



STUDENT HANDBOOK

2017 - 18

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Room: _____

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2017 - 2018 School Calendar

August 30	First full day for students
September 4	Labour Day – No School
September 7	Meet the Staff
September 20	Student Picture Day
October 5-6	Professional Development Day (School Closed to Students)
October 9	Thanksgiving Day (School closed)
October 17	Picture Retakes
October 25 & 26	Celebrations of Learning - Student/Parent/Teacher Interviews
November 9	Remembrance Day Assembly
November 10 - 19	Fall Break (School closed)
November 24	Report Cards Sent Home
November 27-30	Scholastic Book Fair – during the day
December 13	ECS Christmas Concert
December 21	Christmas Concert
December 23 – Jan. 7	Winter Break (School closed)
January 8	School reopens
February 8 & 9	Teachers' Convention (School closed)
February 14 & 15	Celebrations of Learning –Student/Parent/Teacher Interviews
February 16	School Closed
February 19	Family Day (School closed)
March 2	Professional Development Day (School Closed to Students)
March 12	Scholastic Book Fair – during the day
March 21	Report Cards Sent Home
March 23	Day in lieu of S/P/T Interviews - First day of Spring Break (School closed)
March 24 – April 2	Spring Break (School Closed)
April 3	School reopens
April 27	Professional Learning Day (School Closed to Students)
May 17 - 18	School Planned Closure
May 21	Victoria Day (School Closed)
June 28	Last day of school for students

2017 - 2018 Daily Schedule

8:20	Arrival at school
8:25	First Bell
8:30	Class instruction begins
10:00 – 10:15	Morning Recess
11:50 – 12:20	Lunch Recess
12:20 – 12:40	Lunch
12:45	Afternoon classes begin
3:05	School Dismissal
2:05	School Dismissal on the first Wednesday of every month

ECS

8:30 – 11:15	ECS AM Class
12:20 – 3:05	ECS PM Class

*** No School for ECS on the first Wednesday of each month**

N.B. Students are dismissed 60 minutes early on the first Wednesday of each month to provide for staff meetings, including September 6, January 10 and April 4.



Fort Saskatchewan Elementary School

Our School Vision

What is our vision?
What are we working to create?

A school where there is:
Excellence, acceptance, understanding, and a fierce belief in our
unlimited potential.

In classrooms where:
Engaged, eager inquiring students feel safe to ask questions and are
lead to find meaningful answers by wise and Caring educators.

With everyone believing in:
Compassion, respect and the value of diversity.

Elk Island Public Schools' Mission Statement

The mission of Elk Island Public Schools is "To Inspire a Passion for Lifelong Learning".

Fort Saskatchewan Elementary School Mission Statement

We are a proud community of respectful learners pursuing unlimited possibilities.

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 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 principal or the child's teacher.

Program

Utilizing the philosophies and strategies of the researched based "Effective Behavioral Supports" program, our school discipline program is based on two behavioral expectations:

1. Be safe
2. Show respect.

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 a manner as is possible and appropriate.

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 student must be treated individually and, depending on the circumstance, the behavior and its 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
- bringing skateboards, scooters, rollerblades or longboards to school. (These items are NOT allowed at school. We don't have the space to store them and it is a safety issue on the playground.)

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
- clean up duty
- apology

Level II Behaviors

These behaviors are more serious in nature. Level II behaviors will, in all likelihood, result in a verbal correction, a logical consequence, and a “Think Sheet”. Generally, administration will be consulted, and/or may be asked to intervene. Parents will likely be contacted.

- chronic level I behaviors
- cheating

Students who demonstrate level II behaviors will be asked to identify the inappropriate behavior and demonstrate/describe the appropriate behavior. The incident will be documented on a “Think Sheet” which may be shared with the school, teacher and the student’s parent. Consequences for level II behavior may include but are not limited to:

- administrative intervention
- verbal correction
- loss of privileges
- make up time
- Think Sheet – may be sent home to be signed
- phone call home by student or staff member

Level III Behaviors

Serious fighting, harassment, and verbal abuse violate the dignity, well being, and safety of another person. 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 will, in all likelihood, be contacted. Corrective, appropriate action will occur. These consequences may be:

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

Further Agreements and Expectations

- 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 or school staff member.
- Students are to eat lunch 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 and guests. We ask that all visitors to the school check in at the front office.
- Bus students must ride the bus from Fort Elementary to the transfer. Students are not permitted to walk across the high school parking lot to the transfer.
- 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. No make-up is to be worn by students. Hats are to be worn outside only.
- Skateboards, longboards, rollerblades and scooters are not allowed at school. If children are riding their bikes then they must dismount once they arrive on the school property and walk the bike to the bike rack. The bike must be locked up.
- Some students may use electronic games while riding the bus if it is permitted by the driver. Electronic devices are only allowed in the classrooms with the teacher's permission. No devices are allowed on the playground during school hours. Please note that the school is not responsible for any lost or stolen toys or electronic items.

