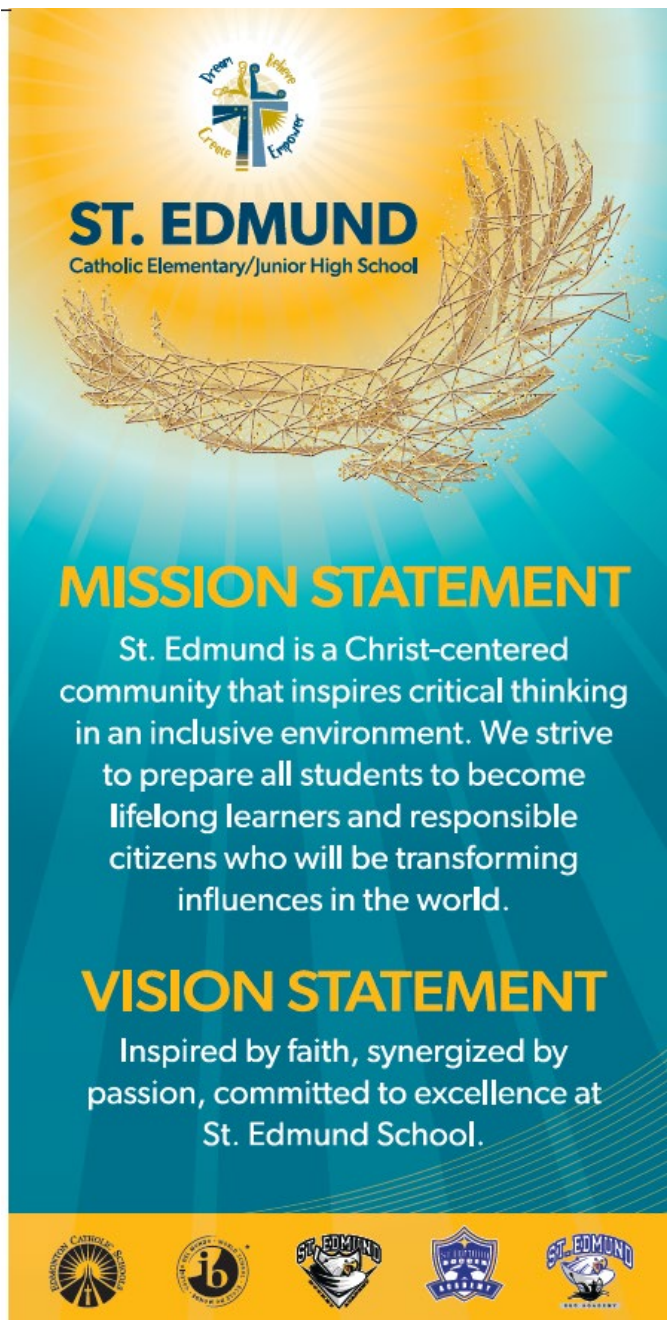




2022-2023 SCHOOL HANDBOOK

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PRINCIPAL

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St. Edmund IB World School Elementary/JH School

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www.stedmund.ecsd.net

This agenda belongs to:

NAME _____

ADDRESS _____

CITY/TOWN _____

POSTAL CODE _____ PHONE _____

STUDENT NO. _____ HOMEROOM _____



PLEASE NOTE: The front cover is sensitive to extreme heat. Do not leave in direct sunlight!

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*“Those who **hope** in the Lord will renew their **strength**, they will **soar** on wings like Eagles.”*

TABLE OF CONTENTS

PRINCIPAL'S MESSAGE	2
MISSION STATEMENT	2
VISION STATEMENT	2
CHARISM	3
MISSION OF EDMONTON CATHOLIC SCHOOLS	3
GENERAL SCHOOL INFORMATION	3
HOURS OF OPERATION – ELEMENTARY	3
ACADEMIC HONESTY	4
ACCESS TO THE BUILDING	4
ACCIDENTS	4
AGENDA BOOK	4
ALLERGY AWARE POLICY	4
APPOINTMENTS	5
ATTENDANCE & LATES	5
BICYCLES	5
BUSSING	5
CAPITAL HEALTH	5
CARE OF SCHOOL PROPERTY	5
CHANGE OF ADDRESS/PHONE NUMBERS	5
STANDARD OF STUDENT DRESS	6
CURRICULUM	7
EMAIL COMMUNICATION	7
EMERGENCY EVACUATION	7
EXTRA-CURRICULAR ACTIVITIES	7
FIELD TRIPS	7
FOOTWEAR	7
HOMEWORK	8
HOT LUNCH PROGRAM	8
LEARNING RESOURCES	8
LITURGICAL CELEBRATIONS	8
ILLNESS	8
INCLEMENT WEATHER	8
INCLUSIVE EDUCATION	8
INTERNATIONAL BACCALAUREATE (IB)	9
PYP & MYP PROGRAMME AT A GLANCE	9
INTERNET	11
LOST AND FOUND	11
MEDICATIONS TO STUDENTS	11
MESSAGES TO STUDENTS	11
NOON HOUR POLICY	11
VENDING MACHINES	11
PARENTAL CONCERNS	12
PARKING & DROPOFFS	12
PERSONAL PROPERTY	12
PLAYGROUND EXPECTATIONS	12
POWERSCHOOL	12
PRIVILEGES	12
PROPERTY TAXES	13
REPORTING PERIODS	13
SAFETY PATROLS	13
SCHOOL COUNCIL	13

SCHOOL FEES	13
SCHOOL LOGO	13
SCHOOL MOTTO	13
SCHOOL NEWSLETTERS	13
SCHOOL SUPPLIES	13
SPECIAL EVENTS	13
STUDENT RECORDS	13
TELEPHONE USE	14
CELLPHONE USE	14
TESTING	14
VISITORS	14
VOLUNTEERS	14
STUDENT CONDUCT POLICY	15
AWARENESS STATEMENT	18

PRINCIPAL'S MESSAGE

It is with great pleasure that we take this opportunity to welcome you to St. Edmund IB World School. We are extremely proud of the programs we offer our students, and we encourage you to make the most of your time with us.

The front section of this Agenda Book is our school handbook, a resource for your family regarding information about the daily aspects of life at St. Edmund IB World School. While this information cannot answer all questions, we hope it will be useful. The Agenda Book itself is to be used as a daily homework book for all students and as a home/school communication tool.

At St. Edmund IB World School, we strive to maintain close communication with our families in order to best serve the needs of our students. We look forward to your presence and contributions in making your child's educational experience at St. Edmund IB World School productive, rewarding, and memorable.

Best wishes for a successful year. We're glad you chose St. Edmund IB World School where we encourage students to *"Dream, Believe, Create and Empower."*

MISSION STATEMENT

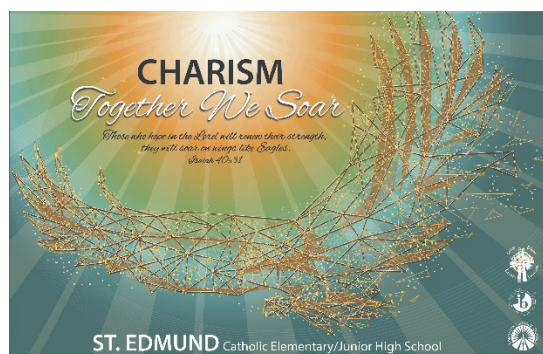
St. Edmund is a Christ-centered community that inspires critical thinking in an inclusive environment. We strive to prepare all students to become lifelong learners and responsible citizens who will be transforming influences in the world.

