

STUDENT/PARENT HANDBOOK

2025 – 2026

ISABELLE SELLON SCHOOL
To learn, play and be well together.



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**Mrs. Meipsy Shackleford
Principal
shacklefordm@lrsd.ab.ca**

Visit our website at: www.isabellesellonschool.ca

**Livingstone Range School Division #68
Tel. 1-800-310-6579 Fax: (403) 625-3356**

VISITORS TO OUR SCHOOL

We welcome visitors and volunteers to our school! For student and staff safety, all entry doors are locked. Please use the doorbell at the main office door to access our school. Isabelle Sellon School requires all guests or visitors to sign in at the school office.

BELL TIMES

Monday – Thursday

First bell	8:25 am
Morning classes begin	8:35 am
Morning Recess	10:41-11 am
Snack in classrooms	11-11:10am
Lunch/Recess Break	12:31 pm – 1:05 pm
Afternoon classes begin	1:10 pm
Dismissal	3:20 pm

Friday

First Bell	8:25 am
Classes begin	8:35 am
Morning Recess	10:41-11am
Scrunch	11- 11:14am

FOR YOUR INFORMATION

- ☐ **Office staff hours** are Monday – Thursday 8:00 am – 3:20 pm. and Friday 8:00 am – 1:20 pm.
- ☐ Our school has an **answering machine**. Please leave a message if your call is not answered. We make every effort to return calls in a timely manner. If it is more convenient to send an email, please include your child's teacher and Miss Mann in the email.
- ☐ **On the first day of each week**, "O Canada" is played over the intercom. Please respect our country by standing quietly until it has finished.
- ☐ **Our website** www.isabellesellonschool.ca is updated regularly. Please visit often.

SCHOOL NEWSLETTERS

Newsletters are published digitally once a month and are posted on our school website and facebook page. If you prefer a paper copy, please let the office know. All events that are known at the time of publication are listed and additional information for special events is usually given.

Additional classroom specific information will be posted regularly on Edsby by your child's classroom teacher. If you require assistance accessing Edsby, please contact your child's teacher or the school office.

VOLUNTEER POLICY

Volunteers are an essential component of our school culture and we appreciate the many hours volunteers give to our school! Livingstone Range School Division requires that all volunteers have a completed Criminal Record Check on file at the school and these forms are available either from the school office or the local RCMP detachment in Blairmore.

These checks typically take approximately one week to process and are free of charge. You will need to bring your driver's license and birth certificate for identification purposes. This criminal check will need to be on file prior to accompanying students on a field trip, unless you are accompanying your own child and using your own transportation. As a volunteer you are under the direct supervision of the classroom teacher. The classroom teacher will provide guidance and instruction for any volunteers supporting in the classroom or during off-campus activities.

OFFICE TELEPHONE

Office phones are considered business phones and may not normally be available to students for after school planning. Telephones are located in classrooms and may be used by students with staff permission. Please encourage your child to make after-school plans with you **prior** to the school day.

CHANNELS OF COMMUNICATION

The Division supports the right of parents to make inquiries into the conduct of operations at schools. In the interests of open communication, the Superintendent believes inquiries must first be directed to the staff members most directly involved in the operations in question. If the parents are not satisfied with the response at that level, they are to be encouraged to follow further [channels of communication](#) as outlined in the hyperlinked document.

As a school community, we also follow these guidelines. If there are concerns regarding your child, inquiries must first be directed to the classroom teacher. If parents are not satisfied with the response at the classroom teacher level, they are encouraged to contact the school principal or assistant principal.

In order that home/school communication be most effective, we ask that any concerns be brought to our attention directly by phone or email. Sharing school related issues with the general public or via social media platforms does not assist in resolving concerns at the school level.

Positive and Respectful Behavior

As a Leader in Me School, we model the 7 habits and expect our students to learn and model these skill sets as they learn to develop a mindset of respect, contribution and leadership. Lessons that connect to the 7 Habits are embedded into classroom learning. Utilizing these habits in our school community will encourage a culture of safety, well being and optimal environments for personal growth. Our school behavior expectations align with the 7 Habits which are outlined below:

Habit 1: Be Proactive- You're in Charge

I am a responsible person. I take initiative. I choose my actions, attitudes, and moods. I do not blame others for my actions. I make good, responsible choices without being asked, even when no one is looking.

