

Albert Lacombe Catholic School and Sports Academy 2018 - 2019

50 Gainsborough Avenue
St. Albert, Alberta T8N 0W5
Phone: 780-459-4478
Fax: 780-458-6123
www.al.gsacrd.ab.ca

This agenda belongs to:

Name: _____

Teacher: _____

Grade: _____

**Greater St. Albert
Catholic Schools**



Greater St. Albert Catholic Schools is a welcoming learning community that awakens the hearts and minds of students while educating and nurturing each to learn, live fully, and serve others.



Athletics are a Dress Rehearsal for Life!

ALBERT LACOMBE SCHOOL

Our school mission statement, selected by our students, parents and staff, is WHAT STARTS HERE CHANGES THE WORLD. We work to live our faith in all aspects of school life. In addition to Religion classes, students are encouraged to explore the messages of Christ in other subject areas, and to practice their faith on the playground, in the hallways, and beyond the school day.

Everyday, Albert Lacombe students are encouraged to show: **Belonging, Excellence, Accountability, Respect and Safety** and recognized for doing it!

Our BEARS are continually learning to enjoy working with a variety of people and to be kind, caring, contributing members of society. Receiving positive recognition for their efforts from our staff members encourages them to persevere! These qualities will assist them at school, in the workplace and in Life!

Website

Our website is www.al.gsacrd.ab.ca. You will find our newsletters and other important information on our website. You will also notice that many of our staff have developed their own personal websites to help keep parents informed and provide timely information. Check under the e-teacher tab.

Communication and Newsletters

The staff of Albert Lacombe School feels that regular communication between home and school is important to student progress and supportive relationships. We encourage communication whenever concerns, questions or bouquets should be shared. Conferences with the teachers and administrators are welcomed at all times. We ask that you contact the teacher involved prior to visiting the school so that they can prepare a complete report. Please keep the school informed of anything that may affect your child's education!

Every effort will be made to keep students and parents informed about school events. Newsletters are sent home on a monthly basis at the end of each month. Weekly BEAR Bones are emailed on Sunday for reminders about the upcoming week and notes in the agenda book. Parents are asked to pay close attention to the information contained in all of the communications.

On Sundays, we distribute the BEAR Bones, which is a one page snapshot of the upcoming week. Once a month we distribute The our monthly newsletter, which keeps our school community informed of the many activities at Albert Lacombe. This newsletter is delivered on-line through our school website – www.al.gsacrd.ab.ca and via email to parents. If you wish to receive a hard copy of our newsletter, send an E-mail message to kwatts@gsacrd.ab.ca. We invite parents to check our newsletter carefully to keep fully informed about school news, events and activities.

Administration of Prescribed Medication & Student Medical Concerns

It is very important that parents contact the school principal if there are medical concerns for students. In the event that a student must have a prescribed medical treatment during the school day to maintain physical and mental well being, a parental request must be made to and approved by the principal. Following authorization by the administration of such treatment, the parent must complete specified forms in accordance with Greater St. Albert Roman Catholic School District #734 Policy. [These Forms are available on our website.](#)

Most medication can be administered outside the school hours. Therefore, we ask that you check with your physician to determine the best way to do this and administer at home if possible. If staff must administer a prescribed medication at school, the school staff must have written consent from the parent/guardian as outlined in our medical alert forms. Please let us know of any side effects or special instructions.

Prescribed medicine may only be administered when it is contained in a prescription vial or container clearly providing the following information: (Ask your pharmacist for a duplicate vial):

- A. Issuing medical doctor
- B. The student for whom the medication is prescribed
- C. Dosage and frequency
- D. Date Issued

Medication that is kept at the school will be stored in a secure area and a logbook will be maintained to record medication administration.

Asthmatic Students

Only students whose parents have signed a Parental Consent Form will be able to have medication administered. Students who need to have an inhaler at all times, must be trained in proper use of the device and may keep it in a personal pack for immediate use.

