

BLACKIE SCHOOL

STUDENT & PARENT HANDBOOK

2026-2027

BELIEVE • BELONG • BECOME

BLACKIE SCHOOL

201 John Street, PO Box 310, Blackie, AB T0L 0J0

Phone and attendance: 403-601-1752

Attendance email: blackie@fsd38.ab.ca

[Blackie School website](#)

Welcome to Blackie School

Welcome to the 2026-2027 school year. Blackie School is a small, close-knit Kindergarten to Grade 8 community where relationships matter and every learner is known. Our handbook is a practical reference for families and students. It outlines our routines, communication practices, learning expectations, supports, and Student Code of Conduct.

Our motto, **Believe, Belong, Become**, guides how we learn, work, and care for one another. We look forward to partnering with families throughout the year.

Faye Holt

Principal, Blackie School

[View the Blackie School website](#)

How to use this handbook

Keep this document as a reference. Current event dates and time-sensitive notices are shared through school communications and the online calendar. When information changes during the year, the most recent school communication applies.

Quick Reference

Need	What to do
Report an absence or late arrival	Email blackie@fsd38.ab.ca and the classroom teacher and/or call 403-601-1752. Include the student name, homeroom, reason, and expected length of absence.
Contact a teacher	Begin with the homeroom or subject teacher. Staff contact information is available through school communications and the school website.
Urgent message for a student	Call the school office. Students should use the office phone for urgent family contact during the school day.
Questions about fees, EdSembli, or attendance	Contact the school office.
Student wellness or learning support	Contact the classroom teacher, Learning Coach, Family School Liaison, or principal.

Communication and Partnership

- Families are valued members of our school community. Open, respectful communication helps us respond early and work together.
- Regular information is shared through the Blackie School website, the Blackie Bark newsletter, homeroom communication, school emails, and @blackieschool on Instagram.
- Please keep email addresses and phone numbers current with the school office.
- Begin questions or concerns with the staff member closest to the situation. If more support is needed, contact the principal.

- In keeping with AP 414, school communications should generally occur between 7:00 a.m. and 7:00 p.m. on school days. Staff normally respond within 24 to 48 hours.

Learning, Assessment, and Reporting

Curriculum

Alberta Education determines the curriculum and programs of study. Blackie School teachers plan learning experiences and assessments aligned with provincial requirements and the needs of learners.

[Explore Alberta curriculum resources](#)

Ongoing communication of learning

- Teachers use a range of evidence, including observations, conversations, projects, assignments, performances, quizzes, and other formative and summative assessments.
- Families can monitor attendance, financial information, and learning information through EdSembli.
- Teachers communicate learning throughout the year, not only at formal reporting points.
- The Learner Profile uses categorical grading for Kindergarten to Grade 8.

FSD categorical grading chart

Level	What this means
5	The student demonstrates an advanced understanding of the learning outcomes and independently applies learning in new or more complex situations.
4	The student demonstrates a strong understanding of the learning outcomes and applies learning consistently and independently.
3	The student demonstrates a basic or partial understanding of the learning outcomes and is working toward consistent independence.
2	The student demonstrates an initial understanding of the learning outcomes and requires additional practice, support, and time.
1	The student is not yet demonstrating the learning outcomes, or there is not enough evidence at this time to determine achievement.

2026-2027 reporting dates

Milestone	Date
Parent-Teacher Interviews	November 25 and 26, 2026
Learner Profiles and Individual Learning Plans sent home	February 12, 2027
Student Led Conferences window	April 12-23, 2027
Year-end Learner Profiles and learning plans sent home	June 29, 2027

Please note

Classroom updates and school communications may provide additional assessment or reporting details. Refer to

the most recent information sent by the school.

School Calendar and Important Dates

The school calendar is the best source for current dates, non-attendance days, celebrations, interviews, field trips, and school events.

