



NORWOOD SCHOOL HANDBOOK

WELCOME TO OUR SCHOOL

2023 / 2024

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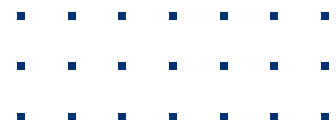
WETASKIWIN REGIONAL PUBLIC SCHOOLS

INSPIRING STUDENTS

to be the best
they can be



Vision and Mission



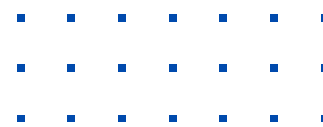
Mission

*WE ARE BECOMING LIFE-LONG
LEARNERS IN A CHANGING WORLD*

Vision

*THE LEARNING ENVIRONMENT IS
ONE IN WHICH ALL LEARNERS,
CHILDREN AND ADULTS, GROW
AND SUCCEED*

Contact Information



NORWOOD SCHOOL

5505-44 Street

Wetaskiwin, Alberta

T9A 2Z8

780-352-3782

www.norwoodschool.ca



SCHOOL ADMINISTRATION

Principal: Charlene Saunders

charlene.saunders@wrps11.ca

Vice-Principal: Tanya McFarland

tanya.mcfarland@wrps11.ca

Our Team

Principal - Charlene Saunders

Vice Principal/Inclusion Coach - Tanya McFarland

Admin Assistants - Denise Jorstad & Sam Blatz

Homeroom Teachers:

Kindergarten - Celia Proctor

Grade 1 - Mandy St. Germain

Grade 2 - Theresa Kirwer/Heidi Smith

Grade 3 - Melanie Nesimiuk

Grade 4 - Brendon James

Grade 5 - Char Brown

Grade 6 - Brad Bjornsson

Grade 7 - Megan Pezderic

Grade 8 - Joan Naslund

ALS- Kelly Kuester

Music - Stephanie Schuurman-Olson

Literacy Coach - Rosalee Armson

Junior High Complimentary Course Teachers

Band/Art - Marshall Tindal

Industrial Arts - Ryan Schuman

Foods /Home Ec. - Kirsten Janele

Our Team

Family School Liaison Worker - Alicia Cardinal

Indigenous Support Worker - Gloria Rogers

Custodians: Val Hessam & Shannon Woodworth

Educational Assistants:

Bonnie Dickua

Ina Marquardt

Lacey Hoffman

Melinda Zander

Amilia Brens

Jib Labinghisa

Rocio Herrera

Andre Symes

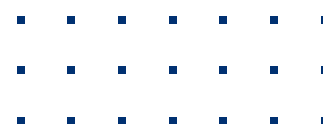
Shauna Satre

Joan Fitzner

Student Support Team

The Norwood Student Support Team consists of the Principal, Vice-Principal, Family School Liaison Worker, Indigenous Support Worker, and Inclusion Coach. The team meets weekly to address the educational, social, emotional, and behavioral needs of some of our students.

SCHOOL INFORMATION



1 Office Hours

Our school office is open from 8:00 AM to 4:00 PM. The office can be contacted at 780-352-3782. Parents and guardians can contact the office to leave messages for both students and teachers.

2 Attendance

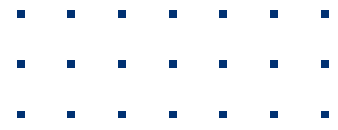
Attendance Matters - At Norwood School we work together with families to ensure that all students can get to school everyday so that they have the opportunity to learn and flourish.

Report an Absence - To report an absence or late please call the school office or use the Safe Arrive App

3 Powerschool

Stay connected with your student's progress. WRPS uses PowerSchool to communicate student learning, track attendance, pay fees and complete permission forms. Parents should support student learning by regularly monitoring student assessment information through the [Power School Parent Portal](#).

SCHOOL POLICIES



Closed Campus

Students are not allowed to leave school grounds unless they are going to their own home with parent permission. Students must sign out when they leave and sign back in upon their return.

Cell Phone/PED Policy

Cell phones and PED's must be "Away for the Day". They may not be used during the school day including during recesses. If they are in a student's backpack they should be turned off. If you need to communicate with your child during the school day please contact our office.

Safe School Expectations

The following division safety measures are in place at Norwood School:

- No hats or hoods are to be worn in the school building.
- Backpacks are to be placed in lockers upon arrival at school. No backpacks are to be worn around the school building.
- All school exterior doors, including the front door, will be locked at all times and opened for students to access during school entry times.

