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WELCOME TO SELKIRK ELEMENTARY SCHOOL

This Handbook has been compiled to provide the parents of our students with information about Selkirk Elementary School. We hope that you will find this booklet useful in providing answers to some of the questions you may have about Selkirk. We recognize that we may not have responded to all possible queries, so please call if you need clarification or further information on any topic.

Selkirk Elementary school is located in Riverdale. It is a local area school. The majority of our students live in Riverdale within a 2-km radius of the school. There are approximately 230 elementary students, Kindergarten through Grade 7, attending Selkirk.

Selkirk Elementary was constructed in two phases. The older section, the part bordering Selkirk Street, was opened in 1959. The "New wing" was constructed in 1974. The building has been well maintained and is in good condition.

The playground area is large. It includes two Big Toys, an equipment area, a wooded adventure area that borders the High School Student Residence and Teen Parent Centre, a large lawn area, two hard topped play areas, a basketball court, and a soccer/baseball field.

The support of parents is fundamental to students' success. At Selkirk we encourage parents to be active partners in their child(ren)'s education. Reading to and with younger children every night, ensuring that homework is completed, providing an appropriate study area away from distractions, and modeling reading and writing activities have all been proven through research as being key to students' success in learning.

Staff welcomes and appreciates parental participation in many classrooms, in school wide events, and in special activities. We are fortunate in having a number of parents who are available to help as classroom volunteers. Many teachers survey parents at the beginning of the school year to find out how parents would like to help and be involved.

At Selkirk, we strive to strengthen the relationships and partnerships between home, school, students and the community. Selkirk is a local community school and we sincerely hope that you will feel welcome and be willing to participate as a partner in your child(ren)'s education.

Mission Statement of Selkirk Elementary School

Selkirk Elementary is committed to meeting the diverse needs of students in academics and social responsibility.

Through mutual respect, we will help students reach their potential as learners and take pride in their accomplishments, school, community and the environment.

THE SCHOOL DAY

OFFICE HOURS:

8:00 a.m. - 4:00 p.m.

TELEPHONE:

667-3688

Daily instructional time for Whitehorse schools is 5 hours and 17 minutes for all classes, Kindergarten through Grade 7.

Additional time is added at the beginning of both the morning and afternoon sessions to enable students to make their way to classes prior to the beginning of the instructional periods. In the morning and after the lunch break, two bells are heard: the first bell signals for students to line up and proceed to classrooms, and the second for the commencement of classes.

MORNING SESSION:

First Bell	8:30 a.m.
Class Begins	8:35 a.m.
Recess Break	10:15 a.m. - 10:30 a.m.
Dismissal	12:00 p.m.

AFTERNOON SESSION:

First bell	12:50 p.m.
Class Begins	12:55 p.m.
Dismissal	3:02 p.m.

KEEPING OUR CHILDREN SAFE

If your child is NOT at school we would like you to inform us so we know your child is SAFE - PLEASE CALL OUR SCHOOL SECRETARY AT 667-3688. If the school has not heard from you, the school secretary will call your home to ensure your child's safety.

SELKIRK ELEMENTARY

SCHOOL CALENDAR 2016-2017

August 29, 2016	First Day of School
September 5, 2016	Labour Day Holiday
September 29 - 30, 2016	YTA Conference–No School for students
October 10, 2016	Thanksgiving Day Holiday
November 11, 2016	Remembrance Day Holiday
December 16, 2016	Early Dismissal : 2:02 p.m.
December 19, 2016 – January 2, 2017	Christmas Break
January 3, 2017	First Day of School after Christmas
January 20, 2017	PD Day, No School for students
February 24, 2017	Heritage Day Holiday
March 20, 2017 – March 31, 2017	Spring Break
April 3, 2017	First Day of School after Spring Break
April 14, 2017	Good Friday Holiday
April 17, 2017	Easter Monday Holiday
April 28, 2017	PD Day, No school for students
May 22, 2017	Victoria Day Holiday
June 20, 2017	Last Day of School

GOALS AND OBJECTIVES OF YUKON EDUCATION

The goals and objectives of Yukon Education are outlined in *Partners in Education: The Yukon Education Act (1990)*. Each year, the staff in consultation with School Council reviews the goals as part of our school planning process, and determines the areas that should be emphasized during the upcoming school year.