Anaphylactic Students

Albert Lacombe is an allergy-aware environment and the management of students at risk of life-threatening allergies is a priority. It is a shared responsibility among the students, parents, school staff and health care providers. Students who are anaphylactic are identified to all staff and the particulars of each case are kept in the School Emergency Protocol binder in each classroom. Our staff are trained on how to respond to a student displaying signs of anaphylaxis. To allow us to render immediate aid, it is our school policy that Epi-pens must be carried on the child's person.

Arrival at School

There is no official supervision of students before 8:10 a.m. We ask students who do not take the bus to arrive no earlier than 8:10 a.m. If your child needs supervision between the time you leave for work and 8:10 a.m., please find appropriate care.

Reverse Lunch at Albert Lacombe School

School wide lunchtime prayer over our intercom proceeds our lunch hour.

12:30 - 12:50 - Student are Outside for Recess play

12:50 - 12:55 - Entrance Bell

12:55 - 1:15 - Students eat lunch inside homerooms

During lunchtime, students are expected to behave appropriately so that there is a pleasant and safe environment for all. Please be advised that we do not allow students to leave the school grounds during the lunch period. Students may not go home with a friend unless parents have made advance arrangements and a parent is present to supervise.

SAFE ARRIVALS - Reporting an Absence - Attendance - Every School Day Counts

Students should arrive at school five minutes before the first bell at 8:25 am in the morning and 1:15 pm in the afternoon.

Parents are asked to notify the school using the SAFE ARRIVALS system when a child will be absent. Please note: Notifying your child's teacher of an absence may still result in calls/emails from the SAFE ARRIVALS system.

With SafeArrival, you are asked to report your child's absence (in advance or before morning bell time) using one of these 3 convenient methods:

1. Call the automated interactive telephone system via a toll-free number 1-844- 818-9908 to report an absence.
2. Log into the website. SAFE ARRIVALS to access the SafeArrival website where an account can be set up to report absences.
3. Set up a SafeArrival account then download the Greater St. Albert Schools app to quickly and conveniently report absences from your mobile device.

These options are available 24 hours/day, 7 days a week. Future absences can be reported at any time. *Please note: Same day absences must be reported before the first bell (8:25 a.m.) otherwise you must call the school, 780-459-4478, to report your child's absence.*

If you have not made your child's absence known, you will be contacted by the SAFE ARRIVALS system. It is important that you update the school with changes of address, telephone numbers and emergency contacts.

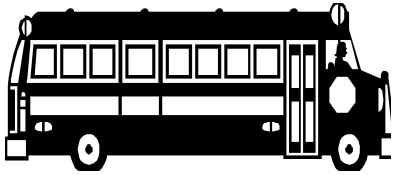
Lates and Leaving for an Appointment

When a student is late, they must report to the school office and obtain a late slip. Parents should send a written note explaining why the student is late. A record is kept of all lates during the year. It is the responsibility of parents to see that students are in school. A student is expected to attend school unless he/she is ill, or his/her absence is required for a "valid cause".

Any students leaving the building during school hours due to illness, doctor's appointment, etc. MUST obtain permission from the office and sign out.

Bussing

From the moment children are on the bus in the morning until they arrive home at the end of the day, they are expected to follow policy and procedures outlined by the school and bus operators. Safety on the bus is dependent on all riders remaining in their seats and acting in a responsible manner. Bus infractions are issued by drivers for major and minor offences and can result in loss of privileges to ride the bus.



School bus service is provided to students living in areas designated by Greater St. Albert Roman Catholic School District #734 for bus transportation. Students who ride the bus use a bus pass system and must have a bus pass with them at all times. Application for bus passes is made through the Division Office, 6 St. Vital Avenue 780-459-7711. Information concerning bus stops and times is issued with bus passes, along with a brochure outlining school bus regulations. Please be proactive and discuss these regulations with your child.