VISION STATEMENT

Inspired by faith, synergized by passion, committed to excellence at St. Edmund School.

SCHOOL CHARISM

~ TOGETHER WE SOAR ~



TECH TOOLS AT HOME

Students have access to Google and Microsoft tools using their ECSD email and password. When they use the CHROME browser, they are able to access all Google functions and extensions.

Student email: _____@school.ecsd.net

Password: _____



<https://www.kidsa-z.com>

Log in: _____

Password: _____



www.Mathletics.ca

Log in: _____

Password: _____

MISSION OF EDMONTON CATHOLIC SCHOOLS

To provide a Catholic education that inspires students to learn and that prepares them to live fully and to serve God in one another.



EDMONTON CATHOLIC SCHOOLS

GENERAL SCHOOL INFORMATION

HOURS OF OPERATION – 2022-23

St. Edmund Gr. 1-6

M/T/W/F

***Thursday dismissal at 11:39 am**

Bell	8:05 AM
Instruction	8:10 – 10:20 AM
Recess	10:20 – 10:34 AM
Instruction	10:34 – 12:11 PM
Lunch	12:09 – 12:30 PM
Recess	12:30 – 12:50 PM
Instruction	12:50 – 1:50 PM
Wellness Break	1:50 – 1:52 PM
Instruction	1:52 - 2:36 PM

JH Dismissal at 2:32 PM

Kindergarten & Early Childhood

M/T/W/F

***No Thursday Programming**

Morning Program

Bell	8:05 AM
Instruction	8:05 – 11:07 AM
Dismissal	11:08 AM

Afternoon Program

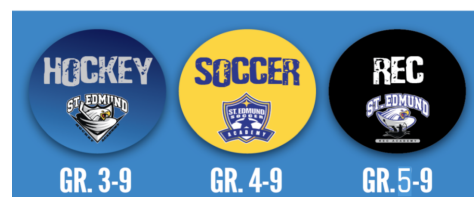
Bell	11:38 AM
Instruction	11:38 – 2:41 PM
Dismissal	2:41 PM

*Once the outside bell rings, students are asked to line up in homeroom groupings and wait for their teacher to escort them into the building.

As in previous years, the Thursday before Christmas Holidays and Spring Break will be a full day of instruction, with early dismissal on the Friday before the holiday.

ST. EDMUND SPORT ACADEMIES

ACADEMIES



St. Edmund offers Sports Academies in hockey, soccer and recreation. Designed for young people at various skill levels, our Sports Academies offer students opportunities to develop and refine their physical, technical, mental and tactical skills in their chosen sport. Students enrolled in the Academies either take core academic courses in the morning and participate in the Sports Academies in the afternoon or they participate in Academy programming in the morning and receive core instruction in the afternoon. Students in each of our Academies are also involved in a variety of cross-training activities and classroom instruction.

ACADEMIC HONESTY

Academic Honesty is an important component of educational programming at all levels. We expect all students to complete their school work to the best of their ability and to demonstrate integrity and honesty by completing their work themselves. Students are also expected to value the attitudes and skills of being a principled communicator in all learning and assessment.

At St. Edmund IB World School, our definitions of malpractice are taken from the IB's statement on Understanding Academic Misconduct:

- **plagiarism:** this is defined as the representation of the ideas or work of another person as the [student's] own
- **collusion:** this is defined as supporting malpractice by another [student], as in allowing one's work to be copied or submitted for assessment by another
- **duplication of work:** this is defined as the presentation of the same work for different assessment components
- **any other behaviour** that gains an unfair advantage for a [student] or that affects the results of another [student]
(MYP: *From Principles into Practice*, p. 94).

Roles and Responsibilities (adapted from Page 7 of the IB Academic Honesty Document)

The student is ultimately responsible for ensuring that all work submitted is authentic, with the work or ideas of others fully and correctly acknowledged.

The principal, and by extension, the school's teachers, must ensure that all students:

- understand what constitutes academic honesty, an authentic piece of work and intellectual property
- receive guidance on study skills, academic writing, how to conduct research and how to acknowledge sources
- understand what constitutes malpractice (particularly plagiarism)
- know the consequences of being found guilty of malpractice.

It is the responsibility of each teacher to confirm that, to the best of his or her knowledge, all student work is the authentic work of each student. Teachers are also expected to support and act on the school's policy on good academic practice and provide students with advice whenever necessary. In this respect teachers must act as good role models for the students.

ACCESS TO THE BUILDING

School entry doors are open for student access to the building at 7:50 AM each day. Students are expected to enter and exit the building through their designated doors. Students line up at these doors and enter once an adult is

there to escort them in. Siblings must make arrangements to meet at the entrance door of the youngest child outside the school at the end of the day.

Students in the Hockey Academy may enter through the designated door on days when on-ice activities are scheduled so that they can drop off their hockey bags in their assigned storage area. Once bags have been stored, students are expected to exit through their designated door in order to line up with their class for entry into the school.

In order to maintain the safety of our students, exterior doors are locked during the school day. Although the front door is not normally a student entrance/exit, students who are late for school are asked to enter through the front door and stop at the office to get a late slip. Students and visitors must ring the bell to gain entrance to the school.

Parents who pick their children up after school are asked to wait outside their child's designated door until students exit, rather than in the foyer or hallways, so that learning time is not disturbed.

Children should not be at school before 7:50 AM or after 2:50 PM unless they are involved in a scheduled and supervised school activity as there is no supervision for them.

ACCIDENTS

First aid will be given to a student who is injured on the premises or the school grounds. In the case of a severe accident, if a parent cannot be reached, we will notify the responsible person (Emergency Contact) indicated on the Student Registration Form which was completed at the beginning of the year.

AGENDA BOOK

In addition to being a useful organizational tool, the Student Agenda Book is used as a communication tool between home and school. Teachers frequently write brief notes to parents in the Agenda Book. Please ensure that you check and initial your child's Agenda each day.

ALLERGY AWARE POLICY

We have a number of students at our school with life-threatening allergies to peanuts and nut products. In some cases, these allergies are so severe that just a trace of, or even the smell of peanuts or nut products, could send the child into anaphylactic shock. If this happens, the child's throat tightens and swells and he or she may stop breathing. This type of severe allergic reaction can be fatal. Although we cannot absolutely guarantee that students will not come into contact with nut products, we do wish to limit the chances of such an occurrence. Please help us by checking the labels, packages and ingredients of all foods your children bring to

school. Please don't let your children bring any foods to school that contain even a trace amount of peanuts or nuts. In order to keep our staff and students as safe as possible, students who bring nut products to school will be required to eat in a segregated area.

APPOINTMENTS

Whenever possible, parents are asked to schedule medical, dental or other appointments after school or on early dismissal days so that students do not miss valuable instructional time. Please notify your child's teacher and the school office, as soon as possible, if an appointment has been scheduled during school hours.

ATTENDANCE & LATES

Punctuality and regular attendance are essential to success in school and are expected of all students. Parents of students who will be absent from school are asked to contact the school before classes begin. An answering machine is operational for your convenience between 4:00 PM and 8:00 AM every day. Parents and guardians who do not phone the school will be contacted at home or at work via our automated phone system.

