

Fort Saskatchewan Elementary School



Rooted in our Community

Student Handbook 2025-2026

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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 and Philosophy

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.

School Commitment to a Positive Learning Environment

At Fort Saskatchewan Elementary School, we are proud to be a community dedicated to growing and learning together. We believe every student brings unique gifts, and we are committed to providing opportunities for students to discover, develop, and share those gifts in meaningful ways. Through exploration, connection, and collaboration, we create learning experiences that help students thrive.

Our Beliefs

We believe that all students deserve to learn in an environment where they are valued, respected, and cared for as individuals with unique strengths, interests, and areas for growth. We are committed to supporting each student's success by fostering a culture of kindness, safety, and mutual respect.

We also believe that strong partnerships between home and school are essential. Open and proactive communication helps us work together to support students in making positive choices. If you have any concerns or questions, we encourage you to reach out to your child's teacher so we can collaborate in a supportive and solution-focused way.

Our Shared Expectations

Our school-wide expectations are simple and powerful:

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

These expectations guide our daily interactions and help create a school environment where everyone can succeed. Students who consistently demonstrate safe, respectful behaviour contribute to a positive school culture and experience success both in the classroom and beyond.

We understand that learning includes making mistakes. When students make choices that don't align with our expectations, our staff respond with care, consistency, and a focus on growth. We use these moments as opportunities to teach, guide, and support students in making better choices moving forward.

Daily Routines and Guidelines for Success

To help ensure a safe and respectful environment for all, we ask students and families to support the following routines:

- Lunchtime Expectations: Students staying for lunch must remain on school property. Those who go home for lunch should return just before the bell. For safety reasons, students may not visit stores during the school day unless accompanied by a parent or guardian.
- Eating Together: Students eat in their designated classrooms and are asked to follow respectful “restaurant etiquette.” To protect students with allergies, we ask that students eat only their own food and avoid sharing.
- Arrival and Dismissal: Students enter and exit through their assigned grade-level doors. The front doors are reserved for parents, guardians, and guests, who are asked to check in at the office and wear a visitor pass.
- Dress for Success: Students should come to school dressed for the weather and in clothing appropriate for a respectful, inclusive school setting. Clothing should have positive or neutral messages.
- Technology Use: Personal electronic devices may be used quietly on the bus but must be stored in backpacks during the school day. Devices are not permitted on the playground. Please note that the school is not responsible for lost, damaged, or stolen items.

Positive Behaviour

We are proud to nurture a school culture that celebrates positive choices, personal growth, and community connection. Through a variety of incentives and recognitions, we uplift students who demonstrate kindness, responsibility, and academic excellence. Our Unbe-leaf-able Awards shine a light on those who are making meaningful contributions to our school community.

Students are encouraged to get involved in a wide range of enriching activities, including volunteering, sports teams (basketball, volleyball, and running), choir, and intramurals. These opportunities help students build confidence, develop leadership skills, and form lasting friendships.

We also emphasize the importance of being stewards of the land and community, drawing inspiration from Indigenous teachings. Guided by the Seven Grandfather Teachings and Medicine Wheel Teachings, we encourage students to live in a good way, honoring themselves, others, and the world around them. Through acts of service and volunteerism, students learn to care for the earth and contribute to a more compassionate, connected, and sustainable future.

2025 - 2026 School Calendar

[2025-2026 School Calendar](#)

[2025-2026 Kindergarten Calendar](#)

2025 - 2026 Bell Schedule

[Bell Schedule](#)

Regular School Day		Early Dismissal Wednesdays	
Warning Bell	8:20	Warning Bell	8:20
Period 1	8:25 – 8:57	Period 1	8:25 – 8:51
Period 2	8:57 – 9:30	Period 2	8:51 – 9:18
Period 3	9:30 – 10:03	Period 3	9:18 – 9:45
Recess	10:03 – 10:18	Recess	9:45 – 10:00
Period 4	10:18 – 10:51	Period 4	10:00 – 10:27
Period 5	10:51 – 11:24	Period 5	10:27 – 10:54
Period 6	11:24 – 11:57	Period 6	10:54 – 11:21
Lunch Recess	11:57 – 12:27	Lunch Recess	11:21 – 11:51
Lunch Eating	12:27 – 12:52	Lunch Eating	11:51 – 12:16
Period 7	12:52 – 1:25	Period 7	12:16 – 12:43
Period 8	1:25 – 1:58	Period 8	12:43 – 1:10
5 Minute Break	1:58 – 2:03	5 Minute Break	1:10 – 1:15
Period 9	2:03 – 2:36	Period 9	1:15 – 1:42
Period 10	2:36 – 3:09	Period 10	1:42 – 2:09

