

# Mother Teresa School



## School Handbook 2018 – 2019



School Mission: "We are a caring Catholic community; challenging and inspiring each other to reach our full potential."

"Simple acts of love and prayer keep the light of Christ burning."

235 Cameron Road S.E., Medicine Hat, AB T1B 2Z2

Phone: (403) 529-2000 Fax: (403) 529-2178

[www.motherschool.ca](http://www.motherschool.ca)

## **Welcome to Mother Teresa School**

### **Age Requirement**

#### **Community Early Learning Program**

3 years of age at time of registration.

#### **Kindergarten**

Children registering for Kindergarten in September 2018 need to be 5 years of age by March 01, 2019.

#### **Grade One**

Children registering for Grade One in September 2018 need to be 6 years of age by March 01, 2019.

### **Regular School Day – Grade One to Grade Six**

8:50 am	Warning bell
8:55 am	Classes
10:30 am – 10:45 am	Recess
10:45 am – 11:50 pm	Classes
11:50 am – 12:40 pm	Lunch recess
12:40 pm – 3:20 pm	Classes
3:20 pm	Dismissal

### **Student Fee Schedule**

Further information will be available pending the Governments' decision on **Bill 1: An Act to Reduce School Fees**. Please refer to <http://www.mhcbce.ab.ca/view.php?action=documents&id=115> for more information.

### **School Staff**

For an up-to-date listing of school staff, please refer to our school website at [www.motherteresaschool.ca](http://www.motherteresaschool.ca).

This information booklet is to provide an understanding of the operation of Mother Teresa School.

Our school's matriarch, Mother Teresa, built a community of faith who provided dignity to the poorest of the poor. At Mother Teresa School, we are a faith-based community rooted in the person of Jesus Christ. Children are our main concern. All of our decisions are based upon our philosophy of putting the learning needs of the students first. We focus on respect for one another and the importance of honoring diversity to remember that our differences enrich all of us. Mother Teresa inspired the world by her Faith, Love, Compassion and Commitment to others. May you be inspired to learn and live by her simple phrase:

“Do small things with Great Love”

Be kind to all of your school mates

Be gentle to those who are afraid

Be willing to help others

Be above all loving, caring individuals

Following Christ's example

We encourage you all to become involved in your child's education.

God Bless You,

The Staff of Mother Teresa School

### **History of Mother Teresa of Calcutta – Our Patroness**

Mother Teresa was born August 26, 1910, in Skopje, Macedonia. Agnes Gonxha Bojaxhiu was baptized Catholic in a country where the majority of the population was Muslim. As a girl, she prayed the rosary and had great faith which was inspired by her parents. At the age of twelve, Agnes felt her desire to do God's work and at age of eighteen she joined the Sisters of Our Lady of Loreto who were active in India. She chose the name Sister Teresa, in memory of Little Teresa of Lisieux (now St. Teresa). Her work in India amongst the poor is world renowned. She was called "Ma" by the poor because of her great love for them and later when she founded the Sisters of the Missionaries of Charity, she was given the name Mother Teresa. Her care of the poor, the sick and the forgotten, inspire all to know the significance of life and human dignity. Know and love our patroness and be proud our school has her name. Catholics believe a saint is someone who lived a holy life and who is already in heaven. Saints are considered role models for people still on earth, and are believed to be capable of interceding with God on someone's behalf when a request for help is made in prayer. On September 4, 2016, Mother Teresa was canonized and became Saint Teresa of Calcutta. Our school name remains Mother Teresa School.

### **School and District Mission and Vision**

#### **Our Mission**

In partnership with family, Church and community, we provide Catholic Education of the highest quality to our students.

#### **Our Vision**

Mother Teresa School is a place where the spirit of our faith, through the example of Mother Teresa, is seen daily in every aspect of the school's operation. Academically, our school is always determined to meet or exceed provincial standards. Our programs are student-centered. All decisions and actions are based on **"What is best for the student, teaching and learning."**

### **District Catholic Christian Philosophy of Education**

The child is an individual personality who lives simultaneously in four worlds: the religious, the social, the intellectual and the physical.

