



STAVELY SCHOOL

"Where Every Student Shines"

LeaderinMe®

Principal: Ms. Leanne Watson - watsonl@lrsd.ab.ca
4823-49th Street, P.O. Box 339
Stavely, Alberta T0L 1Z0 Phone: 403-549-3757

2023-2024 STUDENT AGENDA

Mission: "Where Every Student Shines"

Values: It is important to educate students in their own community. We can achieve more, if we all work together. We value and respect individual differences. We want our children to receive a 21st century education that prepares them to be responsible global citizens. School must be a warm inviting learning environment where the whole child is nurtured to be the best that they can be. The school is a focal point in the community. We value integrity and honest-open communication. Parents are an integral component to education. We believe that celebration of success is important.

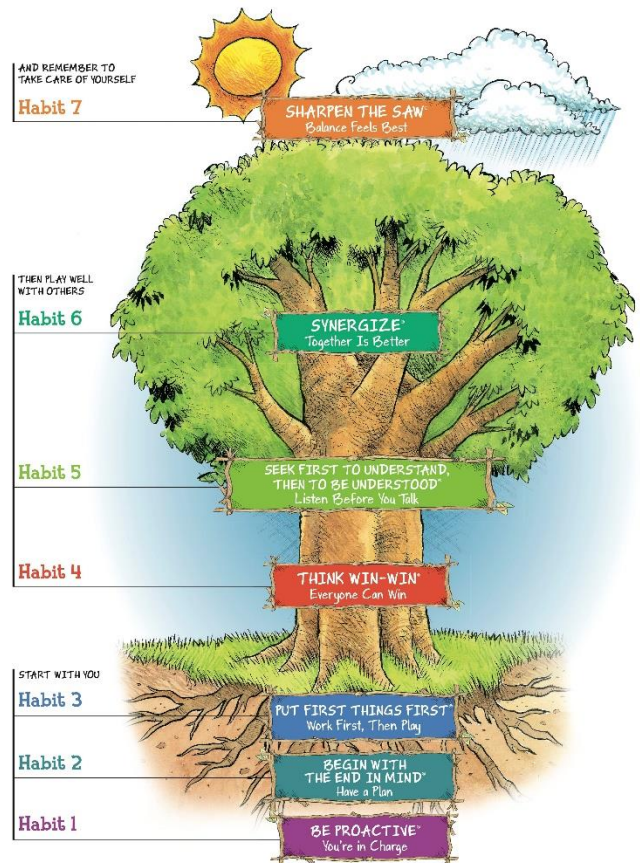
Welcome To Stavely School – A Leader in Me School

What is LEADER IN ME?

Stavely School is a Leader in Me School. This is a whole-school improvement process designed to help staff develop leadership skills in their students. It helps students discover their unique strengths, and gives all students an opportunity to SHINE...to become leaders.

Stavely School is committed to providing a welcoming, caring, respectful, and safe learning environment that respects diversity, fosters a sense of belonging, and promotes student and staff well-being. Each student and staff member has the right to learn and work in an inclusive environment free from bullying, discrimination, harassment, and violence where equality of opportunity, dignity, and respect are promoted. Stavely School further recognizes that these attributes are fundamental to the provision of quality education. This handbook has been produced to provide parents and students with basic information about the Stavely School. At Stavely School we believe that every student shines. We celebrate each person as a unique individual. To meet the diverse needs of our learners, the staff focuses on a variety of differentiated teaching styles and strategies. We believe in project-based learning to help students develop 21st-century learner skills. These skills include: Collaboration, Presentation, Reflection, Critical Thinking and Problem Solving. Students will also participate in Passion Projects where they will explore and learn new skills about something they enjoy doing. They are assessed with presentation rubrics, journals, learning logs and self-reports. We encourage parental involvement through open communication. It takes a community to raise a child,

The 7 Habits Tree



and we have a great one here in Stavely. If you have any questions about any aspect of this school, please feel free to contact us at 403-549-3757 or watsonl@lrsd.ab.ca.