Students who are late must report to the office and obtain a late slip before entering class. We require a parent phone call when students must leave the school during the school day for appointments or other commitments. In addition, students are required to sign out at the office.

Students who are absent for three or more days may be required to provide documentation from a medical doctor.

Vacations/Extended Absences

21st century classrooms are dynamic learning environments that are fluid and constantly changing. Work assigned is often project-based and is designed to promote critical thinking and a deeper level of student engagement. Worksheets and paper packages of student work are increasingly rare in today's classrooms, since research shows that they do little to promote higher level thinking skills or achievement. Because our learning environments are so dynamic, it can be very difficult for teachers to put together packages for students who will be away for an extended period of time. Consequently, we recommend that families avoid booking vacation time during the school year. If that is not possible, or if students must be away for truly important events or family emergencies, then parents are asked to contact the teacher to find out what general topics of study will be examined while the student is away. The student will be expected to read applicable textbook chapters and monitor work and material being posted to virtual classrooms, with the understanding that the student will likely have work to make up when he or she returns to school.

*N.B. It is the responsibility of the student to see each of his or her teachers to find out what work was missed during an absence and to complete all missed work, assignments and/or exams.

Note: Students who are habitually late or absent may be reported to the Attendance Board.

BICYCLES

Students bring bicycles to school at their own risk. The school does not take responsibility for theft or damage. By law, students must wear helmets for their safety. Helmets should be kept inside the school and bikes need to be locked at the bike rack.

BUSSING

St. Edmund does not have bussing available for elementary students.

CAPITAL HEALTH

Capital Health works with schools and community agencies to provide a range of coordinated health and support services for school aged children and their families. Our common goal is to build on the health and education potential of students by providing nursing, rehabilitation, speech and language and dental services in schools. If you have any concerns about your child's health, please talk to the Community Health Services, School Health Team at the Northgate Health Center, 780-342-2800.

CARE OF SCHOOL PROPERTY

Students have the opportunity to use school property such as physical education equipment, science equipment, computers, school furniture, technology, lockers, washroom facilities and so on. Students are expected to treat school property and facilities with care. Any loss or damage of school material, through student negligence, improper use, or student misconduct, is the responsibility of the student and the parent. Students who damage school property or equipment will be responsible for paying for repair or replacement.

CHANGE OF ADDRESS/PHONE NUMBERS

In case of emergencies, it is very important that the school has accurate contact information for parents. Please advise the school of any changes in your personal information or phone numbers – including home, cell and work. Thank you!

STANDARD OF STUDENT DRESS

Philosophy

In Edmonton Catholic Schools, students are expected to dress in a manner that honors the dignity of the human person, who was created in the image of God, and that supports an inclusive, welcoming, caring, respectful, safe, and Catholic learning environment that promotes the well-being of all. Each school in the Division will have a Standards of Student Dress for their community. Understanding that it is not possible to list all the specific types of acceptable and unacceptable student dress, the purpose of establishing Standards of Student Dress is to empower students to make appropriate choices.

Students are expected to dress in a manner which is appropriate for the school day or for any school sponsored event. All students shall come to school dressed in a comfortable manner that allows them to be authentically who they are, while also meeting the standards in this document.

Students who do not meet the Standards of Student Dress will be required by the school principal or their designate to meet the standards before participating in school activities. Schools will facilitate the enabling of students to meet the standards in such situations whenever possible.

Student dress must maintain personal safety and the safety of the school community. Students are not permitted to wear articles of clothing, jewellery or accessories that indicate or suggest membership in or affiliation with any group or organization that does not support a welcoming, caring, respectful, safe, and Catholic learning environment that respects diversity and fosters a sense of belonging.

Students at St. Edmund must wear:

- A shirt or the equivalent (tops) with opaque fabric in the front and back. Undergarments must not be visible or exposed and tops must be covered with opaque fabric and remain so during all activities over the course of the school day
- Pants (or the equivalent bottoms). Undergarments must not be visible or exposed, and buttocks must be covered with opaque fabric and remain so during all activities over the course of the school day.
- Shoes

*courses or activities may require specific attire for safety or curriculum purposes (i.e.: CTF/CTS, PE, science labs, field trips)

- Students at St. Edmund may wear, as long as they are in alignment with this standard's philosophy:

- Headwear that is specifically required for religious observance (i.e. hijab, yarmulke, turban) or for any medical reasons in consultation with the principal.
- Hats and other headwear must allow the face to be visible to staff, and not interfere with the line of sight of any student or staff. Hoodies must allow the face and ears to be visible to school staff.
- Undergarments must not be visible or exposed, and buttocks must be covered with opaque fabric and remain so during all activities over the course of the school day
- Clothing with logos or text on it that is positive in nature, respectful, or implies or encourage a healthy lifestyle/choice for children and youth

Students at St. Edmund may not wear:

- Articles of clothing that discriminate based on age, religion, gender, gender identity/expression, body type, race, ability, and socio-economic status.
- Articles of clothing with words or text that depict or imply hate, violence, profanity, vape/drugs/drug use, alcohol/alcohol use, sexual activity, or criminal activity.

Students who have not met the standard, as outlined above, will be addressed in the following manner:

-At the first possible opportunity for a private conversation, the staff member who has identified the issue will speak to the student about the concern in a manner that respects their privacy and dignity. Care will be taken to avoid "shaming" or statements of bias.

-The student will be presented with options to bring them into closer alignment with the standard for the remainder of the school day such as:

- Wearing another article of their own clothing which they have at school that is in alignment with the standard.
- Contacting a parent or guardian to bring in an article of clothing that is in alignment with the standard.
- Borrowing an article of clothing from a friend that is in alignment with the standard.

Where possible and agreed by the student(s), they may be required to wear school owned replacement garments if all above options have been exhausted and if student's article of clothing does not support a welcoming, caring, respectful, safe, and Catholic learning environment that respects diversity and fosters a sense of belonging.

CURRICULUM

Students in Kindergarten through Grade 9 follow the approved Program of Studies outlined by Alberta Education. In September, parents are invited to attend a 'Meet the Staff' evening where each teacher reviews the Program of Studies and goals to be achieved during the school year. Alberta Education publishes curriculum information for parents that are available online at the following address:
<http://www.learnalberta.ca/content/mychiltslearning/index.html>

EMAIL & SWIFT K12 COMMUNICATION

At St. Edmund IB World School, we make every effort to keep parents informed. Important information that needs to be sent out immediately is sent to parents via email and/or telephone calls via our SWIFT K12 messaging system. We make every effort to keep email communication from school administration to a minimum. Teachers often communicate with parents via email as well. Please help us by ensuring that we have current email addresses.

EMERGENCY EVACUATION

There are a number of situations, such as a major gas leak or a fire, that could potentially lead to the evacuation of the school building. In the event of an evacuation, students and staff would relocate to Calder School. We would then begin our emergency telephone/email contact with parents to arrange for pick-up and dismissal of children. We practice fire drill, lock down and on-alert procedures in September and at other times during the school year so that children will know procedures to follow in the event of an emergency.

EXTRA-CURRICULAR ACTIVITIES

Students have the opportunity to participate in a variety of extracurricular activities at St. Edmund IB World School. Please watch the newsletter, Agenda Book and notes home for further details.

