



École Dickinsfield Parent and Guardian Handbook

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School Mission Statement:

At École Dickinsfield School, we are a nurturing community of leaders who inspire lifelong learning, respect and responsibility for self, others, our environment and our world.

Déclaration de Mission

À École Dickinsfield School, nous travaillons à instruire une communauté étudiante qui sera inspirée d'un désir d'apprendre et sera consciente de l'importance du respect et de la responsabilité envers soi et les autres.

Principal's Welcome

Hello students, parents/guardians and staff. Welcome to École Dickinsfield School! We are your public school option for French Immersion for ECDP to grade 6, PEAK Hockey Academy for grades 3 to 6 students, and we are an APPLE School. At École Dickinsfield School, we pride ourselves on being a school that celebrates diversity and honours every student's right to learn. Through our focus on the 7 Habits and the Leader in Me, our school is one where children can develop character skills, practice empathy and respect for one another, and celebrate who they are so that they can become responsible, compassionate and successful citizens.

This document is a tool for all of our stakeholders - a quick reference if you have questions about what happens at École Dickinsfield School. As always, we want all children and parents/guardians to feel that they can also approach our staff with questions. Our doors, and our hearts, are always open for our École Dickinsfield families.

Land Acknowledgement

École Dickinsfield School and the Fort McMurray Public School Division acknowledges that we are on Treaty 8 Territory, a traditional meeting grounds, gathering place, and travelling route to the Cree, Dënësųłnē and Métis. We acknowledge all the many First Nations, Métis and Inuit whose footsteps have marked these lands for centuries. We are dedicated to honouring the intent and spirit of Treaty 8.



Getting Started at École Dickinsfield School

Hours of Operation

Grades 1-6

8:45 - First Bell (Trickle In Entry)

9:00 - Instruction Starts

10:30 am - 10:45 am - snack for grades 1-3; recess for grades 4-6

10:45 am - 11:00 am - recess for grades 1-3; snack for grades 4-6

12:30 pm - 12:45 pm - lunch for grades 1-3; recess for grades 4-6

12:45 pm - 1:00 pm - recess for grades 1-3; snack for grades 4-6

In the afternoon (at teachers' discretion) - Daily Physical Activities (with classroom teacher) and afternoon snack

3:40 pm - Dismissal

ECDP & Kindergarten

Morning: 9:00 am - 11:45 am

Afternoon: 12:55 pm - 3:40 pm

Morning Entrance & Start up Routines

Parents can begin dropping students off at school starting at 8:45 am. Students are to go to their designated classroom door, rather than through the front doors. Supervision is provided in the building as students trickle in and enter their classroom. The morning bell rings at 9:00 am and all students are expected to be in their classrooms as instruction begins at this time. If students arrive after 9:00 am, they should go to the front office for a late slip.

First Day of School Information

The FMPSD Division Calendar including school start dates can be found online at:

<https://www.fmpsdschools.ca/our-division/calendar>.

**ECDP and Kindergarten families will get an email or phone call from their child's teacher prior to the official start date to confirm class times and first day details.*

***Students in Grade 1-6 can expect an email or phone call from their child's teacher prior to the official start date to confirm entrance and dismissal doors and first day details.*

Where to Find Important Information

All important information can be found on our website: dickinsfield.fmpsdschools.ab.ca. A link to our school [calendar](#) of events can be found there.

In addition to this, you can find important information in the following places:

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- Your child's Student Agenda or Google Classroom
- Teacher's weekly email (The Peek at the Week)
- On our social media:
 - [Facebook](#)
 - [Instagram](#)
 - [Twitter](#)

School Programs

French Immersion

French is used as the language of instruction for a significant part of each school day; all subjects are taught in French except the English Language Arts course, beginning in grade 2, and Music in all grades. French Immersion programming begins with an intensive period of French language development. Students build a foundation in French so that they can learn to read and begin their studies in other subjects, such as math, science, social studies, the fine arts, etc. It is recommended that students begin French Immersion programming in ECDP or Kindergarten. The language of communication between home and school is English as the program is designed so that parents do not need to know French. All courses taken by French immersion students follow [Alberta Education's Programs of Study](#). Families interested in French immersion can see this link: [Yes, You Can Help! Information and Inspiration for French Immersion Parents](#). Parents can also visit the Alberta chapter of the [Canadian Parents for French](#).

PEAK

We are proud to be the home of the PEAK Athletics Elementary Hockey Academy! The PEAK Hockey Academy allows students in Grades 3-6 to work on developing their skills to supplement what they are learning with the local Minor Hockey Association or community team. Our student athletes are in skill-specific on-ice training regularly throughout the week. Our PEAK Athletics Academy monitors the achievements of our athletes through a series of in sport testing protocols used with provincial/national hockey programs and also tracks the individual's academic performance in classes/courses and ensures that they are maintaining levels of academic standard. We are very proud of our PEAK students and their academic and sports goal setting and accomplishments! To learn more or inquire about the admissions process can be found on the [PEAK Academy website](#).

