

Prince Philip School



2020 - 2021

GREETINGS FROM THE PRINCE PHILIP STAFF

Welcome to Prince Philip School

Greetings from Prince Philip Staff

The staff would like to welcome all new and returning students to Prince Philip School. This handbook and calendar has been prepared for each family as a fast and easy reference to information which will help you child have a successful school year and to support ongoing communication between our school and your home.

At Prince Philip School we are committed to providing a school climate that is focused on high learning standards, is inclusive to all, builds student's self-esteem and creates the next generation of 21st century citizens that give back locally and globally. During the 2017-2018 school year we worked with staff, students, parents and our SCC to develop the core values that guide the daily interactions and work of our entire school community. Together we selected Respect, Responsibility, Growth and Belonging as our core values. These 4 values allow us to view and support each other in a holistic manner. Each area is equally important and students grow into leaders in our school, community and beyond. It is our hope that our students take each opportunity to be involved in the academic, extracurricular and social life at Prince Philip. We encourage you to take risks, ask questions and be involved in your school. We expect that you do your best and have fun doing it!

If you require further information about our school, expectations and/or procedures please contact the school office at (306) 683-7400, the Parent portal or visit the Saskatoon Public Website at www.saskatoonpublicschools.ca

We look forward to a year that is filled with learning, fun and new memories. Please let us know if you have any questions or concerns.

Sincerely,
The staff at Prince Philip School



Greetings from your Administrative Team

Welcome to Prince Philip Elementary school! Walk through our doors and you will find a staff that is welcoming, encouraging and that strives to have each child work to their own potential. It is a safe, caring and accepting environment where children are encouraged to take risks, solve problems, display empathy, work together and learn from their mistakes. Our school motto is **"Do your best"**. The motto is an expectation for students and we embrace and model it as a staff.

All students are held to the highest of academic, social and behavioral outcomes. Teachers work within the Adaptive Dimension to have students show the different ways they have learned. Our staff is committed to being lifelong learners that provide the best instructional decisions for each child. These instructional decisions are based on a culmination of the following: being well versed in current research, understanding and using Formative and Summative assessments and knowing your child as a unique individual with special talents and gifts.

As a staff we know that parents/caregivers are our partners in achieving high academic, social and behavioral outcomes for our students. *Research indicates parents are children's first and most important teachers.* Families motivate learning through example, encouragement and discussion. They foster self-discipline and positive values. Research demonstrates that children's attitudes toward school and their success in school are directly influenced by their families' involvement in their education. We welcome your input at our School Community Council meetings so that we can continue to have a strong learning agenda and by volunteering in any capacity that you can.

Our school hosts a mosaic of opportunities for students to be involved. We encourage students to be involved so that they can build their inter-personal skills, develop new talents that can follow them into adulthood, aid them in self-discovery, self-reflection and build memories that will last a lifetime!

Our school strives to be proactive with instilling social and emotional learning values in our student body. We value and strive to model diversity and inclusiveness. We understand that the students we have today will work in a world that is connected globally in the years to come. The 21st century learner will work with a diverse workforce and will understand that there are different ways of knowing. Our students will obtain the skills necessary to be the next generation of stewards for the local, global and digital communities.

Our staff works hard to transform curricular outcomes into a 21st century learning environment. Students have the opportunity and are exposed to technological tools that will help them showcase their learning, share their learning in ways that they may not have been able to previously, connect with professionals and other students and learn from them, and become real life problem solvers. It is exciting and a big task!

Please stop in for a visit or a tour. We would be proud to show you around and looking forward to working with you!

Shanna Strueby
Principal

Michelle McKinnell
Vice Principal

Introduction to Prince Philip School

School Mission Statement:

Empowering individuals with the values, knowledge and skills for an inclusive, caring community!

Let's Get Acquainted!

Who are we?

We are a Kindergarten to Grade Eight school where parents are partners in their child's education. Our student body is composed of students from South Nutana. Presently our school population is 220. This allows us to be a school family where we can form strong relationships with students inside and outside of our classes. We are proud to be home to one of Saskatoon Public's referral based Autism Support programs. We are pleased to have Golden Rule; a non-profit Preschool, KinderCare and a Before and After school program to support our families.

Strengths

Academic Outcomes

- Learning is made to be Engaging and Authentic (staff priority)
- High expectations *for all* students
- Strong outcomes on Provincial Assessments such as the Early Years Evaluation (EYE), Literacy for Life Alphabetic Principle data, Assessment for Learning (Reading, Writing and Math – in comparison to our provincial counterparts)
- Work within the Adaptive Dimension to meet the needs of all our learners
- We understand that academic outcomes are linked to strong social/emotional and behavioral outcomes – they are interchangeable. Intentional Social and Emotional learning integrated into the curriculum.
- Instructional decisions are based on formative and summative data
- Staff is well versed in current research
- We see our parents as critical partners to high academic outcomes
- School Community Council involvement and parent surveys to support academic outcomes.
- Technology is integrated in to our instruction. It allows our students to show what they know in different ways, connect with others and motivate student learning

Social/Emotional and Behavioral Outcomes

- We work with the "whole" child – emotional, social, behavioral and academic
- Prince Philip is a safe, caring and accepting school and has a student body that is respectful
- Student body and staff are proactive in modeling and teaching Values and Virtues
- Staff are trained in the Social Thinking curriculum (SuperFlex and the Zones of Regulation)
- Inclusiveness and diversity are valued, modeled and taught
- School –wide model of consistent language and behavioral expectations/policy applied
- Clear expectations and rules are communicated to student body (See Prince Philips School Wide Expectations); modeled after PBI (research based)

Extra-Curricular Opportunities

- Students are encouraged to be involved in the life of the school
- The motto "Do Your Best" is emphasized and practiced by all on a daily basis
- There are opportunities to become involved for all students
- Strong athletic and fine arts programming

Staff

- We have a diverse staff that brings a wealth of experience and expertise
- TEAMWORK is how we embrace each day
- We work closely with our school team of support professionals (Speech and Language Pathologist, Educational Psychologist, School Counselor, Autism Consultant and other support personnel as needed)
- EAL teacher
- Resource teacher
- Teacher librarian
- Committed to fostering growth and developing 21st century learners
- Strive for clear communication with our families
- Set high expectations for our learners
- Prince Philip is a school that is committed to achieving high student outcomes. We are equally committed to fostering the development of well-rounded 21st century learners that take part in their local and global communities. We look forward to working with your child(ren) and your continued partnership in your child's academic journey!

School Staff 2020 – 2021



Teaching Staff

Mrs. Mindy MacDonald
Ms. Kellie Bell
Mrs. Jenna Bradshaw
Ms Michelle McKinnell
Miss Natasha Wright
Mrs. Sarah Evans
Mr. Michael Hernberg
Mr. Tom Kroeker
Ms Jaime Craig
Ms Tanya Smithson ~ Autism Support teacher

Resource Teacher

Ms Shelley Barrett

Specialized Positions

Ms Jennifer Sparks ~ Teacher Librarian
Mr. BJ Harris ~ Band Teacher
Mr. Dean Wiebe ~ Phys. Ed. Teacher

Librarian Technician

Mrs. Ishita Mukherjee

Educational Assistants - Autism Support Program

Ms Roxanne Cooper
Mrs. Faye Dixon
Ms Charlene Roberston
Ms Heidi Seida
Ms Korine Wesson

General EA Staffing

Miss Kacie Kreutzwieser
Mrs. Abby Repski
Ms Melanie Summach

Caretakers

Mr. Brett Ripplinger and Mr. Mohammed Islam

Office Staff

Mrs. Cindy Buchner ~ Administrative Assistant

Administrative Team

Ms Shanna Strueby, Principal
Ms Michelle McKinnell, Vice Principal

Area Superintendent Ms Trish Reeve

Trustee – Mr. Ross Tait

School Community Council Chairperson Mrs. Cara Morgan & Mrs. Rochelle Plemel

School Information in Alphabetical Order

Accident Insurance

All students subscribe to a basic accident insurance program, which provides coverage for injury sustained during the school day or during participation in a school-approved activity. An extended insurance program is also available, providing coverage 365 days per year, 24 hours per day.

The most commonly accessed coverage under the basic and extended insurance programs include:

1. Dental expense reimbursement.
2. Coverage of costs of ambulance services, prescription drugs, physiotherapy treatment and the rental of crutches associated with accidents.
3. Nominal indemnity for dislocations, fractures and other miscellaneous injuries.
4. Cost of repair or replacement of eyeglasses will occur provided that the accident also results in an injury which receives medical attention.

