

École Isabella Dicken Elementary School Handbook



Student Handbook

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ÉIDES WELCOMES YOU!

École Isabella Dicken Elementary School is an energetic Kindergarten to Grade 6 school of 570 students situated in Fernie. Our staff of enthusiastic teachers and support workers work closely with our Parent Advisory Council to provide a well-rounded program for our children, including a late French Immersion program, a fully serviced student support program, extra-curricular sports and clubs programming, and Fine Arts opportunities including presentations, music, and seasonal concerts. Our strength is in the students, parents, faculty and community who work together to make our programs enriching for all of our children.

Our latest programming update is that ÉIDES is officially a **WILD SCHOOL**. The Wild Schools program is a whole-school, three-year initiative for K-8 schools supporting outdoor and place-based learning. An interdisciplinary, curriculum linked program, Wild Schools supports school communities to increase ecological literacy, outdoor field experiences and to build connections to conservation in the community. We are looking forward to our collaboration with Habitat Conservation Trust Foundation.

As partners in education, our mission at ÉIDES is to provide all children with the opportunities to acquire knowledge, skills and attitudes that enable them to reach their full potential in a positive, supportive, safe school environment in order to become lifelong learners and responsible citizens.

Kindness
Connection
Courage

SCHOOL HISTORY

Isabella Dicken Elementary School was officially opened January 14, 1966 as a primary school. The first principal of the school was Mr. Max Turyk. In September 1971, the school was expanded, enrolling Kindergarten through Grade 7. ÉIDES now enrolls 570 students, Kindergarten to Grade 6.

Miss Isabella Dicken, after whom the school is named, had a long and distinguished career as a primary teacher in the Fernie School system. She came to Fernie from England in 1905 and graduated from Fernie's first high school in 1912. After attending Vancouver Normal School in 1913, Miss Dicken started teaching Grade 1 at the Fernie Elementary-Secondary School in the fall of 1914 and taught the same grade until her retirement in 1953. Miss Dicken passed away in 1992.

This student-parent-teacher handbook is an outline of École Isabella Dicken Elementary School's practices and procedures for working together and learning as a school community. We invite parents to become active participants in their children's learning and to work cooperatively as part of our ÉIDES parent/teacher/student team.

This handbook will be updated each summer and a digital copy of the handbook will be emailed to families at the beginning of the school year. The handbook is also available to be downloaded from our school website. Students in grades 2-6 receive a student agenda which includes our Code of Conduct and Code of Cooperation.

Throughout the school year, additional dates, important date changes, and new or revised policies will be included in our newsletters and on our website. A calendar of events as well as more information on events and programs at our school can also be found on our website. Parents are encouraged to check it regularly.

For any questions or clarification of any of the handbook's contents please contact our school office.

Principal: Janet Kuijt • **Vice Principal:** Amy Leeden
School Secretaries: Arlene Dykhuizen and Sherri Mutcher

School Phone: 250-423-4651
Email: ides.mailing@sd5.bc.ca

VISION STATEMENT: BC MINISTRY OF EDUCATION

We make a difference in the lives of British Columbians trying to overcome social and economic barriers by:

- Believing in their ability to realize their potential and make meaningful contributions to their community, and
- Providing access to the services and resources to help them build the resilience and personal accountability necessary to achieve those goals.

SCHOOL DISTRICT 5 SOUTHEAST KOOTENAY

VISION: Students love to learn here, staff love to work here, families love to gather here.

MISSION: Our students will graduate with dignity, purpose, and options.

VALUES: Respect, Vision, Fairness, Collaboration, Integrity, Inclusion

FRAMEWORK FOR ENHANCING STUDENT LEARNING EDUCATIONAL OUTCOMES:

Outcome 1: Students will meet or exceed literacy expectations for each grade level.

Outcome 2: Students will meet or exceed numeracy expectations for each grade level.

Outcome 3: Students will feel they have a place to belong in our schools and our society.

