

INFORMATION HANDBOOK

COURAGE • GROWTH • RESPECT

Welcome to Bob Edwards!

Mrs./Mme Kouperman -

Principal

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Assistant Principal

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Who was Bob Edwards?

Bob Edwards School opened in September 1970 and was named after Bob Edwards, the owner, publisher, and editor of the local newspaper, The Eye Opener.

School Vision

At Bob Edwards School we believe each student can achieve academic success, in a safe, supportive, diverse, and inclusive learning environment. At our school, we take pride in our commitment to student growth, mutual respect, and responsible citizenship.

Our school's mascot is an eagle and is a proud symbol of strength and determination. The eagle reaches new heights through hard work and dedication to a goal.



Bell Schedule

Enter the school at **9:03 a.m.**

Warning bell rings at **9:08 a.m.**

Monday - Thursday

Block 1: **9:13 - 10:03**

Block 2: 10:03 - **10:53**

Block 3: 10:53 - **11:43**

Block 4: 11:43 - **12:33**

LUNCH: **12:33 - 1:21**

Lunch Warning Bell: 1:16

Block 5: **1:21 - 2:11**

Block 6: 2:11 - **3:01**

Block 7: 3:01 - **3:51**

Outside Bell: **4:00**

Buses Depart: 4:01

Friday

Block 1: **9:13 - 9:52**

Block 2: 9:52 - **10:31**

Literacy: 10:31 - **11:15**

Nutrition Break: **11:15 - 11:33**

Block 4: 11:33 - **12:12**

Block 5: 12:12 - **12:51**

Outside Bell: **1:00**

Buses Depart: 1:01

The front door of the school will open at 8:00 a.m. to allow students to enter and participate in teacher-supervised events only. (i.e. sports team or band practices)

Students not participating in teacher-supervised events should not arrive at school before 9:00 a.m. Students will enter the building at 9:03 a.m.

STUDENT CONDUCT

The Calgary Board of Education is committed to providing students and staff with a welcoming, caring, respectful, and safe learning environment that respects diversity and fosters a sense of belonging. The CBE created a system-wide Student Code of Conduct (Administrative Regulation 6005) with input from students, parents, and CBE employees. This code of conduct applies to all CBE schools. All CBE students are expected to follow this system regulation, which is posted on our Administrative Regulation page:

<https://cbe.ab.ca/GovernancePolicies/AR6005-Student-Code-of-Conduct.pdf>

We provide respectful, safe, secure, and welcoming environments for all students, families, and staff, including:

- physical ability
- mental ability
- gender identity and gender expression
- sexual orientation
- cultural and linguistic diversity
- race
- ancestry
- gender
- religious beliefs
- socioeconomic status
- family composition

DISCIPLINE POLICY

The Discipline Policy is designed with the goal of helping our students become self-disciplined, respectful toward each other, able to consistently demonstrate good choices and act as responsible citizens. We follow the CBE Progressive Discipline Administrative Regulation (Administrative Regulation 6006), which can be found at:

<https://cbe.ab.ca/GovernancePolicies/AR6006-Progressive-Student-Discipline.pdf>

The CBE student code of conduct allows all students an opportunity to learn in a safe and caring environment.

DISCIPLINE PLAN

When students find themselves in conflict with each other or with staff or are involved in any behaviour incident, discipline information is collected by the office. This information is confidential and is used to keep an accurate record of a student's behaviour throughout a school year. When the issue is serious, parents are informed, and a meeting is scheduled.

- Office referrals (Purple Slips - see next section) are submitted by staff for classroom infractions, where students are removed from class and need to meet with an administrator.
- For out-of-class behaviour concerns, students are sent to the office, where an administrator will speak with them to better understand the situation.
- Information collected is used to inform school staff, parents and any special supports or services needed.
- Students are allowed to reflect and better understand the situation they are involved in. We expect that students will be engaged in the discipline process and willing to identify their role in any situation and offer suggestions on how to resolve it.
- Our aim is for students to be able to learn from their mistakes and take an active role in correcting the issue to everyone's satisfaction.
- Progressive Discipline may include informing parents, serving detentions, an attendance plan, a behaviour contract, a referral to the School Learning Team,

establishing a homework plan, home-supported leave, Back on Track by the YMCA, in-school suspension, out-of-school suspension and expulsion for serious acts.

- Students who are having trouble following expectations and are unable to make the necessary improvements may lose the privilege of attending school and special events, off-campus trips and other opportunities.
- **We** believe that parents need to be contacted and informed as much as possible, and be part of any discipline plan that is put in place.

