



## **STUDENT HANDBOOK**

**Mr. Ken Meraw**  
Principal

***Location***

6610 57<sup>th</sup> Street Olds, Alberta T4H 0E1

**403-556-9444 (phone)**

**403-556-2880 (fax)**

**Website:** <http://holytrinity.rdcrs.ca>

**Office Hours**

8:00AM – 4:00PM

# **R.O.A.R**



**At Holy Trinity, " We R.O.A.R. for the Trinity!"**

We do this as a community by demonstrating:

*R-we are RESPECTFUL to all*

*O-we OFFER our time and talent*

*A-our ACTIONS show caring and charity*

*R-we are always RESPONSIBLE*

# **Principal's Message**

Thank you for choosing Catholic education, and welcome to Holy Trinity School! We are confident that you will experience something special during your time in our school family. Our vision is to “transform the world through Christ” and we aspire to make your child’s learning experience the best it possibly can be. We offer academic programming to meet the needs of every child, and take great pride in knowing every learner in the school, meeting the educational needs of every child.

We are excited to make the 2017-18 school year the best ever for your child! Please call us at the school 403-556-9444 if we can help you with any questions you may have.

God’s blessings,

A handwritten signature in black ink that reads "Ken Meraw". The letters are cursive and fluid.

Ken Meraw  
Principal, Holy Trinity School

<b>Commitments of RDCRS</b>	<b>At Holy Trinity</b>
We honour our children.	Christ's love permeates our environment. We see each student as a child of God. We recognize and celebrate the individuality of each child.
We provide a safe & secure environment	Our children feel safe emotionally, spiritually, and physically.
We live & proudly proclaim our Catholic Christian Faith.	We model our Catholic faith in our schools, parishes, and communities.
We provide quality education in a Catholic environment.	We provide a variety of learning opportunities to help each child reach their potential. We provide an engaging classroom environment to increase student learning.
We pray as an educational community.	Prayer and an attitude of prayerfulness permeate the school environment.
We practice servant-leadership.	Social justice –social responsibility, works of mercy are a part of our school life.
We focus on our mission through clarity of purpose.	Our vision, mission and school covenant are a central part of our staff meetings and planning.
We value our staff	Systems that support staff feedback, acknowledgement and professional development.

# **Vision Statement**

At Holy Trinity our goal is to transform the world through Christ!

# **Mission Statement**

Holy Trinity is a Catholic community that empowers our students to transform the world through a Christ-centered education. We are devoted to providing academic and social learning opportunities to nurture the development and spiritual growth of each child.

# **Religious Education**

Our Catholic faith at Holy Trinity is continually nurtured and experienced in Religion classes, all curricula, celebrations, and prayer. Students are encouraged to attend church and Catholic values are reinforced in classroom school activities. There are many opportunities for parents to join in both school and classroom celebrations of Catholic faith. In regards to sacramental preparation, the school supports the parish in recognizing that it is the responsibility of the parents to make arrangements for their children to receive any sacrament. The school shares in the role of preparing students to receive sacraments, providing the basic religious background for the sacraments. The school will forward pertinent information to parents regarding preparations for these sacraments as it becomes available from parish representatives.

All students in the school are expected to:

- Respect one another and do their best to model and live Catholic values

- Support the teachings of the Catholic Church

- Participate in daily prayer

- Participate in all religious education activities including school celebrations, masses and Catholic youth activities

# **Expected Student Behaviors**

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*Holy Trinity Catholic School has established high standards for student behaviours. The following expected student behaviours are examples of expectations we hold for our students and are offered here as an illustration of such behaviours. When students demonstrate these positive expected student behaviours, they help create a safe and caring learning environment that promotes accelerated achievement. These behaviours also lead to measures of personal satisfaction and success in school.*

## ***I will show RESPECT for...***

### ***Myself by:***

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- Following rules & directions of staff.
- Trying my best to complete my schoolwork and homework.
- Controlling my behavior.
- Accepting consequences for my behavior.