FIELD TRIPS

Field trips, tours and excursions are school-planned enrichment activities that complement the curriculum. Students are expected to participate. Each teacher is responsible for the organization of the field trips taken by the class. Parents will be informed in advance of the field trip date, the nature of the trip and costs involved. Before each field trip, parents will be asked to read and sign a field trip permission form. For legal reasons, we are unable to accept verbal permission or notes for students to attend field trips. Therefore, children who have not returned a signed field trip permission form to school will not be allowed to participate in the field trip.

FIELD TRIP REIMBURSEMENTS

For Local, Provincial, Canadian and International field trips, a parent/student shall not, under any circumstances, except as set out below, be reimbursed for the loss of any field trip monies resulting from the cancellation or interruption, for any reason, of a field trip, including any form of field trip deposit. In the event of cancellation or interruption, it shall be the responsibility of the parent to take steps to collect said funds directly from the a third party travel-related agency or insurance provider which assisted in the organization of the field trip, and if the related contract between the district and said agency permits a refund of said monies in the circumstances, such funds shall be returned to the parents. The lead teacher shall advise parents in this regard in the Parent Permission Letter.

FOOTWEAR

All student footwear should be clearly marked to help prevent loss. Each student should have outdoor and indoor footwear for cleanliness and safety reasons. Throughout the year, white-soled shoes are recommended for inside wear, and are also required for physical education. Footwear must be appropriate and safe (and leave no marks on the floors). It is recommended that children who have difficulty with tying their own shoelaces wear either slip-ons or shoes with Velcro.

HOMEWORK

Homework is an extension of the student's daily activities. The amount of time each student will spend doing homework may vary according to grade, ability and study habits. Very little homework, for example, is assigned in grade one. The amount of homework assigned increases as the student progresses through the elementary grades.

Many studies conclude that regularly assigned homework leads to immediate higher academic achievement, as well as to improved study skills and attitudes. Students are advised to have a “homework buddy” in the event of an absence.

Some of the purposes of homework are:

1. To complete assignments that the child has been unable to finish at school.
2. “Catch-up” work may be assigned by the teacher if the child has been absent from school.
3. If a child is experiencing difficulty with certain concepts or skills, the teacher may assign additional homework towards overcoming these deficiencies.
4. A motivated student may wish to pursue further study of a particular subject at home.
5. To assist students in budgeting their time.
6. To help students’ self-reliance and good study habits.
7. To enable parents to see their child’s progress.
8. To develop research strategies/techniques.
9. To strengthen the ties between home and school, particularly when parents can help with assignments in some ways.

There are many ways parents can help with homework, including:

1. Providing a quiet, regular place of work.
2. Helping the student organize his or her time for assignments.
3. Being the “audience” for reading practice and spelling or math drills.
4. Checking and signing the student’s Agenda Book.

The support and interest of parents has a great influence on student attitudes towards homework. If you have questions about the assignments your child is bringing home, please contact the teacher.

HOT LUNCH PROGRAM

St. Edmund IB World School offers a hot lunch program for students. Hot lunches are offered on Fridays throughout the school year. Hot lunch providers may include Boston Pizza, Mr. Submarine, Mucho Burrito, Booster Juice, Panago, P’ressed, Shumka and others. As a means of streamlining this process, orders are divided into order cycles and are submitted online throughout the school year.

To participate, parents simply follow these easy steps:

1. Go online to <http://www.healthyhunger.ca>
2. Create a login by entering an email and password.
3. Select meal items for hot lunch dates for each child

4. Healthy Hunger orders are paid online using credit/debit cards.

Every effort is made to identify dates for grade level field trips prior to the start of each order cycle so that parents can plan accordingly. We regret that we are unable to accept late orders or provide refunds if students are not at school. If a student is away on a hot lunch day, then parents may contact the school to provide direction regarding the lunch. If we are not contacted, then orders for children who are not at school will be passed on to someone else.

LEARNING RESOURCES

St. Edmund IB World School has excellent learning resources available for student use. Students at St. Edmund IB World School may use the resources with the understanding that all borrowed materials will be returned in a satisfactory condition. It is expected that students will pay replacement costs for lost or damaged materials.

LITURGICAL CELEBRATIONS

A number of religious and other celebrations are held during the year and parents are always most welcome to attend. Celebrations may be school wide or within individual classrooms. Please check the monthly calendar for dates and times. All students follow a religion program approved by the Canadian Conference of Catholic Bishops. It is acknowledged through the registration process that all children will participate in the prayer life, church and church related activities, religious courses, instruction and exercise in which Catholic ethical and moral standards are taught. This is essential as we fully permeate Catholic theology in all our teachings.



ILLNESS

Good health is necessary for effective learning. All students are expected to go out for recess. Normally, students who are too ill to go outside for recess are too ill to be at school. To prevent the spread of infection, we request that you keep your child at home until they are no longer infectious. Students who become ill during the day are to go directly to their teacher. Our policy is to get students who are ill home as soon as possible. Our practice is to call parents and ask them to pick the student up.

INCLEMENT WEATHER

If the weather is inclement, students will be kept indoors during recess and the noon hour. At such times, an indoor activity will be in effect for all grades. The above policy will be followed when:

1. The temperature (including wind chill) is -20C or colder.
2. On days when there is continuous rainfall.
3. On extremely windy days.
4. In the event of extremely icy conditions on playing surfaces.

Students are expected to come to school with appropriate clothing for the weather conditions (i.e. toques, mitts, snow pants, scarves and boots in cold weather). On days when the weather is severe, students may wait on the mats in their designated entrance before school starts.

INCLUSIVE EDUCATION

At St. Edmund IB World School, we provide support for all students in an inclusive setting within the regular classroom. Each of our classes has access to our Learning Coach, who works primarily with students who have special learning needs. The Learning Coach may provide one-to-one, small group or inclusive classroom support to students. We utilize school-based resources and access outside agencies and support when necessary.

INTERNATIONAL BACCALAUREATE (IB) PROGRAMS



We are proud to be an IB World School and to offer the IB Primary Years (K-5) and Middle Years Programmes (Gr. 6-9). The IB programme is for all students and focuses on the development of the whole child while meeting children's academic, social, physical, emotional and cultural needs. IB students become critical and compassionate thinkers, informed participants in our global community and responsible citizens. Both the PYP and the MYP are comprehensive and balanced academic programs that mesh nicely with the Alberta Education curriculum. All St. Edmund students benefit from this programme.

The IB Primary Years Programme

(Kindergarten to grade 5)

The Primary Years Programme is organized around six transdisciplinary themes that provide a framework for inquiry and the exploration of knowledge. Teachers design curricular units around these themes and students examine subject areas through them in ways that often transcend conventional subject boundaries. In the process, they develop an understanding of important concepts, acquire essential skills and knowledge, develop particular attributes and learn to take socially responsible action. Further information regarding the PYP, including programme requirements, is available online at www.stedmund.ecsd.net or www.ibo.org.

IB Programme at a Glance

✓ The IB Learner Profile

What are the attributes and dispositions that identify an international person?

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-Minded
- Reflective
- Risk-Taker
- Caring
- Balanced



PYP Program of Inquiry

Transdisciplinary Themes:

What do we want the students to know about?