We wish to emphasize to parents that Saskatoon Public Schools does not carry any other form of accident insurance to automatically provide coverage to students who may be involved in school activities outside of school hours. If you are interested in the extended coverage you are required to make application directly with our insurance agents.

If you find it necessary to present a claim for injury, please contact the school; we have parent claim forms available for your use. The claim form must be fully completed and submitted to March & McLennan within 90 days of the date of the accident in order to be honored by the insurance company.

Allergies

Nut Alert School



We have students with life-threatening allergies at Prince Philip. Please do not bring nut products to school and do not to share your lunch with anyone else. Thank you for your support for the safety of our students! Should your child accidentally bring something with nuts, staff will have to safely discard of it if it is opened or return it. A note will also come home alerting you as parents that an item was sent containing nuts.

Other students in our school have other forms of life threatening allergies. You will receive a letter at the beginning of the year indicating what items should not be sent to school if you have a student with such allergies in your class.

Animals in Our School

Some of our students and parents have fears and allergies of some of the animals that come into our building. In order to provide a safe, caring and accepting learning environment for our students, we ask that you keep pets (small or large) at home and do not bring them into the school. Should you wish to bring a pet for a learning based activity, this will need to be arranged with your teacher ahead of time and brought into the entrance nearest to the classroom. As well, the pet should not come in until after classes have begun and taken out before classes are dismissed. Small class pets will stay in the current classrooms (typically a gerbil or hamster) unless students in that classroom are allergic to them. We understand the teaching value and responsibility that animals provide; however, we need to be inclusive and respond in a safe and caring manner and we feel this is in everyone's best interest.

Assemblies

We have assemblies on various days throughout the school year. Please check the Parent Portal and newsletters to confirm the time. Assemblies are tied to curricular outcomes. Throughout the year we also hold other special evening celebrations. Parents are always welcome!

Attendance

Regular attendance and punctuality are very important. We assume that all students are able to meet these criteria. Whenever possible please make appointments (dentist, physician, etc.) outside of school time. Research depicts that compounding absences have an impact on a student's academic achievement.

Saskatoon Public Schools requires an explanation for the absence in order to differentiate between absences for which a reasonable explanation has been provided by a parent/guardian and absences for which no explanation has been provided.

When you report an absence for your child, we ask that you provide a specific reason; the reason will be recorded for the reference of teachers and school administrators. Recording attendance of students is a legal requirement that we take very seriously.

The homeroom teacher takes attendance every morning and afternoon. Through our "Child Check" program, our secretary will attempt to contact a parent/guardian unless we receive a note or phone call explaining the absence. This is to assure all of our students are accounted for and are safe.

Students who arrive late are to check in at the office. You can help by ensuring that you contact the school before the start of the school day (morning and/or afternoon) with the reason your child will be absent. Please feel free to leave messages on the answering machine at 683-7400.

Should your child be absent for several days, please keep his/her teacher informed and the front office regarding a return date. Please contact the teacher and front office well in advance of the time you are expecting to be away if possible.

Because learning is so much more than textbooks and worksheets it is often impossible for teachers to provide instructional material for children heading out on vacation. It is important for parents to know that when children are vacationing during instructional time they may disrupt small group assignments, miss important concepts or key learning strategies.

Calendar

Please see the School portal for the most up to date school and division calendar.

CARE Partners

The purpose of our CARE PARTNER PROGRAM is:

- to create caring relationships and cross grade understanding
- to develop a caring concerned attitude in all people

The word **CARE** can symbolize the following:

C - courtesy

A - acceptance, appreciation

R - respect

E - enthusiasm

These qualities are emphasized between CARE partners. The younger student benefits from the student they can look up to and go to for help. The older student often learns new skills as she/he works with younger students and peers. The students develop more responsible attitudes about working and playing with others. Partner activities are aligned with curricular outcomes.

Communicable Diseases

2008, Saskatoon Health Region

Control of Communicable Diseases

Public Health Services recommends the following measures to control the spread of disease: Hand hygiene, cough etiquette, staying home when ill.

Children who have signs of illness such as fever, vomiting, diarrhea or rashes should not attend school until they are well and/or have been treated by a doctor.

- Children with the following diseases must be treated for 24 hours **before** returning to school:
- eye infections
- impetigo
- ringworm
- scabies
- scarlet fever
- strep throat

Children with the following diseases **may not** return to school until parents call **Disease Control at 306-655-4612** to discuss a return date:

- measles
- mumps
- rubella
- Children with chickenpox may return to school when they are feeling well.
- Children with pertussis may return to school when they feel well enough to do so. Children will be excluded for 5 days after they start medication or 21 days from onset of coughing attacks **only** when there is a staff person (in the same classroom as the case), who is in the last 3 months of pregnancy.

Disease Incubation Period

The time it takes for the first signs or symptoms to appear after the germ enters the body.

Infectious Period

The time during which a germ can spread to other people.

Exclusion Period

The time a person must stay at home to prevent the spread of infection.

Measles 8 - 13 days (rash comes 2 – 4 days after illness starts) 4 days before, to 4 days after rash appears
4 days from the time rash appears

Rubella 14 - 21 days 4 - 7 days before, to 5 days after rash appears 7 days from the time rash appears

Mumps 14 - 21 days 1 week before, and for the duration of swelling 9 days after swelling appears Hepatitis B, C and HIV are not spread through casual contact, so exclusion from school is not usually necessary.

For more information, contact the nearest Public Health Office:

Saskatoon & Surrounding Area Locations Rural Area Locations

North East **306-655-4700**

Our Neighbourhood **306-655-3250**

South East **306-655-4730**

Toll Free 1-855-613-8216

West Winds **306-655-4275**

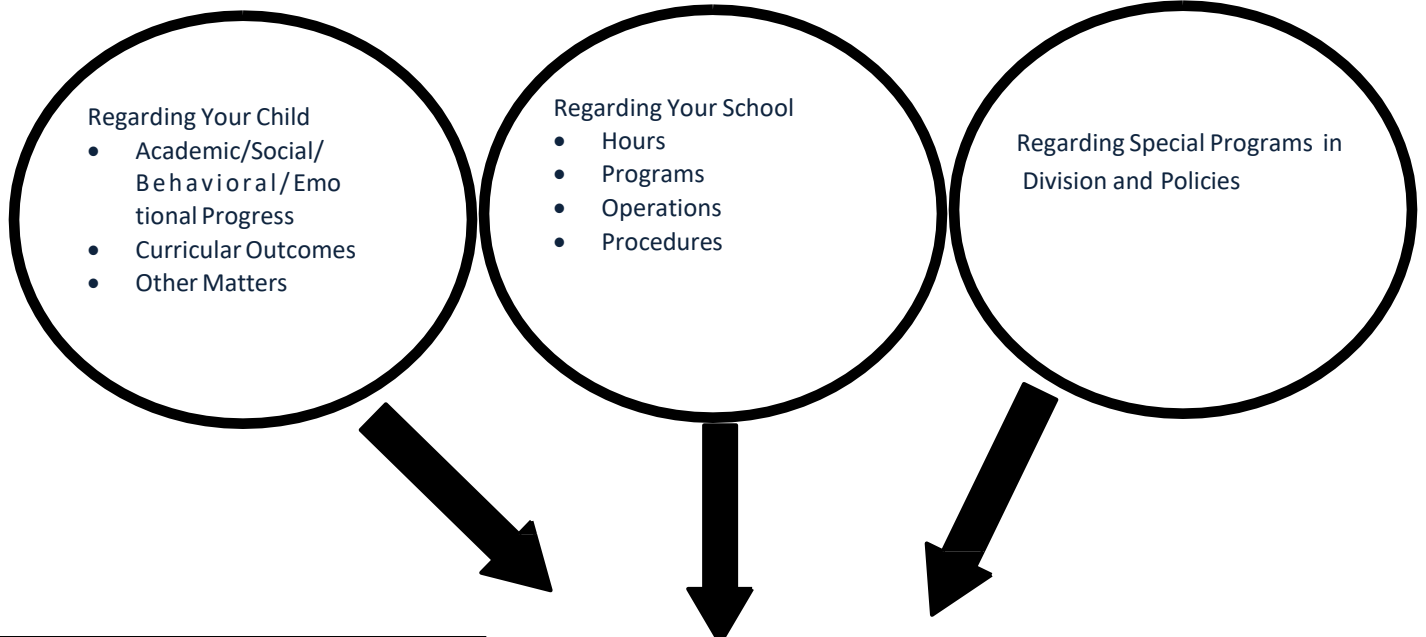
Toll Free 1-855-295-9166

International Travel **306-655-4780**

www.saskatoonhealthregion.ca/publichealth

Communication Process

HOME/SCHOOL COMMUNICATION



Regarding Your Child

- Academic/Social/ Behavioral/Emotional Progress
- Curricular Outcomes
- Other Matters

Regarding Your School

- Hours
- Programs
- Operations
- Procedures

Regarding Special Programs in Division and Policies

The first person to be contacted is the child's teacher for information regarding your child's academic, social, emotional and/or behavioral progress. It is important that the teacher is the first point of contact as they know your child the best! Most concerns can be solved at this level.

