



NORWOOD SCHOOL HANDBOOK

WELCOME TO OUR SCHOOL

2024 / 2025

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Reach Your
Potential, Change
the World: Start
your journey here.

Vision and Mission

Vision

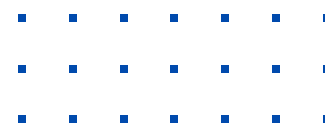
Norwood school is a thriving community where empowered students reach their full potential, becoming confident learners and compassionate citizens who impact the world.

Mission

Empowering students to thrive in a culture of innovation, collaboration, and continuous improvement.



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: Angela Handbury

angela.handbury@wrps11.ca

Our Team

Principal - Charlene Saunders

Vice Principal/Inclusion Coach - Angela Handbury

Admin Assistants - Denise Jorstad & Vivian Smith

Homeroom Teachers:

Kindergarten - Celia Proctor

Grade 1 - Mandy St. Germain

Grade 2 - Laura Lowther

Grade 3 - Brendon James

Grade 4 - Ryan Norman

Grade 5 - Char Brown

Grade 6 - Brad Bjornson

Grade 7 - Jaylin Ross

Grade 8 - Megan Pezderic

ALS - Kelly Kuester

Literacy Coach - Heidi Smith

Junior High CTF Teachers @ Clear Vista

Band/Art - Marshall Tindal

Industrial Arts - Ryan Schuman

Foods /Home Ec. - Caroline Tindall

Computer Studies - William Stengel

Our Team

Family School Liaison Worker - Lesley Cropper
Indigenous Support Worker - Bonnie Dickua
Custodians: Val Hessam & Shannon Woodworth

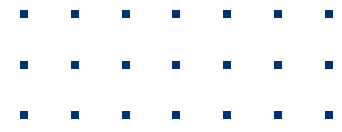
Educational Assistants:

Ina Marquardt	Brooke Harris
Lacey Hoffman	Keisha Toews
Melinda Zander	Lilian Huyaban
Amilia Brens	Karen Hlusiak
Rocio Herrera	Madeleine Cucheran
Andre Symes	Brielle Johnson
Shauna Satre	Sadie Monteith
Joan Fitzner	Cora Llaneta
Logan Bennet	

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

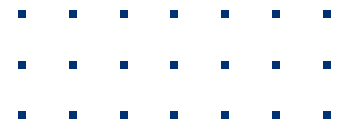
Attendance Matters - At Norwood School we work together with families to ensure that all students can get to school everyday so that they have the opportunity to learn and flourish.

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

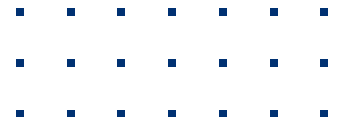
Cell phones and PED's must be "Away for the Day". They may not be used during the school day including during recesses. If they are in a student's backpack they should be turned off. If you need to communicate with your child during the school day please contact our office.

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:

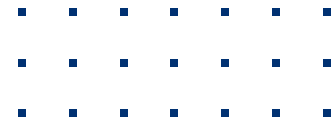
- assessment
- the responsibilities of staff, students, parents/guardians
- how and when achievement information will be communicated or reported
- how marks and grades are determined
- the steps are taken when summative assessments are missing or incomplete

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

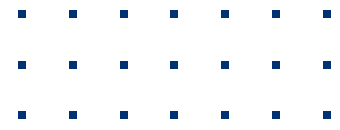
		The student...
ACH	Achieving	<ul style="list-style-type: none"> demonstrates consistent understanding of the outcome needs minimal support makes connections to prior learning applies learning to new situations
APP	Approaching	<ul style="list-style-type: none"> is developing a consistent understanding 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: September 3rd - November 6th
- Quarter 2: November 7th - January 31st
- Quarter 3: February 1st - April 16th
- Quarter 4: April 17th - June 26th

For Families of Kindergarten - Grade 6 Students:

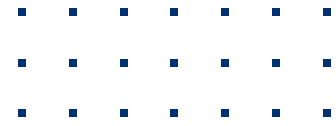
- In quarter 1 (November) and quarter 3 (April) parents will be communicated with regarding their child's progress, their strengths and suggestions for supporting future growth and improvement.
- Formal Progress Reports will be accessible in January and June.
- Families will be notified via email when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



