



FORT MCKAY
FIRST NATION



Elsie Fabian School Family Handbook 2024-2025



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Welcome!

The staff at Elsie Fabian School are pleased to provide you with this handbook to aid your family in navigating this school year. We are excited to have you as part of the school community and look forward to what this wonderful school year will bring.

At Elsie Fabian School, the foundational values of our school community focus on the Seven Teachings: Love, Respect, Courage, Honesty, Wisdom, Humility and Truth. As educators, we strive to practice these principles each and every day and instill them in the Elsie Fabian School community. We are committed to providing your child with the best education possible, while incorporating pride in one's culture, language, and learning from the land.

We feel very fortunate to be part of your child's educational journey, and please reach out to us if you have any questions or concerns. Parents are essential components of their child's learning, and we value your advice and feedback.

Thank you, Mahsi Cho, Hiy Hiy,

The Elsie Fabian Team



THE HISTORY OF ELSIE FABIAN



Elsie Fabian was born on December 15, 1942 in Moose Lake, Alberta and passed away in the Northern Lights Regional Hospital in Fort McMurray on May 10, 2013. She was the fourth eldest of fourteen children born to Phillip and Victoria McDonald. Elsie had 3 children: Elissa Marie, Rebecca Lynn and Bryce Jason. Elsie worked hard all her life first for GCOS as a laborer where she put every bolt on the railing on the Bridge to Nowhere. At the age of 44, Elsie went back to school at Keyano College and received her Business Administration Diploma. Elsie followed in the footsteps of her father Phillip McDonald (Hereditary Chief) and her sister Dorothy McDonald-Hyde who was the first elected female Chief in Alberta by serving as a Councillor for the Fort McKay First Nation for two terms.

She was honored with a Regional Aboriginal Recognition Award for her Leadership in 2002. This accomplishment was one of many awards she received in her lifetime. Elsie was very passionate about education and had a 25-plus service record working passionately as the Chairperson of the Fort McKay School Local School Board Committee. She was also a member of the Northland School Division No. 61 Board of Trustees. This was a position that Elsie held from the inception of an elected Board of Trustees for Northland School Division No. 61 in 1983 through to 2007 when her health



no longer permitted her to participate and contribute at a level that she had been accustomed to.

During her time as a Local School Board Chairperson and as a member of the Board of Trustees for Northland School Division, Elsie was an outspoken advocate for the children of Fort McKay School and an equally supportive advocate for education for the children of the Northland communities. Her commitment to education was not only evident through Elsie's participation at Trustee meetings but was equally obvious through her participation on Committee meetings and her advocacy through numerous meetings with Alberta Education personnel and Elected Officials.

Conversations with former colleagues of Elsie always elicit positive and fondly reflective memories and stories, accentuated with smiles and chuckles. "Elsie Fabian was well loved by all who knew her and worked with her during her time with Northland School Division. I was one of those people who spent a lot of time with Elsie. She was one of the most committed people who worked with me on language programming for the division when I worked as Supervisor of Native Programs for Northland School Division."

(Dr. Barb Laderoute)





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BELL TIMES

ELSIE FABIAN SCHOOL BELL TIMES

8:15 AM Students begin to arrive

8:30 AM Classes begin

10:08 AM to 10:18 AM Body break

10:18 AM Classes begin

11:56 AM to 12:16 PM Lunch

12:16 PM to 12:38 PM Body break

12:38 PM Classes begin

2:16 PM to 2:26 PM Body break

2:26 PM Classes begin

3:15 PM Classes end - Home time



STAFF

Administration

Principal	Sarah Hiscock	principal@fortmckayededucation.ca
Vice Principal	Julia McDougall	viceprincipal@fortmckayededucation.ca
Acting Director, Education	Miranda Beaton	education.director@fortmckay.com
IT Administrator	Chankya Patel	cpatel@fortmckayededucation.ca
Office Administrator	Sherry Tremblay	stremblay@fortmckayededucation.ca
Receptionist	Virginia Grandjambe	dgrandjambe@fortmckayededucation.ca
Receptionist (Bussing)	Ismay Gould	igould@fortmckayededucation.ca
Administration Support	Nicole Serafinchan	nserafinchan@fortmckayededucation.ca