OFFICE REFERRAL FORM (PURPLE SLIP)

The office referral form (purple slip) assists teachers with the behaviour management of the classroom and aligns with the school's proactive strategies and restorative practices that are in place to support the inclusiveness and well-being of all our students.

The way the system works is as follows:

1. Multiple attempts are made by the teacher to deal with the undesirable behaviour in the classroom by using proactive strategies. We refer to this as the *Consequence Ladder*.
2. If the undesirable behaviour(s) continue to happen, the teacher will complete the office referral form (purple slip), and the student is sent to the office with their purple slip to meet with the Principal, Assistant Principal (AP), or a Learning Leader (LL).
3. The Principal, AP, or LL will meet with the student and will continue to use proactive strategies to resolve the concern or undesirable behaviour. The actions taken by the Principal, AP, or LL will be indicated on the back of the office referral form (purple slip). If the student can fix the behaviour, he or she will be permitted to re-enter the classroom. The teacher will be notified by the Principal, AP, or LL of the actions taken.
4. The office referral form (purple slip) will be sent home with the student at the end of the day, and a parent and/or guardian must read and sign the back of the office referral form (purple slip). The student is required to bring the form back to the school the next day and hand it in directly to the office. If the form is not returned, then a call to the parent and/or guardian is made by the school and could result in further action being taken by the Principal or AP to support the student.
5. If the student is unable to fix the behaviour or the actions of the student do not align with the CBE Code of Conduct, a suspension could be issued by the Principal. In the event of a suspension, the parent and/or guardian will be contacted by the Principal or AP directly, and no office referral form (purple slip) will be sent home. The parents will receive a letter from the school indicating the details of the suspension. A suspension is always a last resort action, and we will always try to resolve the problem or undesirable behaviour at the school first.

BEHAVIOUR IN THE COMMUNITY

We expect all students to display positive community spirit, cooperation, and citizenship at all times by doing the following:

- Do not take shortcuts through yards by using designated walkways.
- Respect public and private property (no trespassing, littering, stealing, or ringing doorbells).
- Avoid “hanging around” at the neighbourhood stores.
- Act respectfully always.

ASSEMBLY BEHAVIOUR

When the entire school comes together, it is important to be self-controlled and courteous by doing the following:

- If you have an assigned area to sit at, go to it quickly and quietly.
- Leave the area quietly when instructed by staff and be patient with crowding at any exit doors.
- Speakers and performers do their best work for a positive, responsive audience. Applaud appropriately.
- Remember that the audience also “puts on a show,” which is seen by our guests.
- Leave all personal belongings in your classroom.

HALL COURTESY

For the safety of all students at our school and to maintain safe conditions for everyone, it is expected that:

- One minute is given to move to your next class. Move quickly and quietly, and avoid standing around chatting.
- Follow the one-way travel rule as best you can for the upstairs hallway and keep moving along to avoid volume issues.
- Because of our narrow hallways and outside exits on the main floor, it is very difficult for traffic to move. Do not gather or travel around the hallways in large groups.
- Please use your designated exit :
 - Grade 6 & 7 and students taking a yellow school bus: Front doors
 - Grade 8: Parking lot (east) back door
 - Grade 9: West back compound door.
 - Please note that in an emergency, please exit via the nearest exit.

PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES

Participation in extra-curricular activities is up to staff members and may be limited or denied according to factors such as attendance, behaviour, and academic standing. Students will not be allowed to participate in extra-curricular activities unless they were in attendance for a full school day on the day of the event. Exceptions can be made for half-day absences for medical/dental or other previously scheduled appointments. Scheduled absences need to be communicated to the teacher sponsor in advance of the absence so that an appropriate decision regarding participation can be made. Illness will preclude participation in the extracurricular event.

LUNCHTIME BEHAVIOUR

Community students who live close to the school may have enough time to go home for lunch. We expect all students to display positive community spirit, cooperation, and citizenship at all times.

Students are expected to:

- Cooperate with supervisors and follow all behaviour expectations.
- Stay seated when eating and talk at appropriate volume levels.
- Clean up after eating, and if there is a spill, get the cleaning supplies from the supervisor and clean it up.
- Leave quickly after cleaning up the area. At mid-bell, students may go to an activity, committee meetings, or outside.
- Grade 6 Noon Hour Supervision students need to check in for attendance in the cafeteria. No grade 6 Noon Hour Supervision students are allowed to leave the school property without written permission from a parent.
- Grade 6 students will have their attendance taken. No Grade 6 students will eat in the hallways. Grade 6 students will eat in the cafeteria. Grade 7 students will eat in the open area on the second floor; Grade 8 & 9 students will eat on the main floor only, sitting by their lockers. At the mid-bell, students are to go to a teacher-supervised pre-arranged activity, or outside.