NORWOOD

2024 - 2025

BELL SCHEDULE

Description	Start	End	Mins per Block
School Open	8:20 AM	8:35 AM	15.00
School Starts - Attendance & Announcements	8:35 AM	8:40 AM	5.00
Period 1	8:40 AM	9:16 AM	36.00
Period 2	9:16 AM	9:52 AM	36.00
Morning Recess	9:52 AM	10:12 AM	20.00
Transition	10:12 AM	10:16 AM	4.00
Period 3	10:16 AM	10:52 AM	36.00
Period 4	10:52 AM	11:28 AM	36.00
Period 5	11:28 AM	12:04 PM	36.00
Lunch	12:04 PM	12:29 PM	25.00
Recess	12:29 PM	12:54 PM	25.00
Transition	12:54 PM	12:56 PM	2.00
Period 6	12:56 PM	1:32 PM	36.00
Period 7	1:32 PM	2:08 PM	36.00
Period 8	2:08 PM	2:44 PM	36.00
Period 9	2:44 PM	3:20 PM	36.00
School Open - Afterschool Activities	3:20 PM	3:45 PM	25.00



Bus Arrival Time: 8:35 AM

Bus Departure Time: 3:25 PM



School Emergency Program

A GUIDE FOR PARENTS AND GUARDIANS

Issued August 2023

A Message from the Superintendent

Schools are considered to be one of the safest places in our communities.

However, in reality, an emergency can strike anywhere at any time.



DURING ANY EMERGENCY, OUR FIRST PRIORITY is the safety of our students and staff. In order to provide an effective response to any school crisis, the District has developed an Emergency Response Plan. The Plan works in conjunction with other local emergency plans, since a school emergency could require the involvement of numerous agencies. The plans created for individual schools, along with the District Plan, are reviewed annually and after an emergency occurs.

There is an on-site emergency response team at each school, along with a District-based Emergency Response Team that provides support and aid to schools at time of an emergency. All staff is regularly trained on emergency protocols and drills are practiced at each school.

Although standardized protocols and procedures provide the basis for our response, the way in which we respond to an emergency is greatly influenced by the specifics of an incident. We are driven foremost by our concern of ensuring student and staff safety.

Our District collaborates closely with local emergency personnel to ensure plans are coordinated with appropriate agencies. The District's plans do not replace the authority of law enforcement, fire or EMS – staff members work in full co-operation with these agencies.

For security reasons, certain components of our emergency response plans are not publicly available. However, this guide outlines the key elements of the Plan and answers questions parents frequently ask regarding emergency preparedness. I hope you find this guide helpful and informative.

We appreciate your support and assistance in our continued safety efforts.

Sincerely,

Michael Wake, Superintendent

Keeping Safe

THROUGHOUT THE YEAR, SCHOOLS CONDUCT TRAINING AND DRILLS to help better prepare students and staff for possible emergency situations. When a school is confronted with an emergency, staff will assess the situation and then decide on a course of action.

Schools conduct drills throughout the year to rehearse emergency procedures. These exercises prepare students and staff to act quickly and help to minimize a child's fear during a real emergency.

In addition to the procedures described below, schools also practice protocols such as "Drop-Cover-Hold," a method of protecting vital body parts during some natural disasters, and conduct fire drills. All staff and students are required to participate in these drills.

Lock-Down

Lock-Downs are usually used in response to acts or threats of violence to students and/or staff directly impacting the school. During a Lock-Down all doors within the school are locked. No one is permitted in or out of any area once it has been locked. Students and staff must respond very quickly to a Lock-Down command to get to a safe location before doors are locked. **No one, other than law enforcement, is permitted access to the building until the Lock-Down is over.**

Hold and Secure

Hold and Secure is used in response to security threats or criminal activity outside the school. During a Hold and Secure, all entrance doors to the school are locked, with no one permitted in or out of the building. **No one, other than law enforcement, is permitted access to the building until the Hold and Secure has been cleared.**

Shelter-in-Place

Generally, Shelter-in-Place is used during an environmental emergency, such as severe storms or chemical spills. During a Shelter-in-Place, students and staff retreat to safe zones to seek shelter. This includes having students or staff who are outdoors come back into the school. Each school's emergency response plan identifies the safest location for its occupants and how to seal a room from hazardous conditions. **Students will not be released or dismissed until the situation has been resolved.**

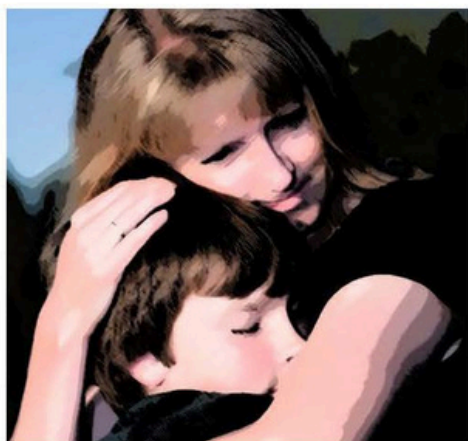
Evacuation

An Evacuation requires all students and staff to leave the school and go to an alternate location. This may mean only going outside and away from the building until it is safe to re-enter the school. In other cases, students and staff may need to go to an evacuation center. Parents will be informed of the alternate location through the school's Crisis Notification Network.