Outcome 4: Students will graduate with confidence, purpose, and option

SCHOOL DISTRICT 5 - SOUTHEAST KOOTENAY

MAIN BOARD OFFICE

940 Industrial Road #1
Cranbrook, B.C. V1C 4C6
Telephone: (250) 426-4201
Toll Free: 1-866-423-4201
Fax: (250) 489-5460

School Board Trustee (Fernie) - Nicole Heckendorf

DISTRICT MANAGEMENT:

Ms. Viveka Johnson, Superintendent of Schools/CEO

Mr. Nick Taylor, Secretary-Treasurer

Mrs. Diane Casault, Director of Student Learning and Innovation

Mr. Brent Reimer, Director of Instruction/Human Resources

Mr. Jason Tichauer, Director of Student Learning and Aboriginal Education

ÉIDES TEACHING, CUPE & SUPPORT STAFF 2023-24

K	Bree Green	107
K	Danielle Murphy	106
K	Jane Fraser	108
K	Sarah Finch	105
1	Judy Philipzyk	104
1	Danielle Degagne & Janelle Park	103
1	Christina Zurowski	101
1	Leah Spergel	102
2	Cathryn Lennox	111
2	Nicolle Sutherland	116
2	Ami Barras/Kim McLean	112
2	Pam Murray	115
3	Jill Jackson/Amy Bourquin	113
3	Tammy Temrick	114
3	Jackie McCullough	220
3	Jenna Kuhnert	222
4	Melissa Fleischacker and Jen Schacker (Friday)	215
4/5	Sarah Streifel	217
5/6	Samantha Scheller	127
6	Tyler Fortin	128
F4	Colleen Bedard	216
FI4	Rachael McSkimming	218
FI4/FI5	Roe Parks	221
FI5	Russell Hanson	219
FI5/FI6	Jacque Brower	129
FI6	Jen Heath	130
Student Services	Donna Cameron, Becca Quinn, and Raegan Etue	125
PE Prep	Andrea Nimmo and Kate Hindlet	Gym
Fine Arts	Allison Pace	109
Library	Jen Schacker	Library
Library Clerk	Val McArthur	Library
Counsellor	Rusan Morgan	126
ELL	Raphaela Tuchscherer	
SP	Adele Minto	
SLA	Julie Nish	
Indigenous Ed	Kerry Peters	
YCW	Kim Legge and Hailey Glover	
Education Assistants	Jen Champagne, Melissa Creelman, Nicky Mitchell, Christy Nguyen, Val Luznar, Amy Griffiths, Leslie Prentice, and Linda Sinclair	
FI Class Assistant	Tecla Mouchet	
Custodial	Keith Buchanan, Melissa Emond, Jakob Shannon, and Rick Leeks,	
Secretaries	Arlene Dykhuizen and Sherri Mutcher	
Vice Principal	Amy Leeden	
Principal	Janet Kujit	

EIDES 2023-2024

School Map



Zurowski (1)

101

102

Spergel (1)

Degagne (1)

103

104

Philipzyk (1)

Finch (K)

105

106

Murphy/Park (K)

Green (K)

107

108

Fraser (K)

WC

Custodial

Staff Parking Only

Sutherland (2) Temrick (3) McLean (2)

116 114 112 Office

Copier

Art Room

Murray (2)

115 113 111 WC

Book Room

Stage

Gymnasium

Bourquin (3) Lennox(2)

WC

Staff room

SLP Office

110

Indigenous Education
YCW/Panther's Den

Library

109 Music

Multi-purpose Room

Conference Room

Student 125 Services

WCs

Counselor 126

Heath (Gr 6)
130

Brower (5/6)
129

Fortin (Gr 6)
128

Schuler (5/6)
127

McCullough (3) 220	Fleischacker (4) 215
Parks (4/5) 221	Bedard (4) 216
Kuhnert(3) 222	Streifel (4/5) 217
KDS 223	McSkimming (4) 218
Strong Start 224	Hanson (5) 219

