



FAMILY HANDBOOK

— 2026-2027 —

LEARN | GROW | BELONG | SOAR



Fairvale Elementary School
11 School Avenue, Rothesay, NB E2E 1Z9



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Fairvale Elementary School

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WELCOME MESSAGE

Welcome to Fairvale Elementary School

At Fairvale Elementary School (F.E.S.), we are proud to be a learning community where connection, curiosity, and care guide everything we do. Strong partnerships among students, families, and staff are at the heart of our success, helping each child grow academically, socially, and emotionally.

Our focus is on developing the whole child. While academic achievement remains a priority, we are equally committed to supporting students' social and emotional well-being. As a PBIS (Positive Behaviour Interventions and Supports) school, we intentionally teach and reinforce positive behaviours, creating a safe, respectful, and supportive environment where all students can thrive.

Hands-on learning and meaningful outdoor experiences are central to our approach. Through inquiry-based learning and regular opportunities to explore the natural world, students develop curiosity, creativity, and a deeper understanding of their surroundings. Our integrated STEAM (Science, Technology, Engineering, Arts, and Mathematics) experiences encourage collaboration, critical thinking, innovation, and problem-solving skills that prepare students for a rapidly changing world.

Inclusion is at the heart of everything we do. We celebrate the diversity of our students, families, and community, and we intentionally embed themes of equity, sustainability, and Wabanaki history and culture throughout the curriculum. By fostering understanding, respect, and global awareness, we help students develop into compassionate and responsible citizens.

F.E.S. is a welcoming school where every child is known, valued, and supported. We encourage students to demonstrate kindness, take initiative, embrace responsibility, and build meaningful relationships with others. Together, we create a positive learning environment where students feel a sense of belonging and are empowered to reach their full potential.

Together, we continue to make Fairvale Elementary School a place where children learn, grow, and thrive.

FAIRVALE ELEMENTARY SCHOOL STAFF 2026-2027**Bonnie Hierlihy, Principal****Allison Savoy, Vice Principal****Tina Logue, Admin. Assist****Kindergarten**

- Ashley Creamer
- Shanell O'Brien
- Shannon O'Keefe

Grade 1

- Laura Batt (FI)
- Megan Hume (FI)
- Daphne Tai
- Clancy Parlee

Grade 2

- Amanda Winchester
- Morgan Chopin (FI)
- Rebecca Gamble (FI)

Grade 3

- Sarah Tokach
- Lydia Pearson (FI)

Grade 3/4

- Megan Lister

Grade 4

- Andre Robichaud (FI)

Grade 4/5

- Katherine Johnson (PIF)

Grade 5

- Nicole O'Connell
- Tim McRae

School Counsellor

- Earl Urquhart

Music

- Lily Barrett

Physical Education

- Vicki Gunter
- Judy Kilpatrick

STEAM

- Terena Starkey

WABANAKI TEACHINGS

- Lily Barrett

Education Support Teacher-Resource

- Holly Lint
- Reghan Barry

Academic Support Teacher

- Jamie Woods

EAL

- Terena Starkey

BIM

- Allison Zelward

Educational Assistants

- Emily Allaby
- Kelly Ashfield
- Pamela Bourque
- Anna Buckley
- Chelsea Carpenter
- Joy Clowater
- Cathleen Cromwell
- Jen Erb
- Annette Grant
- Robyn Lavigne
- Josie Macauley
- Tara Maxfield-McCabe
- Monique Perry
- Christa Robertson
- Lori Rogers
- Cory Small
- Tracy Turnbull
- TBA

Custodians

- Mr. Jamie Sweet
- Ms. Barb Lockhart
- Mr. Paul McCready
- Mr. A.J. Savoie



Anglophone South School District

PILOT SCHOOL CALENDAR 2026-2027

Pilot Schools: Sir James Dunn Academy; Vincent Massey Elementary; Harbour View High School; Saint John High School; St. Malachy's Memorial High School; Simonds High School; Fairvale Elementary School; Rothesay High School; Kennebecasis Valley High School; Quispamsis Middle School

MONTH	DATES	EVENTS
September	7	Labour Day – NO CLASSES
	8	First Day for Grades 1-5
	8	Transition Day – First Day for Grade 6 and Grade 9 (Schools with combined levels [Elementary/Middle, Middle/High, K-12] will communicate their transition plan)
	8/9	Transition Days – First Day for Kindergarten (half of students attend on either day. Schools will communicate plan)
	9	First Day for Grades 7-8; 10-12
	18	School Improvement Planning – NO CLASSES
	25	K-12 – Professional Learning Day (PILOT) – NO CLASSES
October	30	National Day for Truth and Reconciliation – NO CLASSES
	9	K-12 – Professional Learning Day (PILOT) – NO CLASSES
	12	Thanksgiving Day – NO CLASSES
	13-16	Registration for Students Entering Kindergarten in 2027-2028
November	23	K-12 – Professional Learning Day (PILOT) – NO CLASSES
	2	K-12 – EECED Professional Learning Day – NO CLASSES
	11	Remembrance Day – NO CLASSES
	18	9-12 – Report Cards Issued
	20	K-8 – Report Card Preparation – NO CLASSES
	20	9-12 – Parent/Teacher Interviews/District-School Based Professional Learning – NO CLASSES
	27	K-12 – Professional Learning Day (PILOT) – NO CLASSES
December	30	K-8 – Report Cards Issued
	4	K-12 – Professional Learning Day (PILOT) – NO CLASSES
	11	K-8 – Parent/Teacher Interviews/Professional Learning – NO CLASSES
	18	K-12 – Last Day of Classes
	21-31	Holidays – NO CLASSES
January	1	Holiday – NO CLASSES
	4	K-12 – Professional Learning Day (PILOT) – NO CLASSES
	5	K-12 – First day of Classes for (PILOT) SCHOOLS
	25-29	9-12 – English Language Proficiency Assessment /Demonstration of Learning/Course Recovery
February	1-2	9-12 – Turnaround Days
	2	K-8 – Professional Learning Day (PILOT) – NO CLASSES
	12	K-12 – Professional Learning Day (PILOT) – NO CLASSES
	15	Family Day – NO CLASSES
March	1-5	March Break – NO CLASSES
	12	K-8 – Report Cards Preparation – NO CLASSES
	12	9-12 – Professional Learning Day (PILOT) – NO CLASSES
	22	K-8 – Report Cards Issued
	26	Good Friday – NO CLASSES
	29	Easter Monday – NO CLASSES
April	7	9-12 – Report Cards Issued
	9	K-12 – Full Day – Parent/Teacher Interviews/Professional Learning – NO CLASSES
	23	K-12 – Professional Learning Day (PILOT) – NO CLASSES
May	7	NBTA Council Day – Provincial – NO CLASSES
	10	NBTA Branch Meeting Day – NO CLASSES
	24	Victoria Day – NO CLASSES
June	4	K-12 – Professional Learning Day (PILOT) – NO CLASSES
	14-18	9-12 – Assessment/Demonstration of Learning/Course Recovery
	25	K-12 – Last Day of Classes – Final Report Card Day (FULL DAY)

As of June 22, 2026

Fairvale Elementary School

School Improvement Plan

2025-2026

Equity & Diversity

School-based staff members create and maintain a learning environment that celebrates diversity, is focused on equity, and staff members are vigilant in eliminating barriers and reducing inequities.