We would like to remind our students and parents that sports equipment or large items must be brought to school by parents or alternate methods. This is in compliance with Alberta Transportation and Safety Regulations.

Students in K & Gr. 1 cannot be dropped off without an adult at the bus stop to greet them.

Dress Policy

Throughout the year all students are to have **inside** (non-scuffing) and **outside** footwear. The children play outdoors except in very wet or cold weather and they need to be dressed appropriately. We encourage all parents to send an extra set of clothes for their child to keep in their locker during inclement weather. This is mandatory in grade one and for all ECS students. At all times, dress should be appropriate for an elementary school and we will contact parents if student attire does not fit with our school policy. Hats can be worn into the school, and then should be removed at a student's locker or coat hook.

Emergency Contacts

As part of registration we ask parents to complete a family information card for emergency purposes. You are asked to provide the names of two emergency contacts who should be available to pick up your child and who have the authority to deliver him/her for medical treatment if you cannot be contacted. Please inform the school office if there are changes in any of the information contained on this card so parents can be quickly contacted in an emergency.

Field Trips

Field Trips support our strong educational programs and provide great opportunities to extend learning into the community. Our school division requires signed field trip permission slips if your child is to participate in field trips. **Permission over the telephone cannot be accepted.** If we do not receive a signed permission slip, we will find another classroom for your child to stay in until his/her class returns from the trip. If you are planning to volunteer on one of your child's field trips, you must have a **Criminal Record Check** and a **Child Welfare Check** updated annually on file at the school. [Please see our Volunteer Handbook on our website.](#)

Parent Volunteers

We encourage and appreciate the help of parent volunteers either regularly or occasionally. Parents who are able to help only on occasion may be called on for special events.

Our [Volunteer Handbook](#) is available on our school website. When you are in the school as a volunteer we ask you to ensure that you check into the office, get a nametag, sign-out when complete. This is for safety and security of everyone in our school.

SIGIS

SIGIS Child Care Society will continue before and after school childcare service for Kindergarten to Grade 6 students. The program runs from 7:00 a.m. – 6:00 p.m. including school holidays and Government subsidies are available. For further information, call Tricia Cunningham - Executive Director (780) 720-8440 Email: sigischildcare@shaw.ca

School Emergency Response Plan

The safety of our students and staff is of utmost importance. Throughout the year, we conduct drills to better prepare for possible emergency situations. Parents are asked not to call the school or their child's cell phone during an emergency. Unless requested to do so, please do not come to the school to pick up your child. Please be familiar with "[A Guide for Parents and Guardians](#)", found on our website.

In the event of a real fire, or other problem where evacuation is necessary, students are to be taken to Wild Rose School or a site designated by Emergency Services.

Security and Visitors

Visitors are always welcome to Albert Lacombe School, but **MUST** report to the office to receive permission to be on the school property. **All parents and visitors are required to sign in and wear a Visitor/Volunteer name tag.** Such procedures minimize disruptions and ensure a degree of safety for our children. Parents picking up their children from school are asked to report to the office, and their child will be called to the office at this time. Persons who are unlawfully on the premises may be charged with trespassing under the Alberta School Act.

The main door is reserved for parents, teachers, staff and visitors. **All students are to enter and exit through assigned entrances.** With the exception of the main entrance, all outside doors leading into the building will be locked for most of the day to ensure maximum amount of security for your children.

We try not to interrupt our classrooms during teaching time but if necessary, students can be called down to pick up lunches or homework.

