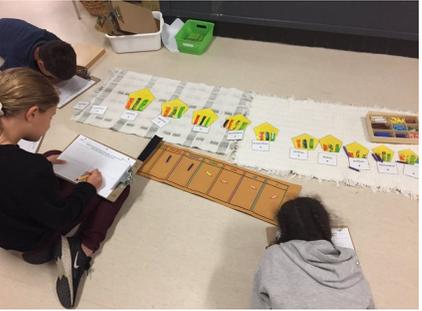


CITY PARK SCHOOL

Family Handbook 2022/23



City Park School
Inspiring Learning
A Saskatoon Public School

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Phone: 306-683-7550
Fax: 306-657-3947
Email: CityParkSchool@spsd.sk.ca
Website: www.spsd.sk.ca/school/citypark



Twitter: @CityParkSchool



Facebook: City Park School



Instagram: cityparkschool

City Park School

is HOME to many of Saskatoon Public Schools' Unique Programs:

- ECOQUEST PROGRAM (Grade 8)
- FLEX PROGRAM (Grades 6-12)
- MONTESSORI PROGRAM (Grades 1-8)
- ONLINE LEARNING ELEMENTARY ENGLISH PROGRAM (K-8)

Known • Valued • Believed In



SASKATOON PUBLIC SCHOOLS

WELCOME TO CITY PARK

The staff of City Park School welcome you back, or for the first time, to another school year full of fun and learning! We believe that parents are important partners in the education of children. We encourage and welcome your active interest and involvement in your child's progress. By working closely, together we can create the best educational experience for each child. This electronic booklet has been prepared for each family to use as a reference to information that will help you have a successful school year! If you require any other information or have any questions throughout the year give us a call (306) 683-7550.

City Park School has undergone renovations and is continuing to evolve in program offerings and physical environment. Much of this historic building (1929) is now renovated. The physical building includes classrooms with large windows and modern, versatile furniture. Our online classrooms include live instruction and interaction throughout the school day.

The in-person unique programs include: the Ecoquest Grade 8 Outdoor Classroom; the FLEX (Flexible Schedule, Blended Learning) Program for student athletes, musicians, and artists in Grades 6 to 12; and our school is also home to the first Saskatoon Public Schools' elementary Montessori Program for students in Grades 1 to 8 (Montessori philosophy and methodology is used to deliver Saskatchewan curricula).

City Park also hosts the school division's Online Learning Elementary program (OLE), which offers courses in grades K-8 in English programming.

Online K-8 programming was new in 2020 and students use Google Classroom as the learning management system. This program is different from home schooling and supplemental learning. K-8 students will take all required SK Curriculum areas of study. Students will be in virtual classrooms and will have a homeroom teacher. Students can expect to connect with their teacher 'live' for a **minimum** of 150 minutes a day (75 minutes in kindergarten), in a combination of large group, small group, and individual online instruction using ZOOM.

The following educational programs are offered at City Park School:

- The **Ecoquest Program** – 28 Grade 8 students from across the city are part of an ecological outdoor education program where all subject areas are integrated, and the outdoors and the city of Saskatoon Public Schools are the primary classrooms.
- The **FLEX program** – This program is designed for students in Grade 6 through Grade 12 who are involved in athletics or arts programs outside of the school. The program provides a flexible schedule to allow students to pursue their out of school passions and still complete the requirements of schooling. Examples of students enrolled in the FLEX Program are: swimmers, musicians, divers, hockey players, an equestrian rider, dancers, and gymnasts.
- The **Saskatoon Public Schools' Online Learning Elementary program** – The OLE offer online educational programming to students in grades K-8 in Saskatoon and across the province.
- The **Montessori Program** — In 2016, Saskatoon Public Schools announced the addition of a Montessori program to City Park. We are proud to be the first public education Montessori program in Saskatchewan. Saskatchewan curricula (grades 1 - 8) are presented to students using the Montessori philosophy and methodology. We are proud of the innovative programming at City Park School.