Support Services

Literacy Specialist	Sage Mitchell	smitchell@fortmckayededucation.ca
Inclusive Education Teacher	Carleen Spencer	cspencer@fortmckayededucation.ca
School Counsellor	Harley Johnson	hjohnson@fortmckayededucation.ca
Parent Liaison	Elissa Whiteknife	ewhiteknife@fortmckayededucation.ca

Teachers

Kindergarten Teacher	Gem Desjardins	gdesjardins@fortmckayededucation.ca
Grade 1 Teacher	Beverly O'Leary	Boleary@fortmckayededucation.ca
Grade 2 Teacher	Pamela Beardy	pbeardy@fortmckayededucation.ca
Grade 3 Teacher	Simone Auger	sauger@fortmckayededucation.ca
Grade 4 Teacher	Erin Humphrey	ehumphrey@fortmckayededucation.ca
Grade 5 Teacher	Brenna McDonald	bmcdonald@fortmckayededucation.ca
Grade 6 Teacher	Ronita Giroux	rgiroux@fortmckayededucation.ca
Grade 7 Teacher	Kyle Boudreau-Gibbons	kylebg@fortmckayededucation.ca
Grade 8 Teacher	Amber Thompson	athompson@fortmckayededucation.ca
Grade 9 Teacher	Bambi Lafferty	blafferty@fortmckayededucation.ca
Land Based Learning Teacher	Ashton Janvier	ajanvier@fortmckayededucation.ca
Land Based Learning Teacher	Brittany MacDonald	bmacdonald@fortmckayededucation.ca
Gym Teacher	Nicole Fitzpatrick	nfitzpatrick@fortmckayededucation.ca
Cree Language Teacher	Susan Laliberte	slaliberte@fortmckayededucation.ca



Dene Language Teacher	Charlene Boucher	chboucher@fortmckayededucation.ca
Music Teacher	Chandra Young	cyoung@fortmckayededucation.ca

Educational Assistants

Library Clerk	Dayle Hyde
Educational Assistant	Gail Rumbolt
Educational Assistant	Bernadine Dillon
Educational Assistant	Rebecca Voyageur
Educational Assistant	Susan Wallace
Educational Assistant	Faith Kippenhuck
Educational Assistant	Scotty Lacorde
Educational Assistant	Maria Eguillon
Educational Assistant	Amy Dwyer
Educational Assistant	Cassandra Marcel
Educational Assistant	Naia Santos
Educational Assistant	Doris Wellon

Food Services

Head Cook	Rose Beaton
Cook Assistant	Raph Agustin
Cook Assistant	Rachel Richards
Cook Assistant	Sam Asios
Cook Assistant	Jeffrey Grandjambe

Custodians

Team Lead, Custodian	Lorraine Huppe
Custodian	Joel Bouchard
Custodian	Martha Powder
Custodian	Cory Powder

MORNING PROCEDURES

Staff are ready to welcome students to school at 8:15 am. Students are to come through the main entrance, where breakfast will be available and they can begin making their way to their classrooms. Please remind students to only use the front door to enter and exit school. If your child arrives after 8:30, please have them go to the front office for a late slip so their attendance is recorded.



ABSENCES, LATES OR LEAVING EARLY

Please call the front office if your child will be late, absent or has to leave early to excuse them. If your child is absent and not excused, staff will begin making phone calls at 9:00 am to inquire about their whereabouts.

If you need to pick up your child early from school, or drop off something to them, please go to the front office to sign in and wait for your child. While we want parents to visit the school, it must be during appropriate times. We must ensure that visitors do not disrupt the learning environment. If you need to see your child during the school day, the front office will call their classrooms and they will come down to meet you and be released.

FOOD PROGRAM

Lunch and breakfast is provided for students at Elsie Fabian. Grades K-3 will eat lunch in the cafeteria during the first half of lunch (20 minutes), while Grades 4-9 students have their body break. During the second half of lunch, Grades 4-9 will eat while K-3 have their body break.

Please take notice that this is different from previous years. If your child is not participating in the lunch program, please drop their lunch to the front office and a staff member will either call them down to pick it up (older students), or a staff member will bring it to them. We are a nut free school. Please do not have your child bring nuts or nut products in your child's lunch or snacks.

The lunch program offers a variety of options to students, including salads, sandwiches, and a hot lunch. The program strives to provide "choose most often" selections from the Canada's Food Guide, but understands that moderation is also important.

