



École Notre Dame Elementary School

9717 Morinville Drive

Morinville, Alberta T8R 1M1

Phone: (780) 939-4020 Fax: (780) 939-4688

SCHOOL HANDBOOK 2018-2019

École Notre
Dame



HUSKIES

Mission Statement

Together, students, families, staff and community are responsible for educating each individual and nurturing their growth within a Catholic/Christian atmosphere.

This positive partnership fosters the development of lifelong learners and responsible, caring citizens.

Mission/Vision Statement of Greater St Albert Roman Catholic Separate School District No. 734
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Greater St. Albert Catholic Schools is a welcoming learning community that awakens the hearts and minds of students while educating and nurturing each to learn, live fully and serve others.

Excellence in learning through faith, relationships and engagement.

Our Core Commitments:

Passion: We celebrate all students as gifts from God, so we further our dedication to their needs;

Relationships: We seek to meaningfully see Christ in others through relationships with our students and other stakeholders;

Commitment: Our pursuit of continuous life-long learning enables students to be their best in achieving their goals;

Hope: We constantly communicate a belief of what is possible for the students;

Innovation: We are committed to innovation, best practice and lifelong learning;

Excellence: We establish standards for success for learning, devote our personal best to achieving them, and celebrate our results.

Faith in Our Students

School Hours for Grades 1-4 & School Year Calendar

Entry Bell	8:22 a.m.
Attendance/Announcements	8:29 – 8:35 a.m.
Block 1	8:35 – 9:10 a.m.
Block 2	9:10 – 9:45 a.m.
Block 3	9:45 – 10:20 a.m.
Morning Recess	10:20 – 10:35 a.m.
Block 4	10:40 – 11:15 a.m.
Block 5	11:15 – 11:50 a.m.
Lunch Recess	11:50 – 12:15 p.m.
Lunch	12:15 – 12:40 p.m.
Warning Bell	12:40 - 12:45 p.m.
Block 6	12:45 – 1:20 p.m.
Block 7	1:20 – 1:55 p.m.
Block 8	1:55 – 2:30 p.m.
Block 9	2:30 – 3:05 p.m.
Dismissal	3:09 p.m.
Buses Leave	3:20 p.m.

Please note that outside supervision begins at 8:10 a.m. all students should arrive after this time. For the safety and protection of students we require **ALL VISITORS** to report to the office.

Families can access the District Calendar online on our district website, or on our school website or by accessing this link: <https://www.gsacrd.ab.ca/download/12476>. In addition, we are encouraging all families to download the Greater St. Albert Schools App from the App Store which will provide direct access to District Information, including the calendar. See the École Notre Dame website: [École Notre Dame School Calendar](#) for the school calendar of events.

Attendance – Absences, Late Arrivals, & Picking Up Children During School Hours

The Alberta School Act states that students should be punctual and have regular attendance at school. Arriving on time at school and attending on a regular basis contributes to success in school. Please contact the school administration if your child is having difficulty with attending school.

Reporting Absences: It is the parent's responsibility to notify the school when a child is absent or will be late. GSACRD has an automated student absence reporting system and parents are encouraged to set up a School Connects Parent Portal Login using this link:

<https://parent.schoolconnectsweb.com/parentportal33/login/default.aspx?GSAlbertCD> If a student will be absent or late, please go online and use the Parent Portal to record the absence prior to 8:20 a.m. If the school has not been notified of a child's absence, you will receive an automated Synrevoice message which will prompt you to call the school.

Arriving Late: If your child arrives late, please report to the office prior to proceeding to the classroom so your child's arrival is recorded. This will help us should an emergency happen during the day and we need to account for all of our students.

Picking Up Children During the Day: For safety reasons, please report to the office for a *Release Form* if you are going to pick up your child during regular school hours. Students are not to be released from the school unless the office has been notified, this includes picking your child up from a field trip. Arrangements must be made with the teacher/office prior to the field trip.

Student Code of Conduct - Safe and Caring Schools

Bullying is deemed to have taken place within your school when:

repeated and hostile or demeaning behaviour by a student is intended by the student to cause harm, fear or distress to another individual in the school community, including psychological harm or harm to the individual's reputation.