Evidence-Based Best Practices

Teachers will inspire learners and strengthen foundational skills in reading, writing, and numeracy by implementing evidence-based practices aligned with current research and the Holistic Curriculum.



PBIS Expansion

Expand and embed PBIS practices by improving data use, family engagement, and consistent staff implementation.



VISION

- F.E.S. students will be passionate life-long learners who contribute as responsible leaders in a global community.

MISSION

- The F.E.S. community is dedicated to providing opportunities through best educational practices, for children to develop academically, socially, physically, and emotionally, reaching their fullest potential.

TYPICAL SCHOOL DAY/DAILY SCHEDULE

7:45-8:00	Students arrive and play on playground
8:00-8:10	Bell rings and announcements
8:10-10:00	Learning Block #1
10:00-10:30	Outdoor playtime and morning snack
10:30-12:30	Learning Block #2
12:30-1:15	Outdoor playtime and lunch
1:15-2:15	Learning Block #3
2:20 2:25	K-2 students load buses Grades 3-5 students load buses

ACTIVE TRANSPORTATION

We encourage students to use active transportation whenever possible. Walking, biking, scootering, and other active forms of travel promote healthy lifestyles, independence, and environmental stewardship.

Bicycle racks are available on school property for students who choose to ride their bikes. Students are encouraged to secure bicycles and scooters with locks, as the school cannot accept responsibility for loss, theft, or damage. Students and families are expected to follow all applicable safety rules, including the use of helmets and safe travel practices.

ASSESSMENT, PROGRESS REPORTS, PARENT TEACHER CONFERENCES

To support and evaluate student learning, teachers use a method called triangulation of assessment, which involves gathering evidence from three key sources: conversations, observations, and products.

- Conversations refer to the ongoing discussions between teachers and students about their thinking, learning strategies, and understanding of concepts.

- Observations happen during classroom activities—whether students are working independently, in pairs, or in groups. Teachers observe learning in real time and may record their observations using checklists or anecdotal notes, which are then stored in student files or teacher planning tools.
- Products are the tangible outcomes of learning, such as assignments, projects, tests, or written tasks. These demonstrate what a student is able to do after engaging in the learning process.

By combining these three types of evidence, teachers can develop a well-rounded and accurate understanding of each student's progress and areas for growth. Just as in other areas of life—like learning a musical instrument, practicing a sport, or refining a skill - observation and reflection are key to improvement. The same principles apply in the classroom.

Communication with Families

Communication about student learning is ongoing throughout the school year. Progress reports (report cards) are shared three times annually, providing a snapshot of each student's development across subject areas.

Following the first and second reporting periods, families are invited to meet with their child's teacher to discuss progress. These parent-teacher conferences can be held in person or virtually, depending on what works best for each family.

See the last section on Understanding Student Achievement Levels to learn about the four-point scale used in NB.

ATTENDANCE, PUNCTUALITY, SAFE ARRIVAL

Attendance has a huge impact on a student's social and academic success starting in kindergarten and continuing through high school. Absenteeism and tardiness are linked to lower academic achievement.

Families play a key role in making sure children get to school safely and on time every day. We monitor attendance carefully and will be reaching out to you if we notice irregular attendance. Please ensure your children are at school by **8:00am each morning**. A student who is tardy to class not only places his/her own learning in jeopardy but also interrupts the learning of other students. Arriving on time contributes to an optimal learning experience for all.

Some absences, such as sick days, are unavoidable but we hope you recognize the importance of regular attendance to your child's success. As parents and guardians, you hold the greatest influence with your children. Help us make good attendance a habit!

Below, please find our protocols for addressing absences and tardiness:

Tardiness:

- **5 Days**- phone or email contact from classroom teacher
- **10 Days**- phone call and letter from principal or vice principal
- **15 Days**- phone call/letter from principal or vice principal to schedule a meeting to address concerns and plan for success

Absences:

- **5 Days**- phone or email contact from classroom teacher
- **10 Days**- phone call and letter from principal or vice principal
- **15 Days**- phone call/letter from principal or vice principal to schedule a meeting to address concerns and plan for success

We work with families proactively regarding school attendance. Please communicate pertinent information that may impact attendance with your child's teacher.

Occasionally, absences are necessary due to sickness or appointments which cannot be scheduled beyond school times. In these cases, please follow the following procedures:

With Safe Arrival, you are asked to report your child's absence in advance using any of these 3 convenient methods:

1. Using your mobile device, download and install the SchoolMessenger app from the Apple App Store or the Google Play Store (or from the links at <https://go.schoolmessenger.ca>). The first time you use the app, select "Sign Up" to create your account. Select "Attendance" then "Report an Absence".
2. Use the Safe Arrival website, <https://go.schoolmessenger.ca>. The first time you use the website, select "Sign Up" to create your account. Select "Attendance" then "Report an Absence".
3. Call the toll-free number **1-833-219-9065** to report an absence using the automated phone system.

These options are available 24 hours/day, 7 days a week. Future absences can be reported at any time.

In addition, we will use the SchoolMessenger Communicate automated notification system to contact parents whose child is absent when the absence was not reported in advance. The automated notification system will attempt to contact parents at multiple contact points until a reason is submitted for the absence. If our system is unable to reach the designated contacts, office staff will follow up.

If you report your child's absence in advance using the **Safe Arrival** toll-free number, website, or mobile app, you will NOT receive these notifications.

BEHAVIOUR EXPECTATIONS AND INTERVENTIONS

We believe that all students can learn and demonstrate appropriate behaviour when given clear expectations, support, and guidance. We use a tiered response model to address behaviour, promote positive choices, and maintain a safe and respectful school environment.

