



# St. Brigid School

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## **STUDENT HANDBOOK 2020-2021**

Grades: K-9

HOME OF THE BEARCATS

**Building Respect, Including God, Inspiring Dreams**

Candace Low – Principal

Jacqueline DeGiusti – Vice Principal

# Welcome Message

The Administration and Staff of St. Brigid School would like to extend a warm welcome to all of our students and their families. Our goal is to provide a quality Catholic education by BUILDING RESPECT, INCLUDING GOD, and INSPIRING DREAMS. We believe that by creating a loving Christian environment we will enable our students to strive to meet their full potential. It is our hope that your family will experience a year of spiritual, academic, and social growth.

Our teachers and staff look forward to working with you throughout the school year. Plans have been made to help us continue building a school that has a strong instructional focus and a caring, Catholic school culture. We are blessed with an exceptional staff, talented students, and supportive parents.

We believe that the best education students can receive is accomplished through continuous cooperation among the three major influences on our students: the home, the parish, and the school. This cooperation also has to be grounded in strong principles of mutual respect, support, and active involvement in the education of each child.

This handbook is designed to familiarize you with our school. In addition, verbal, email, and written communiqués will attempt to keep you currently informed. If you have any concerns over the course of the year, we invite you to contact your child's homeroom and subject teachers first, then any of the school administrators for further assistance regarding your child's progress or information about the school. Please read this agenda and use it as a guide for future reference.

We wish all of you a healthy, successful, and blessed school year.

God Bless,

Ms. Candace Low  
Principal

Ms. Jacqueline DeGiusti  
Vice Principal

## *Patron Saint:* ST. BRIGID

Born	453 at Faughart, County Louth, <a href="#">Ireland</a>
Died	523 at <a href="#">Kildare, Ireland</a>
Feast Day	February 1st

Daughter of Dubtach, [pagan Scottish king](#) of [Leinster](#), and Brocca, a Christian [Pictish slave](#) who had been baptized by Saint [Patrick](#). Just before Brigid's birth, her [mother](#) was sold to a Druid landowner. Brigid remained with her [mother](#) till she was old enough to serve her legal owner Dubtach, her [father](#).

She grew up marked by her high spirits and tender heart, and as a [child](#), she heard Saint [Patrick preach](#), which she never forgot. She could not bear to see anyone hungry or cold, and to help them, often gave away things that were Dubtach's. When Dubtach protested, she replied that "Christ dwelt in every creature". Dubtach tried to sell her to the [King of Leinster](#), and while they bargained, she gave a treasured sword of her father's to a [leper](#). Dubtach was about to strike her when Brigid explained she had given the sword to God through the [leper](#), because of its great value. The [King](#), a Christian, forbade Dubtach to strike her, saying "Her merit before God is greater than ours". Dubtach solved this domestic problem by giving Brigid her freedom.

Brigid's aged [mother](#) was in charge of her master's [dairy](#). Brigid took charge, and often gave away the produce. But the dairy prospered under her (hence her patronage of [milk maids](#), [dairy workers](#), [cattle](#), etc.), and the Druid freed Brigid's [mother](#).

Brigid returned to her [father](#), who arranged a marriage for her with a young bard. Brigid refused, and to keep her virginity, went to [Bishop Mel](#), a pupil of Saint [Patrick's](#), and took her first vows. Legend says that she prayed that her beauty be taken from her so no one would seek her hand in marriage; her prayer was granted, and she regained her beauty only after making her vows. Another tale says that when Saint [Patrick](#) heard her final vows, he mistakenly used the form for ordaining [priests](#). When told of it he replied, "So be it, my son, she is destined for great things."

Her first [convent](#) started with seven [nuns](#). At the invitation of [bishops](#), she started [convents](#) all over [Ireland](#). She was a great [traveller](#), especially considering the conditions of the time, which led to her patronage of [travellers](#), [sailors](#), and etcetera. Brigid invented the [double monastery](#), the [monastery](#) of [Kildare](#) that she ran on the Liffey River being for both [monks](#) and [nuns](#). Saint [Conleth](#) became its first [bishop](#); this connection and the installation of a [bell](#) that lasted over 1000 years apparently led to her patronage of [blacksmiths](#) and those in related fields.

