Eleanor W. Graham Middle School

Family Handbook 2026-2027

9 California Road
Rexton, NB
E4W 1W7
Phone: (506) 523-7970 Fax: 506 523-7939
http://ewgms.nbed.nb.ca
Principal: Mr. Shaun Fletcher
Vice-Principal: Ms. Megan Gallagher

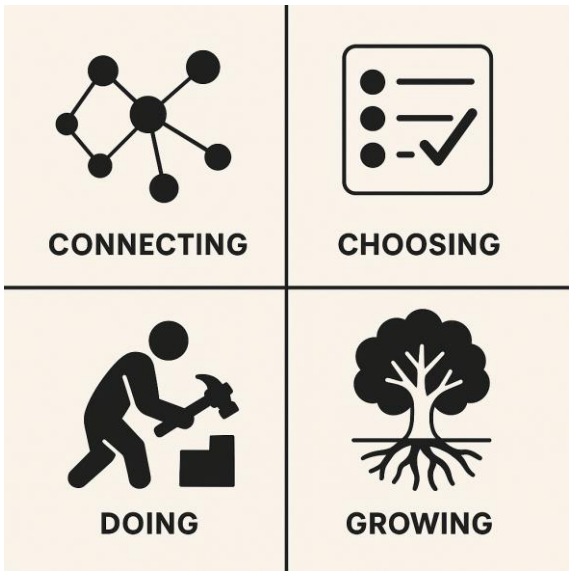
https://www.facebook.com/groups/EWGMS

VISION, MISSION, VALUES AND BELIEFS

Our School Vision: **Eleanor W. Graham Middle School is a caring, collaborative community of educators and learners striving for academic excellence.**

Our School Mission: **Eleanor W. Graham Middle School is a community school where teachers, parents, and students are excited about lifelong learning. The diverse educational opportunities and activities offered will shape students into responsible, productive citizens and learners of tomorrow.**

Our Values / Beliefs: **At Eleanor W Graham Middle School we value respect for individuality, and there is acceptance and support for student differences including cultures, languages, sexual orientation, and abilities. Our goal is to provide a supportive environment where the members of our school community feel physically and emotionally safe, and students are nurtured in their growth from childhood to adolescence. Through positive adult mentoring and rigorous academics, student are provided with diverse opportunities to learn, grow and contribute, based on their interests and the strengths and skills within the community. Through the discovery of personal skills and strengths, students' intellectual, ethical, social, emotional and physical growth will be fostered.**



Land Acknowledgement

We respectfully acknowledge that our school, Eleanor W. Graham Middle School, is situated on the unceded and unsurrendered territories of the Mi'kmaq peoples. We seek to repair and rebuild meaningful relationships with Indigenous peoples and honour these lands which hold the hopes of future generations.

GENERAL SCHEDULE INFORMATION

At Eleanor W. Graham Middle School, **CLASSROOM INSTRUCTION BEGINS AT 8:25 AM AND FINISHES AT 2:05 PM**. From **2:05 PM to 2:50 PM**, students have the opportunity to participate in various activities or to catch up on schoolwork. Sports, Drama, Music, Computers and Crafts are only some examples of the activities that operate from Monday to Thursday. Students not wishing to participate in these activities are allowed to go to the Opportunity Knocks Room (OK ROOM) - a room supervised by a teacher where students may do homework. On Fridays, the school will organize activities for all students and teachers. Teachers will provide tutorial sessions for students falling behind due to incomplete homework, attendance issues or student academic performance.
Students may be picked up at 2:05 by their parents, if students are not required to attend to missed classwork or homework.

Bell Schedule

8:20 - 8:25 O'Canada

8:25 - 9:20 Period 1

9:20 - 10:15 Period 2

10:15-10:25 Break in cafeteria

10:25 - 10:45 Outside Physical Activity

10:45-11:40 Period 3

11:40-12:35 Period 4

12:35-12:50 Lunch in cafeteria

12:50-1:10 Outside Physical Activity

1:10- 2:05 Period 5
2:05- 2:50 ACTIVITY PERIOD

Throughout the winter months, a delayed start may occur where the school day is delayed for 2 hours due to inclement weather. A modified schedule can be found in Appendix D.