Supporting Student Success Through Responsible Technology Use

To foster a focused learning environment, our Board Policy encourages students in Grades K–6 to engage fully in their school day without the distraction of personal mobile devices. This includes break times and lunch hours. Exceptions are made for students with diagnosed medical conditions or identified inclusive educational needs, ensuring every student has the support they need.

Each classroom has a “Responsible Technology Use” agreement that guides students in making thoughtful choices about digital tools. To promote active play and social interaction, personal technology is not permitted on the playground during recess. If a cell phone is needed for communication before or after school, students are asked to keep it turned off and stored securely in their backpack during the school day. This helps maintain a calm and connected learning space for all. If a device is used during inappropriate times, it may be held and returned later, in alignment with our commitment to respectful and responsible technology use.

Students should not be calling or texting parents or caregivers from personal mobile devices during the school day. If students need to contact a parent or guardian, they are required let school staff know and will be allowed to use the classroom or office phones, which are available to support timely and appropriate communication. If you receive a call from the school, please check your voicemail first. To minimize classroom interruptions, we will relay messages to students during scheduled breaks. In urgent situations, office staff will contact families directly.

Fostering Lifelong Learning and Student Responsibility

We are committed to nurturing lifelong learners who take pride in their growth and achievements. As part of this journey, students are encouraged to take ownership of their learning by completing assignments with the support of their teachers and families. This partnership helps ensure that each child's progress is accurately understood and celebrated.

Complete assignments allow teachers to provide meaningful feedback and tailor instruction to meet individual learning needs. When students engage fully in their work, they build confidence, develop important skills, and experience the joy of learning.

Open and respectful communication between home and school is key to student success. Parents and guardians are welcome to connect with teachers through email, phone calls, or classroom newsletters. All teacher email addresses follow the format: firstname.lastname@eips.ca. If you're unsure of a specific email address, please contact the school office, we're happy to help!

Help Your Child Succeed in School

Families play a powerful role in helping children grow as confident readers, writers, and problem-solvers. Here are some simple, meaningful ways to support your child's learning at home:

- Make reading a shared experience. Read to your child, read with your child, and invite them to read to you. Set aside time for family reading where everyone enjoys a good book together.
- Celebrate writing! Encourage your child to express themselves through writing—whether it's a story, a note, or a journal entry—and praise their efforts like you would an author.
- Bring math into everyday life. Look for fun, hands-on ways to explore numbers together—measuring ingredients while baking, counting change, estimating grocery costs, or comparing weights at the store.
- Practice active listening. Help your child strengthen their listening skills by asking them to repeat directions or summarize what they've heard.
- Reinforce positive character traits. Support our school's character education program by modeling kindness, responsibility, and respect at home and in the community.
- Prioritize rest and nutrition. A well-rested, well-nourished child is ready to learn and thrive each day.
- Stay connected with your child's teacher. Open, ongoing communication helps us work together to support your child's success.
- Create a consistent homework routine. Set aside time each weekday for focused learning at home—it builds responsibility and reinforces classroom learning.
- Celebrate progress and effort. Recognize your child's achievements, big or small, and let them know you're proud of their hard work.

Talk about school every day. Ask about what they learned, what they enjoyed, and what they're curious about. Focus on the positives and keep the conversation going.

Field Trips

At Fort Saskatchewan Elementary, we believe that field trips are valuable opportunities for students to extend their learning, explore new environments, and represent our school with pride. As ambassadors of our school and community, students are encouraged to demonstrate respectful, responsible behaviour at all times during these enriching experiences.

To ensure a safe and positive experience for everyone, all school expectations apply during field trips. When students consistently demonstrate positive behaviour, they help create an environment where everyone can learn, explore, and enjoy the experience together.

In some cases, if a student's ongoing behaviour presents safety concerns or may significantly impact the experience of others, alternative arrangements may be considered. This could include inviting a parent or guardian to accompany their child to provide additional support. These decisions are made thoughtfully, with the goal of ensuring every student's success and well-being.

