



**BISHOP
DAVID MOTIUK**

CATHOLIC ELEMENTARY /
JUNIOR HIGH SCHOOL

**SCHOOL
HANDBOOK**



SCHOOL HANDBOOK



BISHOP DAVID MOTIUK
CATHOLIC ELEMENTARY/JUNIOR HIGH SCHOOL



TABLE OF CONTENTS

WELCOME TO BISHOP DAVID MOTIUK SCHOOL	1
WELCOME	1
ECSD MISSION	1
SCHOOL MISSION	1
SCHOOL VISION	2
SCHOOL CHARISM	2
SCHOOL LOGO & MOTTO	2
SCHOOL COLOURS	2
SCHOOL MASCOT	2
PROGRAMS AT BISHOP DAVID MOTIUK	3
INTERNATIONAL BACCALAUREATE (IB) PROGRAMS	3
EARLY LEARNING PROGRAMS	4
PROGRAM OF STUDIES	5
CORE INSTRUCTION	5
COMPLEMENTARY COURSES FOR JUNIOR HIGH	5
GENERAL INFORMATION	6
HOURS OF OPERATION	6
ACCESS TO THE BUILDING	8
ACCIDENTS	8
ALBERTA HEALTH SERVICES	8
APPOINTMENTS	9
ATTENDANCE & LATES	9
VACATIONS/EXTENDED ABSENCES	9
BICYCLES	10
BUSSING	10
CARE OF SCHOOL PROPERTY	11
CHANGE OF ADDRESS/PHONE NUMBERS	11
DRESS/GROOMING	11
EMAIL & SCHOOL MESSENGER COMMUNICATION	13
EMERGENCY EVACUATION	13
EXTRA-CURRICULAR ACTIVITIES	14
2 BISHOP DAVID MOTIUK ELEMENTARY AND JUNIOR HIGH SCHOOL	
SCHOOL HANDBOOK	



TABLE OF CONTENTS

FIELD TRIPS	14
FOOTWEAR	14
HOMEWORK	14
HOT LUNCH PROGRAM	15
LEARNING RESOURCES	16
LITURGICAL CELEBRATIONS	16
LUNCH DROP OFFS/DELIVERY SERVICES	16
ILLNESS	16
INCLEMENT WEATHER	16
INCLUSIVE EDUCATION	17
INTERNET	17
LOCKERS	17
LOCKER BREAKS	17
LOST AND FOUND	18
MEDICATIONS TO STUDENTS	18
MESSAGES TO STUDENTS	18
NOON HOUR PROCEDURES	18
PARKING/STUDENT PICK UPS AND DROP OFFS	19
PERSONAL PROPERTY	20
PLAYGROUND EXPECTATIONS	20
POWERSCHOOL	21
PRIVILEGES	21
PROPERTY TAXES	21
REPORTING PERIODS AND CONFERENCES	21
SAFETY PATROLS	21
SCHOOL COUNCIL	22
SCHOOL NEWSLETTERS	22
SCHOOL SOCIAL MEDIA ACCOUNTS	22
SPECIAL EVENTS	22
STUDENT RECORDS	22
TESTING	23



TABLE OF CONTENTS

VISITORS	23
VOLUNTEERS	23
SCHOOL FEES AND SUPPLIES	24
SCHOOL FEES	24
CHROMEBOOK PURCHASE PROGRAM	24
SCHOOL SUPPLIES	25
SCHOOL PAYMENTS	25
SCHOOL POLICIES & PROCEDURES SCHOOL	26
ACADEMIC INTEGRITY	26
ADMISSIONS PROCEDURES	28
ALLERGY AWARE PROCEDURES	29
ASSESSMENT POLICY	29
INCLUSION AND SPECIAL EDUCATIONAL NEEDS POLICY	36
BISHOP DAVID MOTIUK LANGUAGE POLICY	40
ON-CAMPUS POLICY	46
PARENTAL CONCERNS	47
STUDENT CODE OF CONDUCT	48
STUDENT-OWNED DEVICES POLICY	57
ACTIVITIES AT BISHOP DAVID MOTIUK	59
WHOLE SCHOOL ACTIVITIES	59
ELEMENTARY ACTIVITIES	59
JUNIOR HIGH ACTIVITIES	60
GREAT THINGS AT BISHOP DAVID MOTIUK	61
STRONG CATHOLIC IDENTITY	61
IB PROGRAMMES	61
GREAT STUDENTS	61
GREAT FACILITIES	61
ACCESS TO TECHNOLOGY	61
OUTSTANDING COMPLEMENTARY COURSE PROGRAM	62
UNPARALLELED VISUAL AND PERFORMING ARTS PROGRAMMING	62
EXTENSIVE FIELD TRIP PROGRAM	62
GREAT SCHOOL SPIRIT	62



WELCOME to BISHOP DAVID MOTIUK SCHOOL

WELCOME

Welcome to the Bishop David Motiuk School community! We hope that the information in this handbook will help to familiarize you with our school.

Bishop David Motiuk Elementary/Junior High School offers programming for students in kindergarten through grade nine.

We are an authorized International Baccalaureate (IB) World School, offering the IB Primary Years programme to students in Kindergarten through grade five and the IB Middle Years Programme to students in grades six through nine. IB World Schools share a common philosophy- a commitment to high-quality, challenging, international education that we believe is important for our students.

We provide students with an innovative and vibrant learning environment. Our staff members are carefully chosen for their excellence in teaching, their commitment to Catholic education, their energy, their enthusiasm and their ability to work in a collaborative, inquiry-based educational program. We are extremely excited about the great things that are happening in our school and we hope you will be too!

At Bishop David Motiuk, we strive to maintain close communication with our families in order to serve the needs of our students. We look forward to your presence and contributions in making your child's educational experience at Bishop David Motiuk School productive, rewarding, and memorable.

ECSD MISSION

The mission of Edmonton Catholic Schools is:

To provide a Catholic education that inspires students to learn and that prepares them to live fully and to serve God in one another.

SCHOOL MISSION

Informed and inspired by our Catholic faith, the mission of Bishop David Motiuk Catholic Elementary and Junior High School is to help our students grow as good and faithful persons while fostering their development as confident, reflective and capable learners who think critically and consider both local and global perspectives.



WELCOME to BISHOP DAVID MOTIUK SCHOOL

SCHOOL VISION

Bishop David Motiuk Catholic Elementary and Junior High School is a Christ-centered community that invites students to grow together in faith and learning. We celebrate and nurture the gifts and uniqueness of each child in an environment where students develop as thoughtful and independent learners who are well-equipped to deal with the opportunities and challenges that life brings.