Habit 2: Begin With the End in Mind-Have a Plan

I plan ahead and set goals. I do things that have meaning and make a difference. I am an important part of my classroom and contribute to my school's mission and vision. I look for ways to be a good citizen.

Habit 3: Put First Things First- Work First, Then Play

I spend my time on things that are most important. This means I say no to things I know I should not do. I set priorities, make a schedule, and follow my plan. I am disciplined and organized.

Habit 4: Think Win-Win- Everyone Can Win

I balance courage for getting what I want with consideration for what others want. I make deposits in others' Emotional Bank Accounts. When conflicts arise, I look for third alternatives.

Habit 5: Seek First to Understand, Then to Be Understood- Listen Before You Talk

I listen to other people's ideas and feelings. I try to see things from their viewpoints. I listen to others without interrupting. I am confident in voicing my ideas. I look people in the eyes when talking.

Habit 6: Synergize- Together Is Better

I value other people's strengths and learn from them. I get along well with others, even people who are different than me. I work well in groups. I seek out other people's ideas to solve problems because I know that by teaming with others we can create better solutions than anyone of us can alone. I am humble.

Habit 7: Sharpen the Saw- Balance Feels Best

I take care of my body by eating right, exercising and getting sleep. I spend time with family and friends. I learn in lots of ways and lots of places, not just at school. I find meaningful ways to help others.



The
LeaderinMe
great happens here

SHARPEN THE SAW
Balance Feels Best

SYNERGIZE
Together Is Better

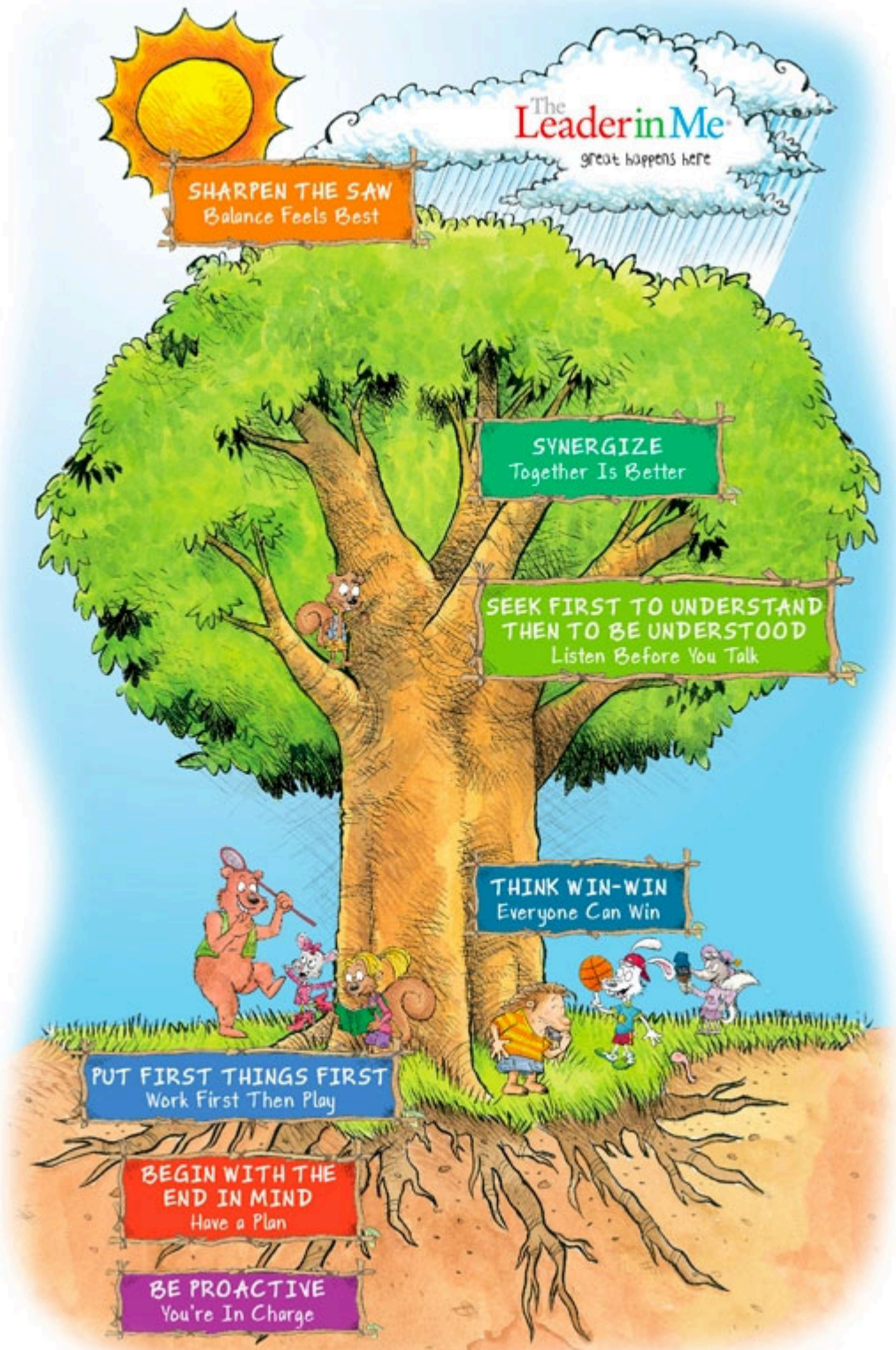
**SEEK FIRST TO UNDERSTAND
THEN TO BE UNDERSTOOD**
Listen Before You Talk