**Be Respectful**  
**Be Responsible**  
**Be Safe**

### ***Others by:***

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- *Showing sympathy when speaking to others and behaving towards other as I would like to be treated.*
  - *Saying positive things to others (no putdowns).*
  - *Treating others well (no bullying or threatening to hurt classmates or adults).*
  - *Being honest (telling the truth, admitting to things I have done).*
  - *Cooperating with others.*
  - *Dressing in a way that is appropriate for the learning environment.*
  - *Using language that is appropriate for school.*
  - *Using problem-solving and anger management skills to solve problems peacefully.*
  - *Respecting others' personal space.*
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## ***Learning by:***

- Behaving in a way that helps others and myself to learn.
- Staying in my area.
- Keeping focused on my work.
- Following school & classroom rules.
- Participating in class activities.
- Completing my school work & homework.

## ***Property by:***

- *Taking care of things in my school and school grounds.*
- *Using materials or a classmate's materials for their intended purpose.*
- *Following rules about safety:*
  - *Using computers as directed by staff.*
  - *Using playground equipment in a safe manner.*

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A major emphasis at Holy Trinity is *Positive Behaviour Interventions and Supports* (PBIS) which includes proactive strategies for defining, supporting and teaching appropriate behaviours to create positive learning environments. Attention is focused on sustaining a three-tiered or level system of supports to enhance student learning. It is important to recognize that maintaining and changing student behaviours involves a continuum of acknowledgements, supports and interventions. We use the Zones of Regulation program to educate students on self-regulation and recognizing their moods, triggers that cause their moods and strategies to help them self-regulate.

## **Three Levels of Intervention**

### **Level 1 – All Students**

*Includes:*

- general curriculum and acknowledgements of positive behaviours and expectations and is applied to all students.

*Interventions may include but are not limited to):*

- Use of Student Problem-Solving Activities
- Reinforcement of Appropriate Behaviours
- Positive Supports in the Classroom
- Timeout in another classroom
- Teacher-Student Conference
- Parent-Teacher Conference
- Time Out in Office
- Classroom Rules
- Seat Change
- Guidance Referral
- In-Class Timeout
- Cooperative Discipline
- Verbal Warning

### **Level 2 – Selected Interventions**

*Focuses on:*

- specific interventions for students who do not respond to universal efforts.
- targeted groups of students who require more support
- interventions that are part of a continuum of behavioural supports needed in schools.

*Interventions may include (but are not limited to):*

- Referral to Student Support Services
  - School Counsellors, Family School Enhancement Counsellor, behavioural specialists
- Opportunity Room – Support for Minor Infractions
- Social Skills Groups – anger management, conflict resolution

### **Level 3 – Individualized Interventions**

*Focuses on:*

- the needs of individual students who exhibit a pattern of problem behaviours.
- diminishing problem behaviours and increasing the student’s social skills and functioning.
- interventions involving functional behavioural assessments and behavioural intervention plans.

*Interventions may include (but are not limited to):*

- Behavioural Contract
- Behavioural Support Plan
- Collaboration with community resources, agencies, parent groups

# ***Levels of Conduct***

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**The Code of Student Conduct shall apply to all students at all times on all Board of Education property, including:**

- in school building
- on school grounds
- on all school vehicles
- at all school, school-related, or Board-sponsored activities, including but not limited to:
  - school field trips
  - school sporting events

### **Levels of Consequences for Disciplinary Action**

As with any incident of student behavior, school administrators must exercise informed judgment as to whether a student’s actions constitute an infraction of policy. The levels shown below allow and encourage administrators to use *progressive interventions* to change student behaviours.

Levels of consequences and options for progressive discipline follow. **Repeated chronic or cumulative offenses may require higher levels of consequences.** For serious incidents, disciplinary consequences may begin at higher levels.