BICYCLES/SKATEBOARDS/SCOOTERS AND OTHER PERSONAL ITEMS

Racks are supplied at the back of the school for students to **lock** their bikes to. Students are not to ride their bikes in the schoolyard, sidewalk or the parking lot. We expect that students know the rules of the road and wear helmets. We will make calls home for students who are not wearing helmets. Skateboards, scooters, and rollerblades are not to be used on Calgary Board of Education property.

Personal items/ Electronics: Purses, wallets, electronic devices, and cell phones should be kept in your locker. Please read our *Away for the Day* policy and the Alberta Government Ministerial Order (#014/2024) for more details.

ANTI-RACISM AND DISCRIMINATION POLICY

At Bob Edwards School, we believe that a quality learning environment is characterized by opportunities for all students to engage in relevant curriculum, to be the recipients of just and fair assessment practices, to have equal opportunity to access support services and resources within a safe and caring environment, regardless of the learner's ethnic, cultural, racial, sexual, gender, or linguistic background.

Any identified instances of racism, inequity and discrimination provide our staff with teaching opportunities to help learners explore cultural differences, resolve issues, identify barriers, as well as act to reduce unfairness.

Diversity is... all the ways we are unique and different from others. In some contexts, diversity can be discussed narrowly as individual style differences, or much more broadly, it can be demographic and historical/socio-political differences.

Discrimination is the conscious or unconscious act of dealing with a person or persons based on prejudice and beliefs rather than on individual merit.

Equity is about fairness and justice. Equitable treatment does not necessarily mean identical treatment. Equity also involves looking at power relationships between people to level the playing field and work for fairness.

Racism is a system of beliefs or ideology that assumes, based on prejudice and stereotypes, that there is a link between inherited physical traits and social and psychological traits.

The school offers instruction and presentations throughout the school year to support students in the areas of character education, citizenship, understanding bullying, respecting diversity, personal choices, and personal development.

GENERAL INFORMATION

DRESS/PERSONAL HYGIENE REGULATIONS

Just as there are standards of dress suitable for business, the gymnasium and various social activities, there is also one that is suitable for the classroom. Clean clothes, good taste and judgment are important for today's students. Shoes must always be worn in school. To ensure that teachers are not wasting valuable instruction time debating or sending students out of the class, we ask that students follow the guidelines of the Standards Dress and Grooming Administrative Regulation, which can be found at:

<http://www.cbe.ab.ca/GovernancePolicies/AR6010.pdf>

PHYSICAL EDUCATION CLOTHING

Athletic shoes with laces are expected for physical education (PE) classes. Changing for PE classes is not a requirement.

ATTENDANCE/LATES

Regular attendance and being on time are very important to student learning. We are responsible and concerned for the well-being of our students, and when a student is absent from school, we need to be informed by calling or sending a note. If going on holiday, please fill in a form from the office before your trip.

PARENTS ARE TO CALL IN ANY ABSENCE OR EXCUSED LATE ARRIVAL TO THE SCHOOL ABSENCE LINE 777-7770 EXT. 1

LATE ARRIVAL PROCEDURES

Students arriving late must go directly to the office. Students are to check in at the office and receive a late slip from the office staff, and then go straight to class. The office will follow up on all repeated and unexcused lateness, and parents will be contacted.

NUTRITION BREAK

Nutrition break happens on Fridays from 11:15 - 11:33 a.m. During the nutrition break, students have time to eat their snack. Students are not permitted to leave school property during this short, supervised break. Students should **bring a substantial, healthy snack.**

Energy Drinks

Due to current research on the negative effects of energy drinks (Red Bull, Monster, etc.), the administrative team at Bob Edwards School has decided to ask students not to consume these products on school property or bring these products onto school property. These drinks are classified as having the following ingredients: Caffeine, Taurine, Guarana, and high levels of sugar.

Further, soda, slushy/Slurpee/Frappuccino, etc., type drinks in disposable cups are not allowed in the school building and must be thrown out before entering the school. If students have any questions about which drinks might not be acceptable, they can ask the office.

LEAVING THE SCHOOL DURING SCHOOL HOURS

Students who have medical or dental appointments must present a note to the office. When it is time to leave, students need to report to the office with a note.

NEVER LEAVE THE SCHOOL DURING SCHOOL TIME WITHOUT REPORTING TO THE OFFICE FIRST.

