

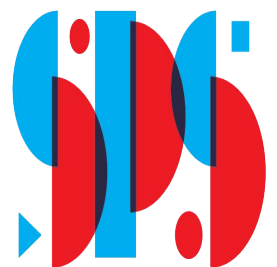


# Ochre Park School Handbook



## 2023-2024

Ochre Park School  
5024 Ochre Park Road  
Box 30  
Redwater, Alberta  
TOA 2W0  
780-942-2901  
[OPWebsiteEmail@sturgeon.ab.ca](mailto:OPWebsiteEmail@sturgeon.ab.ca)



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This handbook provides valuable information for students, parents, and guardians about the school policies, procedures, and expectations. It is an important document to reference when you have questions about the school. Please get in touch with us anytime by phone, email, or in person. We love seeing our families involved in classroom activities and school events.

**Ochre Park School Website:** <https://www.ochreparkschool.ca/>

**Follow us on Social Media:** Facebook: Ochre Park School

Instagram: Ochre Park School

# School Philosophy

At Ochre Park, we believe our students are valued citizens who are creative, critical thinkers and lifelong learners.

We also believe that learning is a lifelong process where we learn from ourselves and each other, living our motto, learning together.

We tailor programming to meet the unique needs of each students to ensure success and happiness.

At Ochre Park School, we welcome the community to enrich the learning journey of our students. Volunteers play a crucial role in our program and we greatly value their expertise.

## Instructional Focus

- ❑ Ochre Park School students will have access to high quality learning opportunities.
- ❑ Ochre Park School will provide for a safe and caring learning environment.
- ❑ Ochre Park School works effectively with parents, community members and other agencies to improve student learning.
- ❑ Ochre Park School prioritizes literacy and numeracy that empowers students with essential skills for academic achievement and lifelong learning.
- ❑ Ochre Park School will foster the holistic development of each child, ensuring progress in academic and social emotional performance as they grow.

### **Alberta Education - Curriculum for Kindergarten to Grade 4**

Ochre Park School follows the curriculum as outlined by Alberta Education. Please follow the link to learn more about learning outcomes covered in your child's grade.

<https://curriculum.learnalberta.ca/curriculum/en>



# Bell Schedule/Time Table

Block		Monday	Tuesday	Wednesday	Thursday	Friday
	8:40 - 8:45	Attendance and Announcements				
1	8:45 - 9:15					
2	9:15 - 9:45					
3	9:45 - 10:15					
4	10:15 - 10:45					
	10:45 - 11:00	Recess				
5	11:00 - 11:30					
6	11:30 - 12:00					
7	12:00 - 12:30					
	12:30 - 12:50	Lunch Eating				
	12:50 - 1:20	Lunch Recess				
	1:20 - 1:35	Attendance and DEAR				
8	1:35 - 2:05					
9	2:05 - 2:35					
10	2:35 - 3:05					

Buses arrive between 8:30 - 8:35 am

Doors open at 8:30 am

Morning bell for students to enter goes at 8:40 am

Morning Recess is 10:45 - 11:00 am

Lunch Eating is 12:30 - 12:50 pm

Lunch Recess is 12:50 - 1:20 pm

End of day dismissal for all students is at 3:05 pm

In the event your child is late for school or you need to pick them up early, please enter the school through the front doors and check in at the office. Our exterior doors remain locked during the day, with the exception of recess times, to ensure safety for all people in the building. If you find the front door is locked, please call the office at 780-942-2901 and someone will meet you at the front doors.

# **Our 2023-2024 Team**

We have a fantastic team filled with dedicated, caring staff to help support our wonderful students. Please feel free to contact them at the office by phone at 780-942-2901 or by email.

## **Teaching Staff**

**Tarra Larson** - Pre- Kindergarten  
**Shannon Stadnyk** - Kindergarten & K-4 Learning Coach  
**Geneva Fossen** - Grade One  
**Cindy Goertzen** - Grade One  
**Jolene Tchir** - Grade Two  
**Marlo Johnson** - Grade Two  
**Kjersti Wytrykush** - Grade Three  
**Marina Shenfield** - Grade Three  
**Heather Gillison** - Grade Four  
**Clarissa Thiel** - Literacy & Numeracy Teacher  
**Amber Hoetmer** - Music  
**Jennifer Geleta** - Counsellor & Strategies Programming

## **Educational Assistants**

**Patty Moskal** - Grade 4  
**Rikki Anema** - Grade 3  
**Angela Colburn** - Kindergarten  
**Stacey Vaughn** - Pre- Kindergarten  
**Amanda Hrycun** - Pre - Kindergarten  
**Sarah Meaney** - Pre-Kindergarten, Kindergarten & Grade School  
**Michelle McGrath** - Grade 2  
**Deb Vanstone** - Indigenous Educational Assistant for Kindergarten - Grade 4  
**Lacey Gagne** - Grade 4

Library Tech - **Kyla Graham**  
Child Youth Care Worker - **Christoph Grandy**  
Administrative Assistant - **Linda Hewitt**  
Office Clerk & Finance Clerk - **Laurie Hadden**  
Nutrition Coordinator - **Elisabeth Fokkema**  
Custodians - **Margaret Keast, Stephanie Striegler & Olena Shevchenko**  
Admin: **Lori Moores** (Vice Principal) & **Jenaia Gingras** (Principal)

# **Focused & Effective Communication**

Focused and Effective Communication is an interest-based dispute resolution approach for dealing with communication and challenges between internal and external stakeholders.

