

# St. Alphonsus Elementary and Junior High School

Fine Arts and Italian Language and Culture Programs



## Student Handbook 2016 – 2017

“The arts, it has been said, cannot change the world,  
but they may change human beings who might change the world.”

*Marie Curie*

PRINCIPAL – MR. M. LEVANGIE  
VICE-PRINCIPAL – MRS. G. DEVETTEN

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School Website: [www.ccssd.ab.ca/schools/alphonsus](http://www.ccssd.ab.ca/schools/alphonsus)

**This Agenda belongs to:**

NAME: \_\_\_\_\_  
CLASS: \_\_\_\_\_ HOMEROOM TEACHER: \_\_\_\_\_

## **WELCOME TO THE 2016-2017 SCHOOL YEAR AT ST. ALPHONSUS!**

We are excited to work in a learning partnership with your family. The purpose of this handbook is to provide information about the philosophy and major practices and regulations that guide the daily operation of St. Alphonsus School. A school newsletter will be emailed home each month including a calendar which will indicate the dates of upcoming events. Please access our school website often as we try to update it each week.

It is hoped that this handbook will answer many of the questions parents and students frequently ask. We further invite parents to contact the school any time clarification is necessary or questions arise. Providing a quality Catholic education for our students is accomplished through continuous cooperation between home, school and parish within a framework of mutual respect and participation. We look forward to your continued interest, support and involvement in the education of your child.

Blessings for an outstanding school year!

With peace,

Mike LeVangie, Principal

Gwen DeVetten, Vice Principal

## **CCSD PHILOSOPHY AND COMMITMENT**

### **MISSION STATEMENT**



*Living and Learning in our Catholic Faith*

### **VALUE STATEMENT**

All members of our community are sacred and must be treated with dignity and respect. We value excellence in Catholic education, guided by shared responsibility and the moral authority of the Church.

### **VISION STATEMENTS**

#### **Faith**

Our Catholic schools demonstrate their constitutional right to provide and support the development, permeation and modelling of our faith.



### **Relationships**

Our Catholic schools promote shared responsibility for stewardship of resources, transparency and the success of the students in our care.

### **Excellence in Teaching and Learning**

Our Catholic schools develop students who reflect the image of God and are successful contributors to a global society.

## **ST. ALPHONSUS SCHOOL COMMITMENT**

We, the community of St. Alphonsus Elementary and Junior High School, are committed to the total development of each child entrusted to our care – spiritual, academic, personal, social and physical.

- We believe in imparting and witnessing the teachings of Christ based on the values, attitudes and traditions of the Catholic Church.
- We believe in preparing students for a life of learning and to be the best they can be as independent learners, critical thinkers, responsible decision makers and problem solvers.
- We believe in working in partnership with parents. We recognize the role of parents as the primary educators of their children. We encourage the partnership of home, school and church.
- We believe in fostering a loving, safe, secure, challenging environment ready for student learning in an integrated Arts setting.
- The community of St. Alphonsus is committed to developing the necessary attitudes, skills and knowledge in our children to enable them to live a fulfilling and rewarding life.

## **OUR PATRON SAINT**

St. Alphonsus was born to a noble family in Italy on September 27, 1696. He was a child prodigy and received a doctorate of law by the age of 16. He never entered a court of law without attending Mass first. He loved music and attended opera. He was ordained at age 29 and was noted for his simple and direct preaching as well as for his understanding in the confessional. In 1732, God called him to found the Congregation of the Most Holy Redeemer, with the goal of labouring for the salvation of the most abandoned souls. Amid untold difficulties and innumerable trials, St. Alphonsus succeeded in establishing this Congregation. The

holy founder laboured incessantly at the work of the missions until, about 1756, when he was appointed Bishop of St. Agatha, a diocese he governed until 1775. When broken by age and infirmity, he resigned this office to retire to his convent where he died on August 1, 1787. Alphonsus vowed early to never waste a moment of his life, and he lived that way for over 90 years.

### SCHOOL AND PARISH

St. Alphonsus School draws students from many communities, and our families belong to many parishes. Our school's pastoral needs are served by **Mary, Mother of the Redeemer** (formerly known as Our Lady of Grace) located at:

1714 14 Avenue N.E. under the care of Father Shibu Kallarakkal. For information on your Sacramental Preparation, please contact the Parish Office at 403- 276 -1689.

We celebrate liturgies throughout the school year and we warmly invite parents and guardians to attend. Please check the calendar attached to each newsletter for dates and times.

