

2025 – 2026 Forest Green School
Parent Handbook



**FOREST GREEN
DRAGONS**

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Introduction

Parkland School Division (PSD) is a dedicated provider of quality public education, serving more than 90,000 residents living west of Edmonton. The Division is large in area, spanning almost 2,450 square kilometres, but small enough that students, families and staff learn each other's faces and names quickly. Attendance areas stretch as far west as Tomahawk and Entwistle, and include rural areas south of Spruce Grove and Stony Plain, with the North Saskatchewan River providing a natural southern boundary all the way to Devon.

Our Vision

WHERE WE ARE GOING

- Our students possess the confidence, resilience, insight and skills required to thrive in, and positively impact the world.

Our Mission

HOW WE WILL GET THERE

- We assure supportive learning environments, meaningful experiences and healthy relationships that create opportunities to develop resilience, to gain diversity in perspectives and to achieve enduring success.

Our Ultimate Goal

THE REWARD FOR GETTING THERE

- Student Success and Well-being

Our Values

WHAT GUIDES US

- Learning opportunities that are purposeful, essential, relevant, authentic and responsive;
- Excellence in achievement;
- Trustworthy, respectful relationships; and,
- Resilience with self-awareness.

Our Priorities

Student Wellness & Staff Wellness

Both student wellness and workplace wellness are priorities for us.

PSD's Ultimate Goal: Student Success and Well-being highlights how important student wellness is. A healthy school approach is one that supports the health and well-being of students and the entire school community. EVERYONE plays a role in supporting student wellness.

Healthy organizations and workplaces are at their best when they are made up of people who are healthy. Wellness is a very personal concept that can mean many things to different people, but workplace wellness is about how you feel about your work, the workplace environment, and the climate and culture within it.

Community, Equity and Diversity

Although PSDs tagline is 'Where the World Opens up', the world doesn't open up to all members of our communities until our minds open up to all members of our communities. A continual progression toward equity, and the promotion of anti-racism, are essential components of a caring, respectful and safe school division. All members of the PSD community are expected to demonstrate, and ensure, that a sense of belonging, for all staff, students and community members, exists in all places.

Indigenous Perspectives and Ways of Knowing

PSD is building relationships with Indigenous communities that increase understanding of their experiences, and therefore increase attendance rates, academic completion, and a sense of belonging for Indigenous students. In addition, we need to learn the history of our continent that predates colonialism - we have a responsibility to listen to the stories of the Elders and to increase our understanding beyond what we were taught in school, and to bring those perspectives into our day-to-day work and learning.

Programming and Pedagogy

Student programming and continual improvement of teaching practices continues to be a priority for PSD. The Division is proud to offer diverse programs to students because that's how learning comes alive for them. Programs showcase the breadth of the work. The depth of our work gets recognized in our attention to pedagogy.

Communication

At Forest Green School, we believe that open communication between home and school strengthens our partnership and supports student success. Our teachers will provide frequent communication regarding learning, and events. Please reach out to them should you have questions.

The following are some additional ways you can stay connected to our school community with the help of technology. Our staff are always happy to assist with any questions you may have throughout the year.

Caregivers are encouraged to visit the Forest Green website for information on upcoming events as well as to view the school calendar.

On Fridays, in anticipation of the upcoming week, the “Dragon’s Dish” memo will be emailed to families via School Messenger. This memo contains school news, important dates, and information for the upcoming week. To receive these memos please ensure you have enabled School Messenger. They will also be posted to our website.

PowerSchool Parent Portal

PowerSchool is a secure web-based student management system designed to strengthen communication between the school and home. It provides parents and legal guardians online access to their children's progress in school.

Parents and legal guardians are able to create a PowerSchool account and link it to each of their children's accounts by using the access codes supplied by the school.

Social Media

The school website is the primary place to check for accurate information; however, we strive to make information as transparent and accessible as possible. We often share information, reminders and school happenings via social media.