École Isabella Dicken Elementary School

Daily Bell Schedule

8:20 - 8:50 am	Morning Supervision #1
8:50 am	Welcome Bell / Students Enter
8:55 am	Classes in Session

Recess

10:15 - 10:30 am	Kindergarten & Grade 1 on the primary playground Grade 5 – 6 on the intermediate playground
10:30 - 10:45 am	Grade 1/2 – 2 on the primary playground Grade 3 – primary or intermediate Gr. 3/4 - 4/5 on the intermediate playground

12:15 - 1:05 pm	Lunch
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Lunch Schedule

Gr K-1 and 1/2	12:15-12:40 pm	Outside primary playground
	12:40-1:05 pm	Lunch
Gr 2 - 3	12:15-12:40 pm	Lunch
	12:40-1:05 pm	Outside primary playground
Gr 3 and 4/5	12:15-12:40 pm	Lunch
	12:40-1:05 pm	Outside intermediate playground
Gr 5 - 6	12:15-12:40 pm	Outside
	12:40-1:05 pm	Lunch

1:00 pm	Welcome Bell
1:05 - 3:05 pm	Classes in Session

Attendance

Absences

Parents are requested to phone the school, or email at IDES.mailing@sd5.bc.ca when their child is absent. This is a safety procedure and your assistance with this is greatly appreciated.

Late Arrival (AM/PM)

Any student arriving late, please report directly to the office and check in on the Sign In/Out binder on front counter of office.

Early Dismissal

Please sign out your child at the office if they leave before morning or afternoon dismissal. The sign-out sheet is available in the binder at the front counter of office.

Kindness Connection Courage



Student Educational Supports and Programs

Parents or educational staff may recognize the need for additional academic or behavioural supports or changes for students. Parents are a critical part of these decisions and will be invited to work with a School Based Team, which consists of the student's teacher, the Student Services teacher, the Principal and other informed staff members to create a plan to support the student with their challenges. This process will be utilized for students who need Individual Education Plans created, or are struggling in some manner. We have three student services teachers at ÉIDES: Ms. Cameron, Ms. Quinn and Mrs. Etue.

SUPPORT PROGRAMS

At ÉIDES, teachers are given support in providing programs for their students through the **Learning Assistance, ELL, Speech and Language and Special Education Programs**. These specialists support the classroom teachers by providing resources, consultation, assessment and evaluation, and offering small group or individual instruction.

Other services available to teachers and students include **hearing impaired, physical therapy, occupational therapy and counselling**. Parents are informed and/or consulted when their child is receiving these additional services.

COUNSELLING

Students and parents have access to counselling with Mrs. Morgan. Anyone wishing to access counselling services can do so by contacting Mrs. Morgan, our principal, student services teacher or your classroom teacher.

School counselling is designed as a resource for students, their families, and educators. They are here to support students on a wide range of issues such as social skills, peer relations, changes in family situations, academic difficulties, and self-esteem. Students may choose to have regular sessions (usually 6-8) on a bi-weekly basis or make appointments when needed. Our counsellor provides prevention and intervention services, including individual, group and classwork as well as connecting and educating families on outside agencies/opportunities. The focus of school counselling is to enhance students' development, foster a supportive school culture, and empower students towards positive change.

During the year teachers or parents are encouraged to identify students that may benefit from additional support. In addition to being identified by the adults in their life, students are encouraged to initiate the referral process (a great demonstration of autonomy and independence).

Our school counsellor is Rusan Morgan. If you need to make an appointment with the school counsellor please call the school to make an appointment, or email at rusan.morgan@sd5.bc.ca

YOUTH CARE WORKER

Our Youth Care Workers, Kim Legge and Hailey Glover, are on site to assist students in academic and nonacademic endeavors and to connect with students. Youth Care Worker services are accessed through our Student Services department or administration. We encourage parents to let us know if they would like to make use of Youth Care Worker services.