The goals and objectives of Yukon Education are:

- (a) to encourage the development of the students' basic skills, including
 - i) The skills of literacy, listening, speaking, reading, writing, numeracy, mathematics, analysis, problem solving, information processing, computing,
 - ii) critical and creative thinking skills for today's world
 - iii) an understanding of the role of science and technology in society, together with scientific and technological skills,
 - iv) knowledge of at least one language other than English,
 - v) appreciation and understanding of creative arts,
 - vi) the physical development and personal health and fitness of students, and
 - vii) the creative use of leisure time.
- (b) to develop self-worth through a positive educational environment,
- (c) to promote the importance of the family and community,
- (d) to promote opportunities to reach maximum potential,
- (e) to promote the recognition of equality among Yukon peoples consistent with the Canadian Charter of Rights and Freedoms and the Human Rights Act,
- (f) to develop an understanding of the historical and contemporary role of women and the reinforcement of the principle of gender equality and the contribution of women to society,
- (g) to promote understanding of the history, language, culture, rights and the values of Yukon First Nations and their changing role in contemporary society,
- (h) to increase awareness and appreciation of the Yukon's natural environment,
 - i) to develop an understanding of the historical and contemporary role of labor and business in society, and
- (j) to prepare for participation in a Yukon, Canadian, and global society.

WHERE TO GO! A SCHOOL PLAN

Finding one's way around Selkirk Elementary is often difficult for newcomers, both students and adults alike. There is no obvious "front door" and it is sometimes difficult to find specific areas of the school. In the following school map, classrooms, instructional areas and offices have been identified for your convenience.

The office is located in the "**new wing**" across from our school library, and is best reached by entering through entrance #1, the double doors closest to our parking lot. Please look for the large blue and white sign.

The "**new wing**" also hosts our Intensive French, Grade 4/5, Grade 6/7 and 7 classes, First Nation Culture class, the Counselor's office, the Resource Room, the Music Room, the Library, the Computer Lab, our Gymnasium and the extended Learning Room.

Kindergarten, Grades 1 to 5 classes, and the Learning Assistant's Room are located in the "**old wing**", with grades 1 French Immersion, 2, 3, 4 upstairs.

The dental therapist also has her office in this section.

COMMUNICATION

CONTACTING THE SCHOOL - WHO TO TALK TO

On occasion we have had parents ask, "Who should I talk to about?"
If you have a question or concern about:

Your child's program, homework, or class activities:

Please direct your question to the classroom or subject area teacher involved.

A social, emotional, or behavioral concern:

Please direct your question to your child's teacher, the school counselor, or one of the school administrators.

If your question or concern has been addressed in part by a staff member, it often helps to talk to that person(s) first.

Broader school matters such as Yukon curricula, school policies, incidents on the playground:

Please direct your questions to the school's administrators.

Class related matters might also be discussed with the school's administrators once the teacher has been contacted.

On occasion three-way conferences are held with parents-teacher(s) - counselor, or parents-teacher(s)-administrator(s). We have found these conferences to be beneficial when these staff members have also been involved or working with your child.

CONTACTING STAFF

When you wish to arrange to meet or talk with a staff member, the most expedient way is to leave a message with our school secretary for the staff member to call, as classes are not interrupted during instructional time for messages. This also ensures that the time selected is convenient for those involved.

Office hours are 8:00 a.m. - 4:00 p.m.

CONTACTING STUDENTS

Messages for students may be left with our school secretary. We have often informed students of changes in after school care, lunch plans etc. We appreciate that where possible these arrangements are made outside of school hours. Student messages are usually distributed just prior to the recess break at 10:15 a.m., at 12:00 p.m. and at 3:00 p.m.

Please note that all messages for students and staff that are left during instructional times are to be left at the office. Classes should not be interrupted while they are in session as interruptions are distracting and compromise the learning activities taking place.

PHONE CALLS

Students are permitted to use the office phone when there are special circumstances that warrant its use and they have a phone pass from their homeroom teacher. Students will not be permitted to use the phone to call home to ask to arrange after school social activities. Our office line cannot accommodate these types of calls. Students are encouraged to make these arrangements with parents and friends prior to coming to school.

CELL PHONES/ELECTRONICS

Cell phones/Electronics are not permitted for use during the school day. If they are brought to school they are to be kept turned off and securely placed in student packs or given to the teacher. Selkirk Elementary School is not responsible for loss or damages that occur at school. Students may be permitted to use the school's office phone for communication purposes during the school day.

Standard Busing has a similar cell phone policy. Cell phones can be brought onto the bus, but must be turned off during the duration of the bus journey. Parents and guardians can continue to contact the school during the school day by the regular phone 667-3688.

CLASS NEWSLETTERS

Class newsletters may be sent home on a regular basis throughout the school year. Often, the first letter of each term outlines your child's program for that term, requests volunteers and/or project assistance, and gives a description of the class expectations or rules. Subsequent newsletters inform you of class events and projects, and often include "help" sections. The purpose of these newsletters is to keep you informed of learning activities and events taking place in your child(ren)'s classrooms.

SCHOOL NEWSLETTERS

School newsletters are sent home each month. They contain information about upcoming school events, meetings, a monthly calendar, and general information of importance to parents. If you need clarification on any item included in our School Newsletters, please call.