Sturgeon Public Schools reviewed AP717 – Healthy Interactions Program and replaced it with a new Administrative Procedure - [AP221 - Focused and Effective Communication](#). AP221 clearly defines the process for open communication and dispute resolution in Sturgeon Public Schools.

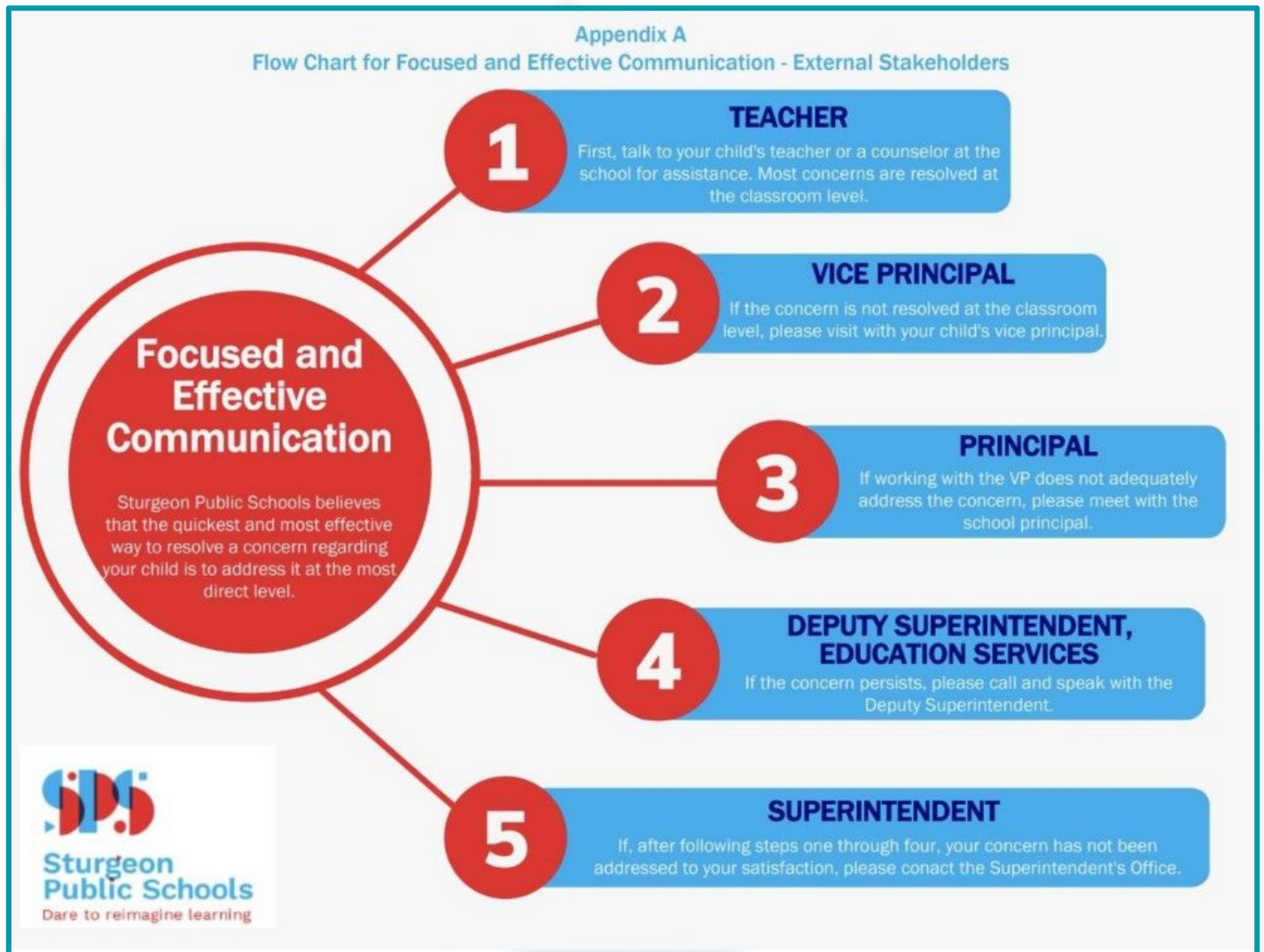
At Ochre Park School, we cultivate healthy relationships when problem-solving. Nurturing healthy relationships by considering stakeholder interests and a problem-solving approach to conflict resolution creates and maintains open lines of communication. It meets the needs of staff, parents, students and the community through building stronger relationships. Building healthy relationships is an ongoing process in which all parties commit to making relationships work—a winning approach for staff, parents, community, and especially students.

Concerns regarding your child start with the teacher first. We intend to assist staff, parents and community members to more effectively and efficiently resolve potentially difficult issues while minimizing unproductive conflict. Therefore, all possible participants must understand that in Sturgeon Public School Division, there is one standard and consistent manner in which concerns, problems and issues will be handled.

- **Consistency**: All Sturgeon Public School employees follow consistent procedures and use consistent terminology—people know what to expect.
- **Comprehensiveness**: The interests of all parties involved (parent, staff, student, others) will be considered whenever a concern arises—no one is ignored.
- **Credibility**: All individuals in a community must know that all concerns are handled in an interest-based manner that is fair to everyone.



# Focused and Effective Communication



If you have a concern, or your child is experiencing a problem at school, please contact your child's teacher. Most problems are easily solved if the child's teacher is made aware of the problem. If a teacher is unable to aid in solving a problem at the classroom level, or the problem extends beyond the classroom, please contact the school administration.

If you would like to contact the Deputy Superintendent, Education Services, or the Superintendent, please contact Sturgeon Public School Division Central Office at 780-939-4341.