The Leader In Me

In our ECDP to Grade 6 programs, we teach students about Stephen Covey's *The Seven Habits of Highly Effective People*. This initiative is one that helps students to become strong



leaders in both the school and in their community and it gives them the confidence to lead others.

Health & Wellness

- École Dickinsfield School is a scent free, nut-safe and seafood free environment.
- At École Dickinsfield School, we are committed to being a healthy school! As a proud APPLE School, we strive to promote healthy eating, an active lifestyle and positive well being in all we do! We follow provincial nutrition and physical activity guidelines as well as FMPSD's District Administrative Procedure 164.
- When packing/preparing food for your own child(ren), parents should plan to include a refillable water bottle, a morning snack, an afternoon snack, as well as a main lunch in their child(ren)'s lunch bag(s).
- All children are welcome to take part in our Breakfast Program. We are also fortunate to receive funding to supply emergency snacks and emergency lunches through a Nutrition grant (which includes fresh fruit and snack items that meet the provincial nutritional guidelines we follow).

Green School

- École Dickinsfield School is known as a leading environmental school in our division. We encourage each child to bring Waste Free Lunches and reusable water bottles. We have a School Learning Garden and worm composting, along with school wide paper recycling. We invite you to help out any way you can, including by turning off your car when waiting for your child (No Idling).

Arts

- School Musical - At École Dickinsfield School, we strive to host a school musical production every year. The Dickinsfield Flyers Fundraising Association (DFFA) raises funds so that this production can take place at Keyano Theatre. The musical typically involves a chorus, made up of students in grades 1-6, and a cast composed of students in grades 4-6. To keep up to date on this and other extracurricular opportunities, please review our monthly newsletters and your child(ren)'s teacher's weekly email.
- Vocal Choir - We are proud to provide students in grades 1-6 with the opportunity to participate in vocal choir. To keep up to date on this and other extracurricular opportunities, please review our social media sites, school calendar, and your child(ren)'s teacher's weekly email.
- Drawing and Art Clubs - Opportunities for students to explore art mediums are available based on staff and volunteer interest and expertise. To keep up to date on this and other extracurricular opportunities, please review our social media sites, school calendar and your child(ren)'s teacher's weekly email.



Science & Technology

Science Fair

Every year, all École Dickinsfield students are invited to participate in our annual Science Fair, typically held in February or March. Students in grades 4-6 can choose to have their projects judged and potentially to represent our school at the Wood Buffalo Regional Science Fair. Participation in the Science Fair is optional and all projects are to be worked on and completed at home.

Robotics and Coding

Students in grades 4-6 have the opportunity to be involved with our division's Robotics program. This is typically a before or after school opportunity that involves Lego robotics and programming. Scheduling of these activities is based on staff and volunteer interest and expertise. To keep up to date on this and other extracurricular opportunities, please review our social media, school calendar and your child(ren)'s teacher's weekly email.

Literacy

All students receive literacy instruction through their classroom teacher. Students are assessed by teachers, who then adjust their instruction to support student strengths, areas of need and interests. There are a variety of online tools used to support student literacy skills. Talk to your child's teacher to see what they are using that can also be used at home in addition to reading at home for approximately 20 minutes a night. Did you know that doing this could expose children to over a million words a year, significantly boosting literacy development.

Numeracy

Alberta Education defines numeracy as the ability, confidence and willingness to engage with quantitative and spatial information to make informed decisions in all aspects of daily living. A numerate individual has the confidence and awareness to know when and how to apply quantitative and spatial understandings at home, at school, at work or in the community. Our Alberta mathematics curriculum supports numeracy development in all children. École Dickinsfield School staff use a variety of instructional strategies such as hands on manipulatives, small group instruction, numeracy centres and more to help students acquire the necessary skills for students to become numerate. At home, students can practice math in everyday scenarios, like cooking or budgeting. You could also use flashcards or educational apps.

Indigenous Learning & Teaching

Through learning about First Nations, Métis and Inuit history, cultures and traditions, École Dickinsfield School is also committed to Reconciliation education. The recognition and



celebration of Indigenous cultures is integrated in our daily instruction, school activities and physical space. We have two dedicated First Nations, Métis and Inuit liaison staff members who work alongside a group of division leaders to support Indigenous learning and leadership. We have recently developed a school-based Gathering Space where all classes have the opportunity to participate in immersive and experiential First Nations, Métis and Inuit learning opportunities. We are also proud of our outdoor learning space, a teepee that was gifted to our school from Suncor Canada and McMurray Métis.

Where to take concerns or suggestions?

