



STUDENT HANDBOOK

2020 - 2021

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2019-2020 School Calendar

September 1 First full day for students

September 7 Labour Day No School

September 23 Pictures Day for ECS Group A & Jr. High ID Card Photos

September 24 Pictures Day for ECS Group B & Grades 1-6

October 5-9 Read in Week

October 9 No school for students. Professional Learning Day

October 12 Thanksgiving Day (School closed)

October 13, 14 & 15 Student/Parent/Teacher On-Line Interviews

October 18-24 School Bus Safety Week

October 22 Picture Retakes

November 9 - 13 Fall Break (School closed)

December 4-CSL Published

December 23-Jan. 5 Winter Break (School closed)

January 6 Classes resume

February 1 & 2 Student/Parent/Teacher Interviews

February 4 & 5 Teachers' Convention (School closed)

February 15 Family Day (School closed)

March 5 Professional Development Day (School Closed to Students)

March 12 CSL Published

March 26 Day in lieu of S/P/T Interviews - First day of Spring Break (School closed) March 29-April 2 Spring Break (School Closed)

April 6 Classes Resume

May 7 Professional Learning Day No School

May 21 School Closure Day

May 24- Victoria Day (School Closed)

June 21 National Indigenous Peoples Day

June 25 Last day of school for students

Daily Schedule

8:10 a.m. First Bell

8:15 a.m. Class instruction begins

AM Recess Group A 9:44-9:59

A.m. Recess Group B 10:03-10:18

11:13 – 11:53 a.m. Lunch

PM Recess Group A 1:22-1:37

PM Recess Group B 1:41-1:56

2:51 p.m. School Dismissal

*1:51 p.m. School Dismissal on the first Wednesday of every month

Early Dismissal Schedule

8:10 a.m. First Bell

8:15 a.m. Class instruction begins

*9:41-9:56 a.m. Recess

11:24 – 12:07 Lunch

*12:51-1:06 p.m. Recess

*1:51 p.m. School Dismissal

*Group A-Outside for a.m. recess & inside for p.m. recess.

Group B-Inside for a.m. recess and outside for p.m. recess.

Elk Island Public Schools Mission Statement

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

SouthPointe School Motto

Every Day, Every Student, A Success.

SouthPointe Mission Statement

SouthPointe School, in collaboration with our community, will provide a safe, supportive learning environment in which every student will develop the skills and knowledge to become lifelong learners and contributing members of society.

Administrative Procedure 350 STUDENT CODE OF CONDUCT

Background:

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

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

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

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

The purposes of the Student Code of Conduct are to:

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

Definitions:

Bullying:

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

Bullying can take different forms:

- physical – pushing, hitting;
- verbal – name-calling, threats;
- social – exclusion, rumours; and
- cyber – using the computer or other technology to harass or threaten.

Conflict in Relationship:

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

Procedures:

1. Student Responsibilities

1. The Student Code of Conduct sets out behavioural expectations for students, including those behaviours that are consistently promoted and modelled by all in the school community—staff, students, and parents. Students shall be held accountable for conduct that occurs outside of the school building or school day and/or electronically if the conduct negatively affects members of the school community or interferes with the school environment. The Student Code of Conduct encourages compliance with section 12 of the *School Act*.
2. Students are expected to display acceptable behaviour. Examples of acceptable behaviour include:
 1. Respect yourself and the rights of others in school.
 2. Treat all students and staff with dignity, respect, and fairness at all times.
 3. Make sure your conduct contributes to a welcoming, caring, respectful, and safe learning environment in the school that respects diversity and fosters a sense of belonging of others in your school.
 4. Resolve conflict or seek assistance to resolve conflict in a peaceful, safe, and non-threatening manner that is conducive to learning and optimal growth. Parameters for addressing conflict between students may be dealt with through counselling, community conferencing, or other forms of restorative justice.
 5. Refrain from, report, and refuse to tolerate bullying or bullying behaviour, even if it happens outside of the school or school hours and/or electronically.
 6. Inform an adult you trust in a timely manner of incidents of bullying, harassment, intimidation, or other safety concerns in the school.
 7. Act in ways that honour and appropriately represent you and your school.
 8. Attend school regularly and punctually.
 9. Be ready to learn, actively engage in and diligently pursue your education.
 10. Know and comply with the rules of your school.
 11. Co-operate with all school staff.
 12. Be accountable for your behaviour to your teachers and other school staff.
 13. Take appropriate measures to help those in need of assistance.
 14. Be kind to all persons.
 15. Demonstrate honesty and integrity.

