



**IMMANUEL CHRISTIAN
ELEMENTARY SCHOOL
HANDBOOK
2022-2023**

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INTRODUCTION

Immanuel Christian Elementary School is an alternative school offering a faith-based program within the Lethbridge School Division. Our staff includes a diverse team of individuals committed to providing Christian education at ICES.

School Administration Team:

Barbi Wall (Principal),
Ainsley Croil (Vice-Principal & Learning Support Teacher)

Teaching Staff for 2022-23:

EEP – Mrs. Winters
Kindergarten – Mrs. Ferrie
Grade One – Mrs. Kruisselbrink & Mrs. Heshka
Grade Two – Mrs. VandenHeuvel & Mr. Hazell
Grade Three – Mrs. Middel, Mrs. Postman & Mrs. Winkelaar
Grade Four – Mrs. Alaric, Mr. Greeno & Ms. Morrison (Kelsey will teach Gr. 5 Band)
Grade Five – Mr. Riewe & Mrs. Shenton
Grade Four & Five French – Mrs. Peters

Support Staff for 2022-23:

Administrative Assistant – Terri Schellenberg
Learning Commons Facilitator – Nellie Konynenbelt

Educational Assistants:

Mrs. Barthel – Kindergarten & Grade One
Ms. Bouwsema – Grade Three & Speech Therapy
Mr. Hoard – Grade Two
Mrs. Jordan – Grade One
Mrs. Veenendaal – EEP, Grades Four & Five

Student Support Worker: Mrs. Trepner

OFFICE HOURS & BUILDING ACCESS

The ICES front office hours are Monday – Friday 8:15 – 3:30. Messaging service is available if the phone is unanswered and we will respond to your message promptly. The building remains secure throughout the school day. The building may be accessed at the front doors by using the buzzer to the right of the front doors.

MISSION

Our mission is to provide a Christian environment in which God calls all His children to develop and use their gifts for joyful service in His Kingdom.

SCHOOL VISION

As a community of Christian parents and teachers, we envision our schools as places where:

- Christ is glorified in everything we say and do with everyone contributing in a positive manner to the school
- Quality teaching and learning takes place in an environment where students are accepted, loved, and respected
- Christian discipleship and discipline are carried out in love
- Students work to achieve their God-given potential in all aspects of their development and strive to build God-honoring friendships and relationships
- Everyone can develop and talk about their personal relationship with God
- Accountability to God and each other is stressed
- Academic growth is valued and supported
- A strong sense of Christian community exists between home, school, and church
- Enthusiasm and excitement for learning and teaching is modeled by all
- Students may learn to know, love, and serve God
- Our individuality is known by Christ and celebrated by each other

CHRISTIAN COMMUNITY

The Christian home, the Christian church, and the Christian school all provide educational services. All three must cooperate closely in pursuing a common goal which is to strive toward the students' achieving their God-given potential in all aspects of their development as well as helping them live a life of obedience and biblical wisdom. In keeping with the mission statements, we as a school community must work together to instill in every student a desire to know, love and serve God in all areas of life.

As members of the Body of Christ, this community works together, as one, to achieve the well-rounded development of its children. These objectives are realized by recognizing the distinct character and task of each institution. The HOME supports the spiritual direction of the church and provides an environment of love and trust in which the students can mature and achieve emotional security. The CHURCH functions to build up the students' lives of faith by way of worship and the teaching of the God's Word. The SCHOOL supplies educational instruction based on a Christian worldview. A well-designed curriculum prepares our children to better understand the world from a Christ-centered perspective.

The Christian home, the Christian church, and the Christian school together make up the larger Christian community which together can serve as a bright light shining forth in a dark world (Matthew 5:14-16).