THINK WIN-WIN
Everyone Can Win

PUT FIRST THINGS FIRST
Work First Then Play

**BEGIN WITH THE
END IN MIND**
Have a Plan

BE PROACTIVE
You're In Charge



ATTENDANCE POLICY

Should your child be absent from school, **please phone or email the school** to leave a message indicating your child's name, teacher, the dates of the absence, the reason and the expected return date, or send a note containing the same information to the teacher. Thank you for allowing your child to recover at home where they are more comfortable.

Should your child be absent with no parent message or information, you will receive a follow-up call from the school. Students are expected to attend regularly and punctually. Parents will be contacted should attendance or late arrivals become an issue.

Guidelines:

- ☐ Attendance is taken twice daily –during the morning and afternoon blocks (8:40am and 1:10pm)
- ☐ Parents are requested to notify the school by phone or email if their child will be absent. If the school is not notified, the school Administrative Assistant will phone home that morning.
- ☐ If there are initial concerns regarding attendance, the first contact will be made by the classroom teacher to the parent/guardian to consider any strategies for improved attendance or to clarify and understand any extenuating circumstances.
- ☐ Attendance records are included with each report card for each child registered.
- ☐ If students are absent from school, it is their responsibility to complete the work deemed necessary by their teacher.
- ☐ Attendance letters will be shared to parents/guardians when attendance is below the LRSD guidelines of 80%. This letter will either: a) bring your child's number of absences to your attention for further discussion or b) share that your child's number of absences is having an impact on their growth and development. These letters are included with report cards and are shared by the Principal.

LATES

Students are expected to arrive on time to their classes with the necessary supplies. Students who are punctual normally experience greater success at school. ***Late students are required to check in at the office.***

BUSES

Students living outside the Blairmore area and attending this school will be bused to ISS. The bus drivers will be Char (#1), Leah (#4), Shannon (#6). For the safety of all students and the driver, students are expected to stay seated at all times while riding any LRSD bus. Inappropriate behavior on the bus is reported to parents and school administration and may result in a bus suspension. Bus schedules will be available on the school website. Any concerns regarding bus transportation can be shared to Rick Visser, Transportation Supervisor at Division office.

EARLY DISMISSAL

Students who leave school during the day because of illness must report to the office. Contact will be made with their parent(s) or guardians before permission can be given. If students need to leave school for an appointment, a phone call or note from parents must be submitted to the office so that the school is aware of the circumstances. Students are responsible for making up any missed class assignments.

LUNCH BREAK (12:35pm – 12:50pm)/ RECESS BREAK (12:50-1:05pm)

All students will eat their lunch in the lunchroom (gym) with their grade group. Please note that ***microwaves are not available***. Students are expected to eat respectfully and dispose of their trash in the appropriate places (garbage and recycle). Although our school does not have a policy to restrict nuts, there is a designated 'nut free' table in the lunchroom for students with nut related allergies.