# Code of Conduct

At Ochre Park School we are committed to creating a safe, caring and respectful learning environment for our students. We believe in equity, celebrating diversity, encouraging inclusion and supporting the human rights of all the children we serve.

To this end, we have established clearly defined codes of conduct for all students; all students shall comply with our school rules (Education Act, Section 3). These codes are aligned with Sturgeon Public School Division policies and are reviewed regularly with students in class, revisited at assemblies, printed in students' agendas, and posted on our website.

## Sturgeon Public School Division Policy

### 1.0 POLICY

1.1 The Board requires students to attend school regularly, to be punctual, to be clean and tidy in person, to be diligent in studies, kind and courteous to classmates, respectful to teachers and to conform to the rules of the school.

In the Sturgeon Public School Division, all members of our school community are expected to promote and demonstrate respect, civility, and responsible citizenship.

With these goals in mind, at Ochre Park School, we are all leaders. As so, everyone must:

- Demonstrate honesty and integrity;
- Respect differences in people, ideas and opinions;
- Acknowledge the right of everyone to be treated with dignity, at all times;
- Take appropriate measures to help those in need;
- Include others;
- Use non-violent means to resolve conflict;
- Honour the role(s) of persons in positions of authority
- Show care and regard for school property and property of others;
- Comply with all applicable federal, provincial and municipal laws.

In our school, we are all models of leadership. We teach and learn by example, maintain proper decorum and demonstrate professionalism in all of our interactions.

## References

[Board Policy 900 – Student Conduct and Discipline](#)

[Board Policy 120 – Harassment Policy](#)

[AP 900 – Student Conduct](#)

[AP 905 – Student Attendance at School](#)

[Education Act: Sections 31 - 37, 196, 197, 257](#)



# **Code of Conduct**

## **2.0 HOME-SCHOOL PARTNERSHIP**

The behavioral and academic success of students in their schooling depends on the cooperation, trust, active support, and common vision of students, families and school staff. This policy is intended to remind the 'partners in education' of their respective roles and expectations in creating conditions that will ensure students' success.

### **2.1 The Role of Staff**

To create conditions for success at school for all students, the staff at Ochre Park School will:

- Teach in ways that meet the learning and behavioral needs of students in their classes;
- Monitor the behavior and progress of students;
- Intervene in a caring, discreet and fair manner, and implement the procedures of addressing behaviour issues or concerns in a timely and consistent manner. This may involve the Administration, Teaching Staff, Counsellor, or other staff members as required.

### **2.2 The Role of Parents/Guardians**

To work with school staff in creating the conditions for the child's success, parents/guardians are asked to:

- Review and discuss behavioral expectations at home with the child;
- Be available to take a call from a staff member during the school day;
- Attend meetings at school as soon as possible if strategies tried at school have not been successful;
- Identify strategies that may help the child make appropriate choices in keeping with this policy;
- Communicate with staff in a manner that is respectful to all members of the school community;
- Work cooperatively with school staff to resolve any behavioral or emotional issues that may arise (example: seek additional assistance from outside agencies);
- Ensure their child(ren) arrive at school punctually with the necessary supplies and attend regularly;
- Inform the school of changes/events that may affect their child's academic, physical, social or emotional health.

# **Code of Conduct**

## **2.3 The Role of Students**

To create conditions for success at school, students will:

- Be at school on time and attend regularly;
- Listen, learn, practice and be actively involved in class activities;
- Complete school assignments to the best of their ability;
- Behave in a manner that allows teachers to teach and students to learn;
- Act in a manner that will not cause harm to the body, feelings and property of others;
- Include others;
- Follow directions.

It is expected that students will adhere to these expectations on curricular and extracurricular field trips.

## **3.0 CONSEQUENCES OF NOT MEETING BEHAVIOURAL EXPECTATIONS**

3.1 Staff will investigate inappropriate behavior consistently and in a timely manner. Staff maintain a corrective philosophy when applying consequences to help guide our students through good decision making. We avoid using punitive measures. The following consequences are not sequential, automatic or exhaustive. They are, however, the usual course of action:

- Social Skill Instruction and Practice;
- Counselling;
- Time Out;
- Playground Restrictions (walking with supervisor / standing by the wall);
- Recess Detention;
- Teacher/ Parent Contact;
- Behaviour Contract Development;
- Temporary Suspension of Student from Class or School;
- Assignment of Designated Tasks.

## **3.2 Major Misconduct**

The following are examples of major misconduct:

### **- Bullying**

- Repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress, including psychological harm or harm to an individual's reputation. This includes interpersonal interactions, written, and digital communication (cyber bullying).

### **- Damage of Property**

- Willful destruction of school property or another person's property.

### **- Stealing**

- Taking another person's belongings without permission.

# **Code of Conduct**

- **Defiance** • Refusal to comply with the adult in charge.
  - Not reporting to a person in charge after witnessing an inappropriate action.
  - Rudeness directed to an adult in the school or during a school activity.
  - Failure to be in class without a valid reason.
  - Lying.
- **Discrimination**
  - negative differential treatment of a person or group on the basis of race, religious beliefs, colour, gender, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, sexual orientation, gender identity or gender expression.
- **Emotional Abuse**
  - Harassment, any sexual or abusive language or actions, including gossip, that are directed at another person that is offensive to that person.
- **Physical Abuse**
  - Fighting, including all forms of play fighting.
  - A deliberate attempt to injure or hurt another person.
- **Pattern of Misconduct**
  - Willfully and repeatedly not meeting student expectations.
  - Engaging in prohibited activities.
- **Use of Illegal Substances**
  - Use of tobacco, alcohol, illegal drugs and inhalants, criminal activities and possession or use of weapons.