[View the Blackie School calendar](#)

Key date	Event
October 12, 2026	Thanksgiving, no school
October 19, 2026	Professional learning / election day
November 9, 2026	School break
November 25-26, 2026	Parent-Teacher Interviews
November 27, 2026	Professional learning day
December 17, 2026	Christmas concert
December 18, 2026	Christmas skate
January 4, 2027	First day back after winter break
February 15-16, 2027	Family Day and no school.
February 17-19, 2027	Professional learning day and Teachers' Convention. No school for students.
March 26-April 5, 2027	Spring break
April 12-23, 2027	Window for Student Led Conferences
April 23, 2027	Professional learning day
May 21, 2027	Professional learning day
May 24, 2027	Victoria Day
June 29, 2027	Final student day / year-end activities

Daily Schedule and Supervision

Supervision

Students are supervised from 7:55 a.m. until 2:55 p.m. Students arriving before 8:05 a.m. should wait outside unless staff direct otherwise because of severe weather. Dismissal is at 2:50 p.m.; buses depart by 2:55 p.m.

Block	Time	Block	Time
Morning bell	8:05	Eating time	11:35-11:55
Block 1	8:15-9:00	Block 5	11:55-12:35
Block 2	9:00-9:40	Block 6	12:35-1:15
Recess	9:40-9:55	Recess	1:15-1:30
Block 3	9:55-10:35	Block 7	1:30-2:10
Block 4	10:35-11:15	Block 8	2:10-2:50
Recess	11:15-11:35	Dismissal	2:50

Attendance, Lates, and Leaving School

Absences and late arrivals

- Regular attendance supports student learning and belonging.
- Report absences and late arrivals to blackie@fsd38.ab.ca or 403-601-1752.
- Students arriving after the morning bell must sign in at the office.
- Unreported absences may generate an automated notification and will be recorded as unexcused until confirmed by a parent or guardian.
- Ongoing attendance concerns are addressed collaboratively with the family, teacher, and administration.

EVERY DAY COUNTS

Regular attendance helps students feel connected, confident, and ready to learn.

Missing school adds up
Missing 1 day every 2 weeks can mean about 20 missed school days in a year.

Lates affect learning
Late arrivals can mean missed instructions, routines, announcements, and lesson starts.

Belonging matters
Being present helps students build friendships, confidence, and connection to school.

Attendance pattern	What it can mean over time
Missing 1 day every 2 weeks	About 20 days missed in a school year
Missing 2 days each month	About 20 days missed in a school year
Missing 10% of the school year	About 18 school days missed
Being late 3 or more times in a month	Missed instructional time and disrupted morning routines

Students may miss...	Why it matters
Direct instruction	New concepts are often introduced through teacher modelling, discussion, and guided practice.
Practice time	Students need repeated practice to build confidence, fluency, and independence.
Classroom conversations	Much of the learning happens through questions, peer discussion, and shared examples.
Routines and transitions	Predictable routines help students feel organized, calm, and ready to learn.
Connection and belonging	Regular attendance helps students maintain friendships and feel connected to the school community.

How families can help

Set consistent bedtime and morning routines. Prepare backpacks, lunches, and clothing the night before. Talk with your child about why being at school every day matters unless they are sick. Make a backup transportation plan when possible. Contact the school early if your child is reluctant to attend, feeling anxious, or experiencing repeated illness-related complaints. If your family is experiencing barriers such as transportation, housing, health, or family stress, please reach out so we can problem-solve together.

Leaving school property

- Blackie School is a closed campus for Kindergarten to Grade 6.
- ONLY Grade 7 and 8 off-campus lunch privileges may be considered with parent or guardian permission and may be removed when necessary.
- A parent or guardian must notify the office and the child's teacher when a student is leaving during the school day. Students must sign out at the office.

Drop-off and pick-up safety

- Do not park in the bus lane, on a crosswalk, or in front of neighbouring driveways.
- Avoid double parking and follow staff directions around buses and pedestrian areas.
- Unless attending a scheduled meeting, families should wait outside for students at dismissal.

Student Life

School Council

School Council provides advice and support to the school. All parents and guardians are welcome. Meeting dates and details are shared through school communications and the school calendar.

School Council is an important way for families to learn about school priorities, provide feedback, ask questions, and help strengthen the connection between home, school, and community.