City Park Administrative Staff

Trustee-Michael Pidwerbeski
Superintendent-Colleen Norris
Principal-Jonelle Ulrich
Vice Principal-Mark Peterson
Administrative Assistant-Sandi Kostiuk
Secretary-Alicia Gramiak

Ecoquest Program Staff

Tyler Rittinger & Rebecca Elson

FLEX Program

Kayla Fraser, Dana Lockwood, Nicolette Vandersteen

Montessori Program-Lower Elementary

Erin Hassett, Alison Bates, Lee-Ann Coles, Cynthia Reimer-Suggs & Karlee James

Montessori Program-Upper Elementary

Margaret Nogier-MacGillivray, Marie Dybvig, Amanda Corbett, Michael Gutzer & Brooke Zelinski

Montessori Program-Middle Years

Jen Busby & Athanasia Perdikaris

OLE (Online Learning Elementary) English Program

Jennifer Wallace, Ashlea Neufeld, Carlene Walter, Stacey Zbeetnoff & Jason Brunett

Educational Assistants

Kellie Sigfusson, Brittany Smith, Regina Wood, Evelyn Sefu, Melonie Sharpe, Jason Bennett & Ashser Caderma

Specialist Staff

Reed Thorstad (TBD)
Jordi Knoll-Smith & Jeremy Van Olst (Physical Education)
Sherry Samson & Jordi Knoll-Smith (Arts Education)
Sherry Vetter (Teacher Librarian)
Heather Garton & Megan Kube (Resource Teachers)

Support Staff

Building Operator-Ryan Hainworth
Caretaker-Morgan Tabin
Counselor-Brent Wachs
Library Technician-Heather Oliver
Nurse-Suzanne Wiebe
Educational Psychologist-Linda Arnot
Special Education Consultant-Tiffany McCannell
Speech Language Pathologist-Tiffany Keyworth
School Resource Officer-Matt Lambe
Technology Support-Sherry Vetter

City Park School Beliefs

A Unique School in the Heart of the City

At City Park School, we believe...

~ Our changing world needs students who can solve problems, think creatively, and who collaborate to explore thoughtfully and engage deeply.

~ Our students will build their confidence by discovering their full potential through their Unique Program.

~ Holistic learning honors diversity. Our students will have a sense of belonging and develop strong connections to each other and the wider community.

~ Our students will identify and voice their understandings, beliefs, and interests in a variety of ways.

~ By reaching our students through their hearts, we teach compassion, empathy, and caring.

Engaging in learning, through our diverse programming, invites students to be courageous; to take risks; and to experiment with new experiences and new approaches as they learn to express their unique identities and their thinking. Our diversity is our strength. We are all part of building creative and collaborative communities. Through group work, students and staff learn to cooperate with others by solving problems and meeting common goals. They learn to negotiate, resolve conflicts, and find solutions. Clear critical thinking should be at the heart of every discipline in school. We are committed to the pursuit of growth. We will share our commitment to continuously improve student and staff learning.

SCHOOL HOURS

Ecoquest: 8:55-3:20 (Lunch 11:45-12:33)

FLEX: 8:45-3:00 (Lunch 12:03-12:54)

Montessori 8:55-3:20 (Lunch 11:45-12:33)

OLCE 8:55-3:30 (Lunch 11:45-12:40)

****Supervision available 15 minutes prior to and after school hours for all programs.**

General Information

Allergy/Medical Alert

If applicable, please ensure you complete a medical alert sheet and include a current picture with the form. The form will be posted on the wall in the main floor copy room. Also, please ensure your child has an epi-pen and/or emergency medication at the main office if required.

We sometimes get requests for staff to give medication to students during school hours. Please note we cannot administer medication to students unless a **"Provision of Medication" form has been completed. This form is available at the school office.

Assemblies

Assemblies are used to highlight student successes and learning and to build a sense of community spirit within our school. Parents are welcome at all school assemblies.

Attendance

If your child is going to be late or absent from school, please use Edsby to log the absence or call the office (306) 683-7550. You are welcome to phone before 8am as information can be left on the message manager. You may also wish to leave an email at CityParkSchool@spsd.sk.ca

If you choose to let your child's teacher know via email, please also carbon copy (cc) the school. To ensure student safety and whereabouts, the school will *always* contact parents if no notification is made.