SCHOOL CHARISM

The charism of Bishop David Motiuk Catholic Elementary and Junior High School is to emulate the love and hospitality of Jesus in all that we do. Our charism is inspired by the life of Jesus. We recognize that all persons are created in the image and likeness of God and have an inherent dignity and worth. All persons are welcome and belong in our community of believers. We live the beatitudes and are bearers of the Word of God.

SCHOOL LOGO & MOTTO



Our logo and motto, “We are one family in Christ,” reflects our strong belief that as Catholic and Christian believers, we are indeed one family in Christ. Our logo features a child leaning into the love of an adult – a parent, a teacher, a member of the clergy, a staff member, a caregiver. The adult’s body is made up of a stylized heart that has the cross at its center. The cross reminds us that each of us is filled with the love of Christ and we share this love with one another in friendship and trust.

SCHOOL COLOURS

The Bishop David Motiuk School colours are blue and green. Blue is the colour of royalty and nobility. In our Christian tradition, blue has been a colour associated with Mary, the Mother of God. The colour blue is also life giving in that it is the colour of the sky and of water, which nourishes and sustains us on our life’s journey. Green is the colour of growth and represents the way we grow in together in love and learning.

SCHOOL MASCOT



Our school mascot and team name was designed and voted on by students. We are the Wolf Pack!

The wolf pack emphasizes our close ties and our loyalty to one another as well as our willingness to defend our turf – or our sports titles!



PROGRAMS

AT BISHOP DAVID MOTIUK

INTERNATIONAL BACCALAUREATE (IB) PROGRAMS



International Baccalaureate (IB) programmes are recognized throughout the world for their excellence in international education. We are proud to be an IB World School offering the IB Primary Years (K-5) and Middle Years Programmes (grades 6-9) to students. IB programmes are for all students. They focus on the development of the whole child while meeting each child's academic, social, physical, emotional and cultural needs. IB students become critical and compassionate thinkers, informed participants in our global community and responsible citizens. Both the PYP and the MYP are comprehensive and balanced

academic programs that dovetail nicely with the Alberta Education curriculum. All students at Bishop David Motiuk School benefit from these programs.

The IB holds its member schools to very high standards. Teachers in IB schools must take part in IB-recognized training and IB schools take part in a rigorous self-study followed by an evaluation visit from the IB every five years. This ensures the quality and integrity of the programmes offered by member schools is always top-notch.

THE IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, IB works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people and their differences can also be right.

November 2002

IB LEARNER PROFILE

The IB Learner Profile is common to all IB programmes (Primary, Middle Years and Diploma and Career Related). It is the IB Mission in action. IB Learners strive to be knowledgeable, principled open-minded, caring, balanced and reflective persons who are also inquirers, thinkers, communicators and risk-takers.

A detailed explanation of the [IB Learner Profile](#) is available online.



PROGRAMS

AT BISHOP DAVID MOTIUK

IB CONTINUUM

The IB offers four programmes that form a continuum of international education for students 3 – 19 years of age:

- The Primary Years Programme (3 - 12 years of age)
- The Middle Years Programme (11 – 16 years of age)
- The Diploma Programme (16 – 19 years of age)
- The Career-related Programme (16 – 19 years of age)

Students in kindergarten through grade five at Bishop David Motiuk take part in the Primary Years Programme. Students in grades six through nine take part in the Middle Years Programme. In high school, students can continue to take part in IB programming by registering in the IB Diploma Programme at either Archbishop MacDonald or Holy Trinity High Schools.

Please visit the IB Programme page of our website for Rules for IB World Schools and other important information.

EARLY LEARNING PROGRAMS

Bishop David Motiuk is pleased to offer half day kindergarten programming. Morning or afternoon classes are available.

Kindergarten programming at Bishop David Motiuk is inquiry-based and provides students with the opportunity to learn in a reggio-inspired environment. Kindergarten programs offer the following for students:

- Learning through play
- Integration of the fine arts
- Rich oral language opportunities
- Faith based instruction
- Inclusive learning spaces
- Access to a Multi-Disciplinary Team that may include:
 - Speech-Language Pathologist
 - Family School Liaison Social Worker
 - Emotional Behaviour Specialist
 - Therapeutic Assistants
 - Early Learning Consultant
 - Registered Psychologist
 - Language Interpreters



PROGRAMS

AT BISHOP DAVID MOTIUK

PROGRAM OF STUDIES

Students in Kindergarten through Grade 9 follow the approved Program of Studies outlined by Alberta Education. In September, parents are invited to attend a Curriculum Night where each teacher reviews the Program of Studies and goals to be achieved during the school year. Alberta Education publishes curriculum information for parents that are available online at the following address:

<http://www.learnalberta.ca/content/mychildlearning/index.html>

CORE INSTRUCTION

Core instruction includes the following subjects: Religion, Language Arts, Mathematics, Social Studies, Science, Physical Education, and Health. At Bishop David Motiuk, French is required and is considered a core subject as well.

In elementary grades, art and music are required subjects.

COMPLEMENTARY COURSES FOR JUNIOR HIGH

Students in junior high school enjoy having some choice in terms of the complementary courses they take. Complementary courses offered at Bishop David Motiuk School include courses in Fine and Performing arts and Career and Technology Foundations (CTF).

In order to ensure that our students have a complete and balanced educational program, all students are required to study a second language (French as a Second Language) and to enroll in courses from both the fine arts and CTF streams.

At Bishop David Motiuk, instrumental music and French are full year courses. All other complementary courses are offered in semesters that correspond with reporting periods. This provides students with choice in their elective courses.



GENERAL INFORMATION

HOURS OF OPERATION

Due to the number of students enrolled at Bishop David Motiuk, we have separate lunch times for students in elementary and junior high. This reduces the number of students on the fields at any one time, which in turn reduces accidents and helps us to keep our students safe. Grade six students take part in the IB Middle Years Programme. Due to scheduling with regard to staff who teach both grade six and junior high, grade six students follow the junior high timetable.