Parking

Our parking lot is for staff only. All visitors and parents are asked to park on the street. In order to ensure the safety of our children and to alleviate congestion and confrontation, it is essential that parents **DO NOT drive into the parking lot to drop off or pick up their child.**

School Schedule

8:25	<i>First Bell</i>
8:30	Announcements & Attendance
8:35 - 9:10	First Period
9:10 - 9:45	Second Period
9:45 - 10:20	Third Period
10:20 - 10:35	<i>Recess</i>
10:35 - 10:40	<i>Nutrition Break</i>
10:40 - 11:15	Fourth Period
11:15 - 11:50	Fifth Period
11:50 - 12:25	Sixth Period
12:25 – 12:30	Prayer
12:30 - 12:50	<i>Lunch Recess - Outside</i>
12:50	<i>Entrance Bell</i>
12:55 - 1:15	<i>Lunch Recess - Inside</i>
1:15 - 1:50	Seventh Period
1:50 - 2:25	Eighth Period
2:25 - 3:00	Ninth Period
3:00	<i>Dismissal Bell</i>

Early Dismissal @ 11:41 am (Oct 19, 2018 and Feb 22, 2019) Buses leave at 11:51 am

First Aid

Some of our staff are trained in basic first aid. If a serious accident or injury occurs:

1. First aid treatment will be given immediately. If staff is unsure of treatment, 911 will be called.
2. The principal will be informed.
3. The parent will be contacted for instructions.
4. If the parent cannot be contacted, and the staff feels it is necessary, the student will be taken to the hospital by ambulance.
5. An **Accident Form**, giving particulars of the accident and treatment is kept on record.

School Council

School Councils are collective associations of parents, teachers, administration, staff, students and community representatives who seek to work together to promote the well-being and effectiveness of the entire school community and thereby to enhance student learning. A school council is a means to facilitate cooperation among all the concerned participants in the local school.

Albert Lacombe School Council meets about 8 times per year. ALL parents of children enrolled at Albert Lacombe School are invited to attend our council meetings and are automatically admitted as voting members of our school council. The council executive for 2018-2019 will be elected at our first meeting in September.

If you have any ideas that you would like to share or items that you would like included in the agenda, please contact [School Council executive members](#) or leave a message at the school office.

Sports Academy

The Greater St. Albert Roman Catholic School District #734 offers a unique sport training program for hockey, and soccer players from grades four to nine, as well as a program in Performing Arts. The English elementary students participating in the program are housed at Albert Lacombe School. As well, students from other schools registered in Sports Academy make use of our fitness facilities. The program runs three days a week in the a.m. The program is responsible for providing sport specific training in hockey, soccer or Performing Arts, as well as, the health and physical education curriculum. Students also participate in a wide variety of other recreational sports and activities. The physical education portion of the program offers introduction to a variety of different activities that allow students to meet all physical education outcomes. For more information, please contact Geoff Giacobbo at 780-459-4478 or by email at ggiacobbo@gsacrd.ab.ca

Student Owned Devices

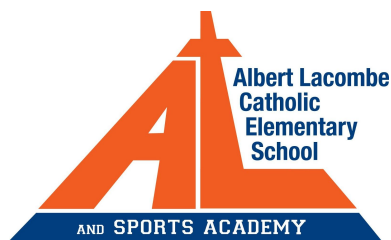
Necessary phone calls can be made with the permission of the homeroom teacher or office staff. If your child needs to attend after school activities, please try to make arrangements the night before.

Some parents opt to provide cell phones to their children. For these situations, we have put the following procedures in place: Unless a teacher invites the students to bring these items into the classroom, they should remain in the student's backpack. They can be used during instructional time, when invited to do so by the teacher. If a child is feeling unwell or has forgotten an item, they need to speak with their teacher and with the office, instead of using a private cell phone. This will ensure that our staff are aware of the student's concern and can assist them. As well, for privacy reasons, cell phones with cameras should never be taken into washrooms or change/locker rooms.