ILLNESS

Students who become ill during school hours should tell the teacher, who, in turn, will inform the office, so that a call can be made to a parent/guardian. The office must be able to contact either parent at any time of the day. Please make sure you have supplied the school with up-to-date contact information.

STUDENT PROGRESS REPORTING

There are two reporting periods in the school year. There is an opportunity for ongoing communication all year with teachers. Two times a year, we offer School Conferences over two days, with scheduled and drop-in opportunities. Report card dates are published in the calendar section of the school website and in school communication. (Eagles Week Ahead)

HOW PARENTS CAN SUPPORT STUDENT LEARNING

- Read and discuss the contents of this handbook together. Become familiar with the school's programs, policies, and operations.
- Ensure that your child is well prepared for school daily. Provide a snack and lunch each day. Remember that on Fridays, there will be no lunch hour, so a healthy snack is important.

- Create the proper conditions at home so that your child may fully concentrate on their work for a set period.
- Work with the school to support your child's learning and development. Participate in parent programs such as school council, special evening presentations and School Conferences.
- Actively support expectations held by the school and staff for the behaviour and achievements of your child.

ASSIGNMENTS AND HOMEWORK

One of our goals is to help students develop responsibility for their learning. To assist students with this, we consistently strategize and emphasize the importance of completing work at an acceptable level that shares personal knowledge and understanding and is completed on time. Parents are encouraged to assist by providing a suitable place to work and by insisting that their child take ownership and personal responsibility for completing assignments and meeting deadlines.

Homework includes:

- Completing work that was not finished in class.
- Completing projects and assignments. If absent from school, the student needs to take responsibility for obtaining the missed work.
- Studying and reviewing regularly.

HOMEWORK HONESTY

Students must not take credit for the work and/or ideas of others. Students printing from the internet, using Artificial Intelligence (AI) and misrepresenting the work of others as their own will have consequences.

BULLYING

Bullying means repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear, or distress to one or more other individuals in the school community, including psychological harm or harm.

Parent Responsibilities - How to be part of the solution.

Parents play an important role in the education of their children about all forms of bullying. Combined efforts of students, parents and school staff help to reduce or eliminate bullying. Students, parents, and school staff need to work collectively to maintain a safe and respectful learning environment. A key component in bullying prevention is open and honest communication with children, parents, school staff, outside agencies and law enforcement. Your child and all students should feel safe at home, in the community and at school.

Suggested ways for parents to support bullying prevention:

1. Modelling – talk to your child about avoiding physical and verbal aggression when dealing with frustration and attempting to resolve conflicts. Avoid the use of negative actions.
2. Provide an encouraging environment that embraces diversity and acceptance.
3. Encourage empathy for others.
4. Know your child's friends and outside influences. Encourage your child to become involved in organized sports, lessons, camps and other out-of-school activities.
5. Encourage communication. Talk to your child about healthy relationships and what constitutes bullying.
6. Problem-solve with your child to develop solutions to bullying behaviours.
7. Monitor the time your child spends online, watching TV, and playing video and computer games. Set a technology curfew.
8. If your child is being bullied, listen, gather information and advocate for your child. Encourage your child to talk to trusted adults.
9. If your child is bullying others, set consequences to reinforce that bullying behaviour is unacceptable.
10. Seek help from schools and outside agencies.

Student Responsibilities - A strong plan.

Students must learn the skills to prevent bullying that might happen, reduce bullying that is starting to happen and deal with bullying after it happens. Skills that can help students prevent bullying:

1. **Make a Plan** - Hang out with students who treat each other respectfully. Join clubs and activities.
2. **Talk about Bullying** - Say what you think about bullying behaviour.
3. **Seek Help** - Ask for help from a friend, classmate, parent, or teacher. "Can somebody help me? I'm being bullied."
4. **Report Bullying** - Tell an adult if you or someone else is being bullied.
5. **Document** - Save and print any online information/correspondence related to a bullying incident. Keep notes about dates, times, people and places when bullying happens.
6. **Speak up for Yourself.**
 - Say "Stop bullying me."
 - Make "I" statements "–I don't like being called names."
 - Set Limits – "If you want to talk to me, do it without mocking my clothes."
 - Stay away from places or people where there is bullying behaviour.
 - Make a joke or laugh it off.
 - Ignore – don't respond to comments that make you uncomfortable, insult you or put you down.
 - Leave – walk away from kids who bully. "I'm out of here!"

Bystanders

There is no such thing as an innocent bystander! Everyone can play a role in bullying prevention. Everyone needs to support the victim; help stop the bullying before it gets worse, and report bullying to parents or school staff.