EARLY LEARNING

KINDERGARTEN

(No instruction on Thursdays)

Half Day AM 8:39 AM – 11:43 AM

Half Day PM 12:16 PM – 3:20 PM

Note: In order to ensure that kindergarten students receive the required 475 hours of instruction per year, they will have kindergarten classes on Thursdays following some long weekends. The schedule for Thursday kindergarten classes is:

October 2, 2025	February 19, 2026
October 16, 2025	April 09, 2026
November 13, 2025	May 14, 2026
	May 21, 2026

INSTRUCTIONAL TIME

Over the course of the school year, we lose some instructional time on Mondays due to long weekends. In order to make up lost time and ensure that we have consistent hours of instruction for all subject areas in grades 1 – 9 on every day of the week, we will run Monday schedules on the following days:

Wednesday, Oct 1, 2025	Tuesday, February 17, 2026
Friday, November 14, 2025	



GENERAL INFORMATION

GRADES 1 – 5

GRADES 1 – 5 Monday, Tuesday, Wednesday, Friday

Registration	8:45 AM*
Instruction	8:45 – 10:15 AM
Recess	10:15 – 10:28 AM
Instruction	10:28 – 12:00 PM
Lunch	12:00 PM – 12:43 PM
Instruction	12:43 – 3:25 PM

Grades 1 – 5 Thursday

Registration	8:45 AM
Instruction	8:45 – 10:15 AM
Recess	10:15 – 10:28 AM
Instruction	10:28 – 12:15 PM

*The outside bell rings at 8:40 AM. At this time, students are asked to line up in homeroom groupings and wait for their teacher to escort them into the building.

*Afternoon instruction includes a 5 minute health break.

GRADES 6 - 9

GRADES 6 - 9 Monday, Tuesday, Wednesday, Friday

Registration	8:45 AM
Instruction	8:45 – 12:15 PM
Lunch	12:15 – 12:58 PM
Instruction	12:58 – 3:25 PM

Grades 6 - 9 Thursday

Registration	8:40 AM
Instruction	8:45 – 12:15 PM

EARLY DISMISSAL DAYS

Dismissal on Thursdays is at 12:15 PM for elementary and junior high students. As well, in order to provide for early dismissal before major holidays, the Thursday before Christmas Holidays, Spring Break and Summer Holidays (when applicable) will be a full day of instruction for students. The Friday before the holiday will be a short day with dismissal at 12:15 PM.



GENERAL INFORMATION

ACCESS TO THE BUILDING

School entry doors are open for students in grades 1 - 6 at 8:40 AM each day. Students are expected to enter and exit the building through their designated doors. Students line up at these doors and enter once an adult is there to escort them in.

Junior high students may enter the school starting at 8:25. Upon entering the building, junior high students make their way to their lockers, then gather in the second floor common area before proceeding to their block 1 class.

Siblings must make arrangements to meet at the entrance door of the youngest child outside the school at the end of the day.

In order to maintain the safety of our students, exterior doors are locked during the school day. Although the front door is not normally a student entrance/exit, students who are late for school are asked to enter through the front door and stop at the office to get a late slip. The front entrance of the school is locked at 8:50 AM, so students who arrive after this time and visitors to the school must ring the bell to gain entrance to the school.

Parents who pick their children up after school are asked to wait at a pre-arranged meeting spot or outside their child's designated door until students exit, rather than in the foyer or hallways, so that learning time is not disturbed.

Children should not be at school before 8:25 AM or after 3:30 PM unless they are involved in a scheduled and supervised school activity.

On early dismissal days, students are expected to leave the building at the dismissal bell, since teachers are involved in meetings and professional development activities.

ACCIDENTS

First aid will be given to a student who is injured on the premises or the school grounds. In the case of a severe accident, if a parent cannot be reached, we will notify the responsible person (Emergency Contact) indicated on the Student Registration Form, which was completed at the beginning of the year.

ALBERTA HEALTH SERVICES

Alberta Health Services works with schools and community agencies to provide a range of coordinated health and support services for school aged children and their families. Our common goal is to build on the health and education potential of students by providing nursing,



GENERAL INFORMATION

rehabilitation, speech and language and dental services in schools. If you have any concerns about your child's health, please talk to the Community Health Services, School Health Team at the West Jasper Place Health Centre. 780-342-1234

APPOINTMENTS

Whenever possible, parents are asked to schedule medical, dental or other appointments after school or on early dismissal days so that students do not miss valuable instructional time. Please notify your child's teacher and the school office, as soon as possible, if an appointment has been scheduled during school hours.

ATTENDANCE & LATES

Punctuality and regular attendance are essential to success in school and are expected of all students. In fact, research has shown that students who are chronically absent (missing two or more days per month), are less likely to develop strong literacy and numeracy skills. If the pattern continues, students are less likely to graduate from high school. The same is true for students who miss school for extended periods. Please visit [Attendance Works](#) for more information.

Parents of students who must be absent from school are asked to contact the school before classes begin. An answering machine is operational for your convenience between 4:00 PM and 8:00 AM every day. Parents and guardians who do not phone the school will be contacted at home or at work via our automated phone system.

Students who are late must report to the office and obtain a late slip before entering class. We require a parent phone call when students must leave the school during the school day for appointments or other commitments. In addition, students are required to sign out at the office. Students who are absent for three or more days may be required to provide documentation from a medical doctor.

VACATIONS/EXTENDED ABSENCES

Our classrooms are dynamic learning environments that are fluid and constantly changing. Work assigned is often project-based and is designed to promote critical thinking and a deeper level of student engagement. Worksheets and paper packages of student work are increasingly rare in today's classrooms, since research shows that they do little to promote higher level thinking skills or achievement. Because our learning environments are so dynamic, it can be very difficult for teachers to put together packages for students who will be away for an extended period of time.



GENERAL INFORMATION

Consequently, we recommend that families avoid booking vacation time during the school year. Extended absences are detrimental to student achievement and can have a significant impact on a student's marks. In the case of a grade nine student, lower achievement could mean that the student does not get into his or her desired academic stream in high school. If a student must be away for a truly important event or family emergency, then parents are asked to contact the teacher to find out what general topics of study will be examined while the student is away. The student will be expected to read applicable textbook chapters and monitor work and material being posted to Google classrooms, with the understanding that the student will likely have work to make up when he or she returns to school. Google classrooms do not take the place of the teacher in the classroom environment.

It is the responsibility of the student to see each of his or her teachers to find out what work was missed during an absence and to complete all missed work, assignments and/or exams.

Note: Our school social worker will follow up with the families of students who are habitually late or chronically absent. Chronic absences may be reported to the Attendance Board.

BICYCLES

Students bring bicycles to school at their own risk. The school does not take responsibility for theft or damage. By law, students must wear helmets for their safety. Helmets should be kept inside the school. Due to the high number of students, parents and staff at our school, students who choose to ride their bicycles must dismount and walk beside them while on school property.