Questions regarding school hours, procedures and academic programs should be directed to the classroom teacher, the Principal or the school Administrative Assistant.

Questions regarding Special Programs or Division policies should be directed to the School Administrator. She will assist you to the correct division personnel.

Do You Have Compliments, Questions, Suggestions or Concerns?

We appreciate the opportunity to hear about parental concerns directly from parents. Problems that exist at the school level normally have to be solved at the same level and the sooner that we become aware of them, the sooner we can begin to solve them!

Most questions and concerns can be solved by contacting the classroom teacher or instructional staff member where the question/concern surrounds. They are likely to have the information that you need and can answer it most efficiently. They also know your child as a learner and have the context to direct you to the appropriate resource/professional if they are unable to answer your questions/concerns.

Phone calls between parents and teachers are encouraged to enhance understanding, clarify expectations or discuss concerns. Clear communication is important to the progress of students!

Contacting Teachers

Phone Calls and E-mails

The best time to contact teachers by telephone (683-7400) is before and after school, or by leaving a message on their voice mail to have the teacher contact you when he/she is free. **We try not to interrupt classroom instruction time unless it is urgent. It is important to maintain the instructional integrity of the class.** School office hours are 8:00 a.m. - 4:00 p.m. Outside of these hours, you are welcome to leave a message on our message manager. You can also contact your child's teacher at last name, first initial @spsd.sk.ca (No spaces between anything!)

Please note that most e-mails should be answered by a staff member within a 24 hour time frame. If you don't hear back it means that your e-mail may very well have been placed in the division's spam. We have a strong firewall. Call the office and leave a message for the teacher about the e-mail. They can then retrieve the message and your e-mails should be accepted after that!

Our preference as a staff is to communicate via phone or in a scheduled meeting. It is the most clear and effective way to communicate. *Matters that pertain to your child's social, emotional, behavioral or academic outcomes should only be addressed to staff by a scheduled meeting or over the phone.*

A copy of The Education Act and it is available online:

<http://www.qp.gov.sk.ca/documents/English/Statutes/Statutes/E0-2.pdf> . All Board information, reports, minutes and policy manual are posted on our School Division website at www.spsd.sk.ca

Electronic Devices and Mobile Learning Technologies

There is a growing use of mobile technologies having a positive impact on our classrooms at Prince Philip. We are fortunate to have a number of netbook carts and a set of mini iPads for classroom use. We are also a completely wireless building. With this in mind, the use of personal laptop computers and other forms of Mobile Technologies will be considered within the parameters established by the school and under the direction of classroom teachers guided by SPS Procedures.

The use of electronic devices cannot interfere with learning or infringe upon the privacy or safety of other individuals in the classroom. These devices include but may not be limited to iPods/iPads and variations thereof, cell phones, personal digital assistants, cameras and recorders.

Electronic devices for the purpose of Mobile Learning Technology should be used in the context of a learning opportunity in the classroom and under the supervision of the classroom teacher. The purpose for using a MLT device should fit within a curricular context. Students must be directed in using the devices. Students using devices such as a cell phone or a personal laptop must access the school's wireless network. At no time should any photos, voice recordings or transmission of personal information be completed without the *written permission* of all persons.

Students who choose to bring personal digital devices to school should be aware of the following:

In the event that there is abuse of the digital devices, or suspected abuse, the digital device itself can be confiscated and may be searched by a member of the school's Administrative team. If parents/students do not agree with this condition students should not bring the digital device to school. The parent will be contacted and asked to meet with Administration and the student to discuss the abuse.

Schools are not responsible for the theft or loss of personal digital devices that students may choose to bring to school.

Emergency

It is important that students wear shoes inside the building at all times in case of an emergency and for health reasons. Students must have a pair of indoor shoes that remain at school.

Front Office - We need to be aware of your emergency arrangements for your children. A situation may occur which necessitates sending a child home. In the event of an emergency, we will try to make contact with parents. If parents are not available, alternative arrangements may be necessary. Children also need to know about your arrangements and what your expectations are for them.

Please take time to discuss emergency procedures with your children.

- When an accident happens at school, depending on the severity, parents are contacted. Please encourage your children to talk to a staff member when they are injured or unwell.
- **If you have moved or changed your telephone number, please notify us as soon as possible. It is important that we have up-to-date emergency contacts to call when parents are unavailable.**
- From time to time, students do not arrive at home when expected because they have stopped to play at a friend's house. Please encourage your child to come directly home upon dismissal and to make play arrangements in advance. Students are not allowed to use the school phone to make such arrangements.
- Everbridge will call and e-mail you in an event of an emergency that impacts the entire school. Once again it is critical that we always have the most up to date information. If you have not signed up previously here is the link <https://member.everbridge.net/index/453003085611039#/login>
- Parent trips and leaving child(ren) in another's care – it is important that the classroom teacher *and* the front office are informed and have the required contact information.

KEY SITUATIONS

Saskatoon Public Schools is committed to providing school environments that are safe, caring and accepting places for students, staff, school visitors and community members. Each year we provide parents/guardians/caregivers with information regarding our Safe, Caring and Accepting Schools' initiatives. Specific information is provided to parents/guardians/caregiver at the beginning of each school year on our community threat assessment protocol. It is also made available on our public website at [link](#). It is important that students, staff and parents/guardians/caregivers understand their responsibility to report any threat related behaviours to the school principal (*Duty to Report*). Saskatoon Public Schools will not accept a "no response" to a serious threat. We understand that we have a *Duty to Respond*. For additional information please contact the school principal.

1. FIRE – Indicated with the sounding of the fire alarm

- All people in the school follow evacuation routes and procedures.
- Classes move to prearranged location away from school.
- Re-enter school upon hearing the "All Clear" signal: one long ring of the bell.
- We are required to have fire drills throughout the year

2. EVACUATION – General announcement repeated twice "We will be evacuating to Saskatchewan Abilities Council"

- Sound the fire alarm.
- Follow above procedures and then move to alternate safe location.
- In the event of such an emergency, please listen to the radio or come to 2310 Louise Avenue.
- Do not telephone as we will be trying to reach you. Children will not be sent home unless we can be assured of their safety.

3. GENERAL LOCK-DOWN – General announcement repeated twice. "A general school lock down is in effect."

- Students are kept in classrooms.
- Classroom door is locked and lights are turned off.
- Students are moved to a location out of sight of windows and doors.
- Students crouch behind or under desks.
- Administration will communicate when lockdown is no longer in effect.

4. PERIMETER LOCK DOWN – General announcement repeated twice. "A perimeter lock-down is in effect"

- All perimeter doors are locked.
- Non-classroom staff are assigned to monitor each exit.
- No entry or exit is permitted, other than at main entry.

- All school instruction and routines continue as normally as possible.
- No one is to exit or enter the building without administrative approval.
- A child is permitted to leave with a parent/guardian after confirmation with the child's parent is recorded.
- Police service involvement as necessary.
- Administration will communicate when lockdown is no longer in effect.

We hope we never need to use these plans but we are prepared should a crisis arise. Each fall we will practice an evacuation walk to this facility. Thank you for your cooperation in helping us care for the safety of your children!

Entrances

Visitors are encouraged to use the front entrance. All visitors must inform the office of their presence. We ask that students and visitors respect the work of our caretaking staff and remove footwear before proceeding down the hallways. Students will enter/exit the school through the boot rooms or kindergarten entrance. Other entrances are to be used only in the event of an emergency.

