



# awâsis waciston SCHOOL

**Nurturing Mind, Body and Spirit**

## **STUDENT & PARENT HANDBOOK 2025 - 2026**

### **PRINCIPAL'S MESSAGE**

Welcome to awâsis waciston School. We look forward to building a warm, nurturing and respectful relationship between your home and our school community. We invite you to be an active participant in our school family. It is only as a team working together that we can accomplish all that we dream for our children.

***The Code of the Golden Feather*** is the foundation of our community. **We strive to practice respect, humility, honesty and integrity each and every day in all that we say and do.**

We support our students to become **Student Leaders!**

awâsis waciston School Handbook provides an overview of school procedures

***Principal: Ms. Judy Toews    Assistant Principal: Mr. Gary Smith***

***Address: 12325-127 St. Edmonton, AB T5L 0Z9***

***Phone: 780-455-5533 Fax: 780-453-1525***

## 2025-26 SCHOOL YEAR

(\*) **Indicates no classes will be held on these days**

\*First Operational Day (No Students) August 29, 2025

**First Day of Classes – September 2, 2025 – Kindergarten Parents will be contacted by the teacher**

\*Labour Day - September 1, 2025

\*National Day for Truth and Reconciliation – September 30, 2025

\*Thanksgiving - October 13, 2025

**\*PD Day – October 20, 2025**

\*Remembrance Day - November 11, 2025

\*Non-Instructional Day – November 12-13, 2025

\*Day in Lieu – November 14, 2025

\*Winter Break - Dec. 20, 2025–Jan. 4, 2026

**\*PD Day – January 28, 2026**

\*Family Day - February 16, 2026

**\*PD Day – February 17, 2026**

\*Teachers' Convention – February 26-27, 2026

**\*PD Day – March 20, 2026**

\*Spring Break - March 28 – April 6, 2026

\*Good Friday – April 3, 2026

\*Easter Monday - April 6, 2026

\*Victoria Day - May 18, 2026

**\*PD Day – May 27, 2026**

\*Day in Lieu – May 28, 2026

\*Non-Instructional Day – May 29, 2026

**Last Day of Classes for Students - June 23, 2026**

**\*Operational Day (No Students) – June 24, 2026**

### **Hours of Operation**

<b>Morning (First Bell) 8:35 am</b>	<b>Afternoon (First Bell)</b>	<b>12:20 pm</b>
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Morning Classes Begin 8:35 am	Afternoon Classes Begin	12:20 pm
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Morning Recess 10:00 am	Afternoon Recess	1:45 pm
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<u>Lunch Hour</u>	11:35 am - 12:20 pm
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**Afternoon Dismissal 3:25 pm except Thursdays – Thursday dismissal is 2:02pm**

**COMMUNICATION AT YOUR FINGERTIPS! 780-455-5533 (GENERAL OFFICE)**

**Use SchoolZone:** Parents/guardians will be given a login password to check for school and division information, emergency information, survey links, and Progress Reports!



- Parents/guardians are always encouraged to communicate with their child's teacher to discuss concerns and progress. You can contact them via email or calling the school and leaving a message.
- **Teachers WILL NOT be available to take calls during class hours.**
- **Parent/guardian calls to students MUST be done through the office as students should not be using cell phones during school hours.**

#### **PICK-UP AND DROP-OFF OF STUDENTS:**

**Parents/guardians are asked to remain outside when dropping off or picking up**

**Morning:** Before 8:15am – All the school doors are locked. Students will need to go to the FRONT DOOR and use the buzzer to be let in. **After 8:15am-8:30am** there will be a supervisor at the South Door to let students in.

**End of day parent pick-up** - Call the office 780-455-5533 and a supervisor will bring your child to the South Door to you. **To pick up a child before 3:25pm, please call the office at least 1 hour before the end of day to let the office staff know the time required for your pick up.** Also, please do not pick up unannounced at buses as it affects the safe departure of the kids.

#### **REPORTING ABSENTEES & LATES:**

**Parents can now enter their child's absence on SchoolZone!**

If you are unable to access SchoolZone please call the school and leave a message in the absentee mailbox for the general office, when your child will be away or late. An automated calling system will notify parents/guardians when a child is absent and parents/guardians have not excused the absence. Students who arrive late are required to check in at the office before going to class.

