

Parent/Student Handbook 2022-2023

FLEETWOOD BAWDEN SCHOOL



1222 - 9 Avenue South | Lethbridge, Alberta Canada T1J 1V4
403-327-5818 | fleetwood@lethsd.ab.ca | fb.lethsd.ab.ca 



Fleetwood-Bawden School Elementary School



2022-2023

Welcome to Fleetwood-Bawden Elementary School! We are honored to serve this community of learners and look forward to working alongside our talented and dedicated staff, students, parents and community members. Collaboration, engaging learning opportunities and innovative practices will continue to be infused into all areas of instruction in the year ahead. We look forward to rich learning experiences, including field trips, school-wide presentations, class projects, student leadership opportunities and fun event days when COVID protocols allow.

Our staff is committed to promoting a healthy lifestyle, including physical activity, positive social connections, wellness activities and education about self-regulation strategies, healthy bodies and brain development. Many supports and inclusive practices ensure our students' mental and emotional well-being is supported. Our goal is to thrive and not just survive. We endeavour to make authentic connections with our students, highlight and build on areas of strength and immerse children in rich learning experiences.

We look forward to getting to know each child, their family and creating a strong partnership that will enhance each child's educational experience and time with their Fleetwood Family.

Please do not hesitate to contact us.

Sincerely,

Kathy Mundell, Principal

Raj Mathur, Vice Principal



TABLE OF CONTENTS

Lethbridge School Division Vision and Mission Statement	Page 3
Fleetwood-Bawden Vision, Mission Statement and F.L.E.E.T. Philosophy	Page 3
About Fleetwood-Bawden	Page 3
Montessori Program	Page 4
School Levy Fee	Page 5
School Operating Times/ School Office Hours	Page 5
Reporting Periods	Page 5
Communication and Collaboration	Page 6
Complaint Process	Page 7
School Council	Page 7
Student Programs and Services	Page 7
Reporting Absences	Page 10
General School Information	Pages 11-15
Protocols and Procedures	Page 16
Information, Guidelines and Procedures for Students	Page 17
Responsibilities and School Discipline	Page 18
School Safety Procedures	Page 20
Zones of Regulation	Page 20
Fleetwood-Bawden School Staff	Page 22
Use of Technology	Page 23
Head Lice Counselling Guidelines	Page 26
Student Conduct on School Authorized Buses	Page 28
2022/2023 Calendar	Page 29

Lethbridge School Division Vision and Mission Statement

Vision Statement:

Learners are innovative thinkers who are successful, confident, respectful and caring.

Mission Statement:

Lethbridge School Division is inclusive, forward thinking, and accountable for engaging students in quality learning experiences that develop strong foundations, innovative minds, and responsible citizens.

Fleetwood-Bawden Vision and Mission Statement

Vision Statement:

All learners achieve success and make a positive difference in the world.

Mission Statement:

Fleetwood-Bawden is a collaborative community, where everyone is valued and students achieve success by engaging in high quality, inclusive learning experiences.

F.L.E.E.T. PHILOSOPHY

Fleetwood-Bawden is a collaborative community, where everyone is valued and students achieve success by engaging in high quality, inclusive learning experiences

- F- Friendship Matters
- L- Learn from Mistakes
- E- Encourage Each Other
- E- Embrace Experiences
- T- Together is Better

About Fleetwood-Bawden

Fleetwood-Bawden houses approximately 320 students from Early Education to Grade 5. We are a dual-track school, hosting children in a regular educational program and a Montessori program. Children attending the school walk from the surrounding neighbourhood as well as approved Montessori students are bussed from various parts of the city.

Fleetwood-Bawden provides an inclusive, welcoming, caring, respectful and safe learning environment where we inspire a passion for learning. Our dedicated staff include a teacher-counsellor, teachers, educational assistants, administrative assistant, speech assistant, learning support teacher, caretakers, learning commons facilitator, and administrators. Numerous parent and community volunteers are also a valued part of our team.

In addition to providing an engaging academic program, staff members devote many hours to extra-curricular activities. Fleetwood-Bawden supports student leadership; so many of our activities are student led. Programs are offered throughout the year during nutrition breaks and before or after school. Examples of SLC include a 3D printing club, robotics club, handbells, choir, sports activities (soccer, floor hockey, basketball, skating), drama, games clubs, reading groups, passion projects, technology club, interest clubs and craft clubs.

Learning spaces extend beyond classrooms to our gymnasium, music room, movement room, calming space, literacy lounge, computer lab, kitchen, and a large Learning Commons. The Learning Commons houses a large quantity of books, resources and Wellness Centre, technologies including computers, laptops, iPads, a 3D printer and a large screen for video conferencing and presentations. Fleetwood-Bawden is situated on a generous playing field where students have access to many sports activities. A full-sized playground further enhances outdoor activities for students and the surrounding community.

Fleetwood-Bawden strives to be an environmentally friendly school through its promotion of environmental stewardship and sustainable practices. This includes recycling programs, minimizing the consumption of paper, community garden and composting initiatives, as well as student displays throughout the year focusing on environmental issues. In addition, school-wide presentations teach students about caring for the environment, such as our annual visit by Evergreen Theatre. Scientists-in-School are also brought into many classrooms for students to explore environmental issues and science concepts.

Fleetwood-Bawden is known for integrating healthy living practices into all facets of students' time at school. A recent grant received from Breakfast Clubs of Canada allows for a free daily nutritious breakfast to be available to all students. Movement breaks and wellness activities are incorporated into lessons; movement equipment is available in classrooms (such as desk cycles, wiggle cushions, yoga balls and standing desks) and students have a "balanced day" consisting of two nutrition breaks, instead of one lunch break. (Students play and eat in the morning and then play and eat again in the afternoon.)

Montessori Program

Grades 1-5 Montessori Alternate Program

- Montessori is a method of education that is based on self-directed activity, hands-on learning, and collaboration.
- It encourages creativity and curiosity and leads children to ask questions, explore, investigate, and think for themselves as they acquire skills. Through their work, the children develop concentration and self-discipline. Children progress at their own pace and rhythm according to their individual capabilities and interests.
- Children set goals and have freedom of choice within clear, firm, and reasonable boundaries.

- Montessori nurtures the whole child. The primary goal of this program is to help each child reach full potential in all areas of life.