Positive Behavior

We have a number of programs and incentives to encourage positive behavior and appropriate decision making. Some of these are: Play is the Way, Citizen of the Month, Service Club, DARE and positive behavior programs in the classrooms. Positive referrals 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, School Patrols, badminton team, Lions Hockey League, running team, Choir, Handbells, basketball team, and intramurals.

In keeping with our character education programs "Play is the Way", students will be recognized for positive contributions to our school environment as much as possible.



Cell Phones, Student Calls from School

If a cell phone is necessary for contact between a parent 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 class 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 them 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 in the middle of the school day.

Parent – Teacher Communication

We believe that students should be encouraged to be life long learners. Students should understand that it is their responsibility to complete their work under the guidance and assistance of the school and parents. Incomplete assignments cannot allow for accurate measurement of a child’s learning. The effective use of the Agenda Books is therefore critical and encouraged from early grades so that students become increasingly responsible for monitoring their learning and parents have the opportunity to be informed about what’s happening in class. Parent communication to teachers may be facilitated either through the agenda book, or by emailing. All teachers’ email addresses are: **firstname.lastname@eips.ca** .

All classroom teachers are responsible to update their “eTeacher” page on our school website (www.fortelem.ca). Please check these pages frequently for information about homework, upcoming tests or assignments, and special classroom news items.

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.

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 may be asked to supervise their child on the field trip if there have been emotional or behavioral issues.

Student participation in fieldtrips is dependent on the parent’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.

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.

Programming for Academic Excellence at FSE

Reading and Written Language

At Fort Saskatchewan Elementary School, every teacher and administrator has been involved in comprehensive training involving literacy. In kindergarten, the teacher is trained to assess and teach students who may require a little extra help learning early literacy concepts. In grades 1-3, all of the teachers have been involved in extensive training to learn about best practices and the latest research regarding the learning of reading and writing. They have participated in a program entitled Balanced Literacy in which they received instruction and demonstration from qualified Reading Specialists. The teachers are also trained to provide one on one or small group instruction for any students who may need extra help. This year all grades will participate in the “Daily Five” literacy framework. The framework allows for further differentiation of instruction and practice in language arts. In addition, many of the staff has been trained in the 6 + 1 Traits for teaching writing.

Mathematics

We have an incredible selection of math manipulatives for student use in order to reinforce concepts through “hands on” and visual learning. Math continues to be a major focus in each classroom. All students have access to a web-based program called “Mathletics” to support math learning in the classroom and at home.

First Nation, Metis and Inuit Education

We are very fortunate at Fort Saskatchewan Elementary School to have a full time First Nation, Metis, Inuit Coordinator, Miss Seneca Crowe. With her own background knowledge and her contacts, she is able to bring Aboriginal Culture to life at FSE through education on Aboriginal history, the culture and the Truth and Reconciliation movement. Some of the activities that the students have been involved in are; Project of Heart, Heart Garden, Imagine a Canada, the Blanket Exercise, music lessons, story telling and assembly presentations. In 2017-18 we look forward to more teaching, more learning and more relationship building with our Aboriginal students, parents, 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.

Every parent will receive a phone call or email from their child’s teacher in the fall explaining the ISP process and inviting them to participate and/or provide input into the development of their child’s ISP. These ISP’s will be reviewed at reporting periods or more often if deemed necessary.

Programming and Placement Appeals

Every parent has the right to look at their child’s programming and/or placement and appeal it if they do not think it is appropriate for their child. In most cases, the School Team can work together with parents to arrive at decisions that everyone is comfortable with. In the unlikely event that parents are still not satisfied, Elk Island Public Schools has an appeal process in place that can be accessed through the EIPS Website www.eips.ca or by calling the System information line: (780) 464-EIPS.

Elementary Report Cards

We are pleased to announce we will be fully implementing Elk Island Public Schools' (EIPS) new elementary report card in the 2017 - 2018 school year. Developed by EIPS, the report cards are designed to effectively report grades 1 - 6 student achievement and build strong partnerships among students, teachers, and parents.