### IMPORTANT DATES 2016-2017

#### September:

- 1-First Day of Classes (Full Day)
- 5-Labour Day
- 15-Parent Teacher Conferences after School
- 16 - Parent Teacher Conference Day (No Classes)

#### October:

- 7-Professional Day (No Classes)
- 10- Thanksgiving Holiday (No Classes)
- 31-Professional Day (No Classes)

#### November:

- 1- Faith Day (No Classes)
- 11 -Remembrance Day (No Classes)
- 25 - Report cards go home

#### December:

- 1-Parent Teacher Conferences after School
- 2 - Parent Teacher Conference Day (No Classes)
- 22-Last Day of school (full day) Christmas Holiday

#### January:

- 9-School Resumes
- 27-Professional Day (No Classes)

#### February:

- 16 & 17 - Teachers Convention (No Classes)
- 20-Family Day (No Classes)

#### March:

- 1 - Ash Wednesday

- 10- Report Cards Sent Home
- 15- Parent Teacher Conferences after school
- 16- Parent Teacher Conferences (No Classes)
- 17 -Professional Development Day (No Classes)
- 24-Last day of School (Full Day) Spring Break

#### April:

- 3- School resumes from Easter Holidays
- 14- Good Friday (no classes)
- 17 - Easter Monday (No classes)
- 18- Classes resume

#### May:

- 19 - Professional Day (No Classes)
- 22 -Victoria Day (No Classes)

#### June:

- 29 - Last Day of School (Full Day)

### BELL SCHEDULE HALF DAY KINDERGARTEN

#### A.M. CLASS

8:30 A.M.                      **Warning bell/Entrance Bell**

8:35-10:11:05 A.M.

Attendance /Instruction

11:05 A.M.                      **Class Dismissal**

#### P.M. CLASS

12:23 P.M.                      **Warning bell/Entrance Bell**

12:28 - 2:58 P.M.

Attendance /Instruction

2:58 P.M. Class/ Dismissal

### BELL SCHEDULE - ELEMENTARY

**8:30 a.m.                                      Entrance Bell  
& Attendance**

8:35 a.m.                                      A.M. Classes Begin

10:00 a.m. - 10:15 a.m.                      Recess

11:38 a.m.- 12:23 p.m.                      Lunch

12:28 p.m.                                      P.M. Classes Begin

**2:58 p.m.                                      Dismissal**

### BELL SCHEDULE - JUNIOR HIGH

**8:30 a.m.                                      Entrance Bell &  
Attendance**

8:35 a.m. - 9:05 a.m.                      Period One

9:07 a.m. - 9:55 a.m.                      Period Two

9:55 a.m. - 10:00 a.m.                      Nutrition Break

10:00 a.m. - 10:48 a.m.                      Period Three

10:50 a.m. - 11:38 a.m.                      Period Four

11:38 a.m. - 12:23 p.m.                      Lunch

**12:23 p.m.                                      Entrance Bell &  
Attendance**

12:28 p.m. - 1:16 p.m.                      Period 5

1:18 p.m. - 2:06 p.m.                      Period 6

2:08 p.m. - 2:58 p.m.                      Period 7

**2:58 p.m.                                      Dismissal**

## **SUPERVISION**

Supervision of all students begins at **8:15 a.m.** and students should not arrive any earlier than this time, unless involved in scheduled activities supervised by a teacher.

## **SCHOOL ENTRANCE AND EXIT ROUTINES**

Students are to enter the building through their designated doors surrounding the back tarmac area. **Please walk your children to the back of the school in the morning and pick them up at the same spot at the end of the day to avoid confusion. Please do not use the front door to pick up your child at dismissal. For security and safety reasons we require minimal traffic at the front entrance.**

## **ATTENDANCE AND LATENESS**

The School Act requires students to attend school regularly. Therefore, punctual and regular attendance is an expectation of all students. Prolonged absence or sporadic attendance will result in a lack of continuity of learning.

If students are **going** to be absent or late, please contact the school at 403-500-2016 or send a note, so that we are aware of the circumstances.

**Excused reasons for absence are illness, medical appointments and reasons of compassion only.**

Calls can be made at any time, as messages may be left on the answering machine.

**We will be using School Connects to notify you by phone and email whenever your child is absent from class. These phone calls are for absences and/or lates that have not been reported previously to the school and are usually made to your home phone in the morning/afternoon. We will also be using School Connects to send announcements and emergency messages as required. These messages may go out at any time.**

Continued unsatisfactory attendance including tardiness, may be dealt with by the School District's truancy officer and will result in an attendance board hearing.

## **STUDENT ILLNESS, APPOINTMENTS AND EMERGENCIES**

If a student becomes ill during the day, parents will be contacted to come and pick up the child from school. To ensure student safety, the school is not permitted to release students without direct parent

or guardian supervision. This includes students leaving for appointments during the school day. **All students must be signed out by a parent / guardian at the front office prior to leaving school during the day.**

If a student is seriously ill or injured, any necessary first aid will be administered. School staff will make every effort to contact parents immediately. If parents cannot be reached, we will attempt to reach the "emergency contact" numbers that parents have provided. Failing this, a call will be placed to **911** and the student will be transported to hospital.