Please see our website for more information about our Montessori program.

School Levy Fee

A levy is charged for all students in Kindergarten through Grade 5 to assist with the cost of field trips and other activities. An additional Montessori fee is charged to Montessori students for Montessori specific materials. Additional major field trips may have a fee, dependent on the distance and scope of the field trip.

All school fees must be paid online through School Cash online. The link is below which can also be found on our school website homepage.

<https://lethbridge.schoolcashionline.com>

School Operating Times

Early Education Program (EEP)	
Monday – Thursday	
AM Class	8:35 AM - 11:10 AM
PM Class	12:45 PM - 3:30 PM

Kindergarten	
Monday/Wednesday	8:35 AM - 3:35 PM
Tuesday/Thursday	8:35 AM - 3:35 PM
Friday	8:35 AM – 12:35 AM

Grades 1-5		
	Monday – Thursday	Friday
First (Warning) Bell	8:30 AM	8:30 AM
Instruction Begins	8:35 AM	8:35 AM
Nutrition Break 1	10:45 AM - 11:23 AM	10:15 AM -10:45 AM
Nutrition Break 2	12:55 PM - 1:33 PM	
Students Dismissed	3:35 PM	12:35 AM (NEW!)

School Office Hours

- Monday to Thursday 8:00 AM to 4:00 PM
- Friday 8:00 AM to 1:00 PM

Reporting Periods

***Report cards are accessed electronically through PowerSchool. Your username and password will be provided at the start of the year from the office. Please notify your child’s teacher if you require a paper copy.**

1st Report Card	Parent-Teacher Interviews: Thursday, October 20, 2022 (PM) and Friday, October 21, 2022 (AM) * <u>On-Line Access to report cards on November 25, 2022.</u> (This allows for meetings to take place earlier in the year and gives more time for student learning and assessment before grades are assigned for the first term.)
2nd Report Card	On-Line Access March 10, 2023 Student-Led Conferences held in the afternoon and evening, March 16, 2023. Interviews are also available upon request.
3rd Report Card	On-Line Access Tuesday, June 28, 2023 No interviews

*Additional conferences with your child's teacher may be scheduled at other times throughout the year.

Communication and Collaboration

Communication about school events and information will occur through the **school website, Facebook, digital newsletters** (paper option available by request) and **School Messenger**. Classroom teachers also use an **app** to communicate specific classroom information to parents.

We are committed to fostering a positive working relationship with all families. Positive home/school connections correlate with increased student achievement, effort and engagement.

Newsletter

A newsletter is distributed digitally each month to the parent/guardian email. The newsletter is also posted on our school website at fb.letbsd.ab.ca. Parents can make a request to the office to have a paper copy sent home with their child.

We thank parents for keeping up to date with what is happening at Fleetwood-Bawden by reading our newsletters and checking the website.

Should your child receive an award or participate in a newsworthy activity or event outside of school, please let us know. We would recognize your child's achievement or accomplishment in our newsletter and school teleprompters.

Telephone Calls

We encourage parents/guardians who need to contact teachers by phone to call before or after school, or during nutrition breaks. Calls to the classroom during instructional time are disruptive to the learning environment and are discouraged unless emergent.

Moving or Change of Address

To keep our records up to date and the lines of communication open, we appreciate being notified about any change of your address, email, or telephone number. If a student moves out of the Fleetwood-Bawden attendance area, but remains in the city limits, it may be necessary to transfer to another school unless arrangements are made with the Principal. Should you be moving from Fleetwood-Bawden, please advise the office as soon as possible in order that we may have transfer requirements ready.

Complaint Process

Problems and concerns are more effectively resolved when communication occurs early. If you have any concern about your child, please first contact the teacher.

If a parent/guardian disagrees with a school-based decision or has a complaint, the proper appeal procedure should be followed (District Policy 1003.1):

Staff member involved → Principal/Vice-Principal → Associate Superintendent(s) → Superintendent or School District Personnel → Board of Trustees → Alberta Education

School Council

All parents/guardians are encouraged to attend School Council meetings or support School Council events throughout the year. This is a great way to get connected with other parents, find out about school happenings, and provide input into school matters. There is no commitment and parents are welcome at one or all meetings. Parents can also choose to volunteer for School Council events, which are posted in the monthly newsletter. The work they do is unsurpassable and truly appreciated.

School Council meetings are held monthly. The Executive for the year is elected at the Annual General Meeting which takes place in early September. Each month the School Council meeting minutes will be posted on the school website.

Student Programs and Services

At Fleetwood-Bawden, we embrace an inclusive approach to education. We create welcoming learning environments that engage students in a breadth of quality learning experiences that develop innovative minds and responsible global citizens. Learning experiences provide meaningful engagement with content and options in how to learn, process and demonstrate understanding. Environments are flexible and responsive to the strengths and needs of individual students.

Fleetwood-Bawden School provides instruction in programs defined by Alberta Education and Lethbridge School Division.

Additional Programs and Services at Fleetwood-Bawden:

Breakfast Program

We are very excited to continue our school-wide breakfast program, which is available to all students, if they chose, during the first 30 minutes of the day. All food options follow the Canada Food Guide. Fleetwood has a food permit, and our kitchen is inspected regularly. Breakfast Program staff have training and follow all food safety protocols. Breakfast Clubs of Canada and our Division Nutrition Grant make this possible.

The [Lethbridge Food Bank](#) also provides lunches to students as needed.

Levelled Literacy Intervention

Levelled Literacy Intervention (LLI) is a powerful, short-term intervention that provides daily, intensive, small-group instruction, which supplements classroom literacy teaching. LLI can turn struggling readers into successful readers with engaging leveled books and fast-paced, systematically designed lessons. LLI is taught within classrooms and in small pullout groups.

Community Connections

Dependent on COVID protocols, a group of educational assistants take a small group of students on regular field trips to locations throughout Lethbridge, including swimming once a week.

YWCA Groups

YWCA workers facilitate weekly groups in the fall and spring to support a positive sense of self and mental health.

Big Brothers and Big Sisters

Big Brothers and Big Sisters (BBBS) provide the following programs for students who are referred by staff: Game On, Go Girls! And Teen Mentorship.

Clubs/ Leadership

A variety of clubs and leadership opportunities are offered throughout the year.

