

Whispering Hills Primary School

Information Handbook

2024-2025



**3001 Whispering Hills Drive
Athabasca, Alberta T9S 1N3**

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Website: whps.asperview.org

Facebook: Whispering Hills Primary School

Celebrating a Community of Learners

Proud to be a **Bucket Filling** and **APPLE** School

APPLE – A Project Promoting healthy Living for Everyone

WHISPERING HILLS PRIMARY SCHOOL STAFF

Administration Team	Principal	Shona Hunter	
	Assistant Principal	Sheena Garton	
	School Secretary	Deidre Runcer	
	School Secretary	Wanda Semashkewich	
Kindergarten	K-1/K-3	Ashley Witney	
	K-2	Nikita Reid	
	K-4	Kathy Asfeldt (French Immersion)	
Grade 1	1-1	Claire Boven	
	1-2	Ali Meyer	
	1-3	Collene Williamson	
	1-4	Michelle Aleixandre (French Immersion)	
Grade 2	2-1	Amy Wilkinson	
	2-2	Allyson Rouault	
	2-3	Renee Sibera	
	2-4	Alison Pahl (French Immersion)	
Grade 3	3-1	Jennifer Mitchell	
	3-2	Heather Strach	
	3-3	Courtney Strandlund	
	3-4	Alison Pahl (French Immersion)	
Music	Emily Smith		
Librarian	Angela Ralph		
Inclusive Education Lead	Sheena Garton & Mrs. Smith		
Education for Reconciliation Lead	Alma Swan		
Educational Assistants	Tracy Chernish	Audrey Crosby	Tracy Bendall
	Chantelle Willis	Elisa Pochynok	Elizabeth Yowney
	Jasmine Kuzyk	Colleen Foster	Angela Ralph
	Wendy Yakowchuk	Minji Kim	Josee Munroe
Great Beginnings Program	Amber Guay (Lead)		Christine Zinnick

A MESSAGE FROM THE ADMINISTRATIVE TEAM

Dear WHPS Families,

Welcome to the Whispering Hills Primary School family. We are excited to meet you and are looking forward to a wonderful year of learning.

WHPS is proud to have an inclusive, safe, caring, welcoming and respectful learning and working environment. We actively implement three programs to help us achieve this. The three programs are: Zones of Regulation, the Bucket Filling program, and the APPLE School program.

The major academic focus is to develop literacy and numeracy foundational skills within students. Foundational literacy such as listening and speaking with comprehension and the ability to read and understand text is targeted in lessons daily. Foundational writing is explicitly taught and targets areas such as content, organization, sentence structure, vocabulary and conventions. Foundational numeracy is embedded in daily numeracy routines and targets areas such as number sense, competence in counting, basic operations, and mathematical thinking. We believe that our students need to be equipped with strong foundational learning knowledge in order to be academically successful in the division one learning context.

We believe that students should learn to think independently, become more self-aware, learn self-regulation skills, be exposed to a variety of experiences and have opportunities to grow and to be healthy. All students are encouraged to actively participate in classroom lessons and in our school activities offered at WHPS.

We will continue to develop staff capacity in assessment and instruction based on the most effective teaching practices. We are keenly interested in increasing collective teacher efficacy and the subsequent positive effects it has on learning. We are committed to making decisions based on sound educational research and through the lens of student success.

We value parent/guardian and community partner involvement as it enhances student learning and helps create a community of learners!

If you have any questions, concerns, or ideas, please feel free to contact us.

Shona Hunter, WHPS Principal

Sheena Garton, WHPS Assistant Principal



ABOUT WHISPERING HILLS PRIMARY SCHOOL

Whispering Hills Primary School is a dual track school, offering classes in English and French Immersion to students in Kindergarten to Grade Three. We provide programming for children who are 3 and 4 years old in our Great Beginnings program.