### **PRAYER TO ST. BRIGID**

*Brigid*

*You were a woman of peace.*

*You brought harmony where there was conflict.*

*You brought light to the darkness.*

*You brought hope to the downcast.*

*May the mantle of your peace cover those who are troubled and anxious,*

*And may peace be firmly rooted in our hearts and in our world.*

*Inspire us to act justly and to revere all God has made.*

*Brigid, you were a voice for the wounded and weary.*

*Strengthen what is weak within us.*

*Calm us into a quietness that heals and listens.*

*May we grow each day into greater wholeness*

*In mind, body, and spirit.*

## Parent Responsibility

As partners in the education of our students, we appreciate the support we receive from our parent community to ensure success for our students. We are closely supported in this endeavor by our provincial government as outlined in the *Education Act* from section 32. A parent has the prior right to choose the kind of education that shall be provided to the parent's child and as a partner in education, has the responsibility to:

1. To act as the primary guide and decision-maker with respect to the child's education,
2. To take an active role in the child's educational success, including assisting the student in complying with section 32,
3. To ensure the child attends school regularly,
4. To ensure the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment,
5. To co-operate and collaborate with school staff to support the delivery of specialized supports and services to the child,
6. To 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
7. To engage in the student's school community.

## Champion Statement:

A cornerstone of our schools is that every student has a champion. That every child has a one-on-one relationship with an adult in the school, and that the child knows who their champion is and the adult knows the children for which they are responsible.

*“Every child deserves a champion:  
an adult who will never give up on them,  
who understands the power of connection  
and insists they become the best they can possibly be”*

-Pierson, TED Talks Education, 2013

## School Calendar/Bell Times

Supervision is provided 15 minutes prior to the school start bell and 15 minutes following the end of day.

### BELL TIMES 2020-2021

ELEMENTARY BELL SCHEDULE	
A.M. WARNING BELL	8:55
REGISTRATION	8:55-9:00
CLASS TIME	9:00-10:30
RECESS	10:30-10:45
CLASS TIME	10:45-12:10
LUNCH	12:10-12:55
REGISTRATION	12:55-1:00
CLASS TIME	1:00-3:25

JUNIOR HIGH BELL SCHEDULE	
A.M. WARNING BELL	8:55
REGISTRATION	8:55-9:00
PERIOD 1	9:00-9:46
PERIOD 2	9:48-10:34
PERIOD 3	10:36-11:22
PERIOD 4	11:24-12:10
LUNCH	12:10-12:55
REGISTRATION	12:55-1:00
PERIOD 5	1:03-1:49
PERIOD 6	1:51-2:37
PERIOD 7	2:39-3:25

KINDERGARTEN BELL SCHEDULE	
A.M. PROGRAM	9:00-11:40
P.M Program	12:45-3:25

## Homework Guidelines

The district recognizes meaningful, carefully planned homework can support student success and be a complimentary part of a student's overall learning program. The district also recognizes:

- The potential impact of homework on family life.
- The role homework may play in supporting students' self-confidence as a successful learner.
- The benefit of a district-wide, balanced, reasonable approach to homework.

The homework policy is further supported by specifics topics as outlined in Administrative Procedure 364:

1. Types of Homework
2. Guiding Principles
3. Holidays and weekends
4. Recommended times
5. Roles and responsibilities

[Administrative Procedure 364 - Homework](#)

[www.cssd.ab.ca](#) > [About Us](#) > [District Governance](#) > [Administrative Procedures](#)

## Electronic Devices

Governing the presence of and use in schools of electronic or mobile devices such as cell phones is subject to the responsibilities of students under section 31 of the *Education Act* and is covered under the CCSD Student Code of Conduct (AP 351 – section 31). Specific to electronic mobile devices, the following unacceptable behaviors include but are not limited to:

- Acts of cyberbullying, harassment or intimidation.
- Breaches of digital online safety.
- Inappropriate use of mobile devices.

Each school is thereby authorized to establish, share publicly, and implement site specific expectations and practices around the use of mobile devices as a component of its **Student Code of Conduct** and Progressive Discipline Plan.

All personally owned electronic devices are the sole responsibility of the student. The school is not responsible for loss or damaged items.