In order to assure that students will not be bullied in schools, the School and District supports Section 45.1 of the Alberta School Act, which states that École Notre Dame School has a responsibility to ensure that each student enrolled is provided with a welcoming, caring, respectful, and safe learning environment that respects diversity and fosters a sense of belonging. Greater St. Albert Catholic Schools has clarified its intention to provide such an environment in all schools through its Safe and Caring Learning Environments for Students Administrative Procedure. École Notre Dame School will establish a culture of respect for the God given dignity of all who participate within it and pursue the common good of everyone, as we build a community of faith, hope, and love through the example of Jesus Christ. However, in order to assure that this culture will prevail, École Notre Dame School maintains the following **expectations with respect to bullying:**

- *No action toward another student, regardless of the intent of that action will cause harm, fear, or distress to that student.*
- *No action toward another student within the school community will diminish the student's reputation within the school community.*
- *Any action that contributes to a perception of bullying, whether it occurs during school time, or after school hours, or whether by electronic or other means, will be addressed by the school if it is determined that the actions impact the well-being of the alleged victim within the school community.*
- *Any action that humiliates or contributes to diminishing the reputation of a student because of race, religious beliefs, colour, gender, physical disability, mental disability, ancestry, place of origin, marital status of parents, source of income of parents, family circumstances, or sexual orientation of a student is deemed to be an act of bullying.*
- *No report by a student that he / or she is being "bullied" will be ignored by a school official. The official will respond as if an incident has happened and report the incident to a teacher or principal.*
- *In establishing consequences for bullying, teachers and principals will use corrective interventions that consider the context of the circumstance, the behavioural history of the students involved, and the age / stage of development of the student.*

- *If in the opinion of the teacher or principal an act of bullying has occurred, interventions will be applied dedicated to stopping the behaviour in the future, and educating the student victimized about how to address the issue in the future.*
- *Those disciplined for their involvement in bullying will be communicated what to “stop” doing, and “start” doing in order to further a safe and caring culture within the school.*
- *Parents play a primary role in assisting with the resolution of matters pertaining to bullying. Apprising them of issues in this area as they have impacted their children should occur at the earliest opportunity.*
- *A principal may use a Restorative Discipline or Positive Behavioural Support model to address matters of discipline.*
- *Incidences of Bullying that adversely impact the safety of individuals or are an affront to the common good of the school community may be addressed through application of Sections 24 or 25 of the School Act.*

A specific Code of Conduct for Students to support these expectations is as follows:

- 1. Students are expected to respect and respond to the request of another student in terms of how that student requests to be treated.***
- 2. Students have a responsibility to treat others in our school community so that they will be fully accepted and valued by all other students.***
- 3. Justification by the instigator of harmful behaviour to others (ie. I was just joking) does not justify harmful behaviour to others.***
- 4. Behaviours that are harmful to others, or result in marginalizing others because of who they are, where they have come from, who they like and associate with, and where they live, are considered to be acts of bullying.***
- 5. Students have a responsibility to report to an adult within the school any act that is known to be planned, is about to take place, or has happened by a student or students that would create harm to others.***

Our school wide expectations and values are consistent with our Catholic/Christian beliefs. All children are expected to treat one another in a kind, considerate manner. A student shall conduct himself/herself so as to reasonably comply with the following code of conduct:

- be diligent in pursuing his/her studies
- attend school regularly and punctually
- cooperate fully with everyone authorized by the Board to provide education programs and other services
- comply with the expectations of the school
- account to his/her teacher for his/her conduct
- respect the rights of others

This code will be reviewed for its effectiveness in meeting District expectations annually.

Section 16.2 of the School Act, maintains that:

A parent of a student has the responsibility:

- a) to take an active role in the student’s educational success, including assisting the student in complying with the legislated expectations for students (Section 12),
- b) to ensure that the parent’s conduct contributes to a welcoming, caring, respectful and safe learning environment,
- c) to co-operate and collaborate with École Notre Dame School staff to support the delivery of specialized supports and services to the student,
- d) to encourage, foster and advance collaborative, positive and respectful relationships with teachers, principals, other École Notre Dame School staff and professionals providing supports and services in École Notre Dame School, and
- e) to engage in the École Notre Dame School’s community.

École Notre Dame School values parental or guardian participation within our school community to support the safety, well-being, and success of all our students.