## **SCHOOL TELEPHONE USAGE**

If a student needs to call home sick or use the phone s/he must get permission from her/his teacher to come to the office and use the school phone. For safety reasons, students are not permitted to use their cell phones to make calls or text during the day. The phone at the office is available for student use, in the case of an emergency or illness.

## **STUDENT RECORDS AND INFORMATION**

For the safety of your child, it is important that our student files and school records be kept up to date. Please **promptly notify the school of address, phone and emergency contact changes.** Parents' work telephone numbers and emergency numbers must be kept up to date as circumstances may arise when it is critical for the school to contact parents. A demographic form will be sent home in September for parents to update or confirm and return to school.

## **STUDENT SAFETY: STUDENT MEDICATION AND MEDICAL CONDITIONS**

The Board recognizes that some students must have prescribed medicines during the school day in order to maintain their physical and mental well-being. School staff is **not permitted** to administer any medications unless the appropriate authorization form(s) has been completed by a doctor. These forms are available at the office and on the school web site. Please ensure in writing, that the school is aware of any serious medical conditions your child may have. This information should be recorded on the student registration form and/or on the

demographic form collected at the beginning of the school year.

#### **NUT ALLERGIES**

There are students in our school with severe life-threatening food allergies to nuts and peanuts (anaphylaxis), which can result in death within minutes. Although this may not directly affect your child's class, we want to inform you so that you may choose to send food with your child that is nut-free. It is impossible to eliminate exposure to nut products at school; however, particular attention should be given when sending snacks to school to share with others.

#### **ELEMENTARY CHARTER BUS TRANSPORTATION**

Elementary students living further than 1.2 km from the school and reside within the St. Alphonsus school boundaries are eligible to ride the school bus. Students riding the bus are responsible for their conduct to the bus driver and to the school principal. Students who do not comply with behaviour expectations may be suspended from riding the bus.

Parents are to regularly check the School District website under "Transportation" for updates and route changes: [www.cssd.ab.ca](http://www.cssd.ab.ca). Bus fees apply.

#### **SCHOOL SAFETY: SCHOOL PARKING AREAS**

**For student safety reasons, please do not access the school parking lots for student pick up or drop off.** Parents are requested to park cars on the side of the street when they pick up or drop off students. The area directly in front of the school is designated as a **School Bus Zone. It is illegal to park in this area even for a minute.** If dropping your child off in the alleys, please use extreme caution as the alleys are narrow and children may be hard to see between the vehicles.

Please note there are **"No Idling"** signs at the front of the school, on the fences around the school and the sandwich boards that the patrollers set up before and after school.

In an effort to keep our children from inhaling harmful exhaust and to help reduce our impact on the environment, we are asking that parents support this initiative.

#### **SAFETY PATROLLERS**

Safety patrollers are on duty before and after school to assist students cross Radnor Avenue in front of the school. For safety reasons, parents and students are to use the crossing zone and refrain from crossing in between parked vehicles. Please do not park within the required distance from the crosswalk as indicated by city signage.

#### **SCHOOL SAFETY: FIRE DRILLS, LOCKDOWN DRILL AND SAFETY DRILLS**

Proper training for fire drill evacuation procedure is an expectation for every school. Fire drills will be held on a regular basis and all students will be required to quietly walk out in an orderly fashion, and stand at a safe distance from the school with their teachers. Attendance will be taken and following the "All Clear" bell students and teachers will re-enter the school quietly and in an orderly manner. Shoes must be worn at all times as there is no time to put on shoes once the fire bell has rung. Neglect of these procedures will be considered a serious offence. School lockdown drills and other safety drills will also occur throughout the year. Every effort will be made to ensure students understand this safety practice

#### **SCHOOL SAFETY: SCHOOL VISIT PROTOCOL**

For student safety, during school hours, it is necessary for parents and/or visitors to remain in the **front foyer of the school when dropping and/or picking up students.** It is also necessary for us to limit visitor access to the tarmac and outside field areas of the school while students are at play. All outside doors, including the front door, will remain locked during the day. Please ring the buzzer at the front doors to gain entrance to the building during school hours. All guest teachers, visitors, parents and volunteers will be asked to sign in at the front office when they are coming into the school for prolonged periods of time. Volunteers and visitors will be provided with an identification badge to be worn for the duration of their stay. These arrangements must be made in advance. **If you do need to meet with a teacher before or after school, please check in at the office.** The office will locate the teacher for you.

#### **SCHOOL PROPERTY: DOGS**

A city by-law prohibits dogs from being on school property. There are signs posted on the school

fence to remind everyone. For the protection of everyone, please respect this by-law.

### **FIELD TRIPS**

Visits to places and activities outside the school often enhance the school program. Prior to each field trip parents are notified and requested to sign an Excursion form. Students must return these forms before being permitted to go on the trip. This is to ensure that parents are aware that students will be leaving school property. There is generally a fee for field trips; therefore if students take part in a field trip, they will be required to pay the necessary fee. This fee covers entrance and chartered bus costs. Please consult with the counsellor, teacher, or the principal if the fee is a problem.