#### **ATTENDANCE:**

- The Alberta School Act requires that all children between the ages of 6 and 16 must **attend school** on a regular basis. Those students who miss more than 10 days experience academic and social challenges.
- **Regular and Punctual attendance is expected of all students.** Parents will be contacted regarding students with attendance concerns.
- Students who are ill (unable to do class work or be outside during recess) should remain at home. If students become ill at school parents/guardians will be contacted to pick the child up.
- First aid will be administered by trained staff to any child who is injured. Parents/guardians will be contacted regarding more serious injuries. If parents/guardians cannot be reached medical advice will be sought and followed.

#### **SCHOOL PHILOSOPHY**

At awâsis waciston we believe that:

- ◆ every child can learn and will be successful
- ◆ all children learn at different rates and in different ways
- ◆ learners are responsible for their own behavior and achievement
- ◆ **education is a shared responsibility** involving the parent/guardian, student, school and community
- ◆ school is a safe, positive and caring environment that maintains the dignity and self-worth of all

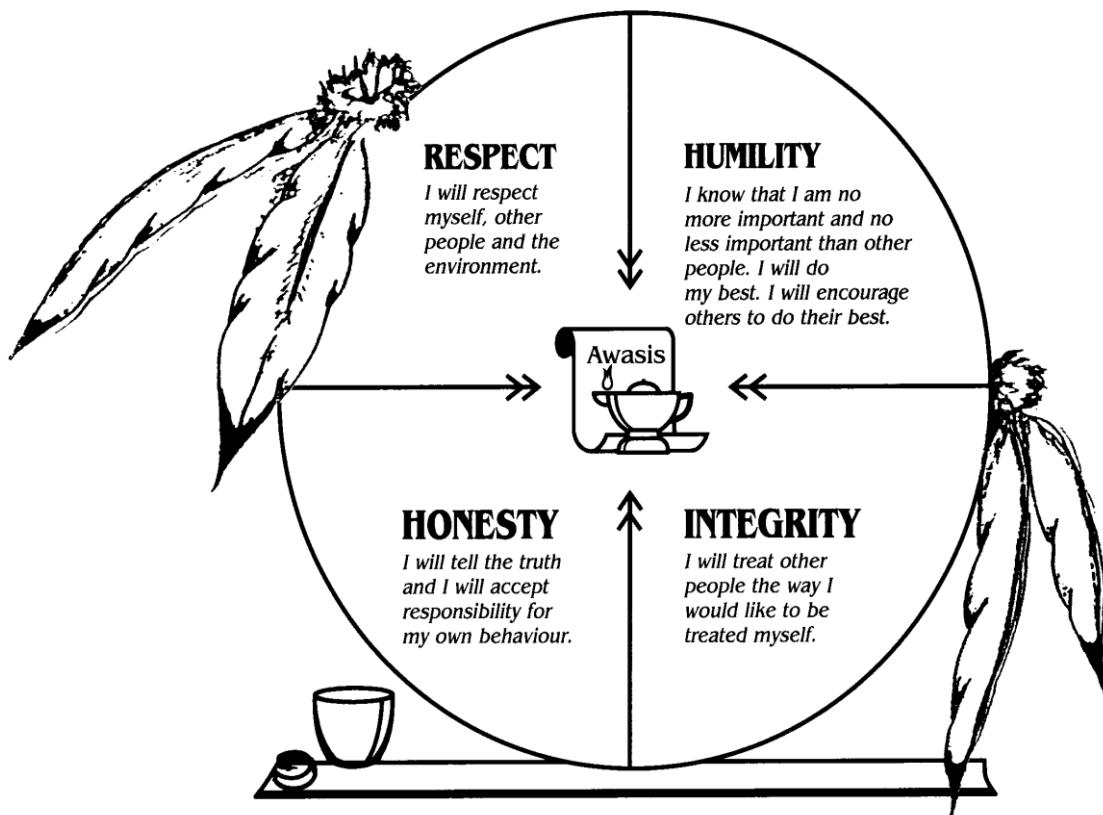
## AREAS of INSTRUCTIONAL FOCUS

At awâsis waciston School students will demonstrate growth in Literacy and Numeracy. Measurement of growth will be through daily observations, conversations, assignments, performance-based school assessments, Highest Level of Achievement Test (HLAT) interim measures, and Provincial Achievement Tests (PATs) for grade 6 students.