Speech and Language

Students can be assessed by a Speech and Language Pathologist through Division SLP at school and receive regular individual support from a trained assistant.

Physical Therapy and Occupational Therapy

Physical therapists and occupational therapists from our school Division work with students and their support team at school to implement programming.

Teacher Counsellor

Our Teacher Counsellor provides universal, targeted and individual supports. The Teacher Counsellor does not provide therapeutic counselling. The Teacher Counsellor acts as a liaison between home and school regarding counselling issues and connects families with outside community agencies as needed. Permission is required from parents/guardians for counselling support for their child.

Family Support Worker

With permission and support from parents, the school-based team may refer a family to a Family Support Worker. The Family Support Worker connects families with outside agencies and provides support in navigating community systems.

Lethbridge Family Services (LFS) Youth Settlement Practitioner

LFS assigns a Youth Settlement Practitioner to help support families new to Canada.

Health Nurse

All schools within the Chinook Health Region are assigned a health nurse. Our assigned nurse has always been an excellent resource for promoting optimal health for staff, students and families through consultation and collaboration within the school and community. The role involves a variety of activities and responsibilities, including:

- education support/resources.
- prevention and control of communicable diseases.
- consultation/case conferences/home visits for at risk families.
- liaison/referral to community agencies.

Immunization Program

This now occurs in Grade 6.

Youth Engagement Officer

A Youth Engagement Officer, from Lethbridge Police Services, works with the school to support a safe learning environment and establish positive relationships with students and families.

Human Growth and Development

Lethbridge School Division trains teachers to deliver a special program on Human Growth and Development to students in Grades 4 and 5. A notice will come home to inform parents as to when instruction will occur. If you do not wish for your child to participate in instruction, we must have written notification of exemption.

Kids in the Know

Lethbridge School Division mandates health lessons on personal safety to be delivered to all students in division one and two. Teacher Training is provided. The goal of the units is to help children assume some responsibility for their personal safety by trusting their feelings, acting assertively and effectively in problem situations, and seeking help from within their support systems. For more information please visit www.kidsintheknow.ca

Learning Commons

A Learning Commons is an inclusive, flexible, learner-centered, physical, or virtual space for collaboration, inquiry, imagination and play. This space houses books, resources, technology, maker stations and technology that includes video conferencing, a 3D printer, computers, iPad and laptops. Throughout the year, additional technologies are set-up including a virtual reality space and robotics. A full-time Learning Commons Facilitator works in this space so that students have access to it throughout the day to access resources and work on projects independently or collaboratively.

In addition, all students can sign-out books and resources regularly from the Learning Commons. We thank all students and parents for taking exceptional care of books borrowed. Should a student have an overdue, lost, or damaged book, they will be invoiced. The invoice is a reminder to either return the book or pay to replace it.

Absences

Absences

We use an absence reporting system called *SafeArrival*. Parents/Guardians are asked to report their child's absence in advance using any of these 3 convenient methods:

1. Using your mobile device, download and install the **School Messenger app** from the Apple App Store or the Google Play Store (or from the links at <https://go.schoolmessenger.com>). The first time you use the app, select **Sign Up** to create your account. Select **Attendance** then **Report an Absence**.
2. Use the Safe Arrival website, <https://go.schoolmessenger.com>. The first time you use the website, select **Sign Up** to create your account. Select **Attendance** then **Report an Absence**.
3. Call the toll-free number **866-879-1041** to report an absence using the automated phone system.

These options are available 24 hours/day, 7 days a week. Future absences can be reported at any time. Do not call/email the school with absences as absences now need to be entered by the parent/guardian.

In addition, we will use the **SchoolMessenger Communicate** automated notification system to contact parents whose child is absent when the absence was not reported in advance. The automated notification system will attempt to contact parents at multiple contact points until a reason is submitted for the absence.

If you report your child's absence in advance using the **SafeArrival** toll-free number, website or mobile app, you will NOT receive these notifications.

Students Going Home before the End of the School Day

Please sign your child out at the office if they leave before the end of the day. They will only be allowed to leave with a person on your child's contact list.

- **For illness:** When a student becomes ill at school and needs to go home, the school contacts the parent/guardian or emergency contact listed on the registration form.
- **For appointments:** Parents/guardians are asked to notify the teacher if a student is to leave for an appointment before dismissal time. They must also be signed out at the office.

General School Information

Timetable

Our school implements what is called a “Balanced Day”. This means that our day is divided into three instructional sections, with two nutrition breaks. During the nutrition breaks, students go outside to play or take part in co-curricular activities first, and then eat afterwards or vice versa.

This timetable format is in line with recent research in the areas of healthy living and student achievement:

- Eating smaller meals more often throughout the day keeps blood sugar levels constant, resulting in greater energy and less “highs and lows” throughout the day.
- One less break in the day means that our students have less transition time. This results in more quality instructional time. Studies have shown that the decrease in transition time can amount to several “extra” days’ worth of learning time per school year.
- During eating time, teachers will reinforce and model polite and healthy eating habits.
- This schedule allows for co-curricular activities to take place during either of the nutrition breaks.
- Studies have shown that key instructional time for elementary-aged children is between 11:00 AM and 1:00 PM. This timetable allows us to capitalize on that fact.
- The sun is highest in the sky near noon each day; our students will be in class during that time. They will be outside for approximately 20 minutes earlier and later in the day, thus lessening skin damage from the sun.
- A shorter break time could result in less discipline problems as many of these issues arise during the last 10 – 15 minutes of the lunch hour.

Home Reading/Homework

All students are encouraged to read for 20 minutes each evening. Books at a student’s independent level can be sent home by the classroom teacher by request.

Teachers plan so that all outcomes will be covered during school hours. Therefore, homework is usually not given unless a child has been absent or did not complete work during class time. Games or additional practice activities may be suggested to parents (such as math fact practice games).

Administration of Medication

As indicated in District Policy 504.1.3, teachers are not to administer medication to students. District staff may assist in the self-administration of medication by a student if so requested by the parent/guardian. Parents will be required to complete form

504.1.1. This also pertains to sunscreen. We encourage sunscreen to be applied at home prior to school. Students may also self-apply throughout the day as needed.

School Supervision

Other than instructional times, the school provides supervision during the following times:

- 10 minutes before the warning bell in the morning
- Nutrition Breaks
- School related co-curricular activities

For the safety of the children, we thank parents for not sending their children to school in the morning before there is a teacher on supervision, 10 minutes before the bell.

