



**SCHOOL HANDBOOK 2016-2017**



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**Thank-you for being a part of our  
community of learners**



**FOOTHILLS SCHOOL DIVISION VISION**

Our *Vision for Leading and Supporting Learning* guides the efforts of our staff to improve learning for all students. The graphic below illustrates our focus on improving learning for ALL students by immersing them in an environment that promotes healthy relationships among all stakeholders and commits to intellectually engaging each learner. We strive to leverage the research in education to advance best teaching practice in the following areas:

- Understanding and implementing the curriculum;
- Embedding quality assessment;
- Infusing technology effectively into our programs; and
- Ensuring a systemic response to intervention when students need assistance.



### **Millarville School Mission Statement**

***The mission of Millarville Community School is to create a caring, challenging, motivating and intellectually engaging learning environment where students and staff reflect the values of the International Baccalaureate and the Vision of the Foothills School Division to explore, develop and celebrate every student's intellectual and human potential.***

***We strive to inspire and empower our students to think creatively and critically, pursue life-long learning and contribute positively to the global community.***

### **School Goals**

As part of our yearly learning as a staff, we develop goals that outline our professional learning objectives as a school for the year.

We will inquire into:

- the IB action plan to drive personal excellence in learning.
- our choices and actions as we foster a safe and caring learning environment.

## **Positive Behavioral Support Plan**

At MCS, we believe everyone is responsible for their actions, that children should be taught strategies for dealing with conflict, and it is our responsibility to work collaboratively with students and parents to maintain a welcoming, safe, respectful and caring school community. **The basis of all student, teacher and parental interactions within our school is based on three premises:**

### **Caring**

### **Respect**

### **Responsibility**

#### **We show caring by:**

- solving problems by being principled and looking for positive solutions.
- showing sportsmanship and being an enthusiastic supporter of your peers.
- reporting unsafe situations.
- engaging in caring behaviors for self and others.

#### **We show respect by:**

- showing respect to others and their property; treating others and their possessions as we wish to be treated.
- showing caring, tolerance and empathy towards others for who they are.
- being a reflective risk-taker in order to be confident in who we are.
- representing MCS in a positive manner and showing school spirit and pride.
- being knowledgeable that we are a family community and encouraging the success of each person in our class and school.
- being open-minded to others around us.

#### **We show responsibility by:**

- being principled in your behavior, taking ownership of your actions and developing a plan to make things better when necessary.
- being trusted, and trusting.
- having a voice in decisions.
- having your work finished on time and done to the best of your ability.
- doing your part when working together, cooperating with staff and students alike.
- supporting peers to be successful and finding opportunities to be helpful.
- being reflective of our learning and in our actions.

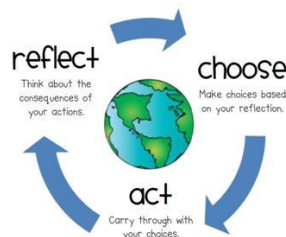


Image Via: Westlake City Schools, 2016

## **Progressive Discipline**

In accordance with the [School Act](#) students are expected to conduct themselves in accordance with the School Student Code of Conduct developed by school leadership, staff, students and community. In addition all parties must refrain from any behaviors that could be considered discriminatory according to the [Alberta Human Rights Act](#).

Consequences must take into account the student's age, maturity, and individual circumstances rather than a "zero tolerance" approach to behaviour with a "one size fits all" approach to consequences. The specific circumstances of the situation and of the student must be taken into account when determining appropriate consequences; for example, consideration of needs including physical, behavioural, communicational, cognitive, mental health, trauma, as well as student's age, history, past interventions trialed, and accommodations supports must be considered. Please see our continuum of supports on the next page for examples on how this translates into practice.

Unacceptable behaviour includes (but is not limited to):

- Behaviours 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 violence, physical aggression or threatening behaviour
- Retribution against any person in the school who has intervened to prevent or report bullying, harassment, or stop an incident that might cause harm to others
- Illegal activity such as: possession or use of weapons; possession or use of alcohol, drugs or other forms of intoxicants on school property or at any other school related function (i.e. grad, field trips)
- Theft or damage of property

Definitions on bullying, harassment and discrimination can be found in [FSD Administrative Procedure 350 – Student Code of Conduct](#).