## CODE OF THE GOLDEN FEATHER

*I am privileged to come to awâsis waciston School.*

*I will always act in such a way that I will bring honour to the Golden Feather.*



*Because I care about myself and others, I agree that:*

1. *I will attend school regularly, be on time, and be prepared for class.*
2. *I will not touch or threaten others in a way that could hurt them or make them feel uncomfortable.*
3. *I will talk in a respectful way with other people. (This means no swearing, name calling, rude gestures or put downs.)*
4. *I will keep the school and playground clean by putting garbage in garbage cans.*
5. *I will walk respectfully while moving through the school.*
6. *I will use school and playground equipment safely and correctly.*
7. *I will be responsible for any school equipment or property that I lose, break, or damage.*

## Our Responsibilities

PARENT/GUARDIAN RESPONSIBILITIES	STUDENT RESPONSIBILITIES
<p><b>It is the responsibility of the parent/guardian to ensure that:</b></p> <ul style="list-style-type: none"><li>❖ <b>Current home and emergency contact information is provided to the school</b></li><li>❖ Students come to school rested so they are alert and ready to learn.</li><li>❖ Students <b>attend regularly</b>, arrive on time and the office is notified if a student is absent</li><li>❖ Parents talk with their children regarding their school work and the school's learning and behavioral expectations</li><li>❖ <b>Cell phone use during school hours is NOT permitted. Contact with students MUST go through the office</b></li><li>❖ Plan time and space for homework assignments</li><li>❖ Students wear appropriate and respectful clothing suitable to an elementary school environment. Revealing clothing and clothing with inappropriate or suggestive pictures or writing is not permitted.</li><li>❖ Students dress appropriately to go outside at recess time and lunchtime</li><li>❖ Students have the required school supplies. Please clearly label all clothing and school supplies</li><li>❖ Students should <b>NOT</b> bring expensive items such as iPads, iPods, game systems to school as they may be lost or stolen. <b>The school WILL NOT assume responsibilities for items students choose to bring to school</b></li><li>❖ Concerns regarding your child are brought to the attention of the teacher, and/or school administration in a timely manner.</li></ul>	<p><b>It is the responsibility of the students to:</b></p> <ul style="list-style-type: none"><li>❖ Attend CLASS, EVERY DAY, ON TIME</li><li>❖ Do their best in their schoolwork and contribute to an environment that makes it possible for classmates to do the same</li><li>❖ Demonstrate RESPECTFUL BEHAVIOUR with one another at all times</li><li>❖ Show respect for ethnic, racial, religious, and gender differences</li><li>❖ Demonstrate LEADERSHIP in the school, on the playground, on the school bus and on field trips, in a responsible way so that everyone can be safe</li><li>❖ WALK in a quiet, orderly manner while inside the school</li><li>❖ Take good care of the school building and its grounds, materials and equipment</li><li>❖ Wear only CLEAN/DRY FOOTWEAR inside the school</li><li>❖ Remove hats and jackets in the hallways and classrooms</li><li>❖ Use the ENTRANCE/EXIT DOORS as assigned</li><li>❖ PLAY on school grounds in designated areas.</li><li>❖ Adhere to district policies relating to smoking, vaping, alcohol, drugs and inhalants</li><li>❖ <b>Cell phones must be powered off during the school day. Student will not use their phones during recess. Contact with families MUST go through the office</b></li><li>❖ <b>No taking of pictures/videos at school or on the bus</b></li></ul>

## STAFF RESPONSIBILITIES

- ❖ To recognize and encourage positive achievements and behaviors of students in our school
- ❖ To model a genuine concern for students, families and all staff members
- ❖ To develop and inform students of the school and classroom expectations and consequences, and of the routines necessary for the orderly functioning of the classroom and school

## **Plan for Supporting Positive Behavior**

We believe that the home and school share the responsibility for the teaching of appropriate and acceptable behavior. By working together, we can promote positive conduct.

We will use a “*support to independence model*” with students to assist them in learning to self-regulate and be positive awâsis waciston citizens.

## **Supporting Positive Student Conduct**

Most behavior incidents that occur in and outside the classroom are minor. *This behavior usually does not interfere with the learning of others or affect the safety and well-being of students and staff.*

### **Procedure to support a child having difficulty meeting classroom expectations**

- A disruptive student will be supported to self-regulate their behavior by:
  - Taking a *time-out* within the classroom. After a short time has elapsed the teacher and student will converse about classroom expectations and then the student will be asked to return to their desk to continue working.
- If the student is unable to self-regulate and are disrupting the learning of others they may be:
  - supported by an EA in another setting,
  - connected with the school Success Coach
  - and/or school administration.

