

2022-23

C. Ian McLaren School

Parent/Student Handbook



C.I.M. Cougars

"Small School, Big Heart"

402-3rd St. SW

Box 100

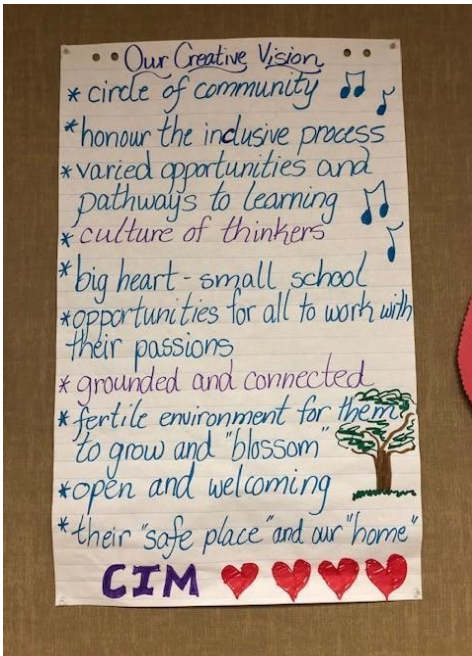
Black Diamond, AB T0L 0H0

Phone: (403) 938-7295

Email: cimclaren@fsd38.ab.ca

Twitter: @CougarClarence

CIM COLLABORATIVE VISION	CIM MISSION
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To ensure success of all learners through sustained and effective supports while engaging parents, students, and the community



Mission: to engage our families, staff and students to achieve success, both academically and social/emotionally, in a safe, caring and welcoming environment.

SCHOOL INFORMATION

Principal: Ms. Stacey Swanson

Vice-Principal: Ms. Judy Leyden

Office Administrator: Daron Walsh

Custodian: Mrs. Sandy Sim

School Motto: "Small School, Big Heart"

School Mascot: Clarence the Cougar

School Colours: Navy and Turquoise

It is our belief that CIM School is a collaborative Kindergarten through to Grade 6 school where all students feel safe, loved, and supported by staff and by each other.

School fees are due at the beginning of the school year. Payment plans can be arranged by contacting the office early in September of each year. We use Maplewood online accounting system that parents can access to pay all fees. Please contact our school office administrator, Daron Walsh, if you have questions or require a login at walshd@fsd38.ab.ca

PARENT/SCHOOL PARTNERSHIP

We believe in strong community relationships. The school, home, and community share information and ideas to contribute to student growth. When possible, home and community resources are utilized to make learning meaningful and relevant.

We strongly encourage all parents at CIM to show an interest in their child's topics of study and to expand it with books, family outings, lessons, selected streaming videos and supervised homework. Homework at CIM would be reading 20 minutes a night and the review of math facts. Students who have not completed schoolwork in a timely fashion, will be referred to the Schoolwork Club during school hours.

Please note, when family vacations conflict with regular school days, it is not always possible to provide the same work that could be done at school. Teachers may provide holiday related work with at least one week's notice.

COUGAR WEAR – SHOW YOUR COUGAR PRIDE!

Students are encouraged to show their Cougar Pride through wearing Cougar wear during school events and pride days. If your family does not want to purchase Cougar Wear, then please have them wear navy/turquoise for those special spirit days.

Our Cougar wear is made by a local Black Diamond business and can be ordered through the school via a paper order or online on our school website.

ADDRESSING CONCERNS

If you have a question or a concern, please contact your child's teacher first. If your question remains or your concern is still present, please contact our school principal, Ms. Stacey Swanson at swansons@fsd38.ab.ca or by phone at (403) 938-7295 or our school vice-principal, Ms. Judy Leyden at leydenj@fsd38.ab.ca or (403) 938-7295.

PARENT AND COMMUNITY VOLUNTEERS

We encourage family and community members to become involved with our school and its activities. As needs are identified, we will be seeking volunteers and invite you to participate. Please note that Foothills School Division policy requires all volunteers to complete a Criminal Record check, Volunteer Registration Form, sign a Volunteer Offence Declaration Form and sign a confidentiality agreement Form, prior to assisting in school. Ms. Walsh can provide these forms. This ensures that all information related to the classroom and students is treated in a confidential manner. If you intend to volunteer as a community coach, it is Foothills School Division Policy that you complete the online Respect in Sport course. Please ask for login information from our school office administrator, Ms. Walsh.