Youth Care Workers wear many hats; at times they can be the peacekeepers/problem solvers on the playground, the listening ear for a parent who is overwhelmed at home, a snack and a blanket for a student having a tough day or a quiet space where students can come to rest. Youth Care Workers work as part of the student services team here at EIDES to help build relationships with teachers, students and their families promoting social competence and overall healthy development.

A visitor to EIDES may see YCWs connecting with students 1-1, within group settings, on the playground or during community outings. Throughout the school day a Youth Care Worker's goal is always the same, enhancing the social and emotional development of our students.

Words from Ms Legge and Ms Glover

We work towards achieving this goal through our food programs (Breakfast Buddies, Lunch program, backpack buddies and snack breaks) while checking in with our students to see how they are feeling throughout their day. We also offer a soft start to the school day, allowing students the time and space they might need to be successful, returning to class ready to learn and play with others.

Where can you find them at EIDES?

The Panther's Den is in a brand new space that will provide students with a zone that is focused on connection, belonging and leisure, in Room 109. In the Panther's Den students learn self-regulation strategies, co-operation skills, team building, emotional literacy, and ways to self-regulate independently and/or with the support of safe adults and accepting peers.

Youth Care workers strive to create a culture of belonging, acceptance, and inclusion within our school that carries on into our students' families and into the community.

SPEECH PATHOLOGIST

Parents who have concerns about the development of their child's speech and language development are encouraged to contact their child's teacher. Teachers may also contact parents if they feel there are concerns related to speech. Children requiring service will be referred to our Speech Pathologist, Mrs. Minto and may participate in our Sound Connections Program.



ki?suk kyukyit.

We are honoured to work, live and play on the homelands of the Ktunaxa people

INDIGENOUS EDUCATION

Our Indigenous Education worker for EIDES is Kerry Peters.

We at School District 5 would like to acknowledge that we are on the traditional lands of the Ktunaxa People.

The Ministry of Education is responsible for Indigenous Education in the BC public school system kindergarten to grade 12. Through the Learning Division, Aboriginal Education, the Ministry is committed to working with education partners, school districts and Aboriginal communities to improve Aboriginal student success.

Our District is committed to the education of our students of aboriginal ancestry.

Provincial Indigenous Education Enhancements
http://www.bced.gov.bc.ca/departments/govern_accountability/abed.htm

All students who identify themselves of Indigenous Ancestry are eligible for support services through the Indigenous Education Program.

INDIGENOUS SUPPORT

Students who self-identify as having Indigenous, Métis or Inuit ancestry have access to cultural, academic, and social support services through our Indigenous Education Support Worker, Mrs. Peters. Students and parents can contact our worker directly by phone at the school to learn more about indigenous student support and programming.

The Indigenous Education Program at Ecole Isabella Dicken School focuses on presenting students with opportunities to learn, share, and take pride in their own culture, and other Indigenous cultures of Canada, through cultural awareness, authentic resources and presentations by Elder/ Knowledge Keepers. This program also supports student academic success, social/emotional/spiritual and physical well-being and citizenship through providing opportunities for group and individual support and Welcoming Spaces that encourage a sense of belonging.



SCHOOL BUS POLICY

Each September, all new bus students and Kindergarten students will be issued, "CODE OF CONDUCT FOR SCHOOL BUS PASSENGERS". Parents are required to sign this form and have it returned to their child's teacher as soon as possible. Students must follow bus safety and behaviour guidelines while riding the school bus.

It is a school policy that any registered bus students not taking the bus home must have it written in their student agenda for the teacher. Due to bus-overloading, courtesy riders will not be allowed. Transportation for after school activities and play dates for courtesy riders will have to be provided by parents.

Bus Pick Up Times: please call the Bus Shop at 250-423-5885

Bus Departure Times from ÉIDES: 3:15 pm for all buses.