All students are allowed to eat in class outside of the recess and lunch breaks. There is dedicated time scheduled for eating snacks during scrunch on Fridays. We understand the importance of food to maintain student focus and learning. If students require other times to eat during the day, teachers will accommodate this need. We ask that snacks be healthy, such as fruit, vegetables, cheese and crackers, etc. Please keep sugary foods to a minimum and soda pop/energy drinks at home. Each classroom is equipped with a small fridge that is filled with healthy snacks if students are hungry and have finished the food in their lunch kit.

All students are expected to remain on school grounds during lunch break, unless other arrangements have been communicated from home ***in the form of written parental permission***.

NUTRITION PROGRAM

Thanks to provincial funding, our nutrition program offers a breakfast program, served at 8:15 am and snacks are made available for students who may require extra food. This program is not intended to replace breakfast and/or lunch from home; rather to allow access to healthy food choices when needed. Each classroom has a fridge that is regularly stocked with healthy snacks for any student to access. We appreciate that there are times when students need these programs and encourage students and parents/guardians to let us know if additional food is required.

DRESS CODE

I.S.S. aims to create and maintain a safe, respectful and professional atmosphere that fosters an environment where all students, staff and guests can "learn, play and be well together".

Students must be dressed *appropriately* at school. *Appropriately dressed* means:

- Clothing must be modest in fabric, design and style
- respectful and age appropriate.
- Clothing must cover all underwear

- Tops and bottoms must meet when the arms are at the sides
- messages printed on clothing are in good taste (alcohol/drug related, profanity and violent materials are not permitted)
- indoor and outdoor footwear are required
- headwear of any sort is not allowed in any classroom environment and must be kept in their locker; except on Friday's (or last day of the week) or School Spirit Days. Students are welcome to wear headwear during recess breaks.
- Students who ride their bikes/scooters/rollerblades to and from school **must wear a helmet**. If they arrive without a helmet, parents will be contacted and the equipment will be held for pickup. Bikes and scooters are parked at the bike racks until the end of the school day and are not used during recess breaks.

Students will be asked to change clothing if dress is not respectful or age appropriate. Parents will be notified if an issue persists.

USE OF CELL PHONES and ELECTRONIC DEVICES

Hand-held devices:

- Cell phones are to remain turned off and in student lockers for the duration of the school day – they are not permitted in the school or in classes
- Once school is dismissed, and students are outside of the school, they may use their hand-held device.
- Students who choose not to follow these expectations will be directed to turn their hand-held device into a staff member for the remainder of the school day. The hand held device will be returned to the student at the end of the school day.
- If the issue persists, the device will be kept at the school office and require a parent or guardian to pick up the hand-held device.

Thank you for your support in ensuring that our staff and students maintain a positive, safe school environment.

LOST AND FOUND

Clothing, books and other items that have been found will be turned in to the homeroom teacher or to the office immediately so that the rightful owners can make inquiries or claims concerning the lost item(s). Please check this area often for missing clothing or other items. Our lost and found is located near the main entrance lobby.

Items of value that are turned in will be safeguarded in the office until claimed by the owner.

SAFETY DRILLS

During the year we will have various safety drills, including Fire drills, Evacuation drills (to an alternate location) and Lockdown drills. There may be a high probability of fear or traumatic reaction from some students in response to the potential circumstances surrounding these procedures. Although not all safety drills are announced in advance, effort is made to ensure staff working with sensitive students are prepared to reduce student anxiety. All adults working in the building will be familiar with and trained in procedures pertaining to safety drills.

Throughout the school year, we have 6 fire drills and 3 lockdown drills.

EVACUATION ROUTES

Fire drills are an important safety precaution. It is essential that when the alarm is set, everyone obeys procedures promptly and clears the building by the prescribed route as quickly as possible. It is essential that students wear shoes at all times in school. Evacuation routes are shared with students to prepare for a quick exit from the building from any location within the school. Our muster point is on the tarmac area. In the event that this area is unsafe, we will walk to and assemble at the Elk's Hall in Blairmore.

