



## **STUDENT HANDBOOK**

### **2023 – 2024**

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# 2023 - 2024 School Calendar

[2023-2024 School Calendar](#)  
[2023-2024 Kindergarten Calendar](#)

# 2023 - 2024 Daily Schedule

[Bell Schedule](#)

# Fort Saskatchewan Elementary School

*Rooted in our community!*

## Our School Vision

**Mission:** Building a community dedicated to growing and learning together.

**Philosophy:** Providing opportunities for our school community to discover and share their gifts. By deepening connections, we provide learning experiences that emphasize exploration, connection, and collaboration.



## Elk Island Public Schools' Mission Statement

The mission of Elk Island Public Schools is “To provide high-quality, student-centred education.”

## Fort Saskatchewan Elementary School Mission Statement

Building a community dedicated to growing and learning together.

## Fort Saskatchewan Elementary School Behavioral Beliefs and Program

### Beliefs

All students at Fort Saskatchewan Elementary School are in an environment where they are valued, cared for, respected, and treated as individuals with individual needs, strengths, affinities and areas of challenge.

Teamwork and collaboration between home and school is key in solving any behavior difficulties a student may be experiencing. Communication between home and school is also key in being proactive about student behaviors. If you have a concern about something school related to your child, please contact the child's teacher.

### Program

Our school discipline program is based on three behavioral expectations:

1. Keep yourself safe.
2. Keep others safe.
3. Be kind and respectful.

Students who consistently follow the rules and procedures of our school in a safe and respectful way will undoubtedly experience success both in the classroom, and on the playground. At times, students will make inappropriate behavioral choices. It is the responsibility of our staff to effectively manage these incidents in as positive and appropriate a manner as is possible.

To provide some parameters and guidance, we have identified level I, level II, and level III inappropriate behaviors. These levels are meant as a guideline only. Each situation and student must be treated individually. Depending on the circumstance and the behavior, the resulting consequence may or may not follow these guidelines.

Furthermore, the prescribed consequences for each level may or may not be appropriate in each case.

### Level I Behaviors

These behaviors are minor rule violations that will result in a verbal correction with a possible consequence.

Level I behaviors may be:

- unsafe/rough play
- play fighting
- unexcused lateness
- failure to follow classroom/playground rules or procedures
- swearing/profanity
- gum chewing

- Bikes, skateboards, scooters, rollerblades or longboards are not to be used on school grounds due to the high traffic and safety concerns. In addition, we cannot guarantee safe storage of them at school and so these items are brought at the owner's risk.

Students who choose to display level I behaviors will be asked to identify the inappropriate behavior and demonstrate or describe the appropriate behavior. Students may receive a consequence from the intervening staff member which is designed to discourage the inappropriate behavior from occurring in the future. Consequences for level I behaviors may include but are not limited to:

- verbal correction
- loss of privileges
- make up time
- community service
- providing an opportunity to mend relationships through restorative practices

### **Level II Behaviors**

These behaviors are more serious in nature. Level II behaviors will result in a verbal correction, a logical consequence, and an opportunity to discuss or write about appropriate behaviour choices. Generally, administration will be consulted, and/or may be asked to intervene. Parents/guardians will likely be contacted.

Level II behaviors may include:

- chronic level I behaviors
- cheating

Students who demonstrate level II behaviors will be asked to identify the inappropriate behavior and demonstrate or describe the appropriate behavior. Consequences for level II behavior may include but are not limited to:

- administrative intervention
- verbal correction
- loss of privileges
- make up time
- phone call home by student and/or staff member

### **Level III Behaviors**

Serious fighting, harassment, and verbal abuse violate the dignity, well-being, and safety of another person/s. These behaviors will not be tolerated and will result in serious consequences. These behaviors may include:

- chronic level II behaviors
- stealing
- fighting/assault/physical aggression
- vandalism
- possession of a weapon on school grounds
- intimidation/verbal threats
- disrespect toward adults
- ongoing and pervasive bullying (putdowns, email, exclusion, gossiping, teasing, threats, intimidation, witnessing and inaction)

Students who engage in level III behaviors will be referred to the administration for immediate consequences. Parents/guardians will, likely, be contacted. Corrective, appropriate action will occur. These consequences may include:

- parental/guardian escort from school

- restitution
- suspension (in or out of school)
- behavior contract
- RCMP involvement

## Expectations

### Administrative Procedure 311

## WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS FOR STUDENTS

### **Background:**

The Division is committed to ensuring all members of the school community are provided with welcoming, caring, respectful and safe learning environments that respect diversity and foster a sense of belonging. All individuals within the Division have the right to learn in settings that promote equality of opportunity, dignity and respect regardless of race, age, ancestry, place of origin, colour, religious beliefs, gender, gender identity, gender expression, physical or mental disability, marital status, family status, socioeconomic status and sexual orientation.

All students and staff have a right to an environment free from discrimination, threats and personal harassment including sexually harassing behaviours. This includes ensuring we create safe, caring environments for all irrespective of their actual or perceived sexual orientation, gender expression or gender identity. This responsibility is expressed in the Canadian Charter of Rights and Freedoms, the *Alberta Human Rights Act* and the *Education Act*.

Incidents of harassment, bullying or discrimination related to actual or perceived diverse sexual orientations, gender identities and gender expressions of any member of the school community are taken seriously. The Division is also committed to the investigation of these reported incidents in a timely manner and taking necessary action(s) or remedies as a result of an investigation.

### **Definitions:**

#### **Bullying:**

means hostile or demeaning behaviour that is intended to cause harm, fear, distress or humiliation, and includes psychological harm or harm to an individual's reputation.