STUDENT PLACEMENT

ÉIDES staff take many aspects of each child's strengths and challenges into consideration when placing them into their new class grouping, including academic needs, social strengths, independence, work habits, classroom balance, and other factors. We believe that by using these criteria, our school will be able to provide the best possible learning environment for all our students.



PARENTAL CONCERNS PROTOCOL POLICY

At times, parents may have concerns about something that has happened at our school. At ÉIDES we encourage open communication to discuss any concerns that you have. If you have something that you wish to discuss or an issue to resolve, the protocol to follow is:

- Phone the school office to set up an interview time to discuss the matter directly with the staff involved.
- Meet with the staff involved to resolve the issue and/or concern.
- If the matter is not resolved, set up a meeting with the principal and the staff involved. (You may be asked to put your concerns in writing).
- If the issue is still not resolved, set up a meeting with the District Management. The school will direct you to the correct personnel to address at the District Office.
- If the issue is still not resolved, contact your local trustee.

At some time during this process, you may feel uncomfortable or not sure of what to do next. Please do not hesitate to call our principal. We are here to serve the best interests of all the children in our school. We welcome constructive criticism and hope that any concerns can be resolved cooperatively and with mutual respect.

ÉIDES PARENT ADVISORY COUNCIL (PAC)

Parents make a big difference in our school learning community and our PAC is an important part of ÉIDES. Every parent in the school is a member of the Council whether they can attend the meetings or not.

The Parent Advisory council works together with the teachers and administration to plan for the needs of our students. During the meetings, discussions take place on various topics with an exchange of ideas and suggestions.

The PAC plans events and fundraising to benefit the school and the students, sponsoring book fairs, sales and special events. All the money raised is spent on students and classes at ÉIDES.

École Isabella Dicken Elementary

School Code Of Conduct

Guiding Principles

We believe:

- All students and staff have a right to learn and work in a safe, respectful and productive environment.
- A positive, productive and responsible attitude will create strong communities.
- Everyone can learn to make appropriate choices for themselves and for others.
- All communication needs to be based on courtesy and mutual respect.
- Diversity among students and staff is to be respected, but commonly accepted rules for conduct will apply to all. Age, maturity, cognitive ability and previous behaviour will be taken into consideration when defining unacceptable behaviour and the consequences that follow.



General Guidelines for Success

Everyone shares the responsibility of behaving in ways that will make our school a special place where people are respected and valued and where excellence in performance is the commonly shared goal. Inappropriate behaviour is that which disrupts the teaching and learning environment of the school, creating greater difficulty for students to have success.

Successful Students are:

- **Where they are supposed to be and on time.**
They make constructive use of the educational opportunities they are provided. Being late to school or to class causes a disruption to the learning of all students.
- **Prepared and on task in school.**
“Prepared and on task” means bringing the required books and materials, completing assignments as directed and taking the initiative to ask for help when required. It also means being mentally and physically prepared for success. Getting adequate sleep, maintaining a healthy diet and exercise and avoiding the use of alcohol or narcotics enables the student to take full advantage of their education.
- **Respectful of the rights and responsibilities of others.**
Respectful students value that everyone has the right and responsibility to learn and work in a safe and respectful environment.

A safe school environment is based on respect for oneself and for others and is essential to the development of responsible citizens. ÉIDES staff believe that every student has the right to receive an education in a safe, nurturing, educational environment. We also believe that appropriate behaviour is a shared responsibility among students, parents and the staff. Student behaviour, dress, and decorum shall be in accordance with generally accepted School District standards and appropriate for the educational environment. Our code of conduct is based on growth, development, and respect for self, others and property.

Communicating behaviour expectations to our school community:

ÉIDES teachers and students will be responsible for setting up classroom rules and responsibilities, which reflect our school-wide expectations as outlined in our Code of Co-operation.