## Mobile Devices

As a technology forward school, St Brigid School is committed to teaching and promoting appropriate digital citizenship. Our school staff has agreed that a consistent school-wide practice to limit the unnecessary access of cell phone use during instructional time will help students stay more present and engaged in their learning. The intent is to support students in their academic success by removing a major source of temptation and distraction while promoting face-to-face social interaction and connection.

PODs should be turned to silent or off and stored in the student's locker during the day and can only be used during the following times:

- In the morning before classes begin at 8:55am
- During the lunch hour (12:10–12:55)
- At the end of the instructional day (after 3:25pm)

- Or, if a teacher requests that students go to their locker and bring their phone to class to use as part of a project/activity

Students will have the opportunity to check their devices for messages during the times listed above.

To keep the focus on academics and to reduce unnecessary distractions, St Brigid will enforce the following school-based practices during the instructional day:

- PODs are not to be used for taking photos or video, or for use on Social Media.
- PODs are not allowed in restrooms, change room spaces, or on the students during school-wide presentations and assemblies.
- PODs are not allowed to be used during transition times between classes (there is only 2 minutes to move between classes).
- If a student needs to make an emergency call during the day, they are to come to the office to use the school phone – this way we can be aware of any illness or emergencies.
- Students are no longer permitted to have their PODs on their person, or at their desk without teacher permission during instructional time.

Please note, the school will not be held liable for lost/stolen PODs for students who choose to bring their devices to school.

We continue to practice progressive discipline regarding this practice as such:

- Students using PODs without authorization for the first time will be asked to hand over the device and to pick it up at the end of the day from main office.
- A second unauthorized use of a POD will result in a phone call home to a parent/guardian before the device is returned to the student.
- The third unauthorized use of a POD will result in a meeting being held with the student, parents/guardian, and administration. Parents/guardians will need to come to the office to pick up the device.

St Brigid School recognizes the importance of communication and collaboration and provides devices for students to be productive in the classroom. Whenever possible, teachers will proactively book a class set of Chromebooks rather than relying on students to access their devices because the apps and notifications continue to lead to non-sanctioned screen time (i.e. gaming, texting, web-surfing, or accessing social media accounts).

## Attendance Policy

Section 31 of the *Education Act* states that students must “attend school regularly and punctually”. Regular attendance is expected of all students except when illness or a family emergency prevents attendance.

Whenever possible, parents are requested to schedule dental, doctor or other appointments outside of school hours. Teacher professional days are an ideal opportunity to book those appointments without disruptions to the instructional process. Your cooperation is greatly appreciated.

When students are absent without the school being notified, parents will be contacted through the school automated absence system, School Messenger and parents will be asked to contact the school regarding their child’s absence. This procedure is undertaken to ensure the safety of our students. When parents authorize their children to leave the campus during the school day, the District accepts no liability for those students during those times.

Each principal must have procedures for monitoring and addressing irregular attendance. The plan must involve the School Resource Team (SRT) or counsellor in proactive problem solving which could include

meetings with students/parents/legal guardians and implementation of an attendance improvement plan. Communication between home and school is essential.

Access information regarding Excused and Unexcused Absences in AP 330.

[Administrative Procedure 330 - Student Attendance](#)

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#### **PROCEDURES TO FOLLOW WHEN ABSENT**

In the event of an absence, parents must contact the school by phone indicating the reason for the absence (please leave a message on our voice mail if calling before or after school hours). All absences and lates are noted on the Progress Report.

#### **PERMISSION TO LEAVE THE SCHOOL**

Students who leave the building during school hours for reasons of illness or appointments must inform the office staff. The parent must sign student(s) out when leaving and sign in with a late slip upon return. Notes regarding medical/dental appointments should be submitted to the office, in advance, indicating the date and time of the appointment. In the event of a sudden illness parents will be notified before the student can leave the school.

#### **PUNCTUALITY**

If a student arrives at school after classes have begun he/she will report to the main office to sign in and obtain a late slip that will be given to the student to admit him/her to class. With the exception of the front doors, all outside doors will be kept locked for the day. Doors will be unlocked for morning and afternoon attendance. The main doors are for staff, parents and visitors. Students will be assigned specific doors for their use. Students are expected to leave school grounds at day's end.