Please note: Students at this age who may bring these kinds of things to school, or may be under the influence of banned substances, will be made aware of the severity of the offense. At the discretion of the Principal and the Counsellor, it will be deemed if there is need for one or more of the following:

- (i) Counselling in school or with an outside agency
- (ii) In or out of school suspension or possible expulsion
- (iii) Contact with Child and Family Services



# **Code of Conduct**

## **3.3 Consequences for Major Misconduct**

Staff will investigate inappropriate behavior consistently and in a timely manner. In all instances, student and parent/guardian confidentiality will be maintained by staff. In all cases of major misconduct, documentation will be kept.

The following consequences are not sequential or automatic and may be used in combination:

- **School/Student/Parent Conference**
  - Meeting of all stakeholders involved in the child's education is called to discuss and plan appropriate interventions. A contract may be developed at this time. A behaviour contract will clearly outline the expected behaviour and specific consequences.
- **In-School Suspension**
  - The student remains in school. All privileges are suspended, regular classes are not attended and the student works in an assigned room. The student will be provided materials and assignments with the expectation that these will be completed appropriately.
- **Out of School Suspension**
  - This is a formal disciplinary action for dealing with extremely disrespectful, disruptive, or dangerous behaviour as well as consistent on-going inappropriate behaviours. Out of school suspensions are short term exclusions from attending school for one to five days. Administration will phone the parent/guardian informing them of the suspension. This is followed by a letter to the parent and Superintendent of Schools. A copy is placed in the student's cumulative file.
- **Restrictions from Curricular and Extracurricular Activities**
  - Students who do not demonstrate appropriate behaviour may not be able to participate in these activities.
- **Restricted Privileges**
  - Student's ability to move around the school in contact with other students is restricted for a defined time period.
- **Financial Restitution**
  - Intentional defacing or damage to the school or other's property may result in financial restitution and/or police involvement.
- **Involvement of Community Agencies**
  - Primary responsibility for student conduct is that of schools however Police and/or other agency involvement can be helpful at times. Police and involvement from other community agencies are at the discretion of the school.

# **Code of Conduct**

- **Additional Interventions**

- Should inappropriate behaviour continue, each child will be treated on an individual basis in consultation with school staff and parents/guardians. Some children may require additional support. The school may recommend other professional help and parents/guardians may also request information about available community services.

- **Student Restraint**

- For the protection of staff and students in the school and to prevent potentially violent behaviours, school staff may, in specific circumstances, be required to use reasonable measures to manage a student who is a detriment to the safety of themselves or others.
- The Division shall ensure that some individuals in all schools have access to ongoing training in Non-Violent Crisis Intervention training and/or Therapeutic Crisis Intervention Training. Certain identified students may require Individual Program Plans or Student Behaviour Plans that incorporate the use of physical restraint. With such students, planned physical restraint shall be used only in the best interests of the student and with appropriate communication between the student, his or her parents/guardians and the school staff.

# **Emergency Preparedness**

Sturgeon Public Schools has a District-wide Emergency Response Plan, which would be implemented during a local disaster or school emergency. The plan's primary objective is to ensure your child's safety.

The [Emergency Response Plan](#) is a preparatory measure. Statistics show schools are still among the safest places to be on a day-to-day basis due to the strong commitment of educators, parents, and communities to their children. Nevertheless, disasters do happen, and because of that, no community can be complacent in its efforts to make its schools even safer. For this reason, we have implemented the Plan, so please do not be alarmed by this precautionary action.

## **Drills**

Although it is unlikely that the Emergency Response Plan will need to be fully activated at Ochre Park School, the possibility still does exist. Therefore, drills are used to prepare all school community members, including your child, to act immediately.

Subsequent training will occur periodically throughout the year and cover various circumstances. In addition to practicing emergency evacuations, we will discuss the appropriate actions to take during other emergencies, including a lockdown and shelter-in-place.

We will conduct six practice emergency evacuations (fire drills) and two lockdown drill each school year. These drills and accompanying discussions are designed to prepare your child to act quickly and minimize your child's fear should an emergency occur.

## **Parent-Child Reunion Centre**

The Emergency Response Plan also incorporates a systematic approach to reuniting children with their parents. The plan identifies two sites for the Parent-Child Reunion Centre associated with Ochre Park School.

- The first site is located on the school grounds.
- The second site is located at the School Emergency Evacuation Centre (Redwater Alliance Church) – this location is activated only when the school premises must be evacuated.
- In some cases, using an alternate site -Pembina Place in Redwater or Landing Trail School in Gibbons - may be necessary. Due to the unpredictable nature of any emergency, we can only tell you where the Parent-Child Reunion Centre is located at the time of the emergency. You will be notified via the School Messenger (Parent Portal) of the location if it is necessary to activate either of these Parent-Child Reunion Centres.