LIABILITY COVERAGE

It will be necessary for all parents and volunteers who provide student transportation to carry \$2,000,000 Bodily Injury and Property Damage Insurance on their own vehicle and to complete a Volunteer Driver Form each year. Volunteers must also provide a copy of their driver's license and insurance information. We appreciate your help in transporting students and thank you in advance for your support.

SCHOOL COUNCIL

The School Council is composed of Trustee, parents, teachers, administration, and community representatives. The meetings provide a connection to the parents and community for information, communication, and above all, the opportunity to participate in school council projects. Meetings are usually held on the first Monday of the month at 6 p.m. in the school library. The Friends of C. Ian McLaren School (our fundraising branch of the parent council) meets directly after the school council meeting.

REPORTING AND COMMUNICATION

The evaluation of student progress is a continuous process. Some examples include home and school conferences, celebrations of learning, progress reports, student led conferences, and student portfolios.

Teachers assess student understanding by consistently compiling and reviewing student work both formative and summative throughout the year.

While two formal reports are issued during the year, parents are encouraged to maintain ongoing contact with teachers regarding their child's progress.

SCHOOL SAFETY

For safety and insurance reasons skateboards, roller skates and scooters cannot be ridden on school grounds between 8:30 AM and 3:30 PM. Students who travel to school on one of these items can either store the item in the bins provided, their cubby or the office.

FIRE DRILL

Periodic fire drills will be scheduled so that students and staff are familiar with the emergency procedures.

SCHOOL LOCKDOWN

An emergency may prevent the safe evacuation of the building and require steps to isolate students and staff from danger by instituting a school lockdown.

In a lockdown situation, all students are kept in classrooms or designated locations that are away from danger. Staff members are responsible for accounting for the students and ensuring no one leaves the classroom or safe area until an "all clear" announcement is made.

As with fire drills, school lockdown drills will occur throughout the year to familiarize students with the procedure.

HOLD AND SECURE

Hold and secure will be used to secure the school should there be an unsafe event outside of the School. In this situation classroom doors and exterior doors will be locked and monitored, to allow any students from outside to enter.

SHELTERING IN PLACE

Sheltering in Place would be used when personal safety is considered to be in danger if anyone leaves the school. This would mainly be used when there is an environmental or weather-related event.

BUSSING (TRANSPORTATION DEPARTMENT)

Student safety is our primary concern during the time when your child is in school or on the school bus. To ensure student safety, discipline on the bus and cooperation with the driver is always essential.

Winter and wet weather bring with them special demands for dress. Students must be dressed in weather appropriate clothing in case of the unlikely occurrence of bus problems. If a child is not appropriately dressed for the weather conditions the bus driver has the right to refuse service.

If a student is required to go home by means other than on their regular bus, please notify your bus driver in advance.

Any questions regarding bussing should be handled through transportation at (403) 652-6547.

TRAFFIC SAFETY

The area in front of the school on 3rd Street SW is strictly for bus pick-up and drop-off. Please do not walk in between the buses when they are parked. Please use the crosswalk to cross.

The parent drop-off and pick up is restricted to the parent parking lot on the east side of the school.

EARLY MORNING AND AFTER SCHOOL SUPERVISION

Only students who are under the direct supervision of a teacher (i.e. team practices, subject help, band) may enter the school early or remain in the school after the dismissal bell. There is no supervision for other students prior to 8:35 AM or after 3:40 PM.

ATTENDANCE

Regular attendance is of the utmost importance for ensuring the optimal learning environment for your child. Research in attendance demonstrates that regular attendance in elementary school sets the stage for high school completion. The staff of CIM School also recognizes that at times, students may need to miss or be absent from class. Please contact the office at 403-995-4824 to notify the school of your child's absence. You can also communicate your son's/daughter's absence through a note or email directly to their classroom teacher and the main office. The school will contact the parent for any unexcused absence.

LATE ARRIVALS

Students arriving at school after the commencement of the day will have to report to the office prior to attending class. Please supply the office with the needed note or parental contact information. Late arrivals will be noted in the student's report card and monitored. Teachers will be in contact with parents if a student is habitually late.