MORNING ANNOUNCEMENTS

Morning announcements are an integral part of our school's communication strategy. Announcements inform students and staff of such items as daily activities, upcoming events, requests, safety, and reminders. They are made at 8:40 a.m.

PERMISSION SLIPS

Permission slips are sent home by teachers when they are planning to take students off the school grounds on a field trip. The permission slip includes a description of the event, the location, the purpose of the trip, transportation arrangements, times, cost if applicable, and supervision arrangements.

Please try to return these slips promptly. We must have signed permission slips for students to participate in field trips.

SCHOOL COUNCIL

The Education Act recognizes the right of parents to be involved in their children's education through representation on a School Council. School Councils represent the interests of parents and the community they serve and liaise on their behalf with the school and departmental staff.

Selkirk Elementary School Council holds regular monthly meetings during the school year. For dates and times of these meetings you can contact the school office. All parents are encouraged to attend Council meetings. A full range of issues, ideas, and upcoming events are discussed and Council benefits from the input and assistance of parents.

Some of the areas School Council is responsible for include: reviewing the school plan; making recommendations for the allocation of resources; participating in the selection of the Principal; participating in the establishment of procedures for resolving disputes between parents and teachers or the school; and providing input and recommendations to the school and the Department of Education on a variety of school/student policies.

All parents are encouraged to come to Council meetings or to contact a School Council member. It is important that you participate in your child's school and this is an excellent way to do that.

SCHOOL VISITORS

At Selkirk School, we believe that parental participation enriches a school learning environment. We welcome your visits and any questions you may have throughout the school year.

Although most parental visits to school involve parents helping with class activities, parents are also welcome to visit their children's classrooms throughout the school year for observational visits. In order to minimize disruptions to the students in the classroom, it is appreciated that reasonable notice be given for these observational visits.

Please notify our office staff when you are in the school and when you leave the building. For the safety and security of all students, it is important that we know who is in the school and where they are.

ASSEMBLIES

Assemblies are held in the gym on a monthly basis to share school events and recognize accomplishments. These assemblies are usually of short duration, the times to be announced. Assemblies focus on performances by Selkirk Students, outside performances (dance, theatre or music), holiday themes, or the monthly "Selkirk Shining Star" assembly where student achievement is celebrated.

SHINING STAR PROGRAM

The Shining Star Program was developed to reward those students who were observed displaying positive attributes in the following areas:

- Respect and Caring
- Responsibility
- Positive Attitude
- Learning

Complementing our "Shining Star Program" will be a character education and values program. Students will develop life long skills and understanding of the following values:

- Respect
- Responsibility
- Honesty
- Positive Attitude
- Empathy
- Kindness
- Leadership
- Learning (Work Ethic)
- Self-Control
- Integrity

PARENTAL INPUT

It is our desire as a staff, to continually reflect upon the things we do as educators in order to respond appropriately to parental input and concerns. If you are interested in sharing your ideas, suggestions or point of view with us, please call; we welcome your input.

Selkirk Code of Conduct

Statement of Purpose

- To establish and maintain safe, caring, and positive environments for purposeful learning.
- To establish and maintain collective rights and responsibilities among individuals.
- To clarify expectations for student behavior while at school, while going to and from school, and while attending school functions.

Selkirk School Rules

At Selkirk, we show **RESPECT** for self and others and by using polite language.

At Selkirk, we show **SELF-CONTROL** by keeping hands, feet and objects to ourselves and by playing safely.

At Selkirk, we show **KINDNESS** by supporting a positive learning environment.

Conduct Expectations

Acceptable conduct:

Students are expected to conduct themselves appropriately at school, while going to and

from school, and while attending any school function.

1. Respecting self, others, and the school.
2. Helping to make the school a safe, caring and positive environment.
3. Informing an adult, in a timely manner, of incidents of bullying, intimidation or harassment.
4. Engaging in purposeful learning activities.
5. Engaging in a behavior that brings credit to Selkirk Elementary School.

Unacceptable conduct:

1. Behaviors that: interfere with the learning of others, interfere with school rules, violate school property, or create unsafe conditions.
2. Acts of: bullying, intimidation or harassment, physical violence, retribution against a person who has reported such incidents.
3. Homophobic and gender-based comments that are demeaning to students, parents, guardians, and employees, per the Yukon Education Sexual Orientation and Gender Identity Policy.
4. Illegal acts such as: possession, use, or distribution of illegal substances; possession or use of weapons; theft of or damage to property.

Rising Expectations:

At Selkirk Elementary, we feel that as children become older, more mature, and move through successive grades, there is:

- Increased personal responsibility and self-discipline.
- Increased modeling of respect, empathy and kindness.

Dress Code:

Students are expected to dress appropriately for learning at school, therefore:

- No clothing with inappropriate slogans, drawings or language.
- No strapless or spaghetti straps, and no midriffs showing.
- Headgear is to be removed upon entering the school.
- Students must have appropriate indoor shoes in case of emergency.