Participation in field trips is also supported by families keeping their school accounts in good standing. This means that school fees have been paid, or a payment plan has been arranged through the school office. We are always happy to work with families to ensure students can take part in these valuable learning opportunities.

First Nations, Métis, and Inuit Education

At Fort Saskatchewan Elementary School, our entire staff supports First Nations, Métis, and Inuit education. Some of the activities that the students have been involved include the Project of Heart, Heart Garden, Imagine a Canada, The Blanket Exercise, land-based learning, music lessons, storytelling, and assembly presentations. This year we look forward to more teaching, learning, and relationship building with our Indigenous students, families, staff and guests.

Instructional Support Plans (ISPs).

Instructional Support 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 ISP, you will receive a phone call or email from your child's teacher explaining the ISP process and inviting you to participate and/or provide input into the development of your child's ISP. These ISPs 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".

Attendance

Your children are our number one priority; we want to know that they are always safe. 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. If a 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.

Allergy/Anaphylaxis Awareness

Fort Saskatchewan Elementary is proud to be a Nut Aware school. While we cannot guarantee a completely nut-free environment, we work together to keep students with life-threatening allergies safe through education and awareness.

We kindly ask families to avoid sending foods that contain nuts or traces of nuts whenever possible. Your support helps create a safer space for all students.

If your child has a serious medical condition, please ensure the school has an up-to-date medical plan so staff can respond appropriately in an emergency.

School Fees

All families can 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: 88.00 for the school year (Kindergarten \$44.00)

Field Trips: Yearly maximum of \$50.00 (ECS max \$33.00) charged per field trip

If, for some unexpected reason, you find yourself in extenuating financial circumstances, please call Mrs. Tami Richert - 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.

Alberta Health Services and Community Information

[Alberta Health Services](#)

Health Link 811

(780) 342- 2366

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

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

School Emergency Preparedness and Response

ELK ISLAND PUBLIC SCHOOLS (EIPS) 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.

Evacuation	Evacuation 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.
On-Alert	On-Alert 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.
Shelter-in-Place	During a Shelter-in-Place 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.
Hold and Secure	Hold and Secure is used if there is a security risk outside 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.
Lock-Down	Lockdown is used when there is a security threat inside 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.
Controlled Release or Dismissal	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 Parent-Child Reunion Area 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 or contact the school principal.

Elk Island Public Schools Administrative Procedures

Elk Island Public Schools (EIPS) uses [administrative procedures](#) to ensure consistent, fair, and effective operation and to support student learning. These procedures, developed in alignment with Alberta Education's [Education Act](#) and Board policies, provide a framework for decision-making, resource allocation, and accountability within the school system. They also guide staff in areas like student supervision, instructional practices, and communication with parents and the community. On the following pages, you will find several of the EIPS Administrative Procedures that guide our work daily at Fort Saskatchewan Elementary School.

Welcoming, Caring, Respectful & Safe Learning Environments for Students

Administrative Procedure 311 WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS FOR STUDENTS

Background:

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. 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 students and staff have a right to an environment free from discrimination, threats and personal harassment including sexually harassing behaviours. 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 toward 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 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 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:

unwelcome verbal or physical conduct, including discrimination. Usually, it must be repeated to constitute harassment, but single acts can be harassing if they are severe or involve an obvious power imbalance. Harassment is insulting, demeaning or intimidating. The behaviour giving rise to a complaint need not be intentional to be considered harassment—it is sufficient that the offender knows, or ought reasonably to know, that the behaviour is offensive and unwelcome.

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. Principals may use relational, restorative or other evidence-based approaches to discipline and support.

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 shall establish, promote and sustain inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe. Teachers shall use language and educational resources and approaches that are 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. 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

15.1.1. 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.

25. Annually at the start of each school year—or as needed throughout the school year for all families that enrol in the Division mid-year—parents/guardians shall acknowledge they've read and reviewed this Administrative Procedure with their child.

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

Updated August 2024

EIPS Student Code of Conduct

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 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 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

2.4.9. recommendation for expulsion.

2.5. 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.

3. Annually at the start of each school year—or as needed throughout the school year for all families that enrol in the Division mid-year—parents/guardians shall acknowledge they've read and reviewed this Administrative Procedure with their child.

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 Timeout, Seclusion and Physical Restraint in Schools

Updated August 2024

Student Conduct on School Buses

Administrative Procedure 351 Student Conduct on School Buses

Background:

The student's primary responsibility is to conduct themselves in a manner that will not cause the bus operator to divert their attention from driving the bus.