In-School Behaviour Response Chart

<u>Type of Behaviour</u>	<u>Who Is Responsible</u>	<u>Actions/Follow-Up</u>
Minor Disruptions	Classroom Teacher	Redirection, reinforcement of positive behaviour, seat or routine adjustments.
Chronic Low-Level Disruptions	Classroom Teacher + Education Support Teacher-Resource	Develop intervention strategies; collaborate on a classroom behaviour support plan.
Learning-Related Behaviour Issues	Classroom Teacher + Education Support Teacher-Resource	Modify instructional approaches and provide additional academic support.
Emotional/Social Struggles	Classroom Teacher + School Counsellor + Behaviour Intervention Mentor (BIM)	Referral for counselling; small group support; possible check-in/check-out system.
Aggression or Safety Concerns	Principal/Vice Principal	Immediate safety response, parent notification, restorative actions, suspension if needed.
Severe Behavioural Escalations	Principal/Vice Principal	Formal behaviour review; possible suspension; long-term intervention planning.

Playground Behaviour Response Chart

<u>Behaviour</u>	<u>Who Is Responsible</u>	<u>Actions/Follow-Up</u>
Minor Disruptions (e.g., teasing)	Duty Teacher	Provide reminders and redirect behaviour; reinforce playground expectations.
Low-Level Conflict (e.g., arguing, not following rules)	Duty Teacher	Mediate conflict and review rules; encourage problem-solving strategies.
Repeated Disrespect, Profanity, Throwing Objects	Reflection Room Coordinator	Student completes a behaviour reflection; goal setting; development of behaviour plan.

<u>Behaviour</u>	<u>Who Is Responsible</u>	<u>Actions/Follow-Up</u>
Physical Aggression, Bullying, Destruction of Property	Principal/Vice Principal	Immediate intervention, full investigation, parent contact, behaviour plan development, possible suspension

These frameworks support our school-wide PBIS (Positive Behaviour Interventions and Supports) model and are aligned with our SOAR values:

S – Safe | O – On Task | A – Accountable | R – Respectful

BIRTHDAYS

We enjoy celebrating students' birthdays in simple, meaningful ways that make children feel special while also respecting the health and safety of our school community.

Birthdays are included on morning announcements and those celebrating birthdays are invited to the office to pick up their birthday pencil, sticker, and birthday postcard.

Teachers may acknowledge student birthdays with a classroom song, a birthday badge or crown, a special classroom job, or another small gesture.

Due to serious food allergies and dietary restrictions in our school community, we kindly ask that families do not send in birthday treats, loot bags, or food of any kind for classroom celebrations. This policy helps us ensure a safe and inclusive environment for all children.

If you are sending invitations to a party outside of school, we ask that they not be distributed at school unless all students in the class are invited. This helps avoid hurt feelings and maintains a respectful, inclusive classroom atmosphere.

Thank you for helping us celebrate birthdays in a way that is fun, safe, and respectful of all students.

BUS CONVEYANCE POLICY

Anglophone South School District follows a Conveyance Policy where students are transported by bus to home addresses. Families are permitted to request transportation to a consistent additional address. To do so, complete the online request at the link below. It takes up to 10 days to process, so please do so as soon as possible.

<https://forms.office.com/Pages/ResponsePage.aspx?id=318rTdLEEUmHCWjML0Zcn3zrK4iFzutEp96zjZV0zZUNURITjIORVE2OExCRVVOMEtRT044S0gwSS4u>

BUS PLANNER (STUDENT BUSING INFORMATION ONLINE)

Anglophone South School District uses an online busing system to manage bus routes and provide information to families. Information will be available for the next school year in late June or early July. Please visit this link: <https://asdsbp.nbed.nb.ca>

Parents and Guardians have online access to their children's busing information by choosing the Parent Portal. To register for this service, you will need an email address and the following information- student date of birth, grade, and school.

If you require busing to an alternate address within our catchment zone for childcare and would like to submit a request for this courtesy service, you can complete the online request at <http://asd-s.nbed.nb.ca> found under the Transportation drop-down by clicking "Request Additional Address". If you have issues with that service, you can access the BusPlanner site and choose "Contact" at the bottom of the page. For all other busing-related inquiries please contact:

Email: asds.ptms@nbed.nb.ca

Phone: 506-658-5603

BUS SAFETY

The safety of all students who ride on our school buses is a priority. To allow our drivers to focus on the road, our children need to listen to the bus driver, remain seated, use quiet voices, and be courteous and respectful to others. Please remind your children that snacks and drinks should wait until they arrive at home or at their childcare provider. Eating on the bus may pose a choking hazard, impact the safety of a child with allergies, and/or cause unnecessary clean up by our drivers. Bus transportation is a privilege, and unsafe behaviour may result in loss of this privilege.

CLOSURES / INCLEMENT WEATHER

Our school is located in **ASD-S, Hampton Education Center**

Snow line - 1-855-535-7669 [SNOW]

The options are as follows:

1. Schools are open as usual, and no announcement will be made.
2. All schools are closed for the day with an appropriate announcement being relayed to:
 - the local radio stations prior to 6:30 a.m.
 - the District website (www.asd-s.nbed.nb.ca)
 - follow District on social media- Twitter http://twitter.com/ASD_South Facebook- [Anglophone South School District](#)

3. Some schools in the area are closed and the announcement will be made via radio station and social media

4. Buses are delayed one hour with all schools in ASD-S opening on time. Teachers are expected to be in their classrooms at the regular time, whenever possible, and to provide supervision and instruction. Attendance will not be taken until the buses arrive.

5. Schools *may* be closed early if weather conditions deteriorate seriously during the day. In this case, schools will be informed by District Office personnel, and parents will be informed via the media. This option will be exercised very rarely since road conditions are often better at the end of the school day when transportation crews are expecting students to be dismissed.

You are urged to check social media and/or listen to the radio early in the morning during inclement weather conditions so that you can be informed of the school closings.

School can also be closed for other reasons

Closures may happen under clear sunny skies due to mechanical, electrical, water problems, or other unforeseen issues. If the problem occurs through the night, school may be closed the following day.

- If closing early, it is essential that we have an emergency closure plan for each child. An emergency plan form will be sent home (on coloured paper) every September for completion.