Bicycles, Scooters, Roller Blades and Skateboards

We encourage students to get to school using an active mode of transportation. The decision as to whether or not a child may ride to school is to be made by the parent. We do ask that wearing a helmet be encouraged. We feel that parents are in the best position to judge their child's ability to operate a bicycle, scooter, roller blades or a skateboard.

We cannot however guarantee the security of the bicycle, scooter, rollerblades, or skateboard while left at school. We ask that you practice how to properly lock up items (using a U-lock) with your child prior to them bringing them to school. Recovery of stolen items is a police matter.

Bullying

Definition

Bullying is a relationship issue where one person or group repeatedly uses power and aggression to control or intentionally hurt, harm or intimidate another person or group. It is often based on another person's appearance, abilities, culture, race, religion, ethnicity, sexual orientation or gender identity. Bullying can take many forms; physical, emotional, verbal, psychological or social. It can occur in person or through electronic communication.

Understanding Bullying

There are three things that are often confused with bullying:

Mutual conflict

At times students may disagree or have a conflict with one another. A mutual conflict is not bullying. Students who need support resolving a mutual conflict should ask their teacher for help.

Exclusion

Students are expected to treat all classmates with respect. But, if a child does not want to be someone's friend, it is not bullying. If the exclusion is directed towards someone specific and is done purposely to cause the person to feel sad, left out, uncomfortable and angry, or it is intended to exclude or create dislike by others, it is bullying.

Frequency

When someone is mean or rude, it is not the same as bullying. If a person is verbally abused or pushed once, they are not being bullied. If the abusive behaviour is frequently directed to the same person or group it is bullying. In both cases, one time occurrences and bullying situations, students are asked to seek assistance from their teacher.

Bussing

Appropriate, responsible behaviour must be demonstrated by all students riding the bus for excursions. Bus drivers may refuse transportation to a student who is acting inappropriately since such behaviour may compromise the safety of all students. Students who are out in our community for learning opportunities are representing our school and as such we expect them to be ambassadors for our school.

Care Partners

The idea of CARE partners looks a bit different in our school. All students in the Montessori program work in multi-aged classrooms: Lower Elementary (Grades 1, 2, 3); Upper Elementary (Grades 4, 5, 6) and Middle Years (Grades 7 and 8). This allows students who might be only children in their family be the eldest, youngest and middle child in their school family as they move through to Middle Years. It also gives those children in families the ability to take on a different birth order within the classroom. All students in all programs will be given opportunities to work as leaders in various situations. We also work together with our high school students to team up for activities such as: reading buddies, math games, fun days etc.

Cell Phones

Student safety as well as a productive learning environment are top priorities for our students at City Park School. Although we respect that technology can be an enriching learning tool and that many students have their own personal devices, we rely on school laptops, iPads and desktop computers for research purposes.

Personal devices have been increasingly a distraction in the classroom and school. Students are asked to make certain that their personal device is not being used during school time. In cases where this is not followed, parents may be required to come to school to pick up the device. Student cellphones, iPods, and other technology may be used on school grounds by students outside of the instructional hours only. Instructional hours include the times between 8:45 a.m. to 11:45 a.m. (12:03 for FLEX) and from 12:30 p.m. (12:54 for FLEX) until the end of the school day. We will be asking teachers from all programs to help us monitor this policy. If students do bring their own personal device to school, they are responsible for ensuring the security of their own device. Having the device in a locked locker is advised.

We know that many families rely on using texting or phone calls before or after the school day. Please try to make arrangements prior to the start of the school day. Students are welcome to use their devices in non-instructional times. Students should not be expected to be using their phones to reply to texts or messages from family and friends during instructional times. Every classroom is equipped with a phone that can be used, with permission, in the event a parent needs to be contacted and as always parents are welcome to call the school at 306-683-7550 to deliver any messages as well. We thank you for your support with this matter and know that without these devices during school hours students will be better able to concentrate on their learning.

