



Wes Hosford School – History of Namesake

Wes Hosford School takes its name from one of the original settlers in the region, J. W. (Wes) Hosford who began farming in the district in 1919. He has been honoured by being named “**Dairyman of the Century**” and by being named to the Alberta Agriculture Hall of Fame. Mr. Hosford later became a school board member in Sherwood Park in the fall of 1955. His plaque there reads:

"An outstanding dairyman, Mr. Hosford has been recognized provincially and nationally for his work in livestock breeding. Beginning in 1919, he developed one of the finest purebred Holstein herds in the nation. From 1929 to 1960, he was active on the show circuit, exhibiting at the Pacific National Exposition in Vancouver, the Edmonton Exhibition and the Royal Winter Fair in Toronto."

School Philosophy:

We believe that the students learn and grow best in a caring ‘school family’ atmosphere in which students, parents and teachers communicate and work together towards the best education for the children. At Wes Hosford we believe:

- All students have a right to a successful and happy school experience in a school climate that is accepting and positive.
- The school can play a significant part in fostering positive self-esteem, developing self-confidence and providing opportunities for the greatest possible development of each student.
- All individuals should be encouraged to strive for excellence in their own way and students should be encouraged to participate actively in the life of the school and its community.
- Learning is an active and unique process and we need to provide a learning climate that recognizes the various learning styles of children.
- An ordered and structured environment needs to be provided so that learning is facilitated.
- Consultation and work with parents, community groups and other organizations in planning and carrying out education programs and in sharing facilities and resources, is beneficial for school and family success.

Motto:

Wes Hosford students do the right thing, even when no one is looking.

Wes Hosford Staff List 2009-2010:

Principal	Christine Romanko		
Assistant Principal	Bryce Cumming		
Secretaries	Jan Lotsberg and Lori Lodwig		
Guidance Counsellor	Darby Hanson		
Early Childhood	Tracy Spilde and Nadine Lennox		
REACH	Darlene Gillis		
Grade 1	Denise Chamczuk & Jennifer Pedersen (1C/P), Elaine Golko (1G) and Dianne Parker (1P)		
Grade 2	Sharon Adams (2A), Heather Ravndahl (2R) and Pamela Brzezicki (2B)		
Grade 3	Marlene Herbert (3H), Ingrid Manchur (3M) and Cathy Brosseau (3B)		
Grade 4	Jodi Elgie (4E), Kim Canning (4C)		
Grade 5	Cindy Hahn (5H), Colleen Coull (5C) and Barb Schroter / Jill Norminton (5SN)		
Grade 6	Hana Murray (6M) and Candice Daley (6D)		
Physical Education	Kim Lerbekmo		
Music	Randi Gilmour / Lori Gauthier		
Library	Sandy Siebert		
Educational Assistants	Leslie Elliott Carol James Randi Marion - REACH	Marg Schmidt Janet Steeves	Laurie Rankine – ECS Peggy Karoly – ECS Jill Desmond - REACH
Noon Coordinator	Teresa Munsterman		
Custodian	Lorne Slater		

General Information – School Hours and Bell Schedule:

8:30 am	Entry Bell	Morning class: 8:35 - 11:44 am
8:35 am	Classes Commence	Afternoon class: 12:44 - 3:23 am
10:02 am	RECESS	ECS - NO SCHOOL on the first Wednesday of each month
10:17 am.	Classes Resume	
11:44 am	NOON	
12:40 pm	Warning Bell	
12:44 pm	Classes Resume	
2:11 pm	RECESS	
2:26 pm	Classes Resume	
3:23 pm	Classes Dismissed	

On staff meeting days (1st Wednesday of each month), students are dismissed at the beginning of their regularly schedules recess – 2:11 pm.

Arrival at School:

Outside supervision is provided at 8:20 am. Inside supervision starts when the 8.30 am bell goes. Students will have entry into the school when the warning bell rings at 8:30 am and 12:40 pm, except for those days when weather does not permit. Prior to 8.30 am students remain outside unless they are in ECS. It is important parents remain with their children outside until 8.20 am, rather than bringing them in early. We ask parents to model this school rule as it teaches respect for the school setting.