INCLEMENT WEATHER

Students should come to school dressed appropriately for changing weather conditions. During times of very wet or very cold weather, students will be allowed to remain inside. Teachers on supervision will monitor the classrooms and hallways. The decision to have students remain inside will be made by the Administration prior to the bell. LRSD follows a cold weather plan that may have students outdoors in temperatures up to -25 Celsius (with wind chill).

Parents occasionally send notes to teachers asking them to keep their child in for recess, due to the child being ill. Please consider that if your child is well enough to come to school, they are well enough to be outside for recess. Health officials often advise that, if children are dressed appropriately, fresh air is beneficial to them.

SCHOOL CLOSURE

The decision to run buses is decided by the Superintendent of Schools in consultation with drivers and the transportation supervisor. If you are uncertain as to whether or not our school will be opening for the day, please check the ISS Website www.isabellesellonschool.ca and listen to the local radio CJPR Mountain FM 94.9. Typically, schools will be open even if buses are not running.

HOMEWORK

All students are expected to work hard at their studies and complete assignments on time. The teachers of I.S.S believe that students who use their time wisely in class will not have homework every evening. However, homework not only refers to specific assignments, but also to regular habits of study and review. Parents can assist their children by ensuring that they have an appropriate space and time for home study. Any missed or incomplete assignments can be accessed through Edsby or by connecting with your child's teacher.

INTERNET

Isabelle Sellon School is fully networked within the school. Students and parents of Grade 4 and newly registered students, must sign an Internet-use agreement to ensure ethical and responsible use of technology and the Internet. Personal e-mail use is not allowed, but students may be involved in classroom e-mail activities relating to their studies. Misuse of technology may result in having this privilege revoked for a duration of time.

LOCKERS

I.S.S. provides a locker for each student. It is a personal choice to use a lock or not. If locks are purchased from home, the combination or extra key should be given to the classroom teacher. We encourage all valuable items to be left at home.

SCHOOL COUNCIL

This group of parents act in a collaborative capacity to the school administration and are vital to school growth and improvement. Any parent who has a child attending this school is eligible to attend and vote. The annual meeting is held in September and officers for the current year are elected. Meetings are held on the last Tuesday of each month. Our school council also includes a Tri-School Council format whereby information is shared and open for discussion among the 3 schools in our community; Horace Allen School, Isabelle Sellon School, and Crowsnest Consolidated School. This Tri-School Council format is an effort to improve an understanding of school based initiatives across K-12 and lessen potential transition anxiety from school to school. These meetings begin with the Tri-School Council, followed by individual School Council meetings. The following are reasons to engage in School Council:

- Gives parents/guardians a chance to stay informed
- Gives parents/guardians the opportunity to have input in school based decisions
- Gives parents/guardians the opportunity to listen and participate in Tri-School community discussions (HAS, ISS, CCHS)
- Council meeting notes are available on our school website under “Parent Information”

ASSESSMENT, GRADING AND REPORTING

Report cards shared three times during the school year and reflect your child(s) areas of strength and areas for growth in core and non-core subject areas:

October 23, 24, 2025- Progress Monitoring Interviews (P/T/S interview format)
November 28, 2025- Term 1 Report Card followed by
December 3, 4, 2025 - P/T/S interviews
March 13, 2026- Term 2 Report Card followed by
March 19, 2026- Student led Celebration of Learning
June 23, 2026- Term 3 Report Card

All families are encouraged to participate in these interviews. Parents are also encouraged to contact their child’s teacher any time they have questions or concerns.

At I.S.S., we use an outcomes based report card. Teachers assess student's performance based on specific curriculum outcomes across all subject areas. This aligns our reporting with current divisional assessment procedures. We use the following Indicators to assist in understanding student academic performance and responsible learner skills:

Indicator	Academic Criteria
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E Excellent	Demonstrates a comprehensive understanding of learner outcomes; Consistently applies concepts and skills with accuracy; Consistently applies concepts and skills independently.
P Proficient	Demonstrates a thorough understanding of learner outcomes; Usually applies concepts and skills with accuracy; Usually applies concepts and skills independently.
B Basic	Demonstrates an understanding of learner outcomes at grade level with some support; May require some supports to apply concepts and skills with accuracy; May require some supports to apply concepts and skills independently.
NY Not Yet	Is not demonstrating an understanding of learner outcomes at grade level.
I Incomplete	There is not enough evidence to provide a grade on the learner outcomes.