ACCIDENTS/ILLNESS

Good health is essential for great learning and the safety of all. Please keep your child home if they are feverish, or exemplified COVID 19 symptoms. Should your child become ill, please ensure they receive proper medical care and return to school only when fully recovered.

In the event of an accident or illness during the day, the school will attempt to contact the parent(s) or legal guardian(s). The parent/guardian may be requested to pick up their child; or give permission for the child to go home. If the school is not able to contact the parent/guardian directly, attempts will be made to contact their emergency contact people. Please keep your emergency contact information current.

EARLY DEPARTURES

If a student is required to leave early from the school, a parent or legal guardian will be required to sign them out at the office upon pick up at the school. Communication can also occur directly with the teaching staff through email or a signed note.

EMERGENCY CLOSURES

Announcements regarding school closures or busses that have been cancelled will be made on the following radio stations: AM: 1140 CHRB, 1060 CFCN, 1010 CBC, 960 CFAC, 770 CHQR, and FM 100.9 and through the Foothills School Division Website.

Should a circumstance arise whereby students must be dismissed early or remain late due to inclement weather or any unforeseen circumstance, parents will be notified. If the student's parent/guardian is unavailable, the student's "emergency contact person" will be notified.

STUDENT MEDICATION AND HEALTH ISSUES

Parents must notify the office and classroom teacher regarding any medical problems or concerns. Foothills School Division Administrative Procedure 316 requires written parental approval for the administration of any medication by the school's staff. All medication will be secured in the main office unless special arrangements have been made through administration, teacher, and parent. Please update the staff of any changes in medications.

Communicable conditions (lice, scabies, infectious skin conditions, etc.) must be treated according to Public Health Mandates. A student, who contracts such a condition, must be excused from all school related activities until treatment is completed. Schoolwork will be provided for the student and staff members will seek to ensure that the educational experience of the student involved is not hindered by this experience.

FIELD TRIPS AND PLACE BASED LEARNING

Students will be allowed to participate in off-campus experiences only upon returning a permission/release of liability form signed by a parent/guardian. Walking field trip forms allow teachers to take students off school grounds in the walking vicinity without individual permission forms.

PHYSICAL EDUCATION PROGRAM

CIM is proud to provide all students with a Quality Physical Education Program. This activity will be guided and instructed by a Physical Education Specialist and/or their classroom teacher. The students will need specific running shoes for physical education class (non-marking soles) for health and safety. If your child can't tie laces on shoes, don't buy them. Choose Velcro closings instead.

We also have an extra-curricular Inter-School Athletics Program available to our students.

By providing these quality programs, we believe that our students will be active daily and thus benefit physically, emotionally, socially, and academically.

Throughout the year, all grades will be involved in off campus activities (snowshoeing, walking/hiking, cross country running etc.). These activities are an important part of the physical education program, and participation is expected.

Students who have been injured or are ill must supply their teacher with a medical note for prolonged absences from activity (greater than 3 days). In such cases, an alternative program may be required on the part of the student.

EXTRA-CURRICULAR ATHLETIC ACTIVITIES

Students at CIM are welcome to participate in Cross Country Running, Volleyball, Flag Football, Basketball, Badminton, and Track and Field as part of our extra-curricular sports programs.

There will be a cost per student involved for participation in each of these activities. This cost covers expenses such as fees for league play, referees, transportation, uniforms, and tournament fees. Coaches will detail the costs involved in each activity via the permission letter and form.

SCHOOL CODE OF CONDUCT

The staff and administration are committed to providing a safe and caring learning environment for all who enter our school. Expectations will be clearly articulated, and any incidents will be dealt with immediately and consistently. Please see our school code of conduct outlining commitments for staff, students, and parents.

Purpose

- **C. IAN MCLAREN SCHOOL** has a responsibility to ensure that students and staff are provided with welcoming, caring, respectful and safe learning environments that respect diversity and foster a sense of belonging and promote student wellbeing.
- **C. IAN MCLAREN SCHOOL** works with families and community partners to provide safe, caring, respectful, and welcoming, inclusive and equitable

learning experiences that engage students to achieve their full potential in an increasingly interdependent world.