### **SCHOOL FEES**

All parents/guardians are responsible for paying school fees. A School Fee form is sent home at the beginning of the school year and payment should be remitted within the first two months. Fees are able to be paid on line from the District website: [www.cssd.ab.ca](http://www.cssd.ab.ca). Administration will follow-up in regard to unpaid fees.

### **LUNCH HOURS**

All students who bring their lunch to school are expected to eat in their designated areas. They will be supervised by teachers and Noon Hour Supervisors and are expected to conduct themselves in a responsible manner. Noon Hour supervision will also be supplied for ALL students who use the school grounds during noon hour. The Lunchroom fee is \$80.00 per student or \$120.00 for a family of three or more for the year. There is an annual form for parents to sign if their children are going home for lunch.

### **STUDENT RESPONSIBILITY FOR BELONGINGS**

Students are responsible for the security of materials they bring to school. Cell phones are to be turned off and stored in student's backpacks. Students are asked not to bring large sums of money or valuables, such as iPods and electronic games to school since the school cannot assume responsibility for these items if they are lost, stolen or damaged. Toys, trading cards and other collectibles are best to be left at home. In-line skates, skateboards, lacrosse sticks, hockey sticks

and scooters are not permitted to be used in school. Bicycles must be locked (individually) and stored in the racks provided.

All belongings should be clearly marked with the student's name. Large items that are found are stored in the boot room and students are to check regularly for lost items. Small or valuable items should be turned into the office.

### **SCHOOL LOST AND FOUND BOX**

Please clearly mark all your child's belongings with her / his name so that items can be easily identified if they are lost or misplaced. Missing items may be located in the lost and found box in the tarmac boot room. Please encourage your child to check this box often. Items not claimed before school breaks and at the end of June will be donated to charity.

### **SCHOOL SUPPLIES**

All textbooks are provided for student use. Students are expected to take proper care of the textbooks that they have been assigned. If a textbook is defaced or lost, the student will be expected to replace or pay for it.

All students must provide their own supplies including all pencils, erasers, rulers, pencil crayons, loose-leaf paper, notebooks, and binders. A school supply list is sent home in the June report card and is available on the school website.

### **STUDENT AGENDAS**

Elementary students are expected to use the Student Agenda to record homework, to track assignments and as a planning tool (included in school fees). Parents are welcome to communicate to teachers via their child's agenda as well.

### **LEARNING COMMONS**

All classes have regularly scheduled library periods each week for students to borrow and take books home. Students are expected to handle library books with care. In the event of damage or loss of any library materials, students will be asked to reimburse the school for the replacement value of the lost item.

Library multimedia computer stations are available to students for research on a reserve basis. The

library has a schedule during lunch break for students wishing to study or read.

### **COMPUTERS AND INTERNET USAGE**

All students have access to the computers. Computers are primarily used to learn the provincial technology outcomes and to support curricular learning. Internet usage is restricted to “safe sites” when accessing information. It is a general policy that all computers used throughout the District’s network are to be used in a responsible, efficient, ethical and legal manner.

All students, volunteers and staff members must sign the “*Acceptable Use Policy for Internet Use*” at the commencement of each school year. Computer and internet access are privileges that can be withdrawn by the teacher if guidelines are not followed.

### **PHYSICAL EDUCATION AND GYM CLOTHING**

All students are expected to participate in physical education **unless excused due to medical reasons and supported by a medical certificate**. Participation is the key to a successful P.E. program. In order to participate in Phys. Ed. Class all, students must have appropriate athletic footwear. Changing into a gym strip will be indicated by your child’s classroom teacher.

### **HEALTH SERVICES**

A Community Health Nurse is available to the school for consultation, routine examinations (e.g.: eye testing) and immunization programs. Our school nurse will continue to monitor communicable diseases and student health services. If your child should contract a communicable disease, please notify the school. The Community Health Nurse also has an important role as a consultant and resource person in the planning and presentation of health programs that are offered in our school. If you require additional health information, please contact your local Community Health Clinic.

### **Healthy Choices**

Nutrition is important for growth, development, learning and activity. Children spend a large part of their day at school, where they are exposed to many influences when it comes to food choices. Healthy eating messages are reinforced when food served

or sold in the school setting is consistent with classroom teachings.

### **Notice to Parent or Guardian:**

#### **Student Groups & Human Sexuality Topics**

Over the year, our school may establish a student group, which engages in discussion and activities related to diversity and justice issues, including support for students belonging to sexual minorities. In particular, within our Religious Education and Family Life Catholic Community of Caring program, students may provide leadership and receive support to continue to build inclusive communities, aligned with our Catholic social teachings. If you wish further information, please contact the principal.