#### **Conflict in Relationship:**

occurs through episodic acts of breakdowns in relationship between students. Conflict is an inevitable component of students learning to grow within social relationships. Disagreement and misunderstanding between parties is at the heart of conflict. However, conflict does not constitute premeditated efforts to cause harm, fear or distress.

Parameters for addressing conflict between students may be dealt with through counselling and/or [Administrative Procedure 350: Student Conduct](#).

#### **Harassment:**

means any unwelcome behaviour, conduct or communication directed intentionally or unintentionally at an individual that is offensive to that individual and includes, but is not limited to, breach of the rights identified in the Alberta Human Rights Act. Personal harassing behaviour may include, but is not limited to, sexual harassment, discrimination, bullying, threats, intimidation, ostracism, offensive gestures, offensive remarks or jokes, demeaning or humiliating actions or behaviour that supports a hostile or poisonous environment. Harassment does not include the appropriate exercise of supervisory authority.

#### **Restorative Practice:**

promotes values and principles that use inclusive, collaborative approaches among students, families and school

staff. The approaches validate the experiences and needs of everyone within the community, particularly those who have been marginalized, oppressed or harmed. The approaches allow schools to act and respond in ways that are healing, rather than alienating or coercive. Restorative discipline is a strategy a principal may use to address bullying within a school.

### **Supporting Positive Behaviours:**

is a strategy for schools to further the social responsibility and responsiveness of students in meeting behavioural expectations in a school. Within the model, pre-determined levels of support and intervention are established to enhance a positive climate of school engagement for all students. While the support model may look different at each school, three levels may be clearly identified:

- **Basic/Universal Support:** Systematic teaching that produces a clear understanding of expectations is developed in a collaborative and respectful culture.
- **Targeted Support:** Additional support is provided for students who have not yet internalized appropriate responses to the expectations they have been expected to follow.
- **Individual/Intensive Support:** Highly focused support is established for students who require ongoing adult monitoring in order to engage in appropriate behaviours.

Supporting Positive Behaviours is based on a belief that teaching and nourishing appropriate behaviours has a far greater success than relying on a model of consequences and punishment. The model is applied according to the age and stage of development of the learner, and is a strategy a principal may also use to address bullying within a school.

### **Procedures:**

1. All members of the school community are expected to play a positive role to promote healthy relationships and prevent bullying behaviours.
2. Students and parents are encouraged to report bullying behaviour to school staff.
3. All reports of bullying or harassment shall be taken seriously and investigated by school staff.
4. If, in the opinion of the teacher or Principal, an act of bullying has occurred, interventions shall be applied dedicated to stopping the behaviour in the future and educating the student who is targeted about how to address the issue in the future. Interventions shall be applied to both those who are targets of bullying behaviour and those who engage in bullying behaviour in order to further a safe and caring culture within the school.
5. Parents play a primary role in assisting with the resolution of matters pertaining to bullying. Apprising them of issues in this area as they have impacted their children should occur at the earliest opportunity.
6. A Principal may use a Restorative Discipline or Positive Behavioural Support model to address matters of discipline.
7. Incidences of bullying that adversely impact the safety of individuals or are an affront to the common good of the school community may be addressed through application of sections 36 or 37 of the *Education Act* (Suspension and Expulsion) or [Administrative Procedure 355: Suspension or Expulsion of Students](#).
8. The Division shall establish consistent school-based practices to ensure sexual minority members of school communities and their families are welcomed, accepted and included in all aspects of education and school life. Further, the Division shall make equitable access to resources and support services for sexual minority students and staff.
9. The Division shall provide and promote opportunities for staff to increase their awareness and understanding of the scope and impact of discrimination against sexual minority people, including professional learning opportunities, so staff are informed and familiar with expectations pertaining to human rights, discrimination, harassment, sexual and gender minority diversity, and become aware of and sensitive to the needs and concerns of sexual and gender minority students and their families.
10. The Division shall commit to ongoing, constructive and open dialogue with sexual minority communities to increase co-operation and collaboration among home, school and community.
11. Teachers are encouraged to help students acquire the skills and knowledge to understand the unique perspectives and lived realities of sexual and gender minorities. Teachers shall use language and educational



resources and approaches that are inclusive, age appropriate and respectful of diverse sexual orientations, gender identities and gender expressions.