Stavely School Staff

Principal	Ms. Leanne Watson
Kindergarten	Ms. Ceri Penner
Grade One/Two	Ms. Elizabeth Hass
Grade Three/Four	Ms. Kendra Blumhagen
Grade Five/Six	Mrs. Julaine Guitton
Administrative Assistant	Ms. Twyla Cyr
Educational Assistant	Mrs. Melanie Biever
Educational Assistant	Ms. Rachael Ferguson
Speech Assistant /EA	Mrs. Sandi Sandberg
Speech Assistant/EA	Ms. Delee Scheller
Family School Liaison Counselor	Mrs. Brenda Schlaht
Learning Support/Music	Mrs. Brenda Schlaht
Caretaker	Ms. Dian Katsmar

Fee Schedule

[Government of Alberta Bill 1: An Act to Reduce School Fees](#) received Royal Assent on May 4, 2017. The passing of this bill ends school board charges for instructional supplies or materials and fees for eligible students taking the bus to their designated school. The [2023-24 fees](#) for Stavely Elementary can be found on the school website under the *About* tab. It will be updated as fee rates become available. Please check the website as needed.

Student Supplies

Student supply lists are posted on the school website under the *Parents* tab.

Operational Hours

Classes will commence each school day at 8:30 a.m. and finish at 3:50 p.m. Monday to Thursday and 8:30 a.m. to 1:30 p.m. on Fridays. Morning recess is from 10:00 to 10:15 and afternoon recess is 2:05 to 2:20. Lunch recess is from 11:45 to 12:05 and lunch is from 12:05 – 12:30. **Town students are asked not to arrive at school before 8:15 a.m. as there is no supervision until 8:15 a.m.**

Parent/School Council

The Stavely School Council has been established to serve as an advisory body to the school. The Council organizes activities for parents and students, assists the school in fundraising, provides input into school direction and facilitates communication between parents and the school. Elections for officers are held in the fall of each school year. If you require information as to how to get involved with school council contact Leanne Watson. **All parents/guardians are welcome and free childcare is provided.**

School Trustees

- Carla Gimber
- Brad Toone

Volunteers

The staff and students at Stavely School understand the importance of volunteers. To help ensure the safety of our students, volunteers will need to complete and sign an LRSD Registration form annually and

receive approval from the principal. We encourage all volunteers to submit a Police Information Check with Vulnerable Sector check (must be updated every 2 years), but **if you are working unsupervised with children or requested by principal, it will be mandatory.** ([LRSD Administrative Procedure 440](#))

Breakfast Program

Starting the Day Right! Thanks to funding and support from local sponsors and nutrition program we will ensure that **every** student starts the day ready to learn. Studies have shown that children perform better in school if they have had a nutritious breakfast. Therefore, Stavely School has implemented a program for children who may not have eaten breakfast. Yogurt portions, scrambled eggs, seasonal fresh fruit, bagels, pancakes, waffles, toast, cereal, cheese strings, crackers and 2% milk are a few of the numerous choices offered each morning.

Code of Conduct – Discipline Policy

LRSD is committed to establishing and maintaining high standards of conduct to maintain safe, positive learning environments that are supported through clearly articulated positive behaviour supports. We believe every student deserves a safe, supportive, and orderly learning environment. We encourage appropriate behaviors by teaching, guiding, directing, and providing opportunities for new learning to occur. We create opportunities for students to practice and succeed in making responsible and effective choices in order to reach their academic potential and contribute to the school community. (Please see [Admin Procedure 350](#)).