French Immersion is a program designed for children whose first language is not French and whose parents may not speak French; French-speaking families may also choose to take advantage of the program. It provides students with the opportunity to become fluent in both French and English through a very natural process, similar to that of a toddler learning how to speak. Students of all abilities can be successful in the program.

In order to meet the needs of individual students we partner with the following agencies and provide the following interventions and services:

- School counsellors
- FCSS – Family Community Support Services
- Literacy and Numeracy Intervention
- Aspen Health Services

We also offer a variety of school programs to ensure that your child engages in positive behaviour and is active and healthy. This includes:

- Zones of Regulation
- Bucket Filling Program
- APPLE School

Bell Schedule

Note: School Doors Open at 8:30 am. Please do not drop off your child earlier than 8:30 am

-	8:30 - 8:45a.m.	Before School Recess
	8:53 a.m.	Classes begin
	10:55 – 11:10 a.m.	Recess #1
	12:55 – 1:15 p.m.	Lunch
	1:15 – 1:35 p.m.	Recess #2
	3:25 p.m.	Dismissal



Early Childhood Services

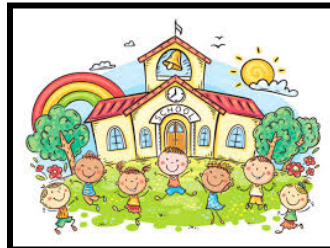
Kindergarten

The Kindergarten program has 90 days of instruction. The program features a variety of learning centres, community field trips, early literacy assistance, early numeracy, and support for students with special needs. Please refer to the Early Childhood Services Informational Handbook on our website for more information. **Parent or guardian involvement is extremely important to ensure the success for Kindergarten children.** Please contact your child's teacher to see how you can help out.

Great Beginnings

The WHPS Great Beginnings Program is a play-based program which provides learners who are three or four years old with a range of activities to explore and meet individual developmental needs through play and interaction with their environment. The Great Beginnings program will strive to meet the physical, social, intellectual, creative and emotional needs of the children in attendance as follows:

- ❖ Physical Needs
 - The program will allow for the development of fine, gross and perceptual motor skills; providing a variety of kinesthetic play opportunities
- ❖ Social Needs
 - The program will allow for the development of positive interactions between peers and within groups. Children will be encouraged to learn cooperation, sharing and resolving differences through role modelling, games, stories and prosocial skill centers
- ❖ Intellectual Needs
 - The program will encourage the development of thinking skills, verbal skills, listening skills and observational skills.
- ❖ Creative Needs
 - The program will allow for the development of creativity by allowing children to play imaginatively and encouraging them to use all of their senses in play and learning.
- ❖ Emotional Needs
 - This program will allow for the development of positive relationships, decision-making skills, expression of feelings and respecting the feelings of others. Zones of Regulation theory will be introduced to learners and parents as a common language for feelings and how they can be understood and regulated.



For more information please contact Sheena Garton, Assistant Principal, at 780-675-4546 or email sheena.garton@apsenvue.org.

Information on School Programs



Zones of Regulation

Self-regulation is something everyone continually works on, whether we are aware of it or not. We all encounter trying circumstances that test our limits from time to time. If we are able to recognize when we are becoming less regulated, we are able to do something about it to feel better and get ourselves to a better place. This comes natural for some, but for others it is a skill that needs to be taught and practiced. This is the goal of The Zones of Regulation.

What are The Zones of Regulation?

The Zones curriculum provides strategies to teach students to become more aware of, and independent in controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve conflicts.

The curriculum is designed to help move students toward independent regulation and incorporates social thinking concepts and numerous visuals to teach students to identify their feelings and level of alertness. The Zones will also help students to understand how their behaviour impacts those around them and learn what tools they can use to manage their feelings and states.

The Four Zones: Our Feelings & States Determine Our Zone

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions; however, one has some control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focussed, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings, such as when one feels sad, tired, sick, or bored.