# Emergency Preparedness

## Reuniting With Your Child

To ensure your child's safety, we must establish some protocol for picking up your child. Therefore, please be advised of the following guidelines when picking up your child from a Parent-Child Reunion Centre:

- No student will be released unless you or an individual designated on the student's PowerSchool records arrives to pick up that student.
- You must ensure the information on your child's PowerSchool account is current.
- You will be required to present valid identification. This step is necessary to protect your child from unauthorized individuals attempting to pick up your child. The school may receive assistance from other schools or outside agencies and may not know you.
- You will be required to sign for the release of your child. This is extremely important, as it is our only means of ensuring that all students are accounted for. Please do not just take your child from the centre without signing for their release. We recognize that you may be worried and want to be reunited with your child as quickly as possible. However, this system has been established to ensure your child's safety. You may jeopardize your child's or another child's safety by not adhering to these procedures.
- Should our regular transportation system cannot transport your child home, your child will be kept at the centre until you arrange to pick them up.
- If you cannot pick up your child, they will be kept at the Parent-Child Reunion Centre until alternate arrangements can be made. Your child will be supervised at all times

**Resource:** [Sturgeon Public Schools Emergency Preparedness Program Guide for Students, Parents and Guardians](#)

# **Violence Threat Risk Assessment (VTRA)**

Sturgeon Public School Division is committed to providing safe and caring learning environments for all students, staff, school visitors and community members. To this end, Sturgeon Public School Division has been invested for many years in the continued professional certification of administrative staff in Level 1 & Level 2 Violence and Threat Risk Assessment (VTRA) training across the Division.

VTRA helps schools respond quickly to incidents where students' behaviors pose a potential threat to safety or serious harm.

In the communities we are privileged to serve, we have formalized community-based VTRA protocols with regional partners such as neighboring school jurisdictions, the RCMP, Alberta Health Services and other Community Agencies.

We encourage families to take the time to read through our [VTRA Brochure](#) and [VTRA Letter of Fair Notice](#) so you have a better understanding of the protocols we are trained in to ensure the safety of your children.

## **Cameras on School Property**

### **AP 610 - Notification of Cameras in Schools**

Sturgeon Public Schools believes that in order for Division property and individuals on Division property to be safe and secure, the use of video surveillance systems ("cameras") is necessary. Ochre Park School monitors certain activities within and outside of the school building to ensure the safety of students and staff. The design and operation of the system creates no greater privacy intrusion than is absolutely necessary to achieve its purpose.

## **Inclement Weather**

Students are expected to be outdoors during the recess and noon breaks unless the temperature drops below **minus 25 degrees Celsius, including wind chill** and as determined by the Weather Network at Bon Accord, AB. Please ensure your child comes to school dressed for the weather. Hats, toques, headbands, ski pants, gloves or mitts and snow boots are essential for outdoor activities. Please label all outerwear, including boots/shoes.

### **Reference**

<https://www.sturgeon.ab.ca/board/procedures/4570>

# **Inclement Weather**

Schools shall remain open and receive students transported to school on days when school bus services are suspended due to inclement weather.

Parents/guardians who drive their children to school on such days are responsible for picking them up at the end of the school day. The final decision to send a child to the bus stop or school rests with the parents/guardians, even though buses and schools may be operational.

## **Policy 320: Inclement Weather**

The Board believes that the responsibility for the safety of school bus passengers during periods of inclement weather or hazardous road conditions is shared by the Board, its staff, school bus operators and parents/guardians.

Announcements regarding the suspension of transportation services are made over local radio stations (e.g. CFCW, CHED, CBC and CISN), local television news stations (e.g. Global and CityTV) and the Sturgeon Public Schools website and social media accounts.

**School bus service may be suspended at minus forty (40) degrees Celsius, as determined by the Weather Network at Bon Accord, AB.**

We always watch the temperature closely and review road and weather conditions. The -40°C does not include wind chill.

Buses may bring students home early without prior notification if road conditions warrant. **Please arrange a safe place for your child to go** if this happens and if someone is not typically at home.

Student absences on days when school buses do not operate, whether as the result of bus failure, a decision of a contractor not to operate, or suspension of transportation services by the Superintendent, shall be deemed excusable. On these days, teachers shall refrain from conducting examinations nor introducing new material in their courses.

**Our school is always open to receiving students.**



# **Technology**

## **Technology Integration**

Students are given opportunities to learn using technology in their classrooms and our modern Makerspace area and flexible learning spaces. Students can create learning experiences and improve their understanding using STEAM learning (Science, Technology, Engineering, Arts and Math).

We have state-of-the-art LOFT board technology in every classroom, allowing interactive learning opportunities.

## **Technology Vision**

Our students use technology to learn. Technology is essential to facilitate the creative problem-solving, information fluency, critical thinking skills, and collaboration we see today. While we want our students to be active contributors in our connected world, we also want them to be safe, legal, and responsible.

We have a school webpage, Instagram and Facebook page. In all cases, we work to ensure student safety. Only students with signed consent will have their pictures or work shared. To best prepare our students for their future, we want to provide rich learning activities through this medium and others. The more opportunities students have to share their learning, the more opportunities they have to be successful.

This [acceptable use](#) policy (AUP) supports our vision of technology use. It upholds in our students a strong sense of digital citizenship and identity.

## **Use of Technology**

Ochre Park School integrates technology use in the classroom and develops the digital literacy skills our students need to contribute to a connected world. We use technology to facilitate creativity and innovation. We use technology to support communication and collaboration. We use technology to extend research and develop information fluency. We want our students to understand technology operations and concepts soundly. Technology can be transformative. We will create a safe online environment for all students.

## **Hardware & Software**

Our students can access the Internet via wired and wireless connections throughout the school. Students who bring their devices can use them at appropriate class times. Still, we will discourage their use during recess, as we prefer to have students interact with other students and engage in physical activity during this time.

Please note: the school is not responsible for devices brought from home.

# **Technology**

Interactive displays, projectors, document cameras and voice amplification systems help facilitate group viewing, discussions and activities.

Class sets of Chromebooks are available to be signed out by individual teachers for whole-class instruction. We also have a small number of iPads and computers accessible for each classroom for ease of student use.