If it is necessary to bring children to school early, please contact the school to arrange specific arrangements.

School patrollers are on duty to help students cross safely at the crosswalks. They patrol from:

8:20 am - 8:35 am 11:44 am - 11:55 am 12:30 pm - 12:40 pm 3:23 pm - 3:38 pm

Student Entry and Exit:

Kindergarten students		Front door and west parking lot doors
Grades	1 and 2	East side door near tennis courts
Classes	3H, 4E, 3B	North door of East side portable
Classes	5C, 5H and 5N	East side door of new portable
Classes	6M, 6D	North doors of West side portable
Classes	3M and 4C	West doors of West side portable

Special Services:

1. **Counselling:** Parents or teachers may make referrals to the counsellor for testing or counselling as required. Students may also make an appointment to see the counsellor through either the office, the homeroom teacher or directly with the counsellor.
2. **Speech Therapy:** Parents or teachers may request a speech/hearing evaluation by a referral to the speech therapist. When warranted, the therapist will establish a therapy program.
3. **Enhanced Learning Assistance:** This program is an extension to the classroom program. It will provide an individualized program in both a small class setting and in the regular classroom for students who need an individual program plan.
4. **Early Reading Intervention Program:** This is an individualized reading and writing program for grade 1 and possibly grade 2 students who are at the greatest risk of not learning to read. Intervention tutorials are for a half hour four times a week for up to 20 weeks. Selection of students is done by staff working as an Early Intervention team. Parents are contacted if staff feels the student qualifies for the program. The program is limited in numbers and priority is given to those at most risk and dependent on available staffing.
5. **Enrichment:** Enrichment takes place within regular classroom programs through extension activities. However, there may be opportunities for involvement in special group projects throughout the year.
6. **Student Success Team:** All teachers are part of a team that meets throughout the year to discuss at risk students and provide strategies that can be used to bring about success for the students who are having academic or behavioral difficulties.
7. **REACH Program:** This program is an ECS Special Needs class providing speech, language, occupational and physical therapy. It is a small class environment for early childhood special needs children.
8. **ELK Program:** Elk Island Public Schools has created an exciting Literacy program initiative. Starting March until May, a substitute teacher is provided one day a week to allow the teacher to take small groups of children out of the classroom for Literacy activities. All students are involved and experience special literacy centres.

Communication Items:

1. Newsletter and Calendars:

Newsletters and calendars are created each month and published on the school website on the first Friday of each month to keep you up to date on current school activities. Should you require a paper copy of the newsletter please contact the school office to make arrangements. Please see our school website for copies of our current newsletter and archived issues at www.weshosford.ca.

2. Curriculum Update letters:

Letters from Alberta Education are sent home by homeroom teachers. Parents in grade 3 and 6 will receive additional information concerning Provincial Achievement Tests.

3. School and Family Conferences:

Scheduled conferences will be held in November and March for all students and parents. Conferences are designed to share learning outcomes, goals, and to set new goals and discuss

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strategies for increased student success. Other conferences may be arranged as needed and may be initiated by school personnel or parents. Communication between the home and school is imperative to the successful development of the child. We encourage parents to call the school at 464-1711 to obtain an appointment with the teacher, counsellor or administrator(s) should you wish to discuss a concern.

4. School Council meetings:

School Council meetings are held regularly to enhance communication between parents and school. All parents are encouraged to attend. Please check the board outside of the school office or the website (www.weshosford.ca) to see when the next meeting in the library will be.

General Information:

Lost and Found:

One concern in our school is the identification of "lost and found" articles. **PLEASE MARK ALL ITEMS WITH YOUR CHILD'S NAME.** This is particularly important for shoes and boots. Check periodically to see if the marks have faded and **re-mark** if necessary. We encourage the children to stuff mittens and hats into the coat sleeve for safe-keeping. **Please help us establish this routine and check periodically in lost and found and in the corridors for missing items.** Wes Hosford Elementary will be placing the items in the Lost and Found out on display periodically for students and parents to look through. Items left after this time will be packaged up and sent to local groups/agencies that can benefit from the donations.

Lunchroom Supervision

Wes Hosford School provides a noon hour program for students for the duration of the year. This program is a school service and is organized and supervised by paid supervisors hired by the school. Depending on volunteerism, an activities program is available for students during the year.

