



# **STUDENT & PARENT HANDBOOK**

**Blackie School**

**2024-2025**

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## **WELCOME TO**

### **Blackie School**

**Our Moto: Blackie Bulldogs BELIEVE, BELONG, BECOME**

Blackie School is a grade K – 8 school with approximately 110 students and 15 staff. This comprises certificated teachers including a Learning Coach, as well as non-certificated staff such as educational assistants, office staff, a Learning Commons Facilitator, and a Family School Liaison Counselor. We offer a wide range of learning opportunities in the classroom, community and outdoors. Students are invited to attend a variety of clubs and extracurricular activities, for a well-rounded schooling experience focusing on intellectual engagement, health & well-being, and social emotional development.

To develop the whole child and prepare them for life beyond the walls of schools, we offer a variety of Career and Technology Foundations (CTF), Fine Arts and physical activity opportunities. This provides students the opportunity to explore their interests within various occupational areas and technologies. Through CTF, students may plan, design, create, and implement solutions for relevant problems that exist in our world. These include construction, foods, sports performance, textiles, digital media, band, choir, guitar, outdoor education, makerspace, and drama to name a few.

#### **OUR GUIDING PRINCIPLES**

- A. clear expectations for student behaviour and a proactive staff response
- B. clear and consistent proactive strategies for promoting positive behaviour
- C. clear and consistent strategies for working with inappropriate behaviour
- D. positive reinforcement for appropriate behaviour
- E. clear and consistent guidelines for all school staff, students, and parents to follow
- F. support system and programs for individual students who are in need
- G. community support to help properly teach and support appropriate behaviour in a child; parental/guardian agreement with the policy
- H. effective communication between parents, school, and students at the start of the year and throughout the year
- I. opportunities for students to play an active role in the school community

## **COMMUNICATION**

Parents and students are valued, contributing members of our school community. We welcome your involvement and encourage open, ongoing communication between home and school. To support effective communication please share your email, home and cell numbers to your homeroom teachers and the secretarial staff. We are happy to discuss any aspect of your child's school career with you at any time.

Regular communication can be found on the Blackie School website, in monthly newsletters and regular emails home to parents. If you are not receiving emails from your child's homeroom teacher, please contact them directly. Occasionally emails end up in junk inboxes.

Our school website is updated regularly [Blackie \(foothillsschooldivision.ca\)](http://Blackie.foothillsschooldivision.ca) for current events and contact information.

Face it. There is a lot going on here, and we certainly like to brag about it. Follow us on instagram: **@blackieschool** for reminders and to find out what is happening!

We hope you find the following information helpful. Should you have questions or concerns please feel free to contact us. We are happy to help!

Principal	Faye Holt <a href="mailto:holtf@fsd38.ab.ca">holtf@fsd38.ab.ca</a> (403) 601 1752 ext. 11715
Office Administrator	Amy Wight <a href="mailto:wighta@fsd38.ab.ca">wighta@fsd38.ab.ca</a> (403) 601 1752

## **SAFEGUARDING LEARNER WORK LIFE EXCELLENCE (AP 414).**

Foothills School Division want to promote family time as an essential part of a strong and vibrant community. Receiving or sending an email as a parent or staff member in the evening, or on the weekend can interrupt family time for both the sender and receiver.

We are encouraging our school communities to limit their emails and communications to and from the school. We are asking all stakeholders to respect this procedure and limit their communications **within a 7 am to 7 pm window on school days**. The procedure also speaks to a 24 to 48-hour response time that we can commit to across the division.

We recognize that exceptions arise, and that at times this may not be possible. All that we ask is that we collectively use our discretion in deciding what may be urgent, and what can wait.

For more information please see ([AP 414](#))

## **ASSESSMENT AND REPORTING**

At the beginning of the year, teachers communicate an outline for the year. To accurately assess students' understanding, a wide range of tools will be used (e.g., projects, self-evaluation, assignments, quizzes, performances, observations, as well as formative and summative assessments).

### **What to know about the learner profile and reporting schedule kindergarten to grade 12**

- Teachers will communicate student learning on an ongoing basis with parents. Your child's school will share its communication plan with parents.
- Parents will monitor student progress on an ongoing basis by accessing the Edsembli Parent Portal. Your child's school will share student Edsembli login information with parents.