Once the student has regained control of their behavior they will return to their classroom to resume following instructions and classroom expectations.

- Students who are not able to manage their behavior after all interventions have been utilized may be asked to be picked up by a parent or guardian.

## **Recess Learning Procedure**

The supervisor will facilitate conversations with students to address the behavior of concern, possible solutions/alternative behaviors.

Those students who engage in behaviors that are considered to be unsafe or inappropriate will be asked to meet with school administration. Students will work with staff and involved parties to resolve issues while learning to become self-aware and gain skills to support them in making appropriate choices in the future.

**Continued minor misconduct in the classroom or during recess will result in the student being sent for further support with administration. Parents/guardians will be contacted.**

**Edmonton Public Schools has established student behavior and conduct policy and expectations.**

- Behaviors that affect the daily running of the school and/or endanger the safety and well-being of others are considered to be unacceptable. These behaviors require intervention of a more serious nature.

## **Students Are Accountable**

**Most students behave in a responsible and positive manner and will NOT be involved in serious unacceptable behavior.**

## **Action Plan (Student Action Plan)**

- After serious unacceptable behavior, the student will meet with school administration to co-create an initial action plan. The school will contact the parent/guardian regarding the behavior and its consequence.

## **Alternate Activity / Support**

- Students will be guided with alternate activities should they be unable to return to class. This could include time with administration, success coach, EA, or a teacher in an alternate location. The school will contact the parent/guardian regarding the behavior and its consequence.

## **Suspensions**

- As a final resort, based on the severity of the behavior and at the discretion of school administration, a student may be asked to remain at home for a period of 1 to 5 days after which the student would be welcomed back with a co-created return to class plan.

Major unacceptable behavior that will result in immediate consequences include such behaviors as, physical aggression toward staff and or students, disrespectful language including gestures towards staff or defiance of authority.

**Parents/Guardians will be contacted and expected to come to the school to pick their child up.**

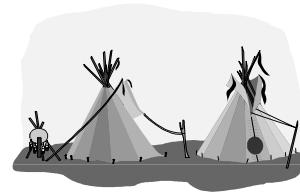
## ORGANIZATION FOR LEARNING

awâsis waciston School operates under the philosophy that all students have the right to learn and the responsibility to learn. In order to successfully learn, children must be in a safe, positive, cooperative and supportive school environment.

We believe the graded and mandated curriculum set out by Alberta Education is the foundation for teaching and learning for all students.

### Our school is organized on the following premises:

- ◆ children learn in different ways and at different rates
- ◆ every child needs to be challenged to their potential
- ◆ our system of organization addresses the needs of students, parents/guardians and the teacher
- ◆ the identified needs of students and teachers plays a major role in grouping students for instruction



At awâsis waciston students are grouped in age appropriate classrooms. Student progress will always be reported on grade level of achievement on the curriculum.

## REPORTING STUDENT PROGRESS

awâsis waciston School follows [Edmonton Public Schools Guide to Student Assessment, Achievement & Growth](#). For the full guide, **go to SchoolZone** and log on with your parent/guardian log in information.

**Two reporting periods: January 23<sup>rd</sup>, 2025 and June 23rd, 2026.**

**Family Conferences** will be held in-person in **November 5, 2025 and March 18, 2026**.

Parents are always encouraged to connect with their child's teacher as needed throughout the school year.

## PROGRAMS

awâsis waciston School offers the awâsis Program for students from kindergarten to grade six. The awâsis Program provides a choice for families who want their children to address the Alberta Education curriculum through an alternative program emphasizing First Nation, Metis and Inuit culture and Cree language instruction.

## SCHOOL NUTRITION PROGRAM

Students can receive a morning meal daily when they are registered by their parent/guardian in the *E4C School Nutrition Program*. **Students will need to bring a lunch from home each day.** Students will be eating in classrooms, and are expected to behave in an appropriate manner during the lunch hour. Children are not allowed to leave the school grounds during the lunch hour unless they have written permission from home.