Responsible Learner Skills	
Participation	<ul style="list-style-type: none"> • Actively engages in learning activities • Contributes meaningfully and positively • Works well with others
Behavior	<ul style="list-style-type: none"> • Follows classroom rules and procedures • Shows respect for self, others and property • Monitors, controls and takes ownership for own behavior • Is punctual
Work Habits	<ul style="list-style-type: none"> • Takes ownership of his/her own learning • Completes assigned tasks in a timely manner • Work reflects effort and thoughtfulness • Is organized • Comes prepared for class
Responsible learner skills are assessed as: Consistently (C), Usually (U), Sometimes (S), Rarely (R)	

We believe students should have many opportunities to display their understanding of the concepts that they are expected to master.

FAMILY SCHOOL LIAISON COUNSELLOR (FSLC)

Along with the whole of the Livingstone Range School Division, Isabelle Sellon School offers a Family School Liaison Counselling program to students, families and staff to primarily support health, wellness, and academic success at school. Our FSLC is Karen Manzer. She has a Master

of Counselling degree from the University of Calgary and is a Certified Canadian Counsellor with the CCPA (Canadian Counselling and Psychotherapy Association). She provides the following:

- *short-term counselling to individual students particularly with areas of concern affecting their social, emotional, academic or behavioural success at school;
- *advocating for parents/guardians and student needs to ISS staff, agencies etc
- *linking families to agencies and resources;
- *speaking with parents/guardians and facilitating family meetings to support student wellness
- *supporting whole classroom development by speaking to classes, bringing in guests, or facilitating social-emotional programming;
- *facilitating student groups to develop social skills;
- *observing and interacting with students in the classroom, school building, and outside;
- *supporting the Individual Student Plan (ISP) or Behaviour Support Plan (BSP) process;
- *co-leading the investigating and positive support planning for threats or worrisome behaviours.

All of Livingstone Range School Division's (LRSd) FSLCs are supervised by the Clinical Team Lead, Holly Stewart, who is a registered psychologist in Alberta. Counsellors meet monthly to consult and to gain professional development.

Students and parents can access Karen by contacting her in person at the school, requesting her support via the teacher, or by phone or email. Her office is on the main floor just inside the forest-themed Calm Room right before the staff room. She shares her time between Horace Allen School (age 3 to grade 3 in Coleman) and Isabelle Sellon School (grades 4-6). She can be contacted directly by text or call at her work cell: 403.563.0067, or email: manzerk@lrsd.ab.ca, or through the ISS main line: 403.562.8816. She looks forward to supporting students, parents/guardians, and staff to find wellness and academic success.

What Happens When a Student Needs Support?

If a student contacts Karen directly, she will meet briefly with that student to understand what the concern is. Some issues may require very little in the way of soothing, or suggestion for friendship skill etc. and the parent or teacher may or may not be notified. If the concern appears larger, after this conversation, Karen will communicate possible needs and suggestions with the teacher, and also contact the parent/guardian(s) to inform them. If the parent desires ongoing support from Karen, she will discuss what consent entails and invite them to a face-to-face conversation where possible. Parents will sign a consent form for counselling services, and goals and potential strategies will be discussed. Parents and students can always change their minds and opt out of these services by contacting Karen. If it appears that the student's needs are beyond what our FSLC program can offer by the way of time, intensity, or competence, Karen will refer the family to other agencies, services or resources.

If a parent/guardian contacts Karen directly, Karen will determine with the parent what the concerns are and potential ways she can support the student and family. This person will need to

be a legal guardian in order for Karen to discuss the child's needs. Typically, the parent will need to make arrangements to meet with Karen at ISS or in the community in order to sign the Consent Form for counselling services. The parent usually is offered the choice for Karen to have the child come into her office for an individual visit, or for parents to participate in more of a family meeting in person in the FSLC office with the student, parent(s) and Karen.

If a teacher/administrator refers a student to the FSLC program, and that student is in immediate need of support (example, is crying or very angry), Karen will offer brief support, and then contact the parent afterwards to inform them of the situation and determine next steps. Otherwise, if the student is not in immediate need, Karen will consult with that staff member about their concerns, and then contact the parent/guardian to ascertain if they would like her support, and go from there.