Forest Green School:

- Facebook: Forest Green School
- Instagram: [@fgdragons](#)

Forest Green Fundraising and School Council:

- Facebook: Forest Green School Parent Council & Fundraising Society
- Instagram: [@fgsparentcouncilassociation](#)

Telephone

780-963-7366

Address

5210 – 45 Street
Stony Plain, AB
T7Z 1R5

Email

forestgreen@psd.ca

Website

www.forestgreen.psd.ca

2025-2026 Office Staff

Principal – Mrs. Cheri Day
Assistant Principal – Ms. Miranda Niebergall
Secretary – Mrs. Donna Buchaski

cheri.day@psd.ca
miranda.niebergall@psd.ca
donna.buchaski@psd.ca

School Hours

Supervision Begins	8:15
Doors Open	8:25
Welcoming Bell	8:30
O'Canada/Announcements	8:35
Recess	9:51 – 10:06
Noon Recess	11:54 – 12:24
Lunch Break	12:24 – 12:44
Dismissal	3:04
After School Supervision	3:15 or until all busses have left

- Students should not arrive at school prior to 8:15 when supervision begins.
- Students are expected to go outside during recess unless otherwise directed by a staff member.

Bussing

If your children require bussing, online registration is required. Please call transportation at 780-963-8452 or check the website <https://www.psd.ca/transportation> for more information.

School Fees

Please use this link, [Fee List](#) to access our fees.

Progress Reporting

The primary purpose of assessment is to gather information about student progress in order to improve teaching and learning.

The primary purpose of evaluation is to make a judgment based on the assessment information.

The primary purpose of reporting is to communicate to students and guardians the evaluation of student performance in relation to the goals and objectives of every program of studies.

Parent – Teacher Conference	October 22 and 23, 2025
Parent – Teacher Conference	March 24 and 25, 2026
Progress Report	June 26, 2026

Student Medication

In order to maintain a high standard of safety with regard to the administration of medication, specific procedures are in place. If your child requires medication to be administered at school, please bring the medication into the office in the original container from the pharmacy. We must be able to see the information regarding dosage on the container. You will need to discuss the administration of the medication with our Inclusive Education Lead, by booking a time to meet, in addition to completing the necessary paperwork. Any updates or changes to medication administration will require an additional meeting.

Student Code of Conduct

Our Student Code of Conduct exists to ensure that each student and staff member has access to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

The Code of Conduct ensures that our school promotes a culture of wellness that:

Establishes and maintains a welcoming, caring, respectful, and safe learning environment for all students, staff, families and the greater community;

- Establishes and maintains an appropriate balance between individual and collective rights, freedoms, and responsibilities in the school community;
- Establishes and publishes expectations for student behavior while at school, at a school-related activity, or while engaging in an activity at any time that may have an impact on others in the school;
- Ensures that healthy environments exist in all schools that are free from fear, discrimination and harassment while promoting inclusive strategies to ensure that every student is treated with respect and dignity.

In keeping with a commitment to the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms, in Parkland School Division everyone is accepted and experiences a sense of belonging. The Division supports the endeavors of staff, students, parents and the community to promote positive student behavior and conduct throughout our community of schools.

Parkland School Division has a responsibility to ensure that each student enrolled in a school operated by the Board and each staff member employed by the Board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

All stakeholders, especially the students themselves, are expected to recognize their responsibilities in developing self-discipline. This promotes a culture of wellness, success and well-being of students and staff. Staff members and students will not be discriminated against as provided for in the Alberta Human Rights Act or the Canadian Charter of Rights and Freedoms.

Expectations for Students

Forest Green students are expected to demonstrate:

- Respect for Themselves
- Respect for Others
- Respect for the Space

These expectations apply to and from the school, during the school day, as well as by electronic means. These also include both on-campus and off-campus activities (including, but not limited to, field trips and sporting events).

Students are expected to show this respect by:

- Attending class and being prepared for learning
- Dressing in a respectful manner that is appropriate for a learning environment of mixed ages (refraining from wearing clothing that depicts or references profanity, alcohol/drug use, or sexually suggestive expressions or actions)
- Using appropriate and respectful language
- Following school and classroom rules
- Cooperating with and following directions of staff members
- Acting in a safe manner which does not threaten the safety of students or staff
- Remaining on school property during the school day, unless excused and signed out
- Showing consideration for personal and school property
- Helping to preserve the natural environment
- Reporting instances of bullying and refraining from bullying behaviours

Students found to not be following the expectations for behaviour will be held subject to the consequences outlined in Parkland School Division [Administrative Procedure 360](#).