COMMUNICATION

The staff of Elsie Fabian School encourages communication between staff and families. Parents/Guardians should expect a weekly email from their child's teacher discussing the upcoming school week and communication about the child's progress. Parents are encouraged to attend parent/teacher conferences or call the school to request an appointment to see their child's teacher. Additionally, parents can email teachers and expect a timely response.



SCHOOL CLOUD

Parents will receive a link to create a School Cloud account during the first week of school. Once they create an account, they will be able to view their child's academic progress and lates or absences. Please check your Spam folder if you have not received the link. For more information on School Cloud please visit the link below:

<https://sites.google.com/fortmckayeducation.ca/schoolcloud/home>

REMIND/CLASS DOJO

Parents may receive a link from their child's teacher to opt in to the Remind text messaging program or Class Dojo program. This allows your child's teacher to communicate with you. These great communication tools can keep you up-to-date on what is happening in your classroom, and at school. For more information, see the links below:

<https://www.remind.com/>

<https://www.classdojo.com/>

STUDENT EXPECTATIONS

Parents can expect that students will be directly apprised of classroom and school expectations by the classroom teacher on the first day of school.

Section 31 of the *Education Act* states that a student, as a partner in education, has the responsibility to:

- (a) attend school regularly and punctually,
- (b) be ready to learn and actively engage in and diligently pursue the student's education
- (c) ensure that the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging
- (d) respect the rights of others in the school



- (e) refrain from, report and not tolerate bullying or bullying behavior directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means
- (f) comply with the rules of the school and the policies of the board
- (g) cooperate with everyone authorized by the board to provide education programs and other services
- (h) be accountable to the student’s teachers and other school staff for the student’s conduct, and
- (i) positively contribute to the student’s school and community.

When a student does not behave in a manner that is expected by their classroom teacher or the school, we often categorize these situations into major or minor infractions.

Major and Minor Behavior Definitions

Minor offenses, by definition, are situations that a teacher can address without the help of the office, counsellor, and other support staff. Documentation typically happens after a first warning has been issued without having the desired change in behavior.

Minor Behavior (Classroom)	Definition
Inappropriate Language	Profanity or other inappropriate comment not directed at a student, teacher, or staff member.
Physical Contact	One student making unwanted, non-accidental (bumping, touching) physical contact with another.
Defiance/Disrespect	Purposeful non-compliance or refusal to follow instruction and/or routines that temporarily distracts students from learning. Negative, oppositional or disrespectful language that interrupts instruction.
Disruption	Students engages in low-intensity, inappropriate disruption (e.g., talking,



	joking, whispering).
Technology Misuse	Student engages in use of technology, personal or school, in an inappropriate, but minor way (e.g., not on approved website, cell phone interrupts class).
Tardy	Student is not seated in assigned or expected seat when bell rings.

Major offenses are often situations that need to be addressed by the principal. In some instances, a teacher may feel they may be able to better address giving a consequence and communicating with the parents. The principal, however, must always be advised of major offenses. Any major offense labeled with an asterisk (*) indicates that the principal must be involved in establishing consequences and communicating with parents.

Major Behavior (Administration)	Definition
Abusive or Inappropriate Language * .	Profanity, ethnic/religious slur, derogatory language directed at a student, teacher, or staff member.
Fighting*	At least two students mutually engaged in serious physical contact (punching, kicking, scratching, hair pulling, hitting with object).
Physical Aggression*	One student making serious physical contact upon another (hitting, punching, kicking, scratching, hair pulling, hitting with object, spitting, biting)
Insubordination/Defiance	Refusal to follow staff directions in a manner that classroom learning is significantly disrupted and/or the student (or classmates) are place in an unsafe situation.
Cheating	Academic dishonesty (copying, plagiarizing, forgery, etc.) on any assignment, project, or ough a major offense, teacher may test (monitor



	consequences for first).
Bullying*	Student intimidates, manipulates, or threatens others (often aggressively) using negative speech and/or action that target ethnicity, disability, gender, religion, or other personal characteristics.
Harassment*	Harassment is the sustained verbal, written, or physical attacks based on ethnicity, disability, gender, religion, or other personal characteristics.
Disruption	Behavior causing a sustained or significant interruption of a class/activity.
Truancy*	Student leaves class/school without permission or stays out of class/school without permission.
Property Damage - School*	Deliberately breaking or impairing the usefulness of school property.
Property Damage - Other*	Deliberately breaking or impairing the usefulness of another student's or staff member's personal property.
Vandalism*	Participating in an activity that results in the substantial destruction or disfigurement of property.
Theft*	Possession of, passing on, or removing someone else's property.
Technology Misuse	Student engages in inappropriate use (during the school day without teacher permission) of cell phone, music/video players, camera, personal electronic devices, and/or computer.
Inappropriate Location	Student is in an area that is inside/outside of school (in an unsupervised area) without a pass or permission.
Illegal Substances*	Student is caught using underage substances.