School Wide Expectations include:

	Be Responsible	Be Respectful	Be Safe
Schoolyard	<ul style="list-style-type: none"> •bring in equipment and belongings •come in quickly when the bell goes 	<ul style="list-style-type: none"> • play fairly, take turns and include others •listen to the adults •use kind words 	<ul style="list-style-type: none"> • hands, feet and objects to yourself •follow the rules • stay in supervised area
Hallway/ Boot room	<ul style="list-style-type: none"> •hang up coats and backpacks •keep hallway and boot room clean 	<ul style="list-style-type: none"> •use a quiet voice •use kind words 	<ul style="list-style-type: none"> •walk single file under the green arrow • hands feet and objects to yourself
Lunch Time	<ul style="list-style-type: none"> •clean up after yourself 	<ul style="list-style-type: none"> •use a quiet voice •listen to the adults •use your manners 	<ul style="list-style-type: none"> •stay seated in your space •eat your OWN lunch
Gym	<ul style="list-style-type: none"> •return equipment to proper place •wear proper footwear 	<ul style="list-style-type: none"> •take turns •help others and cooperate •show good sportsmanship 	<ul style="list-style-type: none"> •listen and follow directions •use equipment properly •stay in supervised area •water only
Library	<ul style="list-style-type: none"> •return books on time •take care of books 	<ul style="list-style-type: none"> •read to self •use a quiet voice •be an attentive listener •food and drink free zone 	<ul style="list-style-type: none"> • hands, feet and objects to yourself
Using Technology	<ul style="list-style-type: none"> •logout from programs when finished •only print with permission •take care of devices such as computers, Ipads or Chromebooks 	<ul style="list-style-type: none"> •work quietly •respect equipment •food and drink free around electronic devices 	<ul style="list-style-type: none"> •only visit safe Web sites •practice digital citizenship
Bathroom	<ul style="list-style-type: none"> •wash your hands using soap •keep bathroom clean and tidy 	<ul style="list-style-type: none"> •use a quiet voice •wait your turn •respect other's space and privacy 	<ul style="list-style-type: none"> • hands, feet and objects to yourself
Buses	<ul style="list-style-type: none"> •dress appropriately for the weather •be on time 	<ul style="list-style-type: none"> •listen to the adults •use a quiet voice 	<ul style="list-style-type: none"> •stay seated facing the front •food and drink free zone • hands, feet and objects to yourself

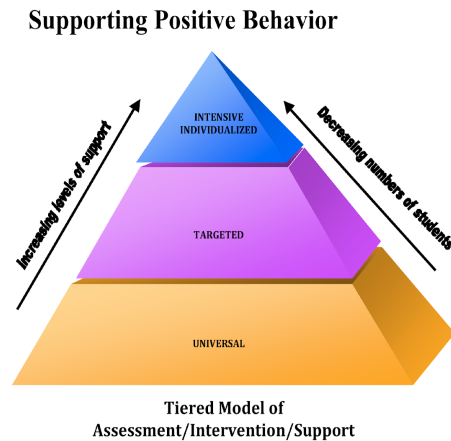
General Discipline Guidelines

It is expected that all students at École Notre Dame School demonstrate their best conduct, character and achievement. Students must accept responsibility for their learning, decisions and actions. Students must conduct themselves in a way, which contributes to a safe and caring atmosphere respecting the rights of others. Failure to comply will result in the loss of student privileges such as dances, guest speakers, and out of school activities such as field trips and/or other consequences as deemed appropriate by administration. Students are recognized as individuals and therefore the individual and

unique circumstances of each case will be assessed when necessary. Students are always encouraged to do their best.

Supporting Positive Behaviour at École Notre Dame School

GSACRD schools have adopted a pyramid of support framework for Supporting Positive Behavior and pursuing excellence in learning in all students. The pyramid has three levels of support. The first level is **UNIVERSAL SUPPORTS** for all students in the school and in a classroom. The second level is **TARGETED SUPPORTS** where some students who require extra support to build the skills they need. The third level is **INTENSIVE INDIVIDUALIZED SUPPORTS** for students who require very specialized supports.



École Notre Dame School is committed to creating a safe and caring school environment for all children. We believe that it is the school's role to teach the values and social emotional skills that will create an inclusive and accepting community and allow our students to be successful within the greater community and later on in life. Safe and caring behaviours are taught, modeled and reinforced for all children. The majority of students will only require universal supports, however there will be students who require targeted supports and some who will need intensive individualized supports. This outlines the general procedures taken when a student requires a higher level of support.

Universal Supports:

May include differentiated instruction, positive reinforcement, fair and predictable consequences, celebration of student achievement, on-going praise, open door counseling, teams, clubs, Zones of Regulation, etc. École Notre Dame School has established three positively stated expectations for all students: Be Safe... Be Responsible... Be Respectful...

Staff Roles at the Universal Level:

The school will teach, model and reinforce safe and caring behaviour. School staff members will praise students for their contributions to creating a safe and caring environment. Teachers will have on-going assessment and positive communication with parents.

Parent Roles at the Universal Level:

The parent is the primary teacher of the student. Success of the student will increase when the parent is actively teaching, modeling and reinforcing safe and caring behaviour. Parents are encouraged to stay informed with the classroom teacher and praise the student for his/her contributions to creating a safe and caring environment at home or school. On-going positive communication or regular monitoring of student achievement by the parent will support the child and lead to higher academic success.