16. Demonstrate respect for authority, other people, and their personal property, school property, and equipment.
 17. Demonstrate digital citizenship through the appropriate use of technology.
 18. Contribute positively to your school and your community.
3. Students are to refrain from engaging in unacceptable behaviour whether or not the behaviour occurs within the school building, during the school day or by electronic means. While school staff members are not able to control what students do outside of school, where that behaviour spills into the school environment, there may be consequences for the behaviour. Examples of unacceptable behaviours may include:
 1. behaviours that interfere with the learning of others and/or the school environment;
 2. behaviours that create unsafe conditions;
 3. acts of bullying, harassment, or intimidation;
 4. physical violence;
 5. retribution against any person in the school who has intervened to prevent or report bullying or any other incident or safety concern;
 6. any form of harassment, including bullying, via electronic means and/or through social networking sites whether through language or frequency of messages; and
 7. any illegal activity. Examples include but are not limited to:
 1. possession, use, or distribution of illegal or restricted substances;
 2. possession, distribution, or display of offensive messages or pictures;
 3. possession or use of weapons; and
 4. theft or damage to property.
2. Consequences of Unacceptable Behaviour
 1. Unacceptable student behaviour may be grounds for disciplinary action, and provides an opportunity for critical learning and reflection in the areas of personal accountability and responsibility, the development of empathy, conflict resolution, communication, and social skills development.
 2. Consequences of unacceptable behaviour take into account the student's age, maturity, individual circumstances, and frequency of misconduct. The specific circumstances of the situation and of the student shall be taken into account when determining appropriate consequences.
 3. While this code of conduct addresses consequences for inappropriate behaviour, support shall be provided to students impacted by inappropriate behaviour and to those students who engage in inappropriate behaviour.
 4. The consequences of unacceptable behaviour may include but are not limited to:
 1. assignment of a student to an alternate supervised location, when behaviour is unacceptable, disruptive, or destructive; see [Guidelines for Time-Out in Alberta Schools](#)
 2. short-term removal of privileges;
 3. detention;
 4. use of reasonable force as required by way of correction to restrain a student from carrying out a violent or destructive act that could harm the student or others;
 5. interventions such as positive behaviour supports, community conferencing or other forms of restorative justice;
 6. replacement of or payment for damage to school property;
 7. corrective student transfer;

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

Reference:

Section 12 School Act

Canadian Charter of Rights and Freedoms

Alberta Human Rights Act

Ministerial Order #042/2019 Seclusion and Physical Restraint in Alberta Schools Standards

Last Updated: January 2020

School Behavioral Beliefs

All students at SouthPointe are in an environment where they are valued, cared for, respected and treated as individuals with individual needs, strengths, affinities and areas of growth. 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.

SouthPointe school operates on the philosophy that all students have a right to learn. It is therefore our aim to establish and maintain a positive school climate in which: each student feels safe, happy, and important without disruptive behavior impinging upon the rights of others; appropriate behavior is consistently encouraged and complemented, thus increasing student self-esteem and rewarding self-control; frequent communication exists between the staff and parents to encourage and provide the opportunity for active and constructive parental involvement in the education of their child. The goal of the Positive Action Plan is first and foremost to encourage and reinforce appropriate behavior so that learning can be optimized. While the student must be responsible for their own behaviour, there are shared responsibilities for staff, parents, and students:

Staff

Staff is responsible for establishing a positive school climate where support and encouragement are provided on an ongoing basis to assist students in developing a sense of self-discipline and responsibility while making a positive contribution to society. Staff will communicate accolades and concerns with the students' families.

Parents

Parents are responsible for establishing a positive learning environment at home, for knowing and supporting school policies and procedures, and for encouraging their children to understand and respect school rules and expectations.

Students

Students have the responsibility to respect the rights and dignity of others, and be actively and productively involved in their own academic and social achievement. In accordance with the School Act, students are expected to conduct themselves so as to comply with the following code of conduct:

- a. be diligent in pursuing their studies;
- b. attend school regularly and punctually;
- c. cooperate fully with everyone authorized by the Board to provide education programs and other services;

- d. comply with the rules of the school;
- e. account to their teacher for their own conduct; and
- f. respect the rights of others.