## **Inclement Weather**

When conditions reach -20 Celsius or colder including the wind-chill factor, it is recommended that students be kept inside for recess or lunch breaks.

Final responsibility to prepare a child for inclement weather belongs to the parents/legal guardians.

[Administrative Procedure 133 - Inclement Weather](#)

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## **Emergency Procedures**

Schools are required to complete announced and unannounced fire drill and lockdown safety drill practices throughout the school year. These safety drills are intended to give students an opportunity to practice procedures to be followed in the event of a real emergency and to help them develop confidence and self-control if faced with an emergency situation. Research shows that individuals will respond in an emergency the way they have been trained to do so. Please be assured the district has emergency plans in place and all school personnel have been trained in emergency preparedness.

[Administrative Procedure 165 - Safety Drills](#)

[Administrative Procedure 132 – Emergency Closings and Cancellations of School](#)

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## **Security**

During the instructional times of the day access to schools is restricted to the front door.

## Administering Medication

In creating a safe and supportive environment for students and staff with medical conditions, the district develops appropriate processes, procedures and plans to address medical needs.

No student will be given any medication unless an “Authorization for Administering Medication Form” has been filled out annually and submitted to the school.

## Students with Allergies

CCSD schools are not “Nut-Free” as we are unable to guarantee that nuts will not be a part of student snacks and lunches. Although sending nut-free food items is encouraged, parents make decisions regarding food items for their child.

### **To support a safe environment for all students with allergies:**

- We talk to staff and students about knowing who has an allergy and about what our collective responsibility is as a community
- We strongly encourage those with allergies to continue to be vigilant about avoiding allergens
- We encourage families to avoid packing food products at school that contain nuts
- We encourage a safe environment for everybody in our learning community, by working together with increased awareness and shared vigilance

[Administrative Procedure 316 - Identifying And Managing Students' Medical Needs](#)

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## Communication

All CCSD schools communicate with parents / guardians through School Messenger, an automated system, that sends out emails, texts or phone messages.

Parents, students and teachers are to establish and maintain clear lines of communication throughout the school year. If concerns arise, please follow these procedures:

- a) For a class matter, contact the teacher first. If further discussion is required, please contact an administrator;
- b) For a school-wide matter, contact school administration;

School Website - Each school maintains an informative website where pertinent school and district information and calendar events can be found. Parents and students are encouraged to regularly visit the school website for updated information.

### Kindergarten - Grade 6

The school agenda (Electronic and/or paper versions) is an effective tool providing ongoing communication between parents and teachers. Some schools and teachers may use various social media platforms to share information.

### Grades 7 – 12

BRIGHTSPACE is an online communication platform that allows students and parents to monitor homework, grades and utilize other educational tools. Student agendas are no longer commonly used in junior high schools, and not used at all in senior high schools, students are expected to use Brightspace to plan their homework activities and



monitor assignment due dates and academic progress. Electronic organizers are also available on BRIGHTSPACE. Students can communicate directly with teachers through Brightspace.

Parents are encouraged to review their child's homework and grades regularly through this platform.

Consistent with Alberta Education's mandate, the reporting process requires teachers to ensure that they effectively communicate to parents/legal guardians about what the child's progress in relation to the provincial programs of study. Scheduling of parent teacher conferences throughout the school year also facilitates in-person communication and deeper conversations about student learning between home and school. Most schools use Conference Manager to facilitate this process.

[Administrative Procedure 361.1 - Parent Teacher Conferences](#)

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## School Council

All parents/legal guardians with children attending school are members of their local school council and are encouraged to participate in council activities.

Councils usually meet on a monthly basis. School Councils are established in all schools and serve as a vehicle for parents/legal guardians, principals and teachers to meet and work together towards common goals. School council chairs also meet with one another, district administrators and members of the Board of Trustees at district-wide meetings. Please speak to your child's school principal to get involved.