12. Staff will have access to information about available community resources and expertise. When needed, staff may help a student (or student's family) identify and access relevant and appropriate resources beyond the school. The Division shall ensure staff will not refer students to programs or services that attempt to change or repair a student's sexual orientation or gender identity.
13. Learning, curriculum and library resources shall reflect and value the diversity in the Division, so all students see themselves and their lives positively reflected.
14. Principals shall identify a staff person(s) annually to be a safe contact for students who identify themselves as sexual minorities. Principals shall inform students and staff about the location and availability of this contact person.
15. Principals shall support the establishment and naming of Gay-Straight Alliances (GSAs), Queer-Straight Alliances (QSAs) or other similar clubs as specified in the *Education Act*.
  - 15.1.1. If one or more students attending a school operated by a board request a staff member employed by the board for support to establish a voluntary student organization, or to lead an activity intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, the principal of the school shall permit the establishment of the student organization or the holding of the activity at the school, and
  - 15.1.2. subject to section 15.3, within a reasonable time from the date that the principal receives the request designate a staff member to serve as the staff liaison to facilitate the establishment, and the ongoing operation, of the student organization or to assist in organizing the activity.
- 15.2. The students may select a respectful and inclusive name for the organization or activity, including the name "gay-straight alliance" or "queer-straight alliance", after consulting with the Principal.
- 15.3. The Principal shall immediately inform the board and the Minister if no staff member is available to serve as a staff liaison referred to in section 15.1.2, and, if so informed, the Minister shall appoint a responsible adult to work with the requesting students in organizing the activity or to facilitate the establishment, and the ongoing operation, of the student organization at the school.
- 15.4. The Principal is responsible for ensuring that notification, if any, respecting a voluntary student organization or an activity referred to in section 15 is limited to the fact of the establishment of the organization or the holding of the activity.
  - 15.4.1. Notification, if any, is otherwise consistent with the usual practices relating to notifications of other student organizations or activities.
- 15.5. The privacy of students who join a GSA or QSA is protected and the Principal shall ensure all staff recognize the confidentiality of the sexual orientation and gender identity of all students and protect them from unwanted disclosure of this information in accordance with the *Freedom of Information and Protection of Privacy Act*.
16. The Division shall ensure staff address and provide appropriate remedial consequences for interactions involving the use of comments, behaviours and actions that are homophobic, transphobic and sexist, whether they occur in person or in digital form.
17. The Division shall use respectful and inclusive language in its communication to students, staff, families and the community. The unique identities of sexual minority students, families, cultures and communities are valued by schools' use of non-gendered language in regular communication tools (websites, newsletters, social media sites, etc.) and the open identification of an inclusive environment for all.
18. The Division shall maintain the right of sexual minority students and staff to privacy and confidentiality regarding their sexual orientation, gender identity or gender expression and protect them from unwanted disclosure of such information. This includes all student and employee records, forms and processes.
19. Students' right of self-identification is the sole measure of their sexual orientation, gender identity and/or gender expression. Transgender students shall have the right to be addressed by their preferred name(s) and pronoun(s) that correspond to their lived gender identities. Students shall be informed of limitations regarding

their chosen name and gender identity or gender expression in relation to official school records that require legal name designation.

20. Principals shall ensure dress codes are flexible, inclusive and respectful of the gender identities and gender expressions of all members of the school community.
21. The Division shall make gender neutral washrooms and change rooms available to students and staff. Students are to be able to access washrooms and change rooms that are congruent with their lived gender identity and the Division shall make reasonable efforts to provide solutions that are respectful, discreet and safe for all students.
22. All students, regardless of their sexual orientation, gender identity or gender expression, shall be able to participate in physical education classes and extracurricular activities in ways that are safe, comfortable and consistent with their lived gender identity.
23. The Division shall work with all schools, communities and educational stakeholders to ensure this Administrative Procedure is respectfully implemented to support all students, staff and families in Division schools.
24. The Division recognizes that change occurs over time and as understandings of diverse sexual orientations, gender identities and gender expressions evolve, procedures and practices to support welcoming, caring, respectful and safe learning and working environments shall develop correspondingly.

**Reference:**

Section 11, 21, 31, 32, 33, 35.1, 52, 53, 56, 58.1, 58.2, 68, 196, 197, 204, 222, 225 *Education Act*

Alberta Bill of Rights

*Alberta Human Rights Act*

Ministerial Order 028/2020 - Student Learning Guide to Education ECS to Grade 12

Canadian Charter of Rights and Freedoms Truth and Reconciliation Final Report

Guidelines for Best Practices: Creating Learning Environments that Respect Diverse Sexual Orientation, Gender Identities and Gender Expressions

## **Administrative Procedure 350 STUDENT CODE OF CONDUCT**

**Background:**

The Division is committed to ensuring each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging. The primary focus of the Student Code of Conduct is to help students learn how to:

- resolve issues peacefully;
- develop empathy; and
- contribute to a welcoming, caring, respectful and safe learning environments that foster diversity and nurture a sense of belonging and a positive sense of self.

Students are expected to learn, practice and develop such personal and interpersonal character traits and to contribute to the development of welcoming, caring, respectful and safe learning environments. Students are further expected to respect diversity and refrain from demonstrating any form of discrimination as set out in the Canadian Charter of Rights and Freedoms, the *Alberta Human Rights Act* and the *Education Act*. As a fundamental principle and as a matter of public policy, the Division believes all students have the right to learn in settings that promote equality of opportunity, dignity and respect, without regard to race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation. As such, students are expected to foster a sense of belonging among all students.

Students are expected to pursue academic and cultural studies to maximize their individual potential in becoming contributing members of society.

The purposes of the Student Code of Conduct are to:

- establish and maintain a welcoming, caring, respectful and safe learning environment that fosters diversity and nurtures a sense of belonging and a positive sense of self;
- establish and maintain an appropriate balance between individual and collective rights, freedoms and responsibilities in the school community;
- establish and publish expectations for student behaviour while at school, at school- related activities or while engaging in activities that may have an impact on others in the school; and
- address issues such as consequences for unacceptable behaviour.

### **Definitions:**

#### **Bullying:**

means hostile or demeaning behaviour that is intended to cause harm, fear, distress or humiliation, and includes psychological harm or harm to an individual's reputation.

#### **Conflict in Relationship:**

occurs through episodic acts of breakdowns in relationship between students. Conflict is an inevitable component of students learning to grow within social relationships. Disagreement and misunderstanding between parties are at the heart of conflict. However, conflict does not constitute premeditated efforts to cause harm, fear or distress.