Students' Rights and Responsibilities

1. Students have the RIGHT to learn and grow and experience success.
It is the student's RESPONSIBILITY to listen to instructions, work productively,

cooperate, participate, do their best, complete assignments and ask if they have a question or concern.

2. Students have the RIGHT to hear and be heard.
It is the student's RESPONSIBILITY to listen and respond courteously when others are speaking.
3. Students have the RIGHT to be respected and to be supported as an individual.
It is the student's RESPONSIBILITY to be honest and show respect and consideration for others and their ideas.
4. Students have a RIGHT to be safe.
Students have a RESPONSIBILITY to act in a manner that is safe for themselves and others, and to follow the rules of Selkirk Elementary School.
5. Students have a RIGHT to their own personal space.
Students have a RESPONSIBILITY to respect the personal property of others and to accept their personal space.
6. Students have a RIGHT to enjoy school.
Students have a RESPONSIBILITY to have a good attitude and to participate in a way that helps make our school a place which others can enjoy.

Expectations, which are specific to each learning environment, will be developed and outlined in each classroom.

Consequences

Consequences for unacceptable conduct will be:

- Meaningful
- Age appropriate
- Progressive
- Flexible (allowing some individualization)

We shall endeavor to keep them:

- Reasonable
- Respectful
- Related
- Enforceable

Effective discipline should be a matter of learning, so consequences should be selected on the basis of "what we need to teach the child." The primary purpose is one of learning appropriate behaviors.

Students and parents are concerned about the fair and consistent application of the consequences. To maintain consistency of enforcement throughout the school, all members of the school community need to clearly understand and support the Code of Conduct.

Minor infractions which occur in the classroom will be dealt with by the teacher as deemed appropriate. Students should be made aware of the Code of Conduct and the consequences for failing to comply, and have the opportunity to have their side of the situation heard and considered before consequences are decided.

For repeated or more serious offences, the administration and parents will be involved. In the event of a critical incident, where safety of students or teachers is threatened, a discipline committee will be determined by the Education Act.

Zero Tolerance

We have adopted the definition from the resource, Supporting Safe, Secure and Caring Schools in Alberta, which states:

“Zero Tolerance means that all inappropriate behaviors are dealt with appropriately, based on the merits of each individual case, not that all problems result in the same consequence. No disruptive or hurtful behaviors should be excused or ignored. However, appropriate consequences are needed to respond appropriately to every violation of the Code of Conduct. Do what is right for the individual student that balance his or her rights and responsibilities with the rights of the rest of the student body.”

POSSIBLE CONSEQUENCES: (These may or may not be in sequential order.)

- **Verbal warning** – a reminder that a behavior is inappropriate and appropriate replacement behaviors are provided.
- **Verbal reprimand** - a more serious verbal reminder with consequences attached
- **Minor detention** – loss of recess or part of a noon-hour privilege
- **Major detention** – loss of free-time or noon-hour privileges of one or more days
- **Phone call home** – used in conjunction with most consequences to ensure parents are informed and involved
- **Formal interview with student** – a scheduled meeting to discuss issues
- **Relocation** – students temporarily moved to a supervised location to complete work
- **Formal removal** – removal from a class with readmittance based upon specific conditions
- **Assigning restitution** – yard clean-up, removing graffiti, repairing damaged property, etc.

- **Interview with parents** – to ensure two-way communication, done at any stage
- **Counseling** – receive behavioral support, parent informed
- **Student contract** – agreement regarding behavior, work habits, or other areas of concern
- **Removal of privileges** – ineligible for extra curricular groups, field trips, etc.
- **In-school suspensions** – student does all required work in a supervised area away from other students
- **Suspension or dismissal from school** – temporary removal from programs, class, school bus, or school property for a specified period; parents are notified and a meeting is held before return to school; terms for appropriate behavior are developed upon readmittance
- **Positive Behavioral Support Plan** - written for student by School Based Team
- **Safety Plan** - written for student by School Based Team

Selkirk Anti-Bullying Policy

Prevention:

We will work together to build a safe and caring school where students are taught to recognize, refuse, and report bullying behaviors. The following definition, developed by Selkirk Elementary students and staff, is used to identify bullying:

Bullying is unfair. It can be physical, verbal, social, or gender-based. It is any behavior that leaves you feeling hurt, frightened, threatened or left out on purpose. Bullying is intentional.