BUSSING

Information about transportation procedures for the upcoming school year is available on our division website: <https://www.ecsd.net/transportation>. Please take a few minutes to review the [Transportation Manual](#). Yellow bus service is available for students living within our boundary area and outside of the 2 km "walk zone." The Edmonton Transit System is available for other students. For consistency, eligibility is determined using distances calculated through Google Maps.

Students residing outside of our boundary area who wish to take an ETS bus will be required to purchase a bus pass. The cost of an ETS bus pass is \$32/month for elementary students and \$57/month for junior high students. Bus pass costs are subsidized by the school district. The cost to replace a lost or stolen bus pass is \$5.00 for yellow busses. The replacement cost for an ETS Arc card is \$6.00. In the event of a lost Arc card, a new card must be purchased through the student's school. Arc cards purchased externally cannot be used for youth pass payment reloads. Payments for bus passes may be made through PowerSchool.



GENERAL INFORMATION

Students without a bus pass will not be permitted on the school bus. If your child usually rides the yellow school bus and will not be riding the bus home on a particular day, please inform the school.

CARE OF SCHOOL PROPERTY

Students have the opportunity to use school property such as physical education equipment, science equipment, computers, school furniture, technology, lockers, washroom facilities and so on. Students are expected to treat school property and facilities with care. Any loss or damage of school material, through student negligence, improper use, or student misconduct, is the responsibility of the student and the parent. Students who damage school property or equipment will be responsible for paying for repair or replacement.

CHANGE OF ADDRESS/PHONE NUMBERS

In case of emergencies, it is very important that the school has accurate contact information for parents. Please advise the school of any changes in your personal information or phone numbers – including home and work. Thank you!

DRESS/GROOMING

Bishop David Motiuk Catholic Elementary/Junior High School Standard of Student Dress Philosophy

*In Edmonton Catholic Schools, students are expected to dress in a manner that honors the dignity of the human person, who was created in the image of God, and that supports an inclusive, welcoming, caring, respectful, safe, and Catholic learning environment that promotes the well-being of all. Each school in the Division will have a **Standards of Student Dress** for their community. Understanding that it is not possible to list all the specific types of acceptable and unacceptable student dress, the purpose of establishing **Standards of Student Dress** is to empower students to make appropriate choices.*

*Students are expected to dress in a manner which is appropriate for the school day or for any school sponsored event. All students shall come to school dressed in a comfortable manner that allows them to be authentically who they are, while also meeting the standards in this document. Students who do not meet the **Standards of Student Dress** will be required by the school principal or their designate to meet the standards before participating in school activities. Schools will facilitate the enabling of students to meet the standards in such situations whenever possible. Student dress must maintain personal safety and the safety of the school community. Students are not permitted to wear articles of clothing, jewellery or accessories that indicate or suggest membership in or affiliation with any group or organization that does not support a welcoming, caring, respectful, safe, and Catholic learning environment that respects diversity and fosters a sense of belonging.*



GENERAL INFORMATION

Standards of Student Dress

Underwear must not be visible or exposed, and buttocks and nipples must be covered with opaque fabric and remain so during all activities over the course of the school day.

Students at Bishop David Motiuk Catholic Elementary/Junior High School **must** wear:

- A shirt or the equivalent (tops) with fabric in the front, back, and sides under the arms.
Examples of tops include:
 - T-shirts
 - Sweatshirts
 - Sweaters,
 - Tank tops that do not expose underwear
 - Shirts
- Pants or the equivalent (bottoms). Examples of bottoms include:
 - Jeans
 - Leggings
 - Sweatpants
 - Skirts,
 - Dresses,
 - Shorts
- Shoes that allow the wearer to run in the event of an emergency. Examples of acceptable shoes include:
 - Shoes or sandals with a heel strap
 - Close toe shoes
 - Boots
- Required footwear:
 - White soled (non-marking) runners are required for PE
 - Elementary students require indoor and outdoor shoes

Students at Bishop David Motiuk Catholic Elementary/Junior High School **may** wear, as long as they are in alignment with this standard's philosophy:

- Headwear that is specifically required for religious observance (i.e. hijab, yarmulke, turban) or for medical reasons in consultation with the principal
- Clothing with logos or text on it that is positive in nature, respectful, or implies or encourage a healthy lifestyle/choice for children and youth
- Hats may be worn during outdoor activities.



GENERAL INFORMATION

Students at Bishop David Motiuk Catholic Elementary/Junior High School **may not** wear:

- Articles of clothing that discriminate based on age, religion, gender, gender identity/expression, body type, race, ability, and socio-economic status
- Articles of clothing with words or text that depict or imply hate, violence, profanity, drugs/drug use, alcohol/alcohol use, sexual activity, or criminal activity.
- Hats or hoods inside the school building, since faces may not be visible to cameras.
- Flip flops or footwear that does not allow the wearer to run easily in the event of an emergency.
- Bathing suits, crop tops, bandeaus or other attire that is similar to underwear, except at venues where such attire is required.

Students who have not met the standard, as outlined above, will be addressed in the following manner:

- At the first possible opportunity for a private conversation, the staff member who has identified the issue will speak to the student about the concern in a manner that respects their privacy and dignity. Care will be taken to avoid “shaming” or statements of bias.
- The student will be presented with options to bring them into closer alignment with the standard for the remainder of the school day such as:
 - Wearing another article of their own clothing which they have at school that is in alignment with the standard
 - Contacting a parent or guardian to bring in an article of clothing that is in alignment with the standard
 - Borrowing an article of clothing from a friend that is in alignment with the standard.
- Where possible, students should not be required to wear school owned replacement garments and should never be required to wear specific garments as a disciplinary measure.

EMAIL & SCHOOL MESSENGER COMMUNICATION

At Bishop David Motiuk we make every effort to keep parents informed. Important information that needs to be sent out immediately is sent to parents via email and/or text messages and telephone calls via our School Messenger messaging system. We make every effort to keep email communication from school administration to a minimum. Teachers often communicate with parents via email as well. Please help us by ensuring that we have current email addresses.

EMERGENCY EVACUATION

There are a number of situations, such as a major gas leak or a fire, that could potentially lead to the evacuation of the school building. In the event of an evacuation, students and staff would relocate offsite. We would then begin our emergency telephone/email contact with parents to arrange for pick-up and dismissal of children.

We practice fire drill, lock down and shelter-in procedures in September and at other times during the school year so that children will know procedures to follow in the event of an emergency.