CURRICULUM

As a school offering an alternative program within our school division, ICES follows the Alberta Education's *Programs of Study* and uses the *Teaching for Transformation (TfT)* framework to embed Biblical themes in all subjects. Additionally, Bible classes are embedded into our weekly schedule. Through these avenues, students are provided with opportunities to discover, develop, and use their God-given gifts, talents, and abilities for joyful service in His Kingdom. TfT Through-lines include:

God Worshipping – We offer thanks and praise to God by the way we live

Idolatry Discerning – We are wise about what pulls our hearts away from God's story

Earth Keeping – We take care of and protect God's creation

Beauty Creating – We create beauty to praise God and enrich our world

Justice Seeking – We notice and respond to situations that are not right or fair

Creation Enjoying – We recognize and enjoy God's brilliant creation

Servant Working – We serve others as Christ served us

Community Building – We build loving communities in our classroom, city, and world

Image Reflecting – We learn to see God's image in others and in ourselves.

Order Discovering – We discover the amazing and complex designs in God's creation

SCHOOL THEME

The ICES school theme for the 2022/23 school year is: *Growing in our Faith*. This theme will be woven throughout various activities and chapels. Theme chapels are at 9:00 am on October 28, January 20, April 28, May 26, June 23.

CHAPELS

Our chapels begin at 9:00 and are open to whoever would like to join us. The dates for our chapels are:

September 8 – Opening Chapel

October 7 – Thanksgiving (Grade 3)

November 10 – Remembrance Day (Grade 1)

November 28 – Advent - Hope

December 5 – Advent – Peace

December 12 – Advent – Joy

December 19 – Advent – Love

December 23 – Christmas (Grade 4)

April 6 – Easter (Grade 5)

May 1 – Christian Education Week (Grade 2)

FIRST WEEK OF SCHOOL PROCEDURES 2022 – 2023

Drop Off & Pick Up

Buses will be using 5 Avenue North, in front of the school, for dropping off and picking up our students. Please do not park in this area until after the buses have left. Parent drop-off and pick-up is designated along the east side of our school property along 21A Street North. Parking in the parking lot and along the fence on the west side of the school building is designated staff. Please be respectful of their need for parking.

Staggered Year Start for All Students - Kindergarten - Grade 5

Elementary schools (K-5) will stagger entry over two days. The purpose of staggering entry over two days is to give opportunity for staff, students and parents to navigate the beginning of the school year in smaller numbers.

On Tuesday, September 6 (first day of school) all elementary students whose last names fall within the alphabet from A to M will come to school for the full school day. Upon arrival, all students will come directly into the school to their classrooms.

On Wednesday, September 7 all elementary students whose last names fall within the alphabet from N to Z will come to school for the full school day. They will follow the same protocol as students beginning on September 6.

On Thursday, September 8 all students start coming to school. Our opening chapel will be at 9:00 on this day.

Staggered Year Start for EEP Students

Our Early Learning Educator, Melanie Winters, will communicate with families directly as to when students in Early Education Program (EEP) will commence. There will be a staggered start but a more detailed schedule will come your way shortly. EEP parents will be using the west entrance, off the parking lot to drop off and pick up their children.

MEDICAL INFO

Medications

The administration of any non-prescription medications (e.g. Tylenol) cannot legally be given by any staff member. If a parent wishes to have any staff member administer medications (prescription or non-prescription), we must have a letter of authorization from the parents.

Emergency Contacts

When a student is sick or in an emergency when we cannot reach parents, the school will reach out to the emergency contacts as designated on your registrations. Please confirm your child's current emergency contacts with our office staff.

DAILY SCHEDULE – Kindergarten to Grade 5

The school day officially starts at **8:40** this year and our bell system will be resumed. Students should be in their classrooms at 8:40 and a warning bell serve as a reminder at 8:35. The school entrance doors will be accessible at 8:25.