Feedback Opportunities

Feedback is *welcomed* throughout the school year. We may not know there is a concern unless it is brought to our attention. We gain feedback from our students and families in a number of ways throughout the year. Parents are asked for input and feedback at our SCC meetings, surveys throughout the year and during formal/informal conversations. Students are also provided with feedback opportunities. Some examples are: the [Tell Them From Me](#) survey, the SLC delegation that meets with School Administration to discuss school issues and informal/formal conversations between staff and students.

OUT-OF-SCHOOL EXPERIENCES (FIELD TRIPS)

The educational program at Prince Philip is supplemented and enriched through a variety of out-of-school experiences during the course of the school year. These out-of-school experiences provide alternative ways to meet the educational goals of the Saskatoon Public School Division. Field trips are well-planned experiences that take advantage of the resources of our city/province to enrich the regular school curricula.

Golden Rule Preschool

Golden Rule Preschool is an autonomous group, separate from and not affiliated with Saskatoon Public Schools. It has programming for children ages 3 and 4. Parents have the option of a two or three day a week program, please contact Laura Orenchuk at 477-5588, for further information.

Golden Rule Creative Care Program

Golden Rule Creative Care Program is a privately run half day childcare program for kindergarten students who attend school in the morning. Care is offered Monday through Friday during the afternoon until 3:15 p.m. Parents have the option of part-time or full-time care. Please contact Laura Orenchuk, 477-5588, for further information on details and costs. Tax receipts for childcare are given for this service.

Golden Rule Before and After School Program

Designed to meet the needs of working families with school-age children attending Prince Philip School. The program does not operate on school professional development days. Tax receipts for childcare are given for this service. Children must be pre-registered in order to utilize the program. Please contact Laura Orenchuk, 477-5588, for further information.



Hot Lunches

Your child's Room Parent may contact you to volunteer to assist with a Hot Lunch. In the past, the funds raised have been used for equipment, field trips and special events, etc. Everyone in the school benefits in some way and it's a great opportunity for the children to have some fun ☺ It is also a great way for your child(ren) to see you making a difference! Currently, Hot Lunches are organized by Mrs. Buchner.

Lunch Arrangements and Privileges – updates in fall regarding sanitation

The Saskatoon Public School Division believes in neighborhood schools and holds the position that children, under normal circumstances, should eat lunch at home whenever possible. The Board's present policy provides for noon lunch supervision for children who are required by the Board of Education to attend a school out of the neighborhood.

With our increase in enrolment, we are asking that families only use the lunchroom services at school for special reasons: distance to school, emergencies, absence of parents at home during the day. We are strongly encouraging all senior students (grades 7-8) to go home for lunch unless they are involved in a noon hour activity (i.e. volleyball, basketball).

A form is sent home in September for parents to sign. The intention of the Saskatoon Public School Division is to help parents and children with justifiable needs in this area. We consider the noon lunch period to be an important and developmental part of the child's day.

Please note that Saskatoon Public schools determines the number of supervisors that a school has based on its population. Teachers are to be provided a duty free lunch under their contract.

Grade K-8 will eat in their classrooms under the supervision of lunchroom supervisors.

WE ENCOURAGE LUNCHES TO BE NUTRITIOUS.

For ideas on packing healthy school lunches the following websites might be valuable:

<http://www.interiorhealth.ca/Choose+Health/Healthy+Eating/Lunches+to+Go>

<http://www.msnbc.msn.com/id/8961053/>; <http://busycooks.about.com/od/breakfastre/recipes/a/brownbaglunc.htm>; www.toronto.ca/health/pdf/nm_lunches.pdf.

The following are the classroom lunch expectations for students in Kindergarten – Gr. 8:

1. Sit in your own space and remain there until the bell rings.
2. Wipe your desk with the spray bottle and cloth.
3. Put your garbage in the garbage bin.
4. Take recycle items to the hallway recycle bins.
5. **Stay on the school grounds during the lunch hour. Students are not permitted to go to Buddies.**
6. Dress for the weather as everyone is expected to get some fresh air during the noon hour.
7. Respect our lunch supervisors.
8. Eat your own lunch – do not share.
9. **We are a NutAlert school**
10. Exit to the playground diligently, upon dismissal

If a student is having difficulty meeting these expectations he/she may require a break from the program and alternate lunch arrangements may need to be made for a defined length of time. Typically students are given two warnings. This will require a note to be sent home for the parents to review, discuss and sign. Upon a third warning a meeting with the child, parents and an Administrator is warranted. Staying for lunch is a privilege.

First incidents of bringing food items with nuts will result in a friendly reminder note sent home. If repeated scenarios occur then a school administrator will contact the parent to discuss.

Internet/Wireless Services Acceptable Use Procedures

Saskatoon Public Schools believe that the use of the Internet and/or personal digital devices supports relevant and challenging life-long learning for our students. All activity conducted on hardware owned by Saskatoon Public Schools is logged. Activity logs may be viewed and used where necessary to ensure our Administrative Procedure 140 – "Computer/Online Services Acceptable Use" is followed.

To support additional learning opportunities, Saskatoon Public Schools has also provided Internet wireless access in all schools and initiated broad education efforts related to "Digital Citizenship in the 21st Century". Students are provided with individualized computer accounts and passwords to access computers and online/wireless services to support their learning. *Students who elect to bring personal digital devices to school have the ability to access the Internet with their account. This access is subject to the school's overall rules regarding personal digital devices. Examples of personal digital devices include cell phones, smart phones, MP3 players, iPods, iPads, and notebook computers.*

When using digital devices, students must adhere to the following principles:

- **Digital devices are to be used to enhance the learning that takes place in schools. They are not to disrupt that learning.**
- **Digital devices are to be used in a manner that is respectful of all students and school staff. For example, students using digital devices to photograph or video any member of the school staff or students in the school without the permission of those staff or students is considered disrespectful.**

1. Access to the Internet and wireless services, either with school division or personal digital devices is an individual privilege enjoyed by students, not a right.
2. A student's conduct on the Internet and wireless services, either with school division or personal digital devices, is governed by the same expectations which guide his or her behaviour at school.
3. In elementary schools, access to the Internet **with school division digital devices** is provided only when students are supervised.
4. In collegiates, students may access the Internet with **school division digital devices** without supervision.

5. If students choose to **bring personal digital devices** to school (at both the elementary and secondary level) they can access the Internet (whose sites have been filtered as per point 7 below) without supervision during non-instructional time (e.g. lunch hour, before or after class). During instructional time they can access the Internet with their teacher's permission.

6. Students who choose to bring **personal digital devices** to school should be aware of the following:

- In the event the digital device is used in an in appropriate manner, (or inappropriate use is suspected), the digital device itself can be confiscated and may be searched by a member of the school's administrative team. If parents/students do not agree with this condition students should not bring the digital device to school.
- Schools are not responsible for the theft or loss of personal digital devices that students may choose to bring to school.

7. Saskatoon Public Schools actively blocks access to inappropriate Internet sites. If a student deliberately seeks to access inappropriate material or uses the computer services provided in a malicious manner, the consequences are governed by the Saskatoon Public Schools' Administrative Procedure 140 - "Computer/Online Services Acceptable Use" - which can be found on the Saskatoon Public Schools' public website at www.spsd.sk.ca/files/board/AdministrativeProceduresManual.pdf

Consequences are outlined in Administrative Procedure 140 and appear in the student version of the procedure as follows:

What can happen to me if I break the rules?

1. I won't be able to use the computers.
2. I might be disciplined.
3. I might have to pay for what I broke.
4. The police may be called.

8. If you do not want your son/daughter to access the Internet at school, please contact the school and request the **Internet Use Denial Form**. This form is then signed by the parent or guardian and returned to the school.

Learning Resource Centre

Resource-Based Learning

The primary function of our Learning Resource Centre's program and the major task of the teacher librarian is the promotion of resource based learning among our students. This means that students are encouraged to develop a love of reading and learning; as well as providing them with the skills that they will need to become confident, independent, lifelong learners. These skills involve accessing information through a variety of sources, the interpretation and critical evaluation of that information, and the ability to present what they have learned in a variety of ways. The teacher librarian works in collaboration with classroom teachers to integrate the teaching of these skills into the various units of study that will be taught throughout the year.

Scheduling

We have a flexible schedule in our LRC. During regular school hours, teachers schedule their classes into the LRC as required for book exchanges, research, and learning projects. Students may also come individually or in small groups to read, research, or exchange books at any time.