PLEASE SEE APPENDIX for MCS CONTINUUM OF SUPPORTS

## MILLARVILLE SCHOOL PROGRAMS

All teachers from K-8 follow the mandated Alberta Education Program of Studies. **All staff, students, and community members** strive to embody and reflect the International Baccalaureate (IB) Learner Profile attributes and attitudes. This means, these should be taught, discussed with learners, visible in the classroom and used, where appropriate in written comments in report cards.

### International Baccalaureate – Primary Years Programme

#### LEARNER PROFILE

<b>IB Learner Characteristics</b>	<b>IB Programme Learners' Goals</b>
<b>Inquirers</b>	<ul style="list-style-type: none"> <li>• Develop natural curiosity</li> <li>• Show independence in thinking</li> </ul>
<b>Thinkers</b>	<ul style="list-style-type: none"> <li>• Exercise initiative</li> <li>• Think critically and creatively</li> <li>• Make reasoned and ethical decisions</li> </ul>
<b>Principled</b>	<ul style="list-style-type: none"> <li>• Act with integrity and honesty</li> <li>• Show respect for others and traditions</li> <li>• Take responsibility for actions</li> </ul>
<b>Caring</b>	<ul style="list-style-type: none"> <li>• Demonstrate empathy, compassion and respect</li> <li>• Demonstrate commitment to service</li> </ul>
<b>Balanced</b>	<ul style="list-style-type: none"> <li>• Demonstrate intellectual, physical and emotional balance</li> </ul>
<b>Knowledgeable</b>	<ul style="list-style-type: none"> <li>• Develop understanding across a broad and balanced range of disciplines</li> </ul>
<b>Communicators</b>	<ul style="list-style-type: none"> <li>• Collaborates with others through a variety of modes</li> <li>• Interacts confidently and creatively</li> </ul>
<b>Open-Minded</b>	<ul style="list-style-type: none"> <li>• Appreciative of own culture</li> <li>• Tolerant and open to other values and perspectives</li> </ul>
<b>Risk-Takers</b>	<ul style="list-style-type: none"> <li>• Demonstrates courage and independence of spirit</li> <li>• Interacts bravely and articulately</li> </ul>
<b>Reflective</b>	<ul style="list-style-type: none"> <li>• Accesses and understands personal strengths and limitations</li> </ul>

#### LEARNER ATTITUDES

<b>IB Learner Attitudes</b>	<b>IB Programme Learners' Goals</b>
<b>Appreciative</b>	<ul style="list-style-type: none"> <li>• Of the wonder and beauty of the world and its people</li> </ul>
<b>Confident</b>	<ul style="list-style-type: none"> <li>• As a learner, exhibiting the courage to take risks, and applying knowledge and decision making skills to make appropriate choices</li> </ul>
<b>Creative</b>	<ul style="list-style-type: none"> <li>• Applies creative and imaginative thinking to problem solving</li> </ul>
<b>Empathetic</b>	<ul style="list-style-type: none"> <li>• Strives to understand the thoughts, reasoning and emotions of others</li> </ul>
<b>Independent</b>	<ul style="list-style-type: none"> <li>• Exudes independence of thought and action, and creates reasoned judgments</li> </ul>
<b>Committed</b>	<ul style="list-style-type: none"> <li>• Demonstrates preference, self-discipline and responsibility</li> </ul>
<b>Integrity</b>	<ul style="list-style-type: none"> <li>• Possesses a firm sense of fairness and honesty</li> </ul>
<b>Cooperative</b>	<ul style="list-style-type: none"> <li>• Demonstrates collaboration, leadership and teamwork skills</li> </ul>
<b>Curious</b>	<ul style="list-style-type: none"> <li>• About the nature of the world, people and cultures</li> </ul>
<b>Enthusiastic</b>	<ul style="list-style-type: none"> <li>• Embodies an enjoyment of learning</li> </ul>
<b>Respectful</b>	<ul style="list-style-type: none"> <li>• Of themselves, others and the world around them</li> </ul>
<b>Tolerant</b>	<ul style="list-style-type: none"> <li>• Of differences and diversity, demonstrating responsiveness to the needs of others</li> </ul>

Kindergarten to Grade 5: In the grade K-5 classrooms, we adhere to the International Baccalaureate (IB) Primary Years Programme (PYP) of transdisciplinary units of inquiry designed to address multiple subject curricular objectives in a meaningful way. This includes basic skill development and the broadening of existing skills in our students. (Please see documentation and summary in appendix).