- Who We Are
- Where We Are in Place and Time
- How We Express Ourselves
- How the World Works
- How We Organize Ourselves
- Sharing the Planet

✓ Approaches to Learning

What do we want the students to be able to do?

- Social Skills
- Research Skills
- Thinking Skills
- Communication Skills
- Self-management

✓ PYP & MYP Key Concepts and Related Questions

What do we want the students to understand?

- Form - What is it like?
- Function - How does it work?

- **Causation** - Why is it like it is?
- **Change** - How is it changing?
- **Connection** - How is it connected to other things?
- **Perspective** - What are the points of view?
- **Responsibility** - What is our responsibility?
- **Reflection** – How do we know?

✓ Student Agency

What is student agency in the PYP?

A commitment to agency in PYP creates a culture within the **learning community** where **students co-construct** and **self-adjust their learning experiences, building self-efficacy, a greater sense of learning ownership** and **contribute to their social, emotional and cognitive growth.**



IB Action

How do we want the students to act?

Action, the core of student agency, is integral to the Primary Years Programme (PYP) learning process and to the programme's overarching outcome of international-mindedness. Through taking individual and collective action, students come to understand the responsibilities associated with being internationally minded and to appreciate the benefits of working with others for a shared purpose. When students see tangible actions that they can choose to take to make a difference, they see themselves as competent, capable and active agents of change (Oxfam 2015).

The IB Middle Years Programme (Grade 6-9)



The Middle Years Programme is organized around six global contexts that focus on continued individual development on approaches to learning (skills).

ATL Categories	PYP ATL Skill Clusters	MYP ATL Skill Clusters
Thinking Skills	Acquisition of Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Metacognition	Critical & Creative Thinking, Transfer
Communication Skills	Speaking, Listening, Reading, Writing, Viewing, Presenting, Non-verbal	Communication
Social Skills	Accepting Responsibility, Respecting others, Cooperating, Resolving conflict, Group Decision making, Adopting a variety of group roles	Collaboration
Self-Management Skills	Gross motor skills, Fine motor skills, Spatial Awareness, Organization, Time Management, Informed Choices	Affective: Mindfulness, Emotional Management, Self-motivation, Perseverance, Resilience Reflection
Research Skills	Formulating questions, Observing, Planning, Collecting, Recording, Organizing and Interpreting data, Presenting findings	Information and Media Literacy, Academic Honesty

Global Contexts

• Scientific & Technical Innovation

o How do we understand the world in which we live?

• Identities & Relationships

o Who am I? Where are we?

• Orientation in Time & Space

o What is the meaning of 'where' & 'when'?

• Personal & Cultural Expression

o What is the nature & purpose of creative expression?

• Globalization & Sustainability

o How are things connected?

• Fairness & Development

o What are the consequences of our common humanity?

Similar to Primary Years Programme, teachers design units of inquiry around the global context. Through collaboration and monitoring of student growth, skills are progressively practiced through a variety of teaching and learning experiences.

Courses are organized in 8 subjects:

- Language & Literature
- Mathematics
- Science
- Individual & Societies
- Physical & Health Education
- Design
- Fine Arts (Option)
- Language Acquisition (Option)

MYP Certificate

Students who choose the full MYP Certificate route are required to take Fine Arts as well as Language Acquisition as their options in junior high. All students at St Edmund are partial IB MYP students. Further information regarding the MYP, including program requirements, is available online at www.stedmund.ecsd.net or www.ibo.org.

IB MYP Year 4 Community Project

All of our year 4 students will be participating in the Community Project at St Edmund. The community project focuses on community and service, encouraging students to explore their right and responsibility to implement service as action in the community. The community project gives students an opportunity to develop awareness of needs in various communities and address those needs through service learning. The community project can be completed individually or collaboratively in groups of a maximum of three students. The choice of the goal or topic for the project is made by the students in guidance with their mentor teacher, who has the responsibility of supervising the development of the project according to the MYP Community Project Assessment Criteria.

The aims of the MYP projects are to encourage and enable students to:

- participate in a sustained, self-directed inquiry within a global context
- generate creative new insights and develop deeper understandings through in-depth investigation
- demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
- communicate effectively in a variety of situations
- demonstrate responsible action through, or as a result of, learning
- appreciate the process of learning and take pride in their accomplishments.

INTERNET

Students are required to have parental permission before being able to access the Internet. Student use of the Internet is supervised at all times. Unacceptable use of the Internet and/or computer may result in the loss of the privilege. St. Edmund IB World School is on the web. Please visit www.stedmund.ecsd.net for detailed school information.

LOST AND FOUND

Please label all items of clothing (jackets, shoes, boots, etc.) with your child's name. This will facilitate the return of misplaced items. Unidentified clothing articles will be placed in the lost and found box. We encourage students and parents to check this box frequently. Smaller items such as keys or jewelry are normally kept in the office. Unclaimed articles are donated to a charitable organization at different times during the school year.

MEDICATIONS TO STUDENTS

On occasion, we have been asked by parents to ensure their child receives prescribed medication. Please be aware that in order for school staff to do so, parents must complete a Request For Administration of Medication At School Form and have it signed by their family doctor. The school will administer the medication according to the doctor's prescription, provide safe and limited access, store the medication, and shall keep a record of each student receiving medication. Please assist us in ensuring that prescribed pills, liquids and inhalers are not casually left in student frequented areas. Students with EpiPens are required to have them with them at all times (i.e. fanny pack or small purse) in order to ensure immediate access if necessary.

Medical Alert: If your child has a condition that would require special medical attention, please complete the *Medical Alert Form* as accurately as possible and return it to the school as indicated each year. It is important that you keep us informed of any changes in your child's medical status.

MESSAGES TO STUDENTS

Please ensure that your child(ren) are aware of after school arrangements before coming to school. Except in the case of emergencies, we are unable to interrupt classes and it is difficult to pass along messages at the end of the day.

NOON HOUR POLICY

All students are welcome to enjoy the privilege of eating lunch at school. At St. Edmund IB World School, we strive to be good environmental citizens. The amount of food waste generated over one lunch hour at school is truly staggering! Children often throw items that they do not like away. It is recommended that children bring home the food they are not eating and to use reusable containers when appropriate.

Unfortunately, we do not have microwaves available for student use. Therefore, parents are asked NOT to send frozen entrees or items that require heating at lunch time.

VENDING MACHINES

Vending machines at St. Edmund IB World School are for Junior High use only. Elementary students are not to access the vending machines at recess or lunch due to the lack of supervision in these areas. These machines are located in the Junior High wing of the school. Students are asked to bring snacks from home that are in accordance with the Canadian Food Guide.

General noon hour rules include:

1. Talking in quiet voices
2. Remaining seated while eating lunch
3. Cleaning up after themselves
4. Following directions from supervisors or monitors

Students are expected to keep the classrooms and hallways clean. Specific routines will be reviewed regularly with students. **Students must remain on school property at all times.**

Note: Failure to do so may result in loss of the privilege or the students doing service work around the school.

PARENTAL CONCERNS

Edmonton Catholic Schools and St. Edmund IB World School are committed to working cooperatively with the parents of our students. We recognize at times there may be differences in understanding, interpretation and opinion. The division has a protocol for addressing classroom and school concerns.