#### **Two reporting periods**

- Reporting Period 1: September 3 – January 28
- Reporting Period 2: January 29 – June 27

#### **Two Learner Conferences**

- Learner Conferences (Reporting Period 1) occur November, dates TBA
- Learner Conferences (Reporting Period 2) occur April, dates TBA

#### **Two Learner Profiles**

- Learner Profiles (Reporting Period 1) communicated February 14, 2025
- Learner Profiles (Reporting Period 2) communicated June 27, 2025

## **CURRICULUM AND PROGRAM OF STUDIES**

In Alberta, Curriculum or Programs of Study are determined by Alberta Education. It identifies what students are expected to learn and do in all subjects from kindergarten to Grade 12.

You can find the current [Gr. K – 8 Programs of Study](#) on the Alberta Education websites. Alberta Education has developed a series of curriculum implementation resources for parents on their website, [curriculum.learnalberta.ca](http://curriculum.learnalberta.ca). We encourage you to explore these resources and learn more about the content and structure of the new curriculum.

## **EDSEMBLI AND LEARNER PROFILE**

Blackie uses the reporting system which is Edsembli. The Learner Profile is based upon Categorical Grading K-8, on a 5 point scale (1-5). Students and parents will have access to financials, grades, and attendance using the Edsembli System. If you forget your password or it does not work you can contact the Office Administrator, Amy Wight for assistance.

## **SCHOOL CALENDAR & IMPORTANT DATES**

As important dates and events are scheduled, they will be added to the [school calendar](#) which is available on our website. Please view the [2024-2025 Calendar](#) for non-attendance and other important dates here.

## **CELL PHONE POLICY**

Research is clear that cell phones distract from learning and create other issues we constantly deal with at the school level (gaming, inappropriate uses, bullying, stolen etc.). Across Alberta, new guidelines have been put into place to protect our learning environments.

- Cell phones and smart devices must be kept in lockers or not brought to school
- Junior High students ONLY will have two breaks during the day when they can have access to their cell phone and check for messages.
- Using the phone outside of break times will result in the phone being placed in the care of the principal until the end of the day.
- Students needing to contact parents regarding an urgent matter can use the phone in the Office.
- Parents who need to urgently contact their child can call the office and we will make sure you connect with your child.
- Cell Phones are not allowed in the changing rooms or bathrooms.

## **DRESS CODE**

We value individuality and we ask that you please dress accordingly and be respectful of the school's learning environment. Before you leave home, please ensure that:

- all messages represented on your clothing are school appropriate – no advertising alcohol or drugs, no profanity, no negative messaging that would be a put down to someone.
- clothing is appropriate for a school environment (beach wear vs. school wear)

If your outfit does not meet these dress requirements, we may need to contact parents to arrange for alternate clothing to be brought.

## **SCHOOL UNIFORMS**

### Physical Education:

- Required
  - Clean Indoor footwear
  - Clothes approved by the P.E teacher
  - Athletic wear for competitive groupings
- Respect student rights to a respectful and safe changing environment

- Respect students' choices - gender neutral individual change rooms available
- Respect the change rooms and other students
- Respond
  - If a student abuses the changing rooms, they will lose the privilege to use that space

### **BLACKIE SCHOOL SCHOOL COUNCIL**

The School Council (parent council) meets once a month to offer support and advice regarding the operation of the school. All parents are welcome and encouraged to attend. Meetings are usually held on the 3<sup>rd</sup> Tuesday of the month at 6:30 PM. The Parent Fundraising Committee meets at the school on alternate days, typically at 9:00am.

### **EXTRA-CURRICULAR ACTIVITIES**

Athletics: Over the school year, several extra-curricular teams may be available to the students. This includes: Flag Football, Cross Country, Volleyball, Badminton, Basketball, and Track & Field. Flag Football, Cross Country and Volleyball will begin right away in September; games and practices will be posted in morning announcements. The availability of the sport will depend on the ability of staff to supervise and/or coach the teams. If there are parents who are interested in helping coach any of our sports teams this school year, please reach out to our Principal, Faye Holt <mailto:holtf@fsd38.ab.ca>. Mr. Barton is our Athletic Director this year.