Junior High (Grade 6 – 8):

**Academics:**

Our junior high students (6-8) are taught subjects by specialist teachers to help focus on developing core competencies in these specific subject areas to prepare for high school programming. These include humanities (LA and Social combined), Math and Science.

**Team Sports:**

In addition to the regular Physical Education program, and as the MCS team of teachers, we support an extensive range of coed school teams for students in grades 6-8. The MCS athletic programs focus on developing athletic skills, teamwork, sportsmanship and leadership within an atmosphere of healthy competition and mutual respect. It is our practice, where possible, to include all junior high students who express interest and commitment on our teams. Athletes and their families are asked to commit fully to participating in all practices, games, tournaments, and at all times representing MCS in a responsible and respectable manner.

The "Millarville Wildcats" have competed at the grade 7 and 8 Foothills School Division interschool leagues in the following sports:

Cross Country Running	Flag Football	Volleyball
Basketball	Track & Field	Badminton

As teachers, we need to support these programs through coaching and/or team management. It is not up to our PE teachers alone to handle all of these teams. Our head of PE is the coordinator and coach, our teachers and parents have supported these teams in the past in coaching and other supporting roles; this needs to continue.

**Band:**

The MCS school band program is a core course taken by all students in Grade 6-8, and is run in conjunction with the High Country Band program at Oilfields High School. Practices alternate between our campus and the Oilfields campus, where students are bused for weekly practices.

## **ROLES AND RESPONSIBILITIES**

### **Principal**

According to the School Act, the Principal is held responsible to the Foothills School Division in consultation with the Superintendent and division office staff, for the organization and administration of the school.

In our school, the principal accepts the ultimate responsibility for all actions permitted within the school. Ultimately, the principal should be considered the principal teacher within the building, therefore, is available to assist all teachers, should the need arise in any aspects of teaching and learning for all.

### **The Principal's roles would include but are not limited to:**

1. Overseeing the instructional program of all subjects at all levels.
2. Understanding and responding to the atmosphere in the school, both professional and social.
3. Deepening and nurturing relationships between:
  - a. students
  - b. teachers
  - c. parents
  - d. other staff
  - e. school board trustees
  - f. parent council
  - g. and community members
4. Organizes and is responsible for student and teacher timetabling.
5. Assists teachers in dealing with extreme or pervasive student discipline problems, according to the Positive Behavioral Support Plan.
6. Curriculum leader, who teaches, innovates and invites others to learn alongside: a leader of a learning community.
7. Plan for ongoing staff learning, professional days and staff meetings.
8. PR representative at the community level, Alberta Education and other organizations.
9. Planning and responding to office concerns and needs.
10. Staff evaluation and supervision.
11. Supervision and organization of school human resources.
12. Speaking and leading assemblies, ceremonies and other special events.
13. Help organize Parent/Teacher Interviews, student led conferences and Meet the Teacher Night.
14. Implementation, analysis and accountability of achievement test examinations.
15. Staffing.
16. Overseeing and editing of the school newsletter.

### **Accountabilities**

1. The Principal is accountable for the effective operation of the school.
2. The Principal is accountable for the support and progress of the students in the school.
3. The Principal is accountable for the effective classroom teaching with in the school.

4. The Principal is accountable for the harmonious functioning of the school.
5. The Principal is accountable to work with fellow Principals and other members of the FAA.
6. The Principal is accountable for the overall spirit and strategic planning of Foothills School Division objectives and translating goals and objectives in line with PYP philosophy.

### **Assistant Principal (Karla Davis)**

According to the School Act, the Assistant Principal is held responsible to the Foothills leadership team with the principal for the organization and administration of the school.