Bystanders can:

- Help calm a potential bullying situation.
- Stick up for someone who is being bullied.
- Befriend kids who are alone and vulnerable.
- Include kids in a group if they ask or invite them to join your group.
- Refuse to watch, join, cheer, record, or promote bullying.
- Report bullying when it is witnessed or be a witness to the victim's report.
- Go for help if getting involved could be dangerous to you.
- Refuse to listen to or repeat gossip/rumours.

What is Cyberbullying? Cyberbullying is defined as intentionally using technology such as emails, social networking, texts, cell phones, pagers, and instant messaging to harass, defame, offend, and insult other individuals. It is intentionally hostile, aggressive behaviour toward another individual or group of individuals.

Social Media Concerns

Administrators spend a considerable amount of time coaching students through conflicts that originate on various social media platforms. Platforms such as Snapchat and Discord allow disappearing and anonymous messages, making harmful behaviour easier and accountability more difficult. While these apps list a minimum age of 13, they are generally recommended for older adolescents, as students in Grades 6 - 9 are still developing the maturity and judgement needed to use them responsibly. Although these interactions occur outside of school, their impact can be felt in our classrooms.

The school does not monitor student phones or social media. Monitoring devices, apps, and group chats is the responsibility of parents and guardians.

At Bob Edwards School, our values are Courage, Growth, and Respect. We are committed to creating a safe and welcoming environment where all students feel a sense of belonging. Online spaces that promote hate, intimidation, and body shaming directly

undermine this work. Behaviour of this nature is addressed through progressive discipline in alignment with the CBE Student Code of Conduct.

Thank you for working with us to support student safety and well-being.

Parent Responsibilities:

- Monitor the websites your child visits online.
- Have your child provide their computer passwords to help monitor communication and sites your child is visiting.
- Have electronics in shared living spaces where Internet usage can be monitored.
- Set specific times for computer and electronic usage.
- Purchase a filter that will block sites with inappropriate content and help monitor computer activity.
- Encourage your child to tell a trusted adult about threatening or harassing messages.
- Talk to your child about responsible online behaviour.
- Report incidents and file complaints with communication service providers and websites where cyberbullying is occurring.
- Have your child set privacy settings to limit the number of individuals who can access their information.
- Remind your child that not all information online is necessarily true.
- Remind your child of internet etiquette. Students should be conversing with others in the same manner they would face-to-face.
- Inform your child that what is posted on social networking sites becomes public and permanent.
- Store your child's mobile phone or electronics in the parents'/guardians' bedroom for the night and have access to the internet blocked after bedtime.
- Be familiar with privacy settings for any online services to which you subscribe.

Parents/Guardians are responsible for the lawful use of the mobile phone or internet service to which they subscribe. Mobile phone and internet service provider agreements include clauses that prohibit the use of the device or service for any harassing, bullying, intimidating, threatening, abusive, illegal, or offensive statements or activities. If your child

is on your phone plan or using your internet service, and they violate any of the clauses of the agreement, the parent/guardian can be held liable and possibly charged. Parents/guardians should know that a person under the age of 13 is not permitted to register for Facebook or many other popular social networking sites (TikTok, Snapchat, etc.) and apps.

Student Responsibilities:

- Only chat online/communicate with people you know. Block unwanted communication that occurs through emails, texts, or social networking. **Do not reply to cyberbullying.**
- Save copies of chats that make you feel uncomfortable.
- Never agree to meet someone you have met online in person.
- Practice safe internet use, such as not giving your name, phone number, school or place of employment, or credit card information. If signing up for a chat room, use a nickname and don't post pictures that would attract unwanted attention.
- Don't respond to bullying or inappropriate messages, but save them as evidence.
- Do not post bullying activities. Don't support bullying! Stop Bullying!

School Response to Bullying: School Responsibilities - *Creating a safe and caring environment*

A primary concern for Calgary Board of Education schools is to create a safe and caring learning community where students treat others with respect and dignity. Bullying prevention is a combined effort of students, parents, and school personnel. Bullying should be reported to the Administration for investigation, response and setting appropriate responses or consequences. Consequences for bullying or bystander behaviour include, but are not limited to, conflict resolution, suspension, expulsion, removal of privileges, or law enforcement involvement.

Resources:

<https://www.alberta.ca/bullying-find-supports.aspx>

<https://mediasmarts.ca/parents>

<https://cyberbullying.org/>

<https://www.prevnet.ca/>

<https://kidshelpphone.ca/>