Clubs/Activities - We are pleased to offer a variety of clubs, led by either teachers or student leaders. These clubs will change depending on interest.

### **PHYSICAL EDUCATION**

To ensure students knees and ankles stay safe during PE, we recommend runners with either laces or Velcro straps as indoor shoes. If a child is not able to participate in PE due to an injury or a condition, please provide a note indicating this to your child's teacher.

### **FEES**

All school fees are expected to be paid by the end of October and will be loaded into your child's edsembli account. If arrangements need to be made for paying school fees, please contact the office: Amy Wight <mailto:wighta@fsd38.ab.ca>

## **LOCKERS**

All students in grade 5-8 are provided with a locker. Students are expected to keep their locker clean and free from old food or wrappers. Students may choose to bring a lock from home for their locker. If they do so, they will need to share the combination with their teacher.

## **STUDENT ABSENCES**

Attendance affects student achievement; students need to attend regularly to maximize their learning. Attendance is taken every class and if your child is absent but not excused from class, parents will receive an automated phone call home in the morning and in the afternoon. The school will contact parents on all absences daily.

It is the parent(s') responsibility to confirm whether these absences are excused or unexcused. **Please email us at [blackie@fsd38.ab.ca](mailto:blackie@fsd38.ab.ca)** or call the school at 403 601 1752 and provide the student's name, homeroom, and reason for and approximate length of absence/ lateness. Any student absences not reported to the office will be recorded by the office as unexcused.

Attendance concerns will result in a two-step process:

- Initially a student-parent –teacher conference will determine a plan of action
- If the problem persists a student-parent-administrator conference will be held to determine a plan of action.

## **LATES**

Students are expected to be at school and in class on time. If a student is late, parents are asked to send a note with the student, E-mail [blackie@fsd38.ab.ca](mailto:blackie@fsd38.ab.ca) or call the school at 403 601 1752. If a student arrives at school late, they need to sign in with the front office. Any student who arrives after 8:30am is considered late. However, 25 minutes of missed class time regularly adds up to a lot of missed instruction.

## **DROP OFF AND PICK UP TIMES**

We value the safety and well-being of our students, our buses, and the surrounding community, and we kindly ask for your cooperation in being respectful of our neighbours when picking up and dropping off your child. Please refrain from parking in the bus lane, on the crosswalk, and in front of driveways in the vicinity of the school. We ask that parents avoid double parking, as it disrupts the flow of traffic and poses risks to students crossing the street and other drivers. Unless you have a preset meeting with a teacher, we also ask that parents wait for their children outside the school until the bell rings at the end of the day. We understand that pick up and drop off times can be hectic, but your efforts will contribute to a safer and smoother drop off process for everyone.



## **LEAVING SCHOOL PROPERTY**

Blackie School is a closed campus for grades K-6. Once students have arrived on campus, they are expected to be in class or on the school grounds until they are dismissed.

- Grade 7's & 8's will be considered for off campus privileges starting in October. Off campus privileges means that students can leave campus for lunch hour with parental approval. An administrator or homeroom teacher may remove off-campus privileges if necessary.
- If a student is to leave the school during class time, or is leaving early, parents are required to either call and let the office know, or please come in and sign out your student.

## **SCHOOL DANCES**

School dances may be held periodically throughout the year for the enjoyment of Blackie Junior High students. Students, approved guests, and chaperones are welcome to attend and enjoy the dances. Dance privileges are for students in good standing.

- School dress code applies at all dances.
- The year-end dance and grade 8 farewell is semi-formal.

## **STUDENT SERVICE INFORMATION**

Everyone needs support at times. If you or someone you know needs support, you can access:

Family School Liaison Counsellor:	April Reschney Ext: 11126
24 Hour Crisis and Suicide Help Line:	403-266-1605
Teen Line:	403-264-8336
Alberta Mental Health Crisis Line:	1-800-779-1557

Students are welcome to reach out to any staff member for support

## **SUPERVISION OF STUDENTS**

Students are under supervision from 7:55 am until 2:55pm. Students in the building before or after these hours will not be under the direct supervision of a staff member (unless involved in an extra-curricular activity or working directly with a teacher). Students arriving before 8:05am will be required to wait outside. If the temperature falls below -20 or the rain is torrential, students may be invited to wait in the foyer and/or boot rooms of the school until the morning bell rings.