**Parents are the primary educators of their children.** The school provides the training and opportunity for self-evaluation in each of the four facets of human personality and development. The teachers and administration of Mother Teresa School are here to help children learn about themselves and their world in the sciences and humanities in its relation to God. Each teacher is here to foster a student/child – centered program of education emphasizing:

Academic, social, physical and spiritual development while developing students who are responsible, respectful to others and can express themselves positively in our world. All teachers will show love, compassion, respect, empathy and justice in bringing out the best in each student.

### **School Programs**

#### **Half Day Kindergarten Program**

The Kindergarten Program stresses the need to develop a strong educational foundation in organized activities and purposeful play to help develop the total child. We offer a ½ time program only where students can attend either the morning or the afternoon program.

#### **Half Day Early Learning Program**

Our center offers Monday to Friday, morning and afternoon programming. We are pleased to deliver interactive and engaging activities to meet the needs of children in regular programming and to accommodate children with special learning needs. Contact the school office at (403) 529-2000 for more information. Our Early Learning program is a Fee for Service program calculated on attendance days per week \$73.00-\$365.00 per month for half days.

#### **Out of School Care School Program**

Mother Teresa School operates an OSC Program on regular school days for a very reasonable fee for students in kindergarten to grade 6. Registration forms can be picked up at the office or online. Your child must be registered in the program before they can attend. **It is very important that parents make arrangements with their children prior to coming to school in the morning if they will be going to the program.**

#### **General Programs**

The elementary school program follows Alberta Learning's Program of Studies. The Religion program provides students with the opportunity to become knowledgeable about the meaning and significance of Catholic beliefs, symbols, values and the gospel message.

#### **Learning Services**

The recommendation for involvement with assigned staff members is based on teacher observations, consultation with parents and a series of diagnostic tests and assessments. Learning Support Plans (ISP's/IPP's) and Safety and Regulation plans are developed for each student with specific goals and strategies.

#### **The Learning Center & Just Right Room**

The school recognizes that modifications must be made to allow all students, of Mother Teresa School, to be successful learners. We recognize that "One Size Does NOT Fit All". While we cannot change the content of what we teach students, we do have control over the PROCESS we use to teach the content. We are aware that students don't always "get it" and that further opportunities must be explored to achieve success and ease frustration and anxiety. The Blue Room, Learning Center & the Just Right Room are staffed with a qualified Behavioral Assistant to assist in student programming, social skills building, and behavior support to ensure successful learning.

### **Response to Intervention Literacy (RTIL) Program**

This school wide reading/comprehension program takes place daily from 12:40 – 1:15 pm. The goal of the program is for each student at Mother Teresa School to be at or become closer to grade level expectations (including a gain of 0.7 to 1 year or higher over the September baseline reading level) over the course of the program. This reading program uses universal screening to determine individual student needs, scientifically based reading materials and programs, frequent monitoring of progress, and fluidity so students can be in a reading group that best meets their needs. All teaching staff (including the Principal and Vice Principal) are responsible for literacy groups that involve students in activities at each student's specific reading levels. Programs such as Leveled Literacy Intervention (LLI), Reading/Literacy for English as Second Language students (ESL), Reading Buddies, Drop Everything and Read (DEAR), Reader's Theatre, Shared Reading, Story Telling, Literary Circles, and Guided Reading are just some of the many programs from Grades 1 – 6 during this time. A special focus of the RTI program will be a targeted daily intervention for struggling and reluctant readers. These intervention groups within a Division (Gr 1 – 3 or Gr 4 – 6) may have students from several grades in them if the student's reading needs are similar and "it makes the most sense". Parent participation is key to the program and we recommend that parents please ensure your child reads aloud to an adult 25 minutes 5 days a week from September to May.

### **Response to Intervention Numeracy (RTIN) Program**

This school wide numeracy based program takes place daily from 10:00 – 10:30 am. The goal of the program is for students to be at or become closer to grade level expectation (including a gain of 0.7 to 1 year or higher over the September baseline) in numeracy building skills. This numeracy program will use universal screening, frequent monitor of progress, and fluidity so students can in a numeracy group that best meets their needs. Staff from Grades 3-6 are responsible for numeracy groups that involve students in activities at each student's specific numeracy level. Programs such as "Math Coming Alive" and Pearson resources will be used. These groups will be divided into smaller intervention targeted groups (8 per group) for our struggling learners meeting the students at their level. Project based Learning will be used for the large group instruction.