### **COUNSELLING SERVICES**

A fully qualified Junior High Guidance Counsellor is assigned to St. Alphonsus School and is also available to provide assistance if there are difficulties with program, studies, classmates, etc. Our school counsellor also works with elementary students. All discussions with the counsellor are kept confidential, except in cases where safety is at risk.

### **EVALUATION AND PROGRESS REPORTING POLICY**

Student progress is evaluated continuously. A combination of standardized, informal, and teacher-made tests is used, along with anecdotal records, and teacher observations. There is one oral report and three written progress reports. Follow-up parent-teacher conference days are scheduled.

Our Parent Teacher Conferences are: September 15 and 16, 2016; December 1 and 2, 2016 and March 15 and 16, 2017. Efforts are made to keep parents informed of student progress. Teachers, as well as parents are encouraged to communicate whenever concerns or bouquets should be shared.

The student agenda, emails and phone calls are helpful tools for communicating between home and school. Junior High parents can access Brightspace (D2L)

### **GUEST (SUBSTITUTE) TEACHERS**

A guest (substitute) teacher will be provided whenever a regular teacher is absent. To make these teachers feel welcome, we expect that

students demonstrate respect and co-operation at all times to assist the guest teacher to carry out the school routines and lessons assigned to them.

## STUDENT CODE OF CONDUCT

As stated in The School Act, Section 45.1, the district is committed to providing welcoming, caring, respectful and safe learning environments that respect diversity and foster a sense of belonging. Each member shares responsibility for the well-being of every other member of the district. As such, a code of conduct must be established and reviewed yearly and shared publically with staff, parents/legal guardians, and students.

The following elements will be common to the code of conduct in each district school:

### 1. Statement of purpose:

Calgary Catholic School District's value statement is as follows:

"All members of our community are sacred and must be treated with dignity and respect. We value excellence in Catholic education, guided by shared responsibility and the moral authority of the Church."

This statement guides all district stakeholders as they work to support student success and achievement. The school should be a positive learning environment in which students are safe, secure and successful. The code of conduct will outline expectations for student behaviour while at school, at a school-related activity, or while engaging in an activity that may have an impact on others in the school. The school's code of conduct will be communicated to parents, students and staff annually and reviewed regularly.

### 2. The Alberta Human Rights Act:

Section three of the Alberta Human Rights Act prohibits discrimination on the basis of an individual's race, religious beliefs, colour, gender, gender identity, gender expression, physical

disability, mental disability, age, and ancestry, place of origin, marital status, and source of income, family status or sexual orientation of that person or class of persons. Any behaviour that supports this discrimination is prohibited.

### 3. Acceptable behaviours:

All district schools have established Catholic Community of Caring programs that focus on building respectful and caring school environments, rooted in Catholic values. Catholic Communities of Caring programs align with the School Act's requirement to provide welcoming, caring, respectful and safe learning environments. Within our schools, we are building communities that are inclusive and celebrate respect for one another, community and diversity. This includes placing a strong value on:

- Respecting all others, regardless of race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation.
- Respecting the school authority.
- Respecting the school and district property, as well as the property of others.
- Respecting yourself and the rights of others in the school.
- Making sure your conduct contributes to a welcoming, caring, respectful and safe learning environment in the school that respects the diversity and fosters a sense of belonging of others in your school.
- Refraining from, reporting and refusing to tolerate bullying or bullying behaviour, even if it happens outside of the school or school hours or electronically.
- Informing an adult you trust in a timely manner of incidents of bullying, harassment, intimidation or other safety concerns in the school.
  - Acting in ways that honour and appropriately represent you and your school.
  - Attending school regularly and punctually.
- Being ready to learn and actively engage in and diligently pursue your education.
- Knowing and complying with the rules of your school.
- Cooperating with all school staff.



- Being accountable for your behaviour to your teachers and other school staff.
- Contribute positively to your school and community.

#### 4. Unacceptable behaviours:

Behaviours that do not support the Community of Caring program, and therefore interfere with the establishment of welcoming, caring, respectful and safe learning environments are considered unacceptable. These include, but are not limited to:

- Behaviours that interfere with the learning of others and/or the school environment, or that create unsafe conditions;
- Acts of bullying, cyber-bullying, harassment, or intimidation;
- Retribution against any person in the school who has intervened to prevent or report bullying or any other incident or safety concern;
- Breaches of digital on-line safety;
- Inappropriate use of mobile devices;
- Inappropriate student dress;
- Physical violence or threats;
- Personal or sexual harassment;
- Hazing;
- 
- Illegal activity such as:
  - gang activity;
  - possession or use of weapons;
  - possession, use or distribution of illegal or restricted substances (including drugs, alcohol, tobacco, or e-cigarette products);
  - theft or damage to property.

As outlined in Alberta's School Act, students can be held accountable for conduct that occurs outside of the school building or school day and electronically (e.g. social media), if the conduct negatively affects a member of the school or interferes with the school environment.