8:25	Doors Open
8:35	Warning Bell
8:40 - 9:20	Block One
9:20 - 10:00	Block Two
10:00 - 10:10	Recess
10:10 - 10:50	Block Three
10:50 - 11:30	Block Four
11:30- 12:00	Recess
12:00 - 12:20	Lunch
12:20 - 1:00	Block Five
1:00 - 1:40	Block Six
1:40 - 1:50	Recess
1:50 - 2:30	Block Seven
2:30 - 3:10	Block Eight
3:10	Dismissal

Early Education Program (Monday—Thursday)

8:45 am - 11:30 pm

MORNING ARRIVAL

Buses will be using 5 Avenue North, in front of the school, for dropping off and picking up our students. Please do not park in this area until after the buses have left. Parent drop-off and pick-up is designated along the east side of our school property along 21A Street North. Parking in the parking lot and along the fence on the west side of the school building is designated staff. Please be respectful of their need for parking.

Upon arrival, all students enter a designated door and will use this door for all other times (recesses, end of the day). Students will come directly into the school and proceed to their classrooms. *Doors open at 8:25. Warning bell is at 8:35, classes begin at 8:40.*

AFTERNOON DISMISSAL

Afternoon dismissal is at 3:10. If your child does not use the bus for school transportation, please pick up your child along the 21A Street fence. You are welcome to meet your child outside their designated doors.

EARLY DISMISSALS

Early dismissals happen monthly to provide time for our Staff Meetings. On these days, students are dismissed at 2:00. This is also the practice on the Friday afternoon prior to Christmas holidays as well as the Thursday before the Easter break.

Early Dismissal dates are:

September 14
October 19
November 16
December 14
December 23 (Christmas break)
January 18
February 15
March 22
April 6
April 26 (Easter break)
May 17
June 7

RECESSES

ICES has three recesses daily. All grade levels, except for EEP, are outside at the same time under staff supervision. Please come dressed for the weather! Please see the Daily Schedule on page 7 for specific times.

HOT LUNCHES

The Hot Lunch program is offered twice per month through the Immanuel Christian Schools Ladies Auxiliary. Hot Lunch can be ordered twice per school year through School Cash Online.

MILK PROGRAM

The ICES Milk Program is offered monthly, beginning in October. Students have the option of choosing white or chocolate milk. Families can place orders placed monthly through School Cash Online.

LEARNING COMMONS

Students attend the Learning Commons on a weekly basis with their class at a designated time to sign out books. Students have additional access to the Learning Commons during recesses or times approved by their teachers(s) to exchange or sign out new books. In addition to providing books, the Learning Commons is also a space where students will experience reading, read-alouds, and storytelling, as well as STEM and thematic activities that complement the curriculum.

Learning Commons Schedule:

Monday: Kindergarten, 1A, 4B, 3B

Tuesday: 2A, 2B

Wednesday: 4A, 1B

Thursday: 3A, 5A, 5B

GENERAL INFORMATION & PROCEDURES

Field Trips

Teachers are encouraged to supplement grade level curriculum with appropriate field trips. Information pertaining to field trips will be communicated to parents via Permission Click.

Dress

As Christians we are called to dress modestly and in a manner that honors God. Dress influences the attitudes of pupils towards themselves, others, and to their work. As there is a mode of dress suited to office or professional work, to the playing field or gymnasium, so there is also a mode of dress suited to a Christian school. Students may not wear clothing that displays vulgar messages, put-downs, promotes anti-Christian lifestyles, is overly revealing or carries a counter-Christian message. Students found wearing this type of clothing will be required to change into other attire and the parents will be notified. Likewise, shorts and dresses must be of an acceptable length and properly hemmed. Generally, a good rule of thumb is decent, modest and clean attire.

Shoes are to be worn at all times, especially in light of fire drill evacuations. Students are required to have a separate pair of indoor footwear for use inside the school to reduce the amount of mud and snow tracked through the halls. *In addition, all gym shoes must have a non-marking sole to prevent scuff marks on the gym floors.* Finally, students are not to wear coats or jackets in class unless there are extenuating circumstances. We depend upon the parents to supervise the appearance of their children, including weather appropriate clothing and footwear.