We also discourage the use of cellphones, DS/Gameboys, and music players during recess and

lunch as these provide great opportunities for socialization with peers and active play. We also worry about the security of these expensive electronics, as we cannot take responsibility for these items. Misuse of any electronics can result in a withdrawal of permission to have these items at school by school administration

Greater St. Albert Catholic Schools is very supportive of students using their own electronics devices as important tools in the learning process. While students have access to our computer lab, a laptop cart and an iPad cart, having their own laptop or tablet allows students to personalize their devices with appropriate applications to meet their learning outcomes. As part of our Bring My Own Device initiative, students are encouraged to bring devices that can be used to greatly enhance student learning opportunities. Please see our website for a list of recommended types of devices and details.



SAFE & CARING LEARNING ENVIRONMENT AT ALBERT LACOMBE CATHOLIC ELEMENTARY SCHOOL STUDENT CODE OF CONDUCT POLICY

The mission of our school division speaks to nurturing each student “*to learn, live fully, and serve others*”. We place the well-being of students at the forefront of the operation of our school. Most importantly, our passion in this regard is motivated by our core belief that all students are created in the image and likeness of Christ. For this reason, our staff will work to ensure that each student enrolled in our school is provided with a welcoming, caring, respectful, safe and Christ-centered environment that promotes the well-being of all students and fosters community support for achieving this goal. Our staff strives to model this attitude in our work with students and believe strongly in our school mission statement: **What Starts Here Changes the World.**

Albert Lacombe students are encouraged to demonstrate the behaviour of B.E.A.R.S.:

- **B**elonging – we want all students feel included and welcomed
- **E**xcellence –we give our best effort; we strive to improve
- **A**ccountability – others can count on us to be responsible; we take responsibility for our actions.
- **R**espect – we consistently treat everyone in the school community with dignity
- **S**afety – we make school safe for everyone, physically and emotionally

Imagine how demonstrating these qualities can enhance your child's relationships and future success in the World of Work! We discuss and model these expectations regularly, in the classroom, hallways and playground; during morning prayer; at assemblies and celebrations; and recognize students positively for demonstrating these qualities. Students are regularly given examples of how these qualities can be demonstrated throughout their school day. Posters displayed throughout the school are visible, specific reminders of these expectations. Our staff is ‘on the lookout’ for these behaviours and compliment students for demonstrating them. Students are often rewarded with Bear Paw slips that they can enter for draw prizes at our monthly assemblies.

Our approach for teaching and reinforcing these expectations is based on Positive Behaviour Supports:

- a strategy to encourage the social responsibility of students in meeting behavioural expectations at school.
- based upon a belief that teaching and reinforcing appropriate behaviours has a far greater likelihood of success than relying upon a model of consequences and punishment. We believe that our students want to demonstrate B.E.A.R.S. behaviour, so we teach and reinforce positive leadership and citizenship whenever possible.
- students come to us with a variety of experiences, skills, and abilities; we must be flexible in our approach to working with students as we seek to help them be the best BEARS they can be.
- some classrooms hold regular Classroom Meetings throughout the year, led by their teacher, and sometimes our counselor, to discuss concerns and plan for solutions. Students are encouraged to respectfully problem-solve the classroom issues that are impacting their well-being.
- students are encouraged to look after each other: older students to take special care of younger children, cross-graded role modelling, etc. In this, Jesus is our role model as he had a special love for people who were not powerful. As He taught, we are all brothers and sisters in the family of God, with a duty to be kind and just, whenever possible, to everyone, not just our friends!

Although our primary intent is to promote positive behaviours, we recognize there are some situations in which we need to intervene and give a consequence for negative behavior; behaviour that does not promote Belonging, Excellence, Accountability, Respect and Safety.

Our staff use corrective and restorative interventions that consider the context of the circumstance, the behavioural history of the students involved, and the age / stage of development of the student. Our interventions are dedicated to stopping the behaviour in the future and educating the students involved about how to best address the issue. Students are taught how their actions and words affect others and what to “stop doing/“start doing” in order to further a safe and caring culture within the school. Consequences for student misbehaviour can include: taking responsibility for mistakes, missing recesses, helpful duties around the school, loss of privileges, working with staff to create improvement plans, self-reflective conversations and writing, suspensions from class periods or from school, payment for property damage, parent and staff meetings, etc.