Also, in the interest of safety, we discourage students staying after school to play without parental supervision. No school supervision is provided at this time.

BLAST (Before and After School Program)

The BLAST Before and After School Program is offered at Fleetwood-Bawden School. Please be advised that this program is organized by a separate entity.

For more information, please contact (403) 320-3988 or visit www.itsablastprogram.com

Weather

Playtime Expectations

Weather permitting, all students go outside during breaks. We thank students for remembering to wear appropriate jackets, mittens, and boots, as necessary.

Inclement Weather

On days that the temperature is below -20 degrees Celsius (including wind chill), all students are welcome to come into the school ten minutes before the bell when teachers start their supervision. There are indoor activities on days of inclement weather.

Busing

Lethbridge School Division works with Southland to provide busing for those approved Montessori students who live more than 2.4 km from Fleetwood-Bawden. Our busing is tied to French Immersion programs at Agnes Davidson (North and South Routes) and Gilbert Paterson/ LCI (West Routes). Southside and Northside riders must take a connection bus over to Agnes Davidson. All Westside riders will be picked up at Fleetwood-Bawden and transported home directly.

Please advise the school of any transportation arrangements which may be different from a student's regular routine.

In the interest of safety and respect for the bus driver, we thank students for appropriate behaviour while riding the bus including remaining seated and keeping noise to a minimum. Riding the bus is a privilege. Failure to follow bus rules and display respectful behaviour may result in the loss of bus privileges. If such action is considered necessary, parents will need to arrange for alternate transportation.

Parking

As our drop-off zone becomes quickly congested at the end of the day, parents are asked to park on an adjacent street and walk to meet their child.

A drop-off zone is provided for parents to drop off and pick up their children, but drivers are not to leave their vehicle. We thank parents for not parking in staff parking stalls and the bus zone along 9th avenue.

Volunteers

Volunteers are a valued part of our team. We are most fortunate and truly grateful for the Fleetwood-Bawden parents and community members who can volunteer in various capacities. This includes assisting in the classroom on regular and special days, helping with the Volunteer Reading Program, driving for field trips, supervising co-curricular activities, and assisting with School Council to name only a few.

For safety reasons, all volunteers must complete a Volunteer Registration Form (obtained at the office or from the classroom teacher) before volunteering. Volunteer drivers will also need to complete a Volunteer Driver Form and provide a Criminal Record Check if they will be the only adult in a vehicle with children. Only one volunteer form needs to be filled out for the entire year. Criminal Record Checks are good for 3 years.

Fundraising

Each year, our school participates in a major fundraiser in the fall. Profits cover extras such as presentations and field trips. Profits from the sale of hot lunches also go back to offsetting costs for field trips and year-end activities. Hot lunches are organized by our catering service.

Field Trips

Teachers often arrange field trips as an additional educational experience for students. Teachers inform parents of all upcoming field trips and often ask for volunteers. Parent consent is needed for: field trips that occur out of the city, to travel with a volunteer driver, or for field trips with potential hazards (such as wall climbing).

Use and Distribution of Food/Treats

We teach and practice healthy living at Fleetwood-Bawden. As part of our focus on wellness, we ask that snacks sent for classroom celebrations are healthy, and unhealthy foods are kept to a minimum.

Co-Curricular, Extra Curricular & Community Activities

Co-Curricular Activities

- Co-curricular activities are activities that teachers and administration coordinate with their curriculum and generally occur during class time. The activities are at the discretion of the teacher. Numerous art, music, drama and physical activities have been offered to students in past years in the forms of presentations and field trips. Examples include visits to the Southern Alberta Art Gallery, field trips to Helen Schuler Coulee Centre, Elizabeth Hall Wetlands and Heritage Park, presentations by Lethbridge Collegiate Institute, skating and year-end swimming at Henderson Pool.

Extra-Curricular

An extra-curricular program is delivered through a combination of dedicated teacher and parent supervisors. Activities may be supervised by either staff or parent volunteers, but a teacher must oversee the activity and available should the need arise. Most often, activities offered take place during the “play” portion of nutrition breaks, or after school (in the case of basketball games, choir, and skating).

Community Activities

Some teachers choose to participate in community activities for reasons ranging from enhancing curriculum to providing opportunities for the students to be part of their community. Trips to Saint Michael’s Health Care Centre, Saint Martha’s House, the Montessori Kindergarten, as well as events such as Feed the Bug and the Terry Fox Run are a few of the other activities which may be offered.

Assemblies

School assemblies are held monthly throughout the year. They take place in our gym. The purpose of the assembly is:

- To give students and staff an opportunity to be recognized and to celebrate achievements and successes
- To present cultural and educational activities to a large group
- To promote school spirit and have fun!

Each year the Lethbridge Division Trustees sponsor the prestigious Bussard Award. This award is presented in June to one student in Grade 4 or 5 who demonstrates exceptional creativity in the arts, drama, physical education, and language arts. We host a Grade 5 Farewell celebration in June.

Assessment

Student assessment takes place on an ongoing basis throughout the school year. Students set goals, self-assess, and take ownership over their learning and growth. *Fountas and Pinnell*, a standardized reading assessment, is used in the fall and spring to inform instruction. In Math, the *MIPI* is used to identify student strengths and areas to target instruction.

Student Evaluation

The following procedures are to be followed in determining the academic standings of students in Fleetwood-Bawden.

1. Teachers ensure that course content and objectives are consistent with the requirements of the Program of Studies and Lethbridge School Division.
2. Teachers of the same grade level and subject assignment are responsible for determining consistent standards of student achievement and student expectations.
3. Teachers maintain records of student achievement in all subject areas.
4. Teachers inform the parents and the Principal as soon as possible of students having academic concerns.
5. There are three reporting periods per year – December, March, and June.
6. Teachers use universal (everyone), targeted (some), and individual supports to ensure equitable access to curriculum. Support plans are created collaboratively and are revised throughout the year. Documents are shared and reviewed formally during reporting periods.

Retention

Where retention is being considered as a possibility, the prime consideration is given to social/emotional development, academic skills, and other relevant factors. All discussion is to begin early in the school year and research on the pros and cons of retention is shared with parents. Supports are put in place for students early in the school year and discussions are ongoing throughout the year between parents/guardians, the teacher and administration.