#### Progressive discipline plan:

Students who engage in unacceptable behavior will be held accountable through the school's progressive discipline plan. Consistent and logical consequences, rather than punitive measures, are important to support students in making appropriate choices and help shape their future actions.

In any disciplinary situation, each student will be dealt with on an individual basis, and will take into account the student's age, maturity and individual circumstances. As well, parental or district involvement may be requested to support school discipline procedures.

The school's use of the progressive discipline plan will determine the expectations, consequences and the progression of actions to be taken depending on the severity and/or frequency of the occurrences. At all times, teachers and administrators will use their professional judgment in applying consequences.

Consequences must have a positive effect on the student's journey through reconciliation, either formally or informally, with the school community and those affected by the student's behaviour. The following consequences are progressive in their degree of intervention and will be enacted depending on the frequency and severity of occurrences. They will be applied consistently and equally to all students, notwithstanding the individual differences of children and the uniqueness of specific circumstances and situations.

Progressive discipline is a whole-school approach that utilizes a continuum of interventions, supports, and consequences, including:

- prevention measures and initiatives;
- early and ongoing intervention strategies;
- strategies to address unacceptable behaviour.

Interventions and consequences increase when:

- the concerning behavior is persistent;
- the concerning behavior escalates;
- there is a very serious infraction of the code of conduct.

Interventions and consequences may include, but are not limited to, the following:

- informal conferences;
- restriction of privileges;
- parent conferences;
- in-school suspensions;
- risk assessment;
- suspension / expulsion (AP 356);
- student redirection

- Behaviour Support Plan (as part of the Learner Support Plan);
- involvement of Instructional Services and supports;
- involvement of external services and supports.

The principal may involve police in disciplinary matters when criminal activity has become evident. When police are involved, the principal will conduct a separate, parallel investigation at the school level and provide disciplinary action separate from any criminal charges that may be issued.

#### **5. Student support:**

Support will be provided to students impacted by inappropriate behaviour and to those students who engage in inappropriate behaviour. This is significant because while the student code of conduct must address the consequences for inappropriate behaviour, such as bullying, it also ensures that support (not just consequences) is provided to those students who engage in unacceptable behaviour. Examples of how support could be provided to students who have engaged in unacceptable behaviour include mentoring, restorative processes, regular check-ins with teachers or schools counsellors, counselling, etc.

#### **6. Consideration of student diversity:**

The School Act requires that the student code of conduct address consequences for unacceptable behaviour and that these reasonable consequences take into account the student's age, maturity, and individual circumstances. The specific circumstances of the situation and of the student need to be taken into account when determining appropriate consequences. For example, any diverse needs that the student has – whether they are physical, behavioural, communicational, mental health, trauma, etc. – must be considered. The age and maturity of students involved should be considered when determining the consequences and support required.

#### **Air Rifles/Guns**

The district prohibits students from possessing weapons or engaging in violent or threatening acts on school property, and at school sponsored functions and activities. "Weapon" means any object, device, or instrument designed or through its use is capable of threatening or producing bodily harm to oneself or others. By this definition, air rifles/guns are therefore considered weapons. As it is challenging to visually identify these weapons as air rifles/guns, school staff, Calgary Police Services and the RCMP will likely respond in the same manner as they would an actual rifle/gun. For the safety of all students, staff and visitors in the school, these items are not allowed on school property or at school-related activities under any circumstance.

#### **PROGRESSIVE DISCIPLINE PLAN**

The school's primary goal is to educate. However, when behaviour or actions of individual students come into conflict with the rights of others or themselves, corrective actions are necessary for the benefit of the student and the school as a whole. Parental involvement will be necessary to support school discipline procedures.

St. Alphonsus staff follows a progressive discipline plan as outlined below:

- 1. Minor Offences** – The use of positive corrective measures such as warnings, informal/formal talks (between students, teacher, counsellor, parents and principal), detentions and loss of school privileges.
- 2. Habitual Minor Offences** – The use of consequential corrective measures such as in-school suspensions of ½ to 3 full days. Parent contacted / interview to discuss the in-school suspension. Counselling services encouraged.
- 3. Major or Repeat Offences** – Formal suspension of 1 to 5 days. Parents and Superintendent notified in writing. Parent conference to discuss reinstatement and corrective measures. Counselling and alternate education opportunities (i.e. another program, another school, home schooling, and therapeutic setting) may be explored.
- 4. Repeat Offences After Above Steps Have Occurred** - Formal letter of suspension to the Superintendent with a recommendation for no

reinstatement as per Policy JGD/JGE-R, Section 4F, 4G and Section 5. The School Act of Alberta, Section 19, subsection (4).

The preceding examples **are not all-inclusive**, but are meant to show the increase in severity of consequences as the seriousness and/or recurrence of the offences escalate. Teachers and/or administrators will use professional judgment in applying consequences.