Parents and guardians can support School Council by attending meetings when possible, sharing ideas or questions with a council member, responding to surveys or requests for input, volunteering for events, helping with fundraising or community-building initiatives, and encouraging other families to stay connected.

If you cannot attend meetings, you are still welcome to be involved. We offer the option of a Teams link so families can attend from home. Families can also read meeting updates, send feedback by email, connect with the school office or principal, offer help for specific events, or contribute ideas that support student learning, belonging, and school spirit.

Athletics and activities

Offerings depend on student interest, staff supervision, coaching availability, and schedules. Activities may include flag football, cross-country, volleyball, basketball, badminton, track and field, clubs, leadership opportunities, fine arts, band, makerspace, and outdoor learning.

Student-athletes

Students may not participate in school sports if they are away from school due to illness on the same day.

Students are expected to attend school on practice or game days unless an absence is approved for a legitimate reason (ie: dentist). Student-athletes are expected to be positive team members, meet learning responsibilities, communicate absences in advance, and represent Blackie School respectfully.

Physical Education

- Students need clean indoor athletic footwear.
- Appropriate athletic clothing may be required.
- Families should provide a note when injury or a medical condition affects participation.
- Students must respect privacy, changing spaces, equipment, and the choices of others.

Fees and lockers

- School fees are posted to EdSembli. Contact the office if payment arrangements are needed.
- Students in Grades 6 to 8 receive a locker. Lockers must be kept clean. If a personal lock is used, the combination must be shared with the homeroom teacher.

Personal Devices, Technology, and Dress

Cell phones and smart devices

- Cell phones and smart devices must remain in lockers or at home during instructional time.
- Students in Kindergarten to grade 3 are heavily encouraged to not bring any smart devices to school.
- Grade 7 and 8 students may access phones only during designated breaks communicated by staff.
- Devices used outside permitted times may be held by the principal until the end of the day.
- Phones are not permitted in bathrooms or change rooms.

- Students needing urgent contact with home use the office phone. Families needing urgent contact with a student call the office. Please do not call your child's personal cell phone during school hours as it can disrupt learning time.

Responsible technology use

- Use school devices, accounts, printers, and internet access for learning.
- Keep usernames and passwords private.
- Access only files and systems for which permission has been granted.
- Use technology in ways that are safe, respectful, legal, and do not harm others.
- Misuse may result in restricted access, device limits, account consequences, and other responses under the Student Code of Conduct.

Dress expectations

Students may express their individuality while supporting a safe and respectful learning environment. Clothing choices need to match the purpose of the activity, for example: beach wear is not school wear. Clothing and messages must be appropriate for school and may not promote alcohol, drugs, profanity, harassment, discrimination, or demeaning content. When clothing does not meet expectations, the school will respond privately and respectfully and may contact the family to arrange an alternative.

Student Support and Well-Being

Students can seek help from any trusted staff member. School-based support may include the classroom teacher, Learning Coach, Family School Liaison, administration, and division or community partners as appropriate.

Support	Contact
Emergency	Call 911
Canada Suicide Crisis Helpline	Call or text 988
Alberta Mental Health Help Line	1-877-303-2642
Health Link	811
Kids Help Phone	1-800-668-6868 or text CONNECT to 686868
Community and social services	211 Alberta

Immediate safety

If a student or another person may be in immediate danger, call 911. For urgent concerns during the school day, contact the school office immediately.

Student Code of Conduct

Blackie School is committed to a welcoming, caring, respectful, safe, inclusive, and equitable learning environment. Students, families, staff, volunteers, and community members share responsibility for protecting dignity, belonging,

learning, and safety. Behaviour will be addressed when it occurs at school. If behaviour online, or outside school has a direct negative effect on the school environment, it will also be addressed at the school with parent support.

Our expectations: Believe, Belong, Become

Believe	Belong	Become
Do the right thing; try your best; tell the truth; be prepared and ready to learn.	Treat people kindly; care for property; use appropriate language; include others; contribute to community.	Follow directions; stop and think; respect boundaries; take responsibility; learn from mistakes; repair harm.