Clothing (School Attire)

Over the past few years the more prescriptive aspects of a dress code have evolved into something closer to a case by case examination of appropriate dress guidelines. As such we offer the following guidelines to outline our beliefs:

- that we can rely on the good judgement of parents and caregivers to determine the clothing children wear to school
- that how we dress affects our attitude and behaviour and students and staff are encouraged to dress for success in their roles as learners and professionals
- that weather, activity, age and many different variables cause great variation in what can be deemed reasonable and respectful
- that clothing with vulgar language, suggestive thoughts (racism, sexism, drug, alcohol, tobacco) will not be allowed
- that students have the clothing necessary to participate in school activities and outdoor recesses (-26°C, light rain, indoor/outdoor footwear)

that in warm weather, students dress in running shoes and clothing that allows for active participation in PE classes

If a student's dress is questionable, a conversation will ensue, and we may ask for a change of attire with follow up with student and/or family as to the thinking behind the request. There is a new Administrative Procedure (Student Dress) that also addresses school attire.

[AP Manual](#)

Communication Process

Do you have a compliment, question, suggestion, or concern regarding either your CHILD, your SCHOOL, or SPECIAL PROGRAMS and POLICIES?

Please contact Saskatoon Public Schools in this order:

1st: Your Child's Teacher

2nd: Your School Principal (Jonelle Ulrich)

3rd: Your Superintendent of Schools (Colleen Norris)

COVID Update

At this time, we aren't sure exactly what protocols will be happening in person in school, however we will communicate this as soon as possible, and as it evolves if necessary. At this time, there are no restrictions in place.

Community Connections

PARENT INVOLVEMENT

Our parent council is comprised of two groups: the Home and School and the School Community Council.

The Home and School is involved in planning school wide events such as: family BBQs or family dances. They also are involved in fundraising to support school initiatives.

School Community Councils are an essential feature of educational planning and decision-making. They are part of the school system and are a primary link between the home, community and school.

The purpose of the School Community Council is to:

- to provide a means of open communication between the parents, community and the school
- develop shared responsibility for the learning success and well- being of all children and youth and,
- encourage and facilitate parent and community engagement in school planning and improvement processes.

Discipline

We believe that all students need nurturing and guidance in developing good citizenship. We believe that discipline should be proactive, have some educational value in that it teaches students to think for themselves and accept responsibility for their own actions. Consequences are always fair, intended to be logical and align with the policies of Saskatoon Public Schools.

If students make inappropriate behaviour choices, staff members will proceed with a definite sequence of natural consequences. The purpose of these steps is threefold:

(1) to be fair with each student,

(2) to let the student know that certain behaviours are not acceptable and,

(3) to help the student change their pattern of behaviour by developing and carrying out plans to change the behaviour. Our intent is to provide an environment in which each student can receive a quality education in a caring climate. We recognize the importance of parents and teachers working together to strengthen a child's character education. We value your contributions and your co-operation.

Consequences for Inappropriate Behaviour

None of us is perfect and we expect students to make mistakes. We also, however, expect students to learn from their mistakes. The following steps will **usually** be followed to help students make better choices. Occasionally a situation may arise which warrants an alternative solution.

STEP 1--The student will be notified that a behaviour is inappropriate and may be asked to reset in a guest classroom temporarily.

STEP 2—A student/teacher meeting will take place after class to make a positive plan of action. A follow-up date may be arranged.

STEP 3—A phone call or note to parents will be provided to inform them of the problem. It is not intended at this step that parents need to get actively involved. If a note is sent, we would like it signed and returned.

STEP 4—A meeting is set up with parents/caregivers, student and teacher to discuss everyone's responsibility. The three parties may choose to sign a disciplinary contract.

STEP 5—Exclusion from class (and developing an action plan) may take several forms:

a half-day exclusion to a *guest desk* in the school or

a full-day exclusion to a *guest desk* in the school

STEP 6—The principal will suspend the student for the appropriate number of days.