STAFF AT ELEANOR W. GRAHAM

English Literacy Team:

Ms. Cassandra Stewart
Ms. Sarah Donovan (Clark)
Ms. Megan Gallagher(FN-Literacy Lead)
Ms. Cathy Griffin(FN-Literacy Lead)
Ms. Emily Power
Ms. Wendy Lawson (AST)
Mr. Peter Boake-Danquah(LST)
Ms. Michelle Arseneault

Math/ Science Team

Ms. Makayla Stright
Ms. Sarah Hebert
Ms. Emily Power
Ms. Carly Warman
Mr. Kevin Rioux
Mr. Peace Abiodun (Math Lead)

French Literacy Team:

Mme. Micheline Maillet
Mme. Christine Michaud
Mme. Nancy Stewart

Administrative Team:

Mr. Shaun Fletcher, Principal
Ms. Megan Gallagher, Vice-Principal
Ms. Patricia Webber (Administrative Assistant)

Community Schools Coordinator:

Ms. Cheryl Warman

Building Maintenance: Brunswick Learning Centres Inc.

Custodial Services: SBC Facility Services

Exploratory Team:

Ms. Krista Bernard
Ms. Alanna Hallihan (Physical Education)
Mme. Christine Michaud (Art)
Mme. Nancy Stewart (Art)
Mr. Kevin Rioux (Technology)
Ms. Carly Warman (Physical Education)

Student Services Team:

Ms. Krista Bernard (EST-Resource)
Ms. Alanna Hallihan (EST-Resource)
Ms. Mandy Patey (Behaviour Intervention Mentor)

Educational Support Team:

Ms. Geraldine Goodwin (Educational Assistant)
Ms. Kaylee Boisvert-Joseph (Educational Assistant)
Mr. Darrick Hebert (Educational Assistant)
Ms. Cindy Thurston (Educational Assistant)
Ms. Kristi Triska (Educational Assistant)
Ms. Julia Stewart (Educational Assistant)
Ms. Sabrina Phinney(FN support worker)

The NEST:
Mr. Cameron Miller

Cafeteria Staff (EWG Food Services):
Ms. Donna Ann Mazerolle (Manager)
Ms. Patricia Long Johnson

STAFF EMAIL CONTACTS

ADMINISTRATION		
Principal	**Shaun Fletcher**	shaun.fletcher@nbed.nb.ca
Vice-Principal	**Megan Gallagher**	megan.gallagher@nbed.nb.ca
Administrative Assistant	**Patricia Webber**	patricia.webber@nbed.nb.ca

EDUCATION SUPPORT SERVICES RESOURCE		
	Krista Bernard	krista.bernard@nbed.nb.ca
	Alanna Hallihan	alanna.hallihan@nbed.nb.ca

CLASSROOM TEACHERS		
	Michelle Arseneault	michelle.arseneault@nbed.nb.ca
	Sarah Hebert	sarahc.hebert@nbed.nb.ca
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	Emily Power	emily.power@nbed.nb.ca
	Peace Abiodun	peace.abiodun@nbed.nb.ca
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	Catherine Griffin	catherine.griffin@nbed.nb.ca
	Cassandra Stewart	cassandrah.stewart@nbed.nb.ca
	Sarah Clark	sarah.clark@nbed.nb.ca
	Cameron Miller(PLE)	Cameron.miller@nbed.nb.ca

Positive Behaviour Interventions and Supports (PBIS)

At our school, we on a path to implement PBIS – Positive Behaviour Interventions and Supports – to help create a safe, respectful, and welcoming environment for everyone.

Here's a quick summary of what PBIS looks like:

- Clear Expectations:
  We teach and review expected behaviours for all areas of the school – classrooms, hallways, cafeteria, playground, and more – so everyone knows what being respectful, responsible, and safe looks like.

- Positive Recognition:
  When students demonstrate expected behaviours, we celebrate it! This can include shout-outs, tickets, certificates, classroom rewards, and other fun recognitions.

- Positive School Culture:
  PBIS helps make our school a great place to be. We focus on what's going well and work together to keep it that way.

- Strong Relationships:
  We believe that strong, respectful relationships between students, staff, and families are key to a great school experience. PBIS encourages kindness, empathy, and support for one another.

Together, we build a school where everyone feels included, supported, and ready to learn!

Please see the Appendix A for a detailed Behaviour Expectation Matrix.