COMMUNICABLE DISEASES-SCHOOL EXCLUSION GUIDELINES

In the best interest of the students, all parents are asked to respect the following Department of Health guidelines regarding communicable diseases:

School Exclusion Guidelines

Disease	Minimum exclusion period for cases
Conjunctivitis (Pink eye)	Exclude until seen by a healthcare provider, if there is a thick white or yellow discharge, fever, eye pain or eyelid swelling or significant watery discharge. At least 24 hours of treatment may be required before returning to school. No exclusion if have pink eyes with no or minimal clear or watery discharge without fever, eye pain, or eyelid redness.
Cold sores (herpes simplex)	Exclusion is not usually required (unless significant drooling that cannot be controlled)
COVID-19/Influenza/RSV	Exclude until symptoms have improved and child has not had fever for 24 hours.
Diphtheria	Exclude until medical clearance (written note from health care provider)
E.coli (Verotoxigenic)	Exclude as recommended by Public Health.
Gastroenteritis (diarrhea and/or vomiting not due to an identified chronic condition.)	Exclude until free of diarrhea/vomiting for 48 hours. For certain causes of gastroenteritis and in outbreak situations, longer periods of exclusion may be needed. Contact Public Health for advice.
Group A streptococcal (GAS) infection (pharyngitis/ tonsillitis [strep throat], scarlet fever, impetigo)	Exclude until 24 hours after starting antibiotic treatment.
Hand-foot-and-mouth disease	Exclusion is not usually required (unless significant drooling that cannot be controlled)
Hepatitis A	Exclude until 1 week from the onset of illness/jaundice.
MRSA (Methicillin-resistant Staphylococcus aureus)	Exclusion is not usually required. (unless skin lesions (e.g. boils) cannot be covered). Seek medical advice for contact sport participation.
Measles	Exclude until 4 days from the onset of rash.
Meningitis (Meningococcal (Invasive) Disease)	Exclude as recommended by Public Health.
Mumps	Exclude until 5 days from the onset of gland swelling, if non-immunized contacts are present.
Pertussis (whooping cough)	Exclude as recommended by Public Health.
Ringworms	Exclude until treatment started.
Rubella (German measles)	Exclude for 7 days after onset of rash.
Scabies	Exclude until 24 hours after treatment.
Shingles (herpes zoster)	Exclusion is not usually required (unless skin lesions (spots) cannot be covered)
Varicella (chickenpox)	Exclude until child feels well enough to return to school.
EXCLUSION IS NOT REQUIRED FOR THE FOLLOWING:	
Cytomegalovirus infection, HIV, Hepatitis B, Hepatitis C, Molluscum contagiosum, Mononucleosis (EBV infection), Pediculosis (Head lice), Pinworms, Roseola infantum (sixth disease, exanthema subitum), Fifth disease (erythema infectiosum), or Thrush (candida)	
However, students should be fever-free for 24 hrs without using fever-reducing medications, free of vomiting and/or diarrhea for 48 hrs, and well enough to attend school.	

In the interest of continuation of education of the child, please contact Public Health for advice if the exclusion period for any illness exceeds 1 week.

COMMUNICATION PROTOCOLS

We believe strong, respectful, and consistent communication between home and school plays a vital role in student success. We are committed to keeping families informed and connected throughout the school year.

The most effective way to contact your child's teacher is via email. However, during the instructional day, teachers are focused on their students and may not have the opportunity to check messages. If you have urgent or time-sensitive information (e.g., a change in after-school plans or an unexpected early pick-up), please call the school directly at 506-847-6206 and speak with our administrative assistant. She will ensure the message is delivered to the appropriate staff member promptly.

Teachers and school staff will respond to emails after the school day has ended or within 48 hours, depending on the nature of the communication.

To support staff well-being and model healthy work-life balance, emails are not answered in the evenings or on weekends. We appreciate your understanding.

Every Friday afternoon, we send out a weekly electronic message, *F.E.S. Family Communication*, via School Messenger. This update includes important information about school activities, reminders, and upcoming events. In addition to school-wide communication, individual classroom teachers send weekly or monthly newsletters to share class-specific updates, learning highlights, and important dates.

Stay Connected Online

You can follow along with school news and highlights on social media:

- **Facebook:** [Fairvale Elementary School](#)

CURRICULUM

The New Brunswick K–5 curriculum is designed to support the whole child through engaging, evidence-based learning experiences. It emphasizes foundational skills in literacy and math while fostering creativity, cultural understanding, and well-being.

Grade Block	Core Subjects	Key Learning Approach
Kindergarten–2	English Language Arts; Explore Your World; French (FI students); Mathematics; Music; Physical Education; Visual Arts	Play-based, exploratory, multimodal learning; cultural relevance; equity-focused
Grades 3–5	English Language Arts; French (FI students and Pre-Intensive French introduced in Grade 4 for English Prime students); Mathematics; Science; Social Studies; Arts; Wellness; Music; Physical Education	Inquiry-based project learning; holistic curriculum; wellness integrated

- Primary block (K–2) centers on play and exploration, blending subject learning with children’s personal worlds and cultural experiences.
- The K–5 Prioritized Mathematics Curriculum is standardized, based on evidence-based approaches.
- Literacy instruction is research-driven and structured. New Brunswick has shifted reading instruction toward the science of reading: explicit phonics, phonemic awareness, fluency, vocabulary, and comprehension.
- Holistic skills such as social-emotional wellness, cultural awareness, and learner identity are embedded across both blocks within a learner-centered framework.

CUSTODY ARRANGEMENTS

It is important that school administration and your child’s classroom teacher are informed of any custody agreements or legal arrangements, particularly if there are court orders in place restricting access or communication with a parent. If such an order exists, a copy of the legal document must be provided and will be kept on file in the student’s confidential school record.

In cases of joint custody, some families request that both parents receive school communications, such as report cards and notices. If this is your preference, please inform the school office so we can ensure both guardians are kept informed.

Your child’s safety and well-being are our top priority. If you have any questions or updates regarding custody, please reach out to the principal or school office directly.

DRESS CODE

Fairvale Elementary does not have a formal dress code, but we ask that students come to school dressed appropriately for learning, play, and weather conditions. Clothing should allow students to participate comfortably and safely in all daily activities, including outdoor recess, physical education, and hands-on learning.

Hats at School

Students are welcome to wear hats at school as part of their regular attire. Research supports that allowing hats can promote self-expression and a sense of belonging and support sensory regulation for some children

That said, there are times when we ask students to remove their hats out of respect or for safety reasons:

- During the national anthem

- At school assemblies or ceremonies
- In phys. ed. classes, where hats could interfere with vision or movement and increase the risk of injury

Staff will remind students of these expectations as needed, and we thank families for supporting a respectful and safe learning environment. If you have questions or concerns about clothing or specific needs related to dress, please don't hesitate to contact the school.

DROP OFF AND PICK UP PROCEDURES

We encourage all eligible families to make use of the district busing system whenever possible to help reduce traffic congestion and ensure student safety.

If you need to drive your child to school, please follow our designated morning drop-off procedures:

- Families with children whose last names begin with A–L should use the Dreamland drop-off area.
- Families with children whose last names begin with M–Z should use the drop-off area in front of the gymnasium.