POSITIVE BEHAVIOR SUPPORTS

Positive Behavior Supports is a comprehensive, collaborative approach to addressing student discipline issues. It is not a discipline policy, but a school-wide approach to dealing with behavior. As indicated, minor behaviors are often addressed by the classroom teacher, but major behaviors are addressed by administration on an individual basis. The plan for dealing with the behavior takes into consideration the individual circumstances of the student and utilizes a variety of approaches in dealing with the situation. The primary approach is direct instruction about the behavior, situation, ect. Here, students are reminded of the school/class expectations and are provided direct instruction on what the appropriate response, reaction, approach, or strategies would be. So, different approaches could be utilized for example:

- School Counsellor
- Resource Room
- Smudge Room
- Parent Liaison
- Parent Meetings
- Learning Circle (instruction about the behavior)
- Working 1:1 with their Educational Assistant in a quiet space
- The Meditation/Calming Room
- Timeout with administration
- Send home for the day (Physical Aggression)
- Writing an apology letter
- Going for a Guided Walk

Positive Behavior Supports views the child as a whole and to avoid suspensions as much as possible.

Here is a short article introducing PBS:
<https://ascd.org/el/articles/safety-without-suspensions>

If you have questions about PBS, please contact Sarah
principal@fortmckayeducation.ca

CELL PHONE USE

Students should not be using their cell phones while in class. Teachers may ask students to use a phone “home” during class time. In the case of older students,



teachers may ask them to keep them in their lockers until lunch or break. If technology is required during class time, students will use Ipads or devices provided by the school.

If you need to contact your child while they are in class, please call the front office 780 - 828 - 0107.

PERMISSION SLIPS

All students must have permission slips to attend any field trips or participate in any activities outside of the school grounds, including Land Based Learning activities. Please expect to receive a permission form for Land Based Learning and Physical Education.

LATE SLIPS

Students who are late for the day should come through the front door and to the office to obtain a late slip. If a student enters class without a late slip, they are to be sent to the office to obtain one. This helps the front office staff keep track of student attendance. Parents are to enter the school through the front doors as well.

PROGRAMS AND SUPPORTS

LANGUAGE PROGRAM

Elsie Fabian School offers classes in both Cree and Dene to support community language. The culture of the people is wrapped around the languages and is certainly important to the philosophy and the development of the identity of the youth and children that are served by the Elsie Fabian School.

LAND-BASED LEARNING

Land-based learning at Elsie Fabian reflects Alberta Curriculum in all subject areas. Classroom Teachers and Land-Based learning teachers created lessons together that support and reinforce Alberta Curriculum.

INCLUSIVE EDUCATION SUPPORT

This year, Elsie Fabian is piloting a resource room staffed with an Inclusive Education Teacher and an educational assistant. This classroom will provide a space for students to take a break from the regular classroom, and return when ready. The goal of this program is to reduce school suspensions and support students.

Students are also supported at Elsie Fabian through Allied Health services such as Speech Language, Occupational Therapy and Physiotherapy.

If you feel your student requires additional support, please contact administration.



LITERACY SUPPORT

Elsie Fabian has a literacy support teacher to help support struggling readers and encourage literacy in the school community. If you feel that your child requires additional literacy support, please contact administration. Elsie Fabian also provides one-to-one literacy tutoring grades K-5 through through the non-profit Chapter One. Students also have access to at home tutoring services for reading. Please contact Sage for more information.

SCHOOL COUNSELLOR

Elsie Fabian has a school counsellor (Harley) available to support students. Harley can work with students one-to-one or as a group. If you have a child that could benefit from counselling support, please refer to administration.

PARENT/FAMILY LIAISON

Elsie Fabian also has a Family/Parent Liaison (Elissa). The parent liaison connects parents to resources needed between home and school to further students' academic and social success. This position plays a vital role to further increase parental involvement within the school. If you need support in this area, please contact administration.