Procedures:

1. Violation of any of the following may lead to the loss of riding privileges.
 - 1.1. Students must be at the designated stop three to five minutes before their designated pickup time.
 - 1.2. 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. In the urban area, if the use of alternating flashing lights is not permitted, students cross behind the bus at a designated crosswalk.
 - 1.3. Students must scan a bus pass when loading and departing from the bus.
 - 1.4. Students must sit in the seat assigned to them by the bus operator. Students must remain seated, in their seats, during the entire trip.
 - 1.5. Students must not distract the bus operator.
 - 1.6. Students must conduct themselves in a quiet and courteous manner, showing consideration to the bus operator and others while boarding, riding or departing from the bus.
 - 1.7. Students who continue to misbehave shall be denied the privilege of riding the school bus. The bus operator shall report serious student misconduct electronically to the Principal.
 - 1.8. 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 while the bus is in motion.
 - 1.9. All buses are designated smoke, vape and tobacco-free.
 - 1.10. Students must not consume food or beverages, except water, while on the bus. Consumption of water will be permitted only when the bus is not in motion.
 - 1.11. Students must not throw paper or other materials on the floor or out bus windows.
2. Bus operators may appoint a monitor to assist in safety practices.
3. Bus operators are not permitted to transport individuals not registered on the bus. Bus operators are not permitted to add stops to the routes without consent from the Student Transportation department.
4. Buses are equipped with video surveillance that may be accessed if required by school administration.
5. Parents/guardians are responsible for:
 - 5.1. instructing their children to obey all school bus rules;
 - 5.2. ensuring their children are at the bus stop on time and follow appropriate loading procedures;
 - 5.3. accepting responsibility for the conduct of their children prior to boarding the bus, during the daily trips and upon leaving the bus;
 - 5.4. providing the necessary supervision for their children when they are going to and from the bus stop;
 - 5.5. ensuring their children are appropriately dressed for the weather;
 - 5.6. ensuring their children are aware of the alternate arrangements to follow in the event

- of emergent conditions—such as, inclement weather, school closure, evacuation and bus breakdown;
- 5.7. providing written, dated and signed authorization to the bus operator if their children are to be dropped off at a bus stop different from their designated stop only if it is along the scheduled bus route; and
- 5.8. annually at the start of each school year—or as needed throughout the school year for all families that enrol in the Division mid-year—acknowledging they've read and reviewed this Administrative Procedure with their child.
6. Student Discipline
- 6.1. The bus operator may report a student to the parent/guardians and/or Student Transportation for violation of rules of conduct.
- 6.2. The Principal may suspend any student, under the provisions of the Education Act, from riding on any bus and report the circumstances, in writing, to the parent/guardian and Student Transportation.
- 6.3. The Principal may reinstate a student suspended from riding the bus.
- 6.4. When a student is not to be reinstated on the bus within five school days of the date of the suspension, the Principal shall immediately report, in writing, all the circumstances of the suspension to the Superintendent or designate, together with the Principal's recommendations.
- 6.5. The Board may reinstate the student or expel the student from riding the bus.
- 6.6. 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.
- 6.7. The Division supports bus operators in maintaining student conduct.

Reference:

Section 11, 31, 32, 33, 36, 37, 52, 53, 59, 197, 222, 257 Education Act Traffic Safety Act
School Transportation Regulation AR 96/2019
Updated December 2024

Inclement Weather and Outdoor Air Quality

Administrative Procedure 131 Inclement Weather and Outdoor Air Quality

Background:

The Division is responsible for ensuring each of its students is provided with an education program consistent with the requirements of the Education Act. Therefore, schools shall remain open to students during the times and dates established in the Division school calendar. The Division may temporarily suspend school bus services, close a school building or direct schools to postpone outdoor activities if the health and safety of students and staff are at risk because of inclement weather or poor air quality.

Definitions:

Air Quality Index:

is a tool developed by health and environmental professionals to communicate the health risk posed by air pollution.

Humidex:

is a measure of how hot we feel. It's a parameter intended for the public to express how the

combined effects of warm temperatures and humidity are perceived.

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

Minburn Region

Wind Chill Index:

is a cold injury prevention tool that equates outdoor conditions to an equivalent temperature with no wind, representing the degree of "chill" our skin senses.