### **Daily Physical Activity**

All students in Kindergarten to Grade 6 will participate in Daily Physical Activity as presented by Alberta Education. Each teacher will promote daily physical activities including physical education classes. Healthy activity is promoted and nutritious foods are encouraged for snack and lunchtime. Help us to promote healthy life styles both at home and at school.

### **Community Health Services**

Alberta Health Services provides the school with the services of an assigned public health nurse, an occupational therapist, mental health, and a speech-language pathologist. These services are shared between many schools, so AHS is not available daily at the school. Speech assessments and hearing screenings are carried out as required.

### **Supervision**

Outside Supervision is only provided for students during the following unstructured times:

- 8:35 am – 8:50 am
- 10:30 am – 10:45 am
- 11:50 am – 12:40 pm
- 3:20 pm – 3:30 pm

Those parents who need additional supervision for their child outside of these times are encouraged to enroll their children in our Before/After School Program. Students should not arrive at school prior to 8:35 a.m.

Note: If you feel that your child is too sick to go outside for recess, our recommendation is to please keep them at home until he/she is well enough to go outside.

### **Milk Program for Lunch Students**

We offer a milk program for all lunch students. Forms are included in the September Newsletter and will be automatically forwarded to those children who have signed up or they may be obtained in the office.

## **MHCBE School Code of Conduct**

### **MHCBE Administrative Procedure 351**

#### **STUDENT CONDUCT OF CONDUCT (AP 351 appendix A (Student Code of Conduct))**

1. Statement of Purpose - Medicine Hat Catholic Board of Education is committed to providing welcoming, caring, respectful and safe learning environments that respect diversity and a sense of belonging for students that includes the establishment of a code of conduct for student that address bullying behavior. Medicine Hat Catholic Board of Education affirms the rights, as provided for in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms, of the students enrolled in a school operated by the board. Students will not be discriminated against as provided for in the Alberta Human Rights Act or the Canadian Charter of Rights and Freedoms. (School Act Sec 45.1). The treatment of all persons with respect and dignity is a core value within the District. Expectations for student conduct arise from *School Act* requirements and the school district's Catholic values. In our ministry, we value and celebrate:
  - Teaching and living our Catholic faith
  - Our Catholic traditions
  - Our ability to offer a full range of educational programs for all students
  - That every child is a unique creation who possesses an intrinsic dignity which must always be respected
  - Parents as primary educators. Parents have the first responsibility for the education of their children

2. **Definition of Bullying** - Section 1.1 (b.1) Alberta School 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."
3. **Communication** - The Student Code of Conduct must be:
  - Made publicly available
  - Reviewed every year, and
  - Provided to all staff, students and parents/legal guardians
4. **The Alberta Human Rights Act** - Our priority is to ensure that all of our students are provided with a respectful and compassionate school environment rooted in Catholic values and teachings. This includes
  - Adhering to the Alberta Human Rights Act
  - Respecting School authorities and School and Division property, as well as, the property of others
5. **Shared Responsibility** - Medicine Hat Catholic Board of Education recognizes that responsibility for student conduct is a shared responsibility between the Division, students, their parents/guardians and the broader community. The students in our Division are expected to behave in a virtuous manner that is charitable, courteous, respectful of others and supportive of the school philosophy and the goals of Catholic education.
6. **Acceptable and Unacceptable Behavior** - As required in Section 12 and Section 45.1(3) of the School Act the following behaviors are deemed acceptable and unacceptable within the Medicine Hat Catholic Board of Education.

#### **6.1 Acceptable Behaviors**

Students are expected to meet the requirements of the School Act (Section 12) which states a student shall conduct himself or herself so as to reasonably comply with the following code of conduct:

- Be diligent in pursuing the student's studies
- Attend school regularly and punctually
- Co-operate fully with everyone authorized by the board to provide education programs and other services
- Comply with the rules of the school
- Account to the student's teachers for the student's conduct
- Respect the rights of others
- 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
- 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
- Positively contribute to the student's school and community

#### **6.2 Unacceptable Behaviors**

The following are examples of unacceptable behaviors with regard to student conduct in schools that interfere with the establishment of welcoming, caring, respectful and safe learning environments that respect diversity and a sense of belonging for students in school, online or in our community:

- Defiance and disrespect
- Inappropriate use of language
- Behaviors that interfere with the learning of others and/or the school environment or that create unsafe conditions whether or not the behavior occurs within the school building, during the school day or by electronic means.
- Open opposition to authority
- Bullying, including cyber-bullying
- Breaches of digital on-line safety
- Physical harm/assault; Personal and/or sexual harassment
- Possession or use of weapons
- Drug, tobacco, e-cigarette, alcohol use, possession or distribution
- Inappropriate student dress
- Inappropriate use of mobile devices
- Theft and vandalism; Threats or intimidation
- Extortion; Discrimination

7. **Progressive Discipline Plan** - The school's discipline plan will outline the expectations, consequences and the progression of actions to be taken depending on the severity and/or frequency of the occurrences and will take into account the student's age, maturity and individual circumstances, and must ensure that support is provided for students who are impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour.

As well, parental and district involvement may be requested to support school discipline procedures. At all times, teachers and administrators will use their professional judgment in applying consequences. Each school will keep a record of any disciplinary action taken with a student or group of students.

Consequences are intended to 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 fairly 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 behavior

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 357)
- Student Redirection
- Behaviour Support Plan
- 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.

8. **Student Support** - Support will be offered 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, 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.
9. **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.

## **School Policies**

### **Discipline Policy**

We have adopted a system to deal with discipline at the school. The following will occur when an incident has occurred needing disciplinary measures.

- T – the students will be TALKED to about the incident by the supervising staff member
- A – if needed the teacher will notate the incident in the student's AGENDA
- P – if needed the teacher will contact the PARENT directly by phone
- P – if needed the PRINCIPAL will become involved to help resolve the issue

In response to inappropriate student behavior, teachers and administration of Mother Teresa School shall utilize a reactive strategy, depending on:

- The level of the behavior as determined by the school Discipline Policy
- Circumstances of the behavior;
  - The other people involved (students/staff/etc.)
  - The environment
  - Precipitating factors
  - Special circumstances
- Past reactive strategies utilized for this student
- The frequency of the behavior
- The student's exceptionality and/or ISP, BSP etc.

### **Parental Inquires**

- Parents who wish to discuss a matter of student discipline should first contact the child's teacher.
- Further inquiries or concerns should then be addressed to the school Principal.
- If the matter cannot be resolved by the Principal, consultation can take place between the parent, Principal and Superintendent or designate.

## **Anti- Bullying Policy/Brave Bystander Program**

### **Introduction**

Many people have a good idea of what bullying is because they see it every day. Bullying happens when someone hurts or scares another person on purpose and the person being bullied has a hard time defending themselves. Everyone needs to get involved to help stop it. At Mother Teresa School there is zero tolerance towards bullying of any kind. We focus our program on being a brave bystander. Students are recognized monthly for being brave.

Our school's matriarch, Mother Teresa, built a community of faith who provided dignity to the poorest of the poor. At Mother Teresa School we are a faith-based community rooted in the person of Jesus Christ. Children are our main concern. All of our decisions are based upon our philosophy of putting the needs of the students first. We focus on respect for one another and the importance of honoring diversity to remember that our differences enrich all of us.

Mission Statement – A Caring Catholic Community Challenging and Inspiring Each Other To Reach Our full Potential.

### **The 4 Most Common Types of Bullying**

It is well known that there are many types of bullying. Listed below are the 4 most common types.

**Verbal Bullying** - name-calling, sarcasm, teasing, spreading rumours, threatening, making negative references to one's culture, ethnicity, race, religion, gender, or sexual orientation, unwanted sexual comments.

**Social Bullying** - mobbing, scapegoating, excluding others from a group, humiliating others with public gestures or graffiti intended to put others down.

**Physical Bullying** - hitting, poking, pinching, chasing, shoving, coercing, destroying or stealing belongings, unwanted sexual touching, intimidation, spitting.

**Cyber Bullying** - using the internet or text messaging to intimidate, put-down, spread rumours or make fun of someone.

### **Definitions**

**Bullying** is the use of force or coercion to abuse or intimidate others. The behavior can be habitual and involve an imbalance of social or physical power.

**Bystander** is a person who is present and observes an event without participating in it.

**Coercion** is the practice of forcing another party to act in an involuntary manner.

**Gesture** is a form of non-verbal communication in which visible bodily actions communicate particular messages, either in place of speech or in combination with words.