When a child behaves in a manner that interferes with the rights and/or welfare of others, we attempt to deal with the student using logical consequences. In all instances of misbehavior, children will receive both assistance and the opportunity to modify unacceptable behaviour.

Be Safe - Be Respectful

What do these expectations LOOK LIKE every day?

The following is a summary of what our two overarching school expectations look like daily.

Words

- I am polite
- I use words to solve problems
- I speak and act with kindness
- I tell the truth
- I ask for help from an adult when needed

Actions

- I use other people's things, only with permission
- I keep my hands to myself
- I stand up for the rights of others who are not being treated in a respectful & caring way
- I walk quietly in the hallways
- I share and take turns
- I look out for the safety of others
- I remove my hat/cap in school
- I accept responsibility
- I accept the consequences of my actions
- I am cooperative
- I come to class on time, prepared to work
- I do my homework and bring it back to school when it is due
- I study for quizzes and tests
- I stop and listen when the teacher is talking
- I work quietly, so I won't distract others from learning
- I raise my hand and wait for the teacher's permission before I speak
- I carry home notices, newsletters and report cards to my parents/guardians
- I do my assigned work to the best of my ability

Property

- I use textbooks, equipment, technology and supplies properly
- I show respect for my school environment - both inside and outside
- I look after the school and my own property

- I throw garbage in the trash cans
- I respect other people's property
- I use technology responsibly, safely and respectfully
- I play in designated/supervised areas only
- I use equipment the way it is intended to be used
- I keep my binders/notebooks, desk and locker neat and organized

When Students Make Poor Choices:

Natural consequences encourage students to learn from their mistakes with the intention of reducing the likelihood that the mistake will be repeated.

Minor Infractions

The staff member present will handle the situation and, if necessary, will communicate the incident to the student's homeroom teacher. Action taken may include a verbal reminder about the safe and/or respectful way to behave; a time-out; loss of privileges; a phone call home; etc. A natural consequence might include cleaning up a mess that was created or doing community service. The school counselor may be involved.

Major Infractions

May result in a phone call home and may be referred to an administrator. Natural consequences may include those listed for minor offences and/or suspension. A suspension may be either in-school or out-of-school. Joint intervention with parents may be required at this point to assist the student in making better choices. The school counselor may be involved. If the situation cannot be resolved in a satisfactory manner, additional assistance may be requested from EIPS Support For Students Services and/or Community Support Services.

Support for Students at Risk

We realize that there are students whose behaviour will require extra intervention to ensure they have a successful school year. In addition to those consequences listed above, it is imperative that we have parent, teacher and administrative cooperation. Our school counselor and/or other professionals may be invited to assist the students and their families. System intervention may be sought to determine additional supports possible and/or alternate programs that are available to meet the student's needs. An Instructional Support Plan and/or a Behaviour/Student Safety Plans may be created.

Definition of Suspension and Expulsion

According to EIPS Board Policy, a suspension is defined as removing a student (a) from school, (b) from one or more class periods, or (c) from riding on a school bus. An expulsion is defined as removing a student (a) from school; (b) from an educational program, or (c) from riding a school bus. Expulsion is for a period of more than 10 school days.

Positive Action Plan continued

Taking Responsibility for poor choices

SouthPointe School staff will use the following consequences or may adapt them by omitting or repeating actions depending upon factors such as age, student needs, the severity of the offence, and the frequency of offences. This flexibility encourages students to improve their behaviour. Every incident is discussed with each student as an opportunity to enhance a teachable moment and may include student reflection sheets and/or student-directed activities, as determined by the teacher and Administrative Team.

Examples of poor choices include but are not limited to:

- disrupting other's learning or the teacher's teaching; put-downs, running in halls, littering; habitual neglect of duty; conduct injurious to the physical or mental well-being of others in the school; disrespectful and abusive language and gestures; leaving the school grounds without permission; willful disobedience; open opposition to authority; possession of weapons and/or controlled substances; vandalism (a financial assessment for damages will be forwarded to parents/guardians); bullying which includes, but is not limited to teasing, intimidation, harassment, physical abuse; exclusion, cyber-bullying, etc.

Consequences

Poor choices are handled by the staff member(s) present. Logical consequences: ex. Warning issued, time-out, discussion, loss of privilege etc.