Desired Outcome:

With universal supports in place, most students understand and comply with school rules and expectations most of the time. Minor incidents may occur and the student learns from the experience. No further support is required.

Targeted Supports:

Targeted supports are added when the student is having difficulty with understanding and complying with school rules and expectations. There is a noted decrease in ability to follow expectations. As with

Universal Supports, the focus is on teaching the student positive behaviours and problem solving strategies. Targeted supports include universal supports and targeted supports such as: small group instruction of positive social skills, check in check out, staff mentor, Rotary Mentorship Program, counseling, accommodation checklist, self monitoring of behaviour, individual reinforcement systems, tracking, reward system, consultation with division supports for positive behaviour.

Staff Roles at the Targeted Level:

School staff members document incidents and communicate the increase in non-compliance to parents. Staff members work together with the family to support the child to demonstrate safe and caring behaviour. Staff members continue on-going communication and reinforcement of desired behaviour.

Parent Roles at the Targeted Level:

Parents work together with the school to support the child to demonstrate safe and caring behaviour. Parents are encouraged to have on-going communication with the school staff members so the desired behaviour is reinforced both at school and at home with consistency.

Desired Outcome:

When the child can demonstrate safe and caring behaviour, the supports may decrease. However, some children will always require this level of support. The school and parents continue to teach, model and reinforce safe and caring behaviour. School staff and parents praise the student for his/her contributions to creating a safe and caring environment.

Intensive Individualized Supports:

The student continues to have difficulty with understanding and complying with the school rules and expectations even with the targeted and universal supports. The student contributes to an environment that is not safe and caring. Intensive supports include universal supports, targeted supports and intensive individualized supports such as: referral to outside agencies, individual counseling, Wrap Around, alternate programming, positive behaviour plans/ individual program plan, Safety Plan, Educational Assistant support, assessments, one on one support.

Staff Roles at the Intensive Level:

School staff members will meet with parents to discuss the present situation. Together, staff members and parents discuss possible solutions for the student. Staff members will continue on-going communication and reinforcement of desired behaviour.

Parent Roles at the Intensive Level:

Parents are encouraged to meet with school staff members to discuss the present situation. Together, staff members and parents discuss possible solutions for the student. Parents continue on-going communication with the school and reinforce desired behaviour.

Desired Outcome:

When the child can demonstrate safe and caring behaviour, the supports may decrease. However, some children will always require this level of support. The school and parents continue to teach, model and reinforce safe and caring behaviour. School staff and parents praise the student for his/her contributions to creating a safe and caring environment.

ROLE OF THE PARENTS / GUARDIANS
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Parents / Guardians have an important role in their child's school success. We encourage and expect regular communication between teachers and parents through phone calls, notes, meetings, and the use of this agenda. Success at school is largely determined by the support of parents at home. Here are a few suggestions to help guarantee your child's success:

- Be in regular contact with your child's teacher
- Be involved in your child's learning / education
- Get involved in school life (visit the school and the teachers whenever possible)
- Give your child the support he/she needs: monitor homework, ask how they are doing, ask what he/she learned (and don't accept 'nothing' as an answer), reward accomplishments with loving praise, etc...
- Encourage your child to talk to the adults at school when problems occur
- Attend Parent – Teacher Interviews

- Limit and supervise TV watching, computer game time and on-line access
- Encourage at least 15 minutes of daily free reading time
- Provide a healthy diet and adequate rest
- Ensure regular attendance
- Insist your child does his/her best
- Provide a functional study area
- Attend School Council Meetings
- Become familiar with school and school board policy, review these with your child, and cooperate with us to make these work

Lunch Hour Expectations

Wherever possible, we encourage children to go home for lunch. Students staying for lunch are expected to follow the school wide expectations. Students are not permitted to go to a friend's house for lunch even with parental permission. Staying at school for lunch is a privilege and not a right. If a student has difficulty respecting the noon hour expectations, this privilege may be withdrawn for a specified period of time.

Contacting your Child or Staff Members

You may contact your child's teacher with a note in the agenda, through email or by phoning the school. To avoid interruptions to instruction, non-emergency messages will be passed on to students or staff during break times. While we understand that there may be times when it is necessary to change after school arrangements for your child, we would like to make you aware that it is not always possible to pass the message to a child during the day. Please determine after school arrangements for students prior to the children coming to school in the morning.