Based on the philosophy that bullying is due to immaturity and lack of empathy, our prevention program aims to build maturity and to teach empathy by:

- Providing excellent role modeling of calm and positive language, self-control, and acceptable problem solving steps;
- Rewarding and acknowledging publicly examples of positive peer interactions through Respect Assemblies, Virtues Program and the Shining Star Program;
- Direct teaching of empathy through the school wide Virtues Project and Career and Personal Planning lessons;
- Direct teaching of problem solving steps and anger management through the Career and Personal Planning curriculum and classroom teacher follow-up using the Transfer of Training model;
- Direct teaching on the subject of bullying – definition, difference between bullying and fighting, skills for refusing bullies, how to report an incident, and the importance of not retaliating;
- Implementation of programs specifically aimed at reducing violence including bullying such as Steps To Respect, Second Step, and Talking About Touching;
- Increased supervision
- Annual survey to collect data on bullying incidences

Intervention:

There is no excuse for hurting others physically or emotionally. Children must learn to treat on another kindly despite their own feelings or personal situations. Interventions focus on the negative behaviors displayed rather than on the whole child. Replacement behaviors are taught and practiced for students to use in the future.

When bullying is reported, we will use the Method of Shared Concern to work towards changing the bullies behavior and making amends with the victim. This method involves interviewing all people involved and working towards having the students take responsibility for their behavior.

Communication between administration, staff, students, and parents is a key factor when responding to bullying situations. A variety of tools will be used to increase communication with emphasis on getting back to the victim and their parents informing them of interventions.

Consequences for bullying behaviors are outlined in the Code of Conduct. Consequences will be designed to both deter bullying and to teach appropriate behavior. Whenever possible, restitution will be the focus. Students who bully will be asked to problem solve, apologize, show correct behavior, and spend time doing pro-social/self-esteem building activities.

Research shows that the most powerful influence on reducing bullying is the reaction of the students who are neither the bully nor the victim, but those who are aware of the situation happening. Bystanders who help to reduce the impact of a situation or who contribute to the escalation will be included in all interventions.

Follow Up:

Students involved in chronic bullying will be involved in interventions in a more meaningful manner. Based on the philosophy that punishing bullies leads to increased outbursts when adults aren't looking, a change in the kind of bullying they do and increased feelings of revenge, less punitive measures will be taken. Staff will work specifically with victims, bullies and bystanders to reduce the negative impact of the bullying and to develop pro-social skills. The following are some examples of support students may receive:

Working with the Victim

- Counseling
- **Safe-contact person**
- Self-esteem building activities
- Friendship building opportunities
- Guidance on refusing to be bullied
- Support to parents
- Increased supervision and/or alternative plans and activities

Working with the Bully

- Positive Behavior Support Plan
- Counseling
- Increased supervision and/or alternative plans and activities
- Self-esteem building opportunities
- Involvement by parents and teachers
- Support to parents

Working with the Bystander

- Reward all attempts to reduce the impact of a situation
- Encourage and praise students who report bullying

- Teach, review and practice the ways in which Bystanders can help reduce bullying
- Support and/or counseling for the Bystander who is being harmed by the negativity they are observing

CURRICULUM

All Yukon schools follow the Province of British Columbia's curriculum. The BC Integrated Resource Packages detail the intended learning outcomes at each grade level, suggested activities and resources, and assessment strategies. Within the primary and intermediate grades, subjects are often integrated. For example, the development of writing and art skills may be components of a unit which has a social studies title. The purpose of integration is to provide opportunities for students to develop skills in relevant and purposeful activities, and to use our instructional time effectively.

In elementary schools with the exception of French, the primary responsibility for the instruction of curricular objectives is that of the classroom teacher. In Selkirk Elementary School we are fortunate again this year to have the support services of a number of specialists for music, First Nations Culture Program, PE, and computer studies. These learning support personnel will be working closely with your child(ren)'s teachers to assist your child in the development of related skills.

Our counseling program includes weekly sessions with our school counselor for classes at all grade levels. Our counselor will deliver the "Second Step" program and, in certain instances, schedule individual or small group counseling sessions that focus on the students' counseling/needs.

REPORTING

There are three formal reporting sessions each year: In November, March and June.

Report Cards are issued at each reporting period. The report cards include a summary of the skills taught within each subject area during the reporting period, an outline of your child's strengths, the skill areas that need to be addressed, and the student's goals for the upcoming term.

Primary Reports contain anecdotal marks.

Intermediate Reports consist of both letter grades and anecdotal remarks.

Students are actively involved in the reporting process. They:

- * Review and assess their work,

- * identify samples which demonstrate their abilities,
- * in consultation with their teacher(s), determine their goals for the upcoming term,
- * take an active role in the parent-student-teacher conferences.

Informal parent-teacher-student conferences often take place throughout the school year. These are often initiated by teachers when they have a concern about a student's progress, work habits, or behavior. The intent of these meetings is to ensure that parents are informed of the concern(s), and that everyone can work cooperatively to overcome the concern.

Parents may also initiate informal parent-teacher conferences. If you have any questions about your child's program or progress, please call. Your message will be given to the teacher(s) involved and they will contact you to arrange a mutually convenient meeting time.