Student Recognition

Why We Recognize Students for Expected Behaviours

Recognizing students for showing expected behaviours helps create a positive and respectful school environment. When students are acknowledged for being responsible, respectful, and safe, it encourages them to continue making good choices and sets a strong example for others. Celebrating positive behaviour:

- Reinforces what is expected at school
- Builds confidence and motivation
- Strengthens school community and relationships
- Helps students feel valued and included

By focusing on the positive, we create a school where everyone feels safe, supported, and ready to learn.

At EWG students are recognized in multiple ways for participation and personal achievements:

- Daily tickets are given by staff with a verbal recognition to students who are seen following the expected behaviors in the school. The tickets go into a draw that is held on a bi-weekly basis.
- Bi-monthly recognition of reading goals with draws for all that meet personalized goals and prizes for top readers in each class.
- Students of the Month are recognized each month with a certificate and a special lunch. Students are chosen for excellence, improvement, positive attitudes and being a good citizen by their classroom teachers.
- Certificates are posted for students "Positively Busted" for being good citizens as related to **Responsibility, Respect and Safety** with a prize draw for those recognized.
- Annual recognition for participation in clubs and sports teams.

Restorative Discipline

At our middle school, we believe in creating a safe, respectful, and supportive learning environment. Restorative discipline is an approach that focuses on building and repairing relationships rather than simply punishing misbehavior.

When issues arise, restorative practices encourage open dialogue, accountability, and problem-solving. Instead of asking, "What rule was broken and what is the punishment?", we ask:

- What happened?
- Who was affected and how?
- What can be done to make things right?

Students may be invited to participate in restorative conversations or circles to reflect on their actions, understand the impact, and work together to find a resolution. This approach helps strengthen our school community by promoting empathy, responsibility, and positive change. Restorative discipline is not about avoiding consequences — it's about meaningful outcomes that help everyone move forward.

Curriculum

Students coming to Eleanor W. Graham Middle School in Grade 6 follow the Regular Program or the French Immersion Program. Both programs follow the same outcomes. In addition to the core subjects, Physical Education, Music, Art and Technology are part of the Middle School Curriculum. The philosophy of our Middle School is to make skills learning a vital part of the curriculum and instruction. These skills are connected to the needs and characteristics of the young adolescent. At times, students will be required to write school, district, and provincial assessments.

Please see Appendix C for Information on our AR Reading Program.

Report Cards

Students will be receiving Achievement Reports three times per year (November, March and June). There will be two parent-teacher conferences during the year to discuss student progress. Parents may contact their child's teachers at any time with concerns, or to discuss their child's academic performance. Teachers will report on a 4-point scale the level of achievement that best describes a student's current learning.

Achievement Scale

4+ 4 Excelling	**Student learning and work show:** Strong and/or Excellent Achievement; demonstrates required knowledge and skills, and is **excelling with** learning goals. 4+ Indicates, in addition to excelling, the student demonstrates learning that surpasses grade-level expectations.
3+ 3 Meeting	**Student learning and work show:** Appropriate and/or Proficient Achievement; demonstrates required knowledge and skills, and is **meeting** learning goals. 3+ Indicates consistently proficient achievement.
2 Approaching	**Student learning and work show:** **A** Combination of Appropriate and Below Appropriate Achievement; Demonstrates some of the required knowledge and skills and is **approaching** learning goals.
1 Working Below	**Student learning and work show:** Below Appropriate Achievement; demonstrates limited understanding of the required knowledge and skills and is **working below** learning goals.

Safe Arrival and Reporting Absences

At EWGMS one of our greatest priorities is ensuring that all students arrive safely at school each day. To enhance our existing absence-checking procedure, we use a Safe Arrival system. This reduces the time it takes to verify student attendance, makes it easy for families to report your child's absence and easy for staff to respond to unexplained student absences. With Safe Arrival, you are asked to report your child's absence in advance using any of these three 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 (use the email address you have on file with the school). 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 School Messenger Communicate automated notification system to contact families whose child is absent when the absence was not reported in advance. The automated notification system will attempt to contact families at multiple contact points until a reason is submitted for the absence.

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

Attendance and Punctuality

The responsibility for regular and punctual attendance, which is necessary for satisfactory school progress, lies with the student and with their parent/guardian. If it is necessary for a student to leave school while classes are in session (e.g. dental appointment, sporting event), this information can be put into School Messenger by a parent or guardian. If a student needs to be away from school for a prolonged absence, we would appreciate the absences to be reported in School Messenger. Students arriving late, or being picked up before dismissal, **must** have their parent/guardian "sign in" or "sign out" at the office.