**Harassment** is commonly understood as behavior intended to disturb or upset, and it is characteristically repetitive.

**Humiliation** is an emotion felt by a person whose social status has just decreased.

**Intimidation** is intentionally or knowingly putting another person in fear of imminent bodily and emotional injury.

**Mobbing** is a gathering of students in which some individuals are exerting power over others. The behaviors may be displayed in a "ganging up" type situation.

**Sarcasm** is a sharp or bitter expression or statement meant to hurt or embarrass.

**Scapegoating** is the practice of singling out any party for unmerited negative treatment or blame as a target.

**Targeting** is to make a person a target of some sort of action.

**Victim** is someone who is the target of bullying behavior(s.)

### **Guidelines**

Mother Teresa School has developed an Anti-Bullying policy in consultation with school staff, School Council, MT Student Council and other school community stakeholders. We realize that there is no "quick fix" to the problem of bullying and we cannot claim to be "bully free", but have put the following in place.

In order to be successful, there needs to be:

- General awareness of the importance of addressing root causes of bullying
- Buy-In and support by all stakeholders
- Strong leadership and support by Administration
- Parental and School community involvement
- Student involvement and student-led initiatives incorporated into the action plans
- Solutions that reinforce good teaching practice and curriculum integration
- A discipline policy that focuses on teaching respect and responsibility rather than punishment

### **Procedures**

1. Any reports of bullying will be investigated and appropriate action will be taken promptly.
2. All incident of bullying will be investigated on a case by case basis.
3. Records will be kept detailing the incident and what measures were taken to deal with the incident.
4. Parents/Guardians will be notified and kept apprised of any bullying incident and its progress.
5. Actions

We have adopted a system to deal with all discipline issues at the school. The following will occur when an incident has occurred needing disciplinary measures.

- a. T – the students will be TALKED to about the incident by the supervising staff member.
- b. A – if needed the teacher will notate the incident in the student's AGENDA.
- c. P – if needed the teacher will contact the PARENT directly by phone.
- d. P – if needed the PRINCIPAL will become involved to help resolve the issue.

**First offense** – Student will be in-school suspended for one day.

- a) Student will be required to complete a self reflection activity.

- b) The student will write letter and make a verbal apology to the victim.

**Second offense** – Student will be in-school suspended for 3 days

- a) Student will be required to complete a positive citizenship module.
- b) The student will write letter and make a verbal apology to the victim.
- c) Student will be enrolled in a social skills group to re-teach strategies and tools to prevent recurrence.
- d) A Behavioral Support Plan will be put in place for the student.

**Further offenses** – recurrence of bullying will result in a further suspension either in or out of the school up to 5 days.

\*Outside agencies and/or supports for bullies and/or victims may be called in at any time during the process if decided it is needed by administration.

\*Division office will be notified for additional support on further consequences as needed.

### **Roles and Responsibilities**

1. Staff members of Mother Teresa School should:
  - a. Remain alert to signs of bullying and act promptly and firmly against it according to the school discipline policy.
  - b. Report incident of bullying following TAPP protocol which will determine if further disciplinary action should be taken. Staff member who initially dealt with the incident should record the information.
  - c. Offer support and encouragement to victims, including notifying parents, administration, and or staff as needed.
  - d. Encourage all students to refrain from bullying and to encourage bystanders to report all bullying incidents witnessed.
2. Parents/Guardians of Mother Teresa School should:
  - a. Report concerns of bullying behavior to their child's teacher as soon as possible after the incident.
  - b. Support the school's anti-bullying policy.
  - c. Supervise the completion of the Positive Citizenship module.
3. Students of Mother Teresa School should:
  - a. Report incidents of bullying they witness to the teacher in charge at the time of the incident.
  - b. Stand up for the student being bullied. Refrain from being a bystander.
  - c. Treat others as Jesus would which is an expectation of any Catholic school student.

### **Resources**

St John's School Student Handbook – Anti-Bullying Policy  
Resource: Preventing/Dealing with Bullying Participation Guide  
St Mary's School Bullying Policy – Taber, AB  
[www.bullyingcanada.com](http://www.bullyingcanada.com) website

### **Attendance Policy**

#### **School Attendance and Lates**

Regular attendance is required for all students. **Parents are asked to call the school attendance line at (403) 529-2000** to leave a message if their child will be absent or late for school. The attendance line is a 24 hour system; messages can be left anytime day or night. If your child's absence has not been reported to the office/attendance line by 9:15 a.m., parents will be contacted.