Students have access to a standard software suite to support their learning needs, including Google Applications for Education. Students can collaborate and further their knowledge safely and effectively through this environment.

# **Attendance**

Regular attendance is vital to success in school. The School Act requires that every child, six years old at school opening date, must attend school. Parental support and guidance regarding regular attendance is appreciated.

When your child is absent due to illness or other unavoidable reasons, the school requires a signed note or a telephone call, from parents, explaining why your child is away. A report of total days absent is on the Parent Portal of PowerSchool. It is the responsibility of the student to catch up on work missed during an absence. Ochre Park School absentee line is available 24 hours at 780-942-2901. If the school is not contacted regarding an absence, parents/guardians will be telephoned to ensure the safety of the child.

Students are expected to remain on the school grounds at all times during the day. Parents wishing to remove their child/children from the school during school hours are expected to notify the office and the student will be called to the office. Children will not be released to individuals other than the parent or guardian without prior notice from the parent or guardian and they must be able to provide picture identification before a student is released to them. Exceptions to this must receive prior approval of the Principal or designate.

## **Reference:**

<https://www.sturgeon.ab.ca/board/procedures/4718>

# **Busing**

Sturgeon Public School Division provides students at Ochre Park with transportation for a fee. Please visit <https://www.sturgeon.ab.ca/transportation> for more information on fees.

Some general guidelines for riding buses are noted below:

- Only students registered as passengers may ride on their assigned bus
- Students may be denied permission to ride a bus if not properly clothed or in possession of inadequate clothing during cold weather
- Disruptive and/or destructive behavior is prohibited
- Students wishing to ride other than their assigned bus must receive permission from the driver and have written permission from their parent/guardian
- Most luggage and equipment should be stored, if possible, under the bus seat and stored in a durable case/bag, at the discretion of the driver
- Other bus rules also apply as provided by drivers at the beginning of each school year. If you have bus concerns, please direct them first to the bus driver concerned.

If necessary, the Coordinator of Transportation, (780-939-4341 ext. 1238), may be contacted.



# **General Information**

## **Completion of Forms**

Requests for outside agency form completion should be directed to the Principal of the school. As it is important for us to assist parents with the completion of medical forms and letters, we ask that you allow the school adequate time (approximately two weeks) to meet these requests.

## **Awards**

Ochre Park believes that children's efforts should be encouraged and praised. To recognize this, a system of awards is used to develop excellence, effort and enthusiasm, good citizenship and cooperation, school spirit and identity.

Awards given to students in Kindergarten to Grade 4 are the Sturgeon Public School Division Book Award. The Citizenship Award is awarded to Grade 4 students. Selection of the recipients is made on the individual development of the child and contribution made by the child to the welfare and progress in their homeroom and school.

Ochre Park Students are also recognized through our "Caught Being Good" program which focuses on values and traits of being an "Ochre Park Owl."

## **Counselling**

Ochre Park School offers students and parents the services of a school counsellor. Among the areas in which the counsellor can give assistance are the following: solution focused, short-term individual counselling; program selection; remediation strategies; and referrals to other agencies. The counsellor also offers developmental experiences in a variety of areas such as: social skills development, conflict resolution skills, Zones of Regulation, drug awareness, safety awareness and school climate activities.

## **Curriculum Outlines**

Kindergarten and Grade 1 – 4 course objectives based on Provincial Curriculum Guidelines, along with course evaluation components and their respective weightings, will be presented to parents and/or students in writing during the first month of the school year. In addition, provincial curriculum is available on the New Learn Alberta website at <https://curriculum.learnalberta.ca/home/en>.

# **General Information**

## **Dismissal**

Changes in transportation method shall not be granted unless explicit parental permission is communicated through a note in the student agenda, direct communication with a teacher, or a call to our office. Without prior notification from parents or guardians, students shall not be released via an alternative transportation method (i.e. walking home, going home with a friend/family, or riding an alternate bus).

## **Fees**

Ochre Park School charges mandatory fees for agendas and technology. All fees apply to students in Prekindergarten to Grade 4 are due September 30, 2023. If you are unable to make payment according to these guidelines, please contact the school to make alternate arrangements.

## **First Aid**

First aid is given to any child having an injury at school. If the injury is minor, first aid is administered, and no contact made with home. If the injury is of greater concern, the child's parent/guardian is contacted by telephone. It is very important that the school has emergency numbers plus necessary medical information. In severe cases, the school will contact the Emergency Response Unit for assistance. Therefore, it is important to have an Alberta Health Care number for each child in attendance at our school.

## **Footwear**

Students are required to have two pairs of shoes at school. One pair is for inside and gym use, the other pair for outside use only. All students will be encouraged to wear shoes inside the school. Wearing shoes promotes safety, a healthy lifestyle and prepares students in the event of a fire drill. It is recommended to label all footwear with the child's name.

## **Homework: Supporting Learning at Home**

Children are learning from the moment they are born, and parents are a child's first teachers. We encourage parents to continue this work by helping their child practice new skills learned at school. The child's teacher may assign homework. However, at Ochre Park School our expectation is that children always have "homework". We believe that children should spend approximately 15 to 30 minutes each day on a study activity. These homework activities could include reading books, practicing math facts (addition, subtraction, times tables), etc. Practicing reading and math daily will assist your child greatly.

# **General Information**

## **Library**

The library is an integral part of the school instructional program providing students and teachers with resources, and students with research skill development to meet curriculum requirements. All students have a weekly opportunity for book exchange.

Fines are not charged for overdue books, but students are required to pay for lost or damaged materials. We appreciate the cooperation of parents in assisting students with care of the books and the responsibility of returning them on time.