GENERAL INFORMATION

EXTRA-CURRICULAR ACTIVITIES

Students have the opportunity to participate in a variety of extracurricular activities at Bishop David Motiuk School. Please watch the newsletter, school planner and notes home for further details.

FIELD TRIPS

Field trips, tours and excursions are school-planned enrichment activities that complement the curriculum. Students are expected to participate. Each teacher is responsible for the organization of the field trips taken by the class. Parents will be informed in advance of the field trip date, the nature of the trip and costs involved. Before each field trip, parents will be asked to read and sign a field trip permission form. For legal reasons, we are unable to accept verbal permission or notes for students to attend field trips. Therefore, children who have not returned a signed field trip permission form to school will not be allowed to participate in the field trip.

Note: Whenever possible, students are asked to wear BDM t-shirts or spirit wear on field trips so that they are easily identifiable.

FOOTWEAR

Elementary students are asked to clearly mark all footwear in order to help prevent loss. Each student should have outdoor and indoor footwear for cleanliness and safety reasons. Throughout the year, white-soled shoes are recommended for inside wear. White-soled runners are required for physical education for both elementary and junior high students. Footwear must be appropriate and safe (and leave no marks on the floors). It is recommended that children who have difficulty with tying their own shoelaces wear either slip-ons or shoes with Velcro closings.

HOMEWORK

Although homework may be assigned at times, we believe that students also need to have time for family and activities outside of the school day. Therefore, we strive to keep homework to a minimum at Bishop David Motiuk. The amount of time each student will spend doing homework may vary according to grade, ability and study habits. Very little homework, for example, is assigned in grade one. The amount of homework that could be assigned increases as the student progresses through the elementary grades and into junior high.

Students are advised to check Google classrooms in the event of an absence.
Some of the purposes of homework are:



GENERAL INFORMATION

- To complete assignments that the child has been unable to finish at school.
- “Catch-up” work may be assigned by the teacher if the child has been absent from school.
- If a child is experiencing difficulty with certain concepts or skills, the teacher may assign additional homework towards overcoming these deficiencies.
- A motivated student may wish to pursue further study of a particular subject at home.
- To assist students in budgeting their time.
- To help students’ self-reliance and good study habits.
- To enable parents to see their child’s progress.
- To develop research strategies/techniques.
- To strengthen the ties between home and school, particularly when parents can help with assignments in some ways.

There are many ways parents can help with homework, including:

- Providing a quiet, regular place of work.
- Helping the student organize his or her time for assignments.
- Being the “audience” for reading practice and spelling or math drills.

The support and interest of parents has a great influence on student attitudes towards homework. If you have questions about the assignments or the amount of homework your child is bringing home, please contact the teacher.

HOT LUNCH PROGRAM

Bishop David Motiuk offers a hot lunch program for students. Hot lunches are offered on Fridays throughout the school year. Hot lunch providers include Boston Pizza, Chopped Leaf, Opa, Booster Juice, Panago, P’ressed, and others.

To participate, parents simply follow these easy steps:

1. Go online to <https://www.healthyhunger.ca/>
2. Register and add your children
3. View upcoming hot lunch dates and place orders
4. Select meal items for hot lunch dates for each child
5. Submit payment for lunches online.

Parents may cancel or delete orders up to five days prior to the lunch date. After that, the order will be processed. We regret that we are unable to provide refunds if students are not at school. If a student is away on a hot lunch day, then parents may contact the school to provide direction regarding the lunch. If we are not contacted, then orders for children who are not at school will be passed on to someone else.



GENERAL INFORMATION

LEARNING RESOURCES

Bishop David Motiuk School has excellent learning and library resources available for student use. Students at Bishop David Motiuk may use the resources with the understanding that all borrowed materials will be returned in a satisfactory condition. It is expected that students will pay replacement costs for lost or damaged materials.

LITURGICAL CELEBRATIONS

A number of religious and other celebrations are held during the year and parents are always most welcome to attend. Celebrations may be school- wide or within individual classrooms. Please check the monthly calendar on our website and in the newsletter for dates and times. All students follow a religion program approved by the Canadian Conference of Catholic Bishops.

LUNCH DROP OFFS/DELIVERY SERVICES

Parents are asked to make sure to send lunch with students in the mornings. Due to the large number of students at our school, and the volume of lunches that could be dropped off on any given day, we ask that parents refrain from dropping off lunches or ordering lunches from local delivery services for their children. This takes staff members away from their regular office duties. We do not disturb classes for lunch deliveries, and we do not have staff available to ensure that lunches are delivered to students. Thank you for your cooperation.

ILLNESS

Good health is necessary for effective learning. All students are expected to go outside for recess. Normally, students who are too ill to go outside for recess are too ill to be at school. To prevent the spread of infection, we request that you keep your child at home until they are no longer infectious. Students who become ill during the day are to go directly to their teacher. Our policy is to get students who are ill home as soon as possible. Our practice is to call parents and ask them to pick the student up or give the student permission to go home.

INCLEMENT WEATHER

If the weather is inclement, students will be kept indoors during recess and the noon hour. At such times, an indoor activity will be in effect for all grades. The above policy will be followed when:

The temperature (including wind chill) is -20C or colder.

On days when there is continuous rainfall.

On extremely windy days.

Students are expected to come to school with appropriate clothing for the weather conditions (eg.: toques, mitts, snow pants, scarves and boots in cold weather). On days when the weather is severe, students may wait on the mats in their designated entrance before school starts.



GENERAL INFORMATION

INCLUSIVE EDUCATION

At Bishop David Motiuk School, we provide support for all students in an inclusive setting within the regular classroom. Each of our classes has access to an instructional coach, who works primarily with students who have diverse learning needs. The instructional coach may facilitate one-to-one, small group or inclusive classroom support to students. We utilize school-based resources and access outside agencies and support when necessary.

INTERNET

Students are required to have parental permission before being able to access the Internet. Student use of the Internet is supervised at all times while on site. Unacceptable use of the Internet and/or computer may result in the loss of the privilege. Please visit www.bishopdavidmotiuk.ecsd.net for detailed school information.

LOCKERS

Individual hallway lockers are issued to junior high students. Students are responsible for appropriate care and maintenance of their locker. The cost of locker repairs necessitated by inappropriate student use will be charged to the student who is assigned to the locker. The privilege of having a locker may be revoked in the event of irresponsible behavior. Since lockers are the property of the school, an administrator or board agent may search them, without notice, at any time. In the event that this becomes necessary, the student will be notified accordingly.