Procedures:

1. Student Transportation

1.1. 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.

1.2. 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.

1.3. The Director of Student Transportation shall consider 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.

1.4. Suspension of school bus service may be limited to a specific region of the Division.

1.5. Suspension of school bus service may be done on a route-by-route basis.

1.6. 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.

1.7. When school bus service is suspended by the Superintendent, schools shall remain open to students.

1.8. When regular school bus service is suspended by the Superintendent, all school field and athletic trips shall be cancelled.

1.9. 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.

1.10. 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.

1.11. 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.

1.12. 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.

1.13. Bus operators are to hold themselves in readiness for service in cases of pending extreme conditions.

1.14. Parents/guardians and school bus operators shall be advised annually of the procedures used for the suspension of school bus service.

1.15. Communication

1.15.1. The Director of Student Transportation shall contact all parents/guardians, principals and bus contractors by an automated message (phone, email, SMS) to announce any suspension of bus service.

1.15.2. The Director of Student Transportation shall update the bus status notice on all school websites and the Division website.

1.15.3. The Director of Communication Services shall advise the media of the Superintendent's decision.

1.15.4. The Director of Communication Services shall compose an appropriate message for the:

1.15.4.1. Central Services switchboard (780-464-3477);

1.15.4.2. Division website; and

1.15.4.3. Division social media channels.

1.15.5. All such messages shall be posted by 6:30 a.m.

2. Schools

2.1. Using a weather information source(s) that is the most accurate for the school/community, school staff shall monitor local weather for adverse conditions.

2.2. When the temperature including wind chill is -15 C or colder, at the discretion of the Principal the school may choose to:

2.2.1. Make announcements to remind students about the appropriate cold-weather dress.

2.2.2. Shorten the length of time students are outdoors, particularly over the lunch hour.

2.2.3. Monitor students as they are getting ready to go outside to ensure they are wearing appropriate clothing.

2.2.4. Monitor students for signs of frostnip, frostbite or breathing difficulties.

2.3. If the temperature including wind chill is -22 C or colder, staff and students shall remain indoors for recess and activities. Refer to the wind chill calculator.

2.4. When outdoor temperatures approach or exceed 30 C or a humidex of 40 and above, the Principal shall follow the Hot Weather Guidelines for Schools (Appendix 131-A). Outdoor activities shall be postponed when the humidex exceeds 45.

2.5. The Principal may also restrict outdoor activities at any time conditions make it prudent to do so, such as rain, thunderstorms, high winds, icy conditions, smoke or poor air quality.

2.5.1. When the Air Quality Health Index (AQHI) value reaches 7 or more, the Principal shall follow the AQHI messages regarding outdoor activities.

2.5.1.1. When the air quality index is between 7-10 (high risk), the Principal shall consider reducing or rescheduling strenuous and/or long-duration outdoor activities.

2.5.1.2. When the air quality index is above 10 (very high risk), the Principal shall cancel strenuous and/or long-duration outdoor activities.

2.5.2. Decisions to cancel outdoor field trips or events shall be based on the nature and duration of activity, age and health status of the participants and availability of indoor shelter to reduce exposure time.

2.6. Students

- 2.6.1. For the safety of students, it's the responsibility of parents/guardians to ensure:
 - 2.6.1.1. their children are suitably dressed for weather conditions;
 - 2.6.1.2. arrangements have been made for alternate shelter for their child if no one is home; and
 - 2.6.1.3. the school is advised of any health conditions that might be impacted by inclement weather or poor air quality.
- 2.6.2. On days when school bus services are suspended because of inclement weather or hazardous road conditions, parents/guardians who have brought their children to school shall be responsible for their pickup.
- 2.6.3. On scheduled diploma examination dates, students who arrive at school late shall be allowed to write the examination.

2.7. Staff

- 2.7.1. Staff members are expected to report to work, even if bus service is suspended.
- 2.7.2. In the event road or weather conditions are extreme, the Superintendent, in consultation with the Principal or Director, may authorize that staff members are not to report to work, to postpone their journey to work or to work online from an alternate location. 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
Air Quality Health Index (AQHI)
Alberta Emergency Alerts
Humidex Chart
Humidex and Wind Chill Calculator
Wind Chill Index
Appendix 131-A: Hot Weather Guidelines for Schools

Updated August 2025