a lunch

To help promote health and wellness at Coronation, the consumption of candy, soft drinks, and junk food is strongly discouraged. Your assistance in helping your children make healthy food choices and supporting the District and school plan to promote healthy food and beverage choices is appreciated.

Packing school lunches with tasty, nutritious foods will help your child establish healthy eating habits for life. Instead of packing a sandwich on white bread, bag of chips, and cookies for lunch, try putting some of the following healthy (and more interesting) items in your child's lunch box:

- wraps made with whole wheat tortillas, containing either lean cold cut meats or low fat cream cheese topped with vegetable slices
- single portion cups of unsweetened applesauce or fruit without added sugar
- trail mix made with cereals, pretzels, dried fruit or raisins and a few chocolate morsels
- low fat cheese spread on whole wheat crackers
- individual serving packages of low fat yogurt, cottage cheese or yogurt smoothies
- baby carrots, celery sticks or apple slices with dips made from yogurt or low fat sour cream
- mini burritos made with rice and black beans or refried beans in a tortilla with tomato salsa. These can be heated or eaten cold.
- baked chips or pretzels instead of high-fat potato chips or cheese snacks
- drinks made from water with a splash of cranberry, peach, grape, or other fruit juice instead of sodas. Excess consumption of sugar-laden juices can increase the risk of obesity.
- whole grain bagels topped with cream cheese-vegetable spread
- air-popped popcorn flavored with a sprinkling of Parmesan cheese
- low fat cheese cubes and seedless grapes make a delicious side dish for sandwiches or wraps
- cold strips of grilled chicken with honey mustard dip.
- dried cranberries or cherries are a sweet alternative for kids bored with raisins.
- quesadilla slices made with cheese and chicken or vegetables.

Using technology at school

Each student enrolled in Edmonton Public Schools has a registered network ID and password. A student's network ID stays with them throughout their learning career in the District. At Coronation, all students have access to Google Apps for Education through SchoolZone. For information about Google Apps, visit our [website](#) or [SchoolZone](#). If you have questions about the use of Google Apps at Coronation, please contact your child's teacher.

Guidelines

Students are expected to adhere to technology guidelines established by the District and our school. Students who deliberately misuse District technology will be subject to consequences as outlined in Edmonton Public Schools' [Student Behaviour and Conduct Policy HG.BP](#). This also applies to personal devices brought to school.

Personal belongings

Although we make every effort to ensure that personal property is safeguarded, the school cannot assume responsibility for the loss or damage of personal items. Lunch kits, backpacks, shoes, supplies, and all outerwear should be clearly labeled with your child's name.

Found items of clothing and lunch kits are placed in the lost and found box. Unclaimed items are donated to charities at regular intervals throughout the year. Items such as glasses, jewelry, watches

and keys are turned into the school office.

Lost and found

If children have lost something, have them check the lost and found box. Periodically, the contents of the lost and found box are spread out in the hallway for claiming. After this, any items remaining are donated to charities.

Electronics

Personal items such as iPods, cell phones and other handheld communication devices should not be left at school. Students who bring these items to school are expected to use them in an appropriate and respectful manner that does not interfere with teaching and learning. At a teacher's discretion, these devices may be allowed for educational use in the classroom.

School attire

Board policy requires that students and staff meet acceptable standards of dress and grooming to ensure they dress in a manner that shows self-respect and respect for others, and does not interfere with teaching and learning. Students and staff are to dress in keeping with accepted norms of decency and good taste.

The following guidelines apply:

- Clothing should cover the chest, back and midriff.
- Shirts and tops should touch pants or skirts at the hipline or waistline with no exposed skin.
- The length of skirts, dresses and shorts must show good judgment, be mid-thigh (reach the end of the student's fingertips) or longer and be appropriate for the school environment.
- Clothing should cover undergarments at all times.
- Hats, caps, or other headwear should not be worn inside the school unless for religious reasons.
- Clothing should not display inappropriate slogans, symbols or graphics.
- Jackets, sunglasses, caps hats and bandanas should be worn outdoors only.

Student Dress Code

At Edmonton Public Schools, students are expected to dress in a manner that reflects a positive sense of self within a welcoming, inclusive, safe and healthy learning environment. School expectations for student attire take into account a student's right to fairness, dignity and respect and will not discriminate against students based on race, gender, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, socio-economic status, or body type.

Dress code expectations will be implemented in a manner that empowers students to make decisions that promote a positive sense of self and contribute to a respectful learning environment.

Birthday Book Program

Birthdays come only once a year, but when they do, they are a special occasion for students. The Birthday Book Program aims to recognize each child on their special day and foster a love of books and reading. Each month, students with birthdays select a book from the Birthday Book Cart. On their special day, students are wished a happy birthday and presented with their chosen book to take home before it is entered into the library collection.

If parents choose to contribute \$10 toward the cost of the book, a bookplate acknowledging the donation is placed in the book. There is absolutely no obligation for parents to make a donation; they may simply wish to enjoy the birthday book with their child and then return it to the school library.

Extracurricular activities and student leadership

There are a variety of activities that students can be involved in. These include IB student leadership, chess, choir, and many different clubs.

Students in the senior grades can participate in a variety of leadership activities, including:

- Safety Patrols
- Student Secretaries
- Leaders for Sports Day
- Recycling
- Astounding Announcers

Own the Microphone

Coronation School is committed to providing its students with opportunities to develop their potential in many areas. To support the reading, writing, listening, viewing, speaking and representing components of the Language Arts curriculum, Coronation School has generously provided the grade 4 students with a unique program entitled *Own the Microphone, a Public Speaking Program for Students*. Developing public speaking skills at a young age provides students with benefits such as improved communication skills and increased self-confidence.

Educational research indicates that public speaking develops self-confidence, self-understanding, and understanding of others through effective communication skills. This is a skill that is incredibly valuable; and it's a skill that can be taught to children as early as in elementary school.

Club Moo

Club Moo is a milk program that promotes nutrition education and positive food messages. Students are encouraged to develop the healthy habit of drinking milk everyday by making it fun and rewarding. They are offered white and/or chocolate milk three to five times per week at school. Costs to families are determined by the number of cartons students drink per week.

Out-of-school child care

A private child care centre provides regular daycare as well as before and after school care on the school grounds. If you require any information regarding their available programs, give them a call at 780-454-1373.

Information about other community child care options was gathered by our Parent Council and is available from the office.

Visitors

Visitors to Coronation School are always welcome, whether they are parents, guests, or individuals on official business. For safety and security reasons, all visitors must enter the school through the front door (all other entrances are locked during the school day) and sign in at the office before proceeding through the school.

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EDMONTON PUBLIC SCHOOLS

Edmonton Public Schools is helping to shape the future in every one of our classrooms. We're focused on ensuring each student learns to their full potential and develops the ability, passion and imagination to pursue their dreams and contribute to their community.