

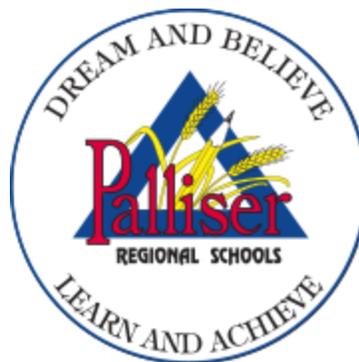
Noble Central School



2018-2019

**P.O. Box 119
Nobleford, Alberta
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Telephone: (403) 824-3817



Palliser Regional School Division No. 26

School Motto: We are Noble!

Noble Central School Mission Statement:

Together we encourage success and compassion, model care for others and instill a desire to learn and be contributing members of society.

Values and Beliefs:

At Noble Central School we believe in creating and sustaining a learning environment that supports all individuals' right to learn and not only reach but exceed their potential.

As a school, we are governed by the Province of Alberta School Act i, as well as the Administrative Procedures of Palliser Regional Schools ii. All students and anyone entering the building will be accountable to these policies while in the building, on the bus (as an extension of our building iii), as well as field trips or activities in which students are representing our school.

For many years Noble Central School has enjoyed a valuable partnership with the community it serves and this continues to be a priority.

School Doors

In order to help ensure school safety we strive to maintain a safe building. All school doors except east remain locked throughout the school day. During drop-off and pick-up times our front door, north and north-west doors are accessible.

Early Learning Program:

Our early learning program takes place from 8:30 am – 11:30 am Mondays and Wednesdays. Students must be 4 years of age by December 31 of the year in which they wish to enroll. Students may ride the bus to school, if they have an older sibling already attending school. Dismissal is at 11:30 a.m. Parents are encouraged to participate in all aspects of Preschool and to feel free to come in or call anytime. The classroom educator can be reached by phoning the school directly.

Kindergarten Program

The E.C.S. program is an active and vital part of Noble Central School. It is governed under the following philosophy and goals which are in line with those set out by Alberta Education and Palliser Regional Schools:

Philosophy

- a) Each child is unique and should have the opportunity to develop his or her abilities.
- b) Parents, school and community should provide opportunities for each child to develop his or her abilities.
- c) The dignity and worth of each child and his or her family must be respected and enhanced.
- d) A stimulating education environment, opportunity for structured play with a variety of learning tools and methods are all essential to a successful education program.

Goals

- a) To develop the articulation program to encompass E.C.S. through grade 3.
- b) To maintain excellence in teaching staff and teacher/parent behavior modeling.
- c) To develop social, emotional, physical and academic skills.
- d) To develop a positive self-image and independence.
- e) To foster creative and imaginative expression.

Kindergarten Information

Classes take place Tuesdays/Thursdays and some Fridays. Students must be 5 years of age by December 31 of the year in which they wish to enroll. Parents requiring bus service for their children may make arrangements through the Palliser Office (328-4111). Parents are encouraged to participate in all aspects of E.C.S. and to feel free to come in or call anytime. Parent volunteers are welcome and encouraged but must follow the policies for volunteers in the school and confidentiality protocols as set out by Palliser Regional Schools.

Family School Liaison Program

The Family School Liaison program provides professional counselors and Child and Youth Care workers to support the needs of students and their families throughout the Palliser School Division #26.

Family School liaison counseling services provide a liaison between home and school as well as individual counseling to deal with a range of issues that may include: grief, loss, separation, divorce, self-esteem, mentoring, positive role modeling, attendance issues, parent-child conflict, violence, abuse, depression, anxiety, worry, anger, aggression, peer, friendship issues, self-concept, interpersonal conflict, problem solving. Referral information is also provided to those wishing to access alternate community services and supports.

Child and Youth Care services include providing support to students to facilitate positive social skill development such as developing relationships, problem solving and conflict resolution through classroom presentations, small group activities and a variety of social experiences and school based activities.

Counseling and child and youth care services may be initiated by a referral from the classroom teacher or administrative staff or by parents or student. Counseling services are confidential.

Parent Concerns and Issues

It is incredibly important that parents and teachers maintain open lines of communication. This opens communication contributes to the success of your sons/daughters education. If a parent has a concern with a teacher it is important that they speak with that teacher directly.

Parent Council

Noble Central School has an active and vibrant parent council who support the school through fundraising, involvement in school activities, volunteer work and serve in an advisory role in decision-making at the school level. Parent involvement is key to the success of the school. Parents are encouraged and invited to attend meetings and join the parent council executive.

Noble Central School Discipline Policy:

At Noble Central School, we believe in providing a safe and caring environment for all students. The purpose of any disciplinary action is to promote positive safe behaviors that empower students to be the best that they can be and to support parents in their high expectations for their child(ren)'s behavior while at school. This discipline policy was developed collaboratively through a committee of parents, teachers and administration and has been ratified as of June, 2015.