**Please refer to our school website for the "Students Attendance Reasons Summary Chart" for more information.**

A "Student Attendance Profile" will be sent home if a student reaches 10% absenteeism or higher.

### **Lunch Policy**

#### **Eating Lunch at School**

Valid reasons for students remaining for lunch:

- Distance factor
- Working parents
- Inclement weather (-20°C)
- Students will be dismissed at 11:50 a.m. for a lunch recess break. Grades One to Six students will go outside from 11:50 a.m.-12:15 p.m. then come into eat. Classrooms are supervised at noon by teachers. All Grade five and six students eat and are supervised in the gym. Parents are not encouraged to eat lunch at school with their children, unless they are willing to take on a supervisory role in the classroom.

#### **Lunch Rules in School**

- Remain in your desk unless permission to leave has been granted by the supervising teacher during lunch period.
- Clean up your own eating area. No food or drink is to be taken outside at lunch.
- Misbehaviour during lunch will not be tolerated – throwing food, being loud, shouting, being disrespectful, and using inappropriate language.

Consequences:

1<sup>st</sup> offense – student will be removed from classroom and will eat at office/gym for one day. Parent will be contacted.

2<sup>nd</sup> offense – student will be removed from classroom and will eat at office/gym for 3 days. Parent will be contacted.

3<sup>rd</sup> offense – student will not be permitted to stay at school for the lunch period. Alternative plans will need to be made by the parent during this time.

### **Electronic Devices Policy**

All electronic devices are not permitted to be turned on during the school day from 8:55 am – 3:20 pm.

1<sup>st</sup> offense – device will be confiscated and brought down to the office to be picked up at the end of the day

2<sup>nd</sup> offense – device will be confiscated, and brought down to the office. Parents will be contacted and device can only be picked up by the parent.

### **Dress Code Policy**

All students are to come to school appropriately dressed. Any cleavage, midriff, buttock exposure, and/or low waist-banded pants that show undergarments is not permitted. Any clothes that display vulgarity or messages that do not align with our Catholic beliefs and morals will not be permitted. Any student in violation of this dress code will be asked to cover up. If not feasible, the school will contact the parent to bring in appropriate clothes.

## **General Information**

### **Things Not Allowed at School**

Toys from home are not permitted, including trading cards.

### **Self-Propelled Transportation**

Students bringing bicycles, skateboards, roller blades, roller shoes and scooters to school must walk them once on school property. Bicycles must be parked on the supplied bicycle racks. It is highly recommended to lock all bicycles and scooters onto the bicycle racks. There is no storage provided for skateboards at the school.

### **Student Medication**

Before any prescription or non-prescription medication may be administered to a student, **the principal must receive written parental consent and written instructions from the child's parent, physician or dentist**. All written instructions and consent forms shall be filed in the school office.

Prescription medication to be given in the school must have the following information printed on the container:

- Child's full name
- Name of the drug and the dosage
- Time to be administered
- Physician's name

The written instructions from the physician must include:

- The length of time for which a drug is to be administered
- Required dosage
- Action to be taken in the event of possible hazards or side effects

This procedure shall not prohibit the older and reliable students from assuming responsibility for taking medication with the written approval of parents/guardians and physician. Parents who wish their children to self-administer medication at school are to advise the school administration.

### **Student Health Problems**

Parents are requested to inform the school of any health problems their child may have. This will be confidential to staff and kept on file for use whenever circumstances arise.

### **Nut Sensitive School**

Mother Teresa School is **a nut sensitive school**. We have several students in our school with allergies that can lead to serious medical complications. These students could potentially have fatal **anaphylactic reactions to peanut butter or any nuts**. An anaphylactic shock reaction is an allergic reaction that could be fatal in minutes without an adrenaline treatment from an Auto Injector Pen. Thank you for your anticipated cooperation.

### **School Council**

We have a very active School Council and parents are encouraged to attend the monthly meetings to keep informed. They also have a very active fundraising agenda for the school year. You are encouraged to visit our school website often for important information involving the Council and how you can get involved in your child's school community.