It is also important to focus on restoring and improving relationships that are damaged by inappropriate behaviour. Whenever possible and practical, students are involved in a Restorative Process to help them understand how their behaviour has harmed or affected another person. This enables them to be part of the problem-solving process to improve the relationship. Students are more willing to take accountability for their choices and often spontaneously apologize. We have found that our students are often quite forgiving and this helps to heal the damaged relationships so that the students can be peaceful with each other and move forward. Some children also need repeated interventions and second chances to grow in their positive behaviours. We strive to provide this time while also balancing the needs of others to have a safe environment at school. In these instances, strong communication and vigilant reporting of repeated behaviours is so critical.

Parents play a primary role in assisting with the positive resolution of matters pertaining to inappropriate student behaviour. Our staff works to build positive partnerships with parents to support students so that they can meet our school expectations and maintain positive relationships with children and adults at school. We strongly encourage parents to keep our staff informed, especially the homeroom teacher,

about concerns shared with them by their children so that we can work together to ensure that students feel safe and cared for at school. When faced with concerns about inappropriate behaviour of their children, it can be tempting for parents/guardians to find other reasons or blame others, but this type of response can delay the important work of helping children demonstrate Accountability and make better decisions. It is our belief, and research demonstrates, that when parents and school staff work cooperatively, students benefit tremendously. When a child receives consistent messages from home and school, this leads to greater success for the child.

When working with students, staff and parents to correct behaviour and teach appropriate skills, we try, as much as possible, to keep these measures confidential. We hope that our school community also values student privacy and dignity and will trust that matters have been dealt with, even though they may not 'see' or 'hear' what was done. If parents have concerns about any aspect of our efforts to maintain a safe and caring learning environment, we encourage them to contact us.

IMPORTANT DEFINITIONS - in determining the seriousness of a concern with student behaviour, it is important to distinguish between Conflict, Mean Behaviour and Bullying:

Conflict: *A single episodic act of breakdown in a relationship between students.*

Conflict is an inevitable component of students learning to grow within social relationships.

Disagreement and misunderstanding between parties is at the heart of conflict. However, conflict does not include premeditated efforts to cause harm, fear, or distress.

Mean Behaviour: *Doing or saying something to hurt someone else, once or twice.*

Children may be experimenting with a behavior and may make fun of others, engage in name-calling, take the property of others, exclude them from a game or activity. It may or may not be planned, usually happens because there is opportunity, and the child may feel badly when an adult or peer points out how they have hurt someone. Our staff does not ignore mean behavior; they respond quickly and assertively to hold the child accountable, support the victim, and redirect the students to more positive, peaceful behavior. Consequences may be given, with the intent of preventing a pattern from developing that can possibly escalate into bullying. Students are encouraged to report Mean Behaviour to a staff member as soon as possible.

Bullying: *Deemed to have taken place within our school when:*

Repeated and hostile or demeaning behaviour by a student is intended by the student to cause harm, fear or distress to another individual in the school community, including psychological harm or harm to the individual's reputation.

In order to assure that students will not be bullied in schools, our school and district supports Section 45.1 of the Alberta School Act, which states that our school has a responsibility to ensure that each student enrolled is provided with a welcoming, caring, respectful, and safe learning environment that respects diversity and fosters a sense of belonging. Greater St. Albert Catholic Schools has clarified its intention to provide such an environment in all schools through its Safe and Caring Learning Environments for Students Administrative Procedure.

Our school works to establish a culture of respect for the God given dignity of all who participate within it and pursue the common good of everyone, as we build a community of faith, hope, and love through the example of Jesus Christ.