1. I have concerns about my child:
 - Speak with the teacher first
 - If the situation needs further attention, you may speak with the school Administration
2. I have concerns about something happening in or around school:
 - Speak with school Administration
3. I have an idea for something I'd like to see happen or changed at the school:
 - If it is curricular (subject or program based), contact the Administration
 - If it is extra-curricular (club or school wide activity), contact the Administration or bring it to the School Council.
4. Consult the following table:

| Concern or Question | Who to Contact | Examples |
|-------------------------------|------------------|---|
| Administrative Tasks | Office Staff | Hot lunch, dismissal, password resets |
| Classroom-related Matters | Teacher | Progress concerns, behaviour, or peer relationships |
| Technology Issues | Office Staff | Login issues |
| Extracurricular Activities | Club Coordinator | Questions about clubs or sports |
| Health and Wellness | Counsellor | Mental Health Support |
| Policy or Discipline Concerns | Administration | School-wide policies, unresolved class issues |

5. Please consult the “Addressing Concerns in FMPSD” tab on our website for further ideas.



Staying Connected

Volunteering

In order to volunteer at École Dickinsfield School, parents and guardians need to have a criminal record check and assigned training completed. The paperwork for this can be picked up at our school front office. Volunteers are an important part of our school community and help keep our school functioning, it also helps those who volunteer stay connected within the school community.

School Council

School Councils are collective associations of parents, teachers, principals, staff and community representatives who work together to effectively support and enhance student learning. Joining a School Council is one way members of the school community can get involved. All parents of École Dickinsfield School are members of the School Council. Parents can contact the School Council Chair, [Megan Langpap](#).

School Councils play an important role in providing advice and assistance to school principals and trustees regarding educational issues. Involvement on these councils includes:

- Focusing on educational matters
- Providing input on topics such as program planning, school budgets and school operations
- Serving as a liaison between parents, the school and community groups
- Locating resources such as speakers and volunteers
- Gathering information and sharing experiences
- Supporting the goals and objectives of the school.

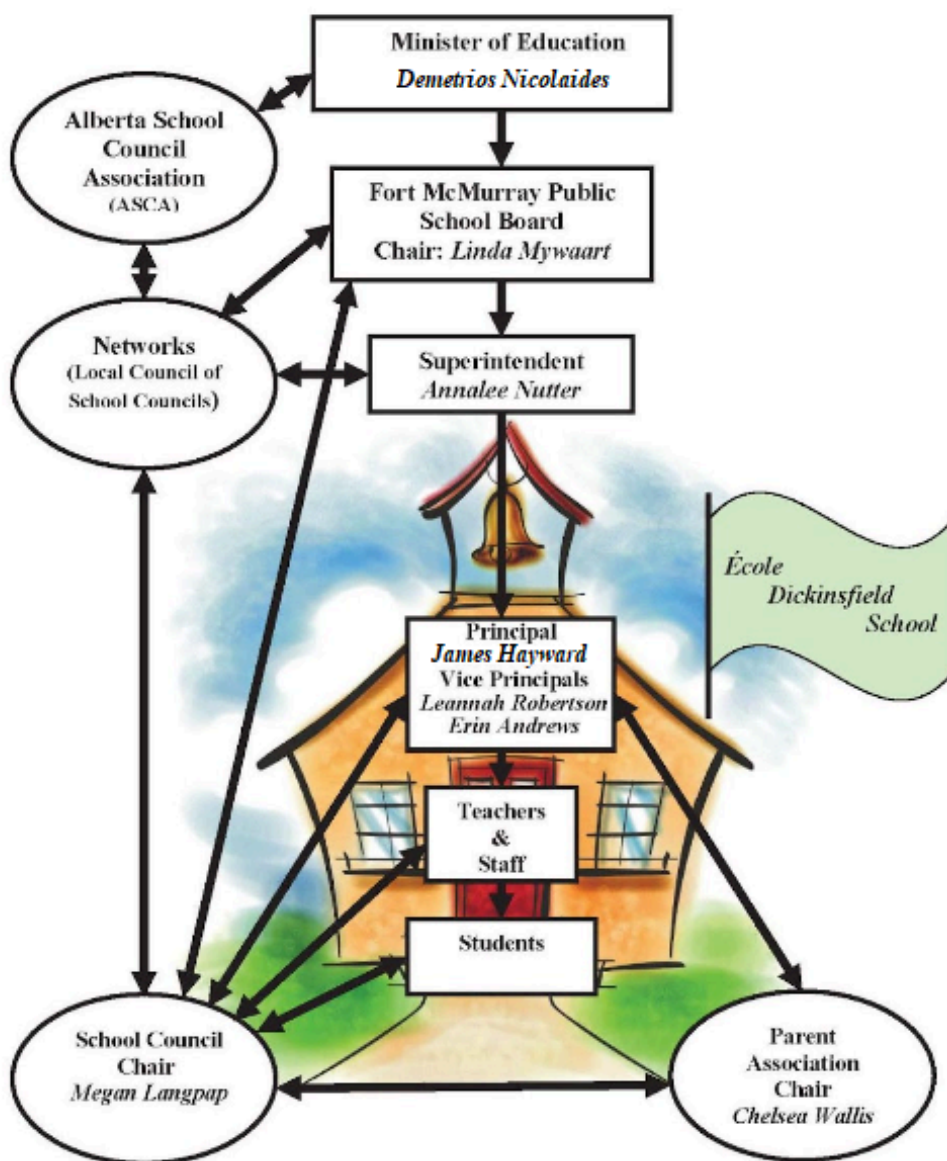


Dickinson Flyers Fundraising Association (DFFA)

The Societies Act regulates Societies incorporated in Alberta. Societies are formed by five or more people who share a common recreational, cultural, scientific or charitable interest. The DFFA has the purpose of raising funds to support and enhance the education of the students at the school and is composed of parent volunteers. The DFFA also helps organize parent volunteers for school activities. Parents can contact the DFFA at thedffa@gmail.com.