Students who prefer not to eat at school (with parent's permission) but who arrive back at school **prior** to 12:40 pm will still need noon hour supervision and will be charged for supervision services.

Lunchroom fees for 2009-2010 are as follows:

- Yearly pass - \$80.00 **Maximum Family Rate (two or more children) - \$160.00**

Yearly passes must be purchased in September. (Only new families coming to the school during the year will be allowed to purchase passes after September 30). If required, parents may pay for the yearly pass with three cheques - one dated August 31st, 2009 for \$30.00, the second dated October 1st, 2009 for \$30.00 and the third dated for November 1st, 2009 for \$20.00.

Lunchroom fees pay for the wages of noon hour supervisors, administrative costs and for equipment used at noon. All students who stay for lunch are expected to pay in order to stay for lunch, as this is a service provided by the school. Lunch supervision at school is a privileged service rather than an entitlement. During the lunch hour, students will follow "Restaurant Rules" which can be described as courteous, quiet behaviors which would be followed if at a family meal out at a restaurant. Students are expected to sit in their desks and to be respectful to the noon hour supervisors. Parents of students who are unable to behave appropriately during the noon hour may be asked to find alternate arrangements during the lunch hour.

Student will not be allowed to leave the school grounds during the lunch hour to purchase lunch unless they are accompanied by an adult who has signed them out at the office.

Allergies:

The school should be made aware of allergies that could be considered dangerous to the child. In extreme cases where allergic reactions could be critical we ask other parents in the classroom affected, to be considerate of the potential dangers and not to send their child to school with lunches that could cause problems (e.g. peanut butter). The school will take precautions to keep the allergens away from students who carry epi-pens for personal safety. We strive to make the classrooms in which "at risk" students attend peanut free. There is onus on the allergic child to carry epi-pens on field trips and when going outside to play. Homerooms affected will have further information on anaphylactic shock. Also, there will be student education through health classes on these issues.

Homework Policy:

Agenda books are required for Grade 1-6 students. They are available at the school to purchase for \$8.00.

Homework can be a valuable aspect of the learning process and can contribute to the development of sound study habits. The amount of homework will vary according to age and learning needs of each individual student. Teachers and administration will advise and consult with parents if a special help program is required for a student.

If you book holidays outside of the regular school breaks, please contact the school to inform them of your child's absence. Homework will not be sent home prior to the commencement of your holiday. Some teachers may decide to have students keep a daily journal about their travels; however this is not a school policy. Once students return from they can get caught up on the materials they missed while vacationing.

The GARC Parking Lot:

We have the extension of the Glen Allen Recreation Centre parking lot close to the east door entrance. We ask parents to use this area for picking up and dropping off students, to lessen the congestion of our own parking lot and to increase the safety factor for our students. Parent volunteers can also use these areas during the day for additional parking.

School Dress:

Students are required to wear shoes at all times. This is necessary to promote good hygiene and safety and to be prepared for emergency evacuation of the school or fire drills at any time. Outdoor shoes and boots are to be removed in the entry and placed on the shelves provided. Children are asked to have an **extra pair** of shoes at school which are appropriate for wearing in the gymnasium. Please do not choose **runners with black soles or cleats because they leave black scuff marks on the floors. Please label with child's name.**

Appropriate attire for wet and cold weather is necessary. Halter tops, very short shorts, bathing attire, t-shirt with inappropriate slogans or pictures, etc., are **not** acceptable school dress. Caps and make-up may not be worn in school.

Cell Phone Use:

At Wes Hosford we understand the importance of making sure our students are safe on their way to and from school and while at school. For this reason, students will be allowed to use their cell phones prior to the start of school and also after they have been dismissed for the day in order to

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contact parents. If students or parents need to get in touch with one another during the day, they should be calling the school office at 780-464-1711 and we will get a message to the appropriate party. Cell phones used during the day will be taken away and kept in the office until the end of the day. It is our effort to keep children safe and free of cyber bullying and should a student need to use the phone for emergency purposes they will absolutely be permitted to do so. We appreciate your support in this age of new technology use.