- **C. IAN MCLAREN SCHOOL** is committed to providing a safe learning and working environment free from bullying, harassment, discrimination, and violence.
- All those involved with **C. IAN MCLAREN SCHOOL** including **trustees, employees, students, parents, volunteers, and community members** must share in the responsibility for eliminating bullying, discrimination, harassment, and violence. Investigation of allegations of such behaviours will be conducted in a timely and respectful manner.

This **Student Code of Conduct** is intended to establish and maintain:

- An appropriate balance between individual and collective rights, freedoms, and responsibilities in the school community.
- Our purpose is **to promote student learning, growth and understanding as well as ensure that students possess a strong connection to their schools as welcoming, caring, respectful and safe places focused on their individual success.**
- It will be reviewed annually and publicly available on the school's website.

The **Student Code of Conduct** establishes:

- expectations
- interventions
- possible consequences for student behavior
- Accountability for unacceptable behavior and conduct that occurs **both inside and outside of the school building or school day if the conduct negatively affects a member of the school or interferes with the school** environment. Behavior may include use of electronic means (e.g. social media).

Responsibilities of Students, Staff and Parents: The development of positive student behavior is a **shared responsibility** between students, staff and parents and is framed within our four C. Ian McLaren, “**Cougar Commitments**”.

Unacceptable behavior by students: Examples of **unacceptable behavior** may include but are not limited to: (Section 12 of the School Act, 2015)

- behaviors that interfere with the learning of others and/or the school environment or that create unsafe conditions.
- acts of bullying, harassment, or intimidation/discrimination.
- acts of violence, physical aggression or threatening behavior.
- theft or damage of property

Consequences of unacceptable behavior may include but are not limited to: (School

Act, 2015)

- “making it right” (restitution) appropriate to the situation
- counseling and teaching the acceptable behavior explicitly
- removal from environment for a time
- in-school suspension

Acceptable Behaviour includes but is not limited to: completing work, attend school, cooperate with staff, comply with school rules, respect the rights of others, and refrain from bullying (Section 12 of the School Act, 2015) and the following C. Ian McLaren expectations:

Students:

I Am Here For Learning	I Show Pride in My School	I Keep My School Safe For All	I Respect Myself and Others
<ul style="list-style-type: none">• I listen to my teacher when she/he is teaching.• I listen to my classmates.• I follow instructions.• I ask for help if I am having trouble with something.• I try to do the work that I am asked to do.• I keep track of my books and my supplies and keep my things neat and tidy.• I come to school on time, and I attend regularly.• I work in my assigned space and remain on task.• I ask permission to leave my assigned space.	<ul style="list-style-type: none">• I wear shoes in school and runners for Phys. Ed.• I keep my coat and backpack on my cubby hooks and off of the floor.• If I make a mess or drop something, I pick it up and clean it up right away.• I use healthy habits in the bathroom by flushing the toilet and washing my hands.• I pick up litter in the school and in the playground.• I take special care of all the furniture, books, supplies and equipment in the school• I speak kindly about my school when I talk to other people in the community.	<ul style="list-style-type: none">• I follow the school and playground agreements.• I listen to the adults in the school when they remind me of the agreements.• I use kind words.• I act helpfully.• I use my manners, for example, saying please, and thank you, excuse me, and you're welcome.• I treat everyone with kindness and helpfulness even if they are a different colour, religion, gender, or ability level than me.• I tell my teachers or my administrators if I see people being unsafe and unhelpful to others.• If I act unkindly or unhelpfully, I make	<ul style="list-style-type: none">• I use a kind and helpful tone of voice and words when I speak to all people at the school.• I keep my hands and my feet to myself.• I use what is mine and ask permission before I use things that belong to others.• I act helpfully.• I act kindly.• I accept the results of my choices.