Benefits and Risks of Counselling

Counselling provides many benefits for the student including relief at sharing their concerns and having an advocate to communicate their needs to peers, staff, and parents; gaining social and academic skills etc. Risks of counselling include having some uncomfortable thoughts or feelings come up; a staff member at the school now knowing more details about the private life of the family etc.

How Private is the FSLC support? Where is Confidential Information stored?

FSLC counselling files are stored in the FSLC office in a locked filing cabinet. This file is only accessed by Karen or her clinical supervisor. If the student transfers to another school in Livingstone Range School Division, that file may or may not be given to the next FSLC for ongoing support. FSLCs in our division consult with each other about transferred files in order to support the success of that student. If it is not passed on to the next FSLC, it is submitted to the LRSD Central Office's confidential counselling filing system and shredded after ten years past that student's graduation year. If a student transfers to another school that is not in our division, that file will be stored in LRSD Central Office and not passed on to that new school. FSLCs can only speak to a new school division's teachers/administrators or counsellors with the consent of parents/guardians. If a student transfers to a new school division, and an administrator or counselor wishes access to information that may be found in the FSLC file, such as concern about worrisome behaviours, they may request a conversation with the LRSD Clinical Supervisor who will determine what information can be shared.

Any information that Karen receives from the student or family is only shared with ISS staff on a need to know basis to support the success of the student, for example, death in the family or medical diagnoses etc. She determines what are small or large concerns. Small concerns shared by the student are not necessarily shared with the parents. Larger concerns are shared with parents and the adults that Karen determines will be a support, including parents, teachers, education assistants and principals. Karen believes that parents and families are the most

effective resource to partner with in planning together for the wellbeing of students, and encourages family meetings in her office or in the community.

If any information is shared by students, parents or staff or community member that indicates emergent risk of physical or emotional danger to the student or anyone else, Karen is legally obligated to report this information to the appropriate authorities. Any information of neglect or abuse of any child under the age of 18 or a senior citizen must be reported by law to CFSA (Child and Family Services Authority) and may also require contacting RCMP. While Karen ensures she maintains communication with parents about the progress of their child, parents/legal guardians who want to access her file notes may have access via a FOIPP (Freedom of Information and Protection of Privacy) request through the Clinical Supervisor at Central Office. As well, file notes may be subpoenaed by a court of law.

Sometimes in order to better support a student, consultation with the larger team of professionals who care for the student's health, which may include their doctor, mental health therapist, specialist etc may be needed. Karen will only share information with them with parent consent.

What are the Rights of the Student or Legal Guardian?

The student and parent/guardian(s) have the right to ask questions at any time in the counselling process. They have the right to refuse any technique or activity they do not wish to engage in. They have the right to stop receiving counselling at any time, upon notifying Karen.

What if the Student or Legal Guardian has a Complaint or Concern?

These may be discussed directly with Karen. In addition, you may contact the Clinical Supervisor, Holly Stewart (stewarth@lrsd.ab.ca).

What if the FSLC Cannot Help the Student or Family?

If the presenting concerns require supports for a longer period of time than Karen can accommodate with her schedule or it becomes apparent that more specialized services are needed, Karen will try to find contact information for other professionals that may be able to help. If her schedule is such that she can only accommodate the priority of student mental/emotional/behavioural needs that are affecting their academic success at school, and if the student's needs pertain only within a home environment, Karen may offer ideas to use in the home and refer to other agencies that the family can access for support.

COLLABORATIVE CULTURE- LEARNING SUPPORT

A collaborative response framework is in place to optimize student growth and success. Our culture of collaborative response is layered to support the needs of all students who may require universal support, targeted support and/or intensive support. This framework is guided and informed by student data and monitoring of this data by grade level teachers to inform instructional and assessment practices to meet a broad range of student strengths and needs. Grade level teachers collaborate to provide universal and targeted student support.

A school-wide collaborative response team meets every 5 weeks to monitor student growth, brainstorm potential classroom strategies for student success and establish an action plan to address areas of concern.

If action plans are having limited impact on student growth, a student may be referred to the Learning Support Team to determine additional, targeted support that may involve the expertise of external agencies.