Our approach to discipline/conflict will be to:

1. **Discussing** – the expectations with the student and encouraging the student to meet those expectations by helping them learn new strategies.
2. **Communication to Parents** – if the above actions do not produce positive results, the parents will be notified of the misbehavior and asked to support the school to re-enforce positive behavior.
3. **Meeting** with student, parents, teacher and principal to develop a plan to support the student to produce positive results.
4. **In-School Suspension** – The student is not allowed to attend class but is assigned the class work to be done in a study area.
5. **Suspension** – The student may be suspended for a period not exceeding five days, in accordance with the School Act. The parents will be requested to bring their child to school and meet with the principal before allowing the student to return to class.

Attendance Policy

Regular attendance is crucial in your child's academic and social development. The Division recognizes the importance of students being in regular attendance at school. The primary responsibility for regular school attendance rests with the student and the parents/guardians. However, should attendance become irregular and there is concern that the educational program of a student is in jeopardy, the school shall become involved in accordance with the procedures outlined in this [Admin Procedure 330 – Student Attendance](#).

Section 7(1) of the Education Act states that every person who

- (a) is a resident of Alberta and has a parent who is a resident of Canada,
- (b) at September 1 in a year is 6 years of age or older, and
- (c) subject to subsection (2), is younger than 16 years of age,

shall attend school.

Student responsibilities for school attendance are set out under section 31(a). Section 7(3) sets out the requirement that a board shall make all reasonable efforts to ensure that a student who is a resident

student of the board or who is enrolled in a school operated by the board attends school. Students may be excused from attending school for reasons described under section 7(4).

Enforcing school attendance is described under section 8.

If a student's overall attendance falls below the 90% level or is inexcusably absent, the administration may initiate one or more of the following actions.

- conference with the student and/or parents/guardians.
- adjust programs or schedules
- provide counselling from within or from outside the school setting.
- take whatever other action is deemed appropriate by the administration.

If there is no improvement in the regular attendance patterns, after attempts to resolve the problem have been carried out, the administration may initiate one of the following actions.

- Denial of school privileges.
- Consider alternative educational placements.
- Referral to the [attendance board](#).

Services and Programs

Inclusive Learning Services

The Inclusive Learning Services Team at Stavely School is dedicated to collaborative problem-solving and building capacity among staff to meet the needs of our exceptional learners. We tailor education and learning to meet the different needs ("stretches") of students in terms of the pace (individualization), and the approach (differentiation), and the learners' interests and experiences. This affords the student/learner a degree of choice about what is learned, when it is learned, and how it is learned. We provide opportunities to learn in ways that suit the student's learning styles and multiple intelligences.

Our team consists of a diverse group of professionals who work collaboratively to support students who have special learning needs (including intellectual, physical, behavioural, social, emotional, and communication needs). We promote inclusive and equitable access for all students, by providing direct services to students. We also work to support parents and families through meaningful engagement, workshops, and provision of information/resources.

We strive to create enabling environments where:

- Parents are partners
- Students are not labeled or categorized, but viewed with individual strengths and weaknesses
- Physical and educational settings are appropriate to the age, ability and interest of all students
- Allowance is made for the dignity of risk in challenging situations
- Suitably timed and frequent feedback by the teacher promotes demonstrable outcomes
- School work is matched to student skills and interests through progress monitoring
- Continuous opportunity is provided for the student to have meaningful interactions with peers
- All students are treated fairly in providing responses in class
- Intensive instruction occurs
- The pupil-teacher ratio permits individualized programs and student portfolios

Learning Support Teacher, Brenda Schlaht, is our team leader. She is the key contact for parents and teachers who have questions or concerns about our exceptional learners. She advocates for inclusive programming, organizes case conferences, and arranges for academic and other assessments. She oversees all of our Individual Program Planning (IPP) and Program Unit Funding (PUF) for preschool and Kindergarten. Mrs. Schlaht provides direct classroom support to assist in meeting the needs of individual students and the planning and implementation of behaviour support services.