Dismissal

Under some circumstances it may be determined that it is best to dismiss students to their homes and families as expeditiously as possible. Should this be the case, every attempt will be made to alert the emergency contact for each student of the situation and to ensure young students are not left unsupervised.

Reuniting with your Child



WE RECOGNIZE THAT WHEN AN EMERGENCY OCCURS parents will be worried and want to be reunited with their child as quickly as possible. It is our intention to make this happen. However, to ensure every child's safety and the safety of staff, specific procedures have been established for releasing students.

Parents are asked to adhere to the parent-child reunification procedures listed below. Staff will work hard to ensure these procedures take place without delay. However, please understand the process will still take some time: we ask for your patience when you arrive at the Parent-Child Reunion Area.

Parent-Child Reunion Procedures

1. **A Parent-Child Reunion Area will be established.** Parents will be notified at the time of the emergency of the Reunion Area's location. The location may not be at the school – the location will depend on the specifics of the emergency.
2. **You will be required to fill out a Student Release Request Form.** This ensures all students are accounted for at all times and students are only released to authorized individuals.
3. **Students will only be released to an individual designated as legal guardian or emergency contact** on the student's Emergency Card, which is completed at time of school registration. Please be sure to keep this information current with your school, as the school will only release a child to someone listed as an Emergency Contact – there will be no exceptions.
4. **Valid identification is required to pick up your child.** This is required to protect your child from any unauthorized individuals attempting to pick up students. Even if school personnel know you, you must still present I.D. as the school may be receiving assistance from other schools or outside agencies.
5. **You will be required to sign for the release of your child.** This is extremely important, as it ensures your child, along with other students, is accounted for at all times. Please do not just take your child from the school or evacuation center without signing for his/her release.
6. **Once you have been reunited with your child, please leave the area immediately.** This is for your own safety and that of your child.

If you are unable to pick up your child, he/she will be kept at the Parent-Child Reunion Center until alternate arrangements can be made. Your child will be supervised at all times.

When an Emergency Occurs



ALTHOUGH YOUR NATURAL INSTINCTS IN AN EMERGENCY may be to go to the school to safeguard your child, please understand that doing so could impede the response to the situation. Going to the school may interfere with emergency crews' and school personnel's efforts to deal with the emergency. Extra vehicles and people at the site make the task more difficult. Please follow the instructions provided to you through the communications channels outlined below. **Please do not come to the school to pick up your child unless requested to do so.**

If you arrive at the school in the midst of an emergency, please respect the protocol in progress. While we understand personal circumstances or initial reactions might move you to do something contrary to the school's established procedures, we cannot compromise the safety of students or staff to accommodate individual requests that could put anyone at risk.

Please DO NOT CALL THE SCHOOL and DO NOT CALL YOUR CHILD'S CELL PHONE.

Parents are asked not to call the school or their child's cell phone during an emergency.

- Phone systems need to remain available for handling the actual emergency.
- Overloading the system may mean the school cannot communicate with first responders.
- Calling your child's cell phone during an emergency may be putting them at higher risk by disclosing their location or drawing attention to them during a lock-down.
- Experts advise that under some circumstances cell phones and other electric devices may actually act as an ignition source for fires or explosions.

Keeping Informed during an Emergency

DURING AN EMERGENCY, it is unlikely you will be able to reach the school by phone. We will, however, make every effort to contact parents directly or by one of the methods noted below.

Crisis Notification Network and/or the Media - Parents will be alerted to emergency situations via the School's Crisis Notification Network (phone or electronic notifications via School Messenger) and local media. Stay tuned to local TV and radio stations for news alerts.

Website, Community Hotline - When appropriate, the District will also keep parents informed by posting information regarding the emergency on the District website, and recordings on the District Community Hotline.

Website: <https://www.wrps11.ca>

Community Hotline: 780-352-4160

Additional information regarding emergency procedures is included in your child's School Handbook and on the District website. Should you have any questions or concerns, please contact your school.