"Regular attendance is mandatory for all students in ASD-N schools. Research has shown a clear link between school absences and academic achievement. Students who regularly miss school may also feel more socially isolated as a result. ASD-N has developed this plan to help ensure student success."

Homeroom teachers will be calling home after 5 absences. The intent of the call is to make home aware of the 5 absences and encourage parents to reach out to see if anything can be done at the school level to help improve attendance.

Attendance is compulsory in New Brunswick, as per the Education Act & Family Services Act

K-8 - days absent 9-12 - classes absent (by period)	School Actions
5+	• Teacher contacts parent/guardian, • Teacher informs school administration of contact.
10+	• School administrator contacts parent/guardian, • Parent/guardian invited to meeting, • Administration, with the support of EST-Guidance, EST-R and/or other relevant staff, in addition to the student and parent/guardian, will develop a student attendance intervention plan, o An academic support plan (arranged through EST-Resource) may be required to assist the child.

15+	• Formal case conference will be held with parent/guardian, student, district personnel and school administration,
	  o School may request student to remain at home until conference is held,
	  o Interventions may include alternate education scheduling and/or programming options for the student,
	  o Ongoing absenteeism may result in grade retention,
	  o High School: at 20 days, there may be consequences that result in failure to obtain credit in the course.

Attendance and Afterschool Activities

Students must attend school the day sports events, dances, and other afterschool activities. For medical appointments or other valid excuses entered into School Messenger, students may attend these events.

Communication with the School

Clear and respectful communication between home and school is important to support student success. If you have a concern related to a classroom issue, please contact the teacher first. Most concerns can be resolved through direct communication. If there is a communication breakdown and you feel that you need mediation, you can seek support from the school administration.

Principal : shaun.fletcher@nbed.nb.ca

Vice-Principal : megan.gallagher@nbed.nb.ca

To speak with a teacher or staff member, you can:

- **Email** the teacher directly.
- **Call the school** at 523-7970 to leave a message or set up an appointment.

For general questions or concerns, email is the preferred method of communication.

Please do not post questions or concerns for staff on the school's Facebook page, as it is not monitored for official communication.

Working together respectfully helps us support all students effectively.

School Messenger, Demographic Forms and After School Pick-up

Demographic forms:
For communication purposes, it is very important that these forms are reviewed when sent home with your child the first week of school. Often, we have *old phone numbers, addresses and email addresses*, on file and communications from the school does not make it home for that reason. All talk-mails, absence notifications and mail are sent using the information on file. If after you fill out the demographic form, any of this information changes, please call the school to update your information.

Communication from the school to the school community is primarily through **School Messenger**. These messages are sent through e-mail, therefore it is important to have an email on file that you check regularly. If you are not receiving communication from School Messenger, please contact the office to assist you.

Only designated persons, as indicated on the demographic form, may pick up students. If another adult, not listed on the demographic form is picking up your child, a call to the school must be made from the parent or guardian to grant permission to leave with the other adult.

Transportation Communication

School Cancellations, delayed buses or buses not running are communicated through BUS PLANNER.

Bus Planner
https://asdebp.nbed.nb.ca/

If you have difficulty obtaining the information, please call our District Office Transportation Department and speak to **Tabatha McIntyre at (506) 778-5258**.

EMERGENCY ALARMS

Whenever a fire alarm sounds, all students and staff must leave the building via the nearest exit as indicated by the Fire Safety Plan posted near classroom doors and exterior exits. Students are not to touch the alarm boxes except when there is an emergency. They are designed so that they cannot be set off by accident.

TELEPHONE/CELL PHONES/ AIRPODS/LINKED WATCHES

A phone has been provided in the office for student use. The phone is available to students for emergency calls to parents or guardians provided the student has the permission of a staff member. Students are not to use the office phone during class time, except when a teacher gives special permission. Cell phones are not to be used in school, unless given permission. **Cell phones should not be visible at any time during the school day.** If a student is using a cell phone without permission, they may be required to store the cell phone in the office until the end of the day for a first offence. Parents may be contacted to retrieve the cell phone, at a later time when there are repeat offences. Administration may require students to leave devices at home or leave devices in the office for multiple offences.