	<ul style="list-style-type: none"> I celebrate the great things that are happening in my school to other people. 	<p>it right with the other person when I am calm.</p> <ul style="list-style-type: none"> I use the safe place to calm myself so I can rejoin my school family. 	
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Parents:

I Am Here For Learning	I Show Pride in My School	I Keep My School Safe For All	I Respect Myself and Others
<ul style="list-style-type: none"> I read with or to my child most days. I support the school by expecting my child to do his/her homework. I help my child empty their backpack once a week to make sure I have the forms and information I need. I monitor my child's exposure to violent, inappropriate, and scary video games, movies and TV shows. The Canadian Pediatric Society and other peer-reviewed studies deem anything rated Teen or Mature 	<ul style="list-style-type: none"> I volunteer at the school when and if I can. I celebrate my child's success and the success of others at C. Ian McLaren School in and around the community. I speak positively about the staff, students, and parents at C. Ian McLaren School, in and around the community. I speak positively to the staff, students and parents at C. Ian McLaren School in and around the community. 	<ul style="list-style-type: none"> I follow the school rules when I am in school and act kindly and helpfully. I remind my child to pick up after themselves and to keep track of their belongings. I park in the appropriate parking spaces. I drive slowly and carefully around the school. 	<ul style="list-style-type: none"> I go to the teacher directly if I have a question, concern, or compliment. I go to the administrators of the school after I've spoken with the teacher. I seek to understand an issue or a problem. If I am concerned at all about my child's safety or well-being, I will go to the teacher or administrators immediately.

<p>is not healthy for K-6 students to be exposed to.</p> <ul style="list-style-type: none"> • I make sure my child gets to school on time and attends regularly. • I attend parent/teacher interviews and student lead conferences • I check the school website frequently to sure I know about activities that are pertinent to my child. • I help my child keep track of their library books. • I ensure that I have regular communication with my child's teacher via email or phone call. 			
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Staff:

I Am Here For Learning	I Show Pride in My School	I Keep My School Safe For All	I Respect Myself and Others
<ul style="list-style-type: none"> • I come prepared to teach my students every day. • I design learning for my students that is differentiated for their needs. 	<ul style="list-style-type: none"> • I lead by example and cheer on the school's accomplishments and achievements. • I speak positively about the students, parents, and staff of 	<ul style="list-style-type: none"> • I speak kindly to all. • I act helpfully to all. • I supervise students in the school and on the playground with diligence, care and concern. 	<ul style="list-style-type: none"> • I go to the student directly if there is an issue. • I contact the parents of the student after I've spoken with the student.

<ul style="list-style-type: none"> • I intervene if a student is not understanding a concept right away. • I work with other teachers in Professional Learning Teams or with the Instructional Coach. • I commit to life-long professional learning. • I communicate with the parents of my students regularly and consistently via email or phone and newsletters or blogs 	<ul style="list-style-type: none"> • CIM in and around the school community. • I actively work to support the activities and celebrations at the school. 	<ul style="list-style-type: none"> • If I see a hazard, I report it right away. • I intervene when I see or hear unsafe, unkind or unhelpful words and behaviors. • I reinforce and encourage kind, helpful and safe behaviors and words. 	<ul style="list-style-type: none"> • I seek to understand the background of an issue or a problem with a student or a family. • I speak and act kindly and helpfully to all members of the school family (students, staff and parents).
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What happens if students don't follow the code of conduct?

- A continuum of supports addresses how **C. IAN MCLAREN SCHOOL** will support students impacted by inappropriate behavior and to those students who engage in inappropriate behavior.
- Support, not just consequences, will be provided to those students that engage in inappropriate behavior as denoted by a Progressive Discipline Continuum including such practices such as mentoring, restorative processes, student advisories, peer support networks, regular check-ins with teachers or schools' counselors, counseling, time-out, suspension and/or expulsion.
- Consequences of unacceptable behavior **will take into account** the student's age, maturity and/ or individual circumstances.
- **Support will be provided** for any students who are impacted by inappropriate behavior as well as for students who engage in inappropriate behavior.
- Although the code of conduct will address issues such as consequences for unacceptable behavior, the primary focus of the *Student Code of Conduct* is to help students learn how to address issues of dispute, develop empathy and become positive citizens both within and outside of the school community.