Student Health Services

The District recognizes that its employees do not generally possess the expertise required to determine the need for, or the appropriate means of, administering medical treatment to students. Nevertheless, a staff member may be required to administer medication or emergency first aid treatment to a student in order to preserve the life or physical well-being of that student. Medical treatments of students by District staff is a sensitive issue and must be governed by District policy and procedures to ensure consistency as well as protect the rights of students and staff. Please refer to our District Administrative Procedure 331. [AP 331](#)

Student Illness

We do not have facilities at school to accommodate children who are ill. Whenever a child becomes ill, we will contact the parent/guardian and request someone pick him/her up. We require an emergency contact number in case no one is available at home.

Medication

Some students require prescribed medical treatment during the school day to maintain their physical and mental well-being. Parents may request school office personnel to provide assistance administering medication by completing an "**Authorization for the Administration of Medication**" form available at the office. **Authorization must be renewed each September.** Please contact the office for further information if your child requires medication at school. [All students \(aged 6-8\) requiring an epi-pen MUST carry it with them at all times.](#) It is recommended that a second epi-pen is stored at the office. It is the parent's responsibility to ensure that their child's epi-pen has **not expired**.

Life Threatening Allergies / Medical Conditions

All students with a serious or life threatening medical condition must have a form on file in the school office indicating the condition and procedure in case of emergency. To provide a safe and caring school for our students who have allergies, we require the cooperation of our families. We have students with severe life threatening food allergies (anaphylaxis) to peanut and all nut products. This is a medical condition that causes a severe reaction to specific foods and can result in death within minutes. Although this may or may not affect your child's class directly, we inform all parents so that you can contribute to maintaining a safe and caring school by sending sending foods with your child that are free from peanut or nut products. We also have students with severe allergies (anaphylaxis) to animal fur and dander. Please do not bring any animals with fur/dander into the school. **We appreciate your cooperation; please remember that allergies can affect a child at any time.**

Bicycles, Skateboards, Roller Blades, Scooters

Students are expected to walk their bicycles on school property. Bicycles must be locked and stored in the racks provided. The school does NOT assume responsibility for lost or stolen bicycles. Skateboards, scooters and roller blades should only be used to go to and from school and can be stored in the classroom with teacher permission. Students are expected to wear CSA approved helmets.

Personal Property

Parents are requested to label children's clothes, boots, gloves, scarves, running shoes, lunch kits, etc. Lost or misplaced articles of clothing can be found in the lost and found bins. If not claimed after each reporting period, these items are collected and sent to charitable organizations. Electronic devices for educational purposes are encouraged to be brought to school. Please help your child establish guidelines for the proper storage of these devices when not used for educational purposes. Please contact your child's homeroom teacher to get the specific details on electronic devices at school.

Student Dress

Student Dress is expected to be in good taste as it contributes to creating a safe and caring school environment for all. This is especially relevant to T-shirts that depict alcohol/drug use, profanity, or sexual connotations and 'summer' wear with spaghetti straps or is excessively short or low cut. On hot days, please be reminded that students should dress like they are attending school and not the beach. Hats are not to be worn inside the school unless it is part of a school theme day. School and fire regulations require that students wear non-marking shoes at all times. Parent cooperation in helping students choose appropriate clothing is greatly appreciated.

Outside Activities Procedures For Inclement Weather

Student safety is always our top priority. On occasion, this will entail making decisions regarding outdoor activities. All students are required to go outside during recess unless there is inclement weather. The GSACRD Administrative Procedure 133 <http://www.gsacrd.ab.ca/download/102614> outlines the complete guidelines for inclement weather. Children should be prepared for weather conditions up to a temperature of minus 20 degrees Celsius. Please contact the school office if you have difficulty purchasing winter gear for your child.

Inclement Weather

Inclement weather may force cancellation of bussing. During such times, every effort will be made to have announcements broadcasted the preceding evening or before 6:30 a.m. on the same day. The GSACRD Administrative Procedure 132 <http://www.gsacrd.ab.ca/download/9123> outlines the complete guidelines for inclement weather. **Any cancellations will be broadcast on the GSACRD**

Website and on AM Radio Channels: 630, 740, 790, 880, 1260 FM Radio Channels: 91.7, 92.5, 96.3, 97.3, 100.3, 103.9, 104.9 Television Stations: Global, CityTV, CTV. Every effort will be made to have local school personnel report to school in the event of inclement weather to ensure that students who show up for school are safe. Inclement weather conditions may necessitate school closure, early dismissals and/or adjustments in regular schedules. **PLEASE NOTE:** The policy does not specify a specific temperature for the cancellation of bussing or school closures. The decision to send a student on the bus or to school during inclement weather always rests with the parent.