Should a student engage in behaviour that is considered to be severe (acts of violence, gang activities or possession / use of a weapon), discipline may not be progressive in nature. Consequences will reflect the severity of the offence and could result in suspension.

Where property is taken or damaged, it is expected that the student will pay to repair the damage and/or pay for the item(s) taken.

### **DRUGS, ALCOHOL, AND SMOKING**

The use of, or possession of, drugs, or alcohol on school premises or at school functions, is strictly prohibited and will result in immediate suspension. The appropriate authorities will be notified. Smoking is not permitted on or near school property. St. Alphonsus School and property is a smoke-free environment. Students who are caught smoking will be subject to suspension.

### **DISTRICT DRESS AND APPEARANCE CODE**

The purpose of the Calgary Catholic School District Dress and Appearance Code is to provide a positive and safe learning environment that will reflect our virtues of decency, modesty and respect. Students' dress and appearance shall be appropriate for educational activities and not cause a disruption to the educational process.

Health Regulations and monthly fire drills mandate the wearing of **proper** footwear in the school at all times. Standards to grooming and dress are determined from the perspectives of health and safety in all activities, cleanliness and neatness, and decency and respect. Students may be asked to change into more appropriate apparel if they have:

- inappropriate language / pictures on clothes that are indecent or disrespectful to others
- visible undergarments
- torn or ripped clothing

- short skirts or shorts
- tops that do not meet the dress code requirements (crop tops, fishnet, racerback see through, low plunging necklines or straps that do not cover the entire shoulder, open backs, muscle shirts)
- pants that are low riding or sagging
- hats/ caps or sunglasses in the building
- unsafe footwear (flip flops, slippers or high heels)
- Leggings, leotards or tights except when worn under shorts or skirts which meet dress code requirements.

Clothing, jewelry, piercings, scarves or accessories that create a safety or health concern, or cause, or threaten to cause disruption to the educational process are prohibited.

Students not complying with the Dress and Appearance Code will be asked by a staff member to change into more appropriate attire, such as a gym shirt or shorts, and if this is not available, the parent will be contacted to bring appropriate attire.

It will be viewed as defiant behaviour if the student repeatedly violates the Dress and Appearance Code. Consequences, as outlined in our school's Progressive Discipline Plan shall range from a verbal reminder to a suspension from school.

### **DRESSING FOR WEATHER**

Weather conditions in Calgary often fluctuate so students should come to school prepared to meet the weather changes. Parents are requested to ensure their children have appropriate clothing for cold and wet weather including winter and rubber boots. For safety concerns, students will remain inside when it is colder than -18 degrees Celsius.

### **CLOTHING AND ACCESSORY HAZARDS**

Scarves should not be worn when playing on playground equipment. Loose hood strings can get caught on equipment and should be tied securely or removed. Items that can become tangled should not be carried when playing on playground equipment.

### **INDOOR / OUTDOOR SHOES**

Elementary students are requested to have an extra pair of shoes at the school so they can change footwear when they enter the building. For

safety reasons, students are required to wear runners when participating in phys-ed.

## **HOMEWORK**

Homework is any task assigned by teachers that students complete during non-school hours. The Calgary Catholic School District recognizes well-planned homework in Grades 3-12 can be a meaningful part of a student's learning. Time spent on homework may vary from one student to the next. Parents who have concerns with homework expectations should contact their child's teacher or the school principal to discuss the situation and the options available. The Calgary Catholic School District finalized a homework regulation in consultation with its community for 2010-2011. You can find more information about the District's homework regulation at [www.cssd.ab.ca](http://www.cssd.ab.ca).

## **Values and Purpose of Homework/Home study**

- A student's success in school is directly and strongly affected by the time and effort they commit to the completion of all assignments.
- Homework provides the opportunity to accept responsibility for learning as well as managing personal time.
- Parent participation in homework provides an opportunity to become familiar with the specific program content and to interact with their child.

It is the student's responsibility to record all homework assignments and to obtain this information when they are absent from school. It is also the responsibility of the parent to ensure that the student's homework assignments are complete in the given amount of time by establishing a regular time to complete homework; or to contact the school if assignments or homework expectations are not clear. Students are encouraged to read for 15 to 20 minutes each night to help build on their skills and enjoy a really good book!

## **LEARN ALBERTA SITE**

The Learn Alberta site [www.learnalberta.ca](http://www.learnalberta.ca)

contains valuable resources for students, parents and teachers including the Online Reference Center. When you access this site from your home you will need to type the user name and password as follows:

User Name: LA05

Password: 3403

## **SCHOOL SPIRIT EVENTS**

Throughout the year, a variety of special activities will occur (e.g. Staff - Student Games, dress-up days, Pep rallies, etc.) The purposes of such activities are to promote school spirit and for students to have fun being members of the St. Alphonsus School Community.