### **Newsletters**

We publish monthly newsletters and calendars outlining activities taking place throughout each month. Parents are encouraged to set aside a special place at home for students to place notices from school. This year, all monthly newsletters will be on our school website and will not be sent home unless families do not have a computer at home. All newsletters will be available online at [www.motherteresaschool.ca](http://www.motherteresaschool.ca) under newsletters.

### **Reports Cards**

Report cards will be issued three times per year (November, March and June) and consists of these major components:

- Social Growth and Work Study Skills
- Attendance
- Mastery of Subject and Effort
- Teacher Comments

### **Parent Teacher/Student Led Conferences**

Parent Teacher Conferences are held in November and Student Led Conferences are held in March. Academic progress and student behaviour are the primary topics of the conferences. Parents are encouraged to maintain close contact with the school and are invited to make appointments whenever they have questions or concerns. To book interviews times in November and in March, parents are asked to use the online scheduler located on our school website.

### **School Agendas**

Grades 1 to 6 students have school agendas. Parents are asked to check these agendas on a daily basis for school information and homework assignments.

### **Homework**

Is Homework Worthwhile?

The need for homework has been a much debated topic over the past few years. Regularly assigned homework leads to immediate higher academic achievement, as well as to improved study skills and attitudes.

### **Email**

All teacher email addresses are listed on our school website. Please feel free to contact them at any time. We ask that you please be patient with teacher response as it is sometimes difficult to get to email until the end of the teaching day.

### **Telephone**

The school telephone is for business use only. Students and parents are encouraged to discuss arrangements for school pick-up, appointments and after school activities before coming to school each day. Students will be given permission to use the telephone in the office in cases of emergency or necessity. Students are not allowed to use the phone to make play arrangements after school. Students should make requests to use the telephone to their teacher.

### **Student Transportation**

The Catholic Board of Education will provide transportation to resident students under the following conditions:

- The Kindergarten to Grade 6 student lives 1.206 km (3/4 of a mile) or more from the school they are directed to attend, provided they request it in writing, assuming public transportation is available.

**Please direct all transportation inquiries to Maria Grimm at MHCBE Central office at (403) 502-8351.**

### **Security Practices**

The doors to Mother Teresa School (except the front main door) will be locked on the outside at 9:00 am every day. This procedure is being practiced to prepare for some practice lockdowns during the course of the year. Parents and other visitors to the school are asked to enter through the main door by the office. Students who come late to school are also asked to enter through the main doors and check in at the office. There are many entrances and exits to Mother Teresa School and it is essential to monitor the children in our care entrusted to us by you. Before/After School Program students must enter and exit through the double doors by the gym. Students are asked not to go into classes with parents until the bell rings. Before School Program students must keep their boots, coats, and books in the gym until the bell goes. Do not drop off your materials in your classrooms before school begins.

### **Lockdown**

Mother Teresa School practices lockdown procedures on a regular basis. A lockdown is practiced to ensure the safety of all students and staff should there be an intrusion of some kind in the school. During a lockdown, the following procedures are adhered to:

1. Students are to clear the halls and move into the nearest classroom.
2. Teachers ensure their doors are locked and all students are accounted for.
3. Students and teachers in the classroom will remain quiet away from windows and doors.
4. Classes that are outside when a lockdown is in place would move to Ross Glen School.
5. At the end of a lockdown, which usually lasts 5-10 minutes, students would continue with regular day activities.

Lockdowns are a part of an ongoing practice procedure for all schools throughout the province of Alberta. Similar to fire drills, they act as a preparation for something we trust will never happen.

### **Fire Drills**

Regular Fire Drills will take place on a monthly basis to ensure the safety of all our children.

### **Board of Trustees**

Mr. Dick Mastel, Chairman  
Reverend Mr. Robert Risling, Vice Chair

Mr. Peter Grad  
Mrs. Kathy Glasgow

Mr. David Leahy

### **District Administration**

Mr. Joe Colistro, Superintendent  
Mr. Chuck Hellman, Associate Superintendent Human Resources  
Mr. Hugh Lehr, Associate Superintendent Learning Services  
Mrs. Terri Ball, Coordinator of Early Childhood Services  
Mrs. Jill Wilkinson, Religious Education Coordinator  
Mr. Greg MacPherson, Secretary Treasurer

We hope that the information contained herein will be of value to you in answering many of the common questions that parents have. We look forward to a pleasant, busy, and purposeful year with your children.

Sincerely,

**The Staff of Mother Teresa School**