Emergency Situations

- It is important that students wear shoes inside the school at all times in the event of an emergency.
- We need to be aware of your emergency arrangements for your children, so please ensure your information is always up-to-date at the office.
- If your child is involved in an accident, we will contact you as soon as possible.
- If an emergency occurs where the school must be evacuated, children will proceed to another prearranged facility in the neighbourhood. Affinity Credit Union and North Park Wilson School are our alternate locations. Parents/caregivers will be advised as soon as all students are safely housed at the location. The school system also has arrangements with City Transit to immediately dispatch buses to a school if there are no suitable shelters in the immediate area. Our out of area alternate location is Bedford Road Collegiate.

The staff and students practice fire drills several times in the fall and in the spring. We also practice general lock-downs, perimeter lockdowns and shelter-in-place procedures to ensure we are prepared for a variety of emergency situations.

Fire-the fire alarm will sound.

- all people in the school follow evacuation routes and procedures.
- classes move to prearranged locations away from the school.
- re-enter school upon hearing the "ALL CLEAR" signal: one long ring of the bell.

Evacuation-General announcement repeated twice, "We will be evacuating to North Park Wilson School or Affinity Credit Union Campus or Bedford Road Collegiate."

- sound the fire alarm.
- follow above procedures and then move to alternate safe site.

General Lock Down-General announcement repeated twice, "A general school lock down is in effect. All non-school personnel are asked to leave the building by the main front doors."

- students are kept in classrooms.
- classroom door is locked, blinds are closed and lights are turned off.
- students are moved to a location out of sight of windows and doors.
- students crouch behind or under furniture.
- student technology is turned off and handed to the teacher.
- administration or police will open the door and personally let staff and students know when the lockdown is no longer in effect.

Perimeter Lock Down-General announcement repeated twice, "A perimeter lock down is in effect."

- all perimeter doors are locked.
- non-classroom staff are assigned to monitor each exit.
- no entry or exit is permitted, other than at main entry.
- all school instruction and routines continue as normally as possible.
- a child is permitted to exit with a parent/guardian after confirmation with the child's parent is recorded and approved by administration.
- police service involvement as necessary.
- administration will communicate when lockdown is no longer in effect.

Shelter in Place- General announcement repeated twice, "Shelter in Place is in effect."

-close all windows and doors and shut down any ventilation.

-move students to an inside room or hallway if classroom windows are not airtight.

-remain in "Shelter in Place" mode until informed otherwise.

Expectations

We will work with all children in a caring, supportive and respectful manner.

To that end, some general expectations in working with children will guide our actions and conversations. We work within a framework of rights and responsibilities. When students understand this connection, they will have a guide for a successful future. We believe that every student has the following rights and responsibilities:

I have a **RIGHT** to learn in this school.

It is my **RESPONSIBILITY** to be on time, listen to others, to work up to my ability, to ask questions, to comply with instructions, offer answers or raise a concern.

I have a **RIGHT** to hear and be heard.

It is my **RESPONSIBILITY** not to talk, shout or make loud noises when others are speaking.

I have a **RIGHT** to be respected in this school.

It is my **RESPONSIBILITY** not to tease, bother or bully other people, or to hurt their feelings, start rumours or gossip.

I have a **RIGHT** to feel and be safe in this school.

It is my **RESPONSIBILITY** not to threaten, kick, punch or physically harm myself or anyone else.

I have a **RIGHT** to privacy and to my own personal space in this school.

It is my **RESPONSIBILITY** to respect the school property, the personal property of others and to accept their right to privacy.

Expectations of Students

1. Students are expected to treat all adults and classmates with respect.
2. Students are encouraged to show pride and respect for our school facility
wet or dirty outdoor footwear is to be removed at the entry point to the school building.

3. Students are expected to attend school regularly, arrive to school on time and be prepared to learn.
4. Safety on the playground is a priority! Fair play, sportsmanship and participation are the three goals we expect students to demonstrate in all student activities. All students have the right to feel “included and be safe”.
5. Bullying, verbal putdowns and isolating behaviours will not be tolerated.
6. Students are to use appropriate language at all times.
7. Recess weather guidelines are:
 - Green – everyone goes outside
 - Yellow – everyone goes outside, but are allowed indoors for brief warm-up periods
 - Red (-27 including wind chill) – everyone stays indoors, unless they are members of the Polar Bear Club
8. Students are never to leave the school grounds without permission.