Definitions:

- 1) Administration: the principal or principal designate (vice principal or acting principal).
- 2) Designated person: refers to persons responsible for the safety and well-being of children including teachers, staff members, coaches, parents, volunteers, bus drivers, or anyone given charge over children either on school property or at school-sponsored activities.
- 3) Bullying: refers to the activity of repeated, aggressive behavior intended to hurt another person, physically or mentally.
 - Is characterized by an individual behaving in a certain way to gain power over another person.”[i]
 - Involves intent based on entitlement (feeling that one's rights supersede another), intolerance (of others) or exclusion. At Noble Central School, we believe there is a difference between normal social behavior of children learning to get along with one another and bullying.
 - Is a conscious, willful and deliberate activity intended to harm, induce fear through the threat of further aggression and/or create terror.
 - The use of electronic devices in a person's actions can also be included in the above definitions.
- Bullying in any form will automatically be considered a major offence in our discipline policies “[ii]
- 4) Discipline: is an essential part in the development of responsibility, respect for others, and most importantly, respect for oneself. The goal of any disciplinary action is to change behavior.
- 5) Excusable Absence: Parents have the right to excuse their child or children from school provided it falls within the parameters of the Alberta School Act. An excusable absence is any absence whereby the parent has given notice or consent to the school. An inexcusable absence is an absence, which does not fall within the parameters set out in the school act or where the parent is unaware or has not notified the school
- 6) Inappropriate Touching: Refers to the unsolicited or otherwise touching of another student that may result in the discomfort of the individual or others witnessing the inappropriate touching.
- 7) Student Owned Devices: Any technology that is purchased, owned or operated by the student. These include but are not limited to: cell phones, iPad, tablets, laptops, gaming devices, music devices such as iPod or mp3 players, etc.

Part I: Rights and Responsibilities:

Rights of the Student:

1. Students have the right to be treated with dignity, respect and fairness by other students and staff.
2. Students have the right to a learning environment that is free from physical, emotional, and social abuse.
3. Students have the right to be provided with equity in learning opportunities and the chance for academic success.
4. Students have the right to offer an explanation of behavior and be informed (with their parents/guardians) about consequences of misbehavior.
5. Students have a right to be informed of the Board's and school's expectations for student behavior within the school, the school grounds, and during school sponsored activities on or off-campus.

Student Responsibilities:

Students will conduct themselves at all times in accordance to the behaviors outlined in the Alberta school act which states:

A student shall conduct him/herself so as to reasonably comply with the following code of conduct:

- 1) Be diligent in pursuing his/her studies
- 2) Attend school regularly and punctually

- 3) Cooperate fully with everyone authorized by the Board to provide education programs and other services
- 4) Comply with the rules of the school
- 5) Account to his/her teachers for his/her conduct
- 6) Respect the rights of others

Rights of the Parent:

1. To be informed of anything within the school that either directly or indirectly impacts their child.
2. To be treated with dignity, respect and fairness by any employee of Palliser Regional Schools (including and especially the staff of Noble Central School.)
3. To offer an explanation of behavior and be informed about the consequences of misbehavior.
4. To consult their child's teacher directly about questions involving their child.
5. To appeal to the administration if they feel that their concerns have not been appropriately or satisfactorily addressed by the teacher. They also have the right to appeal to the School Board or Superintendent of Schools once they have first approached the teacher and administration respectively.
6. To privacy regarding their child's behavior within the community or school.
7. To be informed of school activities, policies or practices that directly or indirectly affect their child(ren).
8. To be informed of any behavioral consequences applied to their child only.

Parent Responsibilities:

1. As a parent and partner with the school, it is the parent's responsibility to inform the school of anything that may impact the behavior or academic performance of their student at school.
2. Parents have the responsibility to uphold the expectations for students found in the Province of Alberta School Act [iii], including behavioral expectations and attendance.

Rights of the Teacher:

1. To expect students' behavior to be consistent as outlined in the Province of Alberta School Act
2. The teacher has the right to inform parents of problems at school and to refer any concerns to administration for consultation or action.
3. To be treated with dignity and respect by students, parents and colleagues.
4. To record any anecdotal evidence that is considered concerning.
5. To defer parents to administration.
6. To request an appropriate adult person be present as a witness at any time.
7. To discuss concerns about any student with administration for advice and/or referral.
8. To end any conversation that has become adversarial or where they feel there is an imminent threat to their safety or the integrity of the reciprocal respect required when discussing student needs and behaviors.
9. To have their professional judgment respected.