Photos and videos taken of students or staff at school without permission may result in disciplinary action.

Students may be asked to leave their device with their teacher when going into locker rooms or washrooms.

Students should not be using AirPods. In addition, Apple Watches or other similar device are not permitted during the school day. Students may be required to leave these devices in the office, as with cell phones policy described above.

Activity Period (2:05 – 2:45 PM)

At the end of each day, from 2:05 to 2:45, students take part in Activity Period - a time designed to support learning, build school community, and explore interests.

- On Mondays and Wednesdays, students participate in one activity of their choice.
- On Tuesdays and Thursdays, students choose a second activity.
- A variety of activities are offered throughout the year, such as sports, arts, games, leadership, outdoor time, and more.

Activity Period is also a time when teachers may ask students to stay back for Response to Intervention (RTI). This time is used to:

- Catch up on missed work
- Get extra help
- Complete assignments
- Review key concepts

If you are asked to attend an RTI session, please report directly to the teacher at the start of Activity Period.

We encourage you to make the most of this time — try something new, stay on top of your learning, and be part of the positive energy in our school community!

Physical Activity Break : GET ACTIVE GET OUTSIDE

In recognition of the need for increased physical activity and time spent outside, we have built into the schedule 20 minute breaks twice during the school day. One after morning break and one after lunch.

Students will be outside in all weather conditions unless deemed necessary to stay indoors due to heavy rain, lightning or extreme cold. Students may engage in throwing, catching, running, walking, or other simple unstructured games. They may also just take the opportunity to "chill" and just be outside.

Students need to be prepared with outdoor footwear and clothing for the daily/seasonal conditions.

See Appendix B for letter to community.

DRESS CODE

The major concern of students should be to wear clothing that is neat, clean and modest. Students are not permitted to wear clothing which makes reference to beer, alcoholic beverages, cigarettes, cannabis, drug use, or with inappropriate language or sexual connotations.

A general rule is that tops and bottoms should overlap or be tucked in, and we should not intentionally see any undergarments. Issues with the dress code will be dealt with discreetly on an individual basis.

Due to safety reasons, steel toe safety shoes and boots will only be permitted as outdoor shoes or in the shop. Students who wear these shoes and boots are asked to have indoor shoes to change into.

Hats and hoods are permitted with the exception of during the national anthem.

Alcohol, Tobacco, Vape Products/Paraphernalia, Illegal Drugs

•A student found in possession of tobacco or an e-cigarette device will be, without warning, suspended.
• Student found using tobacco or e-cigarette devices will be suspended.
• A student found in possession of, under the influence of, or using, alcoholic beverages or illegal drugs at school, or at a school-sponsored event, will be suspended. Students in possession of illegal drug paraphernalia will be subject to the same consequences.

Breakfast Program

To help all students start their day off right, our school offers a **Cold Breakfast Program** each morning before classes begin.

Program Details:

- **Time: 8:00 AM to 8:25 AM**
- **Location: Cafeteria**
- **Cost: Free** for all students
- **What's Offered:** A selection of breakfast items such as cereal, fruit, yogurt, granola bars, fruit and milk. Students are encouraged to take part in the breakfast program as needed. This is a great way to ensure you are fueled and focused for learning!

CAFETERIA

At Eleanor W. Graham Middle School, we have a full service cafeteria**. Orders for specials can be made at ewg.hotlunches.net. Specials are $4.00. If payment is a barrier, reach out to the school. Specials cannot be paid for with cash. All other food items can be purchased with cash. Orders must be made or canceled before 8am each day**. Students have a twenty-minute lunch period each day. We would like to encourage parents to set up a routine for preparing lunches and/or supplying lunch money before students head out the door in the morning. This will greatly reduce the amount of requests to call home, which can be distracting in a school setting.

Forgotten Lunch Support – Meal Ticket Program

We understand that sometimes students may forget to bring their lunch. To ensure no student goes without a meal, we offer a **Meal Ticket Program**.

If you forget your lunch:

- Visit the **office before lunch** to request a **meal ticket**
- Present the ticket in the cafeteria to choose from one of the following options:
  - Hamburger
  - Chicken burger
  - Sandwich
  - Wrap

Payment:

If possible, students are encouraged to **repay the next school day**. However, no student will be denied a meal due to inability to pay at the time.

This program is based on trust, responsibility, and ensuring that every student has access to food so they can focus on learning.