Attendance

It is the belief of the staff and board that there is a strong correlation between good, punctual attendance and success in school. Therefore, we expect parents and students to assume the responsibility for regular, punctual attendance. The school realizes that at times due to illness, medical appointments, or family reasons, students may have to miss some school. In the event of an absence, the parents are expected to phone the school by 9:15 am. Students are responsible to acquire class materials missed and make up assignments or tests as needed.

School Supplies

School supply lists vary and are posted on the school website under the Parents tab or you can click on this link: [School Supplies](#)

Fire & Lock Down Drills

To ensure the safety of our students, fire drills, evacuations and lock downs are carried out during the school year. The importance of being prepared for such an emergency cannot be overstated. It is important that each child have a pair of indoor shoes that can be worn during the cold winter months. The fire department is knowledgeable of our building and is prepared to respond.

Reporting to Parents

As an extension of parent/teacher communication, reports of each child's progress will be issued by the teacher to the parents throughout the year (see school calendar for dates). These reports are intended to inform the parents of their child's progress and need for improvement if the case warrants. At the end of the first term, these reports will be followed by a conference between the teacher and parents.

Every aspect of communication between the teacher and parent is intended as a means for improving the quality of education for the student. To that end, parents may feel free to consult the teacher about their child's education at any time during the school year. For quality and effective education to take place, respectful communication lines between the home and school are necessary.

School Council

We invite all parents to attend the various School Council Town Hall meetings throughout the school year. The first meeting is scheduled for Monday, September 26 at 7:30. The new school council executive will be determined at the first meeting. Upcoming meeting information and dates will be included in the Weekly Update.
School Trustee Liaison – Andrea Andreachuk
Executive Council Liaison – Morag Asquith, Associate Superintendent
Society Board Liaison – Mitchell Muizelaar

Society for Christian Education in Southern Alberta (SCESA)

The Society for Christian Education in Southern Alberta oversees the ICES building, busing, and school fees. For inquiries around these pieces, please contact the Society Business Office at: 403-327-223 or [SCESA](#).

Executive Director: Monica Loewen

Business Office Manager: Jason Ferrie

Immanuel Christian Elementary School 2022-2023 School Year Calendar

July							August							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	
					1	2		1	2	3	4	5	6	
Jul 1 Canada Day	3	4	5	6	7	8	9	7	8	9	10	11	12	13
	10	11	12	13	14	15	16	14	15	16	17	18	19	20
	17	18	19	20	21	22	23	21	22	23	24	25	26	27
	24	25	26	27	28	29	30	28	29	30	31			
	31													
Sept 1 – ICES Open House p.m.	September							October						
Sept 5 Labour Day – No School	S	M	T	W	T	F	S	S	M	T	W	T	F	S
Sept 6 First day surnames A-M					1	2	3							1
Sept 7 First day surnames N - Z														
Sept 14 Early Dismissal (2:00)	4	5	6	7	8	9	10	2	3	4	5	6	7	8
Sept 17 Bits & Bytes Golf	11	12	13	14	15	16	17	9	10	11	12	13	14	15
Sept 30 National Day for Truth and Reconciliation	18	19	20	21	22	23	24	16	17	18	19	20	21	22
	25	26	27	28	29	30		23	24	25	26	27	28	29
								30	31					
Nov 11 Remembrance Day – No Sc	November							December						
Nov 14 PL Day – No School	S	M	T	W	T	F	S	S	M	T	W	T	F	S
Nov 16 Early Dismissal (2:00)			1	2	3	4	5					1	2	3
Nov 19 Fall Fundraiser	6	7	8	9	10	11	12	4	5	6	7	8	9	10
Nov 21 Report Card One	13	14	15	16	17	18	19	11	12	13	14	15	16	17
Nov 24 P/T Interviews pm	20	21	22	23	24	25	26	18	19	20	21	22	23	24
Nov 25 Parent/Teacher Interviews	27	28	29	30				25	26	27	28	29	30	31
	January							February						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	
Jan 9 Classes resume	1	2	3	4	5	6	7				1	2	3	4
Jan 18 Early Dismissal (2:00)	8	9	10	11	12	13	14	5	6	7	8	9	10	11
Jan 27 PL Day No school	15	16	17	18	19	20	21	12	13	14	15	16	17	18
	22	23	24	25	26	27	28	19	20	21	22	23	24	25
	29	30	31					26	27	28				
	March							April						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	
Mar 13 Report Card 2				1	2	3	4							1
Mar 15 Friends of Immanuel	5	6	7	8	9	10	11	2	3	4	5	6	7	8
Mar 16 P/T Interviews pm	12	13	14	15	16	17	18	9	10	11	12	13	14	15
Mar 17 PL Day	19	20	21	22	23	24	25	16	17	18	19	20	21	22
Mar 22 Early Dismissal (2:00)	26	27	28	29	30	31		23	24	25	26	27	28	29
								30						
	May							June						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	
May 1-5 Christian Education Week		1	2	3	4	5	6					1	2	3
May 17 Early Dismissal (2:00)	7	8	9	10	11	12	13	4	5	6	7	8	9	10
May 22 Victoria Day – No School	14	15	16	17	18	19	20	11	12	13	14	15	16	17
	21	22	23	24	25	26	27	18	19	20	21	22	23	24
	28	29	30	31				25	26	27	28	29	30	