[School Council Handbook](#)

<https://www.cssd.ab.ca/Parents/SchoolCouncil/Documents/SCHandbook.pdf>

## Student Organizations, Clubs and Extra-curricular Offerings

To ensure a well-rounded educational experience for all students, our school community may provide several extra-curricular offerings during the school year. These may include the following, all of which will be facilitated by school staff and aligned with Catholic teachings:

- Art Club
- Social Justice Club and activities
- Dance Club
- Fine Art Production
- Athletic teams and activities
- Music Clubs and bands

If you wish further information about any of these offerings, please contact the principal.

[Administrative Procedure 350 – Welcoming, Caring, Respectful, and Safe Learning Environments](#)

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## Student Code of Conduct/Dress Code

The student code of conduct ensures that each student enrolled in a school operated by the District is provided with a welcoming, caring, respectful, and safe learning environment that respects diversity and fosters a sense of belonging to support Catholic Communities of Caring; and to support the District's Mission, Value, and Vision Statements.

The student code of conduct guides our students and staff regarding appropriate and inappropriate conduct, dress code and activities as outlined in section 31 of the *Education Act*.

[\*Administrative Procedure 351 - Student Code of Conduct\*](#)

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## 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.

As outlined in the *Education 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 administration 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.

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, AP 356.1);
- student relocation (AP 357);
- 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.

## Suspension

Serious infractions of school expectations can result in a suspension. **A student under suspension from school may not enter school property during the term of suspension.**

A suspended student may not participate in or attend any school activity or athletic event during the time of the suspension.

### 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.

### Consideration of student diversity:

The *Education 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.

## Field Trips

The district arranges for students/children in the district to participate in field trips, tours, off-campus activities, athletic events and/or other excursions ("field trip") which, in the opinion of the district, have definite educational, athletic or cultural value.

The district, through the relevant school, will provide parents/legal guardians a Field Trip Consent form which shall include the following particulars of any field trip two weeks in advance, if possible, and at least three school days, at minimum, prior to the intended date of the field trip:

- (a) destination;

- (b) arranged supervision;
- (c) date(s) and time(s);
- (d) transportation plans;
- (e) associated risks that should be highlighted regarding the field trip;
- (f) costs, if any;
- (g) a telephone number through which additional information on the field trip may be obtained; and,
- (h) parent/legal guardian consent and waiver form.

It is the parents/legal guardians responsibility to advise the school of any medical condition(s) that may affect the student/child's participation in the field trip. Parents/legal guardians need to understand that any medical information requested would be collected for the purpose of student safety during field trips, including student athletic events (which are generally considered to have an inherent element of risk of injury despite all safety precautions), and, that in the event of a medical emergency, the supervising teacher or any one of the volunteer chaperones may seek medical advice and/or treatment deemed necessary for the health and safety of the student/child and the parent/legal guardian shall be financially liable for the provision of such medical emergency services.

Parents/legal guardians shall agree to release and hold harmless the Calgary Catholic School District, the school, and their respective agents, servants and employees, from and against any and all claims for damages or bodily injuries arising out of the student/child's participation in an authorized field trip. The district will, however, be responsible for any injuries and damages suffered by the student while participating in any such field trip that arises as a result of the negligence of the district.

Parents/legal guardians have the right to advise the district, through the relevant school, in writing, at least two school days before the commencement of any particular field trip, that they do not consent to the student/child participating in the field trip, in which event their consent and authorization will be considered as withdrawn for the particular field trip and the student shall not be allowed to participate in such field trip.

## Student Support Services

**Diverse Learning Teacher:** This position supports classroom teachers and students in Grades K-12 identified by Alberta Education coding and with unidentified learning needs. Support is provided in conjunction with the homeroom teacher and within the framework of the Alberta Education Programs of Study.

A key component of this support is the development and implementation of the Learner Support Plan (LSP), which guides teachers, parents and the diverse learning teacher during the year as they deliver the instructional program. The LSP is developed annually with parental involvement and student input and is intended to be a working document that is consulted, reviewed, and adapted with all stakeholders on an ongoing basis throughout the school year.

### *[Administrative Procedure 214 – Diverse Learning](#)*

[www.cssd.ab.ca](http://www.cssd.ab.ca) > About Us > District Governance > Administrative Procedures

**School Resource Team:** The School Resource Team (SRT) is a school-based team consisting of teachers, diverse learning teachers, and administration who engage in a collaborative process for supporting diverse student needs. Through the process, the SRT team may identify learning needs, brainstorm possible school-based strategies and supports, and/or request additional support from the district's Instructional Services team.