She will assist the Principal in all areas of the school organization and administration and be responsible for the following activities:

1. Assist in the implementation and execution of instructional programs in all subjects and levels
2. Planning and sharing weekly briefing agendas
3. Assist in evaluation and observation of teacher performance
4. Assist in staffing process
5. Curriculum leadership
6. Assist teachers with minor to severe discipline issues utilizing the school Positive Behavioral Support Plan
7. Coordinate professional development activities
8. Coordinate and monitor Teacher Professional Growth Plans
9. Coordinate volunteers for school initiatives

### **Teaching Staff**

Millarville Community School is known throughout the Foothills School Division (and beyond) for teachers who deliver a program that is both rigorous and based on sound research and practices. Our teachers are also known for their dedication to the PYP philosophy and striving for instructional continuity from grade to grade.

We also believe that Alberta Education's Teacher Quality Practice Standards document is a guide towards the minimum requirements for an educator in Alberta's educational system. In MCS, we strive for exemplary teaching practice that attempts to go beyond these guidelines. We believe educators become what they aspire to and are not content to set our sights on a minimal or "acceptable" performance standard. We also recognize the cause-effect relationship between exemplary teaching and excellence in learning.

**Exemplary teaching can be defined as the expert, consistent and creative application of the fundamentals of instructional practice, thereby creating opportunities for every student to achieve optimal learning.**

The attached TQS document will act as a guide for all teachers in our building for both their professional growth plans, evaluations and reflections throughout the year with the understanding that we envision a teaching staff that strives to reach beyond these standards.



On our teaching team, we also have three additional roles provided to MCS; Learning Coach, Instructional Coach and Primary Years Programme (PYP) Coordinator.

**Our Learning Coach** (Christine Lederer) is responsible to plan for and address learning needs of students with diagnosed coding and/or other learning needs. In addition, she is responsible to ensure teachers have access to supports to ensure Individual Learning Plan goals are met within a classroom situation.

**The Instructional Coach's** (Rona Reid) roles and responsibilities are set at a division level to an exemplary teacher on a term basis. Rona will be in our building most Monday's to support teachers and instructional practices. These roles include:

- o providing positive instructional leadership in their school that supports and advances school and system learning priorities (as per *FSD Vision to Lead and Support Learning*)
- o providing teachers with programming support to assist them in intellectually engaging all learners in their classrooms

**PYP Coordinator's** (Christine Lederer) roles include:

- o liaison between International Baccalaureate Organization (IBO) and school
- o defining culture of school (PYP learner profile)
- o facilitating inquiry
- o articulation of the programme
- o professional development: workshops, conferences, school visits, induction; IB networks

**Office Administrator** (Wendy Gregson (Monday – Wednesday)) roles include:

- o Accounting: reconcile Visa accounts, bank reconciliations, purchase orders
- o Ordering of school supplies
- o Maintain on Maplewood records and timetabling, Student's Achieve reporting and Alberta Education Reporting
- o Complete and distribute Millarville Messenger
- o Primary point of contact for school (phones/messages/meetings)
- o Supporting staff in various classroom preparation tasks as needed.
- o Attendance
- o Filing and maintenance of office and student records

**Secretary** (Lisa Bates-Grover (Thursday – Friday)) roles include:

- o Updating the school website and calendar.
- o Production of Millarville Messenger
- o Primary point of contact for school (phones/messages/meetings)
- o Supporting staff in various classroom preparation tasks as needed.
- o Attendance
- o Coordinating student volunteers (such as pizza lunch)
- o Filing and maintenance of office and student records

## **MILLARVILLE COMMUNITY SCHOOL POLICIES**

The basic operation of MCS follows policies set out by Alberta Education and Foothills School Division#38. Additionally, we have implemented a number of local school policies to better establish and maintain a productive teaching and learning environment. MCS policies include the following:

### **School Attendance**

#### **Busing**

- The school buses and students start arriving shortly after 8 am. Teachers are to be visible whenever possible for supervision and have a set routine for students in the morning prior to the school bell.
- Information regarding bus schedules, service or cancellations can be access via the Foothills Division (@fsd38) Twitter feed, the MCS (@MCSWildcats) Twitter feed, Facebook or by calling FSD Transportation directly at: 403-652-6547
- Students must provide the school with written parental permission to ride a bus other than their designated bus no later than 1pm on the date alternate arrangements are required. These notes must be submitted to the office before 1pm as well as having the homeroom teacher informed of the change.
- Students who miss the bus, or who remain after school for extra-curricular activities must make arrangements for transportation home immediately following the commencement of the event. Students are expected to wait in designated areas inside the school until their ride arrives.