Dress Code:

Students are required to follow standards of dress and grooming. Appropriate attire and grooming improve the learning environment, promotes school spirit, and develops self-confidence. Students are expected to be diligent and thoughtful in their efforts at being a learner and part of this is how students dress and behave. Students are required to dress appropriately for school. Students will not be allowed to attend class if, in the professional judgment of an adult, they choose a style of dress which detracts from the learning

environment. Students not meeting the Dress Cod will have a choice in changing into more appropriate attire, changing into a gym strip, or returning home to change into more suitable clothing. School administration is responsible for ensuring standards of dress and grooming in the Dress Code which will include:

- **appropriateness of attire for school**
 - shirt/top
 - bottoms: pants/sweatpants, shorts, skirts, dresses, leggings
 - footwear
 - no underwear as outerwear or excess exposed skin
- **contributes to a safe, caring, respectful and inclusive learning environment for oneself and others**
 - no clothing portraying violent images or language
 - no images or languages depicting drugs or alcohol
 - no hate speech, profanity, or pornography
 - no images or language that creates a hostile or intimidating environment
- **suitable for the learning activity**
 - physical education
- **safety requirements**
 - CTF/CTS programs
 - labs
 - protective clothing/footwear
- **weather conditions**
 - outdoor activities
 - travel to and from school

C. IAN MCLAREN SCHOOL has a continuum of supports to ensure this.

Unacceptable Behaviors include but are not limited to: refusal to work, disrespect towards staff and peers, fighting, swearing, bullying (see Section 12, School Act, 2015)

Progressive Discipline - C. Ian McLaren

Universal	Targeted		Individualized
Conscious Discipline · Morning Routines – morning greeting · Safe Place · Classroom Jobs · Rituals – we wish you well, welcome back, class meeting · Conflict Resolution: time machine · Common Language · Cougar Agreements · Skills of Conscious Discipline	Classroom	School Based	· Social Emotional Learning Curriculums (Zones, Mind up, Paths) · Family School Liaison Counsellor support · Peer supports · Behaviour Support Plan/Safety Plans · Mentorship · Access support from extended team · Outside Agencies
	· Making it Right · Classroom Meetings · Classroom agreements · Phoning or e-mail parents with concerns · Withdraw privileges	· Continuum of Supports (ie Office referrals, Loss of Privileges, Making it Right, Alternate Spaces, Structured recess) · Weekly Collaborative	

<ul style="list-style-type: none"> · Ambassadors and Stewards <p>Positive Behaviour Supports School and Playground Expectations</p>	<ul style="list-style-type: none"> · Adapting Classroom environment · Breaks · Logical Consequences · Restorative Practices · Social Emotional Learning Curriculums (Zones, Mind up, Paths) 	<p>Response meetings)</p>	<ul style="list-style-type: none"> · In-school Suspension (mitigating factors) · Structured Recess · Alternate Recess · Behaviour Contracts · Sensory Breaks · Structured Breaks · Collaboration with Physician · Structured Time Out · Threat Assessment · Restorative Mini-conferences · Non-Violent Crisis Intervention
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Definitions:

Respect: To show regard or consideration for others. To act in a kind and helpful way.

Harassment: Any behavior that in effect or intent disparages, humiliates, or harms another person or class of persons. It is behaviour that denies dignity and respect and is demeaning and/or humiliating to another person or class of persons. Harassment may include, but is not limited to, references related to age, national or ethnic origin, religion, gender, sexual orientation, disability, race and/or sources of income or family status. Sexual harassment is any unwelcome behavior that is sexual in nature. Such behavior may directly or indirectly affect or threaten to affect in an adverse manner a student's well-being and/or learning environment. The behavior does not need to be intended as harassing to be considered as personal harassment. It is sufficient that one knows, or ought reasonably to know, that his/her behaviour is offensive and unwelcome. Harassment is not a relationship of mutual consent. It is any action including, but not limited to verbal, physical, written, and cyber messaging that is unwelcome or intimidating and denies individual dignity and respect.

Discrimination: The denial of individual rights and freedoms in a manner which contravenes the *Canadian Charter of Rights and Freedoms* and/or the *Alberta Human Rights Act (AHRA)*. Discrimination based on race, religious beliefs, colour, gender, physical disability, mental disability, age, ancestry, place of origin, marital status, and source of income, family status, creed, sexual orientation, and citizenship is prohibited.

Bullying: According to Alberta Education (2016) bullying is a repeated and hostile or demeaning behaviour intended to cause harm, fear or distress, including psychological harm or harm to a person's reputation. It often involves an imbalance of social or physical power.