Extra Curricular Activities

We will keep you up-to-date with the offerings this year's school team is able to offer. There will be a variety of athletic and non-athletic activities in which to participate.

Indoor Recess Procedures

To begin, we will ask that some students remain in their classes for indoor recess on rainy and cold days and that some head to the gym for exercise. We will rotate gym time. Supervisors will move through classes instead of their outdoor assignments. Staff also offer some additional opportunities for students such as: coding, LRC, Polar Bear Club etc.

Learning Resource Center (LRC)

Books are available to students and parents/caregivers for a two-week loan period. Students are invited to browse and borrow books appropriate for their age group. Students exchange their books regularly and should return books on time. If books are overdue, new books cannot be borrowed. If a book is lost, a replacement fee will be charged.

[City Park LibGuide](#) is a user-friendly web page designed for use by students, staff, and parents. It allows direct links to all types of learning activities, parent informational pages, book trailers, and other sources that support curriculum.

Lockers

Students will have lockers provided for their use. Lockers are the property of the school and may be searched at any time if there is reasonable suspicion that inappropriate materials are present in the locker. If students bring and use a lock to secure their locker, they may use them as long they provide the school with a combination or key if requested. If not, the lock may be removed by other means.

Lunch Room Expectations

Please send nutritious lunches daily

Please wash hands before eating

Do not share your food with others

Be respectful of others and their property

Listen to the requests of supervisors

Use a quiet voice and stay seated while eating

Clean up your own space, put garbage and recycling in the proper containers

Remain seated until dismissed, then walk outside

Please send food that does not require a microwave

**Fun Lunches will happen throughout the school year and HealthyHunger.ca may be used for this special opportunity. Fun Lunches are optional and organized by the Home & School.

Newsletters and the Portal

Our newsletter is published every second week and sent out via email. Please ensure that we have an active email address on file at the office. Newsletters contain important information, notices, reminders, upcoming and past activities and tips. Special events, announcements or information that is specific to only one class will usually be announced in classroom newsletters from your child's classroom teacher. If you do not have email access, we will provide a paper copy of the newsletter.

A copy of the current newsletter is always placed on the [City Park Public Website](#) and on Edsby.

Parking and Picking Up and Dropping Off Students

Please do not park in the no parking zones or our school bus zone as we have students coming and going for various programs and fieldtrips. Staff parking lots are not loading or unloading zones.

Permission/Consent Forms

Packages will no longer be sent home at the start of the school year. Please fill in the Google Form to participate in excursions, use technology, or have pictures and names posted on media. This will be sent to your email and must be filled out for each student early in September. If you do not fill this out, your student cannot go on fieldtrips. If you do not fill it out we must default to not having consent.

Polar Bear Club

We have a Polar Bear Club at City Park School that is 100% voluntary. Students are able to go outside when indoor recess conditions exist with an administrator. Proper clothing is mandatory.

Privacy and Digital Considerations

We ask our students and families that...



If there are ever any concerns or questions you might have, please do not hesitate to discuss this in person, by phone, or via email, with Jonelle or Mark or a staff member.

Please be aware that we are not to post students' photos on any school or personal social media or websites without permission. This includes parents at school events and excursions if photos do not include your child only.

Staff are also not permitted to give out any personal information about students or families to other families. This can often be asked of teachers for setting up playdates and birthdays. Due to privacy, we cannot supply any information. We are privy to this information for school purposes only and respect the privacy that we are required to uphold. We will use bcc (blind carbon copy) when sending out any school newsletters or communication with multiple families.

Staff Communication

With our school families, we try to keep you informed the best we can through regular communication from the school and classrooms, and if you ever have a wonder please give us a call. We thank you for your understanding that staff do not necessarily read emails or check school phone messages outside of work hours. Staff will get back to you as soon as possible. If you have an emergency don't hesitate to get in touch with your school administrative team who do check periodically outside of school hours. When staff aren't at school, they are doing some of the other things they love to do outside of school (and maybe that means more school 'work' for many of us). Being able to disconnect allows us to be the best teachers we can be.