Teacher Responsibilities:

1. To maintain order and ensure the safety of students under their care.
2. To treat all children with dignity and respect.
3. To provide the best current pedagogy (teaching practice) they can provide.
4. To report student learning and behaviors to parents/guardians accurately and without personal bias.
5. To keep parents informed about any activity that affects their child (i.e. newsletters, notices, information posted on the school website, phone calls, email, and any other medium of communication between home and school.)
6. To inform parents of any and all disciplinary action or consequences that have happened regarding their child(ren).
7. To keep administration informed of anything that may affect the safety and security of the student or the integrity of the home/school partnership. (This includes situations where the teacher may be at fault.)
8. To comply with the Alberta Government Teacher Quality Standards in accordance with Ministerial Order # 016/97

Part II: Discipline Policies:

1. Attendance Policy

It is the position of the Palliser Regional Schools No. 26 Board of Education and Noble Central School that student achievement is affected by attendance. Therefore, the school requires regular attendance by students in order to maximize their educational opportunities.

Guidelines

- 1) It is the responsibility of the student and the parent/guardian to ensure that regular and punctual attendance is maintained.
- 2) It is the responsibility of the parent/guardian to notify the school prior to a student's absence. Parents will be notified if a student is absent from school.
- 3) It is incumbent upon the student to make arrangements with the teacher to make up any work.
- 4) It should be noted that it is the responsibility of the student to hand in assignments on specified due dates.
- 5) **A high school student who has 10 or more absences may be withdrawn from the affected course(s).**

2. Attendance and Extra-curricular Activities

Students participating in extra-curricular events, including involvement on school teams, school events, and field trips, are required to maintain appropriate academic and attendance standards. Students failing to do so may be limited in their involvement or removed from that activity or team by the administration. If a student is absent from school due to illness they will not be permitted to participate in extra-curricular activities that day. Extenuating circumstances may apply at the discretion of the administrator.

3. Skipping School

If a student is skipping school, parents will be notified and appropriate action will be taken at the discretion of administration. Recurring skipping may result in an in-school suspension and will affect the student's participation in extra-curricular activities.

4. Late Policy

It is the student's responsibility to be in the classroom when the starting bell sounds. Late arrival interferes with the learning that is to occur in the classroom.

The first period teacher in junior high or class teacher in senior high has initial responsibility for late arrivals. Each late will be documented by the teacher.

5. Dress Code

It is the policy of Noble Central that students are encouraged to dress in accordance with the school dress code, to respect all persons, cultures and standards within the public school culture.

Clothes that advertise alcohol, tobacco, or other items of questionable acceptance in a school are not permitted. Tops should have fronts and backs, should not be see through, and should not have rude or questionable comments on them. Please ensure that bare midriffs or cleavage are not part of the outfit of the day (this applies to both boys and girls). Shorts, skirts, or pants need to be of a reasonable length.

6. Student Behavioral Intervention

The goal of any behavioral intervention program is to address infractions with dignity and respect and maintain the safety and security of all students. We maintain high expectations for behavior at Noble Central School but recognize that occasionally students may make mistakes that put themselves or others in difficulty. The goal of any disciplinary action is to change behavior. At Noble Central School, it is expected that individual issues be addressed respectfully allowing for students to take ownership and develop a behavior plan that will address and rectify the offending behaviors and allow for re-entry with a pro-active student-focused solution while maintaining the safety and well-being of the regular student body. It is expected that in addition to the school discipline policy, each classroom teacher will proactively develop classroom behavior expectations and the school will set behavioral guidelines for playground use, etc. within the school day. Most behavioral infractions can be deterred and dealt

with at the classroom level. **Behaviors that put other students in danger or involve physical threat, aggressive contact, or danger to others will be automatically referred to the office.**

For purposes of clarity, inappropriate behaviors will be categorized as mild, moderate and severe offences. Students with persistent behavioral difficulties may require an individual program plan according to the Alberta School Act, Section 47. Students in the mainstream population will be held to the standards of behavior for Noble Central School.

Examples of some inappropriate behaviours considered **MINOR** to moderate offences may include but are not limited to:

- Physically pushing and shoving other students;
- Defiance of adults in authority;
- Inappropriate touching (excluding sexual touching);
- Acting in a belligerent or argumentative manner;
- Lying;
- Cheating;
- Swearing;
- Teasing – name-calling;
- Disruptive behaviour that interferes with the learning of others; and
- Leaving the classroom or school premises without permission.

Flow Chart of Consequences for Minor Offences:

Minor Offences	<ul style="list-style-type: none"> · May be dealt with by classroom teacher and/or the principal (designate) following school discipline policy/procedures. · Anecdotal records will be documented: date/incident/steps taken for minor offences
Recurring Minorild to Moderate Offences	<ul style="list-style-type: none"> · Classroom teacher may refer the incident(s) to the principal · Parent/guardian will be contacted. · Family school liaison counsellor, consulting teacher, other school staff may be involved as deemed appropriate by the principal. · Further assessment and development of an IPP may be warranted. · Precise documentation will be recorded and kept on file.