Emergency Protocols

Throughout the school year, we will inform the school community about emergency protocols and practice procedures such as On-Alert, Lock-Down, Hold and Secure, Emergency Evacuation, Drop-Cover-Hold, and Shelter-In-Place. Our goal is always to have a School Response Plan that places us in a state of preparedness, which would exceed normal operating procedures when faced with emergencies. Please visit <http://www.nd.gsacrd.ab.ca/about/district-school-emergency-plan> for a complete explanation of our emergency procedures. Once an emergency situation is over, the school may enter into **an organized released procedure**. Please note that students will only be released to people who have authority to pick them up. Please respect the procedures we have put in place for the safe release of children and follow the instructions that school staff has been asked to give. Please do not hesitate to contact the school if you have any questions or concerns. **Parents must make adequate provisions for their children in advance in the event of extreme weather or mechanical difficulties that may force suspension of regular bus service, cause early dismissal of students, or a bus being more than 10 minutes late for a scheduled stop. Please have a plan in place should there be a school closure.**

Bussing

Please visit GSACRD's Bus Portal for all transportation inquiries: <https://transportation.gsacrd.ab.ca/>. Should the bus not arrive on time in the morning, students are advised to wait no longer than 10 minutes. Students must dress for the weather conditions even when riding the bus. Bus drivers may refuse to transport a child should it be deemed that he/she is not dressed appropriately and their safety is compromised by the weather conditions. The Superintendent or Secretary Treasurer may suspend school bus services or implement an early dismissal when weather conditions create a hazard to the safety of students. Bus safety is a concern to all of us. We ask your support in helping us to reinforce safe and proper bus behavior:

- Students must conduct themselves in a manner that will be helpful to the driver in observing traffic safety. Shouting, whistling, yelling, loud singing, and boisterous conduct that may distract the driver will not be tolerated.
- Students must remain seated on the bus at all times when the bus is moving.
- Students must line up a reasonable distance (three meters) from the designated bus stop.
- Students must, after getting off the bus, move a reasonable distance from the curb before the bus leaves.
- Students must cross at a crosswalk only after the bus is one-half block away from the bus stop. They should cross together, always looking out for the smaller children.
- Students must respect the property of homeowners by walking and standing on the sidewalk and not on people's lawns or driveways.
- Students must follow safe & caring rules while waiting at the bus stop.

Children who have bus passes are expected to board the bus unless written parental permission has been given. Students are only permitted to ride the bus for which they have been issued a bus pass. If there are special circumstances, which require that your child ride another bus, permission to do so may be obtained by contacting our school division office (459-7711, and ask for transportation). **Please impress on your child the importance of going straight home or reporting to you after school. If they miss the bus, please instruct your child to report to the office immediately. No**

bussed child should start walking home without his/her parent's permission and the school's knowledge.

Parking, Passenger and Bus Zones

The front school parking lot is used for bussing. Parents and visitors are welcome to use the staff/visitor parking lot north of the school. For the safety of our students, the following drop off/pick up procedures are in place:

- Children can only be dropped off or picked up in the "parent drop off zone" along the playground.
- Children cannot be in the parking lot area unless escorted by an adult.
- Vehicles in the "parent drop off/pick up zone" cannot be left unattended as this lane must continue to flow for the safety of all.
- Be patient and wait until you can enter the "parent drop off zone" area to either drop or pick up your children.
- The supervisor will not allow any students to enter the parking lot area unless escorted by a parent or guardian.
- Parents, please make sure your children do not leave your vehicle unless you are in the "parent drop off zone". We do not want any students walking across the parking lot unattended.

Please consider:

- If you are in rush to leave the school at the end of the day, make arrangements to pick up your child/ren earlier
- Parking on the street and walking into the school playground area to meet your children as the number of parking stalls available are limited

We teach our students to board the bus from the back. This ensures students are not crossing in front of the bus. We ask parents to help reinforce bus safety by modelling this for our students. Should you need to find a child who has already boarded the bus, please see one of the supervisors wearing a safety vest or enter the bus zone from the back of the parked buses.

Homework

The focus of homework should be cultivating a love of learning. The most effective activity is nightly reading, especially if parents are involved. The benefits of reading are clear; if students aren't proficient readers by the end of grade three, they're less likely to succeed academically and graduate from high school. Homework is the reinforcement, extension, practice and application of skills taught in school. It is expected that what is learned at school is supported at home. Sometimes, it is indicated that daily homework may be 10 minutes times the grade. For example, grade 4 students might be doing approximately 40 minutes of homework a night. Students develop a sense of responsibility and achieve greater success when homework is completed regularly, conscientiously and on time. A note from parents should accompany unfinished homework. Parents play a part in the process by checking the agenda, providing help as required, and praising efforts and providing positive feedback. If you have concerns about the amount of homework your child is receiving please call your child's teacher.