Progress Reports

The following descriptors are found on our Elementary Progress Reports:

Not yet meeting 'N'	Beginning to meet 'B'	Meeting 'M'	Excelling 'E'
Indicates a minimal understanding of grade level outcomes, even with support. Students at this level demonstrate very limited skills and/or knowledge identified in curricular outcomes.	Indicates a partial understanding of grade level outcomes. Students at this level demonstrate inconsistent skills and/or knowledge identified in curricular outcomes.	Indicates a well-developed understanding of grade level outcomes. Students at this level are competent in their skills and knowledge identified in curricular outcomes.	Indicates an insightful understanding of grade level outcomes. Students at this level apply and transfer skills and knowledge to new situations.*

REPORTING STUDENT PROGRESS

Vision

Student progress reporting is based on the belief that student evaluation: integrates teaching and learning;

- communicates information to the student, parent(s)/guardian(s), and educators;
- describes performance in relations to the student's ability and other students' achievement, and the program objectives;
- responds to changes in school programs.

Guiding Principles

Student progress reporting:

- involves **dialogue** that is shared, open, clear, honest and ongoing. It is done in a caring and sensitive way;
- recognizes the **whole child**. Children are developing individuals whose dignity is respected while evaluating academic, personal and social growth;
- responds and is **adaptable**. It is a dynamic and responsive process flexible to changes in program and instruction while adaptive to individual school and community needs;
- builds on foundations, elements that establish expectations and reports performance in relation to the student's ability, other student's achievement and program objectives. It has consistent standards.

Highlights

Reporting student progress to families is a year-long process. It is a commitment to dialogue that includes the following components for Grades 1 to Grade 8.

- **Contacting Parents**, when the teacher makes contact with the parent early in the school year;
- the **Curriculum Orientation** when the teacher shares aspects of the curriculum for that grade, highlighting important goals and classroom expectations;
- the **Three Way Conference**, where the parents, student and teacher meet to share information and identify one or two goals of the child;
- a **Second Conference**, where information is shared and goals are updated;
- the **In-depth Reports** (January and June for Grade 1-8) and each semester (FLEX), where student progress is communicated to the parent and others;
- **Ongoing Dialogue** where information is shared through classroom and school newsletters, telephone calls, informal visits, portfolios, and questionnaires.

Ecoquest has a slightly different progress report appropriate for their program.

3 Way Conferences

A child's learning improves when parents and teachers communicate and cooperate with each other. The parent-teacher conference is an opportunity for you to discuss your child's academic or social progress at school. You may find it helpful to jot down a few questions to bring to the conference. Please feel free to contact the classroom teacher to arrange conferences as the need arises.

School Resource Officer

We have a school resource officer assigned to our school. The work of the resource officer may include safety, liaison work, classroom presentations and counselling. As well, the officer is available to work on community development initiatives, Parent Park Patrol, Community Accountability Conferencing and making our community safe for all.

School Social Media

Our twitter handle is @CityParkSchool. We are on Instagram at cityparkschool. You can find us on Facebook at City Park School.

Technology

I-PODS, I-PADS, Tablets, Apple Watches, MP3 Players, Cell Phones, Electronic Devices, Etc.

Students are allowed to bring electronic devices to school for the purpose of improving educational opportunities when invited to do so by their teacher. The school is not responsible for these kinds of items and cannot ensure their safety. Students are urged to keep expensive items at home. All electronic devices must be used in accordance with the Internet/Wireless Acceptable Use Procedures developed by Saskatoon Public Schools. It is an expectation that if students are not using their electronic devices for specific educational purposes during instructional time, the devices are turned off and put away in a secure location.

Students may use electronic devices outside of instructional time with parent consent (before and after school), however they still must be used in complete accordance with Admin Procedure 140 – Computer/Online Services Acceptable Use. At lunch hour, we ask all students to socialize, be active and get some fresh air instead of using technology. We will remind students if needed to not use their devices during this time. Devices may be held at the office for pick up if students need more than one reminder.