Peer Conflict, Mean Behaviour or Bullying?: What's the Difference?

For an in-depth look on this topic, please refer to Parkland School Division's [Administrative Procedure 390: Community, Equity and Belonging](#).

When a child is having a problem with his or her peers, it can be hard for caregivers to know what is really happening - is it bullying? Or is it something else?

Each type of behaviour must be handled differently, to keep children safe and help them learn how to get along with others.

Peer Conflict

Conflict between and among peers is a natural part of growing up. Children will have times when they disagree and can't solve their own problems. They may even become so frustrated that they say mean things or act out physically by hitting, kicking or trying to hurt.

If it's peer conflict you will be aware that these children:

- Usually choose to play or hang out together;
- Have equal power (similar age, size, social status, etc.);
- Are equally upset;
- Are both interested in the outcome; and
- Will be able to work things out with adult help (after calming down).

Adults can respond by helping the children talk it out, and see each other's perspective. This is often referred to as "conflict resolution".

Mean Behaviour

Children may display behaviours to assert themselves - sometimes saying or doing mean things - such as making fun of others, using a hurtful name, taking something without permission, leaving a child out, or "budging" in line.

If it is mean behaviour, usually:

- It is not planned and seems to happen spontaneously or by chance;
- It may be aimed at any child nearby;
- The child being mean may feel badly when an adult points out the harm they've caused.

When adults see mean behaviour they should not ignore it. Adults should respond quickly, firmly and respectfully to stop the behaviour, to let kids know that their actions are hurtful and redirect children to more positive behaviour.

This quick response stops children from developing a pattern of mean behaviour as their way of interacting with peers, and prevents mean behaviour from escalating into bullying. It is a lot easier to correct a child for one comment than it is to change a pattern of mean behavior that grows over time.

Bullying Behaviour

Bullying is serious behavior that has three key features - all three must be present for the situation to be considered bullying:

- **Power imbalance** - One child clearly has power over the other(s), which may be due to age, size, and/or social status.
- **Intention to harm** - The purpose of bullying behaviour is to harm or hurt other(s) - it's intended to be mean and is clearly not accidental.
- **Repeated over time** - bullying behaviour continues over time, and gets worse with repetition. There is a real or implied threat that the behaviour will not stop, and in fact will become even more serious.

The effect on the child who is being bullied is increased fear, apprehension, and distress. Often by the time adults find out about what is happening, the child has tried many times to stop the bullying and cannot do so on their own.

Adults must address the bullying behaviour and ensure the safety of the student who has been targeted. They also need to reassure the children who may have witnessed the behaviour that adults are taking care of it.

When schools respond to bullying, staff will also help the child who has been bullying others to take responsibility for their actions, and change their behaviour. They will monitor the situation to ensure the bullying stops, and will support the child who has been bullied to regain confidence and a sense of safety. Staff may follow-up with the students who observed the behavior to help them learn what to do when they see bullying.

The “conflict resolution” style of bringing the children together is not recommended in bullying situations, until considerable time has gone by and all children are feeling safe enough to talk about what happened so that relationships can be healed.

Student Attendance

Overview

Coming to school every day is important for the academic and social success of your children. Many parents do not realize how quickly absences add up, and that it only takes two absences each month for children to begin to struggle. In the same way you keep track of the marks your children get, monitoring school attendance and working with teachers to improve the attendance of your children is important. From Preschool to Grade 12, attending school every day matters.

If you are having trouble getting your children to school or they find it hard being at school, there are many ways that we can help remove the obstacles that are holding them back from being successful. The first step for seeking help is talking to someone at your school.