Students requiring adaptations to their programs may have an ISP (Individual Student Plan) developed in conjunction with the classroom teacher, learning support teacher, support staff, parents and the student, which will be reviewed and updated on a regular basis with the child and their learning team. Our Learning Support Teacher will work with the teacher and the school Collaborative Response team to understand more about students. We will take a look at any documents that are available in the student's file that may include: previous report cards, transition documents from the previous teacher, Individual Support Plans, Behaviour Support Plans as well medical diagnoses, assessments from professionals such as Educational Psychologists, as well as reports from Speech Language Pathologists, Occupational Therapists, and/or Physical Therapists. Depending on the needs of the student, we may request an Intake meeting to provide more information about the learning needs of the student.

Within the classroom we utilize a variety of supportive strategies that may include:

- Possible access to Educational Assistant Support
- Family School Liaison Counsellor.
- Tiered levels of supports that move from a universal level to more specialized level of support in the areas of Literacy, Numeracy and Social Emotional development
- Access to Livingstone Range School Division Inclusive Learning Support team
- Access to SWCSS (Southwest Collaborative Support Services for Occupational Therapy, Speech Language, Physical Therapy
- Assistive technology such as speech to text / text to speech, laptops for writing and student work
- Classroom learning tools (eg:fidgets, flexible seating, calm areas in the classroom)
- Learning Support Teacher who works with teachers and families to help determine strategies and supports for students
- Students can be referred for testing by teachers and/or parent(s). Parental consent is required for all alternate programming.

If parents have concerns regarding their child's programming, they should contact their child's teacher first. The classroom teacher will meet with the Collaborative Response Learning Support Team to discuss those concerns and a decision will be made to either refer the child for further testing (medical or educational assessment) or to make changes to the child's programming. Referrals to other agencies are made when school personnel feel that it would be in the best interest of the child.

We recognize that all children have diverse learning needs. In specific cases, an ISP (Individualized Support Plan) is developed with parent(s), school staff and any outside agencies involved with the student to address the identified learning and/or behavioral needs. The ISPs are reviewed and monitored following each reporting period with the support of the parent(s) and the school. Teachers collect and document evidence of learning that is frequently uploaded into the ISP.

Livingstone Range School Division school staff strive to work together with all students and parents to design appropriate programming for all students based on shared information. Any concerns can be addressed at the school level with the classroom teacher, Learning Support Teacher and Principal.

I.S.S. CONDUCT AND DISCIPLINE POLICY

The purpose of our school discipline policy is to encourage appropriate student behavior and to maintain a positive, safe and caring learning environment.

Our discipline process will:

- a) show students what they have done wrong
- b) help students identify better alternatives for action
- c) leave the student's dignity intact.

Isabelle Sellon School students are expected to behave responsibly and respectfully. Teachers and support staff will work with students to promote and ensure appropriate classroom and playground conduct.

It is expected that ISS students will conduct themselves so as to reasonably comply with the Education Act. Therefore, each student will:

- be diligent in pursuing his/her studies
- attend school regularly and be punctual
- cooperate fully with everyone authorized by the province to provide educational programs and other services
- comply with the rules of the school
- account to his/her teachers for his/her conduct
- respect the right of others

For **minor offenses** of the above expectations, students will:

- be reminded of appropriate behavior/expectations
- be removed from the situation if necessary
- have a school based behavior report completed with input from the student and the supervising staff member. Behavior reports will be kept on file in the office for the school year. Parents may be notified following any minor offense; or at the discretion of the supervising teacher or by administration
- Following repeated minor offenses, parents will be notified by phone call to discuss potential positive behavior supports and strategies

For **more serious offenses** such as physical aggression, threats or violence, etc. students may:

- be removed immediately from the environment where the serious behavior occurred

- meet with either the Principal, Assistant Principal and/or Family School Liaison Counsellor to understand the situation
- have a Public Works (LRSD based) behavior report completed by the reporting staff member
- have parents contacted
- work in an alternate environment in the school
- serious offenses will require a parent meeting with administration prior to the student returning to the classroom learning environment to ensure the safety of all staff and students
- Further disciplinary action is at the discretion of school administration and if necessary, the school board and may include a safety assessment and/or follow up safety plan.