STUDENT SAFETY

Safety Rules

Please review crosswalk and street crossing procedures and appropriate paths/streets that are your child(ren)'s route to school.

In the winter, the crosswalk area can be particularly dangerous when roads are slippery. Unfortunately many students cross the road when the walk sign is illuminated, rather than taking the additional precaution of ensuring traffic has come to a complete halt. It is therefore important that this additional stop, "when traffic has stopped" is added to your family safety rules.

Students are expected to follow directions given by the adult on supervision at all times.

In order to ensure that your children are safety conscious, please review all necessary safety rules and if your child will be riding a bicycle/scooter or skateboard to school, please ensure that he/she wears a helmet and brings a lock for their bike.

Attendance Policy

Over the years a safety/attendance policy has been established at Selkirk Elementary to assist in the well-being of your children. We would like to ensure that all children who leave for school arrive safely. To this end, when our teaching staff record student attendance at the beginning of the morning and afternoon sessions, they notify the office of absent students. This information is reviewed by our school secretary, who in turn contacts parents if the school has not been notified that your child will be absent.

Therefore, it is important that you call our school secretary, after 8:00 a.m. (667-3688), if your child will not be attending school for a morning or an afternoon, or if you expect your child to be late arriving.

This assists us in determining which parents to call, and ensures that our concern is focused on students who are missing or unaccounted for, rather than those at home being supervised by parents.

Children arriving late, that is, after morning announcements, and at 12:55 p.m. are required to come to the school office for a late slip. Therefore, students arriving late at school should enter the school by the Entrance #1, the one closest to the office.

RESPONDING TO EMERGENCIES

Within an elementary school, there are a number of types of incidents which would constitute an EMERGENCY. Examples of situations affecting individuals are medical emergencies and missing students. Examples of possible school-wide emergencies include fires, floods, bomb scares and/or earthquakes.

The following is an outline of our General Plan and serves as a guideline in the event of an emergency.

Points to Remember

- * Emergencies can occur at any time.
- * Initially we are on our own.
- * Common sense is essential.
- * Do not take risks. Consider personal safety.

Responsibilities of Personnel

All staff personnel are assigned specific duties for emergency response. The responsibility is assigned by position title.

Principal: Main location - Main Office
Monitor of all aspects of the emergency procedure; spokesperson.
Be readily available for consultation and direction.
Dispatch assistance where needed

Vice Principal: Main location - Main Office
Work in liaison with the Principal to assist where needed.
Assist with the phones, to receive and relay messages to the Principal and staff.
Dispatch assistance where needed e.g. First Aid personnel.

Secretary:	Office Attend to the phones. Record and pass along messages.
Homeroom Teacher:	Responsible for a select group of students; record attendance Joins the class immediately to assure safe evacuation (if not teaching the class when the emergency occurs) Provides firm control and clear directions to the students.
Specialist:	Teacher, other than the homeroom teacher, who is in control of the class for a designated period of time. Remains with the class, carrying out homeroom teacher's responsibilities until that person arrives. Remains with group to assist as necessary unless reassigned.
Co-Workers:	All school personnel who are not designated in the above mentioned categories. Assist where and as needed.
Satellite Group:	Students who are receiving individual instruction away from their class members. The personnel in charge of this group will assist these students in joining with their homeroom group as soon as it is safely possible.

Student Information

Student Information: names, addresses, phone numbers, emergency numbers, and medical alert information is maintained in class and office record books.

Homeroom teachers and specialists maintain an up-to-date copy of this information for their class and take this information with them on evacuations.

Parents or caregivers will be required to sign the student emergency checkout form when they pick up their children after an evacuation.

Evacuation Plans

Evacuation Plans are posted in all classrooms. The plan includes the location of:

- * the exit routes,
- * the nearest phone,
- * fire extinguisher,
- * fire alarm,

- * first aid kit,
- * emergency kit, and
- * the name of the First Aid Attendant.

The outdoor assembly area is the grassed area parallel to Lewes Boulevard.

When we are required to evacuate from this area, our secondary evacuation location is the gym at F.H. Collins.

Missing Students

A formal roll call/attendance is taken by homeroom teachers twice daily; in the morning once students have entered their homeroom, and at the beginning of the instructional period after lunch.

Teachers will also monitor attendance after breaks and advise the secretary if students are not present. In such situations where a child is missing after he/she has arrived at school, school personnel will make the best effort to locate the student prior to contacting parents. For lunch break safety, it is therefore, important that homeroom teachers be aware of which students are remaining for lunch and which students are leaving the school yard over the lunch break.

The responsibility for decision making regarding the missing child/children rests with the parent(s) or, if they are unavailable, the Principal. School personnel will provide support to the parent by ascertaining if the missing child had been seen on the way to/or at the school, lending assistance appropriate to the situation, and notifying the parent when the child arrives.