Classroom Placement of Students

The following criteria are used when determining placement of students:

- Classes of the same grade and program will be balanced in terms of achievement and ability.
- Classes of the same grade and program will maintain, as much as possible, a male/female balance.
- Classes of the same grade and program will have a balanced number of students in each class.

Should a parent have a special request regarding the placement of his/her child, it is necessary that they submit the request in writing to the principal using the Student Placement Form (available in the office). Although every effort is made to

accommodate parental wishes regarding placement, the final decision is the responsibility of the principal.

Protocols and Procedures

Student Searches

As per policy 502.1, enforcement of the Board and/or school rules may, from time to time, require that school administration conduct a search of property and/or the seizure of prohibited or missing items.

The Board authorizes school Principals, in connection with the enforcement of district or school rules, to carry out searches of student desks, lockers, clothing and personal property such as backpacks, book bags or purses.

A principal or designate may conduct a search of school property used by a student and student articles and objects in the following circumstances: when there are reasonable grounds to believe that there has been a breach of school rules or discipline and that the search will reveal evidence of the violation; in an investigation of a violation of school discipline; or as a matter of school welfare or safety.

All searches must be carried out in a reasonable manner, respect the privacy of the student, be minimally intrusive, be conducted in a sensitive manner, and take into consideration the age and gender identity of the student.

Lockers and furniture within the school are the property of the school district and as such are subject to search by school administration.

Procedures

The physical search of a student is prohibited. Searches of personal property shall be in accordance with the following:

- Searches shall be conducted in the presence of an adult witness.
- Students may be requested to remove outerwear: hats, jackets, footwear.
- Students may be requested to empty their pockets and contents of any object which may be used to transport, carry, or conceal materials.

The Principal shall provide police access to the property of a student (see Policy 504.8 Involvement with Authorized Agencies) or personal information regarding the student without informing the parent in the following circumstances:

- When the police officer is in pursuit after the commission of an offence.
- When the police officer is in possession of a search warrant or subpoena.
- When the police officer possesses blanket powers of search as defined by legislation.
- The Principal is authorized to seize prohibited items.

Appeals

The School Act makes provision for the appeal of employee decisions which significantly affect the education of a student.

As per Policy 505.9, the Board believes that the parent and/or student may be involved in decisions which significantly affect the education of that student. The Board believes that these decisions should be subject to appeal. The Board expects such procedures to be fair and just.

The first appeal of an employee decision shall normally be made to the employee who made the decision. This appeal should be made within five days of the appellant being advised of the decision. The employee to whom the appeal is directed shall, within two workdays of receiving the appeal:

- confirm, amend, or withdraw the decision.
- inform the appellant of the decision, the right to appeal and to whom the appeal should be made.

The second appeal of an employee decision shall be made to that employee's immediate superior in the organization within five workdays of the date that the appellant was informed of the first appeal decision (e.g., a decision of a teacher would next be appealed to the principal of the school). The person to whom the appeal is made shall, after consulting (where possible) with the original decision-maker and the appellant:

- support the decision, amend the decision, or overturn the decision.
- provide the appellant and the original decision-maker with the decision within five workdays of receiving the appeal.
- notify the appellant of the right to appeal and to whom the appeal should be made.

If, after the second appeal, the decision remains unacceptable to the appellant, the appellant may appeal to the next level in the organization. The appeal must be lodged within five workdays of receiving the results of the last appeal. The person receiving the appeal will follow the procedures outlined in Section 3 of the School Act. This process is repeated, if necessary, until the appeal reaches the Superintendent of Schools. Appeals to the Superintendent of Schools must be in writing and the last decision maker must present, in writing to the Superintendent, the history of the appeal to date and his/her reasons for the decision taken.

Decisions of the Superintendent of Schools may be appealed to the Board.

Information, Guidelines and Procedures for Students

Student Dress

Clothing worn should allow students to work comfortably and respectfully. Students arriving at school improperly dressed or in items that are not specifically listed below may be asked to change before being admitted to class or given a different article of clothing to wear at staff or administrators' discretion. Specific items that should not be worn to school include tube tops, short shorts/skirts, T-shirts with imprints that are in poor taste, etc.

We would like to remind all students that hats must be removed once students enter the school. We thank everyone for their cooperation on making our school comfortable and respectful for everyone.

In the interest of safety, students are to wear running shoes for Physical Education class.

All students are to wear shoes when in the school. This is especially important should it be necessary to evacuate the school.

Bicycles on School Grounds

Bike racks are available for parking bikes. Locks are strongly recommended. In the interest of safety, we thank students for walking their bikes when on the school grounds.

Student Use of Doors

Students are encouraged to enter and exit the school as per their grade assignment door, closest to their boot rack and coat hook. If it does not work for your family to have your child use his or her assigned door for drop off or pick-up, please discuss this with a school administrator so proper arrangements can be made.

Responsibilities and School Discipline

School Responsibilities

- (a) provide a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,
- (b) maintain order and discipline in the school and on the school grounds and during activities sponsored or approved by the board,
- (c) promote co-operation between the school and the community that it serves
- (d) provide instruction competently to students,
- (e) encourage and foster learning in students
- (f) regularly assess students and periodically report the results of the assessment to the students, the students' parents, and the board

Parent Responsibilities (Education Act, January 2020)

A parent has the prior right to choose the kind of education that shall be provided to the parent's child, and as a partner in education, has the responsibility to:

- (a) act as the primary guide and decision-maker with respect to the child's education,
- (b) take an active role in the child's educational success, including assisting the child in complying with section 31,
- (c) ensure that the child attends school regularly,
- (d) ensure that the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment,
- (e) co-operate and collaborate with school staff to support the delivery of supports and services to the child,
- (f) encourage, foster, and advance collaborative, positive and respectful relationships with teachers, principals, other school staff and professionals providing supports and services in the school, and
- (g) engage in the child's school community.

Student Responsibilities (Education Act, January 2020)

A student, as a partner in education, has the responsibility to:

- (a) attend school regularly and punctually,
- (b) be ready to learn and actively engage in and diligently pursue the student's education,
- (c) ensure that the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,
- (d) respect the rights of others in the school,
- (e) refrain from, report, and not tolerate bullying or bullying behaviour directed toward others in the school, whether it occurs within the school building, during the school day or by electronic means,
- (f) comply with the rules of the school and the policies of the board, (g) co-operate with everyone authorized by the board to provide education programs and other services,
- (h) be accountable to the student's teachers and other school staff for the student's conduct, and
- (i) positively contribute to the student's school and community.