## SPECIAL EVENTS

There are numerous special events held throughout the year at awâsis waciston such as our Winter Concerts, and Family Conferences in November and April. Information about these events and specific dates will be communicated in the newsletters posted on SchoolZone.

## EXTRA-CURRICULAR ACTIVITIES

A wide variety of opportunities are provided to encourage students to become involved in extra-curricular activities as they become available.

These may include: Coyote Pride Mentoring (Grade 4), Traditional Dance, Various School Clubs, Student Leadership, Intra-mural Programs, Fiddle



## FIELD TRIPS – virtual and out of school field

Field trips are specifically chosen to enhance and address the learning outcomes in the curriculum. Field trip notices will **include the cost** associated with specified field trip.

**Written permission is mandatory for each and every student who is going on the field trip.** Those students who do not provide written consent will remain at the school for the duration of the trip.

## DIVISION SUPPORT SERVICES and COMMUNITY PARTNERS

A number of student services can be accessed through the principal or assistant principal such as **Specialized Learning Supports** (psychologist, speech and language, and social worker). In addition, the school can access the services of a **Public Health Nurse**.

awâsis waciston has a partnership with the **Family Centre**. They provide us with a **Success Coach** and a **Roots and Wings Worker**. They can provide support with:

- ◆ working with families of students at awâsis waciston School with low attendance to encourage improvement
- ◆ providing the RAINBOWS Program for identified students at the request of families or staff
- ◆ assisting families to connect with community support services and resources
- ◆ communicating regularly with the school administration and counselling staff in regard to students and their families

## STUDENT TRANSPORTATION

Transportation is managed by **EPSB Student Transportation (780-429-8585)** who work with the carrier **Southland Transportation (780-466-9696)** for students grades K-6 who live outside of the school catchment area and are enrolled in the awâsis Program. Parents are encouraged to login to **Schoolzone** to track their child's bus.



## Key Points for Bussing:

- **Parents/guardians must directly contact the school office and give advanced notice if a bus change is necessary. Route changes take between 1-2 weeks.**
- In the case of family emergency or need for childcare, Parents/Guardians **MUST make arrangements with the school office** if they need to have their child ride on a different bus. Please call the school office.
- **Please ensure that the office has up to date home and emergency contact information.**

## awâsis waciston Student Bus Expectations

Our goal is to ensure that **all children are safe** while riding the bus. All students are expected to follow the **Code of the Golden Feather** while riding the school bus: **respect, humility, honesty, & integrity.**

**The EXPECTATIONS for the school bus are ...**

### **Students:**

1. Arrive at your stop **5 minutes early**; drivers will not wait at the stop.
2. Respect your driver. Be Kind to one another.
3. No eating or drinking on the bus, at any time.
4. ALL items must be in a backpack or bag and be kept close to you.
5. Phones/devices **cannot be used for photo or video recording** – due to FOIP issues (please contact school administration if you have questions)

### **Parents/Guardians:**

1. Build an evening and morning routine that allows your child to arrive at their bus stop 5 minutes early.
2. Speak respectfully about your child's driver and encourage them to show leadership on the bus.
3. Review the expectations of the bus now, and from time to time so your child understands how to be successful during their ride.
4. Parents/Guardians of Kindergarten and Grade 1 students **must** meet the bus ON TIME each day to pick up their child.
5. Notify awâsis waciston School upon change of phone number or address.
6. **If you have concerns with bussing**, please call the school and speak with administration.

The following behaviors will not be tolerated:

- Bullying or play fighting, vandalism / damaging the bus
- Opening the windows and throwing things out of them. Climbing on/over seats
- Any forms of physical or verbal aggression. Getting off the bus at a stop other than their own
- Eating on the bus, changing seats on the bus, moving around the bus while in motion

Consequences will be given to children who misbehave on the bus.

Our bus drivers work very hard to **encourage children to make good choices** and **to lead by positive example for other children to follow.**

## PARKING

The **staff parking lot is reserved for school staff and school board employees** with parking passes. We have a few visitor parking spaces on the south end of the school. Street parking is available on 123<sup>rd</sup> Avenue to the south of the school. **Parents are asked to drop children off at the SOUTH DOORS of the school using the *drive-through enter and exit ramps*.**

**Do not drop children off on 125 Avenue – this is for buses only.**

**Driving in the parking lot or on the tarmac during school hours is strictly prohibited.**

## DRESS AND FOOTWEAR



Students are asked to wear appropriate and respectful clothing suitable to an elementary school environment. Revealing clothing and clothing with inappropriate or suggestive pictures or writing is not permitted. Suitable dress and footwear should be worn for the existing weather conditions.