School Patrol:

The Wes Hosford School Patrol Program has been in operation since the school opened in 1975. This program is funded and administered by the Alberta Motor Association which has provided Traffic Safety Education in the province since 1936.

Approximately 40 grade five and six students provide patrolled crossings at three controlled locations: immediately in front of the school, where Gainsboro Road meets Georgian Way, and where Georgian Way meets Granada Boulevard. Our patrollers follow a schedule which has members at each location, ten minutes before school, at lunch dismissal and at the end of school.

We encourage all students and parents to lend their support to the efforts of these students who are performing a most worthy task. The challenge of traffic safety education is important to the health and well-being of our students.

Extra Curricular Activities and Special Events:

Some of the special events you may see at our school during the school year often include Grade 6 camp and Meet-the-Staff Event in September, Remembrance Day, Christmas Concert, Spellathon (April) and Seniors' Tea (May). Depending on availability of coaches and volunteers, other activities have included indoor track, cross-country running and computer club.

Field Trips:

During the year, field trips enrich social and educational learning in the classroom. **The costs of the field trips will be paid for by the students on a user pay basis.** As field trips are enrichment activities for students' programs and student bonding, we do ask that each student attend them, as they would a regular school day. If financial hardships are a problem, please contact the school for our support, rather than have your child miss out on these special opportunities.

As field trips are designed to augment specific learning, students may only attend trips with their own classes. Other students, including younger siblings are not expected to be part of a school field trip. Exceptions to this, such as the Grade 1 Family field trip, will be communicated to parents. Parents will be required to sign a field trip consent form prior to students going on the excursion.

Use of Student Telephone:

A telephone may be used by students for emergency or for very important calls. This phone is situated in the office. Calls to arrange to play with friends after school will not be allowed, as they tie up the office phones which are needed for school business. Arrangements for friends going home must be made the day before and both sets of parents must both be aware of the arrangements.

Selection of Classes:

Class placements are made with fairness to all as a main criterion. Students need to be heterogeneously placed, so as to equalize class groupings. Classes will be selected by staff and administration and with an equalization of academic and behavioral needs. Attention is paid to male-female balance, class size balance and to student instructional needs as recognized by staff. Class selection takes into consideration many dynamics, and is based on an overall picture of what is best for all students.

*Parents are asked to be understanding of this and to help the school balance classes for the betterment of all student learning, by not requesting specific class placements unless there are **very definite** circumstances involved. If this is the case, parents will need to set up an appointment with the principal in June to discuss the special circumstances. A letter request for specific teachers will not be considered, as this is not a fair practice for all students.*

In-Line Skates/Scooters/Heelies:

Students who bring in-line skates to school will be expected to keep them in their hallway back packs as we do not have storage spaces for them in classrooms. For safety reasons students will not be allowed to use them in school or on the playground at recess or noon hour. In-line skates and scooters are expensive and responsibility of their well being rests on the children who bring them to school. In-line skates and scooters are to be stored by hanging them onto locker hooks. They cannot clutter the hallway or classroom floors. **Heelies are not safe in school hallways and are not permitted before, during or after school.**

EIPS Policies and Procedures:

Safety Plan

- **Absenteeism/Child Safe Program** - Teachers are required to keep precise attendance records for each student. If you know that your child will be away from school prior to the actual absence, **please inform the teacher by note or the school administrative assistants by telephone.** As a safety measure, the parents of all kindergarten to grade six students are telephoned if students are absent without explanation.
- The students will have 6 emergency drills per year. (In case of emergency students will be evacuated to the Glen Allan Recreation Centre).
- Safety patrols will be on duty before and after school and at noon hour to help students cross the roads safely. For patrollers' safety they will not do their duties when the cold temperatures are regarded as dangerous for them.
- There will be adult supervisors on duty before school, during recesses and at lunch and after school.
- The school will take all reasonable precautions to prevent accidents occurring to children under our care. Depending on the severity of an accident, a common sense approach is used by staff. A number of alternatives are available to staff: We may:
 - render first aid.
 - communicate with the parents.
 - take the student to a medical clinic or the nearest hospital if required and if a parent/guardian cannot be reached.
 - a sick or injured child will be sent home only after contacting parents.
 - call an ambulance if the situation appears more serious.
- **Please inform the school if your child has a medical problem that might require special attention.**