Both locations are supervised by staff, and children dropped off near the gym will be guided to the playground by an adult. Please be cautious and patient during drop-off times. A crosswalk on School Avenue, near the playground side of the school, is used regularly by students who walk to school. We all share the responsibility of keeping our students safe.

Afternoon Pick-Up

Our only after-school pick-up location is on the playground side of the building. Families should wait outside the fence until their child is dismissed. Once the classroom teacher makes eye contact and confirms your presence, your child will be sent to meet you. This helps ensure a smooth, safe dismissal for all students.

EXTRACURRICULAR ACTIVITIES

A variety of extra-curricular activities are available at F.E.S. including intramurals, Track and Field, running club (gr. 3-5), choir, musical, chess, Lego, book, Tinker Tray Tuesday, and student-led clubs. Interested students in Grade 5 are provided with leadership responsibilities (i.e. Healthy Lunch Helper, Junior Librarian, Intramural leader, Literacy Leader)

FIELD TRIPS & OFF-SITE ACTIVITIES

We believe that learning extends beyond the classroom. Field trips and off-site activities provide students with enriching experiences that support curriculum outcomes, strengthen connections to the community, and foster curiosity, exploration, and personal growth.

Purpose and Educational Value

Field trips and excursions are carefully planned to:

- Enhance classroom learning
- Support curriculum goals
- Develop students' social, emotional, and life skills
- Expose students to new environments, experiences, and ideas

Examples of off-site activities may include skating, swimming, curling, golfing, community walks, environmental education programs, cultural events and performances, local educational visits, year-end field trips, and other curriculum-connected excursions.

Permission and Communication

At the beginning of each school year, families are asked to complete a single annual permission form allowing their child to participate in curriculum-related field trips and excursions organized by Fairvale Elementary School. To keep families informed, teachers will provide details of each excursion at least one week in advance, including the date, destination, transportation arrangements, and any special requirements. Families may notify the school if they do not wish their child to participate in a particular activity.

Safety and Supervision

Student safety is our top priority. All field trips and off-site activities follow established safety procedures:

- School staff supervise all excursions and review expectations with students in advance.
- Appropriate student-to-adult supervision ratios are maintained.
- Parent volunteers may be invited to assist with supervision when needed.
- Emergency contact information and relevant medical information accompany staff on all trips.
- Transportation may occur by school bus or walking, depending on the activity.

We appreciate the support of families in helping us provide meaningful learning experiences beyond the classroom while reducing paperwork and keeping communication clear and timely.

FOOTWEAR

Students require indoor footwear for gym class and to help keep the school clean.

HEAD LICE

Head lice are a common issue for school-aged children. While they can be frustrating, they do not carry disease and are not a reflection of cleanliness or hygiene.

Symptoms may include persistent scalp itching, a tickling sensation, or visible lice/nits near the scalp. *Transmission* occurs primarily through direct head-to-head contact and, less commonly, by sharing personal items such as hats, combs, or headphones.

Prevention includes routine head checks at home, keeping long hair tied back, and avoiding the sharing of personal items. *Treatment* involves medicated shampoos available over the counter or by prescription. A second treatment is typically required 7–10 days later. Thorough removal of lice and nits is important for success.

If a case of head lice is identified in a classroom, a letter will be sent home to all families in that class with information and treatment suggestions.

HEALTH SUPPORT SERVICES

We are committed to supporting the **health, safety, and inclusion of all students**. This includes managing medical conditions, administering medications, preventing exposure to life-threatening allergens, and communicating clearly with families.

We follow the guidelines outlined in **Policy 704 – Health Support Services**, which provides direction for schools and families to work together to ensure student well-being.

Policy 704 ensures that:

- Students with medical conditions or health needs can **participate fully in school life**.
- Schools are **prepared to respond to medical emergencies**, including those involving anaphylaxis (severe allergic reactions), asthma, epilepsy, diabetes, or other diagnosed conditions.
- School staff are **trained, informed, and equipped** to provide safe and appropriate care.

What Families Need to Do

To ensure we can support your child's health needs safely and effectively, we ask that families complete the following steps if your child has extreme allergies, medical conditions, or requires medication at school:

1. Submit Required Medical Forms (and update annually)

- **Medical Alert/Anaphylaxis Emergency Plan:** For students with life-threatening allergies or serious health conditions (e.g., nut or dairy allergies, asthma, seizures, diabetes).
- **Medication Authorization Form:** Required for **any medication** (prescription or over-the-counter) that may need to be administered at school.

Note: Staff may not administer medication unless the appropriate signed form is on file.

Forms are available at the school office or by request via email.

2. Provide Medications in Proper Format

- All medications must be sent in their original, clearly labelled container from the pharmacy.
- Emergency medications (e.g., EpiPens, inhalers) must be up to date. Please ensure they are not expired and are replaced as needed.

3. Support Our Allergen-Aware Environment

To protect students and staff with life-threatening allergies, ASD-S is nut-free and scent-free.

Please help us by:

- Not sending any foods containing peanuts or tree nuts.
- Avoiding peanut butter alternatives (e.g., WowButter), which look and smell similar and may cause confusion.
- Not using scented products such as perfumes, colognes, strong deodorants, or body sprays when visiting or sending children to school.

Dairy-Aware Classrooms

While we are not a dairy-free school, we are a dairy-aware community. Some students at F.E.S. live with life-threatening milk protein allergies, which means even small traces of dairy can cause a severe reaction.

To help reduce the risk of exposure in classrooms:

- If your child is in a class with a student who has a severe dairy allergy, you will receive a letter on the first day of school with additional information.
- Families in these classrooms will be asked to avoid sending spill-prone dairy items, such as:
 - Yogurt tubes
 - Drinkable yogurts
 - Pudding cups
 - Open milk containers (including loose thermoses with milk)
- Cheese, hard yogurts, and other less messy items may be allowed based on specific classroom guidelines, which will be shared by the teacher.

These measures help minimize surface contamination, accidental contact, and the risk of reaction for the allergic student.

Our Commitment: Food Served at School

In support of students with severe allergies, Fairvale Elementary has implemented a school-wide communication plan for any instance where food will be served (including class celebrations, special events, or staff-led activities).

Before any food is shared:

- Families who have children with allergies and Type 1 Diabetes will be notified at least one week in advance by one of our Education Support Teachers-Resource to share the food item and to confirm that it is safe for all students (i.e. Holiday Dinner).
- Accommodations will be made where needed to ensure all students can safely participate.

This plan reflects our ongoing commitment to inclusion, transparency, and student safety.

Working Together

Your partnership is essential in creating a safe and supportive environment for every child. By sharing medical information and following allergy-safe practices, we can:

- Respond quickly and appropriately in emergencies,
- Reduce risk of exposure to allergens,
- Ensure that every student feels safe and supported at school.