The Zones can be compared to traffic signs. When given a green light or are in the Green Zone, one is “good to go.” A yellow sign means to be aware or take caution, which applies to the Yellow Zone. A red light or stop sign means stop, and when one is in the Red Zone, this is often the case. The Blue Zone can be compared to the rest area signs where one goes to rest or re-energize.



Bucket Filling Program

Whispering Hills Primary School students and staff are “Bucket Fillers.” The idea of “Bucket Filling” comes from the book, *Have You Filled a Bucket Today?* by Carol McCloud. The bucket represents a person’s emotional bank account for mental and emotional health. A person who is a “bucket filler” is a person who says or does caring things that makes others feel special. When you make someone feel special, you are filling their bucket. When you fill another person’s bucket, you’re also filling your own.

Anyone can be a “bucket filler.” It does not cost anything and does not take much time. When you say or do mean or thoughtless things, you dip into another’s bucket. That’s called “bucket dipping.” You can never fill your bucket by dipping into another’s bucket. When you dip, you empty your own bucket. During assemblies, students will be recognized for their bucket filling efforts.



APPLE Schools

Whispering Hills Primary School is proud to be an Apple School. **APPLE** stands for **A** Project Promoting healthy Living for Everyone. APPLE Schools strive to promote wellness and create environments that foster lifelong health and wellness. For more information see <http://www.appleschools.ca/about>.

Whispering Hills Primary School is one of many schools in Canada that works with students, teachers, parents, guardians, and community members to create a healthy school community.

Students are offered white milk at lunch (pending sufficient supply). In the morning, breakfast items are available such as granola bars, cheese and fruit. Lunches are offered to students periodically throughout the year. We partner with Edwin Parr Composite and local restaurants.

Please note that WHPS staff does not judge food packed in student lunches. We encourage families to provide a healthy morning snack and lunch that will fuel the brain and body to sustain learning. Thank you.

SCHOOL RULES AND EXPECTATIONS

Role of the Parent/Guardian

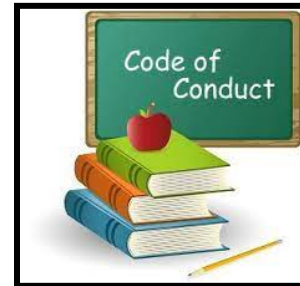
The education of children is a shared responsibility and it requires a supportive and cooperative relationship between home and school. This is the primary ingredient needed for a successful schooling experience and the staff at Whispering Hills Primary School welcomes and looks forward to your active involvement in your child's education.

The Education Act (section 32) supports this relationship and outlines the parent's or guardian's role:

- a) To take an active role in the students' educational success including assisting the student.
- b) To ensure that the parents and guardians' conduct contributes to a welcoming, caring, safe, respectful, and safe learning environment.
- c) To cooperate and collaborate with the school staff to support the delivery of specialized supports and services to the student.
- d) To encourage, foster, and advance collaborative, positive, and respectful relationships with the teachers, principals, other school staff, and professionals providing supports and services in the school.
- e) To engage in the students' school community.

WHPS Code of Student Conduct:

At Whispering Hills Primary School, the focus for student conduct is respect and responsibility utilizing the Bucket Filling philosophy. We believe that all students have the right to learn in a school that is safe, caring, welcoming and respectful. Students are expected to fill buckets by showing respect, self-regulation, and personal responsibility for their learning and behaviour. To do so, students are encouraged to fill others' buckets by making respectful choices for their behaviour in their classroom situations and on the playground.



As a student at Whispering Hills Primary School:

- o I will be responsible for my learning
- o I will be polite
- o I will be respectful of others and myself
- o I will help others
- o I will work and play in a respectful way
- o I will behave in a safe and caring way
- o I will use my manners
- o I will accept responsibility for my actions and decisions
- o I will do my best to solve any problem in a calm and respectful way

In the ***CLASSROOM*** I will:

- Listen attentively when the staff or another student is talking.
- Raise my hand and wait patiently when I want to speak.
- Not touch things that do not belong to me.
- Do what is asked of me by the adults in charge
- Work to the best of my ability.