STUDENT ASSESSMENT



The WRPS Assessment & Reporting Guide will help students, parents/guardians and staff understand:

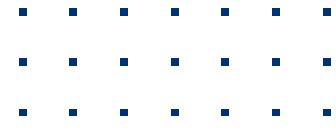
- assessment
- the responsibilities of staff, students, parents/guardians
- how and when achievement information will be communicated or reported
- how marks and grades are determined
- the steps are taken when summative assessments are missing or incomplete

Student Grade Scales

Learner Attributes K-6 **formerly Social/Personal*

C	Consistent	<ul style="list-style-type: none">• Attribute is well developed.• The student demonstrates self-regulation to modify own behaviour as needed and is an independent problem-solver.• The student can maintain attribute in other settings, when appropriate.
I	Inconsistent	<ul style="list-style-type: none">• The student displays this in some settings• Attributes are present, but require further development• The student is able to modify behaviour with a few reminders
R	Requires Support	<ul style="list-style-type: none">• The student is unable to display this attribute most of the time• The student needs frequent reminders to display this attribute

STUDENT ASSESSMENT



ECS - Grade 2 are scored in all subjects using the letter grade scale

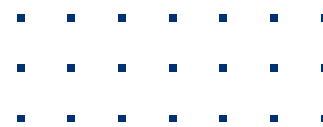
		The student...
ACH	Achieving	<ul style="list-style-type: none"> demonstrates consistent understanding of the outcome needs minimal support makes connections to prior learning applies learning to new situations
APP	Approaching	<ul style="list-style-type: none"> is developing a consistent understanding of the outcome may need additional support with learning is progressing toward making connections to previous learning applies learning to familiar situations
BEG	Beginning	<ul style="list-style-type: none"> demonstrates an incomplete understanding of the outcome will need additional instruction and/or opportunities for learning
NYA	Not Yet Apparent	<ul style="list-style-type: none"> has not yet demonstrated any understanding of the outcome will need additional instruction and/or opportunities for learning
-		No score indicates an outcome that has not been covered yet

Gr. 3-6 (Jr High Non-Core) Common Grade Scale

		The student...
EXC	Exceeding	<ul style="list-style-type: none"> always demonstrates understanding of the outcome shows a deeper understanding of the outcome at that grade level needs no additional support uses connections to prior learning applies learning to new situations
ACH	Achieving	<ul style="list-style-type: none"> always demonstrates understanding of the outcome rarely needs support makes connections to prior learning applies learning to familiar situations
APP	Approaching	<ul style="list-style-type: none"> often demonstrates understanding of the outcome sometimes need additional support sometimes makes connections to prior learning needs further instruction and learning opportunities
BEG	Beginning	<ul style="list-style-type: none"> rarely demonstrates understanding of the outcome often needs additional support does not make connections to prior learning needs further instruction and learning opportunities

Grade 7 -8 Cores Courses will use percentages to report student progress.

REPORTING STUDENT PROGRESS



Wetaskiwin Regional Public Schools will report student progress to families four times per year (Quarter System).

Quarter 1: August 30 - November 3rd

Quarter 2: November 13th - January 30th

Quarter 3: January 31st - April 17th

Quarter 4: April 18th - June 26th

For Families of Kindergarten - Grade 6 Students:

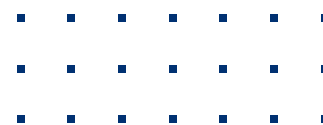
- In quarter 1 (November) and quarter 3 (April) parents will be communicated with regarding their child's progress, their strengths and suggestions for supporting future growth and improvement.
- Formal Progress Reports will be accessible in January and June.
- Families will be notified via email when Progress Reports are available to be viewed or printed.

For Families of Students in Grades 7-8.

- Four Progress Reports will be available with comments in PowerSchool in November, January, April and June.
- Families will be notified via email when Progress Reports can be viewed or printed.

The school will determine and communicate specific dates to parents regarding Parent Teacher Interviews/Student Celebrations of Learning for all grades.

EFFECTIVE BEHAVIOUR SUPPORTS & DISCIPLINE POLICY



Norwood School has a clear set of behaviour expectations that have been developed around our STAR attributes:

Self-control
Teamwork
Achievement
Respect

At Norwood School we believe:

- All students deserve a welcoming, supportive, and safe school.
- Behaviour management expectations should promote a positive self-concept and student self-discipline.
- A student discipline plan sets up students for success by supporting students' social emotional, behavioral, and academic well-being.
- The positive behaviour matrix clarifies what our behaviours should look, sound and feel like.
- Our expected behaviours are explicitly taught in every classrooms and consistently reinforced throughout the school.
- When students are disruptive or behave inappropriately, school staff members respond logically, appropriately, and consistently. Staff members ensure that all students are treated with kindness, equity, and fairness.
- Positive behaviours are recognized.
- A team approach is necessary. Families are actively engaged in the process.

Bell Schedule

NORWOOD SCHOOL

2023-2024	Norwood Bell Schedule	
Time	Block	Minutes
8:30-8:40	Outdoor Supervision	10
8:40-8:47	Doors Open - Transition/Morning Exercises/Registration	7
8:47-9:23	1	36
9:23-9:59	2	36
9:59-10:14	Recess	15
10:14-10:50	3	36
10:50-11:26	4	36
11:26-12:02	5	36
12:02- 12:21	Lunch Eating	19
12:21-12:46	Lunch Recess	25
12:46-1:22	6	36
1:22-1:58	7	36
1:58-2:34	8	36
2:34-3:10	9	36
3:10-3:20	Bus Supervision	10

Outside supervision begins at 8:30 AM. Please do not drop off students before this time as they will be unsupervised.