**District Support Services:** The Instructional Services team within the Calgary Catholic School District provides academic, social-emotional, behavioural, cultural and faith-based supports to teachers and students with a goal to support student excellence.

The Instructional Support team includes district consultants, district counsellors, psychologists, in-home family support workers, intercultural and multicultural support workers and more.

Please speak with your child's classroom teacher or school administration if you feel you or your child would benefit from any of these supports.

## Student Assessment

Grade 6 and 9 students write Provincial Achievement Tests in May and June. Parents will be informed of their child's performance in June and in the fall.

Dates for examinations will be posted on the school website, published in the school newsletter and posted on Brightspace for our junior high students.

## School Fees

In accordance with [Bill 1](#) all parents of students in the Calgary Catholic School District (CCSD) are expected to pay school fees. Fees are collected for several reasons and allow your child to participate fully in educational enhancements and activities.

### School fees can include:

1. Activity and field trip fees (core subjects): Used for special class activities, presentations, and field trips
2. Programs of choice and CTF fees (junior high and high school only)
3. Extracurricular fees (junior high and high school only)
4. Noon hour fees (elementary and junior high school only)
5. Optional fees: Used for school/program specific requirements (such as recorders, yearbooks, and gym strip)

The school fees charged per student vary from school to school and parents will receive notice from their school in September of each school year outlining fee amounts and payment options.

There must be provisions at each school to waive fees for students who cannot pay due to financial hardship. These provisions must be communicated clearly and explicitly to parents and students.

The CCSD fee management and online payment system is an easy and secure way to pay school fees from the comfort of your home. Payments can be made by credit or debit card. For more information or to pay fees online, please visit [www.ccsd.ab.ca](http://www.ccsd.ab.ca) and click the "Online Fee Payment" icon. Email [feeinquiry@ccsd.ab.ca](mailto:feeinquiry@ccsd.ab.ca) for more information.

Fees can also be paid directly to the school by cheque or cash.

In cases of financial hardship, a fee payment plan may be discussed with the school principal or designate. Please contact your school directly. Parents who require fees to be waived due to financial hardship must make this request directly to the principal. Waived fees will be processed by the ACORN fee account record being signed by the principal, kept on file and then the ACORN record will be adjusted.

## Lost or Damaged Books

Students are responsible for returning their textbooks and library books. All books must be returned in good condition. Fees may be applied if they are lost or damaged.

[\*Administrative Procedure 505 - School Fees\*](#)

[\*Administrative Procedure 511 - School Generated Funds Including Fees\*](#)

[www.ccsd.ab.ca](http://www.ccsd.ab.ca) > About Us > District Governance > Administrative Procedures

Communication will be made with parents/guardians in the event of lost or damaged book.

## School Visitors

Any person in a school other than students and school staff is considered a “visitor.” This includes volunteers, parents, caregivers, district personnel and the public. To ensure a safe learning environment for our students, Occupational Health and Safety regulations require all visitors to report and sign in at the front office upon entering the school.

**All volunteers and district personnel are required to wear a name tag while in the school,** including those who are at the school on a regular basis.

## Volunteers

Volunteers are an important part of our school community. The support of volunteers is beneficial to students and teachers and enables schools to provide opportunities for students that would not be possible otherwise. We value the time and energy you put into supporting our school.

The principal of the school has the responsibility, in consultation with staff, parents, and the community, to determine who will volunteer in the school and what form each school’s volunteer program will take. The principal is guided in all decisions, including those related to volunteers, by the provincial Education Act as well as district policies, regulations and practices. **It is expected that all schools will have a volunteer handbook and will ensure all volunteers attend an annual orientation prior to service.**

In developing their school specific Volunteer Handbook, principals will use this guideline and attached documents.

Volunteers taking part in overnight field trips and/or volunteer coaching must have a current police security clearance. This must be updated every three years.

All volunteers will be asked to complete the training/forms online through:  
<https://www.cssd.ab.ca/schools/stbrigid/Parents/Volunteer/Pages/default.aspx>

If volunteers are unable to complete these forms/training online, please contact the school **before** starting the volunteer activity.