Bullying behaviours are a form of repeated and targeted aggression and can be:

- Physical – For example: poking, elbowing, hitting
- Verbal – For example: name calling, insults, racist, sexist or homophobic comments, put-downs or threats
- Social – For example: gossiping, spreading rumours, excluding someone from the group, isolating, ganging up
- Cyber – For example: social or verbal bullying using email, text messages or social media.

References

School Act, Alberta Education (June 2015).

Welcoming, caring, respectful and safe learning environments. Developing an Effective Code of Conduct (2015); The Society for Safe and Caring Schools and Communities (ASBA)

STUDENT CONDUCT OFF CAMPUS

On all trips, students are expected to exhibit school pride. Students misbehaving while off-campus may be removed from the trip and parents may be required to pick their child up. All school expectations apply to off campus learning opportunities.

STUDENT OWNED ELECTRONICS

Cell phone usage by students is not permitted during school time from 8:40-3:30 p.m. Parents who need to contact their child urgently during school hours are advised to call the school office at 403-938-7295. Students are asked to keep their phones secured in their backpacks.

Student owned devices that aid in classroom learning are encouraged at CIM School. However, students must adhere to all digital citizenship and school conduct commitments while using their device at school.

LUNCH AT SCHOOL

CIM students eat lunch at school in their classrooms under the supervision of their teachers or staff. Please do not send lunches that need reheating as there are no microwaves at school for student use.

Students can order from the Cougar Canteen each morning and receive their order at lunch time.

Our hot lunch program is run by our Parent council through the Munchalunch app. Order notices will be sent to parents via our school weekly update.

STUDENT DRESS CODE

CIM is in the “business of learning” and, therefore, we ask that students dress in an appropriate manner. Students are expected to be well groomed and present themselves in a way that enhances the school’s learning climate and demonstrates a sense of personal pride. Students wearing clothing that is deemed unacceptable will be required to change clothes before continuing with classes. This includes, but is not limited to: clothing containing profanity, inappropriate messages or symbolism, halter tops, belly shirts, “short” shorts, or short skirts or that have disturbing, gory images on them. Please see the specifics above.

BOOTS, COATS AND LOCKERS

Students are provided with areas to keep their outdoor clothing and lunch kits. Boots are to be removed and placed neatly on the boot racks upon entry. Indoor non-marking soled shoes are to be worn inside. Running shoes are required for physical education classes. Again, don’t buy your child shoes with laces if they can’t tie them; choose Velcro closings instead.

RECESS (INDOOR/OUTDOOR)

At CIM we have a morning recess and a lunch recess. This is an important time for students to attain some exercise, fresh air, and to have a chance to socialize with their schoolmates. Students are expected to go outside unless instructed otherwise due to inclement weather. Please ensure your student is dressed for the weather.

Definitions

Respect: To show regard or consideration for others.

Harassment: Any behavior that in effect or intent disparages, humiliates, or harms another person or class of persons. It is behaviour that denies dignity and respect and is demeaning and/or humiliating to another person or class of persons. Harassment may include, but is not limited to, references related to age, national or ethnic origin, religion, gender, sexual orientation, disability, race and/or sources of income or family status. Sexual harassment is any unwelcome behavior that is sexual in nature. Such behavior may directly or indirectly affect or threaten to affect in an adverse manner a student's well-being and/or learning environment. The behavior does not need to be intended as harassing to be considered as personal harassment. It is sufficient that one knows, or ought reasonably to know, that his/her behaviour is offensive and unwelcome. Harassment is not a relationship of mutual consent. It is any action including, but not limited to verbal, physical, written, and cyber messaging that is unwelcome or intimidating and denies individual dignity and respect.

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Bullying: According to Alberta Education (2016) bullying is a repeated and hostile or demeaning behaviour intended to cause harm, fear, or distress, including psychological harm or harm to a person's reputation. It often involves an imbalance of social or physical power.

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- Physical – For example: poking, elbowing, hitting
- Verbal – For example: name calling, insults, racist, sexist, or homophobic comments, put-downs or threat
- Social – For example: gossiping, spreading rumours, excluding someone from the group, isolating, ganging-up
- Cyber – For example: social or verbal bullying using email, text messages or social media.

Progressive Discipline: In a whole school approach that utilizes a continuum of prevention programs, interventions, supports, and consequences to address inappropriate student behavior and to build upon strategies that promote and foster positive behavior. When inappropriate behavior occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive.