The Student Council provides leadership in all areas of social activities. All students are encouraged to participate in Student Council events including spirit days and activities. Some activities may ask for an optional donation to support a school service or social justice project.

## **RELIGIOUS EDUCATION PROGRAM**

St. Alphonsus School expects all students to participate in the total religious education program.

In addition to the classroom program, a number of school liturgies and masses are held throughout the school year. Parents are always welcome to attend. Please refer to the school newsletter for dates and times.

## **OUR CATHOLIC COMMUNITY OF CARING**



Catholic Community of Caring is a school-based approach that creates a stronger, healthier school climate. Simply stated, the goal of Catholic Community of Caring is to create safe and caring school environments that help students to develop positive values, provide opportunities for the positive development of relationships among students, between student and adults and between teachers and parents.

## **ITALIAN LANGUAGE AND CULTURE PROGRAM**

St. Alphonsus offers a 1-7 Italian Language and Culture Program. Students in grades 1-3 receive Italian instruction. Students in grades 4-7 have a choice of Italian or French for their second language learning. All students are encouraged to support our Italian Program by promoting and participating in the variety of language and cultural activities and events throughout the year.

### **REGGIO INSPIRED LEARNING ENVIRONMENT**

Reggio Emilia is a teaching pedagogy born in Italy that inspires students to become lifelong learners. It acknowledges children as competent and capable learners that are full of potential and able to communicate with or without words. It is evident that this approach will continue to open doors of endless possibilities for children.

Organization of the physical environment is fundamental to the Reggio approach and is regularly referred to as the child's "third teacher". Learning environments are important in informing and engaging children, teachers, and families. Throughout the learning process, documentation serves as an important research tool in allowing teachers to study each child's thinking process, plan their work with them, and make them aware that their effort is valued, as well as make parents aware of their child's experience. Documentation is enhanced through digital photography and student voice. It answers the question: "How do we make learning visible?"

Through Reggio-inspired learning, we recognize that it is a child's innate desire to explore and investigate that acts as the very stepping stone for a successful and relevant education – an education rooted in inquiry, motivated by desire and actualized through experience.

### **PARENT VOLUNTEERS**

Parents are a valuable and welcome addition to our school. The quality of our program is greatly enhanced by their contributions of time and talent. Volunteering may include various tasks that can be done independently in the classroom or in another capacity. If you are planning to volunteer for this school year, please plan to attend the scheduled volunteer orientation at the beginning of the year. This orientation must be completed each year.

### **SCHOOL COUNCIL**

The School Council is composed of parents, administration, community and staff representatives from the St. Alphonsus School Community. Elections are held annually for School Council positions. The St. Alphonsus School Council is an advisory group to the principal designed to help strengthen and promote communication between the school, parents, community and Board of Trustees. This group meets monthly to discuss overall school matters. All parents are welcome to attend the monthly meetings which will be advertised in the school newsletter and posted on our website.

### **COMMUNICATION BETWEEN HOME AND SCHOOL**

The teacher is the primary liaison between the school and home. If parents have a concern about their child, we ask that they contact the child's teacher first. In most cases the concern will be resolved. If not, please do not hesitate to contact an administrator.

The school will make every effort to offer the community a variety of communication. Monthly newsletters are sent home at the beginning of each month via email distribution list. Printed copies are available upon parental request. Other communication includes:

- Our school website
- Our school answering machine (remember to leave a message in the morning if your child will be late or away for the day)
- Our community information bulletin board located in the school front entrance
- Student letters informing you of special events/announcements
- Involvement in School Council

### **Parents as Partners: When Concerns Come Home**

Coming into conflict with a fellow student is part of every student's social learning. Students come to school with different levels of sensitivity and from a variety of backgrounds. Supporting your child through conflict situations is important and provides an opportunity for home and school to work together to help your child self-advocate, develop communication skills and develop resiliency. If your child shares a conflict concern

at home, it helps to ask your child questions to understand his or her perception of the situation. Sometimes, your child may feel confident to resolve conflict on his/her own. Other times, you may wish to contact your **child's homeroom teacher** to share your child's perspective and request that the teacher further investigate. Most concerns are resolved at this level. If the concern requires further investigation / intervention, the school counsellor or administration may become involved. At all levels, school staff will keep in contact with parents as we appreciate that concerns are important.

Sharing any information with your child's teacher regarding learning concerns, social interactions or medical conditions assist the school in providing your child with the best learning experience possible!

#### **FOIP**

As of September 1, 1998 all school boards in Alberta are subject to the Freedom of Information and Protection of Privacy (FOIP) Act. The FOIP Act places restrictions on how personal information is collected, used and disclosed.

If you have any questions about the use or disclosure of the information collected, please contact your school principal or the Privacy and Information Co-ordinator, Calgary Catholic School District, 1000 – 5<sup>th</sup> Avenue S.W., Calgary, AB T2P 4T9 or you may call 403-500-2000.