SPSD INTERNET/WIRELESS ACCEPTABLE USE PROCEDURES

Saskatoon Public Schools believe that the use of the Internet and/or personal digital devices supports relevant and challenging life-long learning for our students. All activity conducted on hardware owned by Saskatoon Public Schools is logged. Activity logs may be viewed and used where necessary to ensure our Administrative Procedure 140 – “Computer/Online Services Acceptable Use” is followed.

To support additional learning opportunities, Saskatoon Public Schools has also provided Internet wireless access in all schools and initiated broad education efforts related to “Digital Citizenship in the 21st Century”. Students are provided with individualized computer accounts and passwords to access computers and online/wireless services to support their learning. Students who elect to bring personal digital devices to school have the ability to access the Internet with their account. This access is subject to the school's overall rules regarding personal digital devices. Examples of personal digital devices include cell phones, smart phones, MP3 players, iPods, iPads, and notebook computers.

When using digital devices, students must adhere to the following principles:

Digital devices are to be used to enhance the learning that takes place in schools. They are not to disrupt that learning.

Digital devices are to be used in a manner that is respectful of all students and school staff. For example, students using digital devices to photograph or video any member of the school staff or students in the school without the permission of those staff or students is considered disrespectful.

1. Access to the Internet and wireless services, either with school division or personal digital devices is an individual privilege enjoyed by students, not a right.
2. A student's conduct on the Internet and wireless services, either with school division or personal digital devices, is governed by the same expectations which guide his or her behaviour at school.
3. In elementary schools, access to the Internet with school division digital devices is provided only when students are supervised.

4. In collegiates, students may access the Internet with school division digital devices without supervision.
5. If students choose to bring personal digital devices to school (at both the elementary and secondary level) they can access the Internet (whose sites have been filtered as per point 7 below) without supervision during non-instructional time (e.g. lunch hour, before or after class). During instructional time they can access the Internet with their teacher's permission.
6. Students who choose to bring personal digital devices to school should be aware of the following:

In the event the digital device is used in an inappropriate manner, (or inappropriate use is suspected), the digital device itself can be confiscated and may be searched by a

member of the school's administrative team. If parents/students do not agree with this condition, students should not bring the digital device to school.

Schools are not responsible for the theft or loss of personal digital devices that students may choose to bring to school.

Saskatoon Public Schools actively blocks access to inappropriate Internet sites. If a student deliberately seeks to access inappropriate material or uses the computer services provided in a malicious manner, the consequences are governed by the Saskatoon Public Schools' Administrative Procedure 140 – "Computer/Online Services Acceptable Use" - which can be found on the Saskatoon Public Schools' public website at www.spsd.sk.ca/files/board/AdministrativeProceduresManual.pdf.

Consequences are outlined in Administrative Procedure 140 and appear in the student version of the procedure as follows:

What can happen to me if I break the rules?

1. I won't be able to use the computers.
2. I might be disciplined.
3. I might have to pay for what I broke.
4. The police may be called.

If you do not want your son/daughter to access the Internet at school, please contact the school and request the Internet Use Denial Form. This form is then signed by the parent or guardian and returned to the school.

Trips

A very important part of the educational experience provided to students at our school is the opportunity for out-of-school learning experiences. In the fall, you are asked to complete a permission form to allow your children to go on class trips. Throughout the year, you will receive written notice through classroom and school newsletters of upcoming trips. Field trips are well-planned educational experiences which capitalize on the resources our city and surrounding areas have to offer and which enrich learning opportunities.

Volunteering and Criminal Record Checks

If you are interested in volunteering for field trips please come to the main office. We will give you a letter from the school, as well a form to fill out for the City Police. You need to take both documents, along with 2 pieces of ID, to the police station and complete the process. You must return the letter from the police certifying they have been cleared to volunteer and leave it at the office. There is no fee for this service, and the letter is valid for one school year.

Wifi

Students have access to school Wifi while in a Saskatoon Public School. They can sign in to our Wifi using their school credentials. They must follow the acceptable use policy while using school division Wifi.