If your child has medical needs, please contact the school as early as possible or as soon as a condition is diagnosed so that we can create an appropriate support plan.

HOME AND SCHOOL ASSOCIATION & VOLUNTEER OPPORTUNITIES

The role of a Home & School Association is to engage parents, foster communication between the school and parent community, and to organize events, activities, and fundraisers to enrich the school community. Specifically, the Home and School oversees the healthy lunch and milk programs, secures library and bookfair volunteers, and supports the school with many special events (Holiday Workshop, Holiday Dinner, Family Fun Night, Field Day, Parade float). Please expect to receive a flyer of volunteer opportunities in the fall. For more information, email fairvalehomeandschool@gmail.com

HOME AND SCHOOL PARTNERSHIP

Parents and guardians are children's first teachers and play an extremely important role in their learning and development. A good working relationship between school personnel and the home is essential to children's progress and their overall feelings about school. Because of the intense interdependence of the home and the school, the staff at F.E.S. undertakes to maintain a high level of communication and dialogue with the parents / guardians of the children in our care. Communication may take the form of face-to-face meetings, virtual meetings, phone communications, notes, letters, and monthly newsletters.

HOMEWORK

At our school, homework is intended to support and reinforce classroom learning in a way that is meaningful, flexible, and developmentally appropriate. Homework practices may vary by teacher and grade level:

- Some teachers provide weekly homework (sent home on Mondays),
- Others may assign shorter, daily tasks,
- Some classrooms may focus solely on reading at home.

All homework is designed to review or extend what students are learning in school, and to build good study habits in a manageable way. You may also see teachers encouraging other valuable learning activities—like reading together, playing board games, engaging in family discussions, or helping with cooking.

We understand that many students have evening commitments and extracurricular activities, and we value family time. Our goal is not to overburden students, but to support continued learning in ways that fit your family's routine.

Each teacher will communicate their specific homework expectations early in the school year.

LIBRARY

Each class visits the library once a week with students signing out a book or two each visit. New books are selected each week (if previous books are returned) unless a child decides to renew and keep a book for a second week. Lost books need to be replaced.

LOST AND FOUND

Items that are lost (or found) are kept in a designated area near the library. Parents and children are welcome to check for lost items. In alignment with our Parent Teacher meetings, we place all items on tables in the main hallway for parents to look through classes to walk through. All unclaimed items are donated to those less fortunate in our community in December, April, and at the end of June.

MASCOT/ SCHOOL COLOURS

Our school mascot is Flash the falcon. Our school colours are blue and grey.

OUTDOOR PLAY & WEATHER

Outdoor play is essential to children's physical, social, and emotional development. Fresh air, movement, and unstructured time outdoors help students build resilience, develop creativity, and return to the classroom ready to learn. Our philosophy?

There's no such thing as bad weather - only inappropriate clothing!

Children go outside for 45–60 minutes of free play each day, in addition to any outdoor learning experiences with their classroom teacher and physical education class.

We go outside in most weather conditions, including cold, light rain, and snow. The only times we stay indoors are:

- When the temperature drops below -20°C (with wind chill)
- During heavy rainfall or thunderstorms

To make the most of outdoor play, children need to come to school prepared for the weather. Please help by sending your child with:

- Warm clothing in colder months (layers, hats, mittens/gloves, snow pants, boots)
- Rain gear (raincoat, boots) for wet days
- Sunscreen and a hat in warmer weather

Labeling clothing items is helpful to prevent lost items.

PARENT CONSENT- STUDENT INFORMATION, PHOTOS, AND MEDIA

We are committed to protecting your child's privacy while also celebrating learning, achievements, and school life. To do this, we follow New Brunswick's Right to Information and Protection of Privacy Act (RTIPPA), as well as the Education Act and Personal Health Information Privacy and Access Act (PHIPAA). These laws ensure that your child's personal information—such as their name, photograph, or medical details—is handled with care and only shared with your informed consent.

What Is RTIPPA?

RTIPPA is a provincial law that governs how public bodies like schools collect, use, and share personal information. This includes:

- Student names, photos, and videos
- Grade levels and homerooms
- Medical or safety information (e.g., allergies)
- Participation in school events, media, or online platforms

Under RTIPPA, we must have written permission from parents or guardians before we share any of this information for non-educational purposes.

Consent Form – What You'll Receive

On the first day of school, your child will bring home a Student Information and Photograph Consent Form. This form gives you control over how your child's information can be used, including:

- School photos, class composites, birthday cards
- Yearbooks or hallway photo displays
- Moving Up Day certificates
- Sharing information with classmates' families (e.g., birthday invitations)
- Media coverage or online sharing (e.g., social media, school website, newsletters, YouTube concerts)
- Safety alerts for staff (e.g., allergy posters in staff-only areas)

You can check "Yes" or "No" to each option. If the form is not returned, the default answer is "No" to all items.

Changing Your Consent

You can revoke your consent at any time during the school year by contacting the principal in writing. Please note that changes only apply moving forward and do not undo past uses based on earlier consent.

Public Events & Video Surveillance

- At public events (e.g., concerts, assemblies), members of the public (other families) may take photos or videos. The school cannot control how these are shared.
- Some schools and buses may use video surveillance for safety and property protection.

PARENT SCHOOL SUPPORT COMMITTEE (PSSC)

A Parent School Support Committee (PSSC) is established for our school each September. A formal election will be held to fill any vacant positions. The mandate of the PSSC is to assist in the creation and monitoring of the School Improvement Plan. This valuable team meets six times yearly (September, October, November, February, April, and May) for an evening meeting of less than 90 minutes. This is a great opportunity for families who are not able to volunteer during the school day due to work or other commitments.

PERSONALIZED LEARNING PLAN (PLP)

A Personalized Learning Plan (PLP) is provided when a student's unique needs require tailored supports to ensure success. Under the Education Act and Policy 322, a PLP is developed when it is determined that a student requires individualized educational goals, strategies, and supports beyond the regular curriculum.

A PLP may be developed when:

- A student has physical, sensory, cognitive, social-emotional, or other exceptional needs.
- These needs cannot be adequately addressed through general differentiated instruction and Universal Design for Learning (UDL) in the common learning environment
- A student has not responded sufficiently to other supports and requires alternative strategies or adaptations.

Types of Personalized Learning Plans

Accommodated PLP

- Provides access through tools or adjustments without altering curriculum expectations.
- Examples include assistive technology, FM systems/interpreters, or extended time for assessments—justified based on individual needs.