#### **Early Dismissal**

- Students are dismissed at **11:50 a.m.** on the last day prior to Winter, Spring and Summer breaks.

#### **Absences**

- Students who are absent from school, or who will be late in arriving to school, must be excused by a parent or guardian. Please notify the school by calling: 403-938- 7832 prior to 9:00 AM. Parents of students who are late/absent and have not been appropriately excused will be contacted to ensure the safety and whereabouts of their child.
- Students with routine unexcused attendance issues will be contacted on the following basis:
  - 20% Monthly absences/lates – phone call home.
  - 30% Monthly absences/lates – letter from the office notifying concerns.
  - 40%+ Referral to FSD attendance officer.
- Families removing children from school for more than three days will be required to complete an Extended Absence form, available in the office.

### **Dress and Conduct**

#### **Dress For Success**

- Students are expected to dress in a casual yet professional manner which contributes to a respectful learning environment and encourages students to take pride in their deportment. Dress that does not reflect these ideals will result in students being asked to change their clothing prior to continuing with classes.
- Physical Education attire (gym shorts, t-shirts and athletic footwear) are required for PE classes from Grade 4 – 8.

- Dress that is not considered desirable for the school environment includes:
  - Hats/jackets and outdoor footwear worn in class
  - Clothing containing profanity, or negative symbols or statements or which contribute to an atmosphere of intolerance or disrespect.
  - Muscle shirts/spaghetti straps or strapless shirts
  - Clothing which exposes undergarments
  - "Short" shorts or skirts
  - Belly shirts or attire which exposes the midriff.

In cases where a student needs to be spoken too about their attire, teachers will ensure a respectful conversation takes place and a note goes home referring to the student handbook expectations (also noted above).

#### **Shoes**

- In an effort to create a clean, healthy and attractive learning environment, MCS has a "two shoe" policy.
- The "two shoe" policy requires students to leave "outdoor" footwear on racks at each entrance, and maintain a separate pair of "indoor" for use at school.

## **Media and Learning Commons Policies**

#### **Computer Use**

- Access to computers and WiFi require students and their parents to sign a Computer Use Agreement form which outlines our acceptable use policy for computers.

#### **Electronic Devices**

- Cell phones, cameras and electronic devices are allowed in school only for educational/learning purposes. Devices being used for other purposes (gaming, chatting, may be confiscated for 24 hours. The school takes no responsibility for lost or damaged items.

#### **Learning Commons Policies**

##### **Expectations:**

- Students are responsible for all items borrowed.
- Items are to be returned on time and in the same condition as when borrowed.
- Students are to report all lost items to the Learning Commons and return damaged items.

##### **Loan Periods:**

- Kindergarten – Grade 2: One week loan period.
- Grade 3 – 6: Two week loan period.
- Grade 7-8: Three week loan period
- 

##### **Renewal of Items:**

- Students may renew an item two times.
- Items needed for an extended period of time may be negotiated with the librarian.

##### **Overdue Items:**

- A notice will be sent home (by email or agenda note) for all items overdue.
- After two notices the replacement cost for the overdue item will be requested.

##### **Lost/Damaged Items:**

- All lost items will be charged their replacement cost.
- Damaged items should be returned and will be evaluated; replacement/repair cost will be determined following evaluation.

## Learning Outside the Classroom

### **Field Trips**

- Field trips at MCS are funded through the efforts of the Society for Millarville School Fundraising. Costs passed home will be limited due to the efforts of this group. Please support fundraising initiatives if there your family can.

