



# NORWOOD SCHOOL HANDBOOK

WELCOME TO OUR SCHOOL

2025 / 2026

# Table of contents

<u>Vision &amp; Mission</u>	1
<u>Contact Information</u>	2
<u>Our Team</u>	3
<u>School Information</u> <u>Office Hours, Attendance, Power School</u>	4
<u>School Policies</u> <u>Closed Campus, Cell Phone Policy, Safe Schools</u>	5
<u>Student Assessment</u>	6
<u>Reporting Student Progress</u>	7
<u>Behaviour Supports &amp; Discipline</u>	8
<u>Bell Schedule</u>	9
School Emergency Program	10

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

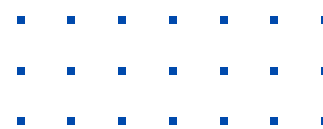
*Empowering students to thrive in a culture of innovation, collaboration, and continuous improvement.*



# Contact Information

## NORWOOD SCHOOL

5505-44 Street  
Wetaskiwin, Alberta  
T9A 2Z8  
780-352-3782  
[www.norwoodschool.ca](http://www.norwoodschool.ca)



## SCHOOL ADMINISTRATION



**Principal:** Charlene Saunders  
[charlene.saunders@wrps11.ca](mailto:charlene.saunders@wrps11.ca)

**Vice-Principal:** Jennifer Dalton  
[jennifer.dalton@wrps11.ca](mailto:jennifer.dalton@wrps11.ca)

## NORWOOD SCHOOL WEBSITE

Visit the Norwood School website for the following information:

- School Calendars
- Staff Contact Information
- Newsletters
- Supply Lists
- School Apparel

<https://www.norwoodschool.ca/>

# Our Team

**Principal** - Charlene Saunders

**Vice Principal/Inclusion Coach** - Jennifer Dalton

**Admin Assistants** - Denise Jorstad & Vivian Smith

## **Homeroom Teachers:**

Kindergarten - Nicole Grinde

Grade 1 - Mandy St. Germain

Grade 2 - Laura Lowther

Grade 3 - Brendon James

Grade 4 - Ryan Norman

Grade 5 - Char Brown

Grade 6 - Brad Bjornsonn

Grade 7 - Danaya Falk

Grade 8 - Sean Thiessen

Opportunities 1 - Shannon deBruin

Opportunities 2 - Kelly Kuester

Literacy Coach - Heidi Smith

Music - Marshall Tindal

Junior High CTF Teachers @ Clear Vista

Band - 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

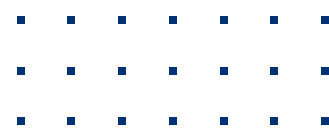
## **Educational Assistants:**

Ina Marquardt	Cathie Loe
Melinda Zander	Lilian Huyaban
Karen Hlusiak	Ainsley Reid
Rocio Herrera	Heleri Mueller
Andre Symes	
Shauna Satre	
Logan Bennet	
Sadie Monteith	

## **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



## 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.

## 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

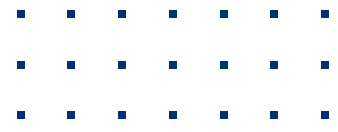
## Powerschool

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](#).

## Food Services

Students can access food on a daily basis from both our breakfast and lunch carts.

# 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.

## Outside Food Deliveries

Norwood School discourages students/parents from having food delivered by outside delivery services. Food delivery to our school creates concerns about safety, security and disruptions to the school environment.

## 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.

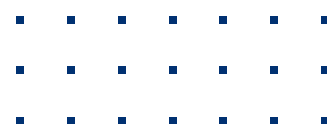
## Safe School Expectations

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:

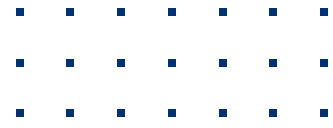
- assessment
- the responsibilities of staff, students, parents/guardians
- how and when achievement information will be communicated or reported
- how marks and grades are determined
- the steps are taken when summative assessments are missing or incomplete

## Student Grade Scales

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

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

# STUDENT ASSESSMENT



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

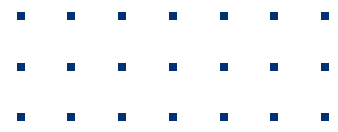
		The student...
ACH	Achieving	<ul style="list-style-type: none"> <li>demonstrates consistent understanding of the outcome</li> <li>needs minimal support</li> <li>makes connections to prior learning</li> <li>applies learning to new situations</li> </ul>
APP	Approaching	<ul style="list-style-type: none"> <li>is developing a consistent understanding of the outcome</li> <li>may need additional support with learning</li> <li>is progressing toward making connections to previous learning</li> <li>applies learning to familiar situations</li> </ul>
BEG	Beginning	<ul style="list-style-type: none"> <li>demonstrates an incomplete understanding of the outcome</li> <li>will need additional instruction and/or opportunities for learning</li> </ul>
NYA	Not Yet Apparent	<ul style="list-style-type: none"> <li>has not yet demonstrated any understanding of the outcome</li> <li>will need additional instruction and/or opportunities for learning</li> </ul>
-		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"> <li>always demonstrates understanding of the outcome</li> <li>shows a deeper understanding of the outcome at that grade level</li> <li>needs no additional support</li> <li>uses connections to prior learning</li> <li>applies learning to new situations</li> </ul>
ACH	Achieving	<ul style="list-style-type: none"> <li>always demonstrates understanding of the outcome</li> <li>rarely needs support</li> <li>makes connections to prior learning</li> <li>applies learning to familiar situations</li> </ul>
APP	Approaching	<ul style="list-style-type: none"> <li>often demonstrates understanding of the outcome</li> <li>sometimes need additional support</li> <li>sometimes makes connections to prior learning</li> <li>needs further instruction and learning opportunities</li> </ul>
BEG	Beginning	<ul style="list-style-type: none"> <li>rarely demonstrates understanding of the outcome</li> <li>often needs additional support</li> <li>does not make connections to prior learning</li> <li>needs further instruction and learning opportunities</li> </ul>

**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 2, 2025 - November 6, 2025
- Quarter 2: November 7, 2025 - January 29, 2026
- Quarter 3: January 30, 2026 - April 20, 2026
- Quarter 4: April 21, 2026 - June 25, 2026

## **For Families of Kindergarten - Grade 6 Students:**

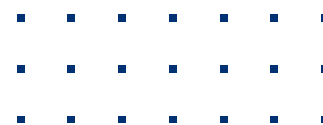
- In quarter 1 (November) and quarter 3 (April) parents will be communicated with regarding their child's progress, their strengths and suggestions for supporting future growth and improvement.
- Formal Progress Reports will be accessible in January and June.
- Families will be notified via email when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

A collection of colorful chalk sticks in various colors including green, blue, pink, yellow, and red.

**Period 5: 11:35-12:10 Pm**

**Bus Pick-up: 3:25 pm**