Student Days: 179 Teacher Days: 195

- | | |
|---|---|
| <ul style="list-style-type: none"> School year starts/ends for teachers School year starts/ends for students Holidays Society Events | <ul style="list-style-type: none"> Teachers' Convention Professional Learning / Parent Teacher Interview Days – no school for students ICES Early Dismissal Days ICES Special Events |
|---|---|

Student Technology Use Policy

ICES students are permitted to bring electronic devices for use on the bus, however any electronic device should not be used during school hours (at recess or in class) unless given "special-consent" by a teacher. If a teacher catches a student using an electronic device during school hours without consent, the following policy will be acted upon:

1. First time – device will be taken from student and given to the principal. The student must then talk to the principal before getting the device back.
2. Second time – device will be taken from the student and given to the principal. The student will need to talk to the principal; however, the device will only be given to the student's parent/guardian.
3. Third time – device will be taken from the student and given to the principal. Student must talk with principal, and principal will then give the device to the parent/guardian after one month.
4. Fourth time - device will be taken from the student and given to the principal. Student must talk with principal, and principal will then contact parent/guardian and determine appropriate form of action.

Elementary School Student Code of Conduct

Positive Behaviour Support Plan

ICES operates on the educational philosophy that all our students have the right to learn. To this end, each student must be in a school climate that is safe, satisfying and productive, without disruptive behavior by any student infringing upon the rights of others. Home and school alike must share the responsibility for modeling and teaching appropriate acceptable behavior. By working together, we can ensure positive student conduct.

Purpose

In order to establish and maintain a welcoming, caring, respectful, and safe learning environment, this Student Code of Conduct establishes expectations and consequences for student 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.

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 is also intended to help students learn how to address issues of dispute, develop empathy, and become good citizens within and outside the school community.

Definitions

Bullying: The *School Act* defines bullying 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 behaviour also includes behaviour that targets a student because of the actual or perceived sexual orientation, gender identity or gender expression of parents or other family members.

Discrimination: The denial of individual rights and freedoms in a manner which contravenes the *Canadian Charter of Rights and Freedoms* and/or the *Alberta Human Rights Act (AHRA)*. Discrimination on the basis of race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, creed, sexual orientation, and citizenship is prohibited.