It is to be understood by each student that behaviour that is either disruptive or dangerous may result in suspension from class activities and/or school activities. After exhausting all interventions available, students who chose to continue to display inappropriate behaviours may be suspended from school. The length of the suspension is determined by the severity of the incident as well as the number of incidents.

Should a suspension take place, the parents of that student may be required to accompany him/her to school to determine a course of action before the child returns to the class and/or activity.

Fair Notice of Threat/Risk Assessment

Our School District believes in creating safe and caring environments for students and staff. Any incident where a student engages in behaviour which threatens or appears to threaten the safety of others is investigated. Administrators implement a Risk Assessment for behaviours that are worrisome including writing or drawings with violent themes; references to, or involvement in violent activity at school; or an increased interest in activities that are deemed as dangerous to the safety of others. A Threat Assessment is implemented when a student threatens to kill or injure others, brings a weapon to school or makes direct verbal or written violent threats to others. The Threat/Risk Assessment regulations are outlined in Policy 504.9 of the School District Policy handbook which is available at www.new.lethsd.ab.ca.

Procedures for Handling Disruptive Students

1. Warning
 - Support the child to self-regulate and make positive choices
 - Review the relevant rule/expectation for class or school activity
 - Collaborative problem solving with child
 - Notify parents/guardians

- A consequence related to the offence may be given
- Process is contingent on severity of infraction

2. Ongoing Offenses

- Various supports and strategies utilized to support student success
- Consequence given related to the offence
- Administration notified and involved
- Parents/guardian meeting in person or via telephone/Teams

3. Should the situation warrant:

- The student will be suspended from class/school activities by the Principal, Vice Principal or designate. At the discretion of the principal, the suspension may be served in-school or out of school.
- Before returning to school, a meeting may be set up to discuss decisions as to a course of action. This may include parent intervention or referral to internal or external supports.

**A suspension may be given for a first offence if it is a major offence. Major Offences include:

- Fighting
- Vandalism
- Behaviours that interfere with the learning of others and/or the school environment, or that create unsafe conditions.
- Acts of bullying, harassment, discrimination, coercion, or intimidation.
- Physical violence.
- Theft or damage to property.
- Willful disobedience and/or open opposition to authority.
- Use of technology such as computers, cameras, cell phones, and other digital equipment for purposes that are illegal, unethical, immoral, or inappropriate.

School Safety Procedures

1. All doors are locked for the duration of the school day. All visitors must check in at the office.
2. Fire drills and lockdown procedures are in place and practiced on a regular basis. The school collaborates with the fire department to monitor fire drills and with our school Resource Officers to assist with lockdowns.
3. In the event of an emergency where the school needs to be evacuated, students will walk to LCI. Parents would be notified with instructions for connecting with their child in the event of an emergency.

Zones of Regulation

The Zones is a systematic, cognitive behavioural approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete-coloured zones. The Zones framework provides strategies

to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.

By addressing underlying deficits in emotional and sensory regulation, executive functioning, and social cognition, the framework is designed to help move students toward independent regulation.

What zone am I in?

REST AREA
→

GO

SLOW

STOP

sad 	tired 	calm 	I'm ready to work 	silly or wiggly 	upset 	frustrated 	mad 
sick 	bored 	happy 	I'm okay 	hyper 	confused 	yelling 	hitting 

Use tools to get in the green zone

drink of water 	count 	deep breaths 	squeeze and release 	wall push ups 	use fidgets 	draw 	write this 	talk with adults 
take a break 	self talk 	take a walk 	stretch 	volcano breath 	lift something heavy 	ask for a snack 	think of a calm place 	listen to music 

www.zonesofregulation.com

2022/2023

STAFF

“People make the difference”



Mrs. Kathy Mundell
Principal



Mr. Raj Mathur
Vice Principal



Mrs. Esther Awosoga
Grade 1 Montessori



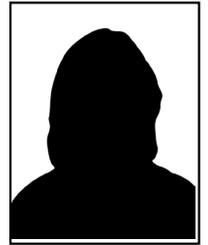
Mrs. Megan Sheedy
Grade 2/3 Montessori



Mrs. Crystal Weitz
Grade 2/3 Montessori



Ali Wensmann
Grade 2/3 Montessori



Mrs. Jesse Huckabay
Gr. 4/5 Montessori



Mr. Cole Olson
Grade 4/5 Montessori



Mrs. Debra Wenaas
Grade 1



Ms. Jacqueline McNeill
Grade 2/3



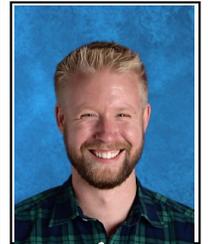
Mrs. Christine Slomp
Grade 2/3



Ms. Jenn Staples
Grade 3/4



Ms. Ciona Thompson
Grade 4/5



Mr. Aaron Rosenke
Grade 4/5



Mrs. Jennifer Thomsen
LST



Ms. Hayley Platz
Kindergarten



Mrs. Kendra Thackeray
EEP Manager



Mrs. Kerri-Lynn Haney
Vanderberg
Teacher
Counselor



Mrs. Dawn Levenne
Administrative Asst.



Mrs. Jamie Westlund
Learning Commons
Facilitator



Mrs. Danni Bendkowski
Educational Asst.



Mrs. Diane Benson
Educational Asst.



Mrs. Mackenzie Calvert
Educational Asst.



Mrs. Rochelle Ferguson
Educational Asst.



Mrs. DJ Murphy
Educational Asst.



Mrs. Penny Nicholls
Educational Asst.



Ms. Rachelle Procyk
Educational Asst.



Mrs. Tricia Grimes
Educational Asst.



Mrs. Tammy Robert
Educational Asst.



Mrs. Jennifer Suggitt
Educational Asst.



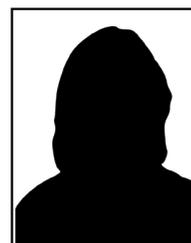
Mrs. Cynthia Wauters
Educational Asst.