How the school responds

Responses are progressive, restorative, and matched to the student's age, maturity, needs, circumstances, frequency of behaviour, and effect on safety and learning. The goal is accountability, learning, repair, and a safe return to the community.

Level	Examples	Possible responses
Level 1: classroom or playground concerns	Disruption, rough play, lateness, unpreparedness, inappropriate language, minor technology misuse, repeated off-task behaviour.	Redirection, discussion, reflection, apology or repair, alternate workspace, completion of learning, loss of a related privilege, family contact.
Level 2: serious or repeated concerns	Repeated Level 1 behaviour, harassment, ongoing peer conflict, leaving property without permission, cheating, minor vandalism, directed verbal aggression, repeated technology misuse.	Office referral, documented incident, family contact, restorative conference, targeted teaching or support, behaviour plan, reassigned time or space, in-school suspension when appropriate.
Level 3: significant safety concerns	Fighting or assault, threats, bullying, theft, significant vandalism, weapons, illegal substances, serious harassment, emergency-system misuse, repeated unresolved Level 2 behaviour.	Immediate administration involvement, safety planning, family meeting, restitution or restorative response, in-school or out-of-school suspension, division or community supports, police involvement when required.

Important

The examples above are not exhaustive. The school may use different or additional responses based on the specific circumstances and applicable legislation, division procedures, and safety needs.

Continuum of Supports

A continuum of supports means that help is available for students in different ways depending on what they need. Some supports are provided to all students, such as strong classroom routines, clear expectations, and a caring school environment. Other supports may be added for a short time or more regularly when a student needs extra help with learning, friendships, behaviour, attendance, regulation, or well-being. Families can access support by starting with the classroom teacher or by contacting the Learning Coach, Family School Liaison, school office, or principal. We work together with families to understand the need, try helpful strategies, and decide on next steps.



A continuum of student support

Shared routines and relationships create the foundation. Supports become more targeted and individualized as needed.

1

FOR EVERYONE

Universal classroom supports

Flexible seating • visual supports • clear expectations • movement breaks • technology • graphic organizers • modeling • predictable routines • celebrations • shared expectations • belonging

2

FOR GROUPS

Targeted teaching and practice

Small-group instruction (BLT) • UFLI • sentence starters • manipulatives • social-skills groups • scaffolded practice

3

FOR INDIVIDUALS

Personalized tools and plans

Reader tools • ILPs • assistive technology • one on one counselling • sensory supports • adapted delivery • medical and behaviour plans

• BELIEVE

• BELONG

• BECOME



Our Student Support Process

A collaborative process for moving from universal classroom support to targeted and individualized planning.

1

NOTICE + CONNECT

Teacher brings the student and classroom information to the Learning Coach.

2

DISCUSS

Learning Coach, FSLC and Principal review all known information in a Student Support Meeting.

3

PLAN NEXT STEPS

Learning Coach follows up with the teacher about family collaboration, an ILP, or assessment referrals.

4

DEVELOP SUPPORTS

The team develops the targeted or individualized supports the student needs.

5

MONITOR + ADJUST

Teacher monitors impact, shifts supports, and reports progress through the ILP.

Universal supports continue throughout the process

Relationships • routines • collaborative problem-solving • family partnership • ongoing monitoring

The process is responsive and cyclical: teams revisit information, adjust supports, and refine the ILP as student needs change.

Bullying, harassment, discrimination, and violence

Bullying, harassment, discrimination, threats, and violence are not acceptable. Concerns are reported to staff or administration and are reviewed in a timely, respectful manner. Support is provided to students affected by harmful behaviour and to students who need help changing their behaviour.

Family and Student Acknowledgement

Families are asked to review this handbook together. Signing below confirms that the handbook and Student Code of Conduct have been reviewed. It does not remove any rights or responsibilities under legislation or Foothills School Division policy.

Student name(s): _____

Parent/guardian name: _____

Parent/guardian signature: _____

Student signature: _____

Date: _____

Thank you

Thank you for partnering with Blackie School to help every student **believe** in themselves, **belong** to our community, and **become** their best self.