Harassment: Any behaviour that in effect or intent disparages, humiliates, or harms another person or class of persons. It is behaviour that denies dignity and respect, and is demeaning and/or humiliating to another person or class of persons. Harassment may include, but is not limited to, references related to race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation. Sexual harassment is any unwelcome behavior that is sexual in nature. Such behaviour may directly or indirectly affect or threaten to affect in an adverse manner a student's well-being and/or learning environment. The behaviour does not need to be intended as harassing to be considered as personal harassment. It is sufficient that one knows, or ought reasonably to know, that his/her behaviour is offensive and unwelcome. Harassment is not a relationship of mutual consent. It is any action including, but not limited to, verbal, physical, written and cyber messaging that is unwelcome or intimidating and denies individual dignity and respect.

Suspension: A suspension is defined as a temporary prohibition, instituted by a principal or a teacher under section 24 of the School Act, of a student from attending a class, course, school activity, school, or from riding on school authorized transit for a period of 5 school days or less. Refer to Lethbridge School Division policy 502.3 *Suspensions and Expulsions*.

Expulsion: An expulsion is defined as a prohibition, instituted by the Board in accordance with section 25 of the School Act, of a student from a class, course, educational program, school, school activity or from riding school authorized transit for more than 10 days. Refer to Lethbridge School Division policy 502.3 *Suspensions and Expulsions*.

Procedures

The Division and school's Student Codes of Conduct, and their enforcement through consequences, shall apply to students

- 1.1 in school;
- 1.2 on the school grounds;
- 1.3 during any recess or lunch periods on or off school property;
- 1.4 at school sponsored or authorized activities;
- 1.5 on school busses or other forms of approved transportation; or
- 1.6 when the student's conduct detrimentally affects the welfare of individual students or the governance, climate, or efficiency of the school(s) regardless of where that conduct occurs.

Any form of bullying, discrimination or harassment as defined above is unacceptable, whether or not it occurs within the school building, during the school day or by electronic means,

The school encourages compliance with the following behavioural expectation examples, realizing this is not an exhaustive list:

- 1.7 respect yourself and the rights of others in the school;
- 1.8 make sure your conduct contributes to a welcoming, caring, respectful, and safe learning environment in the school that respects yourself, the rights of others, diversity and fosters a sense of belonging of others in your school;
- 1.9 refrain from, report, and refuse to tolerate bullying or bullying behaviour, even if it happens outside of the school or school hours, or digitally;
- 1.10 inform an adult you trust in a timely manner of incidents of bullying, harassment, intimidation, or other safety concerns in the school;
- 1.11 act in ways that honour and appropriately represent you and your school;
- 1.12 attend school regularly and punctually;
- 1.13 be ready to learn and actively engage in, and diligently pursue, your education;
- 1.14 know and comply with the rules of your school;
- 1.15 cooperate fully with everyone authorized by the Board to provide education programs and services;
- 1.16 be accountable for your behaviour to your teachers and other staff;
- 1.17 contribute positively to your school and community; and
- 1.18 be a responsible digital citizen (See Policy 607.4 *Responsible Use of Technology*).