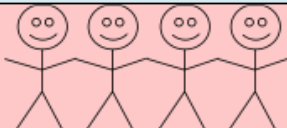








School Relationships - Flow Chart

A school community involves relationships between people and groups. Here's how it works:





Who's Who in Education

| Stakeholder | Support/Back-up | Supporting Organization |
|--|--|---|
|  Minister of Education |  Alberta Education | Alberta Education---Government of Alberta (Alberta Ed) |
|  School Board Chair |  Trustees | Alberta School Boards Association (ASBA) |
|  Superintendent |  Associate Superintendents | Council of Alberta School Superintendents (CASS) |
|  Principals |  Vice-Principals | Leader's Groups---Alberta Teacher's Association (ATA) |
|  Teachers |  ATA | Alberta Teacher's Association (ATA) |
|  Students |  Parents | School Councils---Networks---Alberta School Council Association (ASCA) |



Student Rights & Responsibilities

Supporting Student Success

Our École Dickinsfield School community, including students, parents, staff and trustees, have a collective responsibility to help students to be successful in school. Our student's physical and emotional safety and wellbeing is essential to them being successful and thriving learners.

Parents support their child's success and positive behaviour by:

- Taking an active role in their child's personal and academic success
- Reviewing expectations outlined in this document with their child and helping them develop the skills required to meet the school's expectations
- Helping them to attend school regularly and punctually
- Encouraging and modelling collaborative, positive and respectful relationships with others in the school community
- Contributing to a welcoming, caring, respectful and safe learning environment
- Reporting to the school any circumstances which may impact student safety

Students are responsible for their behaviour and effort, and are expected to:

- Contribute a welcoming, caring, inclusive, respectful and safe learning environment that commits to anti-racism and equity
- Learn, practice and demonstrate positive personal and interpersonal skills and attributes
- Use their abilities and talents to gain maximum learning benefit from their school experience
- Attend school regularly and punctually
- Be accountable for behaviour which impacts others in the school, whether or not the behaviour occurs within the school building or during the school day, on the bus or by electronic means

School staff will help your child succeed by:

- Providing a welcoming, caring, respectful, inclusive and safe learning environment that respects diversity, commits to anti-racism and equity and fosters a sense of belonging
- Ensuring that students and parents understand the school's expectations for student behaviour
- Establishing supports and processes at the school to proactively guide positive student behaviour
- Helping students develop and practice the skills and attributes to meet these expectations
- Working with students, parents and other school staff to address behaviour concerns, including implementing appropriate responses to address inappropriate student behaviour



Student behaviour expectations (school climate matrix)

| Location | | Classrooms (including PE/Music) | Hallway | Bathrooms | On School Grounds | Off School Grounds (Busses, field trips, etc.) |
|--------------|----------------|---|--|---|--|--|
| Expectations | Respect | <ul style="list-style-type: none"> Show respect to others and to others' belongings Use active listening skills Use kind and appropriate language Take pride in school materials Stay in your own space/bubble | <ul style="list-style-type: none"> Use appropriate voice level Stay in your own space/bubble Show respect to others and to others' belongings | <ul style="list-style-type: none"> Give privacy to others Flush the toilet Keep water off the floors Place all garbage in trash cans Tidy up your mess | <ul style="list-style-type: none"> Show respect to others and to others' belongings Treat playground with respect Use kind and appropriate language | <ul style="list-style-type: none"> Proudly and positively represent École Dickinsfield Use kind and appropriate language Show respect to others and to others' belongings |
| | Safety | <ul style="list-style-type: none"> Follow the instructions of adult in charge Keep hands to self Sitting when eating Ask permission from the adult in charge to leave the classroom (ex: washroom, etc.) | <ul style="list-style-type: none"> Wear shoes at all times Keep hands to self Use walking feet Follow the instructions of the adult in charge Be aware of your surroundings Hold playground equipment and store it appropriately | <ul style="list-style-type: none"> Ask permission from the adult in charge to visit the bathroom Wash your hands Use the bathroom facilities appropriately | <ul style="list-style-type: none"> Use equipment as intended Be aware of your surroundings Keep your hands to yourself Follow the instructions of adult in charge Stay within school boundaries | <ul style="list-style-type: none"> Follow the instructions of adult in charge Stay with your group/class Keep hands to self Ask permission from the adult in charge to leave the group (ex: washroom, etc.) |
| | Responsibility | <ul style="list-style-type: none"> Follow classroom expectations Be prepared for class Keep space and materials clean and neat Complete assigned work/activities to the best of your ability Report concerns to an adult in charge | <ul style="list-style-type: none"> Go directly from point A to point B Use your assigned entry/exit door Keep personal materials organized and off the floor | <ul style="list-style-type: none"> Use time wisely Keep bathroom clean/clean up after yourself Report any concerns to an adult in charge | <ul style="list-style-type: none"> Take care of playground equipment Dress appropriately for the weather Use WITS in interactions with others Report concerns to an adult in charge | <ul style="list-style-type: none"> Be prepared for activity (ex: dressed appropriately, appropriate materials and supplies, etc.) Keep personal materials organized and accounted for Use WITS in interactions with others Report concerns to an adult in charge |