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- With a small parking lot, there are safety concerns for the children as they enter and exit through the parking area doorways. Parents who park and wait in front of the parking lot doors create an obstruction hazard for other drivers and for students, as well as creating a traffic line-up which creates a danger of accidents at the road entrance. **Parents are asked not to park in the staff parking stalls.**

Safety Policies:

The school has procedures in place to deal with emergency situations. These include:

1. **External Emergency** - where some problem from outside the school (weather, man created hazard) endangers the children.
2. **Internal Emergency** - where something inside the school (fire, intruder) endangers the children.
3. **Inclement weather** - where children have to be sent home due to weather or to a mechanical failure at school. Parents/Guardians or emergency contacts will be phoned before children are sent out of the school. Children would be kept in the school (or at GARC if the school was uninhabitable) until a safe place was found for them.

In all cases we try to prepare for all foreseeable circumstances without placing any undue worry on the children. **It is very important that you always tell us immediately of any change in telephone numbers for yourself or your emergency contact.**

The school may utilize our automated phone system (Synre Voice) to contact parents should we need to notify you of any important information or school closures in case of emergency or weather.

Personal Property Policy – Elk Island Board Policy:

The responsibility for the safekeeping of personal property brought onto school premises rests with the owner of the property. The school is not responsible to pay for private property brought to school by students, if the property goes missing. School personnel may at their own discretion hold a pupil's property for safekeeping. Personal belongings that are brought to school at the request of the teacher or school must be marked for identification. Such items will be kept in the classroom or office, for the best protection we can provide. Rings, watches and jewelry which may be lost or broken or which may cause injury to the wearer or others in physical education classes are the responsibility of the owner.

In elementary school lockers are open. Valuables left in these areas are done so at the owner's risk. The school is not responsible for damage which may be caused to bicycles or in-line skates brought on the school property by pupils.

Students should not bring i-pods, MP3 players, cell phones, trading cards or hand-held video games to school. They tend to be a distraction in class and loss of equipment is the responsibility of the child. Skateboards and heelies are not to be brought to school. We encourage students to leave cell phones at home as phone calls can be made from the school office. Cell phones are not allowed on school buses (please see page 6/7 for more cell phone information).

Suspension of Bussing:

School bus service shall be suspended for Sherwood Park when:

Region 2 – Urban Ward - a temperature of -40° C or a wind chill factor of -50° C is measured at
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the Edmonton Weather Office at 5:00 a.m.

EIPS believes it is a parent's right and responsibility to make choices for their children based on their beliefs and perceptions of safety during inclement weather conditions – even when buses are running and schools are open.

In the event that conditions are extreme, bus service may be suspended in **any or all** regions of EIPS when weather or road conditions warrant. In this instance:

- suspension of bus service information will be released to the public by local area radio and television stations commencing at 6:00 a.m.;
- a message will be placed on EIPS' central switchboard (464-3477);
- if unsafe road conditions occur, an individual bus operator, after consultation with EIPS' Director, Student Transportation, has the discretionary power to decide not to operate, or to abandon completion of the morning route by returning students to their home, thus resulting in an individual bus route(s) being suspended. In this instance:
 - all EIPS' schools will remain open;
 - no information will be broadcast;
 - bus operators and/or schools will contact parents directly.
- if weather or road conditions deteriorate during the day, the Student Transportation Director may authorize individual or all buses to leave schools prior to regular dismissal times. In this instance:
 - principals, staff, parents and drivers are responsible for ensuring an adult is available to receive students at home or alternate shelter prior to transport;
 - the information will be broadcast on all local area radio and television stations;
 - the principal, staff and driver must take all reasonable steps to ensure the students arrive home safely.
- a single school may be closed for a specific emergent situation. In this instance:
 - the principal, in consultation with the Superintendent, will make arrangements for early dismissal;
 - principals, staff, parents and drivers are responsible for ensuring an adult is available to receive students at home or alternate shelter prior to transport;
 - if sufficient time allows, information will be broadcast on local radio and television stations.