However, in order to assure that this culture will prevail, our school maintains the following expectations with respect to bullying:

- No action toward another student, regardless of the intent of that action will cause harm, fear, or distress to that student.
- No action toward another student within the school community will diminish the student's reputation within the school community.
- Any action that contributes to a perception of bullying, whether it occurs during school time, or after school hours, or whether by electronic or other means, will be addressed by the school if it is determined that the actions impact the well-being of the alleged victim within the school community.
- Any action that humiliates or contributes to diminishing the reputation of a student because of race, religious beliefs, colour, gender, physical disability, mental disability, ancestry, place of origin, marital status of parents, source of income of parents, family circumstances, or sexual orientation of a student is deemed to be an act of bullying.
- No report by a student that he / or she is being "bullied" will be ignored by a school staff member. The school staff member will respond as if an incident has happened and report the incident to a teacher or principal.
- In establishing consequences for bullying, teachers and principals will use corrective interventions that consider the context of the circumstance, the behavioural history of the students involved, and the age / stage of development of the student.
- If, in the opinion of the teacher or principal, an act of bullying has occurred, interventions will be applied dedicated to stopping the behaviour in the future, and educating the student victimized about how to address the issue in the future.
- Those disciplined for their involvement in bullying will be communicated what to "stop" doing, and "start" doing in order to further a safe and caring culture within the school.
- Parents play a primary role in assisting with the resolution of matters pertaining to bullying. Apprising them of issues in this area as they have impacted their children should occur at the earliest opportunity.
- Incidences of Bullying that adversely impact the safety of individuals or are an affront to the common good of the school community may be addressed through application of Sections 24 or 25 of the School Act.

Bullying often occurs in circumstances where one party endeavors to maintain power and control over another based upon systemic inequalities (age, size, popularity, skill, etc) within a social setting. This type of behaviour is very concerning to our staff because of its strong negative impact and we encourage students and parents to assist us by reporting this type of behaviour as soon as possible.

Bullying is not tolerated in our school. In these highly complex situations, we work closely with students, staff and parents to assist the bully, the victim, and bystanders to develop more positive relationships with each other and their peers and for everyone to take an active role in providing a safe and caring learning environment where all can flourish.

Our responses to Bullying behaviours can include:

- gathering very specific information from students, staff and parents about the behaviour including times, places and names of those involved.
- reviewing our supervision of students – as bullying behaviour often occurs out of sight of adults,

we may need to adjust school procedures to increase our level of supervision as needed. We will work with parents regarding supervision of students outside of school when bullying involves an electronic environment.

- creation of Behaviour Plans, Safety Plans, Threat Assessments, for students as needed
- maintain ongoing communication with students and parents, providing parents with a consistent contact on staff, **the homeroom teacher(s)**, to ensure that all involved staff have complete information about what is happening and parents are well-informed. The homeroom teacher is to be informed about or copied on all messages or communication regarding concerning behaviours.
- consequences, including suspensions and loss of privileges
- referrals to outside agencies as needed
- working with all involved students, including bystanders, to help them understand how they can contribute to elimination of bullying behaviours. Our goal is to establish a respectful, peaceful relationship between the students. This takes time, monitoring, and ongoing communication.

Peers are often in a unique position to recognize, discourage, and report bullying. We encourage students, perhaps with the encouragement of their parents, to take this positive step and Stand Up for each other by Speaking Out to a school staff member as soon as possible, providing specific, timely information.

It is our hope that our students will consistently demonstrate the expectations of BEARS. Showing Belonging, Excellence, Accountability, Respect and Safety will assist them in developing positive relationships with their peers, building stronger friendships, and experiencing a happier school life. These qualities will also assist them in their future years, in the World of Work and in their adult relationships.

We look forward to working with students and parents to help our young BEARS know God's love and put the messages of Jesus into action in their daily lives! **WHAT STARTS HERE CHANGES THE WORLD!**

This code will be reviewed for its effectiveness in meeting District expectations annually.

Revised March 1, 2018 reviewed with AL Staff and School Council in March 2018