A positive school-wide system of supports has been established that teaches, provides opportunities to practice, and acknowledges student progress in meeting school expectations. ÉIDES has developed the following to recognize and maintain positive behaviour:

- Genuine recognition and positive feedback (e.g. Gotchas, Good Work, Phone calls home)
- Opportunities for student leadership and engagement within the school
- Social responsibility lessons and discussions
- School spirit days and activities
- Casual parent contact in and around the school

Students will be taught and be repeatedly reminded of the importance of being responsible. When selecting consequences, the staff will be encouraged to keep the following guiding principles in mind:

- accept that schools are places for children to make mistakes and that they will learn from their mistakes
- avoid a similar problem in the future by providing the child with appropriate strategies to use.
- assist the children responsible for changing their own behaviour with the guidance of an adult in the school
- have a natural consequence whenever possible
- focus on reasons for why the problem exists as well as solutions to the problem
- concept of restitution – the action of repairing the damage done
- remember that each situation is not the same nor is each child; consequences are not predetermined but allow flexibility to best meet the needs of the individual..

Infractions:

There will be consequences for students who blatantly or repeatedly ignore or disobey the general rules or the ÉIDES Code of Co-operation. Consequences are intended to help re-teach appropriate behaviour and resolve the incident. Expectations for student behaviour rise as children mature. Consequences may include, but are not restricted to: discussion, time out, thinking pages, withdrawal of privilege, in-school or home suspension, or school-community service.

Examples of inappropriate behaviours:

- Verbal Harassment: teasing, undermining, name-calling, put-downs insults, rude, sarcastic remarks, intimidation, gossiping, spreading rumours
- Discrimination: racial, sexual
- Verbal Threats of Aggression
- Intimidation: a public challenge to do something publicly humiliating
- Physical Assault: punching, pushing, shoving, tripping, beating, etc.
- Robbery and Stealing
- Damaging personal and public property, including graffiti
- Body language: glaring, making faces, snickering, rolling eyes, etc.
- Inappropriate touching
- Social Isolation: exclusion, ignoring, threatening with total isolation from the peer group
- Pranks: playing a dirty trick
- Coercion
- Weapons: possession and use

Students who are struggling to meet the expectations of our Code of Conduct need the support of the Administration, classroom teachers, educational assistants and parents. We would like to emphasize that an important part of effective discipline is communicating with the classroom teacher. Levels are not necessarily sequential, and depend on the type of incident, severity, frequency, age and maturity of the student.

Consequences:

Level 1 Infractions:

Minor infractions of the Code are handled on the spot at the discretion of the Teacher, Education Assistant, or Administrator. Teachers keep records at this level.

Level 2 Infractions:

Repeated level one infractions or code infractions that are more severe. Some examples may include, but are not limited to, the following: out-of-bounds, unsafe play, name-calling, swearing, etc.

Administrators, Teachers and Educational Assistants use their discretion at this level. They are responsible for deciding what behaviour deserves to be sent to the office (considering the time of year, reoccurrence of incident or magnitude of the incident). Teachers keep records in order to track the reoccurrence of an incident.

CONSEQUENCES:

Consequences may be dispensed in a progressive manner, and may include, but are not limited to one or more of the following:

- Verbal or written apology
- Time out in the classroom or other location
- Positive practice of expected behaviour and/or written assignments

If the incident is sent to the office:

- The incident will be documented, and the classroom teacher will be notified.
- Parents may be phoned
- Consequences as described above

Level 3 Infractions:

These are serious infractions of the Code. Infractions at this level usually involve the Administration. In the case of suspensions, the Administration will always be involved.