Attendance Procedure: What You Can Expect

1. Teachers review attendance rates of students on an ongoing basis. Parents and guardians of students whose attendance rate is 90% or less, regardless of the reason for the absences, will be contacted. Teachers will want to bring attention to the chronic absenteeism, as parents are often unaware of how the absences have accumulated. As well, teachers will want to discuss the reasons the student is missing school and try to build a plan with parents to address the concerns.
2. Should the chronic absenteeism continue, teachers will refer the matter to their School Administration and/or Inclusive Education Lead. This next step will involve a second attempt to reach out to parents or guardians to revisit the reasons for absences and the plan that was discussed with the teacher. At this point, a meeting may be requested to discuss any further support that may be needed.
3. Again, should the matter continue to be an issue, parents will be contacted once more by administration. At this point, a meeting will be requested and a decision will be made to access any further supports or to refer the matter to the Attendance Officer.
4. Once the matter is referred to the Attendance Officer, in consultation with school administration, meetings will take place to ensure attendance improves. Alternatively, the matter may be referred to the Attendance Board of Alberta.

Bicycles and Other Wheeled Devices

Bikes and other wheeled devices need to be locked up at the appropriate racks outside the school. All bikes and other wheeled devices must be walked on school grounds for the safety of other students and are not to be used during school hours.

Personal Mobile Devices

The Government of Alberta promotes the improvement of learning outcomes by supporting a distraction-free learning environment that promotes children's and students' well-being and limits opportunities for conflict and targeted mean behaviour (bullying).

The Superintendent promotes that students are entitled to welcoming, caring, respectful and safe learning environments that respect diversity and nurture a sense of belonging and a positive sense of self, and therefore recognizes that the use of personal mobile devices can be used to harm, create conflict, and otherwise compromise the learning environment.

This Administrative Procedure [AP 670: Personal Mobile Devices](#) sets the operational standards for the utilization and limitation of personal electronic devices in schools.

Definitions

a) Personal Mobile Device: Shall refer to any personal electronic device that can be used to communicate with, or access, the Internet, such as a cellphone, tablet, laptop, or wearable technology, including a smartwatch.

b) Social Media: Shall refer to any form of digital communication, involving websites, applications and virtual arenas, that enable users to create and share content online, and that enables any form of participation in electronic social networking; notably, but not limited to:

- a. Social networking sites (e.g., Discord, Facebook, LinkedIn, X, Snapchat);
- b. Video and Photo Sharing sites (e.g., TikTok, Instagram, Flickr, Vimeo);
- c. Live streaming platforms (e.g., Facebook Live, Periscope);
- d. Blogs, specifically personal blogs that are intended for social commentary;
- e. Electronic messaging (e.g., iMessage, Whatsapp); and
- f. Comment sections of online news sites.

Limitations on Use and Exceptions:

1. Students are prohibited from use of personal mobile devices during instructional time.
 - 1.1. Any Internet/network accessible, wearable technology shall be considered to be a personal mobile device, and therefore shall be prohibited during instructional time, (i.e., smart watches, smart glasses, smart headphones, or similar smart devices).
2. The Principal may additionally limit or prohibit the use of personal mobile devices during the school day, or during school activities beyond the regular school day, and inclusive of offsite activities.
3. Students in possession of a personal mobile device shall ensure that device(s) are powered off, and stored out of view;
 - 3.1. Acceptable storage shall include the student's locker, backpack/bag, or a space provided for by the teacher; and
 - 3.2. Acceptable storage shall not include storage on the student's person unless the device is visibly powered off and permission is granted by the teacher.
 - 3.3. For clarity, a smartwatch is considered a restricted device within the Ministerial Order (14/2024) and therefore smartwatches shall be powered off, and stored out of view.
4. The Principal may provide for limited use of personal mobile devices within the following circumstances:
 - 4.1. Limited use of personal mobile devices shall be permitted, as determined by the

- Principal, for health or medical reasons, or to support special learning needs; or
- 4.2. Specific, limited use of personal mobile devices may be permitted, as determined by the Principal, for educational or other purposes.
5. Student access to social media, on school networks or on school devices is prohibited.
- 5.1. The Principal may provide reasonable and limited use of social media directly related to a specific school project or learning task.
- 5.2. Students may access social media on their own devices and networks only as permitted and where permitted by the Principal.
6. Staff shall communicate to students that, regardless of availability, any site that may be accessed for social commentary between students should not be used; notably:
- 6.1. Social media sites and/or services shall be removed from school device access as they are identified; and
- 6.2. A list of restricted social media shall be updated periodically on the Technology for Learning section of the Parkland School Division website; however
- 6.2.1. It shall be foreseeably understood that emergent social media sites are restricted as necessary and therefore may be removed from student accessibility prior to updating the public list.
7. The Principal shall ensure that matters related to mobile device use and restrictions, and social media use and restrictions, are reviewed annually in alignment with the review of the school's code(s) of conduct.