<b>Level</b>	<b>Disciplinary Options</b>								
<b>1</b>	<b><i>Classroom Level Interventions</i></b>								
	Teachers use the following interventions to help the students change behaviour in the classroom. If these interventions are successful, referral to the school administrator may not be necessary.								
	Warning Letter of Apology Loss of Privileges Use of a Student Problem Solving Worksheet Seat Change Parent Contact Zones of Regulation Program	Mentoring In-Class Timeout Timeout in Another Classroom Reinforcement of Appropriate Behaviours Written Reflection about Incident Teacher Conference with Student							
<b>2</b>	<b><i>Appropriate when Level 1 intervention has been ineffective</i></b>								
	Teachers use the following interventions to help the students change behaviour in the classroom. In some cases, referral to the school administrator may be necessary.								
	<b>Parent / Guardian Involvement</b> Confiscation of Item Behaviour Contract Teacher and/or Administrator Conference with Student	Conflict Resolution Peer Mediation Conference with Parent or Guardian Supervised Timeout outside of classroom							
<b>3</b>	<b><i>Appropriate when Level 2 intervention has been ineffective</i></b>								
	<table border="0"> <tr> <td data-bbox="391 1043 943 1098"><b>Office Referral Required</b></td> <td data-bbox="943 1043 1508 1098">Community Service</td> </tr> <tr> <td data-bbox="391 1098 943 1152"><b>Parent / Guardian Notification Required</b></td> <td data-bbox="943 1098 1508 1152">In-School Suspension</td> </tr> <tr> <td data-bbox="391 1152 943 1178">Detention</td> <td data-bbox="943 1152 1508 1178">Suspension (1/2 Day to 1 Day)</td> </tr> <tr> <td data-bbox="391 1178 943 1251">Campus Clean-Up</td> <td></td> </tr> </table>		<b>Office Referral Required</b>	Community Service	<b>Parent / Guardian Notification Required</b>	In-School Suspension	Detention	Suspension (1/2 Day to 1 Day)	Campus Clean-Up
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<b>4</b>	<b><i>Appropriate when Level 3 intervention has been ineffective</i></b>								
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## Kindergarten to Grade 8 Bell Times

	Kindergarten - Grade 4	Grade 5	Grades 6-8
Warning Bell	8:30	8:30	8:30
Period 1	8:35 - 9:30	8:35 - 9:30	8:35 - 9:30
Period 2	9:30 - 10:15	9:30 - 10:15	9:30 - 10:15
Recess / Needs Break	10:15 - 10:30 (Recess)	10:15 - 10:30 (Recess)	10:15 - 10:20 (Needs Break)
Period 3	10:30 - 11:15	10:30 - 11:15	10:20 - 11:15
Period 4	11:15 - 12:00	11:15 - 12:10	11:15 - 12:10
Lunch / Recess	12:00 - 12:30 (Recess)	12:10 - 12:30 (Lunch)	12:10 - 12:30 (Lunch)
Lunch / Recess	12:30 - 12:49 (Lunch)	12:30 - 12:49 (Recess)	12:30 - 12:49 (Recess)
Period 5	12:49 - 1:40	12:49 - 1:40	12:49 - 1:40
Period 6	1:40 - 2:25	1:40 - 2:25	1:40 - 2:25
Needs Break	2:25 - 2:30	2:25 - 2:30	2:25 - 2:30
Period 7	2:30 - 3:12	2:30 - 3:12	2:30 - 3:12

### Pre-Kindergarten Schedule

**AM Classes:** 8:45 a.m. to 11:45 a.m.

**PM Classes:** 12:15 p.m. to 3:12 p.m.

## Attendance

Attendance is checked at the beginning of the morning shortly after class is in session and again after the lunch recess.

***If your child is going to be absent or late from school on a given day, we would appreciate notification of this prior to 8:30 a.m. of that day.***

The school phone number is 403-556-9444. Please do not give attendance through Class Messenger.

Your cooperation in this matter will be greatly appreciated.

# **Parent Involvement**

Parent involvement is supported and encouraged. At Holy Trinity there are many opportunities for parents to play a significant role in their child's education. We are gracious for any support you can give us. Research clearly indicates that student success rates at school are highest when parents are supportive of the school and involved in school activities. Below are some suggested areas for support:

- Attending school functions and celebrations
- Providing a supportive learning environment at home
- School Council involvement/volunteering for events and committees; ie—Fun Lunch
- Classroom Volunteer

***Please note that all parent volunteers require a criminal record check every 3 years as per division policy. For any visits to classrooms we kindly request require prior arrangement with the classroom teacher***

## **SCHOOL COUNCIL**

The school council consists of a group of elected executive members, the principal, and any parents who attend the meeting. The school council is a fantastic way to advise the principal on all matters related to the school. Meetings are on the **First Monday** of every month at **6:30 p.m.**. Please email [ptaholytrinity@gmail.com](mailto:ptaholytrinity@gmail.com) if you have any questions and to add your name to our mail list.