At ***RECESS*** I will:

- Play respectfully on the school grounds and when using school equipment, and take turns using the equipment.
- Always stay on the school grounds.
- Play in a safe manner and not hurt anyone.
- Speak politely to others and follow the rules.
- Dress appropriately for the weather.

At ***LUNCH or SNACK*** time I will:

- Eat my food and will not play with it or throw it.
- Stay in my seat and ask for permission if I need to leave the room.

- Respect the different kinds of food others eat.
- Wait patiently and quietly in line when waiting for a lunch or a snack.
- Talk in a quiet voice and do what the staff and volunteers ask of me.
- Eat my own food and will not ask for food from others.

On the **BUS** I will:

- Respectfully follow what my bus driver asks me to do.
- Stay in my seat and keep my hands and feet out of the aisle.
- Remain calm, use a quiet voice, and be patient while getting on and off the bus.

At an **ASSEMBLY** I will:

- Remain seated and calm.
- Listen attentively when a staff member or another presenter is speaking.
- Clap, cheer or sing when appropriate.

At any **SCHOOL TEAMS/CLUBS OR ACTIVITIES**, I will:

- Follow the rules.
- Follow all instructions.
- Dress appropriately for the weather if this club is outdoor based.

Here are some ways I will know I am giving respect. I am:

- Being kind to others and speaking in a calm voice.
- Using polite words like "thank you," "please," and "you're welcome".
- Cooperating with students and teachers.
- Being helpful and treating others with kindness.

Here are some ways I will know I am getting respect. Others are:

- Saying nice things, being kind and including me.
- Speaking to me in a calm voice.
- Helping me when I need help.
- Quiet when we are doing work.

Here are some actions I can take at school when I am having problems with another student.

I can:

- Speak in a calm voice and talk to the student about the problem.
- Speak to the teacher or supervisor at recess if we can't solve the problem.
- Speak to the school counselor if we could not solve the problem.

Here are some actions I can take at school when I am being hurt, I see someone else being hurt, or I see property being destroyed. I can:

- Seek help from an adult such as my teacher, an educational assistant, the school counselor, the assistant principal or the principal.
- Seek help from another adult if I am still upset.

One or more of the following consequences may occur if I don't follow this code of conduct. I may:

- Receive a verbal (spoken) warning.
- Have a time out during recess.
- Be required to write about what I have done and what I could have done instead.
- Have privileges taken away.
- Have a note sent home to my parents/guardians to be signed and returned.
- Have my parents/guardians called about my behaviour.
- Have my parents/guardians called into school for a meeting about my behaviour.

If my misbehaviour is very serious, one of the following consequences may occur. I may:

- Have detention during recess for one or more days.
- Be given an in-school suspension.
- Be given an out of school suspension.
- Be given an expulsion

(A meeting with my parents may be required before I can return to class)

Here are some examples of very serious misbehaviour:

- Defiance (deliberately not doing what is asked)
- Physically harming or harassing another student
- Foul (bad) or abusive (hurtful) language or gestures
- Insolence toward an adult (being disrespectful with your words or actions)
- Any form of bullying
- Vandalism (destroying of school or personal property)

Communication

Student Agendas

Effective communication between home and school is very important for your child's learning. **WHPS provides all students with an agenda to facilitate daily home and school communication.**

The student's agenda is a key communication tool between home and the school. The agenda should be brought home daily for parents or guardians to view. Agendas will be given to

students on the first day of school. Agendas help your child develop organizational skills, develop responsibility, develop printing skills and develop their understanding that they are an active learner.

Teacher Communication

Teachers have an Aspen View email. Staff emails can be found on our website. Teachers will send parents/guardians a weekly email containing learning information and classroom information.

Teachers will email, write in student agendas, call, or set up meetings to facilitate communication.

Please note that teachers do not check their email regularly during the school day and cannot take phone calls during teaching time. Teachers cannot facilitate a face to face meeting if you arrive without prior arrangements. Thank you.