All parties in a conflict situation must recognize and respect the protocol, and more specifically, the principle of "first contact." This means that the person who has the concern has a responsibility to begin addressing the concern directly with the person with whom they have the concern, before taking their concern elsewhere. On the basis of the principle of "first contact", parents must address concerns directly by calling or making an appointment with teachers before raising these concerns with the school administration or Catholic Education Services staff (when their concerns are regarding their child's teacher, program, and/or program support).

Likewise, if a parent has a concern regarding school administration, the parent is expected to bring that concern to the school administration first, before raising these concerns with the Superintendent of Schools.

If, in the view of the complainant, the ruling of the school principal is unacceptable, the complainant may address his/her concern(s) to the Superintendent of Schools in writing. The letter must outline the nature of the original complaint, the steps that have been taken and in what way the decision of the school principal is unacceptable. Upon receipt of such a letter, the Superintendent will direct the correspondence to the appropriate department for resolution.

PARKING & STUDENT PICK UPS AND DROP OFFS

St. Edmund IB World School

Traffic in and around the school building is very congested first thing in the morning and again after school. In order to promote pedestrian safety, we ask parents to put safety over convenience and adhere to the following guidelines. Parents are asked NOT to enter the staff parking lot, unless utilizing the 'Eagle's Landing' drop off area on the east side of the building. Primary students can be dropped off here where supervisors will accompany them from their parent's vehicle to their designated area. Parents who wish to wait with their children until they enter the school are asked to park away from the school and to walk with their children. Thank you for your cooperation and for helping us to keep our students safe.



PERSONAL PROPERTY

Students are responsible for all personal property. All personal items should be clearly marked with the student's name. Outside clothing and footwear are to be kept in designated areas. Money and other valuables found on the school premises are to be turned in to the homeroom teacher. Students should never leave money or valuables on or in their desks, coat pockets, boot rooms or backpacks. Students should not bring articles such as skateboards, in-line skates, spinners, and other toys, scooters, laser pointers or similar items to school. Students in kindergarten through grade six are asked to leave electronic devices such as cell phones, gaming devices or similar items at home. Students using these devices at school run the risk of confiscation from staff. We suggest that expensive articles and treasures be kept at home. The school cannot be responsible for damage or loss.

PLAYGROUND EXPECTATIONS

Students are expected to:

- Use school equipment appropriately and safely.
- Play safe games that will not harm or potentially endanger themselves or others.
- Gather and play in designated playground areas according to schedules.
- Stay on school property.
- Show consideration for others.
- Attempt to solve playground problems peacefully, using respectful strategies, involving staff where appropriate.

POWERSCHOOL

All parents who have access to an internet connection are asked to sign up for *PowerSchool*. This website allows parents to access information about attendance, missed assignments, assessments and upcoming events. As well, report cards are now viewable through PowerSchool and are only printed at the end of each school year. **Parents are provided with a username and password to access the site: <http://www.parent.ecsd.net/>** The PowerSchool site is accessed at: <https://powerschool.ecsd.net/public/>

PRIVILEGES

The general conduct of students reflects their character and will determine the privilege to be involved in extra-curricular and co-curricular activities. Students who behave appropriately in class, will be welcome to participate on school teams, ski trips, field trips or other activities. Decisions on such involvement are determined by the staff.

PROPERTY TAXES

Please review your tax notice to ensure your support is assigned to Edmonton Catholic Schools. If there is any error or doubt, please call City Hall at 780-496-5090.

REPORTING PERIODS

The reporting process is a student-led conference with an emphasis on celebrating the child and his or her growth in learning.

Early September

The school hosts a Meet the Staff Evening where parents can meet and dialogue with teachers on program objectives and curriculum.

Reporting is ongoing all year, there is no mid-year Report Card. Students and Families can access achievement and progress all year long.

November

A student-led conference will be scheduled.

March

A student-led conference will be scheduled.

End of June

A Final PTP Report Card is posted to PowerSchool and placement recommendation is made.

Parents are encouraged to contact their child's teacher whenever they have concerns with respect to learning, behavior and programming.

SAFETY PATROLS

The school patrols are volunteer students from Grades 5 - 6. These students dedicate themselves to providing assistance to students crossing 117 Street at the east side of the school. Parents are requested to help by encouraging their children to use crosswalks and to cooperate with patrollers at all times. Parents are not to park in or near this patrolled area when dropping off their children or picking them up after school. Your parked vehicle reduces visibility and could result in an accident. Patrols cannot stop the traffic. They wait for a sufficient gap in the traffic to ensure safe crossing. Parents and students should also realize that patrollers are volunteers doing a difficult job, often in unpleasant weather. We owe them our respect, support and cooperation.

SCHOOL COUNCIL

School Councils are collective associations of parents, principals, staff, and community representatives who seek to work together to promote the well-being and effectiveness of the entire school community, thereby enhancing student learning. A school council is a means to facilitate cooperation

among all the concerned participants in the local school. At the beginning of the school year, the School Council will be elected by way of the Annual General Meeting.

SCHOOL FEES

SUPPLEMENTARY EDUCATION FEE

Kindergarten	\$30.00
Elementary	\$50.00
Junior High	\$60.00

SCHOOL LOGO & MOTTO

"DREAM, BELIEVE, CREATE, EMPOWER"



The subtle cross, indicating the permeation of our faith, is embedded on a globe and symbolizes our Christian heritage as a Catholic School and our status as an International Baccalaureate School.

SCHOOL NEWSLETTERS

Our school newsletter and monthly calendars are posted online on the first operational day of each month. An email notice is sent to parents when the newsletter has been posted. The newsletter contains important information regarding school activities and community events. It is one of our prime instruments for keeping parents informed about school activities. Please watch for it and keep it as a handy reference.

SCHOOL SUPPLIES

Supply lists are posted on our school website and parents are given the opportunity to purchase supplies for the next school year through a company specializing in providing school supply orders. These supplies are delivered directly to your home. Parents who do not purchase supplies through this company are required to access the supply list and purchase supplies themselves. Please keep in mind that supplies may need to be replenished during the year. Supplies are not sold at the school.

SPECIAL EVENTS

We plan a variety of special events and activities throughout the year including designated fun days. The purpose of such activities is to promote school spirit, give a bit of a break from the regular routine and provide opportunities for students to have fun together. Watch for activity notices in the newsletter or Agenda Book.

STUDENT RECORDS

Student records of attendance, achievement, program, special services, promotion and vital statistics are kept by the school. These records are maintained in strictest confidence

to respect the “worth and dignity” of each student. Parents/Guardians have a right to be informed as to the content of the educational record and to receive an interpretation, when necessary, of such records by qualified school staff. You may obtain access to your child’s record through an administrator. All procedures are in keeping with the Freedom of Information and Protection of Privacy Act.

Student surnames may be changed on student records only if the parent or guardian presents evidence to the school that the name has been changed legally (i.e. a new birth certificate and/or a statement from a lawyer).

TELEPHONE USE

A courtesy phone is available in the school office for student use. Students are required to get permission from the office before using the telephone. Students are discouraged from using the courtesy phone after school to arrange “play-dates.” After school play-dates are to be arranged the evening before.

CELL PHONE USE

The following information is based on the foundations of the Edmonton Catholic School District Student Responsible Use Agreement and FOIP policy that must be signed by all students and parent/guardians in Edmonton Catholic Schools. The purpose of this document is to support and inform students and parents/ guardians about the expectations that come with digital citizenship at St. Edmund IB World School.