### **Procedures:**

#### **1. Student Responsibilities**

- 1.1. The Student Code of Conduct sets out behavioural expectations for students, including those behaviours that are consistently promoted and modelled by all in the school community—staff, students and parents. Students shall be held accountable for conduct that occurs outside of the school building or school day and/or electronically if the conduct negatively affects members of the school community or interferes with the school environment. The Student Code of Conduct encourages compliance with section 31 of the *Education Act*.
- 1.2. Students are expected to display acceptable behaviour. Examples of acceptable behaviour include:
  - 1.2.1. Respect yourself and the rights of others in school.
  - 1.2.2. Treat all students and staff with dignity, respect and fairness at all times.
  - 1.2.3. Make sure your conduct contributes to a welcoming, caring, respectful and safe learning environment in the school that respects diversity and fosters a sense of belonging of others in your school.
  - 1.2.4. Resolve conflict or seek assistance to resolve conflict in a peaceful, safe and non-threatening manner that is conducive to learning and optimal growth. Parameters for addressing conflict between students may be dealt with through counselling, community conferencing or other forms of restorative justice.
  - 1.2.5. Refrain from, report and refuse to tolerate bullying or bullying behaviour, even if it happens outside of the school or school hours and/or electronically.
  - 1.2.6. Inform an adult you trust in a timely manner of incidents of bullying, harassment, intimidation or other safety concerns in the school.
  - 1.2.7. Act in ways that honour and appropriately represent you and your school.
  - 1.2.8. Attend school regularly and punctually.
  - 1.2.9. Be ready to learn, actively engage in and diligently pursue your education.
  - 1.2.10. Know and comply with the rules of your school.
  - 1.2.11. Co-operate with all school staff.

- 1.2.12. Be accountable for your behaviour to your teachers and other school staff.
  - 1.2.13. Take appropriate measures to help those in need of assistance.
  - 1.2.14. Be kind to all persons.
  - 1.2.15. Demonstrate honesty and integrity.
  - 1.2.16. Demonstrate respect for authority, other people and their personal property, school property and equipment.
  - 1.2.17. Demonstrate digital citizenship through the appropriate use of technology.
  - 1.2.18. Contribute positively to your school and your community.
- 1.3. Students are to refrain from engaging in unacceptable behaviour whether or not the behaviour occurs within the school building, during the school day or by electronic means. While school staff members are not able to control what students do outside of school, where that behaviour spills into the school environment, there may be consequences for the behaviour. Examples of unacceptable behaviours may include:
- 1.3.1. behaviours that interfere with the learning of others and/or the school environment;
  - 1.3.2. behaviours that create unsafe conditions;
  - 1.3.3. acts of bullying, harassment or intimidation;
  - 1.3.4. physical violence;
  - 1.3.5. retribution against any person in the school who has intervened to prevent or report bullying or any other incident or safety concern;
  - 1.3.6. any form of harassment, including bullying, via electronic means and/or through social networking sites whether through language or frequency of messages; and
  - 1.3.7. any illegal activity. Examples include but are not limited to:
    - 1.3.7.1. possession, use or distribution of illegal or restricted substances;
    - 1.3.7.2. possession, distribution or display of offensive messages or pictures;
    - 1.3.7.3. possession or use of weapons; and
    - 1.3.7.4. theft or damage to property.

## 2. Consequences of Unacceptable Behaviour

- 2.1. Unacceptable student behaviour may be grounds for disciplinary action and provides an opportunity for critical learning and reflection in the areas of personal accountability and responsibility, the development of empathy, conflict resolution, communication and social skills development.
- 2.2. Consequences of unacceptable behaviour take into account the student's age, maturity, individual circumstances and frequency of misconduct. The specific circumstances of the situation and of the student shall be taken into account when determining appropriate consequences.
- 2.3. While this code of conduct addresses consequences for inappropriate behaviour, support shall be provided to students impacted by inappropriate behaviour and to those students who engage in inappropriate behaviour.
- 2.4. The consequences of unacceptable behaviour may include but are not limited to:
  - 2.4.1. assignment of a student to an alternate supervised location, when behaviour is unacceptable, disruptive or destructive; see [Guidelines for Time-Out in Alberta Schools](#)
  - 2.4.2. short-term removal of privileges;
  - 2.4.3. detention;
  - 2.4.4. use of reasonable force as required by way of correction to restrain a student from carrying out a violent or destructive act that could harm the student or others;
  - 2.4.5. interventions such as positive behaviour supports, community conferencing or other forms of restorative justice;
  - 2.4.6. replacement of or payment for damage to school property;
  - 2.4.7. corrective student transfer;
  - 2.4.8. suspension; and/or

- 2.5. recommendation for expulsion. As per [Ministerial Order \(#042/2019\)](#) and the [Standards for Seclusion and Physical Restraint in Alberta Schools](#), in the event unanticipated events unfold where a child's/student's behaviour poses a danger of imminent harm to self or others, the use of physical restraint and/or seclusion may be utilized as pre-planned safety measures with parent or guardian consent, or as emergency and crisis measures.
- 2.6. The Principal shall ensure school staff complete the [Individual Incident Report and Observation Log for Physical Restraint and Seclusion Form](#) (Form 350-1) for all incidents involving seclusion and physical restraint, and submit the completed form to Supports for Students.
- 2.7. When physical restraint and/or seclusion is used as a pre-planned safety measure, the Principal shall ensure parents provide informed consent and complete the [Parent Permission to use Physical Restraint/Seclusion form](#) (Form 350-2). Signed consents are to be included with the child's/student's Behaviour Action Plan.