If you have a classroom concern, we kindly ask that you follow the below procedure.

1. Contact the teacher first.
2. If the concerns are not adequately addressed at that level, the next step is to contact the school administration.

School Communication

Our school website (whps.aspenview.org) provides information on school programming and events. Our Facebook page (Whispering Hills Primary School) highlights school programming and often has pictures highlighting daily learning in action. Please check WHPS Facebook often!!

Administration will send parents/guardians emails via our Aspen View Swift Reach system. These emails will contain school information regarding learning, school events/activities, and other important informational items. Please ensure your email address is up to date, as we want you to receive all school information. Please visit, email, or call the school office if you require information to update your contact information. Thank you.

Attendance

Regular school attendance contributes significantly to academic success. Consequently, monitoring of attendance is vital and must represent a cooperative endeavour of the students, parents/ guardians, teachers, counselors, and school administrators.

Please notify the school (780-675-4546) if your child will be absent from school and/or will not be riding their regular bus. **This information should be written in their agenda if it is a planned absence.** You may also email the school at whps@aspenview.org.

Absences can be reported 24 hours a day, seven days a week by calling (780) 675-4546 and leaving a message. When leaving a message, please state:

1. The name of the student
2. The length of absence
3. The reason for the absence

For safety reasons, if we have not received communication with regard to your child's absence prior to 9:30 am, an automated call will be made to your home.

Transportation

It is imperative that the office (780-675-4546) is informed of changes regarding transportation home from school prior to 3:00 pm, as it is school policy to put students on the bus if we have not been notified of changes.

If you are driving your child to school, please use the drop off/pick up zone to the north of the school. If you wish to escort your child inside, or walk them to their door, feel free to use the visitor parking. To ensure your child is safe, we ask that you use the drop off/pick up zone, not allowing drop off in the visitor parking since there is no supervision. Teachers' names are displayed on the doors for reference. All kindergarten students enter through the front door.

For more information regarding bussing please visit our website (whps@asperview.org) and click on transportation under the department tab.

Morning Drop Off Information & Supervision

We kindly ask that if you are dropping off your child(ren) in the morning, please do not drop them off before 8:30 am.

Please note that if students arrive after 9:03 am they are considered late and this will be recorded on their attendance.

School doors unlock at 8:30 am. *Kindergarten* students go directly to their classroom. *Students in Grades 1, 2, and 3* enter the school, drop their backpacks off and go outside for recess until 8:45 a.m.

Supervision for busing only is provided prior to 8:30 am, however, Kindergarten and playground supervision begins at 8:30 am.

We appreciate your assistance in ensuring students are not dropped until at least 8:30 a.m. when appropriate supervision is available.

Supervisors wear safety vests in order to be easily identified and are on duty every day before school, during recesses, and after school until 3:35 pm.

For the safety and protection of students, **all school doors** remain locked throughout the day.

Picking up or Dropping off students during the day

If you are bringing your child to school after 8:53 am, please use the drop off zone. Kindly call the office and someone will come out to welcome your child and escort them to their class.

If a student needs to leave during the school day, communication from the family in the form of a note needs to be written in the agenda or a phone call. When you arrive, call the office and someone will escort your child outside to the pickup zone. The school will not allow any student to leave without the parent's/ guardian's permission.

Visitor Parking

Bus zones ensure the safety of our students during pick up or drop off at school. Parking or stopping in these zones is prohibited. We have 29 buses entering the bus loop daily and the loop is designed for buses *only*.

Driving or parking in the bus loop in front of the school is not permitted during the hours of 7:00 am and 5:00 pm. Use visitor parking or the streets north and south of the school. **Please observe the 10 km speed limit while in the parking lot**, and when walking to and from the parking lot, **please use the crosswalk**. This encourages safety practices amongst our students.