*[Administrative Procedure 490 - Volunteers in Schools](#)*

[www.cssd.ab.ca](http://www.cssd.ab.ca) > About Us > District Governance > Administrative Procedures

*[Volunteer Handbook](#)*

[www.cssd.ab.ca](http://www.cssd.ab.ca) > Parents > Documents

## School Phone Use

Should an emergency occur, or an urgent need arise, and you wish to contact your child, then we will call your child to the office to speak to you. This way, we are assured that critical messages do not go astray. Should the student have an urgent reason to contact the parent, the teacher and office staff will be happy to facilitate the use of the school telephone. Please note that the school phone is to be used for urgent matters only and is not to be used to arrange playdates or other extracurricular activities. These should be arranged at home between the parents and the students before or after school times.

## Lost and Found

Each school has a Lost and Found area where students and parents may find missing items, please contact the office for its location. Students should refrain from bringing valuables, collectibles, and large sums of money to school. The school cannot be responsible for lost or stolen items.

Sweaters, jackets, book bags, lunch kits, etc. may be claimed from the lost and found box at: Christmas, Easter and the end of the year, any unclaimed items will be given to a charitable organization or discarded. We ask that you label all items: runners, gym clothes, winter boots, lunch kits, binders, jackets, mitts, etc.

## Transportation

Students must reside within the school boundaries and live at least 1.8 kilometers from the school to be eligible for charter busing. District policy states that students must have completed a transportation application form and have made arrangements with the school for payment before they will be permitted to ride the bus. Students who reside further than 2.4 kilometers from their designated school must complete a transportation application form but are not required to pay transportation fees.

The school does not have the ability to change routes or create stops. Please contact the school to complete a Transportation Change Request form.

During unpredictable weather conditions please consult the My School Bus APP.

**Junior High/Senior High Students:** Students in the City of Calgary residing 2.4 kilometers or more from their designated school are eligible to receive subsidized bus passes.

### **Student Conduct on Buses/Taxis (includes charter services and City Transit)**

Students riding the bus/taxi must remember they are accountable to the driver and through him/her to the principal of the school. Continued violation of any of the rules listed in AP 351 may lead to the loss of riding privileges, loss of bus pass or, suspension from school.

[AP 351](#)

Please see [AP 560](#) for further details on students residing in the Rocky View School division, programs of choice or alternative schools, special education students, special circumstances, and payment in lieu of transportation.

Currently St Brigid does not have a school bus route due to the small number of students that were interested.

## Parking Drop-off and Pick-up Location

To ensure student and staff safety, it is imperative that parents follow the directions of the school regarding pick up/drop off and use of staff parking lot.

In the interest of safety, the school parking lot is **OUT OF BOUNDS at all times**. Parents dropping off or picking up students must do so in the designated zones. Your close attention to the signs will help to ensure that you are not ticketed and that your children are safe.

Please respect the Kiss and Ride Cul-De-Sac located at the front drop off.

We also ask that you DO NOT stop or park in bus zones, crosswalks, or driveways, and DO NOT jaywalk with or without your child.

## Student Recognition

Please visit our school website or click on the following link to learn more about Student Recognition: [Recognition](#)

## Lockers

1. The Calgary Catholic School District, through its agent, St Brigid, provides lockers for student use and convenience. The school owns and controls the lockers. Students are welcome to use the lockers to store items. If possible, lockers will be assigned to students near their teacher advisor's classroom.
2. The school reserves the right to search a student's locker when there is reasonable cause to believe that the locker is improperly used for the storage of any substance or object, the possession of which is illegal, or any substance or materials which pose a hazard to the safety and good order of the school.
3. In registering for and using a locker, it is agreed and understood that use of the locker is at the student's own risk and the district, its administrators, school administrators, teachers and other employees are NOT in any way responsible for loss or theft of any goods or articles stored in the student's locker.
4. Combination locks must be used and the combination must be registered with the student's homeroom teacher.
5. It is essential that combinations are not shared with anyone. Valuable articles of clothing, possessions or money should not be left in lockers. The school is not responsible for items that are lost, misplaced or stolen.