## **TECHNOLOGY AT BLACKIE**

### **By logging into the FSD server, students are agreeing to:**

- Take full responsibility for, and respectfully use, the technology available to them at school.
- Use the internet appropriately.
- Use the school printer for school learning purposes only.
- Keep usernames and passwords private
- Access only personal files or files they have been given permission to access by an authorized staff member
- Use technology in positive ways that do not negatively affect anyone else.

### **Failure to comply with the above guidelines could result in the following actions:**

- Suspension of the privilege to access the school's technology and resources.
- Banning of the use of personal technological devices during part or all of the school day.
- Cancellation of accounts

## **STUDENT EXPECTATIONS**

### **CODE OF CONDUCT - (AP 350)**

Blackie has a responsibility to ensure that students and staff are provided with welcoming, caring, respectful and safe learning environments that respect diversity and foster a sense of belonging and promote student wellbeing. Blackie School works with families and community partners to provide safe, caring, respectful and welcoming, inclusive, and equitable learning experiences that engage students to achieve their full potential in an increasingly interdependent world.

Blackie School is committed to promoting a safe learning and working environment. All those involved with the school including staff, students, parents, volunteers, and community members must share in the responsibility for eliminating bullying, discrimination, harassment, and violence. Investigation of allegations of such behaviours will be conducted in a timely and respectful manner. The Student Code of Conduct is intended to establish and maintain an appropriate balance between individual and collective rights, freedoms, and responsibilities in the school community.

The Student Code of Conduct establishes expectations, interventions, and possible consequences for student behaviour. Students will be held accountable for unacceptable behaviour and conduct that occurs both inside and outside of the school building or school day, if the conduct negatively affects a member of the school or interferes with the school environment.

Behavior may include the use of electronic means (e.g., social media). Consequences of unacceptable behaviour will consider the student's age, maturity and/ or individual circumstances. Support will be provided for any students who are impacted by inappropriate behaviour as well as for students who engage in inappropriate behaviour. Although the code of conduct will address issues such as consequences for unacceptable behaviour, the primary

focus of the student code of conduct is to help students learn how to address issues of dispute, develop empathy and become good citizens both within and outside of the school community.

### STUDENT CONDUCT

At Blackie School, students have a responsibility to respect the rights and dignity of others and to become actively and productively involved in their own academic learning and social growth. Students are valued and contributing members of our school community and accept the responsibility for their behaviour while at school, at school sponsored activities, or while engaging in other non-school activities that have a direct influence on maintaining a welcoming, caring, respectful, and safe learning environment in the school.

While school staff is not able to control what students do outside of school, when the behaviour has a detrimental impact on the school environment, there may be consequences or interventions for inappropriate behaviour. This includes activities that are online and/or on social media platforms.

### ATHLETIC CODE OF CONDUCT

**Attendance:** Students must be at school for the day of a practice or game to participate unless they have a legitimate reason. These may include:

- School Sanctioned Activities
- Appointments with health professionals
- Emergency Situations
- Planned absence for personal or educational purposes that have been approved by the school administration.

**Academics: Bulldogs** are student-athletes which means they have a positive attitude and are up to date in their learning. Students who are unable to meet the requirements of the student athlete code of conduct will not be able to participate in their sport.

**Commitment:** Being a member of any school team is a privilege that each athlete must earn. A key to earning that privilege is commitment to the team. Team success can only be achieved if all participants are committed. This type of commitment includes:

- Attendance at all practices, games, and team events.
- Providing the coach with advance notice of absences from practices or games, and an explanation for that absence.
- While it is acceptable for a student athlete to have a job, it is not reasonable to expect the coach to accept working as a legitimate reason for missing practice or a game.
- Be a positive team member at and away from the sport.

### STUDENT EXPECTATIONS

The following Behavior Continuum will be shared with students at the beginning of each year and reviewed as necessary. It will also be posted in classrooms and school common areas.