- Bullying and Harassment
- Inciting or encouraging a fight
- Hitting, rough-housing, or physical abuse
- Defiance of authority
- Disrespectful and abusive language and gestures
- Deliberate failure to attend classes
- Damaging or stealing property
- Destruction or defacing of school property
- Leaving school grounds without permission
- Repeated minor offences
- Possession of a weapon

CONSEQUENCES:

Consequences may be dispensed in a progressive manner. Attempts will be made to connect the consequence and infraction (e.g., replacing damaged property). Consequences may include, but are not limited to one or more of the following:

- Think Sheet completed by student
- Incident documented and classroom teacher informed
- Verbal or written apology
- Parents contacted
- Other consequences: school service, loss of privileges (e.g., recess, lunch, special events), in-school suspensions or formal suspensions (for a period of 1-5 days).

Students who receive out-of-school suspensions will be asked to meet with the school Administration, and their parents/guardians following their suspension and prior to their returning to class.

Teachers acknowledge that it is their responsibility to provide instruction, materials and assignments that are relevant, realistic and appropriate to each student while they are suspended from regular classes.



ÉIDES Code of Co-operation

Kindness Connection Courage

	SAFE	RESPECTFUL	RESPONSIBLE
All General Settings	<ul style="list-style-type: none"> • keep hands and feet to yourself • move safely • walk in the school • listen to instructions • use equipment safely • - wear safe shoes 	<ul style="list-style-type: none"> • listen • respect others • use polite and positive language • use trash can • dress appropriately 	<ul style="list-style-type: none"> • take care of your belongings • try hard • be ready • keep areas clean
Hallways	<ul style="list-style-type: none"> • walk on right • watch where you are going 	<ul style="list-style-type: none"> • respect displays • move quietly 	<ul style="list-style-type: none"> • use proper entrance • move quietly • wear non-marking shoes
Coatroom	<ul style="list-style-type: none"> • place shoes and clothing in appropriate place 	<ul style="list-style-type: none"> • move slowly and carefully 	<ul style="list-style-type: none"> • Keep track of your clothes and take all of them home
Playground	<ul style="list-style-type: none"> • walk bikes and scooters on school ground • use equipment safely • keep hands and feet to yourself 	<ul style="list-style-type: none"> • be a good sport • share equipment and space • play fair • include everyone • ask for permission to enter school 	<ul style="list-style-type: none"> • line up when the bell goes • stay within schoolyard boundaries • follow playground rules
Washrooms/ Change Rooms	<ul style="list-style-type: none"> • wash your hands 	<ul style="list-style-type: none"> • leave the lights on • take turns at the sink 	<ul style="list-style-type: none"> • put trash in the garbage can • turn off taps
Assembly	<ul style="list-style-type: none"> • enter and exit in an orderly manner • wait quietly 	<ul style="list-style-type: none"> • listen quietly to presenters • sit appropriately • applaud appropriately 	<ul style="list-style-type: none"> • follow directions • wait quietly and remain seated
Lunch	<ul style="list-style-type: none"> • wash hands before eating - stay seated until dismissed 	<ul style="list-style-type: none"> • use polite words • use an indoor voice - clean up after yourself 	<ul style="list-style-type: none"> • take uneaten food home • recycle items properly (drain, remove straws and caps)
Technology	<ul style="list-style-type: none"> • use school approved internet sites • report incidents of on-line bullying 	<ul style="list-style-type: none"> • wash your hands before use • treat the equipment properly • respect the privacy and rights of others 	<ul style="list-style-type: none"> • use for school related purposes • cell phones and ipods away from 8:30-3:05
Library	<ul style="list-style-type: none"> • share space • reach only if safe 	<ul style="list-style-type: none"> • clean up 	<ul style="list-style-type: none"> • treat books with care • return books on time
Gym	<ul style="list-style-type: none"> • use gym only when supervised by an adult 	<ul style="list-style-type: none"> • be a good sport • respect game and rules • use non-marking shoes 	<ul style="list-style-type: none"> • play by the rules • adult supervision in equipment room
Bus	<ul style="list-style-type: none"> • sit in your seat • keep aisles clear • keep hands and feet inside 	<ul style="list-style-type: none"> • talk quietly • respect and listen to the driver 	<ul style="list-style-type: none"> • listen to the driver