Borrowing Guidelines

Kindergarten and Grade 1 students generally borrow one book at a time. Once these students have learned to come to the LRC on their own, they are encouraged to exchange their book as often as they wish. Students in Grades 2 - 8 may borrow two or three items at a time (this limit is set by the classroom teacher). They are asked to return their books as soon as they have finished with them so that other students may borrow them. If a student is involved with a research project, additional materials may be borrowed with the permission of the teacher librarian. Maximum loan period is two weeks.

Lost Books

Books are a valuable resource. We appreciate the fact that students try to be very responsible with the materials they borrow. However, no matter how careful we are, books sometimes get misplaced or accidents happen. In order to keep as many items as possible available and in circulation, overdue notices are sent to classrooms on a regular basis. Reminders are sent home twice a year with request for payment, if the lost material cannot be found. Should the missing item later be found, a refund will be issued for the amount paid.

Locally Developed Options

At Prince Philip School we also provide programming for our students based on locally determined options. These programs are included:

- Computer Literacy

We have outlined programs and program supports that are available at Prince Philip School:

- Learning Resource Centre
- Resource Program
- English Additional Language (EAL)
- Student Support Team
- System Personnel

Lost & Found

We invite you to check our Lost & Found boxes at any time throughout the year. Articles will be put on display during Parent Teacher Three Way conferences. We will also communicate this on the school portal and newsletters. Items that are not picked before Christmas break and the end of June will be donated to charity groups.

Medical Alert and Administration

Each year these forms must be updated in the fall. **It is the responsibility of parents to alert their child's teacher and the front office to any medical concerns or needs for medical administration. It is very important that medical information is kept current throughout the school year. This is for the safety of your child.**

Please do not send cough syrup, eardrops or other medications to school with a note asking a teacher to store or to administer these substances. We are not permitted to store or to administer any non-prescription or prescription drugs **without a medical release form**. To obtain a medical release form, please see the Parent Portal OR ask the Administrative Assistant for a copy.

Parking Areas and Student Safety

To ensure the safety of our students, drivers need to observe the parking signs at the front of the school and refrain from using the staff parking lot and bus drop off zones; on the east side and the front of the school when picking up or dropping off students.

Personal Belongings

Labelling- Please assist us by labeling coats, boots, backpacks, and all school items. This is a time saver for when articles get lost. Remember that often children will have the same brand name of boots, etc. so identification is necessary to avoid confusion!

Reporting Process

Assessment for Learning

Our school system is committed to the concept of continuous progress whereby students are able to proceed through the school curriculum in relation to their capabilities. In accordance with this policy, we make every attempt to program for the different ways our students learn.

Assessment of student progress is an on-going process at Prince Philip School. We look upon assessment as an integral and very important part of the learning process. It is our desire to establish two-way communication. Your support and your comments to us are of great benefit in our joint efforts to provide your child with a sound education. We will communicate with you via emails, class blogs, phone calls, notes, samples of work sent home, etc.

Reporting Student Progress

Saskatoon Public Schools, with guidance from teachers and parents, has established a philosophical foundation and reporting document for a new reporting system.

Vision

Student progress reporting is based on the belief that student evaluation:

- integrates teaching and learning;
- communicates information to the student, parent(s)/guardians(s), and educators;
- describes performance in relation to the student's ability, achievement and the curricular outcomes;
- responds to changes in school programs.

Guiding Principles

Student progress reporting:

- involves dialogue that is shared, open, clear, honest and ongoing. It is done in a caring and sensitive way;

- recognizes the whole child. Children are developing individuals whose dignity is respected while evaluating academic, personal and social growth;
- responds and is adaptable. It is a dynamic and responsive process flexible to changes in program and instruction while adaptive to individual school and community needs; builds on foundations, elements which establish expectations and reports performance in relation to the student's ability and program objectives. It has consistent standards.

Highlights

Reporting student progress to families is a yearlong process. It is a commitment to dialogue that includes the following components for Kindergarten to Grade 8:

- Contacting Parents ~ when the teacher makes contact with the parent early in the school year;
- Three-Way Conference ~ where the parents, student, and teacher meet to share information and identify one or two goals for the child;
- In-depth Reports (November, March, and June for Grades 1-8; March and June for Kindergarten) ~ where student progress is communicated to the parent and others;
- Ongoing Dialogue ~ where information is shared through classroom (depicting present curricular outcomes being covered) school newsletters, telephone calls, informal visits, portfolios, assignments sent home to be signed, school blogs, goal setting/reflection sheets, inventories and questionnaires.

Achievement Testing

Over the course of elementary school various standardized tests are given. Parents should be aware that:

- In Kindergarten the Early Years Evaluation (EYE) tool is completed. It is also done again in the spring. This is a provincial assessment. For more information please speak to your Kindergarten teacher.
- In September, students in grade 8 write the CAT4 (Canadian Achievement Test, 4th Edition). This is an achievement test which provides a profile of student's skills. Insight will also be administered to these same students. This is a scholastic ability test. When teamed with the CAT4, Insight provides predicted achievement scores which identify students whose achievement levels are lower or higher than would be expected, given their cognitive skill level.
- In addition, individual testing may be given by our resource teacher and/or education psychologist to help us access how to best meet a student's needs.

Resource Support

The Resource program is designed to support the instructional needs of students who learn in different ways due to a variety of exceptionalities in learning styles and strengths. This support may be by direct instruction from the Resource Teacher or indirectly through collaborative planning with the classroom teacher or the school team of Educational Psychologist, Speech Pathologist, Counselor and/or Social Worker.

The resource room teacher, the classroom teacher, and other out-of-school support professionals may recommend instructional strategies and/or design an appropriate personal program plan for a student requiring different academic support.

A process of referral by teacher, parent and other professionals for assessment is part of the protocol of the Resource Program. Parents or guardians who have serious concerns regarding their child's academic progress may request that a referral be made for an academic assessment.

We have one full-time teachers for the Resource Program.

School Attire

The following dress code reflects the standards of our school community. We ask students to respect these basic guidelines provided by Prince Philip School:

- No undergarments showing (shorts, bras, bra straps etc.)
- No midriff or back showing
- No cleavage (buttocks or chest)
- No spaghetti straps (two width finger required for straps)
- Hem of shorts/skirts must meet the bottom of fingertips at your side, athletic shorts that meet this principle are acceptable
- No logos/print that are disrespectful, vulgar, suggestive, or promote drug/alcohol use
- Wear clothing appropriate for the weather conditions

Students are also asked not to wear any headwear in the building. Concerns regarding student clothing will be shared with parents and communicated to students in a private and dignified manner. Students will be expected to cover up with other clothing or return home to change. Repeat offences will result in a warning, then a phone call home and a third offence a referral to the school administration. Prince Philip staff is committed to reinforcing positive body images and self-esteem for our youth! These expectations have been created with the Student Leadership team in collaboration with School Administration.

Dress for the weather - Students should dress for the weather, and since they are encouraged to go out for recess, this is particularly important. During spring it may be wise to send along a change of clothing in your child's backpack. We encourage students to wear proper physical education attire. The wearing of gym shorts (or sweat pants) facilitates easier movement while running shoes provide the necessary traction for safety. Please purchase non-marking gym shoes. Students are expected to have gym clothes to change in to at grade 5.

School Community Council

Prince Philip's School Community Council works closely with the staff at our school, supporting student learning and providing information and feedback on the educational issues at the school level and the system level.

Our Council is very active at Prince Philip School Meetings are held monthly at 6:30 p.m. in our LRC. Please check the Parent portal for the dates on the calendar. The day of the week rotates throughout the year so that we can be more inclusive to families who have other commitments on week nights as well.

Babysitting is provided for these meetings. Please preregister the number of children who will need childcare that evening with the front office. Everyone is welcome. Be sure to take the opportunity to be involved in the decisions affecting your children!

Further information can be found on the school portal under School Community Council's tab.

Safe, Caring and Accepting Schools – Expectations

Building Cooperation in Our School Learning Community

Saskatoon Public Schools are committed to learning environments that foster respect, responsibility, excellence and joy. Schools have always played an important part in our personal and community lives. We are all responsible for creating peaceful school communities where the emotional, spiritual, and physical safety of all students and staff is assured. These principles guide our practice:

- Schools are for teaching and learning.
- Education is a shared responsibility among students, staff, parents and community.
- We treat one another with dignity, respect and fairness.
- We work within a framework of rights and responsibilities.