### **Homework**

- Homework serves to help students to continue to develop their understanding and explore topics beyond the classroom. Homework is assigned with the following goals:
  - Continuation of work from daily assignments
  - Continuation of work on long term projects
  - Preparation for exams, test or other methods of assessment
  - Practice and maintenance of basic/foundational skills
  - Reading
  - Provide parents with specific examples of expected learning outcomes
- All students are given a school agenda in which homework/project assignments and due dates are recorded. Parents are encouraged to review their child's agenda daily.
- Homework should be limited to reading practice and other homework up to 10 minutes per grade of the child each night inclusively. (For example: grade 6 students up to 60 minutes max (20 minutes reading, 40 minutes homework)) With the understanding that some students require more time and there are times when longer projects are due that may require more time on occasion.

## General Safety

### **Supervision**

- Supervision is in place after 8:10am daily. We have asked parents not to drop off students prior to this time as adequate supervision is not in place, even if a staff member is present.
- Staff will rotate through the locker areas during student arrival to ensure a speedy transition to classroom learning takes place. Supervision will start at 8:15 and end by 8:25. **Boot rooms need to be monitored either by student leaders or by the supervising teacher to ensure all doorways are clear of boots and other belongings.**

### **Fire Drills/Lockdowns**

- Fire drills and lockdown practices are required and held at regular intervals throughout the school year. Exit routes, safe places and procedures should be posted in each room.

### **Food/Allergies**

- Mid-morning snack and lunch are eaten in the classroom. Hot water is NOT provided at lunch time, and there is no access to microwaves or other cooking facilities.
- MCS strives to be a nut conscious environment. We ask our parents and staff to not bring foods containing nuts to school.
- Students with serious allergies must inform the office. Names, photos and required medication will be kept in the staffroom, however, we recommend students with epi-pens wear a second pen with them at all times. For younger children, this might mean the teacher keeps an extra in the classroom and brings on all fieldtrips.

### **Medications**

- Millarville Community School staff **may only administer medication to students on the instructions of a parent or guardian.**
- The parents must supply medications.
- A written authorization is available at the office, and must be completed prior to administration of medication.

### **Dress for Inclement Weather**

- We ask parents to ensure that students arrive at school daily with appropriate clothing for the weather conditions.
- Recess and noon breaks comprise an outdoor component, with students expected to spend period of time outdoor unless one of the following conditions occurs:
  - Students have parental permission (in writing) to remain indoors. If this occurs then the child must be in direct supervision of a teacher or in the learning commons.
  - Students have teacher permission to remain indoors to participate in alternate activities.
  - Extremely cold weather, with below -20°C with the wind chill
  - Intense rain, wind gusts or lightening

## **Personal Belongings**

### **Lockers**

- Grade 4 – 8 students are allowed the use of lockers for the school year provided the following conditions are met:
  - Student use a clip or lock to secure the locker door.
  - Students access only the locker to which they are assigned.

### **Lost and Found**

- Lost and found articles of clothing are kept in designated boxes.
- Money, watches or small items should be turned into the office.
- Unclaimed items will be periodically donated to community agencies.
- Please label all possessions, including outdoor clothing and footwear.
- Lost and Found items will be spread out to be claimed and then left items donated three times a year: Christmas, Easter and Summer Vacation.

## **Communication (see our Communication Plan for more info)**

### **Telephone**

- With teacher permission students may use school telephones to contact family/guardians. When a parent is contacted for pick up, or a message is left, please ensure office staff is informed.
- Messages for students may be left with office staff and will be delivered when possible to the teacher and student involved. Except in emergency situations, classes will not be interrupted to bring students to the phone.

### **School Closures**

- In the event of conditions that require the school to be closed, announcements will be made on:
  - Local radio stations (AM 1140, Eagle 100.9FM, CBC 1010, CFAC 960AM, Country 105 FM)
  - School Twitter feed (@MCSWildcats)
  - School website (Millarville.fsd38.ab.ca)
  - Foothills School Division Twitter feed (@fsd38)
- Please do not call the school for information or updates regarding school

closures.

### **School/Classroom Websites**

- Teachers are responsible to communicate with their families through a multi-dimensional approach. This can be accomplished through our school website, classroom newsletters or one of the FSD managed sites (ie. Moodle).
- In attempt to have a consistent approach between classes, please discuss your communication plan with teachers in your division.
- Information must be reviewed, edited or redelivered to parents and students at least 2 times per month. Please cc all classroom newsletters to the principal.
- Your teacher website must have at minimum your current unit of study and will be reviewed by admin monthly.