Adjusted PLP

- Applies when curriculum outcomes are modified (by 50% or more), often in Grade 3 and above.
- Maintains the overall intent but lowers depth or breadth of outcomes to better match the student's ability.

Individualized PLP

- Focuses on specific, personalized goals that are not part of the standard curriculum.
- Often drawn from the Skills for Independence framework and target life or functional skills.

Individualized Behaviour Support Plan (PLP-IBSP)

- A Tier 3 intervention, used when Tier 1 (positive expectations) and Tier 2 (targeted teaching) interventions are insufficient.
- Focuses on behavior strategies personalized to support the student's social-emotional growth.

POSITIVE BEHAVIOURAL INTERVENTIONS AND SUPPORTS (PBIS)

We use PBIS to help every student succeed both in and out of the classroom. PBIS is a school-wide approach focused on creating a positive, consistent, and safe environment where students are taught and encouraged to make great choices.

What Does PBIS Mean for Our School?

As proud Falcons, we want every student to learn how to SOAR just like our school mascot! That's why we use the acronym SOAR to guide our school-wide expectations. These

expectations are taught in every area of the school, modeled by staff, and celebrated throughout the year.

Our SOAR Expectations: S- Safe, O- On Task, A- Accountable, R- Respectful
Students are taught what SOAR looks like in different school settings, such as the classroom, bathrooms, playground, hallways, and more. These expectations help our students develop strong character and make positive choices every day.

Rather than focusing on mistakes, we recognize and reward students who show positive behaviour. This helps build a school culture where students feel supported, appreciated, and motivated to do their best.

Celebrating success is a big part of PBIS at our school! We want our Falcons to feel proud of their efforts and excited about meeting expectations.

PROVINCIAL SCHOOL LUNCH PROGRAM

New Brunswick is launching a new **pay-what-you-can provincial school lunch program** beginning **September 8, 2026**. The program is designed to ensure that all public school students have access to a balanced, nutritious meal each school day.

Program Details & Pricing

- **Start Date:** September 8, 2026
- **Kindergarten to Grade 8:** \$4 per lunch
- **Grades 9 to 12:** \$5 per lunch
- **Full Subsidy:** Lunches are free for families experiencing financial need. Families who are able to contribute more may choose to make an additional contribution to help support the program.
- **Meal Options:** Each lunch includes a regular meal option, a vegetarian option, and milk. Ordering lunch is optional for families.

Additional Support

A **universal free breakfast program** is available in all New Brunswick public schools.

At **Fairvale Elementary School (F.E.S.)**, students can access:

- A **sit-down breakfast** of cereal and/or toast from **7:45–8:05 a.m.**

- A **grab-and-go breakfast** of Made Good bars and apples, available at both main entrances.

Fairvale Elementary Lunch Program

We are very pleased to have **Cask & Kettle** as our healthy lunch provider for the 2026–2027 school year. Cask & Kettle will oversee lunch ordering, meal preparation and delivery, as well as any questions or concerns related to school lunches.

Lunches will be offered in **ordering blocks**, which will generally be approximately six weeks in length. The block immediately before the Christmas break will be three weeks, and the final block of the school year will be five weeks.

Orders will be placed through **fairvaleelementary.hotlunches.net**. The ordering site will generally open **two weeks before the start of each new food period**. The first ordering period is an exception, as the province has asked that the lunch program be available beginning on the first day of school.

How to Register and Order

1. Visit **fairvaleelementary.hotlunches.net**.
2. Click **“Click Here to Register.”**
3. Complete the registration form and click **“Register Now.”**
4. Once your account has been created, follow the steps to add each child in your family who attends Fairvale Elementary School.
5. Click **“Orders”** to begin selecting hot lunch options for your child(ren).

Missed Lunches

Please note that **refunds are not issued for missed lunch days**, including absences due to illness, inclement weather, or family vacations.

When a student misses a scheduled lunch, the meal and milk will be offered to another student who may benefit from it. If you would prefer the meal to be given to a sibling or friend, please make a request in advance.

RESPONSIBLE USE OF DIGITAL TECHNOLOGY

At Fairvale Elementary School, digital technology is used thoughtfully and purposefully to support teaching and learning. We are committed to helping students develop the skills needed to use technology safely, responsibly, creatively, and respectfully.

Our practices are guided by the New Brunswick Department of Education and Early Childhood Development's **Policy 311: Responsible Use of Digital Technology**. The revised policy establishes province-wide expectations for personal mobile devices, educational screen use, digital content, and access to social media in schools.

Purposeful Use of School Technology

Students may use school-issued devices and approved digital tools when they support curriculum outcomes and clearly identified learning goals. Screen-based activities must have an educational purpose and be connected to classroom instruction.

Teachers select digital tools, websites, applications, videos, and other content that are appropriate for students' ages and learning needs. Technology may be used to support:

- Literacy and numeracy development
- Research and inquiry
- Creativity, problem-solving, and critical thinking
- Communication and collaboration
- Accessibility and diverse learning needs
- Digital literacy and citizenship
- Teacher-directed assessment and feedback

Screen use must be purposeful, educational, and tied to curriculum outcomes. Fairvale Elementary School is committed to maintaining a healthy balance among digital learning, direct instruction, hands-on exploration, physical activity, outdoor learning, play, discussion, reading, writing, and meaningful interaction with others.

Personal Mobile Devices

In accordance with Policy 311, students in Kindergarten to Grade 8 may not use cellphones, Smartwatches, or other personal mobile devices during the school day. This bell-to-bell expectation applies from students' arrival at school until dismissal, including during recess, lunch, classroom transitions, assemblies, and school activities occurring during the instructional day.

Students do not require a personal mobile device for learning at Fairvale Elementary School. When digital technology is needed for an educational activity, appropriate school-issued technology will be provided.

Exceptions for Individual Student Needs

An exception may be made when a student requires a device to manage a documented:

- Medical condition
- Accessibility need
- Communication need
- Learning accommodation

These exceptions must be included in the student's health plan, Personalized Learning Plan, or another school-approved individualized plan. Staff will work with the student and family to ensure continued access to essential supports while minimizing unnecessary distraction.

Contacting Your Child During the School Day

Families who need to share an important or time-sensitive message with their child should contact the school office. School staff will ensure the message reaches the student.

If a student needs to contact home during the school day, staff will assist the student in using the school telephone.

Working Together

These expectations are intended to reduce distractions, protect instructional time, support student well-being, and create more opportunities for learning and positive face-to-face interactions. Digital technology remains an important educational tool when it is used intentionally and in support of curriculum outcomes.