Parents are welcome to visit and are encouraged to participate as volunteers.

## **Lost and Found**

Articles placed in Lost and Found remain the property of the owners. The larger articles, such as clothing and footwear, are placed in a box in the main hallway. Smaller items, such as jewelry and toys, etc. are kept in the office. Please remind students to check for their articles. Unclaimed articles are donated to various charitable organizations.

## **Medication**

According to [AP915](#) – Administering Medications & Medical Treatment to Students, the school cannot administer medication unless the following procedures are followed:

### **Procedures: Students with Medical Conditions**

- The parents shall:
- Inform the Principal of their child's need for medication or medical treatment by the school during school hours or extracurricular activities, and provide a written request to the Principal to administer medication and/or carry out other medical procedures.
  - Provide the school with a statement from the child's physician outlining the information as requested by the Principal.
  - Provide the school with written notice of any changes in the medication schedule or of any changes to the medical procedures required by the Physician.
  - Assist the Principal, if required, in helping employees and/or other parents and students in developing their understanding of the student's medical condition and how they can promote a healthy environment for the student with the medical condition and other students.



# **General Information**

## **Pet Visits**

For health and safety reasons, pets are not allowed on school property without prior approval from the Principal or designate.

## **Promotion and Special Placement**

Student placement normally progresses one grade per year (with maturity and successful completion of general and specific outcomes in Language Arts and Mathematics being considered). Retention, acceleration, or placement in a specialized program will be determined as early in the school year as possible, and such placement will be made in consultation with parents/guardians. It must be evident from assessment and evaluation strategies that the placement recommendation is in the best interest of the child.

## **School Council & Parent Society**

The Ochre Park School Council works to benefit all students in the school. It acts in an advisory capacity to the Principal and/or the Board of Trustees. It provides for more effective communication. The Council provides leadership for the school and serves as a forum for items of mutual concern. The elected School Council is comprised of parents, teachers, and community representatives. The School Council provides an opportunity for all parents to have input regarding their child's education. The School Council and school administration work together to effectively support and enhance student learning. We encourage you to become involved. All parents are invited to participate in regular meetings held monthly at 6:30 pm at Ochre Park School.

You can follow them on Facebook! You can find them under Ochre Park Parent Council & Parent Society.

## **Staff Meetings and PD Days**

Staff meetings and PD Days are held on one day of each month. Please check the website calendar and agenda for upcoming dates.

# Volunteers

## Visitors and Volunteers in the School

All visitors and volunteers at the school must sign in at the office. This procedure ensures the safety of students and prevents unwanted individuals from coming into contact with our children.

All volunteers must have a current Criminal Record Check on file with the office. If you would like to get a Criminal Record Check completed, please contact the Ochre Park School office for a letter that can be taken to the Redwater RCMP Detachment.

### Guidelines for Volunteers:

Ochre Park School welcomes our volunteers. Important components of all volunteer experiences at Ochre Park are that they are cooperative and constructive. In order to make your visit to our school both helpful and beneficial to the students, yourself and the staff, the following guidelines for volunteers have been developed:

1. For the safety of the students, it is important that we know who is in the building. Please sign in at the office when you arrive at the school and sign out when you leave. There is a binder on the front counter for this purpose. Volunteers will be asked to wear a lanyard while working in the school. All volunteers must have previously handed in a recent Criminal Check to the office.
2. Volunteers work under the direction of a teacher.
3. Activities will vary depending on student and/or class needs. However, you may be involved in:
  - a. Setting up classroom and hall displays.
  - b. Preparing materials and/or resources.
  - c. Assisting in the Gym, Library, or Learning Commons
  - d. Carrying out other specific activities as needed.
4. For insurance purposes, siblings may not accompany their parents when they are acting as volunteers in classrooms or while involved in student supervision duties for activities planned on the school grounds or on field trips. Siblings may accompany parents who are volunteering for duties not involved in providing student supervision or work that takes place in classrooms.
5. When volunteering in the school, cell phones must be placed in “silent” mode. Calls should not be made or answered in classrooms during instructional times or when the volunteer is supervising or providing support for students.
6. If you are outside on the playground and an accident or incident occurs, please find an outside supervisor and they will determine a course of action.

**Resource:** <https://www.sturgeon.ab.ca/board/procedures/4613>

## **Volunteers**

7. In order to establish effective communication, if you have any questions or concerns please discuss them with the teacher as soon as possible after they arise.
8. Because we have many students who are in unique situations, we would like to remind you that confidentiality is important both within the school and the community.

Thank you for being a part of your child's learning team. It is through caring support from home that our children thrive!

## **Communication**

To keep our school community informed about general happenings, special events and other activities, school-wide communication will be sent via email to parents/guardians weekly (Owl Power Family Update) or monthly via the live school newsletter located on our school website <https://www.ochreparkschool.ca/>.

Classroom communication will occur through email, student agenda messages, or Seesaw. Parents/guardians are encouraged to visit the school website, Instagram or Facebook page often for up-to-date information.

## **Parent Portal**

Please use [Parent Portal](#) to digitally track your child's progress, attendance, sign forms, and pay your bus/school fees online. If you require access or have questions about using PowerSchool Parent Portal, don't hesitate to contact the school office at 780-942-2901. The PowerSchool Mobile app does not offer secure payment processing. You need to access PowerSchool on a web browser to make payments.

## **Fees**

Instructional material fees help provide students with needed materials to enhance their education. These fees are determined annually by the Board of Trustees. The school also charges some additional fees; however, because these change yearly, we encourage you to contact us directly for details.