Family School Liaison Counselor Brenda Schlaht provides counselling and support to individual students or groups. She strives to enhance family situations through support, education and referrals. She is a member on the school-based threat assessment team and post-crisis response team. She also collaborates in providing character education and social skills programming. Responsibilities include:

- assist students to relate effectively to, and with others,
- assist students to maximize their academic potential,
- assist students to acquire the knowledge, skills, attitudes, and habits required to respond to the opportunities and expectations of the world of work,
- present programs and information services in the classrooms

Referrals may originate from students, parents, teachers, principals or representatives from community agencies. A referral form is filled out and signed by parent/legal guardian. The FSLC will contact the family and child for a needs assessment as required.

Principal, Leanne Watson, provides leadership, direction and support for inclusive education for all our students. She keeps informed of all student issues as well as oversees and supports team initiatives.

Speech-Language Pathologist, Wendy Thompson R. S-LP(C) - The Speech Language Pathologist can assess and support development in the areas of articulation (making the sounds of spoken language), language comprehension (understanding of language/receptive language), expressive language, early literacy skills and social language/pragmatic language skills.

Speech and language intervention can take place within the classroom or in a small group or one on one settings. Children with difficulties in the area of receptive language skills might struggle with following directions, following routines, learning new vocabulary, understanding sentence structure, understanding time concepts, understanding spatial concepts and/or understanding the relationships between words.

Occupational Therapist, Nathan Grigg BSc, MSc OT - works for SouthWest Collaborative Support Services and provide services alongside speech-language pathology, physiotherapy, and teachers who support students who are deaf and hard of hearing, and visually impaired. Occupational therapy supports meaningful activities of daily living. In a school setting, this involves fine-motor development (hand-skills), self-care skills (toileting, dressing, eating), emotional and sensory

Physiotherapist, Melissa Spina, PT, M.Sc. PT – Discovering the world through movement! The ability to move and the ability to sit still are often taken for granted. The goal of physiotherapy for school-aged children/youth is to help them move to the best of their ability and to obtain and maintain their highest level of independence at home, school and in the community. Increasing a child/youth's independence in the above areas increases their self-esteem and builds skills for success now and in the future.

Parents or guardians are the most complete source of information for the child and have the greatest investment in their child's future. Parents are involved in programming decisions and are kept informed. Parents/guardians are requested to provide feedback on how well students apply skills learned at school to the home and to the community.

Kindergarten

Children must be 5 years old by December 31st of each school year in order to attend. The program is based on Alberta Education's [Kindergarten Program Statement](#). The purpose of Kindergarten is "to provide learning experiences that are developmentally appropriate in order to meet the diverse needs of children and to promote a positive attitude toward lifelong learning." [Kindergarten at a Glance](#) is an Alberta Education site that is an excellent parent resource.

PUF (Early Education) - Program Unit Funding (PUF) is provided to Livingstone Range School Division to support young children who are 3 - 5 years of age on or before December 31st in the year they are registering. Through Program Unit Funding, Livingstone Range School Division provides additional supports for children who have disabilities or language delays. Building on individual experiences and valuing parents as partners in education, early childhood programs are designed to enhance your child's natural curiosity and lay the foundation for lifelong learning.

Community Library & Learning Commons

Our library contains a great selection of both fiction and non-fiction reading books. Periodicals of varying interest are also available for use. All books may be kept for two weeks. If students require the books for a longer period, they are encouraged to renew them. Two library books are normally assigned out at any time. Students and parents will be promptly notified when books are found to be overdue. We are fortunate to share our library with the community. It's a partnership that will ensure top notch resources for our students. Each of our students receives a complimentary Chinook Arch Membership that may be used within the region. Please note that regular overdue fines of \$0.10 per day will be charged on any overdue Chinook Arch library books. To support the 21st century learner, we have moved our library toward a Learning Commons philosophy. This has become a place that is more student-centered, promoting engagement through active inquiry and collaboration. It facilitates interaction between teacher, student, learning goals, content and technology. We have a new multimedia section, Lego building table, risers and mobile white-board topped tables that support all types of collaborative learning.