## BLACKIE BEHAVIOUR EXPECTATIONS CONTINUUM

Expectations	Level 1 Possible consequences may include but not limited to:	Level 2 Possible consequences may include but not limited to:	Level 3 Possible consequences may include but not limited to:
<p><b>Believe</b></p> <ul style="list-style-type: none"> <li>• In doing the right thing</li> <li>• In trying our best</li> <li>• In telling the truth</li> <li>• In being learners</li> <li>• Be on time</li> <li>• Be prepared</li> <li>• Be unique and yourself</li> </ul> <p><b>Belong</b></p> <ul style="list-style-type: none"> <li>• We take care of stuff</li> <li>• We treat people kindly</li> <li>• We use school appropriate language</li> <li>• We take care of our school</li> <li>• We work as a team</li> <li>• We learn from our mistakes</li> <li>• We contribute to our community</li> <li>• We accept and value everyone’s strengths and uniqueness</li> </ul> <p><b>Become</b></p> <p><i>Responsible by:</i></p> <ul style="list-style-type: none"> <li>○ Following directions</li> <li>○ Stopping &amp; thinking before we act</li> <li>○ knowing our limits and respect the limits of others</li> <li>○ Taking responsibility</li> <li>○ Learning from our mistakes</li> </ul> <p><i>Respectful by:</i></p> <ul style="list-style-type: none"> <li>○ being honest</li> <li>○ contributing to the learning of others</li> <li>○ Being ambassadors of our school</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher redirection</li> <li>• Teacher discussion</li> <li>• Warning</li> <li>• Take responsibility</li> <li>• Apology</li> <li>• Referral/Reflection sheet</li> <li>• Alternate workspace</li> <li>• Loss of privileges</li> <li>• Break time for work catch-up</li> <li>• Restorative action</li> <li>• Work in the office</li> <li>• Clean-up duty</li> </ul>	<ul style="list-style-type: none"> <li>• Referral/Reflection sheet</li> <li>• Office referral</li> <li>• Written apology</li> <li>• Referral/Reflection sheet</li> <li>• Targeted coaching/assignment</li> <li>• Parent contact</li> <li>• Loss of privileges</li> <li>• Reassigned break times</li> <li>• Time in Office</li> <li>• Restorative conference</li> <li>• In-School-Suspension (ISS)</li> </ul>	<ul style="list-style-type: none"> <li>• Referral/Reflection sheet</li> <li>• In-School-Suspension (ISS)</li> <li>• Parent meeting</li> <li>• Targeted coaching/assignment</li> <li>• Behaviour contract or plan</li> <li>• Direct Adult Supervision</li> <li>• Restorative Action (restitution)</li> <li>• Community Service required</li> <li>• Change in School placement</li> <li>• Police involvement</li> </ul>

## BEHAVIOUR AND CONSEQUENCES

### Blackie Behavior & Progressive Discipline Continuum

#### **Level 1 Infractions:**

Behaviors that are not a safety risk to self or others but demonstrate non-compliance to school code of conduct or classroom agreements. These behaviors may have some impact on student learning and should be dealt with initially by the staff member who observes the behavior. On the school yard this would be the supervisor, in the hallways this would be any staff that sees the behavior, and in the classroom, this would be the teacher (may be supported by EA/YDC).

#### **Level 2 Infractions:**

Behaviors that could lead to a safety risk to self or others, including physical, emotional, and psychological. These behaviors may have significant impact on the social-emotional well-being of others and/or student learning, and should be dealt with by the Support Team including as appropriate the teacher, EA, LC, FSLC, Counsellor, YDC, parents, admin. Consequences of unacceptable behavior will consider the student's age, maturity, and/or individual circumstances. All worrisome behavior must be reported to the administration.