**Reference:**

Section 31 *Education Act*

*Canadian Charter of Rights and Freedoms Alberta Human Rights Act*

Ministerial Order (#042/2019)

Standards for Seclusion and Physical Restraint in Alberta Schools [Appendix 350-A:](#)

[Guidelines for Use of Seclusion Rooms in Schools](#)

- All students who stay for lunch must remain on school property during the noon hour. Students who walk home for lunch are expected to arrive back at school just prior to bell time. For safety reasons, students are not permitted to go to any stores during the school day unless they are accompanied by a parent/guardian.
- Students are to eat their own lunch (no sharing, please, to ensure safety due to allergy concerns) in their designated classrooms only. We follow rules of 'restaurant etiquette' while we are eating in the classrooms.
- All students are to enter and exit the school through their assigned grade doorways. The front doors of the school are to be used by parents/guardians and guests. We ask that all visitors to the school check in at the front office and get a visitor pass.
- Students are asked to come to school dressed appropriately for weather conditions.
- Clothing must be appropriate for a conservative school setting. This includes: T-Shirts and pants that cover the midriff, the chest and the buttocks, appropriate hem (skirts/shorts) lengths, and shirts with appropriate sayings or logos.
- Some students may use personal electronic devices quietly while riding the bus, but they may not take photos or record audio or videos. At school, personal electronic devices are to be stored in the student's backpack at all times during the school day. No devices are allowed on the playground during school hours. Please note that the school is not responsible for any damaged, lost or stolen toys or electronic items.

## Positive Behavior

Incentives to encourage positive behavior and appropriate decision making. Positive referrals (our un-be-leaf-able students) and ongoing acknowledgement of students who are making positive choices both behaviorally and academically will be a major focus. There are also many opportunities for students to get involved in positive activities at school including volunteering, basketball, and volleyball teams, running team, Choir, and intramurals.

We will be working with the seven grandfather teachings of wisdom, love, respect, bravery, honesty, humility, and truth as part of our character education program. We will also be weaving into our character education program the “Circle of Courage”. Students will be recognized for positive contributions to our school environment as much as possible. The Circle of Courage is based on the Medicine Wheel and focuses on four spirits: Belonging, Mastery, Independence and Generosity.



## Cell Phones, Student Calls from School

**The Board Policy states** that students in K-6 shall not have access to cellphones or personal devices during the school day, including during breaks and the lunch hour—the only exception, students with a diagnosed medical condition or an identified inclusive educational need.

If a cell phone is necessary prior to or after school for contact between a parent/guardian and student, the phone is to be turned off and safely tucked away in a backpack for the entire school day. Should a student choose to use the cell phone at an inappropriate time, it may be taken from them and returned at a later time. Each teacher has “Responsible Technology Use” agreements in their classroom. Technology is not allowed on the playground during recesses.

All teachers have phones in their rooms. Sometimes students will phone home from the classroom phone and leave a message. If you receive a call from school **please** check your messages first. We will not interrupt classes for you to talk to your child. If it is important for you to talk with your child, we will take a message and contact them at the next break. If there is an emergency, then the office staff will contact you. We do encourage students to use the office phone if they need to call a parent/guardian in the middle of the school day.

## Parent/ Guardian – Teacher Communication

We believe that students should be encouraged to be lifelong learners. Students should understand that it is their responsibility to complete their work under the guidance and assistance of the school and parents/guardians. Incomplete assignments cannot allow for accurate measurement of a child’s learning. Parent/guardian communication to teachers may be facilitated either through emails, phone calls or newsletters. All teachers’ email addresses are: **firstname.lastname@eips.ca**. If you are unsure of an email please contact the school office for assistance.

## Field Trips

Students have a responsibility to maintain the highest standards of behavior wherever and whenever they are representing Fort Saskatchewan Elementary School and the community. Since a field trip is an extension of the school, all students are expected to obey all school rules while on field trips.

Students will be exempted from field trips if their ongoing behavior may be a potential danger to themselves or other students attending. In some cases, parents/guardians may be asked to supervise their child on the field trip if there have been previous emotional or behavioral issues.

Student participation on field trips is dependent on the parent/guardian’s school account being “in good standing”. This means that all school fees have been paid or arrangements have been made at the office for a payment plan.



## School Emergency Preparedness and Response

ELK ISLAND PUBLIC SCHOOLS (EIPS) FIRST PRIORITY DURING AN EMERGENCY is the safety of our students and staff. The division has developed an Emergency Response Plan and framework to deal with a wide range of potential emergencies. The plan framework called *Hour Zero* works in collaboration with first responders and other local emergency preparedness plans. Division and individual school plans are reviewed and revised annually and following each emergency.

The Division and school emergency plan uses well established functional protocols and procedures that address a wide variety of incidents. The particular actions taken during any emergency will depend on the specifics of the incident. Each school year a minimum of 6 evacuation drills and an additional two drills which may include, shelter in place, hold and secure or lock down are conducted. School bus evacuation drills are also conducted on an annual basis. These drills and exercises are precautionary actions designed to prepare students and staff to act quickly and to minimize a child's fear should a real emergency occur.

**During an emergency please do not come to the school to pick up your child unless requested to do so.** Although your natural instincts in an emergency may be to go to the school to safeguard your child, please understand that doing so may interfere with emergency crews' and school personnel's effort to respond to the situation. During an emergency it is unlikely you will be able to reach the school by phone. We will however make every effort to contact you with further instructions through our crisis notification network, social media, EIPS website and our Community Hotline 780-417-8122.