Combination locks are provided by the school. These locks must remain on student lockers. Students are advised to use their locks and to keep their locker combinations private. Friends change and our secrets travel with them! Should the combination to a student lock become compromised, students are asked to see the assistant principal for junior high in order to make arrangements to trade their lock in for a new one.

LOCKER BREAKS

Students are to be at their lockers only at designated times: first thing in the morning, mid-morning locker break, during the noon hour and at the end of the school day. At mid-morning, students proceed to their lockers for a short locker break. At this time, they may enjoy a light snack. Prior to afternoon classes, students visit their lockers to put away coats and prepare for afternoon classes.

Students should carry their Chromebooks only, unless directed to do otherwise by a teacher. Students are not permitted to take backpacks with them to classes. Backpacks are often quite heavy and they can become tripping hazards when they are placed in aisles or under desks. Students travelling offsite to other venues, with the permission of their teacher, may take backpacks with them.



GENERAL INFORMATION

LOST AND FOUND

Please label all items of clothing (jackets, shoes, boots, etc.) with your child's name. This will facilitate the return of misplaced items. Lost and found boxes are located at both west entrances and in the central stairwell. Unidentified clothing articles will be placed in these boxes. We encourage students and parents to check them frequently. Smaller items such as keys or jewelry are normally kept in the office.

Unclaimed articles are donated to a charitable organization at different times during the school year.

MEDICATIONS TO STUDENTS

On occasion, we have been asked by parents to ensure their child receives prescribed medication. Please be aware that in order for school staff to do so, parents must complete a "Request for Administration of Medication at School" Form and have it signed by their family doctor. The school will administer the medication according to the doctor's prescription, provide safe and limited access, store the medication, and shall keep a record of each student receiving medication.

Students who administer their own medications are asked to assist us by ensuring that prescribed pills, liquids and inhalers are not casually left in student-frequented areas. Students with EpiPens are required to have them with them at all times (i.e. fanny pack or small purse) in order to ensure immediate access if necessary.

Medical Alert: If your child has a condition that may require special medical attention, please complete the Medical Alert Form as accurately as possible and return it to the school as indicated each year. It is important that you keep us informed of any changes in your child's medical status.

MESSAGES TO STUDENTS

Please ensure that your child(ren) are aware of after school arrangements before coming to school. Except in the case of emergencies, we are unable to interrupt classes. We are happy to pass along messages at the end of the day.

NOON HOUR PROCEDURES

All students are welcome to enjoy the privilege of eating lunch at school. At Bishop David Motiuk, we strive to be good environmental citizens. The amount of food waste generated over one lunch hour at school is truly staggering! Children often throw items that they do not like away. As well, organic waste, such as apple cores and banana peels, attracts pests and stinging insects which can pose a danger to children. At Bishop David Motiuk, we feel it is important that parents be aware of what their children are actually eating at lunch time and we would like to reduce waste in our



GENERAL INFORMATION

school. Therefore, we practice a “Boomerang Lunch” in our elementary classes. In an effort to cut down on food waste, we ask students to pack uneaten food items, recyclables and waste back in their lunch boxes to be disposed of at home. To facilitate this, students are asked to pack their lunches in sealed containers so uneaten food can be sent home in the same container.

Most students in grades 1-9 eat lunch in their homeroom classrooms and are expected to follow directions from the supervisors.

Unfortunately, we do not have microwaves available for student use. Therefore, parents are asked NOT to send frozen entrees or items that require heating at lunch time.

As aforementioned, Fridays are hot lunch days at Bishop David Motiuk. Orders for hot lunches are submitted online through the Healthy Hunger website. Students eat lunch in classrooms and are expected to follow the rules of the lunch supervisors or monitors.

General noon hour rules include:

- Talking quietly
- Remaining seated while eating lunch
- Cleaning up after themselves
- Following directions from supervisors or monitors.

Students are expected to keep the classrooms and hallways clean. Failure to do so may result in loss of the privilege or the students doing service work around the school. Specific routines will be reviewed regularly with students. Students must remain on school property at all times.

Note: Students who do not follow noon hour procedures may lose the privilege of eating lunch at school.

PARKING/STUDENT PICK UPS AND DROP OFFS

Many parents choose to drive their children to school. Unfortunately, our school population has grown dramatically over the past few years. Due to the number of busses, day care and out of school care vans and staff vehicles we have, our school parking and drive through areas are closed to parent traffic between the hours of 8:00 – 3:45. This is the case in most schools. The area between the wrought iron fences is set aside for day care and out of school care vans and staff parking. Staff vehicles also park in the staff parking area. Yellow school busses drop students off directly in front of the school.



GENERAL INFORMATION

Persons with disabilities who will be leaving their vehicle to meet younger children (K-3) at their doors may park in stalls designated for persons with disabilities. A placard for persons with disabilities must be displayed. Persons with disabilities who are picking up older children are asked to park on the street or in a prearranged spot in the neighbourhood where children can meet them.

The streets around the school are very congested at drop off and pick up times. Some parking is available on Lewis Greens Drive and the stretch right in front of the school is a loading zone. In order to lessen traffic in the neighbourhood, families that qualify for bussing may wish to purchase bus passes for their children. Parents may wish to drop their children off at the far side of the school field and have them walk from there. Parents wishing to wait at the doors with children may have to park a block or two away and walk to the school. Although brisk walking is good exercise and helps to get our brain cells working well, it is important to dress for the weather.

Parents are asked to make sure that children are dressed for the weather at all times. We ask that everyone be patient and keep the safety of our students at the forefront.

PERSONAL PROPERTY

Students are responsible for all personal property. All personal items should be clearly marked with the student's name. Outside clothing and footwear are to be kept in designated areas. Money and other valuables found on the school premises are to be turned in to the homeroom teacher.

Students should never leave money or valuables on or in their desks, in their coat pockets, boot rooms or backpacks. Students should not bring articles such as skateboards, in-line skates, and other toys, scooters, laser pointers or similar items to school. We suggest that expensive articles and treasures be kept at home. The school cannot be responsible for damage or loss.

PLAYGROUND EXPECTATIONS

Students are expected to:

- Use school equipment appropriately and safely.
- Play safe games that will not harm or potentially endanger themselves or others.
- Gather and play in designated playground areas according to schedules.
- Stay on school property.
- Show consideration for others.
- Attempt to solve playground problems peacefully, using respectful strategies, involving staff where appropriate.