**Level 3 Infractions:** Behaviors that are deemed by staff to be harmful to self or others.

**NOTE:** All threatening and high risk behavior must be documented and reported to administration.

### **LEVEL 1 BEHAVIOUR**

**(Minor Rule Violations - No Form Required, supervising adult deals directly with the issue)**

Arguing with/yelling at each other  
Classroom disruption  
Dress Code violation  
Failure to follow classroom rules (ie sleeping in class, being late or disruptive)  
Failure to follow outdoor rules  
Food/Drink in gym/learning commons  
Habitually off task  
Inappropriate comments or gestures  
Inappropriate use of phones and/or technology  
Late for class  
Mild teasing/name calling that is not repeated  
Not keeping up with schoolwork  
Inappropriate language (mild swearing)  
Play fighting/roughhousing  
Running in halls  
Poor attendance  
Throwing snow, food etc

Disruptive in halls  
Uncooperative with adults  
Unprepared for class (supplies, books etc)

### **POSSIBLE LEVEL 1 CONSEQUENCES**

- Students who engage in Level 1 behaviours will be asked to identify the inappropriate behaviour and describe the appropriate behaviour. Students may receive a consequence of the supervisor's choice designed to discourage the inappropriate behaviour from reoccurring in the future.
- Any adult can redirect student behaviour
- Students exhibiting **repeated** Level 1 behaviour will be moved to LEVEL 2.

Consequences for LEVEL 1 behaviours are determined and monitored by the supervising adult. They *may* include, but are not limited to:

- Removal from class
- Warning
- Using free time to complete work
- Apology, verbal and/or in written form
- Verbal correction
- Loss of privileges
- Separation from friends
- Clean-up duty
- Journal/reflection
- Alternate work space

### **SUGGESTED STRATEGIES TO DEAL WITH LEVEL 1 BEHAVIOURS**

- Monthly classroom review of the Code of Conduct
- Classroom discussions about ongoing challenges
- Class meetings/circles
- Classroom rules co-created with students related to the Code of Conduct
- Collaboration with teaching partners about classroom rules and expectations to promote consistency for students
- Brainstorming activities in class (coping strategies, classroom privileges, possible classroom-level consequences)
- Focus on positive behaviour in class discussions
- Explicit teaching of our school moto: **Believe, Belong, Become**
- Call parents with student in attendance to explain the incident (will reach out to family to see if they are open to receiving phone calls during the work day)

## **LEVEL 2 BEHAVIOUR**

**(More Serious Rule Violation - Incident Report required for tracking purposes)**

Ongoing peer conflict

Lying

Cheating/plagiarism

Repeated or directed inappropriate language/verbal abuse/aggression

Directed misuse of equipment or objects (throwing a book in anger)

Disrespectful behaviour towards another student or staff member

Group mentality: rallying together with negative intention

Possession of inappropriate items (lighters, laser pointers)

Repeated inappropriate use of technology

Leaving school property without permission

Minor vandalism (writing on desk)

Inappropriate language (offensive swearing, offensive language)

Unresolved or repeated level 1 behaviour

### **LEVEL 2 CONSEQUENCES**

Students who engage in LEVEL 2 behaviours will be asked to identify the inappropriate behaviour and describe the appropriate behaviour. The reporting adult will directly tell the student they have been referred to the office for a level 2 office referral and will hand the referral form to the office. The student should expect the office to follow up with them within 24 hours. Administration will place a copy of the Incident Report in the student's file and will follow up with the referring adult, student, and family.

Consequences/responses may include, but are not limited to:

- Responsibilities/work assigned by supervisor
- Apology letter
- Reflection sheets
- Loss of privilege;
- Reassigned break times to catch up on work
- In-School-Suspension
- Parental Involvement and/or communication
- Assigned to office for behavioral concerns.
- Restorative conferences

## **SUGGESTED STRATEGIES TO DEAL WITH LEVEL 2 BEHAVIOURS**

All the strategies stated in Level One, plus:

- Targeted lessons at the classroom level
- Classroom system for keeping track of who is out of the room
- Discussion about language that is appropriate in school
- Discussions about the costs of vandalism and property damage

## **LEVEL 3 BEHAVIOUR**

**(Serious Rule Violation - supervising adult will escort student directly to the office)**

Fighting/assault

Theft

Vandalism/property damage

Possession of and/or use of illegal substances

Possession of weapon(s)

Pulling fire alarm

Harassment or assault

Bullying

Skipping school

Threats to students or staff

Unresolved or repeated level 2 behaviour (Incident Report Required)