Staff Expectations

8. Staff shall provide clarity to students, with respect to student limitations and exceptions in a manner that is consistent, and in accordance with the expectations established by the Principal.
9. Staff shall adhere to AP 360 – Student Discipline, for response to disciplinary matters related to this procedure.

Parental Expectations

10. Parents shall support school staff, in demonstrating an understanding to students, that the purpose of the Ministerial Order, and subsequently this Administrative Procedure, is to minimize distractions with respect to learning; notably
- 10.1. Parents shall establish alternate communication plans, including the use of the school office phone, when emergencies arise;
- 10.2. Parents shall encourage their child to adhere to the school's personal mobile device procedures.

Confiscated Items

AP 366: Search And Confiscation

21. Notwithstanding any of the previous procedures, school staff members, in loco parentis, have a duty of care with respect to the safety of students that may necessitate the confiscation of student property:

21.1 Student property may only be taken as a result of breach of school rules or the student code of conduct, or when the property is of disputed ownership:

21.1.1 Such property shall be retained in a secure manner and only for such a period as may be prescribed by school rules in this regard;

21.1.2 Personal electronic devices for communication purposes shall be returned at the end of the school day unless prudent arrangements are made with the student's parent;

21.1.3 If such goods are lost or stolen after being taken from the student, liability for such loss shall rest with the employee who confiscated the goods; and

21.1.4 Property that may compromise student safety shall only be returned to the student's parent (i.e., knives, lighters, etc.).

Dress Code

Forest Green School recognizes that students should be able to express themselves in age-appropriate ways, which includes their clothing choices. In an effort to support an appropriate learning environment for all and to help our students learn to make respectful, independent decisions about their clothing, Forest Green uses a dress code. The following are meant to help identify and guide consistent expectations for how our students dress;

- Dress appropriately for the weather;
- All undergarments must be covered;
- Individuals may not wear clothing that shows or promotes alcohol, drugs, inappropriate language, racism, violence or hate towards other groups;
- Clothing and related apparel cannot be intimidating to others.

Should staff feel that a student is dressed in a way that does not meet these expectations, the student may be asked to change, cover or alter how they are dressed by staff. It is expected that a student will be coached by staff as to why they are not meeting the dress code and that caregivers will also be notified of the concern.

School Telephone

The school phone is a business phone. Students will be given permission to use the phone in cases of emergency. Approval from the homeroom teacher is required in order for students to use the phone. After-school arrangements should be organized in advance.

Extra-Curricular Activities

Forest Green is proud to offer a variety of extra-curricular activities for our students. Each year the opportunities available to students may change depending on staff and community volunteer availability. Some activities are school based, such as the recycling club. Others have a community component like sports teams. Caregivers should be aware that the activities are offered on a cost recovery basis therefore there may be fees involved to cover the expenses related to the activities. For community based extracurricular activities, there may be transportation requirements which would be provided by caregivers. It is strongly encouraged to confirm these details before giving permission for children to participate in these activities.

Participation in extracurricular activities is optional for students. Joining clubs or activities is a privilege and students are expected to be ambassadors for Forest Green School, meeting behavioral expectations at all times. Students are also responsible to listen to the morning announcements and confirm availability with the activity advisor/coach prior to the events.

School Council

All parents and guardians at Forest Green are invited to join the School Council. The School Council meets monthly to advise the Principal on matters pertaining to the school. In addition to the School Council, the Forest Green Fundraising Society also meets monthly to organize activities and events in order to raise funds to financially support student activities as well as school resources and programs. Please contact the Principal for further information.