GENERAL INFORMATION

POWERSCHOOL

All parents are asked to sign up for a PowerSchool account. PowerSchool is a secure website that allows parents to access information about attendance, missed assignments, homework and upcoming events. e-Report Cards are viewable through PowerSchool. Parents also make fee payments through PowerSchool. Parents are provided with a username and password to access the site: <http://www.parent.ecsd.net/>. The PowerSchool site is accessed at:
<https://powerschool.ecsd.net/public/>

PRIVILEGES

The general conduct of students reflects their character and will determine the privilege to be involved in extra-curricular and co-curricular activities. Students who behave inappropriately may be denied participation on school teams, ski trips, field trips or other activities. Decisions on such involvement are determined by the staff.

PROPERTY TAXES

Please review your tax notice to ensure your support is assigned to Edmonton Catholic Schools. If there is any error or doubt, please call City Hall at 780-496-5090.

REPORTING PERIODS AND CONFERENCES

Teacher gradebooks are available for viewing through PowerSchool at any time. This allows parents to have an ongoing understanding of their child's achievement and progress in different subject areas. Student led conferences are held in November and again in March. Report

Report Term 1: September to January
Student Led Conferences – November
Progress Report: January

Report Term 2: February to June
Student Led Conferences - March
Final Progress Report: June

SAFETY PATROLS

The school safety patrols are volunteer students from Grade 6. These students dedicate themselves to providing assistance to students crossing Lewis Greens Blvd. Parents are requested to help by encouraging their children to use crosswalks and to cooperate with patrollers at all times. Patrollers cannot stop traffic. They wait for a sufficient gap in the traffic to ensure safe crossing. Parents and students should also realize that patrollers are volunteers doing a difficult job, often in unpleasant weather. We owe them our respect, support and cooperation.



GENERAL INFORMATION

SCHOOL COUNCIL

School Councils are collective associations of parents, principals, staff, and community representatives who seek to work together to promote the well-being and effectiveness of the entire school community, thereby enhancing student learning. A school council is a means to facilitate cooperation among all the concerned participants in the local school. Parents – please consider attending our school council meetings and having a voice in school initiatives.

SCHOOL NEWSLETTERS

Our school newsletter is posted online on the first operational day of each month. An email notice is sent to parents when the newsletter has been posted. The newsletter contains important information regarding school activities and community events. It is one of our prime instruments for keeping parents informed about school activities. Please watch for it and keep it as a handy reference.

SCHOOL SOCIAL MEDIA ACCOUNTS

We are delighted to share information about the great learning and activities happening in our classrooms and our school through our social media accounts: Follow us on social media to see what we're up to:

Twitter: @BDM_ecsd

Instagram: bishopdavidmotiukecsd

Facebook: Bishop David Motiuk School ECSD

SPECIAL EVENTS

We plan a variety of special events and activities throughout the year including designated fun days. The purpose of such activities is to promote school spirit, give a bit of a break from the regular routine and provide opportunities for students to have fun together. Watch for activity notices in the newsletter, School Messenger emails, or notes from teachers.

STUDENT RECORDS

Student records of attendance, achievement, program special services, promotion and vital statistics are kept by the school. These records are maintained in strictest confidence to respect the “worth and dignity” of each student. Parents/Guardians have a right to be informed as to the content of the educational record and to receive an interpretation, when necessary, of such records by qualified school staff. You may obtain access to your child’s record through an administrator. All procedures are in keeping with the Freedom of Information and Protection of Privacy Act.



GENERAL INFORMATION

Parents may request that preferred student names be entered into PowerSchool for attendance and reporting purposes. Student surnames may be changed on student records only if the parent or guardian presents evidence to the school that the name has been changed legally (eg.: a new birth certificate and/or a statement from a lawyer).

TESTING

Students in all grades may write division-sponsored diagnostic tests at various points throughout the school year. Students in Grades 6 and 9 write Provincial Achievement Tests in May and June.

Preliminary PAT results are communicated with parents, with final results generally being released in the Fall. School results are reported to parents in the school newsletter when they are available.

VISITORS

Parents and visitors are required to enter through the front door of the school and report to the office before contacting students or teachers. Visitors must sign in at the office and wear a visitor tag. This helps us to maintain a safe and secure environment for our students. Students are asked to report the presence of strangers to the principal or staff. If you are coming to see a teacher, please contact the teacher to arrange a convenient time for you to meet rather than simply dropping by the school.

VOLUNTEERS

Volunteers are welcome at our school. We gratefully acknowledge the support, time, and commitment from our school community. Volunteers are asked to sign in at the office and wear a visitor tag. In keeping with district policy, all parent volunteers are required to complete a Volunteer Registration Form, which is kept on file at the school for a two-year period. Note: Volunteers who work with students in situations where no staff member is present, such as coaching sports teams or transporting students, are asked to complete both a Police Information check and an Information Record Check.



SCHOOL FEES & SUPPLIES

SCHOOL FEES

School fees are posted to our website once they have been approved by ECSD. Supplemental Fees, which include items such as Agenda books, site licenses for electronics and fees for activities and events such as in-school field trips, are capped at \$30.00 for kindergarten, \$50.00 for elementary students and \$60.00 for junior high students. Individual user fees for items specific to a particular grade may also be charged. Field trips are charged separately, and costs vary depending on the type of activity.

School fees are due at time of registration. Payments are made through PowerSchool using debit, Visa or MasterCard. We realize that payment of fees in September can sometimes be difficult for families, particularly those with more than one child, so a variety of payment options are available. Please contact the school office for more information.

CHROMEBOOK PURCHASE PROGRAM

It is highly recommended that students in grades four through nine purchase Chromebooks. Most school work is done on Chromebooks and student textbooks and resources are accessed using the Chromebook as well.

Edmonton Catholic Schools offers a Chromebook Parent Purchase Program through Compugen. Chromebooks purchased through this program include a 3 year accidental damage warranty and come pre-loaded with all required software. Chromebooks are purchased by parents online and are delivered to the school the student attends. To access the Purchase Program website, please visit the Chromebook Purchase Program page on our website:

<https://www.ecsd.net/1967/page/14081/chromebook-purchase-program>

Chromebooks purchased through the Chromebook Parent Purchase Program are managed by our IT department for the three year warranty term or until the student leaves ECSD. After the warranty period is up, the district will make every effort to resolve issues with Chromebooks, with the understanding that this may not be possible.

Parents may choose to purchase Chromebooks through the Parent Purchase Program or through local stores.

Note: Currently, all students in grades 4-9 have a Chromebook or personal device to use in class.