If you have any questions or need regular support with meals, please speak with the office privately.

Nut-Free School Policy

To ensure the safety and well-being of all students, our school is a **nut-free environment**.
This means:

- **Do not bring any foods** that contain **peanuts, tree nuts**, or **nut-based products** (e.g., peanut butter, Nutella, almond snacks)
- Always **check labels** carefully before packing snacks or lunches
- Be respectful and understanding of students who have severe nut allergies

Why is this important?
Even small traces of nuts can cause **life-threatening allergic reactions** for some students. By following this policy, we help create a safe and inclusive space for everyone.
If you're unsure whether a food is safe to bring, please ask a teacher or staff member for guidance.
Thank you for helping keep our school community safe!

Brunswick Learning Centres Inc. Scent-Free Policy

In consideration of indoor air quality and the health of students, employees, volunteers and visitors, Brunswick Learning Centres has undertaken a scent free policy. This policy is a result of an increased awareness of health concerns arising from odour-related complaints. Many students, staff, volunteers and visitors are adversely affected by the use of scented cleaning and personal products. The policy is meant to educate staff, students and visitors regarding indoor air quality issues associated with scented products. The goal is to improve indoor air quality by eliminating the use of scented personal products in the facility.

Medical evidence has shown that scented products are harmful to the health of sensitive individuals. Scented products may be harmful to those with allergies, environmental sensitivity, or chronic heart or lung disease. Children especially can be more at risk. A child's developing organs and tissues are more vulnerable to harm from toxic exposures. Also a child's smaller size means that concentrations of harmful substances are higher when swallowed or inhaled by a child.

Exposure to indoor air pollutants can have a different effect depending on the personal sensitivity of the individual and the concentration of the chemicals. A significant percentage of the population is hypersensitive to scented products (especially those suffering from existing respiratory disease). Even those without sensitivities can suffer eye and nose irritation from chemical irritants. For many people coming in contact with scented products can result in the following symptoms:

Headaches
Nausea
Weakness
Wheezing and coughing
Stuffed nose
Dizziness
Numbness
Memory loss
Eye and throat irritations

The severity of the symptoms can vary as well as their duration. Some people may experience a mild irritation while others may be incapacitated. While most people associate scent with personal care products such as perfumes, scents are included in a large range of products including:

Shampoo and conditioners
Deodorants
Hairspray, styling products
Lotions and creams
Soaps
Cosmetics
Air fresheners
Cleaners
New furniture/equipment

Due to rising concerns surrounding indoor air quality and scent sensitivities, there is a broad range of scent-free and unscented products available. To find safer personal care products, visit the Skin Deep Database, http://www.cosmeticsdatabase.com/index.php, a site that assesses and compares the safety of many brands of shampoos, skin creams, baby wipes, etc. Skin Deep is run by the Environmental Working Group, an American non-profit research organization. Indoor air quality is essential to a favourable learning and necessary for a safe and healthy work environment. Indoor air quality is especially important in schools as staff and students spend extended periods of time indoors and are potentially exposed to a variety of indoor air pollutants. The scent-free policy will also apply to events that take place outside of regular student occupancy hours.

The policy will restrict the use of scented products as follows:

1. Prohibit use of scented personal products by staff, students, and visitors;
2. Off-gassing of any newly introduced materials or equipment for required time;
3. Use of scent-free material and cleaning product for daily cleaning; and,
4. Restrict use of scented cleaning products to non-occupied hours and allow for off-gassing of cleaning products before the premises become occupied.

Distribution and/or Selling of Goods

Distribution and/or Selling of Goods on School Property Under the provisions of policy 711 (https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/policies-politiques/e/711A.pdf), parents are permitted to send food for their child/children to consume. However, the distribution of items for other students is prohibited, unless specified for a special occasion or curriculum based projects. Class entrepreneurial projects, where items are sold, will be permitted at the school's discretion. Violations to this will face possible discipline.

Lost and Found

Lost and Found items are stored in the entrance area of the school, as students pass this area each day coming into the school. Before the end of each reporting term, we will lay out lost and found items in the lobby. In an effort to keep our Lost and Found items to a minimum, families are asked to write their child's name on all items, including sweaters, jackets, sneakers, and water bottles. Any items remaining are donated to local community groups at regular intervals throughout the year November, March and September.