Student behaviour expectations, con't

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 Alberta Human Rights Act, including gender expression and gender identity as set out in the Alberta Bill of Rights. Students are to foster a sense of belonging amongst all students.

Acceptable use of technology including personal mobile devices (cell phones, smart watches, wearable devices, etc)

The Fort McMurray Public School Division and École Dickinsfield School are committed to supporting students in becoming ethical, informed digital citizens. The appropriate and responsible use of technology supports quality teaching and learning while ensuring a respectful, inclusive and safe learning and working environment.

As digital citizens, students have the following responsibilities:

- Demonstrate respect and integrity
 - understand that expectations for conduct and academic integrity while online, including when using personal devices and outside of school hours, are consistent with school and Division expectations (for example, students should only join online classes in which they are enrolled)
 - use good judgement and participate appropriately in online environments such as meetings, chats, and other applications, and when posting or sharing digital content
 - communicate in a manner that is appropriate, respectful and inclusive at all times
- Be safe and secure
 - protect passwords and personal information of self and others including photos, name, age, address and other contact information
 - students must ensure they log in only to their assigned FMPSD account, and log off devices and meetings when finished
 - obtain permission before downloading files, including games, music, and movies
 - report, and refrain from searching, viewing, downloading, or sharing, any illegal or inappropriate content
 - do not record or share any audio or video of in-person or online classrooms or other learning activities
 - obtain consent before photographing, recording, or sharing a photo or recording of another person
- Respect and protect property



- demonstrate proper care and security of personal and Division technology
- understand that students are responsible for the care and security of personal devices brought to school

All staff and students are required to adhere to Administrative Procedure 140: Acceptable Use of Information and Communication Technology. This includes division assigned Google accounts, and all electronic tools used to support student learning. Personal devices that are used for student learning on school property are included as part of this AP.

Fort McMurray Public School Division recognizes the potential benefits of personal mobile devices for communication, information access, and enhanced learning opportunities. However, to ensure a focused and respectful learning environment, the use of these devices during instructional time will be prohibited. As outlined in Administrative Procedure 145, student use of personal mobile devices during instructional time as well as access to social media in schools will be prohibited. Please refer to [Ministerial Order 014/2024](#) for more details.

Bringing personal mobile devices (cell phones, smart watches, wearable devices, etc) to school is highly discouraged as the use of personal mobile devices during instructional time is limited to times explicitly permitted by the Principal, or designate, for educational purposes or as an accommodation for a medical or inclusive educational need.

To aid in a learning focused room for all learners, students are strongly encouraged to keep all personal mobile devices (cell phones, smartwatches, wearable technology, etc.) at home. Should a device be brought to school, students are expected to have their devices powered off, or in silent mode and stored in a location as determined by the Principal (i.e.: locker or backpack) and are not permitted to use the phone during school hours. Students may contact parents from a phone in the front office, if needed.

Confiscation of devices may occur if a student fails to abide by these expectations.

Specific to personal electronic mobile devices (cell phones, smart watches, wearable devices, etc.), the following unacceptable behaviours include, but are not limited to:

- Acts of cyberbullying, harassment or intimidation;
- Breaches of digital online safety;
- Bringing cell phones to school is discouraged. If students do have a cell phone, they are encouraged to keep it in a locked locker (grade 5 & 6) and are not permitted to use the phone during school hours. Students may contact parents from a phone in the front office if needed.



Unacceptable Behaviour

Any behaviour, whether or not it occurs on school property, or within the school day, which disrupts the educational atmosphere of the school or which interferes with the rights of others to learn, to be respected or to feel safe is unacceptable. As outlined in AP 350 - Appendix A: Student Code of Conduct, unacceptable behaviour includes, but is not limited to:

- behaviours that interfere with the learning of others and/or the school environment
- behaviours that create unsafe conditions
- acts of bullying, harassment, threats, or intimidations whether it be in person, indirectly, or by electronic means
- physical violence
- retribution against any person who has intervened to prevent or report bullying or any other incident or safety concern
- possession, use, or distribution of substances restricted by federal, provincial, municipal, Division or school authorities
- any illegal activity such as:
 - possession, use, or distribution of illegal substances
 - possession of a weapon or use of a weapon (or replica) to threaten, intimidate or harm others
 - possession, use, display, or distribution of offensive messages, videos or images
 - theft or possession of stolen property
- any breach of rules and expectations established by Division administrative regulations or a school-based code of conduct
- failure to comply with *Education Act*, Section 31 regarding student responsibilities

Bullying and Conflict

Bullying is defined in the *Education Act* as 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 also includes the distribution of an intimate image of another person knowing that the person depicted in the image did not consent to the distribution, or being reckless as to whether or not that person consented to the distribution.