Mrs. Katrina Wilson
Educational Asst.



Mr. Chad Romeril
Head Caretaker



Ms. Jolene Rodgers
Caretaker



Mrs. Marissa Stringam
Music



607.4 Responsible Use of Technology

Policy

The Board is committed to providing and maintaining safe, caring and respectful digital environments conducive to learning and working. The Board is committed to preparing students for success in a future infused with technology.

Fundamental to such success is the ability to use technology responsibly for the purpose of gathering, evaluating, creating, and sharing knowledge.

Definition

Digital Citizenship – the norms of appropriate, responsible behavior with regard to technology use.

Regulations

The Board provides users with access to technology to support teaching and learning, and to enable effective Board administration and communication. Technology, including personally owned devices, must be used appropriately in accordance with District Codes of Conduct.

1. All users (including volunteers, school councils, and societies conducting business and communication associated with the school) are responsible for:
 - 1.1. familiarizing themselves with this policy and its procedures and abiding by the expectations and restrictions;
 - 1.2. respecting District technology through proper use and care of equipment and resources;
 - 1.3. using technology in a way that does not disrupt other users nor compromise the functionality of the network;
 - 1.4. using technology in a lawful, respectful, and ethical manner;
 - 1.5. their District-provided network login and password; it should not be shared with anyone other than a parent/guardian; and
 - 1.6. demonstrating digital citizenship through the appropriate use of technology in the forum of social media.
2. Teachers are responsible for:
 - 2.1. the supervision of student use of technology;
 - 2.2. ensuring that use of technology for teaching and learning is in accordance with the Teaching Quality Standard;
 - 2.3. instructing and modeling digital citizenship; and



LETHBRIDGE SCHOOL DISTRICT No. 51

607.4 Responsible Use of Technology, cont'd

- 2.4. determining when and where students are able to access Board technology or personally owned devices.
3. Students are responsible for:
 - 3.1. using Board technology only for curriculum-related/educational purposes;
 - 3.2. using personally owned technology for only curriculum-related/educational purposes while in an instructional setting;
 - 3.3. demonstrating digital citizenship through the appropriate use of technology;
 - 3.4. reporting any inappropriate use of email, data or unauthorized technology to a teacher or administrator immediately; and
 - 3.5. the care, maintenance and security of their personal devices; the Board is not responsible for the replacement of lost, stolen or damaged items.
4. Schools are responsible for:
 - 4.1. creating and enforcing expectations for use of technology within the school, at school events, and in situations where its use may adversely affect the school culture, regardless of where the use takes place.
5. In keeping with the Freedom of Information and Protection of Privacy (FOIP) Act, unauthorized video or audio recording on school grounds for any purpose is prohibited. Further, the taking of photos, filming or recording while at school or at a school related activity, is prohibited unless approved by Lethbridge School District staff. In particular, taking photos, filming and/or recording is strictly prohibited in washrooms and change rooms. However, this is not intended to prohibit sanctioned recording of activities at events open to the general public.
6. Failure to use technology responsibly as outlined in this policy, may result in consequences as outlined in the District Codes of Conduct and/or loss of privileges.

The Board delegates to the Superintendent the authority to develop the procedures necessary to implement this policy.

References

Alberta School Act: Section 45.1



LETHBRIDGE SCHOOL DISTRICT No. 51

District Policies: 502.1 Welcoming, Caring, Respectful, and Safe Learning Environments,
502.1 Appendix A: Student Code of Conduct

Other: *Freedom of Information and Protection of Privacy Act*

Policy



504.1.A Head Lice Counselling Guidelines

(Based on material provided by Chinook Regional Health Authority)

1. Head lice do not spread any diseases, but do cause emotional distress. They affect anyone regardless of personal cleanliness. Children are affected more than adults because of the amount of time spent in close conditions.
2. Lice require warmth and human blood to survive. Transmission is person to person, spread by direct contact. Sharing of hats, coats, etc. may play a role in transmission.
3. When a family member has lice, all members should be checked. Treating all family members with lice at the same time prevents the spread of lice from untreated to treated members.
4. **Following the chosen lice product recommendation is important.** Hair should be clean before treatment. Gels or conditioners may coat hair and prevent absorption of the lice product. The product must be applied to wet or dry hair as **specified and left on** for the recommended amount of time. Be sure to use the complete bottle for each treatment. Using too little or not leaving on for the correct amount of time may mean the treatment won't work (see chart).
5. No current lice product is 100% effective. Some lice or nits may survive. **All products recommend a second treatment in seven (7) to ten (10) days** to kill any lice that hatched from nits that survived the first treatment.
6. If lice are found 24 to 48 hours after treatment, a **heavy** infestation or resistance may be present. Re-treat immediately with a different product followed by a second treatment with that product in seven (7) to ten (10) days.
7. **Removal of nits is VERY IMPORTANT.** This prevents confusion about whether the nits were present previously or are from a new infestation. It also prevents self re-infestation caused by survival and hatching of nits after treatment. Others seeing nits also assume that the infestation is active.
8. To remove nits do hair in sections. Fasten hair not being worked on out of the way. Use good light and a nit comb or fingernails. Start at the scalp and go to the end of the hair. Clean the comb by dipping in water or with a tissue after each pass through the hair. Go through the same section of hair and look again. If a nit comb doesn't work, use fingernails.
9. Check the person every day for two weeks and then weekly. Finding one or two nits the next day could be missed nits. If many are discovered, there may still be live lice. Repeat step #8. Do not confuse the nits with hair debris (dandruff, hair casts).
10. Wash bedding and clothing used in the last 58 hours in hot water and/or dry on a hot setting. Combs and brushes can be soaked in hot water for 10 minutes or wash with the lice product. Items that can't be washed can also be vacuumed, put in a plastic bag and frozen (48 hours) or stored away (10 days). Using lice sprays is not recommended.