If a child cannot be found by school personnel, or parents, or goes missing on a field trip, the R.C.M.P., may be contacted.

Contacting Parents

In an emergency, once First Aid situations are attended to, the available School Based Team members (administrators, counselor and learning assistants) or designates will begin contacting parents and advising them of the situation.

After an evacuation, students will remain with their homeroom teacher or supervising teacher until arrangements have been made with parents or an emergency contact person to collect their child from the evacuation area.

FOOD FOR LEARNING PROGRAM

Early in the 1998/99 school year Selkirk Elementary School introduced a program with funding from our local chapter of "Food For Learning".

The lunch program is open to all students at the school who may require an emergency lunch. It is not intended to provide students with lunches on a daily basis.

The program is operated by staff members.

FUNDRAISING

Each year we undertake a few fund raising events. Fund raising has included Book Fairs, Hot Dog or Pizza lunches, From the Ground Up Healthy Choices & the Northwestel directory recycling program.

The Book Fairs are run in conjunction with Parent/Student/Teacher conferences in the Fall and Spring.

Money raised from these events is used to fund special events, activities and supplies throughout the school year. For example, expenditures have included camping, classroom supplies, transportation, swimming, playground equipment, and other school activities.

COLD WEATHER

Dressing Appropriately for Cold Weather

Once temperatures drop and "cold weather" returns, usually in late October, students are reminded during morning announcements of the importance of wearing suitable clothing for weather conditions. This is especially important in that most of our students walk to and from school, and they have an outdoor morning and lunch break.

Classroom visits are made by our school administrators to discuss the importance of dressing appropriately, and the effects of cold temperatures and winds. Students are encouraged to wear hats, mitts, scarves, and warm footwear and outer clothing to keep warm and safe from the weather.

Parental Support for Safety

During cold weather, please ensure that your children wear hats, mitts, scarves, warm footwear, and warm outer clothing. Reflective or light colored strips make children more visible under dark and ice fog conditions.

Please take the time to ensure that all clothing and footwear that is removed during the day is labeled with your family name. This is particularly important in footwear, as often boots can be used by more than one family member.

Many of our younger students do not realize that it is difficult for drivers to see them, nor do they allow sufficient time for traffic to stop before crossing roads. Unfortunately, they seem to believe that if they signal their intent to cross a road, traffic will automatically be able to stop in time. Please reinforce traffic safety with your children.

If your child has a medical condition that is adversely affected by cold temperatures, please advise your child's classroom teacher and we will endeavor to make alternate arrangements. Please note that this provision does not apply to students who are not feeling well. It is suggested that students who are not feeling well enough to be outside on cold days might be more comfortable at home.

Let's try to ensure our children have a safe winter.

COLD WEATHER POLICY

Our school's Cold Weather Policy distinguishes two categories of winter weather.

Regular Days

Pleasant days everyone can enjoy being outdoors if they are dressed properly.

Students have their recess break (10:15 a.m. - 10:30 a.m.) and lunch break outdoors. Dress for the weather.

Red Days

When it is dangerous to be outdoors for extended periods of time (-25°C including windchill). Only students having signed parent permission will be supervised outdoors up to -30°C.

Students are welcome to come into the school and go to their classrooms at 8:15 a.m. Red markers will be posted in each outdoor entrance.

At noon hour students stay in classrooms or go to supervised activity areas, then students may have a very short outdoor break just prior to the bell.

*Accommodating students on very cold or **RED DAYS** requires a substantial amount of student supervision by staff members during the lunch break. It is important, therefore, that students do their best to help where possible, and by behaving appropriately.*

Please do not send your child to school early as doors are not open until 8:00 a.m.

LUNCH TIME

Selkirk staff provide lunch time supervision for students. Students go outside for recess from 12:00 – 12:25 p.m., and return to the classroom to eat their lunches under adult supervision from 12:25 – 12:55 p.m.

If a student is required to leave the grounds at lunch a written note or phone call to the office is appreciated.

Students are:

- * Encouraged to take a washroom break and to wash their hands prior to lunch.
- * Expected to behave appropriately in the lunchroom and to raise their hand if they require assistance.
- * Expected to ensure their area is clean and no garbage remains at the end of the lunch period.
- * Students must remain in the school yard during the lunch break, or choose a supervised area in the school for the recess period.

HEAD LICE

On occasion, children have head lice. If this happens to your child, please notify our school office so that we can arrange to have all students' checked in your child(ren)'s classrooms.

When the school is notified, all children are given a notice and/or information sheets to take home.

It is important that all incidences of head lice be treated immediately. An informational sheet on treatments is available upon request.

OUTDOOR EDUCATION / FIELD TRIPS

Each year students are involved in outdoor education field studies and physical pursuits. In some cases field trips to different locations are planned for these activities. Trips vary in duration from a 30 minute exploratory walk, to trips of several days for older students. The following is a list of guidelines for outdoor education trips involving overnight camping. Policies developed by the Department of Education and our own School Community are in place.