Parents must use their discretion when sending their children to school during inclement weather conditions, even when buses are running and schools are open. For the safety of the students, it is the responsibility of the parents to ensure that their children are suitably dressed for coping with weather conditions and arrangements have been made for alternate shelter for their child if no one is home.

Further information on the Inclement Weather policy can be found on the EIPS' web site at www.ei.educ.ab.ca in the Board of Trustees, POLICY HANDBOOK section, or at your local school.

Inclement Weather Policy:

If weather situations arise which prevent the children from going outside for recess (e.g. heavy rain, low temperatures, wind chill), recess is held indoors. The school follows the temperature as indicated at a weather station in Sherwood Park and may cancel outdoor recess when the temperature or the temperature and wind chill combined reach -20 degrees Celsius.

Administering Medicines to Students – Elk Island Board Policy:

1. While the Board recognizes its obligations with respect to maintaining student health, it also emphasizes the parents' authority and prime responsibility.
2. If a parent requests the school to give a pupil a certain amount of medicine or a certain

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number of pills a day, the parent must complete a form requesting such service and giving full instruction on the procedure to be followed by the principal or his/her designate. The onus for reporting to receive the medication will be the child's. Staff will not always be in a position to find students when they don't arrive to get their medication.

3. In unusual circumstances involving administering medicine to pupils, the Health Unit nurse who visits the school or the Medical Officer should be contacted for additional consultation and/or advice. The phone number for Sherwood Park is 467-5571.
4. The principal may agree with the parent's request or refuse to undertake the responsibility of administering the medicine or pills. If the principal agrees to the parent's request he may designate a staff member who mutually agrees to undertake the administration of the medicine. If the principal does not agree with the parent's request, the principal shall notify the Superintendent in writing.

Generally, non-prescriptive drugs such as aspirins, cold remedies and inhalants should not be administered to students without permission from the parents. If permission has not been received previously, and if the parents cannot be contacted, then only the principal or his designate should act "in loco parentis" (in the place of a parent), making whatever wise and judicious decisions are in the best interests of the student. The student should be asked if he/she has been given such non-prescription drugs previously.

Capital Health:

Capital Health works together with schools and community agencies to provide a range of coordinated health and support services for school children and their families. Our common goal is to build on the health and education potential of students. Services include: vision, hearing or dental screening, follow-up of medical conditions, immunizations, speech and language services, rehabilitation services and emotional/behavioral support. If you have any concerns about your child's health, please talk to the principal or contact your school's health nurse at 467-5571.

Behavior Expectations/Recognitions:

The Elk Island Public School System promotes, reinforces and encourages the growth of student self-discipline, respect and responsible behavior in order to provide a safe and caring environment.

At Wes Hosford we believe that discipline is a responsibility to be shared by students, staff and parents, and that responsible behavior choices are best made when students take ownership of their own behaviors. School staff help guide students toward appropriate behavior choices. The right choices not only include what is best for an individual, but must also consider what is best for the safety and learning environment of all of the other students.

At Wes Hosford we encourage students to be mindful of two school rules. These include:

- 1. Be Safe**
- 2. Show Respect**

No matter what the situation, these two rules should be observed. Students are consistently reminded of the importance of good manners, and during the first week of school, basic expectations and guidelines for classroom and school behavior are discussed with students. These expectations are reviewed regularly throughout the year.

Consequential Steps:

Step	1	- Recess Detention and parent contact in form of a student "think paper"
	2	- Recess Detention and parent contact in form of a student "think paper"
	3	- Recess Detention and formal letter home /parent contact
	4	- Office intervention
		- Contact home/letter home
		- Meeting with parents/school if needed.
		- If further intervention is required an in-school suspension may be issued
		- Further action (out-of-school suspension/recommendation to the board) will be taken as needed

At any time during the discipline cycle, counselling intervention may take place, and meetings with staff and parents may be arranged. The discipline cycle also provides students with the opportunity to erase any negative referrals by being referral free for 20 school days. Flexibility in dealing with students who show improvement will allow for positive consequences. At the discretion of administration, students who are on a discipline cycle may have the consequences re-adjusted to a lighter consequence.

Major Referrals:

Administration has the flexibility to adjust the referral cycle, if needed. Some major behavior referrals could warrant starting the discipline cycle at the suspension level.