SAFETY AND SECURITY

To ensure a safe and secure place to learn, all entrances to the school are locked during the school day. Visitors to the school must be buzzed in at the front entrance and proceed to the office to sign in and obtain a visitor pass upon arrival. Parents arriving late with their child are expected to sign their child in at the main office. Likewise, if you are picking your child up early, you must be buzzed into the office where we will call your child up to meet you in the lobby. Whenever possible, we ask that you let teachers know in advance about early pick up.

SCHOOL CASH ONLINE

For safety and efficiency reasons, Anglophone South School District would like to reduce the amount of cash & checks coming into our schools. Please join the thousands of parents who

have already registered and are enjoying the convenience of paying ONLINE! It takes less than 5 minutes to register. Follow these step-by-step instructions to begin to receive email notifications regarding upcoming events involving your child(ren).

NOTE: If you require assistance, select the SUPPORT option in the top right-hand corner of the screen.

Step 1: Register

a) If you have not registered, please go to the School Cash Online home page <https://ASD-S.schoolcashonline.com/> and select the "Get Started Today" option.

b) Complete each of the three Registration Steps

*For Security Reasons your password requires 8 characters, one uppercase letter, one lowercase letter, and a number.

Step 2: Confirmation Email

A registration confirmation email will be forwarded to you. Click on the link provided inside the email to confirm your email and School Cash Online account. The confirmation link will open the School Cash Online site prompting you to sign into your account. Use your email address and password just created with your account.

Step 3: Find Student

This step will connect your children to your account.

a) Enter the School Board Name.

b) Enter the School Name.

c) Enter Your Child's First Name, Last Name and Birth Date.

d) Select Continue.

e) On the next page, confirm that you are related to the child, check in the Agree box and select Continue.

f) Your child has been added to your account.

Step 4: View Items or Add Another Student

If you have more children, select "Add Another Student" and repeat the steps above. 8 children can be added to one parent account. If you do not wish to add additional children, select "View Items For Students" option. A listing of available items for purchase will be displayed.

SCHOOL FEES

Instead of purchasing school supplies, families at F.E.S. pay a mostly all-inclusive student fee. For the 2026-2027 year, a fee of \$70 per student for the first two and a flat rate of \$25 per student after that. This will cover the cost of school supplies and two school performances.

Families are only required to provide the following:

- 1 package of large resealable bags
- 1 set of inexpensive ear buds/earphones (earphones preferred)

- Indoor sneakers
- 1 Backpack
- 1 lunch bag

Each class takes at least one field trip throughout the school year, which may result in an additional fee.

Student fees, paid through School Cash Online, can be paid beginning July 15th. We ask that all fees be paid by the end of September. If you require a payment plan, please email me at Bonnie.Hierlihy@nbed.nb.ca.

As a school community, we support charities four times throughout the school year. No more than a Toonie is suggested per event and all charitable fundraisers are optional for families.

SCHOOL PHOTOS

School photographs are taken in early September by Photography Flewelling each year with retakes a couple weeks later. For the 2026-2027, school year photos will be taken on September 15th with retakes, for those who require them, on October 1st.

SCHOOL SAFETY PLAN

As part of our School Safety Plan, we practice Fire Drills, Lockdowns, and Off-Site Evacuations. Teachers practice these safety protocols with our children and refer to our fire drill and off-site evacuation as our 'outside' safe locations and the lock down as our 'inside' safe location. We do not discuss with students the specific reasons why we would be in a lock-down situation. As per district protocol, over the course of a school year, we complete five fire drills, two lock downs, and one off-site evacuation. At the beginning of the year, teachers and students know when we will be having a fire drill or lock down and, over time, we move to unannounced practices. We spend time training our children and they do a great job. In the event we need to move our students off site, our evacuation center is at True Life Church (30 Vincent Road in Quispamsis).

SOCIAL EMOTIONAL LEARNING

Social Emotional learning (SEL) develops students' knowledge, attitudes and skills to manage emotions, build healthy relationships, set goals, and make decisions which are foundational for success both at school and in life. SEL focuses on helping students develop social-emotional skills that are essential for:

- working with others

- building resiliency
- achieving goals
- reducing bullying and risk behaviours

Zones of Regulation is a program used to support students in developing increased self-regulation skills. When students are dysregulated, they are not in a state conducive to learning. The program is designed to help students identify what "zone" they are in, and to develop strategies to "Get Back to Green".

The **ZONES** of Regulation®

BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Mean Terrified Yelling/Hitting Out of Control

Students are taught to use their **WITS** to resolve conflict. Below is a graphic that describes the WITS strategies:



In our classroom, we are committed to nurturing a growth mindset in students—an approach that benefits not only their academic journey but their life beyond school. Drawing from the work of Kristi Mraz and Christine Hertz, we guide children through meaningful read-alouds, thoughtful discussions, and hands-on practice to help them develop five key, research-based attitudes:

- **Optimism** – approaching new learning with confidence and curiosity, rather than fear or hesitation
- **Persistence** – sticking with challenges, even when the work feels difficult
- **Flexibility** – exploring multiple strategies to solve problems
- **Resilience** – learning from mistakes and bouncing back from setbacks
- **Empathy** – understanding others by imagining their perspectives and feelings

These mindsets help build not just better students, but stronger, more thoughtful human beings.

UNDERSTANDING STUDENT ACHIEVEMENT LEVELS

Our report cards reflect your child's learning using a 1–4 scale with no letter grades or percentages. Here's how each level is defined:

Level 1 – Working Below

Your child demonstrates limited understanding of curriculum outcomes and rarely applies learning independently. Significant improvement is required to be ready for the next grade.

Level 2 – Approaching

Your child shows some understanding and, with support, can apply learning in familiar contexts. Continued work on identified learning gaps will support future success.

Level 3 – Meeting

Your child demonstrates solid, consistent understanding and often applies learning independently in familiar situations. Performance at this level indicates readiness for the next level of learning.

Level 3+

This level indicates strong, proficient achievement. The student consistently demonstrates many aspects of Level 4 - the work is at or slightly above provincial standard in parts but generally fits within Level 3 expectations.

Level 4 – Excelling

Your child demonstrates a thorough understanding of curriculum outcomes and consistently applies learning to new or complex situations. Their work goes beyond Level 3 descriptors while still within grade-level expectations.

Level 4+

Represents performance **above** provincial expectations. The student excels consistently and demonstrates achievement that surpasses the typical criteria for Level 4.

Summary Table

Level	What It Means
1	Working significantly below standard; needs focused improvement
2	Approaching standard with some help; learning gaps still present
3	Meeting grade-level expectations; ready for next steps
3+	Proficient and strong; a few indicators of excelling
4	Excelling; consistently applying learning to new contexts
4+	Outstanding; surpasses grade-level expectations in many ways