We believe in building a school learning community that values teaching and learning in a caring, supportive environment. Our school is one in which there is a deep personal commitment to the core social virtues of empathy, conscience, self-control, respect, kindness, tolerance, and fairness. We believe that children should observe and encounter these virtues in action in their daily lives, especially in the school setting, as they grow into well-rounded caring citizens.

We believe that all students show pride in their school and respect for those within when they adhere to basic guidelines of courtesy and consideration. Students learn best when they are aware of the expectations and consequences and when they are provided with the opportunity to make appropriate choices. School staff members will support students' efforts to make good choices and to meet behavioral expectations. Staff work hard to catch students doing positive things and be proactive instead of reactive.

We believe parental support is *essential* in creating a positive and safe environment in our school. We also acknowledge that discipline occurs on an individual basis. Occasionally problems occur that students are unable to solve themselves. We encourage them to talk to an adult at school and at home. There are consequences for inappropriate behavior. We do our best to connect the consequence to the concerning behavior and ask our students to reflect on how their actions impacted others and themselves. Our goal is to make it a learning opportunity.

Typically:

- minor offences are dealt with on the spot by staff members
- serious or repeated offences require the involvement of the teachers, administration, parents, and if necessary our school superintendent.

Examples of consequences for inappropriate behavior may include:

- social autopsies, social mapping
- removal from an activity – loss of privileges
- development of an action plan for a change in behavior
- time out of the classroom - out-of-school suspension
- time out in another classroom - loss of recess privileges
- time out in the office - restitution – repair or replacement
- time out at home - behavior contract – student, teacher, parent
- behavior plan

- in-school suspension with the principal/vice-principal
- formal suspension
- if deemed necessary, expulsion from Prince Philip

A document outlining the philosophy, responsibilities, and procedures at Prince Philip is available upon request. It is also available on the school's portal. It is called "[Prince Philip's Safe, Caring and Accepting Learning Environment plan](#)".

At Prince Philip, it is our expectation that students be responsible and respectful. Specifically students are expected to be responsible to and for:

- themselves (take responsibility for their actions)
- their learning community, students, staff members, and visitors
- digital footprints
- their school, property, and community

Prince Philip School Expectations – 2020 - 2021

	Accountable	Respectful	Safe
Coming and Leaving School	-use the designated doors for entrance and exit -bring all materials needed home -be on time for the bus	-shoes come off at all entrances to the school -walk in halls -greet parents, staff and peers	-go directly to the bus -walk in halls on right side with hands to self
Gymnasium	-be prepared for gym -participate to the best of your ability -put away equipment when done	-speak to others in a helpful and encouraging manner -respect each other's space and physical ability	- keep hands and feet to self -think about others when using equipment
Hallway	-stay in line -go where you need to go -stay in your same spot in line	-walk quietly -respect other's personal space	-walk on the right side -walk forward -look where you are going
Classroom	-be on time -be prepared (have all your items at school and be ready to learn) -all assignments handed in on time and to best of ability	- be aware of others personal space -speak kindly about others -use 3 on 5 point scale for voice level -keep hands to self	-follow classroom and school wide expectations - report concerns to a staff member
Assembly	-treat the presenter(s) the way you would want to be treated -use restroom before	-encourage peers, staff and presenters -ears are listening and mouths are quiet -look at 3/5 point scale for voice level	-hands to self and legs crossed -sit and stay with class

<p>Lunch</p>	<p>-clean up after yourself</p> <ul style="list-style-type: none"> • Garbage in the trash • Recycle in correct bin • Wipe off your desk <p>-eat your own food -remain in your desk</p>	<p>-ask permission from the supervisor to leave the room (bathroom, water, choir etc.) -use 3 as guide on 5 point scale for voice level</p>	<p>-be aware of food allergies -activities in class do not involve balls or hands on -middle years students require a note from home for permission to go to Buddies. Must give to supervisor.</p> <p>INDOOR LUNCH -remain in classes with approved board games or in desk with approved teacher activities -follow intramural indoor recess schedule</p>
<p>Boot rooms</p>	<p>-place shoes/boots on boot racks -pick up boots that have fallen off -keep indoor shoes in classroom</p>	<p>-remove footwear when entering and leaving -listen to supervisors</p>	<p>-watch the red-yellow-green light for warm up information -hands to self - stay in line when entering and leaving boot room doors - use the correct doors to enter and exit</p>
<p>Recess</p>	<p>-come in quickly when the bell rings -bring in all play equipment -“stop the play” when the bell rings -stay within school boundaries and grade designated areas</p>	<p>-invite others to play -play with everyone -share equipment and play space -listen to supervisors -hats off upon entry to halls</p>	<p>-dress appropriately -use playground equipment for intended use -hands off - use your words to problem solve -get an adult to help if you can't find a solution</p> <p>INDOOR RECESS -remain in classes with approved board games or in desk with approved teacher activities</p>

(Student) Expectations and Consequences

Positive consequences result from students demonstrating behavior that is in keeping with the principles and responsibilities listed above; praise and the granting of special privileges are just two examples of positive consequences. The establishment of trust in a student is the result of a student demonstrating ongoing and consistent behavior in fulfilling his or her responsibilities.

I. Goal of Student Expectation Policy:

To encourage positive attitudes, good behavior and respect for others

To provide a safe environment for all students

Address incidents of inappropriate behavior in ways to facilitate corrective action and help the student improve his/her behavior

II. Guiding Principles:

Prince Philip's Student Expectations Policy is designed to help create a climate of cooperation, academic excellence, respect and safety for all students. The policy is based on seven guiding principles. The guiding principles are as follows:

1. **Learn the Behavior:** In order for students to behave appropriately they must understand what is expected of them. *School-wide expectations* will be clearly articulated and reinforced in all areas of the school throughout the day. Clear and concise expectations for student behavior will be communicated to the students by all staff. The different domains will be taught explicitly to the student body.

2. **Teach the Behavior:** Research shows that students learn how to act appropriately if they are explicitly taught the appropriate behavior and are given opportunities to practice the behavior. Social skills and positive behavior will be taught and reinforced on an ongoing basis. Clear and consistent school wide strategies will be used in the teaching the appropriate behavior. (Super Flex and Social Thinking curricula (Zones of Regulation), Paths and Character Education)

3. **Reinforce the Behavior:** Students respond best when they are recognized for their efforts and accomplishments. Reinforcements and rewards will be provided with high frequency when students demonstrate the expected behavior. Clear and consistent strategies will be used for encouraging and recognizing appropriate behavior. (Prince Philip Super Heroes (reinforces school wide expectations), Administrator recognitions and various classroom teacher positive reinforcement activities/systems)

4. **Consistently Respond to Unacceptable Behavior:** Students need to be made aware that unsafe, disruptive and defiant behavior is not acceptable. Consequences will be planned, articulated and consistently implemented. Clear and consistent consequences will be issued to discourage inappropriate behavior.

5. **Provide a Support System:** Some students may require a Tier 2 or 3 intervention as outlined by the Saskatchewan Ministry of Education. This means that they have an individualized behavior plan that parents and staff follow. Student Support services may be part of the team that supports the learner.

6. **Involve Parents:** Parent support is vital in the development of positive student behavior. Staff will work with parents to create supports/plans that parents can also reinforce/utilize at home. Research supports the use of consistent practices across various environments.

7. **Monitor and Review Policy:** The Student Expectation policy will be monitored and reviewed on an annual basis.

At Prince Philip school we believe in working with students to help them become caring, competent, respectful and responsible young people. We help students think through choices that they have made and assist them to problem solve. Teachers work with their students to co-construct expectations for their classrooms.

Staff help students to understand that everyone makes mistakes may invite them to make restitution. Our ultimate goal is for each student is to be self-disciplined and to become a manager of his or her own emotions, learn to solve problems and self-regulate.