CONSULTATION	Initially the activity is discussed with the Principal. Later parents, students and school council are consulted.
OBJECTIVES	These are clearly stated, outlining the purpose of the activity.
CHOICE OF AREA /ROUTES ETC.	These are selected to suit the experience and capability of the group. The activity leader must have prior knowledge of the area or route. Maps, reference books, and guides should be consulted.
FITNESS	Group members should be able to meet the physical demands of the trip. Pre-departure training may be necessary.
MEDICAL	Medical clearance may be necessary to meet the requirements of the Department of Education. It is important to know of any medical conditions which may affect a student's ability to perform strenuous physical activity e.g. asthma, epilepsy, recent illness etc. Instructors may need first aid training.
SKILLS	Skills must be taught in advance e.g. navigation, cooking, setting up a tent.
SAFETY	It is important that everyone be aware of possible hazards and of the need for a disciplined approach where matters of safety are concerned. First Aid kits, navigation equipment, cellular phone and other specialized safety equipment need to be considered.
BUDGET	An accurate estimate of costs should be made as soon as possible and submitted to parents.
APPROVAL	All overnight field trips must have approval from Principal, School Council and the Superintendent, Department of Education.



Yukon Department of Education Student Information Technology Use Guidelines

Internet Use Guidelines

Yukon schools are connected to the Internet through YESNet, Yukon public schools' wide area network. To ensure YESNet is fully operational and stable, students are required to follow the technology use guidelines and policies outlined below.

1. School Internet access is a publicly funded resource to be used for educational purposes only.
2. General guidelines for student Internet use:
 - a. K - 3 Teacher led and supervised
 - b. Grs 4 - 7 Teacher supervised
 - c. Grs 8 - 12 Teacher permission
3. Students are not permitted to play games, download files (mp3, jpgs, real audio, movies, etc.) or install applications, except when the activity is both supervised and related to their curricular studies.
4. Students are prohibited from using:
 - a. personal e-mail or personal laptops on the school's network
 - b. instant messaging (ICQ, MSN Messenger, etc.)
 - c. chat rooms
 - d. peer-to-peer file sharing (ie. Limewire, Acquisition)
 - e. personal blogs, journals or other social network sites (ie. Facebook, Xanga, MySpace etc.)
5. Students are prohibited from using the school's Internet for product and/or service advertisement or political lobbying.
6. Students are reminded to follow Canadian Copyright Guidelines when using Internet resources for class projects or reports.

SELKIRK ELEMENTARY SCHOOL STUDENT INTERNET DISCIPLINE ACTION PLAN

All guidelines and policies regarding student information technology use established by the Yukon Department of Education will be enforced by staff and administration at Selkirk Elementary School.

It is the parents' and students' responsibility to review the Student Information Technology Use Policy and sign it in the appropriate places. The signed form must then be returned to the students' classroom teacher.

The Student Information Technology Use Policy will be posted in the Computer Lab at the school. Each teacher will read the policy to their respective classes.

Discipline procedures for violating any of the Department of Education Information Technology Use Policy:

- 1)** Students will lose, effective immediately, all internet use privileges at Selkirk Elementary School. This means school project related research and in class assignments as directed by a teacher will not be able to be completed at school. If the student does not have internet available at home then computer time will have to be booked at the Whitehorse Public Library or one of the commercial internet providers in Whitehorse.

The duration of the loss of internet privileges will extend for a period of three months and will be carried over from one school year to the next if applicable. For example; a student losing internet privileges in May of a school year will be without access privileges in August/September of the following school year.

- 2)** After the three month suspension is over students will effectively be on "probation". If abuse of internet privileges occurs again during the student's tenure at Selkirk Elementary, all internet access privileges will be suspended for the duration of the student's time at Selkirk Elementary.
- 3)** Students in Grade 7 who break any of the internet use guidelines in the final three months of the school year will have a note attached to their file for moving on to the appropriate secondary school.

Selkirk School Song

THE STARS ARE SHINING AT SELKIRK SCHOOL

We've got books, we've got learning
We've got lessons,
Yes our brains are churning
We've got caring and a lot of respect
Yah it's Selkirk School,
What else would you expect?

CHORUS

'Cause the stars are shining at Selkirk School
Uh huh..... Uh huh.....Uh huh
The stars are shining at Selkirk School
Uh huh.....Uh huh.....Uh huh

VERSE

We've got teachers, and they're cool
We work hard everyday
And we play by the rules
We've got sharing, and a lot of respect
Yah it's Selkirk School
What else would you expect....CHORUS

R.E.S.P.E.C.T. that's what Selkirk means to me
R.E.S.P.E.C.T. that's what Selkirk means to me

Repeat CHORUS

By Lana Rae Lacroix