Technology

All students in Stavely School have access to a variety of new and engaging technologies. LRSD provides network resources that support learning for students and staff. "Network resources" refers to all hardware, software, services (e.g. email or internet) and information resources accessed by authorized users of the LRSD technology network. Having our students learn responsible use of the internet as an educational resource and maximizing its potential as a learning resource, depends on the coordinated effort, involvement and commitment of the student, the school and the parents. One aspect of that commitment is for parents and students to review the *Network Responsible User Agreement* when utilizing network resources on school devices including accessing the internet or using email. Students also have access to LRSD's Google Domain which enables access to google resources (such as gmail and drive) anytime and anywhere they have internet connection. **We have moved to a 1-1 ratio for students in Grades 1 – 6.**

Progress Reports and Collaborative Response

Stavely School believes that each student is responsible for their learning. However, this process can only be completed successfully with a collaborative approach involving our students, parents and staff members. Teachers start the year with a goal-setting meeting involving the student, and their parents. The team discusses academic and social priorities they wish to give full attention to. During each reporting period the students' goals are revisited, we use this method of communication to recognize student successes and challenges. Additionally, we have our Celebration of Learning in March to showcase your child's progress. Stavely School has three reporting periods during the year. If parents are concerned about their child's progress, they should feel free to contact the school at any time to discuss this by phone or arrange for a conference time.

Communication

You will find the monthly calendar on our website www.stavelyschool.ca as well as our Twitter page @Stavely_LRSD, Family Envelopes are sent home with notes and information as needed. Please remove all notices, sign the envelope and return them the following day. This way, all of us will be informed.

- **Student Agendas:** Parent Council purchases agendas for each child. We ask parents to sign their child's agenda each day to indicate that they have read any messages and ensured that any

homework has been completed. The teachers will check each morning for your signature and any communication from you. Your child's responsibility is to bring the agenda to school each day and home each evening.

Channels of Communication and Disputes Resolution

Stavely School, LRSD Board and Central Office staff supports the rights of parents and members of the public to make inquiries into the conduct of operations of the Division. Please refer to [Board Policy 23](#) to follow the appropriate lines of authority as well as [Administrative Procedure 152](#) for School Dispute Resolution.

Electronic Devices At School

Students are not to bring electronic devices to school (Gameboy, PSP, Nindendo DS, iPods, cell phones and other electronic devices) due to concerns regarding loss, damage, theft, classroom distraction, and distraction from play with friends. Devices which are brought must stay in a student's backpack, unless requested for a particular assignment or emergency. Each student is responsible for the care of their own device, and school staff are not responsible for any loss, damage, or theft of personal devices or personal information on the device. Administration and parents will be notified if electronic devices become a concern.

Footwear

Suitable footwear should be worn for weather conditions. Students are asked to remove their outside footwear in the entrance and place them on the shelves. Indoor shoes need to be non-marking to help protect our floors. All students need appropriate running shoes for Phys-ed both indoors and outdoors. It is helpful to keep an old pair of running shoes in the bootroom for outdoor Phys-ed. Running in winter and rubber boots and flip flops is difficult and dangerous.

Student Medical Plans and Administering Medications to Students

Each year, principals will make every effort to obtain up to date medical information about students. This information will be distributed to all staff members (and substitute teachers) and will include information about symptoms, treatment, possible reactions, information about medication, where it is stored, and appropriate response. Medical treatment, including the administration of medication should be limited to medications that are required on a long-term basis. Written parental consent is required and all medication is to be in original container, with expiration noted. A signed statement from the child's physician is required, outlining medication schedule, dosage, duration and storage instructions. A record of medication administration or treatment will be kept, identifying the date, time and person administering medication or treatment. All medication will be kept in a secure location in the school. Students will be allowed to self-administer medication with adult monitoring if the physician has notified the school in writing that they deem the student is capable of self-administration. All medication will be returned to parents or safely disposed at the end of each year.