An ACCOUNTABLE and RESPECTFUL student:

1. Arrives at school
 - on time
 - prepared to work
 - with assignments completed
 - with appropriate supplies and materials
2. Uses appropriate language
 - talks to others respectfully and cooperates fully with students, staff and visitors
3. Uses appropriate actions
 - treats others with respect (no teasing, hands off)
 - deals with problems in a positive manner
 - treats others' property with respect
 - treats public property with respect (e.g. removes muddy shoes)
 - follows rules and procedures (e.g. plays safely)
 - moves quietly and orderly throughout the school with purpose and permission
 - leaves valuables at home.
4. Students are expected to show pride in and respect for our school facility. In an effort to ensure the cleanliness of our school:
 - Do not bring sunflower seeds to school.
 - Do not bring drinks in paper or plastic cups, bottles, or cans to the school during the day unless they are part of a lunch to be consumed at noon or for a special occasion.
 - Foot wear is to be removed at the entry point into the building
 - Personal belongings should be kept in lockers, desks, or areas designated for storage. Lockers are school property subject to inspection by staff.
 - Students are responsible for keeping their own school supplies and materials loaned by the school in good condition.
5. All students should have the necessary school equipment as described on the supply list.
 - Appropriate materials and gym wear should be available at school throughout the year.
 - Gym shoes must be worn during physical education classes.
6. Students should move through the school in an orderly manner with purpose, permission and school staff knowledge.
 - Students are not to be in the gym, classrooms, or other instructional areas without school staff permission.
 - Cooperation is very important and students are expected to respond pleasantly to adults and fellow students. A positive attitude will insure that proper etiquette is followed in the school.
7. Behavior that endangers others will not be tolerated. Examples of this include: rough play, throwing snowballs or stones, or possession of dangerous objects.

Student's Rights and Responsibilities

We work within a framework of rights and responsibilities. When students understand this connection, they will have a guide for a successful

future. At Prince Philip we believe every student has the following rights and responsibilities:

Each student has the **RIGHT** to learn at Prince Philip.

It is their **RESPONSIBILITY** to listen to instructions, work quietly, and to raise their hand if they have a question, concern or need to leave.

Each student has the **RIGHT** to hear and be heard.

It is their **RESPONSIBILITY** not to talk, shout or make loud noises when others are speaking.

Each student has the **RIGHT** to be happy and respected at Prince Philip.

It is their **RESPONSIBILITY** not to tease or bother other people and not to hurt their feelings.

Each student has the **RIGHT** to be safe at Prince Philip.

It is their **RESPONSIBILITY** not to threaten or physically harm anyone else.

Each student has the **RIGHT** to privacy and to their personal space.

It is their **RESPONSIBILITY** to respect the personal property of others and to accept other's right to privacy

The Provincial School Act states that every student shall be accountable:

- to the teacher for his/her conduct on the school premises during school hours and during such hours as the teacher is in charge of the pupil in class or while engaged in authorized school activities conducted in out-of-school hours;
- to all school staff members at school-sanctioned activities;
- to the principal for her general department at any time that he/his/she is under the supervision of the school and members of the teaching staff, including the time spent in traveling between the school and place of residence;
- to the driver of the school bus and to any other person appointed by the board for the purpose of supervision during hours when pupils are in the personal charge of such employee

Commitments from Parents that Lead to Student Success

Establish direct and personal contact with your child's school by becoming involved in the school (at any capacity) and gaining first-hand knowledge of its teaching activities and facilities.

Demonstrate constructive attitudes towards the school and its programs by supporting and cooperating with the teaching staff and the school board to the fullest possible extent.

Make no criticism of the school without ensuring that I have accurate and first-hand information.

Encourage a positive attitude towards school to your child(ren)

Expect nothing for myself or for my child which is contrary to the interests of the entire school.

Accept my share of responsibility for the partnership of home and school in the education of my Child(ren).

Provide conditions favorable to study at home.

Cooperate with the school in developing and protecting the health and character of children.

Seek to learn about educational aims and methods so that I may better understand my child's school.

Safety

Tips for Kids

Say no if someone you don't know asks you to go anywhere with them, no matter what they say.

Say no if a stranger asks you to get into their car or walk with them.

Step well back if a stranger stops you to ask for directions. Make sure you are at least a grown-up's arm's length away from the person in the car, so you can get away if you need to.

Work out the best route to school or other places you go to often. Check your route with a parent/guardian and then stick with this route every day.

Always remember, no one has the right to make you do anything. If you get a feeling like "I don't like this; something feels wrong," make sure you tell someone. It's never silly to feel a bit scared.

Always trust your instincts. It's the best way we know to spot danger before danger can hurt you. Stay Alert and Stay Safe!

Tips for Parents and Guardians

- Check out the neighborhood with your child. Warn of hazards and point out safe places.
- Know your child's world – routes to school or friends' and relatives' homes and play areas.
- Encourage discussion with your child every day. Talk about good things that have happened and not so good things. Stress the importance of "telling" and establish a "no secret rule".

Safety at School and Searches of Lockers and Desks

Schools are under a positive duty to maintain a safe and educational environment and to set appropriate rules for student behavior. While students have a right to privacy, concern for safety and maintaining order and discipline may mean that the right to a student's privacy is decreased. The lockers and desks are property of the school and are subject to search at any time. Students also need to know that a school authority may need to search a student or his/her personal effects, and that prohibited items will be seized.

Our utmost concerns are for the safety and dignity of each student, and these principles will be maintained. A warrant is not essential in order to conduct a search of a student by a school authority, but the law and good judgment must guide these actions. Where school authorities have reasonable grounds to believe that a school guideline has not been followed a search may be necessary.

Prince Philip School Community Council

Chairperson: Larienne Blackburn

Administration Team: Shanna Strueby and Tiffany McCannell

PURPOSE:

The Prince Philip School Community Council consists of 5-9 elected members, appointed members, and parent representation from each grade. The SCC, under the direction of the School Division, strives to encourage parent and community involvement in school planning and improvement. It serves as an advisory body to the school administration on student learning and wellbeing and also represents the families of Prince Philip school at council meetings. Meetings are held each month in the LRC and will be noted in the school newsletter and on the school portal. Elections for this council are held in the spring each year.

Parents are encouraged to become involved!

School Newsletters

School newsletters are sent out approximately once a month. They are placed on the Parent portal and archived in a folder under newsletters. Around the Community flyers/articles are updated bi-weekly as well. Please help us to promote a green environment and reduce photocopying fees by viewing the newsletters on-line.

Print-ready items of community interest should be submitted to the Principal. They will need to be approved by the school's Administration before they can be placed in the newsletter.

School Photos

Pictures of students and staff will be taken each fall and spring; purchase of these photos is optional.

School Resource Officer

The Saskatoon Police Service School Resource Officer (SRO) Program is a community policing initiative with police officers serving as daily resources to staff, students, parents, guardians and the community within the school environment.



The goals of the School Resource Officer Program include:

- Developing positive attitudes and relationships between children, youth and the police
- Helping to create a safe school environment
- Serving as a resource for the school community in the areas of law, the police role in the community, and legal consequences
- Liaising with other sections of the Saskatoon Police Service to share information and provide assistance when required
- School Resource Officers:
 - Serve as a positive role model to students and school staff
 - Establish and maintain open lines of communication with students, parents, guardians and school staff
 - Provide education on safety, substance abuse, life skills, and the justice system to both elementary and high school students
 - Reduce crime through education, enforcement and personal interaction with students and staff
 - Take reports and investigate incidents within the school. In some cases, mediation, warnings, and diversion from the criminal justice system may lead to a successful resolution to a complaint. In other cases, a criminal charge may result.

Student Activities

Out-of-School Experiences

We value learning that takes place inside and outside the classroom. Out-of-school excursions will take place throughout the school year. We encourage parents to join us for these activities. All of these experiences are connected and supported by curricular outcomes.

Intramurals

Along with the regular physical education classes, we offer an intramural interschool program. Intramurals consist of a wide range of games, which normally take place at recess. The program is structured to promote student participation, interaction and spirit in the school at the grade 5-8 levels.

Extra-Curricular Activities

The interschool program offers teams in cross-country, volleyball, basketball, cheer, indoor track, and spring track and field, as established by schools in our zone and as coaches are available. Staff from our school act as coaches and schedule practices outside school hours. Interschool competitions are scheduled to take place after school. Team sports offer students the opportunity to compete and excel as well as to promote confidence in themselves and their teammates.

Extra-curricular activities are an important part of our educational program!

Grade 7 & 8 students will have the opportunity to participate on school teams in volleyball and basketball.

- Grade 4-8 students are able to participate in cross country, indoor relays, and outdoor track.
- We remind students that membership on school teams is a privilege, not a right.
- Students who join a team or activity are expected to honor their commitment until the season has ended or the program is completed.