Weapons of any kind, drugs, cigarettes and alcohol are strictly prohibited and will be confiscated and RCMP will be called if necessary. Consequences may be suspension from school. Administration would consider each individual situation when dealing with consequences.

Academics / Recognition Policy:

Students at Wes Hosford do things everyday and they deserve recognition. There are many opportunities utilized by the school from daily announcements, monthly assemblies and year end assemblies. Students are recognized for:

- Citizenship - Certificates to students who contribute to our school community - patrol, office helpers, recycling.
- Certificates that focus on their strength in any area of development: social, emotional and physical. The certificates could be given out monthly assemblies or by classroom teachers.
- Student Birthdays are recognized with a birthday announcement and a pencil.
- The School Council presents a Wes Hosford School pin and a certificate to the Graduating Grade Sixes.
- The school safety patrollers have special lunches and a year-end picnic.
- The track team is recognized at assemblies.
- Students new to school after September are welcomed at the assemblies. Buddies are assigned by classroom teachers.

Student Assessment:

In Elk Island Public Schools, we use the terms **assessment for, assessment as, and assessment of learning**. Assessment for learning is the time in which students work to master what they are expected to know and be able to do, as described by the learning outcomes in the Alberta Education Program of Studies. When using assessment for learning, teachers provide ongoing descriptive feedback intended to help students identify gaps in their learning and strategies to help close learning gaps.

In **assessment for learning**, teacher's descriptive feedback is used to highlight what students have done well and what they need to work on further. Marks assigned in this phase of learning they are for feedback purposed only. Research proves that students quickly refocus their thinking in classrooms where assessment for learning is used and the result is improved learning for students of all ability levels.

Assessment as learning is important for students to identify what they need to do to improve. In assessment as learning, students, with teacher direction, set their own learning **goals, identify gaps, select improvement strategies, monitor the effectiveness of those strategies, and revise** their approach to learning as needed.

Once students have had time to develop skills and gain knowledge using assessment *for* and *as* learning, learning is **evaluated in assessment of learning**. In assessment of learning, teachers collect information to use in their professional judgments about students' progress. This phase of evaluation should only reflect students' achievement. Therefore, student effort and learner attributes are not included in the assessment of learning. So that teachers may accurately assess student achievement, students are responsible to complete all assessments.

Making the Most of Your Child's Outcomes-Based Report Card:

The elementary report card used in Elk Island public Schools is designed to give you, the parent or guardian, a clear, realistic and useful report about your child's learning. Report card marks in the core subjects from grade 4-6 are shown as cumulative marks. The marks you see at each term are the accumulation of marks your child has achieved at the reading of the report card.

What is Outcome Based Reporting?

- Alberta's curriculum is outcomes-based – it describes what your child is expected to know and be able to do. The report card tells you if your child has met these expectations.
- The report card focuses on clear descriptions of how well your child has acquired the key skills and knowledge in each subject.

Reading My Child's Report Card:

Each part of your child's report card presents important information about your child's learning.

Key Learner Outcomes

- These learning outcomes describe the core of what your child has been learning.
- Key learning outcomes have been drawn directly from Alberta's curriculum.
- Achievement of these key learning outcomes is important to the success of your child.

Achievement Levels

- *Excellent* – achievement that is commendable. The student demonstrates an in-depth and broad understanding of a subject outcome at this grade.
- *Proficient* – achievement that is competent. The student demonstrates a well-developed and

consistent understanding of a subject outcome at this grade.

- *Acceptable* – achievement that is adequate. The student demonstrates a basic and/or inconsistent understanding of a subject outcome at this grade.
- *Limited* – achievement that is not yet at an acceptable level. The student demonstrates inadequate understanding of a subject outcome at this grade.

Effort Levels

- *Commendable* – effort that is exemplary (e.g. Self-initiates meaningful engagement, highly focused on tasks, every productive).
- *Sufficient* – effort that is appropriate (e.g. Begins learning activities voluntarily, focused on tasks, generally productive).
- *Inconsistent* – effort that is sporadic and undependable (e.g. Sometimes sufficient or commendable, but is also sometimes insufficient).
- *Insufficient* - effort that is not yet at an acceptable level (e.g. Reluctant to engage in learning activities, difficulty focusing on tasks, sometimes unproductive).