Volunteers

Volunteers are an important key to a successful year. We need volunteers to assist in the classroom, with the hot lunch program and with other special events. We are always looking for new School Council members, as well. If you are able to volunteer some of your time, please contact the school. Volunteers are required to complete our Volunteer forms and must have a Vulnerable Sector Check completed by the RCMP and provide the document to the school office. Forms are available at the school office to waive the record check fee. Please be aware that these checks must be completed annually. All volunteers must sign in at the office as they come into the school, and must sign out upon leaving. This is necessary for accounting for all persons in case of an emergency.

Norm Usiskin Student Award

In memory of long-time Forest Green teacher, Norm Usiskin, this award has been established to honour a student(s) “demonstrating extra-curricular leadership and resiliency with a preference for students who demonstrate an aptitude for music, drama and/or theatre arts”. At this time there are three awards that will be distributed by a school committee at a year-end celebration.

Inclement Weather

When the safety of transporting bus students is at risk because of severe weather conditions, our Superintendent of Schools, in consultation with the Director of Transportation Services, may choose to suspend school bus services and/or close schools. Official notifications regarding suspension of bus services or closure of schools will be posted on both the Forest Green and PSD websites.

Please note: Except in very special circumstances, **PSD schools always remain open on school days.**

Suspension of School Bus Services

Please refer to [Administrative Procedure 750: Severe Weather](#).

Cold Weather Indicators that factor into the decision to suspend bus services include:

- Temperature, experienced with or without wind-chill, of -40°C or below;
 - For the Athabasca Delta School, temperatures at or below -45°C will apply for school bus cancellation.
- Snowfall accumulation greater than 10 cm overnight; and
- Snowfall removal plans for primary and/or secondary roads.

The final decision to send a child to the bus stop or to school rests with caregivers, even though buses may be operational.

Note: Outdoor activities greater than 10 minutes at any temperature at or below -23°C will be canceled and replaced with alternate indoor activities.

Caregivers should ensure that students are dressed appropriately while traveling to and from school during inclement weather conditions. The temperatures on a school bus can drop dramatically in the event of mechanical problems.

“School buses are not running” means buses are not running for the entire day but the school is open to students for caregivers who wish to bring their child(ren) to school.

Parking

As Forest Green is located at the end of a cul-de-sac, parking is limited. Please adhere to the following expectations when coming to the school.

- Caregivers are asked to park by the skating rink.
- Do not park behind vehicles that are already parked in the skating rink lot.
- When buses are dropping off students (8:15-8:45) or picking up students (2:55-3:15), please do not stop in the areas marked by yellow sidewalk lines or pylons.
- Do not park in the staff parking lot. We are even short on parking spaces for our staff.

Guests to Forest Green are reminded to be extremely cautious when driving up to the school. Traffic can be congested and children can be unpredictable. Patience and alertness are required to keep our children safe.

Emergency Procedures

Parkland School Division's first priority is the safety, security, and well-being of our students and staff. While we hope our schools are never faced with an emergency situation, we are prepared to respond to an incident if one should occur.

We have taken steps to prepare our schools and school jurisdiction to deal effectively with emergency situations that may occur in or around a school during the school day. Our comprehensive [Division Emergency Response Plan](#) is complemented by individual plans tailored for each school. These plans are reviewed regularly.

In order for our Emergency Response Plan to be effective, we depend on the cooperation and assistance of many people, including the police and fire departments, as well as caregivers.

Your cooperation is vital to helping us protect the safety and welfare of all children and school employees. Please observe the procedures explained below.

In The Event Of An Emergency:

Do not call the school or your child's cell phone.

We understand and respect your concern, but it is essential that the phone systems be available for emergency communications. If you call the school you will tie up lines and systems required for communicating with emergency responders and may inhibit our ability to send or receive critical information.

By calling your child's cell phone, you could potentially put them in harm's way, depending on the nature of the crisis. Please do not call; we will ensure that you get the information you need by contacting you.

Note: *It is imperative that the information on your child's PowerSchool Parent Portal is current.*

Get quick and accurate emergency information.