Anaphylaxis (Severe Allergies)

Stavely School is currently **NOT** a NUT AWARE school! This means that nut products can be brought to school by staff or students. **This would change in the event a student enrolls and has nut allergies.** In that event, LRSD and Stavely Elementary will make every effort to minimize the risk of exposure to potentially life threatening allergens for students with severe allergies, without depriving them of normal peer interactions or placing unreasonable restrictions on the activities of other students in the school. Because there is no way of ensuring that schools can provide a peanut-free or allergen-free environment, all staff (including bus drivers) will be trained in procedures for responding to an anaphylactic emergency, including the use of an epinephrine auto-injection device like an Epi-Pen. Parents will notify the school and bus drivers about their child's allergy, have their doctor complete the Severe Allergy Alert form, sign the Authorization to Administer Medication form, provide the school with prescribed medication, and work with the school to develop an emergency medical plan. The school will ensure that all staff,

substitute teachers and volunteers who work with food, are aware of students with severe allergies, provide professional development to all staff on the use of an EpiPen or other medications, work with the parents to develop an emergency medical plan and make them aware of [Administrative Procedure 316](#). The school will store any injectors which are not in the child's possession in a secure, accessible location. All staff will be aware of where these are stored. The school will only use injectors provided by the parents.

Head Lice (Pediculosis)

LRSD recognizes the concerns associated with the transmission of head lice in schools. While the primary responsibility for preventing the spread of head lice rests with the parents, it is important the school, home and Public Health Authority work together in the detection and resolution of instances of head lice. Care will be taken to protect the individual student and family from undue invasion of privacy. When a student is identified with head lice at school, parents will be contacted immediately and information related to treatment will be sent home. Head to head contact with other students will be minimized. In order to contain the nuisance, it is strongly recommended treatment occurs before a student returns to school. The school may send home information to all parents outlining the facts and procedures in the treatment of head lice when cases have been identified. The Public Health Authority will be notified when there are ongoing concerns about particular cases not responding to treatment or parents not being compliant with the required treatment. If necessary, the principal may arrange a case consult with the family, Public Health Authority, Child and Family Services, and a representative from Central Office.

Arrivals and Cold Weather–School Closures

It is important that each child comes properly dressed for cold, windy, wet weather. The morning bell rings at 8:25 a.m. for students to come into the school. Outside supervision will begin each morning at 8:15 a.m. so please don't send your children to school earlier than that. It shall be at the discretion of the supervisory staff and the principal to decide if the weather is too inclement for students to be outside. At this time, they would be expected to go to the breakfast program, their classroom or gymnasium until classes begin.

The decision to close schools due to inclement weather lies solely with the Superintendent's office. The decision to close schools will take into consideration the following factors:

- local temperatures, including wind chill, that are colder than -40C as of 6:00 a.m.
- severely reduced visibility (0.2 km or less)
- a combination of weather and/or road conditions that make bus operations unsafe.
- the number of busses unable to run for a given school.

If the school has been closed due to inclement weather or other emergency reason, parents will be notified via automated phone-out/email system, www.stavelyschool.ca, Twitter- and radio stations 95.5/107.7 See [Administrative Procedures 567: Busing During Inclement Weather](#) and [Administrative Procedure 131: Emergency School Closings](#) for further details.

Healthy Choices

Health and education are interdependent: healthy students are better learners, and better-educated individuals are healthier. Research has shown that comprehensive school health is an effective way to tap into that linkage, improving both health and educational outcomes and encouraging healthy behaviours that last a lifetime. In the classroom, comprehensive school health facilitates improved academic achievement and can lead to fewer behavioural problems. In the broader school environment, it helps students develop the skills they need to be physically and emotionally healthy for life.

Awards

Galaxy Award, sponsored by The Stavely Education Foundation, recipient is nominated by students with final decision made by teachers (if necessary).