Well-Being Surveys in Our School

Our school participates in two important surveys to help support student wellness and growth:

1. **Student Wellness and Education Survey**
   Conducted annually across New Brunswick, this survey gathers insights from students in Grades 4–12 regarding their emotional, physical, and social well-being, substance use, and school experiences. The findings help shape policies and programs to better meet student needs.
2. **Youth Check-In Survey ("Let's Check-in")**
   Administered twice a year for students in Grades 6–12, this short, anonymous survey checks in on how students feel, how connected they feel to school, and how meaningful school is in their lives. Reports are generated quickly to help schools provide timely support.

Together, these surveys ensure that student voices are heard and that our school can respond proactively to build a supportive and caring community.

Permission forms are **not sent home. Parents or Guardians may contact the school to decline participation in these surveys.**

Smudging Policy

https://asdn.nbed.ca/wp-content/uploads/2025/04/ASD-N-Smudging-Guidelines-FINAL-VERSION-1.pdf

School Cancellation Number: 523-0900

District Website
http://asd-n.nbed.nb.ca/

Bus Planner
https://asdebp.nbed.nb.ca/

Appendix A: Behavior Matrix

	Safety	Respect	Responsibility
Hallways & Transitions	• walk quietly • keep hands and feet to yourself • remove hoods	• use a quiet voice • be mindful of others • walk on right half of hallway	• go directly to your destination • stay with your class/group • keep lockers clean and tidy
Classrooms	• respect others' space and property • keep bookbags under table • use equipment and materials appropriately	• follow instructions from staff • work together and show kindness • raise hand • actively listen	• ask permission before leaving and wait to be dismissed • be on time • be prepared to learn • do your best work
Cafeteria & Atrium	• stay seated with your grade level • use furniture/equipment appropriately	• clean up after yourself • use indoor voice • be polite	• put trash where it belongs • bring lunch/money • make the best use of your time
Gym	• leave bookbags in hallway • use equipment appropriately • respect others' space • supervision required in equipment room	• practice sportsmanship and fair play • be positive • take turns with equipment	• participate and try your best • wear sneakers/gym clothes • gum, food and drinks are prohibited (water bottles to be left in designated spot)
Washroom & Locker room	• phones are prohibited • keep area clean and tidy	• respect others' privacy	• use closest washroom • let staff know where you are going
Technology	• walk • food and drinks are prohibited • use equipment appropriately	• have permission before taking photos/videos of others • keep files and settings how you found them	• use your assigned tech and return it to proper spot • notify staff of issues with equipment
Arrival & Dismissal & Outside	• maintain personal space • bookbags are kept inside • stay in designated areas • walk when entering/exiting the building	• hold doors for others • take turns with equipment • follow staff instructions • remove hats for O Canada	• arrive to school on time • listen carefully for busses to be called • wear appropriate clothing/ footwear • clean up after yourself

Appendix B: Get Active Get Outside Letter to Community

Dear Parents/Guardians,

We all know that being active outside is very important for your child(ren) socially, mentally and physically. Children – like all of us – have a fundamental need for social connection and all forms of play. In fact, play is so necessary for healthy development that the United Nations recognizes it as a right of every child. This right needs to be protected and supported, including throughout the school day. Current research indicates that being active and being outside is more than just a break from the school day. It is a time for children to connect with their peers, to socialize, to play, and to release energy. It is a time that really matters to their well-being, to their motivation for school, and to their overall long-term health.

This year our school will be participating in an ASD-N initiative called "Get Outside and Get Moving". Our goal is to provide time and activities that are meaningful for all students. Friendships and inclusive behaviors will be encouraged during these times at our school and a wide variety of activities will be offered as options for students to engage in. We want to ensure that children have options that are relevant to their interests and their needs on any given day. In the winter or very rainy days, when inclement weather can keep the students inside, we will schedule indoor activities to ensure students are raising their heart rates and connecting with peers as much as possible. The goal is to provide students with two 20-minute activity times during each school day.

You can support us in our initiative to get students outside and moving daily by:

- Dressing your children for outdoor learning every day.
- Providing a change of clothing and shoes in case they are needed.
- Providing proper footwear for being active outdoors and when the ground and grass is wet.
- Providing a reusable water bottle.
- Providing an outer shell of waterproof, windproof clothing, including a rain jacket and rain pants for inclement weather.
- Providing a hat and sunscreen for sunny days.
- Providing a warm winter hat and gloves/mittens when the weather cools.
- Providing winter boots.
- Providing extra layers, including a warm winter jacket and snow pants.
- Providing an extra pair of warm gloves and warm socks.