## **POSSIBLE LEVEL 3 CONSEQUENCES**

Students who engage in LEVEL 3 behaviours will be referred to the Administrative Team by being escorted directly to the office. After consulting with the parent and appropriate school personnel, the Administrative team will issue appropriate consequences and facilitate corrective action designed to help the student improve his/her school behaviour. These actions may include, but are not limited to:

- In-School-Suspension (more than one block)
- Out-of-School-Suspension
- Parental involvement/communication
- Behavioural contracts or plans
- Conference (with guardians, staff, student, counselling, student services, etc.)
- Adult escort/accompaniment to class and breaks (supervision)
- Restitution arrangements
- Police involvement
- Restorative circles



## **SUGGESTED STRATEGIES TO DEAL WITH LEVEL 3 BEHAVIOURS**

All the strategies stated in Level One and Level Two, plus:

- Parental communication and/or involvement
- Develop and implement appropriate behaviour plans for specific students
- Organize conferences with parents, students, staff, and other stakeholders as necessary
- Organize classroom reassignment for in-school suspensions
- Organize appropriate restitution, work assignment or community service arrangements as necessary

**STAFF TO COMPLETE**

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Staff member: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

<p><b>Describe the incident or concern:</b></p>          	
<p><b>Action taken by staff circle one and/or describe</b></p> <ul style="list-style-type: none"> <li>• Verbal correction/warning given</li> <li>• Teacher-led detention</li> <li>• Apology, verbal and/or in written form</li> <li>• loss of privileges</li> <li>• Parent contacted</li> <li>• Referral to student services</li> </ul> <p>_____ Check here if no admin follow is needed</p>	<p><b>Action taken by staff (describe here if needed)</b></p>          
<p><b>Action taken by Administration (Circle)</b></p> <ul style="list-style-type: none"> <li>• Apology/restorative conversation</li> <li>• ISS/OSS</li> <li>• loss of privileges</li> <li>• parent contacted</li> <li>• referral to student services or other</li> <li>• Removal from class</li> <li>• Discussion/documentated by admin</li> </ul> <p>Comments:</p>	<p><b>Closing the loop -</b></p> <p>_____ reviewed by admin.</p> <p>_____ reviewed by staff member.</p> <p>_____ no follow up needed – return to teacher</p> <p>_____ follow up needed (return to admin)</p> <p>Comments:</p>

**REFLECTION SHEET - STUDENT TO COMPLETE**

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

**Teacher:** \_\_\_\_\_ **Class:** \_\_\_\_\_

Tell us what happened.

What were you feeling or thinking when it happened?

Who was hurt or affected by what happened? How were they affected?

What do you think should happen to make things right?

What strategy can you use to prevent this from happening again?

BELL SCHEDULE

## Blackie Bell Schedule (2024-2025)

Morning Bell	8:05
Block 1	8:15 – 9:05
Block 2	9:05 – 9:50
Recess	9:50 - 10:05
Block 4	10:05 – 10:45
Block 5	10:45 - 11:25
Block 6	11:25-12:00
Eating Time	12:00 - 12:25
Recess Time	12:25 - 12:50
Block 7	12:50 - 1:25
Block 8	1:25 – 2:05
Block 9	2:05-2:45

Announcements are at 8:15am.

All students should be in their classroom at this point.

Students are dismissed at 2:45pm, all busses leave by 2:55pm



# BLACKIE SCHOOL

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

Phone: (403) 601-1752

<https://www.foothillsschooldivision.ca/blackie>

Principal: Mrs. Faye Holt

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## **Parent and Student Acknowledgement**

Student(s)' Name(s) \_\_\_\_\_  
\_\_\_\_\_

Dear Parent(s)/Guardian(s),

To help improve parent communication, we have put the Student and Parent Handbook on our website as well as attached it in an email to all our students and parent/guardians so that parents have the opportunity to review and discuss the information provided with their child.

We encourage you to review the information and use the handbook as a reference guide should you have any questions throughout the year.

Signing below, the student and parent acknowledges they have read and understand the student expectations for those attending

\_\_\_\_\_  
(Parent/ Guardian Signature)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Student Signature)

\_\_\_\_\_  
(Date)

*Please return this page to your teacher by September 30, 2024*