Reporting Procedures & Parent Teacher Interviews

We have three reporting periods for grades one to four students; November, March and June. The final report is sent on the last day of the school year. Kindergarten students receive reports in March and June. Parent Teacher Interviews occur twice a year, in the months of November & March. **You are welcome to request a conference at anytime with any teaching staff, however, we request that you contact the school office to make an appointment to be held during non-instructional time.**

Field Trips

Field trips are a part of education tied to curricular goals or school objectives. Transportation to and from the site is usually by bus. Bussing and entry fees have been included in the school fees. Details of the trip will be sent home before each field trip. Signed parental consent is required for a student to participate on any field trip. Please note that any child who participates in a field trip where bussing is provided is expected to travel by bus. Should a parent choose to transport his/her own child, you must fill out the declining school transportation form, which is available at the office or by contacting the teacher in charge. In this circumstance, students cannot be transported by anyone else other than the parent or guardian. Students in kindergarten, grade two and grade four will have the opportunity to participate in a swim program at Fountain Park Recreation Centre in St. Albert. Please note that the Board of Trustees or the Superintendent reserves the right to cancel any field trip up to the departure date in the event that there are severe issues or concerns with student and staff travel. Furthermore, the School Principal may refuse the right of a student participating in a field trip.

Library - Learning Commons

All students have regular weekly library - learning commons block. Students exchange books and engage in maker-space activities during this time. We ask that you ensure your child return his/her books promptly. Students who lose or damage library books will be asked to pay the replacement costs.

Physical Education

All students are required to have non-marking running shoes for physical education. All children receive physical education from a physical education specialist as well as from their homeroom teacher.

Supports for a Safe and Caring School

In addition to our core curriculum programs, our core values, and school wide expectations and procedures, École Notre Dame Elementary School offers the following programs in order to help build a safe and caring environment:

Counseling Services

Student counseling services is available to students. For more information please speak with your child's teacher, school administration, the Learning Support Facilitator, or the school counselor.

Extracurricular and Co-curricular Activities

At École Notre Dame we are very blessed to have a number of staff members who share their time and talents. Throughout the years we have been able to offer the following activities: Running Club, Intramurals, ECS Bus Helpers, Choir, Library Helpers and Learning Commons (English & French). These change on a year-to-year basis.

Student Diversity Groups

Greater St. Albert Catholic Schools is committed to using its LIFE (Lived Inclusion for Everyone) Framework as a guideline for the creation and operation of student groups that are comprehensive in their approach to inclusion and open to the exploration, in a Catholic context, of a variety of issues including bullying, sexual harassment, sexual orientation, gender identity, justice, and respectful relationships and language. This Framework is a component of the District's Safe and Caring Learning Environment Administrative Procedure, and is the result of a provincial collaboration of Catholic school jurisdictions. Each of our schools may be organizing LIFE Framework / Diversity Groups. The school will keep you informed as these groups are established by placing notices within our ongoing news notifications.

Parent Volunteers

École Notre Dame Elementary School welcomes parent volunteers. Parents may choose to serve on School Council or Parent Fundraising Association (PFA). Parents may also choose to help out with

special classroom activities, field trips, etc. All volunteers in the school are required to wear a volunteer badge which is available in the school office when signing in to volunteer. **In accordance with School District procedures and policies, all volunteers who work with children directly must have Criminal and Child Welfare checks completed with copies submitted to the office.** Please call the school office for more information or to obtain the paperwork so that the checks are not subject to fees.

School Council

All parents of children who attend École Notre Dame Elementary School are members of the school council. Active participation in the council is encouraged through attendance at monthly meetings and sponsored activities. All members have the right and the responsibility to participate in discussions and decision-making of the council. Any work done on behalf of the council shall be of a voluntary nature. The mission of our school council is to provide École Notre Dame Elementary School with the support needed to educate and nurture each student in a Catholic/Christian community.

Foundations for Constructive Parent/Teacher Interaction

Never hesitate to call if you are concerned about something or need clarification on any matter. It's best to always check with the child's teacher first, but do not hesitate to call administration or drop in, we are here to serve you, our staff and students.