Cell phones must not be operated inside the school building at all times during the school day. During May 2018 School Advisory Council meeting, the Parent Council supported St. Edmund IB World School with no cell phone use during the instructional day. Parents need to contact the school office if they need to be in touch with their child during the school day.

Intervention Levels:

1st Infraction:

- Cell phone handed into the office.
- The front desk gives the student a ticket to give to their teacher to show that they turned their cell phone in.
- Returned to student at the end of the day.

2nd Infraction:

- Confiscation and cell phone given to the Administration.
- Administration phones parent to pick up cell phone.
- Cell phone returned only to a parent.

3rd Infraction:

- Confiscation and cell phone given to the Administration.
- Administration phones parent to pick up cell phone.
- Cell phone returned only to a parent.
- Due to acts of defiance from student after three infractions, the cell phone may be banned from being on school property and can lead to student suspension.

Please keep your children informed about appropriate cell phone usage. This will assist in the best learning environment for all students at St. Edmund IB World School.

If necessary: addressed by school division and/or Edmonton Police Services. St. Edmund IB World School is not responsible for the loss, theft or damage of student owned devices.

TESTING

Students in Grades 6 and 9 write Provincial Achievement Tests in May and June. Throughout the year, students in different grades write standardized tests including CCAT (Canadian Cognitive Abilities Test) and CTBS (Canadian Test of Basic Skills). Parents are welcome and encouraged to review their child’s scores with the principal or a designate of the principal. Notice of when these tests are being written is included in the monthly newsletter.

VISITORS

Parents and visitors are required to enter through the front door of the school and report to the office before contacting students or teachers. Visitors are asked to sign in at the office and to wear a visitor tag. This helps us to maintain a safe and secure environment for our students. Students are asked to report the presence of strangers to the principal or staff. If you are coming to see a teacher, please arrange a convenient time prior to coming.

VOLUNTEERS

Volunteers are welcome at our school. We gratefully acknowledge the support, time, and commitment from our school community. Volunteers are asked to sign in at the office and wear a visitor tag. In keeping with division policy, all parent volunteers are required to complete a Volunteer Registration Form, which is kept on file at the school for a two-year period. Note: Volunteers who work with students in situations where no staff member is present, such as coaching sports teams or transporting students, are asked to complete both a Criminal Record Check and a Child Welfare Check.

SCHOOL CONDUCT POLICY

STATEMENT OF PURPOSE

At St. Edmund IB World School, we aim to create a welcoming, caring, respectful and safe learning environment that honours our call to work together in faith, love, and hope. We celebrate our accomplishments and we believe that each person brings gifts, talents and interests to our community to develop and share.

GENERAL EXPECTATIONS

We affirm that the rights set out in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms* are afforded to all students and staff members within St. Edmund IB World School. We affirm that pursuant to the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*, students and staff members are protected from discrimination. More specifically, discrimination refers to any conduct that serves to deny or discriminate against any person or class of persons regarding any goods, services, accommodation or facilities that are customarily available to the public, and the denial or discrimination is based on race, religious beliefs, colour, gender, physical disability, mental disability, ancestry, place of origin, marital status, source of income, family status or sexual orientation.

Expectations of students and school policies are outlined at the beginning of the school year and are regularly reviewed with students. Students and staff at St. Edmund IB World School aspire to the ideals set out in the International Baccalaureate Learner Profile as a guide for their work and behavior.

IB learners strive to be:

- | | |
|-----------------|---------------|
| • Inquirers | • Open-minded |
| • Knowledgeable | • Caring |
| • Thinkers | • Risk-takers |
| • Communicators | • Balanced |
| • Principled | • Reflective |

ACCEPTABLE BEHAVIORS

We know that most students behave appropriately most of the time. We also believe that people perform better when they know what is expected of them. St. Edmund IB World School is committed to providing students with a school environment that is both safe and conducive to learning. We are dedicated to teaching students appropriate behavior towards themselves and others. We expect students to behave in an appropriate manner, which does not interfere with the learning or behavior of others. Students are to conduct themselves in a manner that is respectful.

GENERAL EXPECTATIONS FOR BEHAVIOR

At St. Edmund IB World School, we are dedicated to learning in a welcoming, caring, respectful and safe learning environment. Anything that interferes with teaching or learning is not allowed. This includes inappropriate dress, head gear, sunglasses, inappropriate use of electronic devices or games, behavior that is in conflict with our district responsible use agreement, and physical contact between students. School-wide expectations are communicated to our students by teachers in classroom discussions, by school administration in assemblies, during morning announcements, through the school newsletter and through our school website. We have set behavioral guidelines for the school as a whole and have asked each teacher to set programs and procedures designed to maximize student learning and responsibility. Since each teacher has a different style, specific expectations and procedures will vary from class to class.

CONSEQUENCES FOR INAPPROPRIATE BEHAVIOR

We concentrate on positive behavior and attitudes; however, there are times when a student has difficulty recognizing their responsibility as a student. In such cases, we have outlined a number of possible consequences for behavior. When a student behaves inappropriately, they can expect that the staff member present (teacher, administrator, teacher assistant, support & caretaking staff) will take the most appropriate action. Severe breach of conduct will result in suspension in accordance with Section 36 of the Education Act. One or more of the following can be expected to occur:

- Verbal reprimand
- Restriction of privileges and activities
- Noon hour detention of student
- Parental involvement
- Parent-student conference with school staff
- Verbal or written apology by student
- Problem solving, monitoring or reviewing behavior expectations
- Replacement or repair of damaged property
- Temporary exclusion of student from class
- Bus suspension for students riding the bus
- In-school suspension
- Out-of school suspension
- Referral to Attendance Board
- Behavior contract
- Involvement of outside agencies
- Involvement of Police
- Expulsion
- Record of incident retained in PowerSchool

In dealing with inappropriate behaviors, consequences are fair, but not always equal. A number of factors are taken into account when dealing with inappropriate behavior. As might

be expected, the more serious the behavior, the more severe the consequence. The nature and circumstances of the incident, as well as frequency of misbehavior, and age of student are also considered. Our school does have supports available for those students impacted by inappropriate behaviour.

UNACCEPTABLE BEHAVIOR

The following are considered major forms of misbehavior and will be dealt with severely:

Bullying/Cyberbullying

Section 1(1)(d) of the *Education Act* defines bullying as:

"Repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual's reputation."

Bullying can take different forms:

- Physical – pushing, hitting
- Verbal – name calling, threats, put-downs
- Emotional/Social – exclusion, rumors, extortion of money or possessions, intimidation
- Cyber – using the computer or other technology to harass or threaten

Bullying is not a normal part of growing up and it does not build character. No one should have to put up with bullying. Bullying is a learned behaviour – children and youth often learn bullying behaviours when they either experience being bullied or see it happening to others.

Bullying is different from conflict. Conflict is defined as a disagreement or struggle over opposing beliefs, needs, feelings or actions and is a normal part of life. From time to time everyone has conflicts with friends, family, teachers, co-workers. It is important to learn how to resolve conflict peacefully and recognize the difference between conflict and bullying.

Students are expected to report bullying behaviour as soon as they can after seeing it or experiencing it. Students may do this by telling an adult in the school. Students who are uncomfortable with coming forward to school personnel are encouraged to talk with parents or friends, who could then assist them in notifying the school about bullying.