# **Fees**

## **Online Payment**

To reduce time and paper waste, school fees can be paid online. Parents of returning students can pay their children's fees through their existing PowerSchool Parent Portal Account.

New students must first be registered at their school. Once the child is registered, a Parent Portal account will be created.

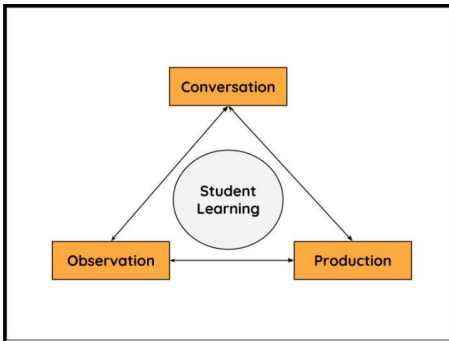
## **FOIPP**

The information collected during the student registration process is personal information, as referred to in the Freedom of Information and Protection of Privacy Act (FOIPP). FOIPP sets controls and standards on how public bodies such as school boards collect, use and disclose personal information in their custody or under their Control.

To learn how Sturgeon Public Schools uses personal information, read the [Collection and use of personal information by Sturgeon Public Schools.](#)

# Grading & Assessment

Ochre Park School reports your child's progress in PowerSchool Gradebook. Teacher assess students based on the [learning outcomes](#) in the Alberta Education Program of Studies and through fair assessment practices as outlined in Sturgeon Public School Division [Assessment Policy](#). For the 2023-2024 school year, Ochre Park School teachers are transitioning to Outcome-Based Reporting. Outcome-based reporting allows everyone to have a better and clearer understanding of what your child knows, can do, and what they need to work on to improve their understanding of the learning outcome.



An important part of assessment is for teachers to consider and include conversations they have with your children, observation of their skills, processes, and strategies your child uses as they work with the learning outcome as well as their assignments and projects. This is called Assessment Triangulation (see picture to the left). Teachers will take information and data from multiple sources to provide an indication of

where your child's progress in mastering the learning outcome is, based on the Sturgeon Public School Division Achievement Scales. Please note, that not every outcome is formally assessed by the teacher. The Achievement Scales are included below.

## Kindergarten Achievement Scale

# KINDERGARTEN ACHIEVEMENT

THIS SCALE IS USED TO COMMUNICATE ACHIEVEMENT IN THE FOLLOWING SUBJECT AREAS:

- Citizenship and Identity
- Early Literacy
- Personal and Social Responsibility
- Environmental and Community Awareness
- Creative Expression
- Early Numeracy
- Physical Skills and Well-Being

ACADEMIC ACHIEVEMENT SCALE	
Student level of achievement and understanding with reference to the learner outcomes:	
4	Consistently demonstrates the skill.
3	Skill is emerging. Child requires minimal support.
2	Skill is emerging with direct support.
1	Skill requires further development.
N/A	Not assessed at this time.

Please note that not all of the learner outcomes in the Alberta Programs of Study are assessed by the teacher in a formal manner.

# Grading & Assessment

## Grades 1 - 4 Academic Achievement Scale

### GRADES 1-6 ACHIEVEMENT

THIS SCALE IS USED TO COMMUNICATE ACHIEVEMENT IN THE FOLLOWING SUBJECT AREAS:

- English Language Arts
- Mathematics
- Science
- Social Studies

#### ACADEMIC ACHIEVEMENT SCALE

*Grade level achievement – Unless otherwise stated, the student is working at grade level.*

Student level of achievement and understanding with reference to the learner outcomes:

5	Student demonstrates an excellent performance and understanding of the learner outcomes by extending their learning and applying his/her knowledge.
4	Student demonstrates a consistent performance and a proficient understanding of the learner outcomes.
3	Student demonstrates an acceptable performance and a basic understanding of the learner outcomes.
2	Student demonstrates a developing understanding of the learner outcomes.
1	Student is experiencing difficulty meeting the learner outcomes.
IPP	Student is on an Individual Program Plan.

*Please note that not all of the learner outcomes in the Alberta Programs of Study are assessed by the teacher in a formal manner.*



# Grading & Assessment

## Grades 1 - 4 Non- Core Achievement Scale

### GRADES 1-6 ACHIEVEMENT

THE NON-CORE ACHIEVEMENT SCALE IS USED TO COMMUNICATE ACHIEVEMENT IN THE FOLLOWING SUBJECT AREAS:

- Art
- French
- Music
- Physical Education
- Character Education
- Health
- Religion

#### NON-CORE ACHIEVEMENT SCALE

E	Excellent performance and understanding.
A	Acceptable performance and understanding.
N	Needs to improve performance and understanding.

THE GROWTH AS A LEARNER ACHIEVEMENT SCALE IS USED TO COMMUNICATE ACHIEVEMENT FOR THE FOLLOWING OUTCOMES:

- Accepts responsibility for own behaviour
- Completes required assignments
- Demonstrates respect to self, others and property
- Listens attentively
- Strives to improve his/her work
- Uses the class time effectively
- Demonstrates problem solving in different situations
- Demonstrates organizational skills
- Exercises self control
- Follows directions
- Readily engages in discussion and activities

#### GROWTH AS A LEARNER ACHIEVEMENT SCALE

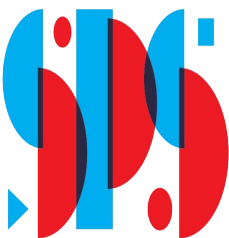
C	Consistently
U	Usually
S	Sometimes
N	Needs Improvement



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Dare to reimagine learning

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