Please note: Extra-Curricular Activities vary yearly depending on staff and student interest and staff expertise ☺

Student Fees, Supplies, & Equipment

A supply list for each grade was distributed in June. Should you require a list, ask your child's homeroom teacher for a copy or check Prince Philip's Parent Portal or web site on www.spsd.sk.ca. Please check supplies and restock as the year progresses.

Students are responsible for the good care and return of all books and equipment received from school.

There are no student fees collected, but there is a \$25.00 fee for students taking band. Band fees are due the first day of classes. They will be received by classroom teachers. Please pay by cheque or cash. **Reminder:** All grade 6 students take band ☺

Student Security

1. Avoid bringing money to school.
2. Avoid bringing expensive accessories to school - outerwear, jewelry, iPods, cameras, etc.
3. Students should not reveal their lock combination to anyone.
4. Students lockers should be closed and locked at all times unless they are present.
5. Bicycles brought to school should be properly secured in the bicycle parking area.
6. Whenever possible mark all personal belongings.
7. Report all acts of theft, vandalism, violence, and alcohol or drug abuse in and around your school administration.
8. Scooters and skateboards must be parked in the boot room or locked to the bike racks. They cannot be driven once a student reaches the playground boundaries for the safety of all students. Students are encouraged to wear helmets. Heelys are not permitted on school grounds.

System Programs

Our Autism Support Program is offered to students that have a diagnosis of Autism or Pervasive Developmental Disorder. The students that will be referred to these classrooms have challenges with one or more of the following skills: communication, behavior, social skills and/or sensory integration.

The emphasis of the program focuses on behavioral stabilization and will be highly individualized to address the specific needs of each child. Staff and parents will work together to develop a personal program plan that will identify the life skill or social skill area that is the greatest concern. A wide variety of teaching strategies will be used to teach the children and the curriculum will include instruction in self-care and life skills, communication, behavioral interventions, social skills and social intervention, sensory intervention as well as an individualized academic program. Entrance to these programs are based on a *system wide referral* that must meet specific criteria for acceptance. Acceptance to these programs is a Central Office decision.

Student Leadership Team

The Student Leadership Council (S.L.C.) is a group of students that provide student directed leadership at Prince Philip School. They are responsible for the success of many of our activities including spirit days, dances, In Motion activities, as well as assisting in many of the special events at the school and community level. The S.L.T. is composed of student representatives from Grades 5 to 8. The Student Leadership Team is a tremendously fun opportunity for students to learn leadership skills. The structure of our student leadership program at Prince Philip School has been developed in an effort to meet the following goals:

- to assist students in developing the skills and characteristics of leaders
- to work with the school Administrators to engage students and raise achievement (special foci on the Tell Them From Me survey)
- to encourage students to realize their ideas are important and to feel authentic pride and ownership in the implementation and maintenance of their initiatives
- to help students learn to recognize and appreciate a variety of personal leadership styles and attributes
- to establish an environment where students have opportunities to exercise power of choice and to take responsibility within their community
- to familiarize students with the problem-solving and decision-making processes used by governing bodies of organizations and communities
- to involve a number of staff members with different viewpoints, experience and strengths in developing student leadership
- to represent their peers by bringing ideas and suggestions forward from class discussions

Student Programs & Support

Programming for Students

At our school we implement Saskatchewan Learning Core Curriculum from Kindergarten to Grade 8. This includes required areas of study (language arts, math, science, social studies, health, arts education and physical education).

EAL- English as an Additional Language

Students who require EAL instruction are supported by an EAL teacher. Criteria that is used to refer and assess includes age, proficiency in first language, observations and informal and formal assessments. Please see Administration for further information. The Newcomer center located at our division office. This is where initial assessments and screening occur.

Student Telephone Use

The school phone is a business phone. **All students must ask for permission to use the telephone.** If a teacher feels the request is reasonable, the student will be given permission and a pass to use the phone. Everyone must dial 9 (306) for an outside line. Students need to confirm their after school plans the night before.

Supervision of Students

We ask students to arrive no sooner than *15 minutes prior to bell time* as this is when supervision starts. The exception is if your child has a teacher supervised activity. Students should be dressed appropriately for the weather conditions as they are expected to remain outside before school, at recess times and noon hour breaks unless the weather is inclement or they have a scheduled activity. Students, who for medical reasons cannot go outside, should carry a dated exemption note (short term). Lunchroom supervision is provided for those students who remain at school for lunch. Students are expected to go outside after lunch unless the temperature or the temperature and wind chill are -27° C or lower.

Volunteers

The staff at Prince Philip creates numerous opportunities for parents and community members to share their talents, skills, and abilities within our school.

Volunteers provide valuable assistance in our school. They contribute to a sound educational climate by being actively involved in helping children. Parents, in particular, can play an important part by participating in the school program as a volunteer. Even the oldest child is greatly pleased to see his/her parent taking an interest in school.

We need volunteers to:

- assist in the library
- hot lunches
- work on Prince Philip's Fundraising committee
- accompany classes on field trips; camps
- help in many other ways ~ photocopying, laminating, cutting and pasting and other tasks that assist the classroom teacher and school community.

Your child's teacher, the librarian, or school administrators will be pleased to hear from you. They will create an opportunity for you to volunteer and they will train you. Your time and talent can enhance our children's education.

Student safety is a primary concern for both families and staff in our school. In keeping with this, our school division requires that volunteers who will be involved in the direct supervision of children will need to provide the principal with a current police security check, including a vulnerable sector search.

An example of a common situation where this applies is for camping trips or those situations where a volunteer will be with students away from the general supervision of one of our staff members.

There is currently **no charge for a volunteer** security clearance check. In our school division, we consider the valid length of a clearance check to be *one* calendar year. We will use the following process to make the application for clearance checks as easy as possible.

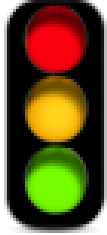


Process

1. The volunteer brings to the school, two pieces of identification – one with a picture and one government issued piece of identification that verifies the birth date.
2. At the school, the security check application form is completed (or you can go to http://www.police.saskatoon.sk.ca/pdf/general/Criminal_Record_Check.pdf
3. to download and complete the form and bring it to the school). There is a section on the form where your signature permits the police service to send the clearance directly to the school.
4. The two pieces of identification are photocopied. The Principal or Vice Principal certifies that the identification indeed belongs to you.
5. The parent delivers the application to Saskatoon Police Services.
6. Please note: if a criminal record does exist for the applicant, the letter will not be given the school, but will be sent directly to the applicant.

Thank you for thinking about being a volunteer in our school and for understanding why, in some instances, we may ask you to complete the process described above. *Just like for you, student wellness and safety is certainly one of our biggest concerns!*

Winter Weather Watch



Saskatoon Public Schools' guidelines state that students will remain inside the school when the wind chill temperature is -27C.

Red Light The wind chill temperature is -27C or colder. Students will be inside when they arrive at school and will stay inside for morning, afternoon, and lunch recess.

Yellow Light The wind chill is -20C to -26C. Students are expected to dress warmly and go outside for fresh air. They can come in to the school to warm up in the boot room. It is expected that students who come in to warm up will sit quietly and then go outside after a few minutes.

Green Light Until the wind chill temperature dips below -20C, students are expected to play outside.

EVERBRIDGE Emergency Notification System

At Saskatoon Public Schools, the safety of our students and staff members is our first priority. As part of this commitment, it is our goal to provide you with important information promptly.

When there is an urgent situation that causes a disruption at your child's school (ex. severe weather, water main break, power outage or school lockdown), Saskatoon Public Schools will use the Everbridge emergency notification system. Through the Everbridge system, our school division can send out information simultaneously by text message to your cellphone, by email, and voicemail message to your home phone and cellphone.

Through each of these methods, the person receiving the message will be asked to confirm it has been received. This helps the school keep track of who has been notified and who still needs to be reached.

Here's what the messages will look like:

TEXT MESSAGE

Subject line will identify the affected school.

- Message is limited to 160 characters.
- Confirmation is requested by replying.



EMAIL

Subject line will identify the affected school.

- Can provide more detail about the situation.
- Confirmation is requested by clicking a link.



VOICEMAIL

A recorded message will provide the pertinent details.

- Message begins with "This is an important message from Saskatoon Public Schools"
- Confirmation will be requested by pushing button on your phone.

**** IMPORTANT ****

For notification, we will be using the home phone number, cell number and email address provided for all parents, guardians and emergency contacts listed for each student.
Please ensure all contact information is up-to-date with the school.



Saskatoon Public Schools
Inspiring Learning