Comments

The teacher may use comments to provide you with information about your child's achievement, efforts or progress, and about what your child's next steps in learning should be.

Learner Attributes

Characteristics of students are considered to be important factors in their success as learners.

- Consistently – nearly all the time.
- Usually – much of the time.
- Inconsistently – some of the time.
- Infrequently – limited demonstrations.

How Can I Use the Report Card Information to Help Support My Child's Learning?

Your child's report card provides clear, realistic information about your child's learning and about how well he or she has met expectations. Discuss highlights of the report card with your child. Ask your child to describe his or her learning and progress during the term.

- Look for things to celebrate. What can your child do that he or she did not know how to do before?
- Use the report card as a foundation for discussion at the student-parent-teacher conference.
- Look backwards – what went well? What did not go well?
- Look forwards – what is your child looking forward to learning next? What goals does your child have? How can you support his or her goal achievement?

Appeal Procedures:

The student and/or parent may appeal a final assessment or grade placement, in writing, to the principal designate within sixty days of the placement being made available.

- a. An appeal is considered prior to the commencement of the next school term or mid-term of the second semester.
- b. The written appeal outlines the reason for making the request.
- c. The school principal or designate acknowledges receipt of the appeal and indicates to the student or parent the expected date when the appeal decision will be reached.
- d. In reviewing a final assessment or a grade placement, the principal:
 - i. Conducts a personal hearing of the student's appeal;
 - ii. Consults with the teachers involved;
 - iii. Checks records;
 - iv. Allows the student to see the assessment results.
- e. The school principal formally confirms in writing the outcome of the appeal to the student or parent and forwards a copy to the Associate Superintendent.

Curriculum Handbook for Parents:

Curriculum handbooks are available on the Alberta Learning website and they may be downloaded to print. These handbooks provide parents with information about what students are expected to learn. Parents may find this useful in understanding the curriculum at each grade level. The Alberta Learning website is:

<http://education.alberta.ca/parents/resources/handbook.aspx>

For student safety and legal reasons, schools are expected to use school buses rather than private vehicles for student transportation to and from field trips, unless there are valid reasons for use of private vehicles. Parents who choose not to use School Board provided transportation for their child must sign a waiver and release form for their child to attend the field trip. This would need to be done if a parent wishes to drive their own child home from any school sponsored field trip. There are forms that must be signed by any volunteer driver who drives other students than their own. A permission form from the parent of a child who is being driven by another parent is also needed.

Parent Information:

Wes Hosford School Advisory Council:

Wes Hosford is very fortunate in having an active School Council. The role of the School Council (SC) is very important to the Wes Hosford School family. SC executive members represent the parents at large and coordinate activities for the school and bring community concerns to the principal.

This organization serves as a liaison between the home and the school. As parents of children attending Wes Hosford School, **you are automatically a member of this group**. We look forward to your participation, and you are welcome to attend all meetings.

Role of School Council (SC):

The School Council is made up of school of parents of students attending Wes Hosford, staff and community members. Executive members are elected annually. The S.C. Executive has the authority and responsibility to appoint representatives from the school family to deal with specific issues such as:

- Consultation with school staff on school budget and financial issues and continuing responsibility for the S.C. Budget.
- Consultation with staff on school discipline policy and student disciplinary issues.
- Soliciting and encouraging maximum support within the school family.
- Building on positive relationships with the Elk Island School Board and Central Office.
- Annual review of the Wes Hosford School Education Plan including input in setting and assessing attainment of our goals as a school community.

Class Parent Representatives

Parents who take on the role of classroom parent representative are part of the School Council team, and they should attend the monthly School Council meetings. They are a crucial part of the School Council representative body, giving input to help make Council decisions.

School Council Executive:

- **President** Kim Lange 410-9984
- **Vice President** Election to be held in September.
- **Secretary** Election to be held in September.
- **Treasurer** Election to be held in September.

Elk Island Public Schools Administrative Contacts:

- **Superintendent of Schools:** **Egbert Stang** **780 - 417- 8201**
- **Associate Superintendent** **Bev Fleming** **780 - 417- 8227**
 Instructional Services