Change of Address or Phone Number

Aspen View Public Schools has implemented an online process for parents/guardians to update and verify student information within PowerSchool. The Returning Student Verification Process (RSVP) can be accessed by logging into PowerSchool on a desktop computer (RSVP is not available through PowerSchool mobile applications). Parents are able to verify or update Student Information, Addresses, Parent/Guardian Information, Emergency Contacts, Medical Information and other data. RSVP can be accessed at any time to update student information.

If you have any questions or are unable to access RSVP, please call or visit our school office for assistance.

Playground Rules

Kindergarten and Great Beginning students play on the east playground at the beginning of the school year and transition to the south playground later in the school year.

At **RECESS** I will:

- Play respectfully on the school grounds and when using school equipment, and take turns using the equipment.

- Always stay on the school grounds.
- Play in a safe manner and not hurt anyone.
- Speak politely to others and follow the rules.
- Dress appropriately for the weather.

Some Things I need to Know:

- No climbing on the chain link fence. Use openings to retrieve lost equipment after an adult supervisor has been notified.
- Count up to “25 Athabasca” to have a turn on the equipment.
- The hill by the chain link fence is out of bounds, *except* when there is enough snow to go sliding.
- Must be on playground side of the black railing.
- Use cement pads for skipping.
- No “grounders” or tag games are to be played on the equipment.
- Stay inside pylon boundaries on the field.

Swings

- One person per seat.
- Must be in a sitting position.
- No stunting.
- The swing poles are *not* to be used for climbing.

Slides

- Go down feet first on backside.
- No climbing up the slide.
- One person going down the slide at a time.
- Stay off the top of the covered slides.

Climbing Wall

- No sitting on the top.
- No jumping from the top.

Other:

- Rocket-no hanging upside down and feet may go on the yellow bar
- Umbrella – hanging hands only, no feet, no climbing or sitting on top
- Bucket – 2 people standing (feet and legs in)
- The Leaf – standing on red middle bar is okay, 2 at a time
- Take turns on the monkey bars, one at a time

Playground Use After School

To ensure students are on time for their bus and to ensure that students who are walking home are accounted for by their after-school caregivers, the following procedures will be in place for the use of the playgrounds:

- Students are to go directly to their bus or bus line up after school.
- Students walking home should go directly home and may return to the school playground once they have checked in with parents/guardians, or after school caregivers. The playground is unsupervised at this time, use at your own risk.
- After-school care program students may use the playground once the buses have left the yard or may use the East playground immediately after school. Supervisors must accompany the children.
- Parents/guardians picking up students after school may use the South playground once the buses have left the yard or use the East playground immediately after school.

Inclement Weather

In the event of excessive rain or extreme cold, recess periods will be spent indoors under classroom supervision. As a general guideline, when the temperature reaches -23 degrees, recess will be held indoors. We may consider the wind chill factor when making this decision.

All students are required to go outside for recess. Please ensure that children are dressed warmly and comfortably for the outside weather. Students have individual lockers, so they are able to keep extra mittens, sweaters, etc. handy for cold days. Teachers and parents/ guardians work together to decide if a student should be staying in for recess, as each case is unique. However, the expectation is if they're well enough to come to school, they are well enough to go outside.

Footwear

All students are asked to have two pairs of footwear at school; one for outside use and one for use inside the school, with non-marking soles. Please try to purchase light soled shoes that can also be used for gym classes. All outside footwear must be removed on entry to the school. Please have all footwear labeled with your child's name.

Personal Property and Valuables

The school is not responsible for any items of value students bring to school. Students are discouraged from keeping valuables in their lockers. We ask that if students need to bring money to school, it is put in a sealed envelope identified with the student's name, the teacher's name, what the money is for, and that it is immediately given to their teacher when they arrive at school. A note in the student's agenda would also be helpful.

Labelling

We request that all school supplies, lunch kits, footwear, and outer clothing be marked with the child's name prior to sending them to school. Lost and found articles are placed in a box in the library. We make every attempt to have these articles returned to their owners, however, children are not always sure of their things. Often, children have similar clothes such as boots, mitts, jackets, etc. and it is important that parents/guardians label the clothes before sending their child to school. Unclaimed items are eventually donated to charities.