Bullying can take different forms:

- physical (e.g., pushing, hitting)
- verbal (e.g., name-calling, threats)
- social (e.g., exclusion, rumours)
- electronic (e.g., using technology to harass or threaten)

Conflict occurs when there is a breakdown in relationships between individuals that results from a disagreement or misunderstanding. While conflicts may require adult intervention, they are considered to be a natural part of how students learn to navigate relationships.



All students are expected to refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means. Students are also expected to resolve conflict or seek assistance to resolve conflict in a peaceful, safe, and non-threatening manner that is conducive to learning and growth. At École Dickinsfield we teach students to use their [WITS](#) to problem solving and conflict resolution. Training is provided for students from the RCMP during a school assembly. School staff can help address conflict between students using strategies that may include counselling, mediation, consequences and/or forms of restorative practice. A resolution is something we strive for at ÉDF to restore relationships, ensure accountability, and promote growth.

At École Dickinsfield, bullying is taken very seriously and is typically handled in the following way:

- The incident is acknowledged with the person who reported it
- Communication with the reporter about next steps
- A thorough investigation is done with all people involved
- Communication with parents and guardians as needed, while maintaining confidentiality.

It is important to note that consequences are only communicated to parents and guardians about *their* child.

School responses to unacceptable behaviour (including communication with families)

Our Division acknowledges the importance of responsive discipline which involves a continuum of interventions that aim to build a sense of community in schools, facilitate healthy relationships, support behavioural changes, repair harm and hold students accountable.

Unacceptable behaviour may be grounds for disciplinary action which provides the student with an opportunity for critical learning and reflection in the areas of personal accountability and responsibility, the development of empathy, as well as communication, conflict resolution and social skills development. The specific circumstances of the situation and of the student are taken into account when determining appropriate responses to unacceptable behaviour. Consequences must have a positive effect on the student's journey through reconciliation, either formally or informally, with the school community and those affected by the student's behaviour. At École Dickinsfield School, we are committed to ensuring that our school is a safe and productive learning environment. Where necessary, interventions or disciplinary action may be used to address unacceptable behaviour by students.

In all conversations with students and parents, École Dickinsfield School staff will respect student dignity and individuality. School staff will aim to work collaboratively with students and their parents to resolve issues together. We understand that our students are still developing their identity,



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judgement and ability to self-regulate. We will take a progressive approach to conduct and will give students coaching and support to help them make better choices.

The following consequences are progressive in their degree of intervention and will be enacted depending on the frequency and severity of occurrences:

Progressive discipline is a whole-school approach that utilizes a continuum of interventions, supports and consequences, including:

- Prevention measures and initiatives
- Early and ongoing intervention strategies
- Strategies to address unacceptable behaviour

Interventions and consequences increase when:

- The concerning behaviour is persistent
- The concerning behaviour escalates
- There is a very serious infraction of the FMPSD code of conduct

Interventions and consequences may include, but are not limited to, the following:

- Informal conferences
- Restriction of privileges
- Parent conferences
- In-school suspensions
- Risk assessment
- Suspension / expulsion (AP 355: Student Discipline)
- Behaviour Support Plan (as part of the Learner Support Plan)
- Involvement of FMPSD Student Services
- Involvement of external services and supports

Students are expected to cooperate with investigations by school Administration. When contemplating and conducting a reasonable search of student property (including electronic devices), school administration must balance a student's reduced expectation of privacy in relation to school matters, with the need to provide a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging for students and staff. There will be conversations with the parents/guardians of students involved in these situations, however, staff will only discuss consequences pertaining to their child.

Student Support:

Support will be provided to students impacted by inappropriate behaviour and to those students who engage in inappropriate behaviour. This is significant because while the student code of conduct must address the consequences for inappropriate behaviour, such as bullying, it also ensures that support (not just consequences) is provided to those students who engage in unacceptable behaviour. Examples of how support could be provided to students who have engaged



in unacceptable behaviour include mentoring, restorative processes, regular check-ins with teachers, school counsellors or school administration, counselling, etc..

Consideration of Student Diversity

The Education Act requires that the student code of conduct address consequences for unacceptable behaviour and that these reasonable consequences take into account the student's age, maturity and individual circumstances. The specific circumstances of the situation and of the student need to be taken into account when determining appropriate consequences. For example, any diverse needs that the student has - whether they are physical, behavioural, communicational, mental health, trauma, etc. - must be considered. The age and maturity of students involved should be considered when determining the consequences and support required.