The creation of the report card was led by the Communicating Student Learning committee. Made up of parents, teachers, administrators, trustees, and central office staff, the committee considered feedback from close to 1,000 parents and 400 principals and teachers producing a reporting system which focuses on student achievement in the areas of academic outcomes and learner attributes.

Within the new report card, teachers will continue to assess all areas of the current programs of studies. What will change is the way in which student learning is reported. Using a 5 point numeric scoring scale, teachers will share student achievement in clear, "parent 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 parents can support students' learning or "next steps".

Celebration of Learning (P/T Conferences)

These conferences are scheduled during the months of October and February. The first round of conferences is a traditional P/T meeting for the parent and teacher to meet and discuss how the student is settling into the grade, and the student's progress. The second round of interviews, in February, may be more of a Celebration of Learning where the student is able to share some of their learning with their parent (s).

Parent/Teacher Conferences will take place on the following dates:

October 25 and 26

February 14 and 15

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 ed. 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, everyday.
- Focus in the positive aspects of your child's day.

ATTENDANCE: (780) 998-7771

Email: attendance.fse@eips.ca

Your children are our number one concern; 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 to see that we know the whereabouts of any children who are absent from school.

If your child(ren) will be absent from school for any reason please contact the office (24 hours a day) at (780) 998 7771, or email us at: attendance.fse@eips.ca and let us know. If child(ren) are absent without our knowledge we will be contacting a parent or guardian to make sure that the children are 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.** child(ren)

Please let us know immediately about allergies, particularly any students who are anaphylactic. Our staff is retrained yearly in the use of EpiPens.

Learning Resource Fees 2017 - 2018

In September, 2013, Elk Island Public Schools introduced a new fee management system. All families will be able to login through the parent portal of PowerSchool to access their school fees and make on-line payments using Visa/Mastercard/Debit card. Early in September, elementary students will receive a letter with information regarding parent access to PowerSchool. child(ren).

A statement of your student's fees will be sent home the first week of school. At that time you will have access to on-line payments through the Parent Portal. All fees are due September 31, 2017.

The Learning Resource Fee is a fee established by Elk Island Public Schools to provide each student with the necessary textbooks and workbooks for school. Each student is responsible for the proper care of these resources. A charge for misused or lost textbooks may be made at the end of the school term. The basic fees include:

Lunchroom Fee - School Year	\$70.00
Agenda	Parent Council will be paying for an agenda for all students
Replacement Agenda	\$7.00
Field Trips	varies per grade

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

Fees are due September 31, 2017.

A notice will go out in November as a reminder if the fees are not paid by September 29 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.

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.

Reference:

Section 12, 16, 16.2, 20, 24, 25, 45, 45.1, 51, 60, 61, 113 *School Act Traffic Safety Act* Student Transportation Regulation 250/98 (Amended AR 125/2005)

Last Updated: June 2016

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 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, at 5:00 a.m., Environment Canada reports a 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, due to adverse weather or road conditions.
3. The Director of Student Transportation shall take into account information provided by the Alberta Motor Association and/or Environment Canada 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. 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.
11. 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/emergency contacts to ensure students have adequate access to residences. In remote areas or where parents cannot be contacted, students shall be kept at the school.
12. Bus operators are to hold themselves in readiness for service in cases of pending extreme conditions.
13. Parents and school bus operators shall be advised annually of the procedures used for the suspension of school bus service.
14. Communication
 1. The Director of Student Transportation shall contact all parents, principals, and bus contractors by 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 notify the Subfinder secretary to advise all assigned substitutes of any school closure.
 5. The Director of Communication Services shall compose an appropriate message for the:
 1. central switchboard, Community Hotline (780-417-8122),
 2. Inclement Weather Staff line (780-417-8158),
 3. StaffConnect, and
 4. the Division website.
 6. 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°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°C or colder, students shall remain indoors for recess and/or activities.
4. 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, or icy conditions.
5. Students
 1. For the safety of students, it is the responsibility of parents 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 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 18, 20, 45, 56, 57, 60, 61, 113 *School Act*

Last updated: February 2017

Alberta Health Services and Community Information

Alberta Health Services

www.albertahealthservices.ca

Health Link 811

From your School Nurse

Alberta Health Services works together with parents, 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, speech and language practitioners. If you would like to talk to your school's nurse, please call the Fort Saskatchewan Health Unit @ (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