- 2 Examples of unacceptable behaviours include, but are not limited to:
 - 2.1 behaviours that interfere with the learning of others and/or the school environment, or that create unsafe conditions;
 - 2.2 acts of bullying, harassment, discrimination, coercion, or intimidation;
 - 2.3 physical violence;
 - 2.4 retribution against any person in the school who has intervened to prevent or report bullying or any other incident of safety concern;
 - 2.5 illegal activity such as:
 - 2.5.1 possession, use or distribution of illegal or restricted substances;
 - 2.5.2 possession or use of weapons;
 - 2.5.3 theft or damage to property;
 - 2.5.4 contravention of Division policies and regulations;
 - 2.5.5 willful disobedience and/or open opposition to authority;
 - 2.5.6 use or display of improper or profane language;
 - 2.5.7 interfering with the orderly conduct of class(es) or the school;
 - 2.6 Contravention of the Student Code of Conduct as set out in the *School Act*, Section 12;
 - 2.7 Contravention of the provisions of Section 27 of the *School Act* related to trespassing, loitering, and causing a disturbance;
 - 2.8 Use of technology such as computers, cameras, cell phones, and other digital equipment for purposes that are illegal, unethical, immoral, or inappropriate.
- 3 Rules governing student conduct while being transported on school busses or other approved transport, shall be developed by the Division in consultation with the school administration and/or transit provider.
- 4 The following consequences of unacceptable behaviour shall apply taking into account the severity and magnitude of the incident(s) and the student's age, maturity, and individual circumstances:
 - 4.1 supports, interventions and/or consequences include but are not limited to parent phone calls, student conferencing, counselling, assessments, positive behaviour plans and/or contracts, team meetings, conflict resolution, involvement of School Resource Officer;
 - 4.2 suspension;
 - 4.3 expulsion;
 - 4.4 involvement of police authorities.

- 5 Parents and guardians play a vital role in developing student behavior and conduct. It is the Division's expectation that a parent or guardian has the responsibility:
 - 5.1 to take an active role in the student's educational success, including assisting the student in complying with Regulation 3 of this policy
 - 5.2 to ensure that the parent or guardian's conduct contributes to a welcoming, caring, respectful and safe learning environment
 - 5.3 to co-operate and collaborate with school staff to support the delivery of specialized supports and services to the student
 - 5.4 to encourage, foster and advance collaborative, positive and respectful relationships with students, teachers, principals, other school staff and professionals providing supports and services in the school; and
 - 5.5 to engage in the student's school community.
- 6 The school shall provide support for students who are impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour. Schools may consult with Division Instructional Services for determining support mechanisms.
- 7 Procedures for lodging a complaint or concern.
 - 7.1 Should a student be subject to or witness of: bullying, harassment, discrimination, unwanted behaviors as described in procedure 4, or conduct that interferes with maintaining a welcoming, caring, respectful, and safe learning environment in the school, that student should contact a classroom teacher, their advisor, school counsellor, or any other staff member with whom they feel comfortable. A parent or guardian may make contact regarding a complaint or concern.
 - 7.2 All complaints of discriminatory, harassing, and bullying language and behaviours are taken seriously, documented, and dealt with in a timely manner.
 - 7.3 Confidentiality regarding the complaint shall be maintained by all parties as agreed relative to further action.
 - 7.4 A complaint or concern may be communicated informally through oral communication or formally in writing with a professional staff member or principal. Where possible, the complaint should clearly outline the cause for complaint or issue, as well as a description of the specific incident or incidents, the dates, and names of any witnesses.
 - 7.5 Complaints shall follow the channels of communication as outlined in Policy 1003.1 Channels of Communication and Dispute Resolution, Regulation #11

- (start with closest source such as teacher or counsellor, to school administrator with principal the highest school level, to Associate Superintendent, to Superintendent, to Board). Policy 505.9 Appeals can be followed if a student or parent/guardian is dissatisfied with the decision at the level of the school principal.
- 7.6 The professional staff member or principal will investigate the complaint and apply the appropriate consequences as delineated in number (6) including the School's Student Code of Conduct.
 - 7.7 The principal will determine whether the level of seriousness requires an investigation and/or police involvement. If the principal determines that the incident(s) requires police involvement, Policy 504.8 Involvement with Authorized Agencies will be followed.
 - 7.8 The professional staff member and/or school administrator and/or Division administrator will document the investigation and outcome, including any disciplinary action and supports as described in number (8). Policy 609.5 Student Records applies for record retention and disposition.
 - 7.9 Retaliation. No member of Lethbridge School Division No. 51 school community, including students, staff, parents/guardians, and/or volunteers, shall take retaliatory action with the intent of dissuading or punishing an individual for participating in the complaint resolution process. Individuals who retaliate may be subject to discipline and/or legal action.