STUDENT CLOTHING EXPECTATIONS

- Dress appropriately for the weather and class activities
- Please send indoor shoes which students can put on by themselves.
- For younger students, it is advisable to send an extra change of clothes and a spare pair of mittens/gloves

OUTDOOR RECESS PLAY

We value outdoor free play. Please ensure that your child is always dressed appropriately for weather conditions. It is advisable to pack additional outdoor wear with your child in case they get wet. In the event of severe/cold weather, students will have their break indoors. If you need assistance with appropriate outdoor clothing, please contact your teacher. We do have a supply of extra coats/boots, mittens, etc.

ILLNESS/ALLERGIES

To aid us in the protection of your child's health and safety, please make the office aware of and up-to-date information on any special health considerations (including allergies and asthma).

If a student becomes ill during the school day the classroom teacher will notify the office. The reception will assess the student and see if the illness requires them to go home. If it is deemed that the child should go home the parent will be notified and the student will go home accompanied by their parent, guardian or emergency contact.

It is important that the school is made aware of any students with medical conditions. They should also be informed of the severity of their condition, and any actions or



treatments that are required if they have a reaction. An EpiPen must be kept at the school for any students that require one. If a student has an inhaler the teacher should be informed of the proper usage required. For safety reasons staff will be informed of all students with medical conditions.

MEDICATIONS

If your child needs medication administered during the school day, please contact administration to discuss.

BUSSING

Bussing is provided for the students of Elsie Fabian School. If you need assistance with bussing, or need to register your child, please contact Ismay (igould@fortmckayeducation.ca)

REPORTING AND PARENT TEACHER INTERVIEWS

Three formal report cards are issued each year (November, March and June). After each reporting period, parents are encouraged to attend parent-teacher conferences to discuss their child's progress. Parents are partners in the child's learning, and their input is important and valued.

HEAD LICE PROTOCOL

1. Identification and Notification

- **Teacher/Staff Role:** If a teacher or staff member suspects a student has head lice and inform the student's parents or guardians confidentially.

2. Communication with Parents/Guardians

- **Immediate Notification:** Notify the parents or guardians by phone and provide an information letter with instructions on treatment. Can book at health centre to have nurse get order for lice treatment sent from pharmacy under child's name - covered with NIHB.

- **Education on Treatment:** Provide clear, easy-to-understand instructions on how to treat head lice, including where to get appropriate treatment (such as over-the-counter lice treatment - it is covered under NIHB) and how to clean bedding, clothing, and personal items.

3. Treatment and Return to School

- **No Exclusion Policy:** Students should not be excluded from school due to head lice. Alberta Health Services recommends that children with head lice should stay in school but avoid close head-to-head contact with others.

- **Encourage Treatment:** Parents/guardians are expected to start treatment promptly, ideally the same day they are notified.



- Return to School: The child may return to school after the first treatment. It is important to educate parents that nits (eggs) may still be visible, but live lice should be eliminated after treatment.

4. Preventative Measures

- Check Other Students: School staff should perform lice checks on other students in the same class if multiple cases are reported. Parents of those students should be informed if their child was checked.
- Classroom Measures: Encourage students to avoid sharing hats, scarves, and other personal items. Additionally, limit head-to-head contact during activities.

5. Follow-Up Checks

- School Follow-Up: After the initial notification, the health worker should conduct follow-up checks on the affected student after 7–10 days to ensure the lice are gone.
- Home Follow-Up: Encourage parents to check their child's hair regularly and continue treatment as needed (typically a second treatment is recommended 7-10 days after the first).

6. Community-Wide Communication

- Outbreak Notification: If several cases of lice are detected, inform the broader school community. Use culturally appropriate messaging to reduce stigma and encourage collaboration in managing the situation.
- Health Education: Provide workshops or materials for parents and caregivers about head lice prevention and treatment.

7. Cultural Considerations

- Respect for Traditions: Acknowledge any traditional approaches to treating head lice that families may prefer, while still promoting evidence-based treatments.
- Privacy and Sensitivity: Maintain confidentiality and avoid singling out students with lice to prevent stigma.

8. Ongoing Education

- Student Education: Teach students about head lice in a non-scary way. Explain the importance of personal hygiene and not sharing personal items like combs or hats.
- Staff Training: Ensure all school staff are trained to identify and respond to head lice cases respectfully and effectively.

[Head Lice - YouTube](#)