Students are required to remove their outside footwear upon entering the school. It is expected that they have a pair of indoor shoes (preferably white soled running shoes for gym classes).

**Students are required to wear shoes at all times in school in case there is a need for emergency exit.**



## COLD WEATHER POLICY

During periods of inclement weather, recesses will be supervised indoors as weather and air quality dictate.

## SCHOOL SUPPLIES



Students in grades 1 to 6 have their texts and workbooks provided. Supply lists are available on SchoolZone and the awâsis waciston website. Families are asked to purchase their student's supplies. Through Tools for Schools donations, the school may be able provide support, if families let the office know it is needed. Indoor shoes will need to come from home.

## Search Institute's Framework of 40 Developmental Assets

This publication presents research on developmental assets, which are positive factors in young people, families, communities, schools, and other settings that have been found to be important in promoting young people's healthy development. Further details on developmental assets are available at [www.search-institute.org/assets](http://www.search-institute.org/assets)

### External Assets

#### SUPPORT

1. **Family support**—Family life provides high levels of love and support.
2. **Positive family communication**—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
3. **Other adult relationships**—Young person receives support from three or more nonparent adults.
4. **Caring neighborhood**—Young person experiences caring neighbors.
5. **Caring school climate**—School provides a caring, encouraging environment.
6. **Parent involvement in schooling**—Parent(s) are actively involved in helping young person succeed in school.

#### EMPOWERMENT

7. **Community values youth**—Young person perceives that adults in the community value youth.
8. **Youth as resources**—Young people are given useful roles in the community.
9. **Service to others**—Young person serves in the community one hour or more per week.
10. **Safety**—Young person feels safe at home, at school, and in the neighborhood.

#### BOUNDARIES AND EXPECTATIONS

11. **Family boundaries**—Family has clear rules and consequences and monitors the young person's whereabouts.
12. **School boundaries**—School provides clear rules and consequences.
13. **Neighborhood boundaries**—Neighbors take responsibility for monitoring young people's behavior.
14. **Adult role models**—Parent(s) and other adults model positive, responsible behavior.
15. **Positive peer influence**—Young person's best friends model responsible behavior.
16. **High expectations**—Both parent(s) and teachers encourage the young person to do well.

#### CONSTRUCTIVE USE OF TIME

17. **Creative activities**—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
18. **Youth programs**—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
21. **Religious community**—Young person spends one or more hours per week in activities in a religious institution.
20. **Time at home**—Young person is out with friends "with nothing special to do" two or fewer nights per week.

## **Internal Assets**

### **COMMITMENT TO LEARNING**

21. **Achievement motivation**—Young person is motivated to do well in school.
22. **School engagement**—Young person is actively engaged in learning.
23. **Homework**—Young person reports doing at least one hour of homework every school day.
24. **Bonding to school**—Young person cares about her or his school.
25. **Reading for pleasure**—Young person reads for pleasure three or more hours per week.

### **POSITIVE VALUES**

26. **Caring**—Young person places high value on helping other people.
27. **Equality and social justice**—Young person places high value on promoting equality and reducing hunger and poverty.
28. **Integrity**—Young person acts on convictions and stands up for her or his beliefs.
29. **Honesty**—Young person “tells the truth even when it is not easy.”
30. **Responsibility**—Young person accepts and takes personal responsibility.
31. **Restraint**—Young person believes it is important not to be sexually active or to use alcohol or other drugs.

### **SOCIAL COMPETENCIES**

32. **Planning and decision making**—Young person knows how to plan ahead and make choices.
33. **Interpersonal competence**—Young person has empathy, sensitivity, and friendship skills.
34. **Cultural competence**—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
35. **Resistance skills**—Young person can resist negative peer pressure and dangerous situations.
36. **Peaceful conflict resolution**—Young person seeks to resolve conflict nonviolently.

### **POSITIVE IDENTITY**

37. **Personal power**—Young person feels he or she has control over “things that happen to me.”
38. **Self-esteem**—Young person reports having a high self-esteem.
39. **Sense of purpose**—Young person reports that “my life has a purpose.”
40. **Positive view of personal future**—Young person is optimistic about her or his future.

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