Library

The library is an integral part of our learning environment. Staff, students, and parents/guardians are encouraged to sign out material. The librarian works with students and staff to provide programs such as story time, research activities, and various themes throughout the year. We host Book Fairs during the school year, in conjunction with Parent/Teacher Interviews. Parents/guardians are encouraged to get a library card which will allow them to sign out material.

School Assemblies

Assemblies will be held monthly (or when required) in the gym. Please feel welcome to attend. During assemblies, we will recognize students for Bucket Filling choices, sing O'Canada, sing songs and have students demonstrate leadership.

Family Lunch Days

During the school year, we invite you to join your child for lunch. Lunch days will be advertised on our website and emailed to parents/guardians.

Field Trips and In-School Programs

Field trips are coordinated with the classroom programs and serve to broaden the scope of education for children. Parents/guardians are notified of all field trips and their written consent is required.

Parent Conferences, Report Cards & Assessment

Parent/Teacher Conferences are held at the end of October. At this time, parents/guardians will be provided with information on their child's learning progress. Two report cards will follow at the end of January and at the end of June. In March, Student-led Conferences will be held. Parents/guardians are encouraged to contact the teacher any time they wish to discuss their child's progress. Paper copies of report cards will be sent in January and June. Progress reports will be sent home throughout the year listing the assessments/assignments and the achievement level.

You can also access your child's report card and receive up to date information on your child's learning. You must have a Parent Portal user name and password. When your child is enrolled, you will be provided with a username and password which will allow you to view your child's

attendance and the assignments completed with achievement levels. Achievement levels are described below.

Achievement Levels

The achievement levels differ from a 'mark'. A mark is the average of specific assignments, sometimes weighted according to their importance. An achievement level includes more than marks

A level of achievement provides a summative statement of student achievement based on assessment evidence at the time of the report card. Each level:

- Describes the quality of performance
- Clearly connects achievement to program outcomes
- Characterizes a level of understanding subject-area content
- Makes evident a level of knowledge and skills

Excellent (80-100%)	Proficient (65-79%)	Basic (50-64%)	Insufficient (<50%)
The student has a detailed and in-depth understanding. The student has the ability to transfer learning to new and unfamiliar situations. The student is able to see connections and shows creativity in their thinking.	The student has consolidated their understanding of key ideas and is most comfortable in situations that are familiar and routine. The student is developing connections and is working towards extending what they have learned to new and unfamiliar situations.	The student is able to show an independent understanding of basic ideas and skills. The student is working towards consolidating their understanding and making connections amongst the various concepts.	A student at this level may not have produced enough evidence for the teacher to make a reliable and valid judgement that the student is working at grade level. This level may also apply to students who require significant support and prompting to produce grade level work.

School Council and Fundraising Committee

The School Council consists of an advisory body of parents/guardians, whose primary mission is to support and aid the goals of the school. The Whispering Hills Fundraising Committee is a group that raises funds to support school programs. All parents/guardians from Kindergarten to Grade 3 are encouraged to attend the School Council and Fundraising Committee meetings which are held every month at WHPS.

Guardianship/Custody Orders

The school recognizes that many of our students come from a variety of parenting and guardianship arrangements. In order for the school to honour the individual arrangements, the most recent copy of the guardianship/custody document signed by the Court must be on file in the school. When documents are changed or updated, the school must receive an updated copy. **Please bring the original copy of the guardianship/custody document to the school office, and we will make a copy for our files.**

Volunteering

We are happy to welcome volunteers into WHPS.

We encourage the assistance of volunteers in meeting the needs of our students. We appreciate your willingness to share your time and talents with us and hope that you find your volunteer experience enjoyable and worthwhile. All volunteers are required to enter through the main door and register at the office.

Please sign in upon arrival and pick up a volunteer name tag in the office.