LETHBRIDGE SCHOOL DISTRICT NO. 51

11. Little information on product resistance is available. (Also see #6.) At present, not following treatment recommendations, not removing nits or re-infestation from an untreated contact seem more likely reasons for lice reappearance than product resistance.
12. Use of natural or homemade remedies (Vaseline, tea tree oil) is **not** advised. Directions on using these methods also stress nit picking after the treatment. Only products that have been tested and licensed for sale as a lice product should be recommended.
13. Informing schools, day cares, groups (sports teams, cubs/guides), and close friends is important. Some people will have no symptoms and be spreading lice.
14. Weekly parental checks are strongly recommended. Lice products should not be used as a pretreatment. **No treatment will prevent catching lice.**

Name	Active Ingredient	Formulation	Method of Use
Nix	Permethrin Pyrethroid	Crème rinse	<ul style="list-style-type: none"> • Wash hair with shampoo, rinse with water, and dry well • Do not apply any conditioner • Apply sufficient amount of product to saturate hair and scalp • Leave on for 10 minutes • Rinse off with water • Re-treatment after 7-10 days
Kwellada	Lindane	Shampoo	<ul style="list-style-type: none"> • Apply complete bottle to dry hair • Work in for 4 minutes • Add water a little at a time to form a lather • Continue shampooing for another 4 minutes • Rinse thoroughly • Repeat 7-10 days
R&C Shampoo	Pyrethin	Shampoo	<ul style="list-style-type: none"> • Apply product to dry hair to soak thoroughly • Allow to remain on area for 10 minutes • Add small quantities of water, working into the hair until lather forms • Rinse thoroughly • Repeat 7-10 days



LETHBRIDGE SCHOOL DISTRICT NO. 51

Approved: December 12, 2000
Amended: January 9, 2007
Amended: January 24, 2012
Amended: January 21, 2016

502.1.3 Conduct on School Authorized Transit

1. Rules and regulations for student conduct on school authorized transit shall:
 - 1.1. be provided to students, staff, and parents (see Student Transportation Handbook found on District website under Transportation Information), and
 - 1.2. make provision for disciplinary action.
2. Suspensions or expulsions from riding school authorized transit shall be in accordance with the rules and regulations of the transit provider and District Policy 502.3 Student Suspensions and Expulsions.
3. Parents are responsible for students prior to the school authorized transit arriving at the pick-up site and after the students are discharged at their home drop-off location.
4. Only the driver, students and authorized personnel (e.g. Teachers, Educational Assistants, chaperones) may ride school authorized transit.
5. No student shall be removed from school authorized transit while en route as a disciplinary measure.
6. A student using a city transit pass to ride a regular transit bus may be asked to leave the bus at the next available stop; the student may then use the city transit pass to catch the next transit bus.

References

School Act:	24, 51, 60, 124
District Policies:	502.1 Welcoming, Caring, Respectful and Safe Learning Environments, 502.1 Appendix A Student Code of Conduct, 607.1 Field Trips, Off-Campus Activities and Student Travel
Other:	Student Transportation Handbook: Rules and Regulations - Lethbridge School District No. 51/Lethbridge Transit

Lethbridge School Division 2022-2023 School Year Calendar

July							August														
S	M	T	W	T	F	S	S	M	T	W	T	F	S								
Jul 1 Canada Day												1	2								
3	4	5	6	7	8	9	7	8	9	10	11	12	13	Aug 1 Heritage Day							
10	11	12	13	14	15	16	14	15	16	17	18	19	20	Aug 29 First day for teachers							
17	18	19	20	21	22	23	21	22	23	24	25	26	27								
24	25	26	27	28	29	30	28	29	30	31										3	
31																					
September							October														
S	M	T	W	T	F	S	S	M	T	W	T	F	S								
				1	2	3							1	Oct 10 Thanksgiving							
4	5	6	7	8	9	10	2	3	4	5	6	7	8	Oct 11 Regular day for HS							
11	12	13	14	15	16	17	9	10	11	12	13	14	15	Oct 11 No School for ES / MS							
18	19	20	21	22	23	24	16	17	18	19	20	21	22	Oct 11 ES / MS Assessment Day							
25	26	27	28	29	30		23	24	25	26	27	28	29	Oct 20-21 No School for students							
						20	30	31					20	Oct 20-21 PL / PTI							
November							December														
S	M	T	W	T	F	S	S	M	T	W	T	F	S								
		1	2	3	4	5					1	2	3	Dec 26 – Jan 6 Christmas Break							
6	7	8	9	10	11	12	4	5	6	7	8	9	10	Dec 26 in lieu of Christmas Day							
13	14	15	16	17	18	19	11	12	13	14	15	16	17	Dec 27 in lieu of Boxing Day							
20	21	22	23	24	25	26	18	19	20	21	22	23	24								
27	28	29	30			21	25	26	27	28	29	30	31							17	
January							February														
S	M	T	W	T	F	S	S	M	T	W	T	F	S								
1	2	3	4	5	6	7				1	2	3	4	Feb 20 Family Day							
8	9	10	11	12	13	14	5	6	7	8	9	10	11	Feb 20-24 No School for students							
15	16	17	18	19	20	21	12	13	14	15	16	17	18	Feb 23-24 Teachers' Convention							
22	23	24	25	26	27	28	19	20	21	22	23	24	25								
29	30	31				17	26	27	28												
March							April														
S	M	T	W	T	F	S	S	M	T	W	T	F	S								
			1	2	3	4							1	Apr 7-14 Spring Break							
5	6	7	8	9	10	11	2	3	4	5	6	7	8	Apr 17 No school for students							
12	13	14	15	16	17	18	9	10	11	12	13	14	15	Apr 17 Division-wide PL am							
19	20	21	22	23	24	25	16	17	18	19	20	21	22	Apr 17 School-based PL pm							
26	27	28	29	30	31	23	23	24	25	26	27	28	29								
							30						14								
May							June														
S	M	T	W	T	F	S	S	M	T	W	T	F	S								
	1	2	3	4	5	6					1	2	3	Jun 28 last day for students							
7	8	9	10	11	12	13	4	5	6	7	8	9	10	Jun 29 last day for teachers							
14	15	16	17	18	19	20	11	12	13	14	15	16	17								
21	22	23	24	25	26	27	18	19	20	21	22	23	24								
28	29	30	31			22	25	26	27	28	29	30								21	

Student Days	Elementary	Middle	High	Teacher Days
Sem 1	86	86	87	Sem 1 96
Sem 2	93	93	93	Sem 2 99
Total	179	179	180	Total 195

	School year starts/ends for teachers		Professional Learning (PL), Parent/ Teacher Interviews (PTI) – no school for students
	Statutory holidays		No School
	School year starts/ends for students		Division-wide Professional Learning