Dress Code

At École Dickinsfield School, students are expected to dress in a manner that reflects a welcoming, respectful, inclusive, safe and healthy learning environment. School expectations for student attire take into account a student's right to fairness, dignity and respect, and will not discriminate against students based on race, gender, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, socio-economic status or body type. Student safety and wellbeing are our highest priorities. Students are expected to refrain from wearing, carrying, or displaying any clothing or accessories which pose a safety hazard.

School Policies & Procedures

Attendance procedures

Attendance Line: 780-791-6990

Attendance email: DFabsences@fmprsd.ab.ca

Anytime a student is absent, a parent is required to call the school at the number above detailing the date, student's name and reason for the absence. Our voice message system will take your call before, during and after office hours.

Lates

Students who arrive late must check into the office to receive a late slip.

Regular attendance is strongly linked to student academic success and a student's sense of belonging at school. The Education Act reminds parents and students that students are expected to attend school and be punctual every day. Students are only considered to be excused from attending school if they must be away due to:

- sickness or other unavoidable cause



- the day being recognized as a religious holiday by the religious denomination that the child belongs to
- suspension or expulsion
- an exemption from compulsory attendance granted by the Board for a defined period of time

Lunch procedures

Grade 1-3 students have lunch from 12:30-12:45pm, then they go out for recess from 12:45-1:00pm. Grade 4-6 students go out for recess from 12:30-12:45pm, then they come inside to eat lunch from 12:45-1:00pm. Parents/Guardians who are delivering lunch should have lunch in the office, labelled with their child's name and class by these times.

Hot Lunch program (Will be updated in Fall 2025)

Parents can register for a hot lunch account at

<https://dickinsfield.hotlunches.net/>

Access Code: ED2024HL

- Select the STUDENT button in the top right and add students' first name, last name, Grade and Class from the drop-down list.
- Payment can be made immediately after order completion via PayPal.
- Ordering closes towards the end of each month. Pay attention to deadlines as no late orders can be accepted.
- Please know that this program is 100% volunteer-run, and cannot operate without volunteers. Volunteers are offered a discounted rate on hot lunches.

If you would like to support the hot lunch program or any other DFFA events/initiatives as a volunteer, please reach out to the DFFA at thedffa@gmail.com or dickinsfieldhotlunch@gmail.com.

Extended Family Absence - Work Expectations

We understand that family vacations are special times, but we ask that you please consult the school calendar when considering an extended absence, and think about the repercussions of students missing considerable time and instruction in class. Student achievement and classroom attendance are positively related. When students are not in school they miss valuable instruction. **We do not expect teachers to create additional assignments or provide remedial instruction for students who miss school as a result of vacations scheduled during school instructional time.**

If you are planning to take your child on vacation, parents can focus on Literacy and Numeracy. Your child can bring along books to read and writing material to journal about their vacation, and they can practice math fluency through Math Seeds, Mathletics, board games, flash cards, etc. We cannot and do not provide "homework packages" for parents.



If there is necessary “catch up” work or assignments that can be accumulated for students to complete upon their return, parental assistance at home may be required. Thank you for your cooperation and understanding in this regard.

Inclement weather and air quality monitoring

In accordance with Administrative Procedure 131: School Day - Inclement Weather and Outdoor Environmental Conditions, when conditions reach -24 Celsius or colder including the wind-chill factor, students are to be kept inside for recess and lunch breaks. Indoor recess may also occur when there is significant rainfall, significant ice accumulation on the parks/grounds or when air quality indexes pose a health risk. Final responsibility to prepare a child for inclement weather belongs to the parents/legal guardians. Please ensure your child is dressed for the weather, as we encourage outside play whenever possible.

Lockers and school property

Lockers are the property of the school and are assigned to the students for school use. Students hold neither expectation of privacy in their lockers nor any other school property. Students leave articles of value in lockers at their own risk. School officials have the authority to search all school property (including lockers) at any time without notice, and to seize any property prohibited by law or school policy.

Student health and medication

If your child suffers from a medical condition that may require emergency action, please ensure the office is aware and all the medical alert planning forms are on record at the school and updated each year. These forms are available at the office. **Do not send medication to school with children.** Under extenuating circumstances, should medication be required to be administered during school hours, proper authorization forms are required. Please see school administration to secure proper documentation prior to any medication being sent to school. Please reference AP 316: Administering Medication or Medical Treatment regarding medication and medical treatment.

Allergy awareness

We have a number of students and staff at École Dickinsfield who are at extreme risk due to allergies to nuts, nut products and seafood. These students do not have to ingest nuts or seafood; they can have a reaction to airborne particles or residue left on surfaces. For the safety of all our students, École Dickinsfield is declared an **ALLERGY AWARE SCHOOL** and we ask for your cooperation by not sending these products to school. This includes but is not limited to peanut butter, granola bars, chocolate bars, trail mixes, fish, shellfish, etc.. Please read labels.