IMPORTANT: To become a volunteer please view the procedure on our website.

Student Illness or Injury at School

On occasion, students may become ill or injured at school. Should a student become ill or be injured during the school day, the office staff, administrator or teacher will contact the parent/guardian to advise the parent/guardian of the situation and establish a course of action.

In the event that a student is severely injured or ill at school, every effort will be made to contact the parent, guardian, or emergency contact. Minor injuries or will be treated at school (ice packs, bandaging). An accident report is required by the School Division for significant injuries.

If a student is deemed to be a high medical risk, the student will be transported to the hospital by a designated staff member or the ambulance. **It is crucial we have an up to date contact number, cell phone number, and emergency contact person.**

Administering Medicine to Students

Parents/guardians are responsible for advising the school of a student's health needs and for providing the school with information about health problems which could affect the student's behaviour, learning and/or well-being of other students and staff. Students who require medication are expected to take it at home under the direction of a parent or guardian. While administering medication to students is not a responsibility of the school, staff members may be requested to do so. The administration of medication may be done only after:

1. The use of the medication is prescribed by a physician.
2. Other reasonable options, such as self-administration or parental administration, are determined to be impracticable.
3. A properly completed and signed Request for Administration of Medication to Student and Release form (Form 316-1) has been received from the parent or guardian and approved by the principal.
4. The principal has determined that sufficient resources are available in the school.

Emergency Procedures

WHPS has an Emergency Response Plan. This plan is posted in each room in the school.

Six fire drills and **four hold and secure or lockdown** drills are practiced throughout the school year. The schedule is planned so each Kindergarten class takes part in three fire drills and three lockdown practices.

Fire Drills

- Fire evacuation procedures are posted in each classroom, the staff room, and in the hallways.
- At the sound of the alarm, everyone will vacate the school according to the evacuation plan.
- Administrators will walk through the school to ensure all doors are shut and lights are left on.
- All staff, students, and visitors will go to the black bars on the south playground.

Hold and Secure

During a Hold and Secure, all entrance doors to the school are locked, with no one permitted in or out of the building. Students and staff will remain working quietly during a Hold and Secure.

Lockdown

During a lockdown, all doors to and within the school are locked. No one is permitted in or out of any area once it has been locked. Students and staff must respond very quickly to a lockdown command to get to a safe location before doors are locked.

Electronic Devices

At Whispering Hills Primary School, students **will not be allowed** access to personal mobile devices during school instructional time; (Personal mobile devices are defined as cell phones, smart phones, watches, headphones or any other personal electronic devices which connect to cellular networks) In addition, personal mobile devices are not allowed on field trips. If your child brings a personal mobile device to school, the device must be kept in his or her locker unless specified by the teacher.

Food Requests

Due to severe allergies, some classes will be designated as being nut-free. A note will be sent home from the teacher identifying the types of food that **must not** be sent with your child to school.

Due to food allergies, dietary considerations and food safety considerations **we ask that parents/guardians not bring food into the school for the class.**

Thank you for your support in keeping the children at Whispering Hills Primary School safe!

Microwaves

Please note classrooms do not have microwaves. A suggestion if you would like your child to have warm food is using a thermos. Warming food in the morning prior to school and then using a thermos works very well. Thank you.

Curriculum: What Does My Child Learn?

Your child will be learning ***learner outcomes*** in the following subject areas:

English Language Arts and Literature. More information can be found here: [K-3 ELAL Information](#)

French Language Arts and Literature. More information can be found here: [FLAL Overview](#)

Mathematics. More information can be found here: [K-3 Math Parent Information](#)

Science. More information can be found here: [Science Overview](#)

Social Studies: More information can be found here: [Social Studies Parent Resource](#)

Physical Education and Wellness. More information can be found here: [Physical Education and Wellness Overview](#)

Art. More information can be found here: [Art Parent Resource](#)

Music. More information can be found here: [Music Parent Resource](#)