<b>Evacuation</b>	<b>Evacuation</b> requires all students and staff to leave the school and go to a designated location. In some cases, this may mean only going outside and away from the school building until it is safe to re-enter the school. In other cases, students and staff may need to go to a designated evacuation centre. Parents would be informed of the alternate location via the school's crisis notification network.
<b>On Alert</b>	<b>On-Alert</b> gives staff and students a "heads up" of a potential emergency such as severe weather. Staff/students outside would be directed back into the building. All staff and students are accounted for and instructed to keep away from windows and doors and may be directed to a specific location to wait for further instructions. Movement in and out of the school is monitored until an "All-Clear" is called.
<b>Shelter-in-Place</b>	During a <b>Shelter-in-Place</b> students and staff retreat indoors to classrooms or another safe area to seek shelter. Generally, Shelter-in-Place is used during an environmental emergency such as severe weather, wild animal threat or a chemical spill. Each school's emergency response plan identifies the safest location for its occupants to shelter and how to seal a room from possible hazardous conditions.
<b>Hold and Secure</b>	<b>Hold and Secure</b> is used if there is a security risk <b>outside</b> or in the vicinity of the building. Staff/students outside the building are directed back inside. All exterior doors/windows are locked and interior doors remain in a normal state. Staff/students are kept away from windows and doors. Staff/students may be directed to return to their classrooms and to wait for additional instructions. No one is permitted in or out of the building until an "ALL-Clear" is called.
<b>Lock-Down</b>	<b>Lockdown</b> is used when there is a security threat <b>inside</b> the building. During a lock-down, all staff/students immediately go to the nearest lockable room. No one is permitted in or out of the room once the area has been locked. Staff/students turn off lights, remain quiet, silence cell phones and stay out of sight lines. Suitable lockdown locations are identified on maps located in the classroom emergency folder. Parents or public are not permitted access to the building or to their children until the lock-down is over.
<b>Controlled Release or Dismissal</b>	Under some circumstances it may be determined that it is best to dismiss students to their homes and families as expeditiously as possible. Should this be the case, every attempt will be made to alert the emergency contact for each student of the situation and to ensure young students are not left unsupervised. This means a <b>Parent-Child Reunion Area</b> will be set up and parents will be required to follow specific procedures to pick up their child.

For more information on the division and school emergency preparedness plan, visit the division website at [www.eips.ca](http://www.eips.ca) or contact the school principal.



## First Nations, Métis, and Inuit Education

We are very fortunate at Fort Saskatchewan Elementary School to have our entire staff supporting First Nations, Métis, and Inuit work. Some of the activities that the students have been involved in to date include the Project of Heart, Heart Garden, Imagine a Canada, the Blanket Exercise, land-based learning, music lessons, story telling, and assembly presentations. This year we look forward to more teaching, learning, and relationship building with our Indigenous students, families, staff and guests.

## Individual Program Plans (IPPs)

Individual Program Plans are developed for students who require special/specific attention to individual learning needs including strengths and weaknesses. These could include use of a specially designed pencil to help with positioning fingers for printing, oral exams, accommodating specific reading levels, etc.

Should your child need an IPP, you will receive a phone call or email from your child's teacher explaining the IPP process and inviting you to participate and/or provide input into the development of your child's IPP. These IPPs will be reviewed at reporting periods or more often if deemed necessary.

## Elementary Report Cards

The Elk Island Public Schools' (EIPS) report cards are designed to effectively report grades 1 - 6 student achievement and build strong partnerships among students, teachers, and parents/guardians.

Within the report card, teachers will continue to assess all areas of the current programs of studies. Using a 5-point numeric scoring scale, teachers will share student achievement in clear, "parent/guardian friendly" categories in each subject. Additionally, the report card will also allow teachers to report personalized information about each student in relation to learner attributes, areas of strength, and ways in which families can support students' learning or "next steps".

## Help Your Child Succeed In School

Read to your child, read with your child, and have your child read to you. Model reading, perhaps find a time when the whole family participates in recreational reading.

- Treat your child like an author. Praise any initiative your child takes to write.
- Make math a part of everyday life; have fun with numbers. ie. baking (measurement), making change at the store, weighing produce, counting and rolling change, etc.
- Help your child to develop effective listening skills. Occasionally have them repeat back directions to make sure they have remembered and/or understood them.
- Encourage our character education program at home and in the community. Get involved at the school if you have time.
- Make sure that your child is rested and well nourished for school.
- Communicate openly and often with your child's teacher.
- Establish and maintain a time/routine for homework, five days per week.
- Celebrate your child's successes at school.
- Discuss your child's day at school, every day.
- Focus on the positive aspects of your child's day.

**ATTENDANCE: (780) 998-7771**

**Email: [general.fse@eips.ca](mailto:general.fse@eips.ca)**

Your children are our number one priority; we want to know that they are safe at all times. Teachers send their attendance to the office first thing in the morning and first thing in the afternoon. The office staff then checks the whereabouts of any children who are absent from school.

**If your child will be absent from school for any reason please contact the office (24 hours a day) at (780) 998-7771, or email us at: [general.fse@eips.ca](mailto:general.fse@eips.ca) and let us know. If your child is absent without our knowledge we will be contacting parents/guardians to make sure that the child is safe.**

### **Medication/Personal Care**

Parents/guardians requesting the administration of prescription medication must complete a Medication/Personal care form available at the school office. Medication is to be brought to school by parents or guardians. The school will not provide any form of medication (e.g. Tylenol). **Students are not permitted to keep and/or self-administer any type of medication.**

Please let us know immediately about allergies, particularly any students who are anaphylactic.