REFERENCES

School Act, Alberta Education (June 2015).

Welcoming, caring, respectful and safe learning environments. Developing an Effective Code of Conduct (2015); The Society for Safe and Caring Schools and Communities (ASBA)

Nova Scotia Provincial School Code of Conduct (2015)

Ontario Ministry of Education, 2009

NETWORK RESOURCES RESPONSIBLE USE PROTOCOL

INTRODUCTION

Foothills School Division provides technology resources that support learning for students and staff or supports administrative operations. Network resources refer to all resources on the network of Foothills School Division. This includes, but is not limited to, Google Edu, Microsoft Office 365, Internet access, e-mail accounts, installed software, personal file storage and all hardware attached to the network. Networked technology is infused in the daily lives of students and its use as responsible citizens is implied.

PRINCIPLES OF USE

- Foothills School Division owns all network resources and has the right to monitor use of the network resources.
- All network resources are for educational use.
- Network resources are valuable resources and should be used responsibly.
- The use of network resources is subject to all policies and practices of both the division and the school related to technology, property or conduct.
- Access to network resources with personal devices is subject to the policies and practices of Foothills School Division.

Activation of the Nine Elements of Digital Citizenship (ISTE 2009). Users of district-based network services will have the knowledge, skills and abilities that allow users to: Be able to responsibly participate in a digital society provided to them when they access district network resources, by adhering to the following:

- Provide the self-protection required to buy and sell in a digital world.
- Digitally communicate safely and appropriately through multiple methods.
- Use digital technology collaboratively and demonstrate critical thinking in its use.
- Consider others when using digital technologies.
- Protect the rights of others and be able to defend their own digital rights.
- Consider the risks (both physical and psychological) when using digital technologies.
- Abide by the laws, rules, and district policies that govern the use of digital technologies.
- Be custodians of their own information while creating precautions to protect others' data as well.
- Conditions of Use.
- Students should use network resources for appropriate educational purposes only.
- Students who discover material on the network that is inappropriate or makes them feel uncomfortable should report the material to a staff member.

- Students will not publish on the Internet or in publicly viewed files personal information about themselves or other students.
- Students will only use their assigned login in the manner intended. This includes accessing only network resources assigned to their login. Students will not use another person's files, output or username.
- Students are responsible for the security of access (login and password) to their network resources. Do not tell others your password or leave a workstation where you are logged in. Change your password regularly. Students are responsible for problems caused by use of their login by other individuals.
- Students will not decrease the operation of and access to network resources through inappropriate use of network resources, malicious activity directed against network resources or through unauthorized use of personal programs/data files.
- Access to network resources with personal devices requires the permission of the school administration.
- Consequences of inappropriate use of network resources could include loss of network privileges, withdrawal from a course, suspension, financial liability for damages, legal action.

PROCEDURES

PRINCIPAL SHALL:

- Inform students, parents and staff of the Division's and schools' expectations for Responsible use.
- Encourage parents to Communicate to school personnel any Concerns they may have about inappropriate use of network resources.
- Ensure all staff are aware of the Network Resources Responsible.
- Use Protocol and the Social Media Code of Conduct.
- Principals shall educate students, parents, and staff regarding the nine elements of Digital citizenship as outlined on the web at <http://www.digitalcitizenship.net/NineElements.html>.
- When dealing with situations involving inappropriate use of network resources, Administration and Staff are to:
 - Intervene quickly to enforce this administration Procedures.
 - Enforce the Procedure consistently.
 - Develop Protocols for investigating incidents.
 - Involve technology facilitators to enforce appropriate actions regarding students' accounts.
 - Principals will involve the Director of Learning Technologies in cases where investigation is required.

PARENTS AND STUDENTS SIGN A RESPONSIBLE USE AGREEMENT FORM AND REMAINS IN EFFECT UNTIL THE STUDENT HAS COMPLETED GRADES 6, 9 OR 12. TO MAKE CHANGES TO YOUR CHILD'S NETWORK ACCESS AT ANY TIME DURING THE SCHOOL YEAR, PLEASE PROVIDE WRITTEN (HARD COPY) CONSENT TO THE SCHOOL OFFICE.