Student pick-up and drop-off

The École Dickinsfield parking lot is for STAFF ONLY as it is an extremely busy place at the beginning and end of each school day. Please do not drive in or park in the bus lane in front of the school or the staff parking lot at the back of the school. Please use street parking or the Family Christian Centre parking lot and make sure your child watches carefully for vehicles, crossing only at the designated

crosswalks. Our school urges motorists do not let their engines idle in school zones. We thank parents in advance for their compliance with these safety issues. Our trickle in entry allows parents to drop students off beginning at 8:45am. Students can then enter through their assigned doors, going directly to their classroom, thus reducing traffic congestion at the front of the school.

Bus transportation

Information about bussing can be found on the [FMPSD website](#) or you can contact Mrs. Johnson in our front office at 780-791-6990. To track bus status/delays, please visit [My School Bus Monitor](#) for updates.

Bus conduct

In order to maintain a safe environment on our buses, students must abide by the following expectations. Please refer to [Administrative Procedure 351](#) on the FMPSD website. Students will:

- Remain in the area designated as a bus loading zone
- Board or disembark a bus in an orderly manner
- Remain seated in a seat assigned or assumed from the time they board the bus until the time they arrive at the destination
- Use “inside voices” on the bus—no hollering or loud talking
- Refrain from putting their heads or arms out of windows
- Refrain from talking to the bus driver while the bus is in motion
- Do everything possible to keep the bus clean, tidy and neat
- Do not eat or drink on a school bus without the driver’s permission
- Abide by instructions given by the bus driver

Wheels (student owned)

A healthy and active lifestyle is encouraged at École Dickinsfield. There are bike racks in the front of the school for students who ride their bikes/scooters to school. If “Heelys” (a style of shoe with a wheel in it) are worn to school, the wheel must be removed from the shoe at school. All students who ride their bike or scooter to school need to wear proper safety gear. Once on school grounds students are to walk bikes, and get off skateboards and scooters.



Lost and Found

Each school has a Lost and Found area where students and parents may find missing items. Please contact the school for its location. Students should refrain from bringing valuables, collectibles and large sums of money to school. The school cannot be responsible for lost or stolen items.

Sweaters, jackets, book bags and lunch kits may be claimed from the Lost and Found. Prior to scheduled school breaks (holiday/spring break) and the end of the year, any unclaimed items will be given to a charitable organization or discarded. We ask that you label all items: runners, gym clothes, winter boots, lunch kits, binders, jackets, mitts, etc. to assist with reclaiming items.

Library services

Once a week in our five day cycle, students visit the library to exchange books. Our younger students are able to take one book home. Students in the French Immersion program in grades 1-6 will often get two books, one in French and one in English. Speak to your child's teacher for more information about your child's library day and the number of books they are able to sign out.

If library books or textbooks are lost or damaged, a replacement fee will be charged to the student.

Student Support Services (LAC & Counsellor)

At École Dickinsfield, we pride ourselves on meeting the individual needs of students, parents and staff. Our school has a full time Learning Assistance Centre teacher and a full time School Counsellor. Our Learning Assistance Centre teacher supports classroom teachers and their students in ECDP to grade 6 who have learning or behavioural needs. Support is provided in conjunction with the homeroom teacher and within the framework of the Alberta Education Programs of Study. Our teachers work with specialized consultants, Speech Language Pathologists and Assistants, Occupational Therapists and other professionals to ensure students' needs are being met.

Our School Counsellor visits classrooms to do whole class lessons on relationships and wellbeing, and also meets students one-on-one, as needed. Students are able to leave our counsellor a note and the counsellor follows up with them. Parents can also reach out to our counsellor, if they have concerns for their child.

Home/School Communication

Teachers send home a weekly communication to all class families. This email has all the relevant information for the classroom and the school for the upcoming week. If parents have concerns or need to communicate with their child's teacher, they are encouraged to do so through email first, and



Together We Fly Higher - Ensembles nous volons toujours plus haut

set up meetings as needed.

We welcome parents into the school building for conferences twice per year (fall/spring). This is a time to connect with your child(ren)'s teacher(s) on their progress and also for students to show their parents all of the great things they are doing in the classroom.

Visitors to school building

Any person in a school other than students and school staff is considered a "visitor." This includes volunteers, caregivers, district personnel, and the public. To ensure a safe learning environment for our students, Occupational Health and Safety regulations require all visitors to report and sign in at the front office upon entering the school.

All volunteers and district personnel are required to wear a name tag while in the school, including those who are at the school on a regular basis.

All parents and visitors to the school are required to enter through the front doors, register and pick up a Visitor's ID tag at the Main Office before proceeding into the school. This ensures a learning environment that is safe and caring. Our office staff is always happy to assist with each inquiry. Parents are asked to refrain from entering the school through the side doors. Parents should wait outside for their children during drop off and pick up. Students from other schools are not allowed to enter École Dickinsfield School unless they are part of a supervised program and are accompanied by a teacher or other responsible adult.