### **Allergy/Anaphylaxis Awareness**

Did you know Fort Saskatchewan Elementary is a “Nut Aware” School? Education and awareness are key to keeping children (and adults) with potentially life-threatening allergies safe and to this end, **FSE is a “Nut Aware” school.** We cannot be “Nut Free” because we cannot guarantee that nuts, or traces of nuts, are not ever being brought into our school. However, we ask that families be aware of what you are sending to school with your child and when possible, avoid foods that contain nuts or traces of nuts. *Anaphylaxis is a serious allergic reaction that can be life threatening.* If you have a child with any life-threatening condition, you need to have a medical plan outlining the condition and the safety procedures required of school staff in the event of an emergency. Thank you for supporting our school community and helping us keep everyone safe!

### **School Fees**

All families are able to login through the parent portal of PowerSchool to access their school fees and make on-line payments using Visa/Mastercard/Debit card. A statement of your student’s fees will also be sent home in October. At that time, you will have access to on-line payments through the Parent Portal.

The basic fees include:

Lunchroom Fee - School Year	\$84.00 (Kindergarten \$42.00)
Field Trips	Charged per field trip up to a yearly maximum of \$47.25 (ECS max \$31.50)

**If, for some unexpected reason, you find yourself in extenuating financial circumstances, please call Mrs. Shelby Labrecque - Principal. (These matters will be handled confidentially).**

**A notice will go out as a reminder if the fees are not paid or if a payment plan has not been established. Following this notice a further letter will be sent notifying you of the intention to turn over the payment**

of fees to a collection agency.

## EIPS School Student Conduct on School Buses\*

Administrative Procedure 351

### Background:

The student's primary responsibility is to conduct himself/herself in a manner that will not cause the bus driver to divert his/her attention from driving the bus.

### Procedures:

1. Violation of any of the following may lead to the loss of riding privileges.
2. Students are expected to be at the designated stop prior to the arrival of the bus.
3. Students who reside on the opposite side of the road from the designated stop are to cross in front of the bus and at least 15 feet ahead of the bus where alternating flashing lights are required.
4. Bus passes must be produced upon request or ridership may be denied.
5. The bus operator shall assign specific seats to students.
6. Students must not distract the bus driver.
7. Students must conduct themselves in a quiet and courteous manner, showing consideration to the bus driver and others while boarding, riding, or departing from the bus.
8. The bus operator shall report serious student misconduct to the Principal. A student who continues to misbehave shall be denied the privilege of riding the school bus.
9. Students must remain seated, in their seats, during the entire trip.
10. While the bus is in motion, students must not extend any part of their bodies out of windows, try to get on or off the bus, or move around within the bus.
11. Students must not consume food or beverages on the bus.
12. Students must not throw paper or other waste materials on the floor or out bus windows.
13. Students causing wilful damage to the bus shall be held responsible for all costs.
14. Bus operators may appoint a monitor to assist in safety practices.
15. Buses are equipped with video surveillance that may be accessed in situations warranting discipline by school officials.
16. Rural students or their parents/guardians are to inform the driver when they do not require busing for the morning or afternoon.
17. Bus operators are not permitted to transport individuals not registered on the bus. Drivers are not permitted to add stops to the routes to accommodate the students' personal activities such as piano lessons, sports activities, etc.
18. Parents are responsible to:
  1. instruct their children to obey all school bus rules;
  2. ensure their children are at the bus stop on time and follow appropriate loading procedures;
  3. accept responsibility for the conduct of their children prior to boarding the bus, during the daily trips, and upon leaving the bus;
  4. provide the necessary supervision for their children when they are going to and from the bus stop;
  5. make certain their children are appropriately dressed for the weather;
  6. ensure their children are aware of the alternate arrangements to follow in the event of emergent conditions (e.g., inclement weather, school closure, evacuation, bus breakdown); and
  7. provide written, dated, and signed authorization to the bus operator if children are to be dropped off at a bus stop different from their regular designated stop.
19. Student Discipline
  1. The bus operator may report a student to the parents/guardians and/or the Principal for violation of rules of conduct.
  2. The Principal may suspend any student, under the provisions of the *School Act*, from riding on any bus and report the circumstances, in writing, to the parents/guardians, the bus operator, and the Superintendent or designate.
  3. The Principal may reinstate a student suspended from riding the bus.

- Reference:
4. When a student is not to be reinstated on the bus within five school days of the date of his/her suspension, the Principal shall immediately report, in writing, all the circumstances of the suspension to the Superintendent or designate, together with his/her recommendations.
  5. The Board may reinstate the student or expel the student from riding the bus.
  6. For causing wilful damage to a school bus, a student shall be held fully accountable for the cost of repairs to the bus, at the discretion of the Superintendent or designate.
  7. The Division supports bus operators in maintaining student conduct.

Section 12, 16, 16.2, 20, 24, 25, 45, 45.1, 51, 60, 61, 113 *School Act Traffic Safety Act* Student Transportation Regulation 102/2017

Last Updated: August 2021

## EIPS Inclement Weather

### Administrative Procedure 131

#### **Background:**

The Division is responsible for ensuring each of its students is provided with an education program consistent with the requirements of the *School Act*. Therefore, schools shall remain open to students during the times and dates established in school calendar(s). The Division may temporarily suspend school bus services and close a school building if the health and safety of students and staff are at risk.

#### **Definitions:**

##### **Regions:**

Strathcona Region (excluding the Hamlet of Sherwood Park and the City of Fort Saskatchewan) Urban Region – Hamlet of Sherwood Park and City of Fort Saskatchewan, Lamont Region, and Minburn Region.