Safety Considerations at ÉIDES

- **ÉIDES is a “PEANUT FREE & NUT FREE” school:** PLEASE DO NOT send any product to school that contain nuts or peanuts. ÉIDES has several children who have a severe life-threatening food allergy (anaphylaxis) to peanuts and nuts, which can cause a severe reaction to specific foods and can result in death within minutes.
- **Bicycles/Skateboards/Scooters:** Students may ride their bicycles/skateboards/scooters to school but are to walk them once they are on the school grounds. Bicycle helmets are required by law. The school is not responsible for lost bicycles/skateboards/scooters.
- **Drop-off and Pick-up:** Parents are asked to drop their children off outside the school grounds on 2nd or 3rd Avenue. 13th Street is NOT a drop off zone. Please do not enter the staff parking lot as this creates a congested and unsafe situation.
- **Playground:** At ÉIDES we have designated primary and intermediate areas. Students are expected to play in a reasonable and safe manner and to follow the basic playground rules.
- **Leaving School Grounds:** Students are expected to remain on the school grounds at recess/lunch unless they have specific notes indicating they have parental permission to go home. Note that students will not be released to go home or leave the school without being signed out by an adult.
- **Dental/Medical Appointments:** If your child has a dental/medical appointment, please sign them out and back in through the sign book at the office.
- **Visitors to the School:** ÉIDES parents are welcome to visit our school but must report to our office and sign in before proceeding to their child's classroom. Remember to sign out when you leave the building. Please use the main entrance off 2nd Avenue (at the flagpole/office) as other doors are locked during the day.
- **Medical Concerns:** In the interest of the health and welfare of students in SD5 schools the School Board requires parents to provide pertinent medical information upon registration, with updates as required. In case of injury at school the principal, first aid attendant or school secretary will contact the parent to advise of the accident, and if necessary, to request pick up of the student.

Parents, please note that it is the Board's expectation the administration of prescription medication in school is the responsibility of the parent/guardian. However,

when the responsibility cannot be met, the Board expects the parent/guardian to make alternate and mutually acceptable arrangements with the school. Please contact the office to complete and sign the “Request for Administration of Medication at School” form.

- **Student Illness:** In order to reduce the spread of illness among students and staff, parents are requested to keep their children at home if they have had a sore throat, fever, cough, vomiting or diarrhea in the previous 24 hours.
- **Personal Items:** Students are asked not to bring money or other valuables to school. The school is not responsible for lost items. Lost & Found items that are not claimed will be donated to the Salvation Army in December, March and June of each year.
- **Cell Phones/IPods & Electronic Games:** The school cannot be responsible for lost or stolen cell phones. Cell phones must be turned off and put safely away during the school day and are not to be used for taking pictures anywhere on the school grounds and are not allowed in the change rooms or washrooms at any time. In order to encourage social interaction and creative play, students are asked not to bring electronic games or devices to school.
- **ÉIDES DRESS CODE POLICY:** Students are expected to wear appropriate, modest, clean clothing to school. Hats are to be removed inside of ÉIDES.

STUDENTS MUST COME TO SCHOOL DRESSED FOR ALL WEATHER AND PREPARED TO BE OUTSIDE ÉIDES PROCEDURES FOR COLD WEATHER:

Students will be kept indoors during the winter months when the temperature is -20° Celsius or colder. The wind chill factor will be taken into consideration. Keeping the students in will be at the discretion of the lunch hour supervisor, Vice-Principal or Principal. When cold weather persists for several days, we keep the students mostly indoors but will send them out for 15-20 minutes over the lunch break to get a little fresh air and exercise. We find that students become very restless if they stay in too often.

Rainy Days

Parents are reminded to have students dressed appropriately with rainproof jackets and appropriate footwear to go outside on rainy days. Students are only brought indoors if the rain is heavy and ongoing.