Specific unacceptable behaviours in the **MODERATE TO SEVERE** range offences may include but are not limited to:

·EXAMPLES OF MAJOR OFFENCES

- Chronic minor offender
- Stealing
- Intent to injure another person with the use of a weapon;
- Throwing objects with wilful intent to harm;
- Causing physical injury to another person by hitting, kicking, biting;
- Blind rages where the child loses control, resulting in damaged property and/or injury to others;
- Inappropriate sexual behaviours
- Verbal abuse, ethnic/racial remarks, sexually derogatory statements;
- Threatening bodily harm; or
- Damaging property (school or other).
- Persons who destroy damage or lose division/school property either intentionally or through neglect will be held responsible for the cost of replacement of the property. The police may become involved when appropriate.
- Inappropriate use of technology (cyber bullying, slander)
- Bullying (physical, mental, emotional, etc.)

Flow Chart of Consequences for Major Offences:

<p>LEVEL 1 Up to 2 days In-School Suspension</p>	<p>Process: All major offences will be dealt with by the principal directly.</p> <ul style="list-style-type: none"> • Principal talks with the student to discuss the behaviour and consequences. • Principal notifies parent/guardian of unacceptable behaviour. • Team meeting including parent/guardian may result in an IPP being developed. • Student completes plan of action. • Student completes daily assignments in a segregated area away from the classroom.
<p>LEVEL II Up to 5 days Out-of-School Suspension</p>	<p>Process includes above steps, plus:</p> <ul style="list-style-type: none"> • The Principal may recommend gradual re-entry into class. Student will review progress achieving his/her action plan for appropriate behaviour.
<p>LEVEL III 5 days Out-of-School Suspension</p>	<p>Process includes above steps, plus:</p> <ul style="list-style-type: none"> • Principal initiates a conference with parents re conditions for re-admittance to school. • Notification will be sent to Superintendent.
<p>LEVEL IV Expulsion</p>	<ul style="list-style-type: none"> • Implement Policy 13 – Appeals and Hearings Regarding Student Matters. • Request for expulsion hearing will be made directly to the Superintendent

NOTE: The nature of the unacceptable behaviour may mean the student moves immediately to Level II or even Level IV. The principal is responsible for determining the level of response.

Team members may include but are not limited to:

- Principal/school administrative team
- Associate Superintendent (Student Services);
- Consulting teacher;
- Family school liaison counsellor;
- School support staff;
- Community agency personnel; and police
- Parents

8. High Risk Behaviours/ Threat Assessment

Palliser Regional Schools has a zero tolerance for high-risk behaviours. High-risk behaviours may include, but are not limited to, possession of weapons (real or replicated), internet threats, bomb threats and threats to kill or injure others. The protocol for dealing with high-risk behaviours may be activated in accordance with "Administrative Procedure #317 – Threat Assessment Protocol" at the discretion of the administrator or designate. This may result in consulting outside agencies such as the police, health care personnel or counselling services as deemed appropriate and helpful to the protocol. Initiating the protocol may or may not result in action taken, depending on the result of the assessment.

9. Alcohol, Drugs and Banned Substances

Noble Central School is committed to promoting the health and well being of all students. The use of drugs and alcohol is prohibited. Students found in possession of, or under the influence of alcohol and/or drugs may result in: parent(s) being called, the RCMP being called, and suspension. School administration will follow Palliser disciplinary policies, which could include expulsion.

10. Noble Central School Student Search Policy:

In accordance with the School Act, a principal or teacher (school authorities) can search any locker, desk, backpack, gym bag, or any other belongings or places where students keep their belongings if it is deemed that there is reasonable grounds for a search.

If a student is found in possession of any illegal substance or weapon at school, the following actions will be taken:

- All substances or objects in question will be confiscated and turned over to the authorities.
- The RCMP and parent(s) will be contacted immediately
- You will be given the appropriate disciplinary action according to Palliser Regional Schools discipline policy (suspension/expulsion).

11. Use of Student-Owned Devices

No student owned device may be used on school property or in conjunction with any school-sponsored event without parents and students first signing the Student-Owned Device agreement and agreeing to the terms there in. Inappropriate use of cellphones, camera cell phones and other electronic devices can interfere with an individual's rights to privacy, the student's right to a safe and caring environment, and the teaching and learning process. Students will comply with any teachers request to surrender their device.

According to Palliser School Division's policy on Student owned devices, the administration reserves the right to look at texts or content on any student owned device if there is a concern for student safety.

12. Sign in/Sign out Policy

In order to ensure the safety of our students and staff we ask that all people entering the building during non-drop off/pick up hours please come and sign in or sign out at the office. If a student is leaving the school at any time during the day, they should check-out before leaving the building. This allows the office to have an accurate attendance of who is in the building in case of an emergency.