Students may be referred to administration and parents may be called. As well, a suspension may be administered. A suspension may be for one or more recesses and/or for one or more class periods. School counselling services may be accessed. Administration may also implement in-school suspension from half day to five days. Out-of-school suspension may also result for one to five days. Reinstatement meetings re required, with parents in attendance, before a student can be readmitted to the school after an out-of-school suspension. This meeting takes place with administration, and at that time it is determined, by the administrative team, whether or not the student is able to return to class. In extreme cases a suspension with a recommendation for expulsion to the Board of Trustees may occur. Alternative educational opportunities and program are explored. These may include home schooling or Outreach

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.
- Students are to eat lunch in their designated classrooms only.
- 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.
- Students are asked to come to school dressed appropriately for weather conditions.

- Skateboards, longboards, rollerblades and scooters are allowed at school as a means of transportation. If children are riding the above, they must dismount once they arrive on the school property and walk their bike to the bike rack. All must be locked up or stored in a designated space within the school.

Administrative Procedure 351

Student Conduct on School Buses

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 willful 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 willful 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

Personal Communication Devices (effective Sept. 1, 2019) Policy 24

The Board recognizes that there is an appropriate educational purpose for the use of technology in the classroom provided that it is used responsibly to achieve the learner outcomes in the Alberta Programs of Study and allows students to participate in learner activities chosen by the teacher.

We are committed to preparing our students to thrive in the 21st century. Digital citizenship is key to helping EIPS students learn to use available technology responsibly to enable them to reach their full potential as learners.

Definitions:

1. Digital Citizenship (DC):
Refers to the knowledge, skills and attitudes in our schools needed to demonstrate responsible and respectful behavior when using technology or participating in digital environments.
2. Educational Purpose refers to:
 1. the use of the device to enable the student to achieve the learner outcomes in the Alberta Program of Study and/or participate in learner activities chosen by the teacher;
 2. a diagnosed medical need of the student;
 3. an inclusive education need identified in the student's instructional support plan (ISP).
3. Personal Communication Device (PCD):
Refers to personal digital devices that connect to the internet through WiFi, cellular network or other mobile devices.

Procedures:

1. Division employees shall:
 1. serve as role models and as such must only use PCDs as outlined in Board Policy and Administrative Procedures;
 2. understand and promote a welcoming, caring, respectful, and safe working and learning environment.
2. Schools shall:
 1. ensure Administrative Procedure 145, Use of Personal Communication Devices is communicated to all staff and students at the beginning of each school year and ensure its adherence;
 2. develop a plan detailing the specific curricular circumstances that a PCD can be used in class;
 3. establish how PCDs will be stored at the school.
3. Students of Divisions 1 and 2 (Grades K-6):
 1. shall not access a PCD at school, unless required for:
 2. diagnosed medical conditions; or
 3. an identified inclusive educational need.
4. When not required, PCDs brought to school for a diagnosed medical condition or an identified inclusive educational need shall be stored according to the school PCD plan;

1. shall store a PCD according to the school PCD plan;
 2. shall not access a PCD during break periods (recess, lunch break, etc.).
5. Students of Division 3 (Grades 7-9):
1. shall not have a PCD on them and shall store a PCD according to the school PCD plan (locker/classroom pouches), unless required for:
 1. diagnosed medical conditions; or
 2. an identified inclusive educational need.
 2. may access a PCD when given permission by the teacher for a specific educational task or purpose;
 3. shall have access to a PCD during identified break periods only (recess, class break, lunch break, etc.).
6. Students of Division 4 (Grades 10-12):
1. shall not have a PCD on them and shall store a PCD according to the school PCD plan (locker/classroom pouches), unless required for:
 1. diagnosed medical conditions; or
 2. an identified inclusive educational need.
 2. may access a PCD when given permission by the teacher for a specific educational task or purpose;
 3. shall have access to a PCD during identified break periods only (class break, lunch break, spare, etc.).

Reference:

Policy 19, Welcoming, Caring, Respectful and Safe Learning and Working Environments

Student Phone Calls

There is a dedicated phone located in the main office for students to call parents/guardians during the school day.

Field Trips

Students have a responsibility to maintain the highest standards of behavior wherever and whenever they are representing SouthPointe 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.