#### **Procedures:**

##### **1. Student Transportation**

1. School bus service may be suspended by the Superintendent, in consultation with the Director of Student Transportation, when there is a forecast or current temperature of -40 degrees centigrade (-40 C), including wind chill factor, in one or more regions.
2. School bus service may also be suspended or delayed by the Superintendent, in consultation with the Director of Student Transportation, because of adverse weather or road conditions.
3. The Director of Student Transportation shall take into account information provided by Lamont County, Strathcona County and the County of Minburn; Environment Canada; or the Weather Network when making a recommendation to the Superintendent regarding the suspension of school bus service.
4. Suspension of school bus service may be limited to a specific region of the Division.
5. Suspension of school bus service may be done on a route-by-route basis.
6. The Superintendent, in consultation with the Director of Student Transportation, shall make a decision regarding school bus suspension by 5:30 a.m. (or the previous night if conditions make it obvious that service will be suspended the following day).
7. When school bus service is suspended by the Superintendent, schools shall remain open to students.
8. If unsafe road conditions occur the Director of Student Transportation, in consultation with the bus operator, has the discretionary power to decide not to operate or to abandon completion of the morning route by returning students to their homes. Student Transportation staff must ensure students have adequate access to residences.
9. When weather or road conditions deteriorate during the day, the Director of Student Transportation may authorize individual or all buses to leave school prior to regular dismissal time.

10. When weather or road conditions deteriorate during the day, the Director of Student Transportation may authorize individual or all buses to leave school prior to regular dismissal time.
11. Should weather conditions be extreme or deteriorate during the day in a particular region/area, the Principal, in consultation with the Superintendent, may close the school to all students and staff.
12. The Principal, staff and school bus operators shall take steps to ensure students arrive home safely when they are dismissed earlier than normal. This includes attempts to contact parents/guardians and emergency contacts to ensure students have adequate access to residences. In remote areas or where parents/guardians cannot be contacted, students shall be kept at the school.
13. Bus operators are to hold themselves in readiness for service in cases of pending extreme conditions.
14. Parents/guardians and school bus operators shall be advised annually of the procedures used for the suspension of school bus service.
15. Communication
  1. The Director of Student Transportation shall contact all parents/guardians, principals and bus contractors by an automated phone message to announce any suspension of bus service.
  2. The Director of Student Transportation shall update the bus status notice on all school websites and the Division website.
  3. The Director of Communication Services shall advise the media of the Superintendent's decision.
  4. The Director of Communication Services shall compose an appropriate message for the:
    1. Central Services switchboard (780-464-3477);
    2. Division website; and
    3. Division social media channels
  5. All such messages shall be posted by 6:30 a.m.

## 2. Schools

1. Using a weather information source(s) that is the most accurate for the school/community, school staff shall monitor local weather for adverse conditions.
2. When the temperature including the wind chill factor is  $-15^{\circ}\text{C}$  or colder, at the discretion of the Principal the school may choose to:
  1. Make announcements to remind students about appropriate cold weather dress.
  2. Shorten the length of time students are outdoors, particularly over the lunch hour.
  3. Monitor students as they are getting ready to go outside to ensure that they are wearing appropriate clothing.
  4. Monitor students for signs of frostnip, frostbite, or breathing difficulties.
3. If the temperature including the wind chill factor is  $-22^{\circ}\text{C}$  or colder, students shall remain indoors for recess and/or activities.
4. When outdoor temperatures approach or exceed  $30^{\circ}\text{C}$ , the Principal shall follow the [Hot Weather Guidelines for Schools](#) (Appendix 131-A).
5. The Principal may also restrict outdoor activities at any time weather conditions make it prudent to do so, such as heavy rain, thunderstorms, high winds, icy conditions or smoke.
6. Students
  1. For the safety of students, it is the responsibility of parents/guardians to ensure:
    1. their children are suitably dressed for weather conditions, and
    2. arrangements have been made for alternate shelter for their child if no one is home.

2. On days when school bus services are suspended due to inclement weather or hazardous road conditions, parents/guardians who have brought their children to school shall be responsible for their pick up.
3. On scheduled diploma examination dates, students who arrive at school late shall be allowed to write the examination.

### 3. Staff

1. Staff members are expected to report to work, even if bus service is suspended.
2. In the event that road and/or weather conditions are extreme, the Superintendent may authorize that staff members are not to report to work. For safety purposes, the Principal shall ensure some staff members are at the school to temporarily accommodate students who report to school.

### Reference:

Section 11, 52, 53, 60, 62, 196, 197, 222 *Education Act*  
Last updated: July 2021

## Alberta Health Services and Community Information

### Alberta Health Services

[www.albertahealthservices.ca](http://www.albertahealthservices.ca)

Health Link 811

### From your School Nurse

Alberta Health Services works together with parents/guardians, schools and community agencies to provide a range of coordinated community health services for school-age children and their families. Our common goal is to improve students' health and learning outcomes. Various health services are provided by registered nurses, dental hygienists, rehabilitation, and speech and language practitioners. If you would like to talk to your school's nurse, please call the Fort Saskatchewan Health Unit at (780) 342-2366.

### Other Community Service Providers in the Fort Saskatchewan Area:

Family – School Liaison Workers – (780) 619-1042

Boys and Girls Club – (780) 992-0103

Alberta Health Services for Fort Saskatchewan – (780) 342-2366

Child & Adolescent Mental Health Services – (780) 342-2388

Family Community Support Services – (780) 992-6267

Families First Society – (780) 998-5595

Alberta Heartland Primary Care Network – (780) 997-0046