Bullying or cyberbullying of students could result in an immediate suspension from school. As well, the police may become involved in the investigation of bullying incidents. Bullying is defined in law as "the repeated intimidation of others by the real or threatened infliction of physical, verbal, written, electronically transmitted or emotional abuse." Any

person who repeatedly bullies a minor (under the age of 18) in a public place could be subject to a \$250 fine.

Defiance

Any act of defiance, that is, refusing to comply with a reasonable request from a staff member, can result in an immediate suspension.

Physical / Verbal Abuse or Harassment

Physical abuse of any type to anyone will result in an immediate suspension. Verbal intimidation or harassment will also result in an immediate suspension. At St. Edmund IB World School, there is no such thing as "play fighting" – and therefore this will not be considered an acceptable excuse for physical contact with another student. Police may be involved if this is deemed to be appropriate by school administration.

IMPORTANT NOTE: Students who choose to watch or encourage other students in a physical fight might also be suspended from school. The fact that they have an audience encourages those students who are fighting to continue the conflict, as they do not want to "lose face" in front of their peers. Thus, the spectators are viewed by school administration as being a major contributing factor to the continuation of the fighting, and they will be treated accordingly.

Improper or Profane Language

The use or display of improper or profane language could result in a suspension from school. Students who use profane language in addressing a teacher will be suspended from school.

Vandalism or Willful Damage to School Property

Vandalism or willful damage to school property will result in an immediate suspension and/or service within the school community* depending on the circumstances. Students will be expected to pay fully for any damages caused deliberately or through carelessness.

*Service within the school community occurs when a student is assigned to do work to assist any of the adults in the school (i.e.: teachers, custodians, support staff). This is for a specific number of hours in a specified period of time.

Theft

Theft of property, either from the school or from another person is strictly prohibited and will result in a suspension. Restoration of the stolen property is mandatory. In some instances, cases of theft are referred to the police.

Illegal Drugs or Substances

Possession or use of illegal drugs or substances on school property or in sight of school property will result in an

immediate suspension and may lead to expulsion from the school. In cases of drug use, the police will be involved in the investigation and charges could be laid.

Behavior Dangerous to Self or Others

Students who engage in reckless or dangerous behavior will be suspended from school. If appropriate, the police will also be involved in the investigation.

Weapons

Possession of a weapon or presentation of any object meant to threaten or intimidate will result in an immediate suspension. Any weapons brought to school will be confiscated and turned over to the police. Police may be involved if this is deemed to be appropriate by school administration.

IMPORTANT NOTE: This rule also applies to toy knives and guns. Simulated weapons will be treated in the same fashion as real weapons. They have no place in a school environment.

Repeated Violation of General Expectations

Repeated violation of general expectations or a continual disregard of classroom rules will result in an out-of-school suspension.

RESPONSIBILITIES OF MEMBERS OF OUR SCHOOL COMMUNITY

All members of our school community - students, parents and staff - are expected to model and promote behavior that contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging. Parents and school staff have the responsibility to help students meet their responsibilities.

Student responsibilities:

- attend school regularly and punctually,
- be ready to learn and actively engage in and diligently pursue the student's education,
- 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,
- respect the rights of others in the school,
- refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means,
- comply with the rules of the school and the policies of the board,
- co-operate with everyone authorized by the board to provide education programs and other services,
- be accountable to the student's teachers and other school staff for the student's conduct, and

- positively contribute to the student's school and community.

-Alberta Education Act, Section 31

Students Can Contribute to Creating a Positive Learning Environment by:

- smiling at peers and adults in our school
- speaking to their friends about their behaviour (in a nice way) when they are not contributing to a welcoming, caring, respectful and safe environment
- greeting visitors to their classroom or school
- being friendly and helpful towards students that are new to the school and others
- sitting with someone who is alone at lunch, inviting someone to join games, sit with their group outside, or work together to complete a project
- keeping our school and school grounds clean and tidy
- coming to school/class on time and as prepared as possible
 - treating everyone with respect even if they don't agree with their beliefs and/or values
 - having empathy for others
 - following classroom and school expectations so everyone is able to learn
 - not engaging in behavior such as put downs or snickers when questions are asked in class – no one should feel afraid or nervous about coming to school.

- Excerpted from The Society for Safe and Caring Schools and Communities, *Series on Alberta's Education Act*, November 2014

Parent responsibilities:

- act as the primary guide and decision-maker with respect to the child's education,
- take an active role in the child's educational success, including assisting the child in complying with section 31,
- ensure that the child attends school regularly,
- ensure that the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment,
- co-operate and collaborate with school staff to support the delivery of specialized supports and services to the child,
- encourage, foster and advance collaborative, positive and respectful relationships with teachers, principals, other school staff and professionals providing supports and services in the school, and
- engage in the child's school community.

-Alberta Education Act, Section 32

Parents Can Help Students Meet Their Responsibilities by:



- modelling kindness
- paying attention to how they talk about other children and the school in front of their children
- taking responsibility for their mistakes
- reporting any problems at school to the teacher as soon as they can. Problems are easier to solve when they haven't been going on for a long time. The best place to start is with their child's teacher. If parents are not satisfied with the results of this conversation, the next step would be to make an appointment to speak with their child's principal
- modelling peaceful problem solving when you have a conflict
 - Excerpted from The Society for Safe and Caring Schools and Communities,
 - *Series on Alberta's Education Act*, November 2014

Other ways that Parents Can Contribute to a Welcoming, Caring, Respectful and Safe Learning Environment

- speaking respectfully to and about school staff
- speaking positively about the school, staff, other students and their families in front of their child
- making appointments to ensure the person they want to speak with has sufficient time to have a focused conversation. Drop off and pick up times are not ideal for parents or for the teacher
- communicating with the teacher or other school staff – e.g. positive notes or emails to their child's teacher and/or other school staff, positive comments when parents drop off or pick up their child
 - Excerpted from The Society for Safe and Caring Schools and Communities,
 - *Series on Alberta's Education Act*, November 2014

Staff Responsibilities include:

- Educate students by fulfilling the mandate of the Alberta Education curriculum, the IB curriculum and our Catholic faith
- Deliver appropriate educational programming that meets the needs of all students and enables them to be successful
- Encourage, foster and advance collaborative, positive and respectful relationships with students, parents, colleagues
- Model mutual respect, Catholic values and conduct that contributes to a welcoming, caring, respectful and safe learning environment
- Discipline consistently, maintaining dignity and respect
- Administer consequences for inappropriate and/or unacceptable behaviors
- Maintain open communication, be accountable and provide assurances to students and parents with regard to student learning outcomes

- Review conduct policy with students
- Communicate classroom expectations
- Recognize diversity and individual differences
- Respect confidentiality
- Provide supports, as appropriate, for individuals impacted by inappropriate behavior or discrimination

Teachers Can Contribute to a Welcoming, Caring, Respectful and Safe Learning Environment by:

- modelling kindness and caring
- paying attention to how they talk to students
- taking responsibility for their mistakes
- Making sure assignments and assessment dates are clearly posted in the classroom
- Reviewing the handbook portion of the Agenda with students
- Communicating relevant information to parents.

Awareness Statement

- Please complete this once you have read and reviewed the School Handbook:

Student Signature

Parent Signature

Date