Attendance/Absences/Illness

Regular attendance and punctuality at school is critical to student success. The school should be notified before 8:15 a.m. and 11:52 a.m., either by telephone or by a note sent to the teacher/office staff, if your child will be absent or late. If we have not received notice of late or absence, the office staff will call to ensure student is accounted for.

Students should not come to school when ill with fever, coughing, sneezing, vomiting, diarrhea or other contagious conditions. If a student becomes too ill to remain at school, parents will be

contacted to pick up the student. Children may rest in the infirmary if space available.

Before/After School Supervision

Outside supervision is provided from 8:10 to 8:15 a.m. as students are coming to school and from 2:51 to 3:00 p.m. as students leave for home. Students will have entry into the school when the warning bells ring at 8:10 a.m. and 11:52 a.m.

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 Absence Management 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. Staff Connect, 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 pickup.
 3. On scheduled diploma examination dates, students who arrive at school late shall be allowed to write the examination.
6. 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

Student Entry and Exits

There are designated entrances for students. With the large school population and limited space, designated entrances help to create an efficient traffic flow. All students line up outside before school in the morning and are escorted into the school by a staff member when the bell rings. In inclement weather, students may wait in the boot rooms.

Noon Hour Supervision

All students staying for lunch are required to pay a noon supervision fee. The funds cover the cost of paid supervisors. Students are supervised for the entire noon break. The teacher should be notified if students are going home for lunch. Supervisors are school employees and persons of authority.

Allergy Aware

We have students with severe allergies in the school. Please assist in making our school a safe place by refraining from sending food that contains known nuts and also committing to scent free products. If a student has specific allergies requiring special care, the teacher and office must be notified and reasonable precaution will be taken to ensure student safety.

Medications

Some students will require prescribed or over the counter medications during the school day. All medication that the school is to administer is kept in a secure spot in the office and must be labelled in the original packaging.

Parents/guardians may allow their child to carry EpiPens and inhalers or they may be kept in their classrooms.

Parents/guardians must have a signed consent form on file at the office prior to a student taking ANY medication. The form must be re-submitted annually and is available at the office.

Accidents

If a student is injured, the supervisor or classroom teacher will check to determine the extent of the injury. Minor injuries are treated in the school. Should the injury be of a serious nature, parents are contacted and/or an ambulance summoned.

Volunteers in the School

Parent volunteers are vital members of our school community. They assist in the classroom and in the preparation of classroom materials, on hot lunch days, in the Learning Commons, on fieldtrips, and with many other special activities and projects. Elk Island Public Schools requires volunteer parents to provide the school with a Confidentiality Undertaking Declaration for Volunteers. For regular school volunteers, parents will be required to sign in when they come to school, sign a disclosure statement for the year, and wear visible ID. Thank you for your support of this safety initiative.

School Visitors and Guest Policy

All school and school grounds are private property. Only students registered at SouthPointe School are authorized to be on school grounds or in the building during school hours. All school visitors must report to the office to sign in and pick up a visitor's pass.

Visitor Parking

Visitor parking is available at the front the school or on the residential streets surrounding the school. **There is no visitor parking available in the staff parking lot at any time.** When dropping off or picking up students, visitors must also access dedicated drop off located at the front of the school. **Visitors are asked to not stop or park in the bus lanes at any time during school hours.**

Home/School Communication

SouthPointe school staff believe in the importance of developing a close relationship between home and school through mutual, respectful communication. General newsletters, phone calls, e-mails, teacher microsites, conferences and classroom visits are just some of the ways that our staff works with families to enhance student learning. General classroom newsletters and information items are also distributed regularly to keep parents up to date on current school activities. 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 microsite on our school website (www.southpointeschool.ca). Please check these pages frequently for information about homework, upcoming tests or assignments, and special classroom news items. School newsletters can be accessed online. Classroom teachers may also distribute information with specific information that may be of interest to families in support of their child's learning program.

Money/Valuables

Students are discouraged from bringing large sums of money or valuable items to school. Students are responsible for the safekeeping of all personal property. Our school has lockers and open storage/cubbies available in the hallways for student coats/possessions. Make sure that a name is on all possessions.

Lost and Found

All personal items should be marked with student name. This is particularly important for shoes and boots. We encourage the children to stuff mittens and hats into the coat sleeve for safe keeping. Students must clear shelf items daily as the school is often rented out in the evening. Any items remaining in the lost and found bins past the last day before spring, winter and summer break will be donated to charity.

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 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.