There are many ways for you to quickly and accurately receive emergency announcements and status reports without having to call your child's school.

- Visit school websites for updated notifications. The latest news will be posted on the front page, usually on a ticker at the top of the homepage.
- Call the Division Office (Centre for Education) at 780-963-4010.
- Tune into a local radio or television station.

Parents of those students involved will be contacted with information as it becomes available on our emergency communication system via automated voice messages and emails.

What happens during a Lock-Down or Shelter-in-Place?

In the event of a lock-down or shelter-in-place, the school will be locked with NO arrivals or departures of anyone, including staff, students or parents. You will not be allowed to pick-up your student until after an "all-clear" is given and established student release procedures are in order. This procedure will be strictly adhered to under all circumstances. Please do not go to the school until instructed to do so.

What if the school is evacuated?

It may be necessary to keep the streets and parking lot clear for emergency vehicles.

If it's necessary to evacuate the school, students will gather at a primary assembly location, predetermined by each school, to ensure their safety. Students will remain at the assembly location until they are returned to the school or released to their parent/guardian.

Depending on the severity of the situation, students may be transported to a secondary assembly location away from the school. You will be notified of this via the Division website and the media.

How do I reunite with or pick up my child during or after an emergency?

Should circumstances merit, the school may activate a student release procedure. This allows the school to do a controlled release of students to their parent/guardian. Should it be necessary to activate the student release procedure, instructions on where and when to pick up your child will be posted on the Division website. Students will remain at either the primary or secondary assembly location until they return to the school or are released to their parent/guardian.

Instructions on where, how and when you are able to pick up your child will be posted on the front page of this website. Please also read the “Procedures for Parent-Child Reunion” at the bottom of this page.

Carefully read all information you receive from the school regarding emergency procedures, as assembly locations are different at each school. Talk to your children and emphasize how important it is for them to follow instructions from their teachers and school officials during any emergency.

Procedures for Parent-Child Reunion

To ensure your child’s safety, and to assist staff in quickly reuniting you with your child, please observe the established procedures. We recognize that you may be worried and want to be reunited with your child as quickly as possible. However, this system has been established to ensure your child’s safety. You could be jeopardizing your child’s or another child’s safety by not adhering to these procedures.

1. Detailed release instructions will be posted at the secondary assembly location.
2. A designated Parent Waiting Area will be established at the secondary assembly location. Please wait in this area until your child is brought to you. This is for the safety of both you and your child.
3. No student will be released unless you or an individual designated on the student’s PowerSchool Parent Portal arrives to pick up that student.
4. Every parent/guardian will be required to sign for the release of their child. This step is extremely important, as it is the schools only means of ensuring all students are accounted for at all times. Please do not take your child from the secondary assembly location without signing for their release. You will also be required to show valid identification during this process to ensure students are safely released to their custodial parent/guardian.
5. All students will be kept at the secondary assembly location until a parent/guardian can arrange to pick them up.

Note: It is imperative that the information on your child’s PowerSchool Parent Portal is current. Each school refers to this information in the event of an emergency.

Assessment and Reporting

ASSESSMENT involves collecting information on student progress in order to improve teaching and learning

EVALUATION focuses on making a professional judgement on the assessment provided.

REPORTING involves communicating to students and parents the evaluation of student performance in relation to the learning outcomes in the Alberta Programs of Study.

Parkland School Division shall report progress with four indicators of achievement (Grades 1-6). The expected acceptable standard for all students is to achieve, at least, a level of competence while continually striving to achieve a standard of excellence.

Please refer to our division [website](#) for further details.

Who to Contact

Classroom Questions

For any questions or concerns regarding your child's classroom learning experience, please contact his/her homeroom teacher.

Bus Questions

For any questions or concerns regarding your child's busing, please contact your child's bus driver or PSD Transportation Services (780 963-8452).

School Questions

For any questions regarding school-wide events or concerns impacting our school community, please contact the office.

Office Support

Our teachers and bus drivers do an exceptional job of managing most concerns at the classroom level or bus level, but occasionally they require support from our office team (principal, assistant principal, counselor). If you require further support for your child, our office team is here to support all of our students and their families.