Please note: If you have any barriers to ensuring your child has access to the above, please reach out to us directly. We have limited gear that we can offer for your child to borrow.

Research shows that schools offering daily opportunities for activity and play foster students who are more active, playful, inclusive, compassionate, and cooperative. These students tend to be happier, and happier children are healthier. Healthy children perform better academically and thrive in life.

If you have any questions, please do not hesitate to contact us.

Sincerely,

Staff at EWG 😊

Appendix: C What is Accelerated Reader and Star Assessment?

Accelerated Reader (AR) is a reading program/tool used to help guide and monitor individual, independent reading. Students begin by taking a Star Assessment, which measures reading skills and determines a student's book reading level based on the AR program. The students are then given their Zone of Proximal Development (ZPD), which is a range of reading levels that are neither too challenging nor too easy, based on the student's skills. This allows students to choose 'good fit' books based on their individual interests and skills. Students are encouraged to read near the upper level of their reading range. The Star Assessment is administered three times per year to monitor student progress and growth.

All books in our school are leveled, with book levels and points based on the AR system. Each book has its own reading quiz. AR quizzes are multiple-choice comprehension quizzes that measure basic comprehension and recall of facts for a specific book. This program provides immediate feedback to both the student and teacher, which is important to tracking progress and recognizing immediately if support or intervention is required. This would vary for each individual student and could range from a quick conference, retaking a quiz, aid in the selection of a new book, or targeted reading intervention with an EA or teacher.

In addition to AR comprehension quizzes, the program also offers vocabulary quizzes for many books and literacy skills quizzes for select novels. Vocabulary Practice Quizzes are available for many novels, but not all. They are designed to help build vocabulary and taken after a student has completed an AR quiz. They can also be completed before reading a novel to help set a student up for success. By exposing them to some of the vocabulary used in the story, students are able to receive additional support from EAs and teachers with building overall vocabulary.

Literacy Skills Quizzes are available for select novels and consist of twelve questions. This quiz moves beyond basic comprehension with a focus on critical thinking skills. Students are not only expected to recall what they've read, but also think about it with questions covering areas such as story elements, themes, understanding literary devices such as figurative language, comparing and contrasting, context clues, and responding to literature. This quiz can be taken up to three times and is great practice — supporting concepts taught in class.

Why are there Points in the AR program?

The points assigned to each book in the AR program are based on the number of words in the book and are used to help students set reading goals based on their age and reading level. The point system can be motivating for some but is primarily used to help encourage and build reading stamina. For a reader whose reading range tops out at a book level of 13, they can continue to challenge themselves as readers by choosing books with higher point values. As students progress and read longer, more complex texts, comprehension continues to be monitored through AR quizzes.

Can parents track student progress?

Parents can also monitor their child's progress by checking their daily reading logs for a list of books they have read, their quiz scores, and their current novel. The reading log also contains

brief notes to the student on their progress pertaining to daily reading habits. In addition, the ZPD is listed at the top of the page.
Most importantly, full reading reports go home at the end of each reading block. This report will consist of a brief check on their progress during the block, their reading goal for the next block, and a full printout of their AR, vocabulary, and reading skills results. A half-block printout of AR Quiz results for the first half of the block is also sent home in the reading log halfway through each reading block. (Near the end of the third week of the six-week block.)

Can students read books that are not from the school/classroom libraries?

Students are not limited to books or novels from school. As extensive as our classroom libraries are, the number of books supported by AR far outnumbers what we could possibly have here. We encourage students to always be on the lookout for the next great novel, while urging them to continue to work on their goals and complete AR quizzes so that we can provide any needed support and encouragement in a timely manner. Their reading success is our goal!

To check if a book has an AR quiz, you can search the title at: https://www.arbookfind.com/ (Just search 'arbookfind'.)

Appendix D: Delayed Start Modified Schedule

10:20- 11:05 period 1

11:05- 11:50 period 2

11:50-12:35 period 3

Lunch and likely indoor break 12:35- 1:15

1:15 - 2:00 period 4

2:00- 2:45 period 5

There is no Activity Period on a delayed start day.