GUIDING PRINCIPLES

- We are a community and therefore we place cooperation before confrontation and we seek mutual benefit.
- We commit to maintaining the dignity of all stakeholders.
- Confidentiality must be respected.
- Communication should be pro-active, personal, and ongoing; and should directly involve all stakeholders.
- All parties have a responsibility to resolve the issue in the best interest of the child.

PROCEDURES FOR COMMUNICATION

- Parents and teachers will establish their availability for contact.
- Teachers will indicate their preferred modes of communication and availability for contact at the beginning of the school year.
- Major concerns require a scheduled appointment in order to adequately address the issue.

ISSUE RESOLUTION PROTOCOLS

- For concerns related to your child or to classroom issues; for example, academics, behavior, classroom expectations, pertinent family and health information, peer interactions, etc., follow the steps of the flowchart below.
- Step 1 **Contact Teacher** Not Resolved Go to step 2
- Step 2 **Contact School Administration** Not Resolved Go to step 3
- Step 3 **Contact Division Office**
- For general, school-operational concerns/questions contact the school **Board of Trustees** administration and/or the class representative.

ISSUE RESOLUTION PROCESS

- Set ground rules by reviewing the guiding principles
- Identify the issue - deal only with the problem at hand.
- Develop options to deal with the issue.
- Agree upon a course of action.
- Identify specific steps, including who is responsible for what steps and the time frames involved.
- Set a date for a follow-up meeting.

In addition to the following our School District has the following AP regarding Public Civility:

Public Civility on School/Division Sites - <http://www.gsacrd.ab.ca/download/9132>

Background - The rights of employees, like all other rights, are based on the nature of the human person and his/her transcendent dignity. The Church's authority to teach on social justice has determined that one's personality in the workplace should be safeguarded without suffering any affront to one's conscience or personal dignity. Furthermore, in its efforts to support the intent of Section 27 of the *School Act*, the school division is committed to maintaining orderly educational and administrative processes in keeping schools and administrative offices free from disruptions and preventing unauthorized persons from entering school/division grounds. This administrative procedure promotes mutual respect, civility and orderly conduct among division employees, parents and the public. The expectations of this procedure are not intended to deprive any person of his/her right to resolve the issues of concern, but only to maintain a safe, harassment-free workplace for the students and staff. In the interest of presenting divisional employees as positive role models to the children of our schools, as well as the greater community, Greater St. Albert Catholic Schools encourages positive communication and discourages volatile, hostile, or aggressive actions. The division expects public cooperation with this endeavor.

Procedures

1. All staff members have a duty to the public to be fully cooperative in the fulfillment of the school division's mission, vision, values, and goals. Furthermore, all staff and volunteers are called to be solution-focused in addressing parental complaints.
2. With regards to school operations, events including but not limited to athletic events, no person shall:
 - 2.1 Disrupt or threaten to disrupt school/office operations;
 - 2.2 Threaten the health and safety of students or staff;
 - 2.3 Willfully cause property damage;
 - 2.4 Use loud and/or offensive language;
 - 2.5 Harass staff with frequent and abusive communications;
 - 2.6 Access instructional and administrative environments without prior approval of the principal.
3. Members of the public, who demonstrate a continuous pattern of unauthorized entry on school division property, will be directed to leave school or school division property promptly by the principal or administrative designate, or the superintendent or administrative designate.
4. If any member of the public uses obscenities or speaks in a loud, insulting and/or demeaning manner, the employee to whom the remarks are directed will calmly and politely request that the individual to communicate civilly and in a constructive manner.
5. Division staff are expected to respect and support corrective and cooperative actions that are made by members of the public who have initially exercised inappropriate communication in resolving their concerns.
6. If corrective action is willfully not taken by the abusing party, the division employee will verbally notify the abusing party that his/her participation in the meeting, conference, telephone conversation is terminated and, if the meeting or conference is on division premises, the offending person will be politely and clearly directed to leave promptly. Furthermore, if applicable, such individuals will be informed of rights to appeal the decision of this nature to the employee's immediate supervisor.
7. When an individual is directed to leave under the above circumstances, the principal or designate shall inform the person that the basis of such direction is based upon divisional standards of civility, and if necessary, Section 27 of the *School Act*.
8. If an individual refuses to leave the school and school division property upon request, or returns before the applicable period of time, as further arranged by the superintendent or designate, the principal or superintendent may notify law enforcement officials.
9. Should the principal feel that supportive community law enforcement assistance is required to assist in civility in dealing with the public, the School Resource Officer or police may be contacted at any time.

Legal Reference: John Paul II, Encyclical Letter, *Laborem Exercens* (1981)
 School Act Section 27 Occupational Health and Safety Regulation 391