SCHOOL FEES & SUPPLIES

SCHOOL SUPPLIES

After Spring Break, [supply lists](#) are posted on our school website and parents are given the opportunity to purchase supplies for the next school year through a company specializing in providing school supply orders. These supplies are delivered directly to your home. Parents who do not purchase supplies through this company are required to access the supply list and purchase supplies themselves. Please keep in mind that supplies may need to be replenished during the year. Supplies are not sold at the school.

SCHOOL PAYMENTS

The school accepts debit, VISA and MasterCard as a means of payment for bus passes, school fees, and other school-related activities such as field trips. Payments are made online through PowerSchool. Unfortunately, we are not able to accept cash or cheques.



SCHOOL POLICIES & PROCEDURES

ACADEMIC INTEGRITY

PURPOSE

To support staff, students, and parents in creating a learning community where academic honesty is taught, expected, and practiced.

DEFINITION OF ACADEMIC HONESTY

Respecting the work and the ideas of other individuals. When one makes use of, or makes reference to, another's ideas or creations, appropriate credit and proper acknowledgement must be given.

ACADEMIC HONESTY AND INTEGRITY

Academic honesty and integrity is an important component of educational programming at all levels. In keeping with IB Standards and Practices, we expect all students to complete their school work to the best of their ability and to demonstrate the five fundamental principles identified by the IB — honesty, trust, fairness, respect and responsibility — by completing their work themselves and by acknowledging sources of information they may use in their assignments. Students are also expected to value the attitudes and skills inherent in being a principled communicator in all learning and assessment.

Any staff member, student or parent who is practicing the attributes of the IB learner profile will, by definition, be practicing academic honesty. We encourage learners to be: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. Principled learning requires students to be honest and ethical in referencing sources of knowledge and ideas in their work.

SCHOOL'S RESPONSE TO ACADEMIC MALPRACTICE

Students who deliberately attempt to gain advantage in marks through dishonest practices, such as cheating, plagiarism, collusion or duplication of work will gain no credit for their work (mark of zero). If students engage in dishonest practices on more than one occasion, a comment making reference to the student's academic dishonesty could be added to the student's report card. A meeting may also be held with both the student and the parent to review the academic honesty policy.

At Bishop David Motiuk, our definitions of malpractice are taken from the IB's publications regarding Academic Honesty:



SCHOOL POLICIES & PROCEDURES

Plagiarism

Plagiarism is defined by the IB as “...the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment (MYP: From Principles into Practice, p. 94).”

In other words, plagiarism is when a student knowingly or unknowingly using another person’s words or ideas and passes them off as his or her own. It is fine to use another person’s ideas and words, as long as they are acknowledged using correct quotations and citations.

Collusion

Collusion is defined by the IB as “...supporting malpractice by another [student], as in allowing one’s work to be copied or submitted for assessment by another” (MYP: From Principles into Practice, p. 94).”

Collusion, then, is helping someone to cheat by doing things such as providing answers to a test or allowing others to copy work and turn it in as if it were their own. Collusion is never acceptable.

Duplication of Work

Duplication of work is defined by the IB as “...the presentation of the same work for different assessment components” (MYP: From Principles into Practice, p. 94).”

Students who have completed an assignment in one class or subject would not be able to use parts or all of that assignment in other classes or subjects. To do so would constitute a duplication of work. Even though the student may have originally completed the work, it can’t really use it again – unless it is properly quoted and cited.

ROLES AND RESPONSIBILITIES (adapted from Page 7 of the IB Academic Honesty Document)

The student is ultimately responsible for ensuring that all work submitted is authentic, with the work or ideas of others fully and correctly acknowledged.

The principal, and by extension, the school’s teachers, must ensure that all students:

1. understand what constitutes academic honesty, an authentic piece of work and intellectual property
2. receive guidance on study skills, academic writing, how to conduct research and how to acknowledge sources
3. understand what constitutes malpractice (particularly plagiarism)
4. know the consequences of being found guilty of malpractice.



SCHOOL POLICIES & PROCEDURES

It is the responsibility of each teacher to confirm that, to the best of his or her knowledge, all student work is the authentic work of each student. Teachers are also expected to support and act on the school's policy on good academic practice and provide students with advice whenever necessary. In this respect teachers must act as good role models for the students.

ADMISSIONS PROCEDURES

IB World School

Bishop David Motiuk Catholic Elementary and Junior High School is authorized IB World School offering the International Baccalaureate Primary and Middle Years Programmes to students in kindergarten through grade nine. IB World Schools share a common philosophy- a commitment to high-quality, challenging, international education- that we believe is important for our students.

All students at Bishop David Motiuk Catholic Elementary and Junior High School take part in IB programming.

New Registrations

In keeping with Edmonton Catholic School Division's Administrative Procedure 300, we welcome all resident (Catholic) students residing within our boundary area. Where space and resources permit, other registrations may be accepted. Registrations for students new to the division are accepted in the following order:

1. Resident (Catholic) students within the Bishop David Motiuk boundary area (bounded by the area between Whitemud Drive and Stony Plain Road and west of Anthony Henday Drive) for students in grades 5 – 9, and between Anthony Henday Drive and Winterburn Road for students in grades 1 – 4.
2. Resident (Catholic) students residing outside the Bishop David Motiuk boundary area
3. Non-resident students residing within the boundary area
4. Non-resident students residing outside the boundary area

Applications for admission are completed online. An email acknowledging receipt of the application will be sent within one business day.

Transfer from Other ECSD Schools

Students (resident and non-resident) currently enrolled at other schools in the Division who move into the boundary area for Bishop David Motiuk School may transfer to our school. Parents simply contact the current school and the receiving school. Student files are transferred electronically.



SCHOOL POLICIES & PROCEDURES

Non-resident students currently residing within the Bishop David Motiuk boundary area and attending an ECSD school may transfer to Bishop David Motiuk at the transition point from elementary to junior high (from grade six to grade seven).

ALLERGY AWARE PROCEDURES

We have a number of students at our school with life-threatening allergies to peanuts and nut products. In some cases, these allergies are so severe that just a trace of, or even the smell of peanuts or nut products, could send the child into anaphylactic shock. If this happens, the child's throat tightens and swells and he or she may stop breathing. This type of severe allergic reaction can be fatal. Although we cannot absolutely guarantee that students will not come into contact with nut products, we do wish to limit the chances of such an occurrence. Please help us by checking the labels, packages and ingredients of all foods your children bring to school. Please don't let your children bring any foods to school that contain even a trace amount of peanuts or nuts. In order to keep our students as safe as possible, students who bring nut products to school will be required to eat in a segregated area.

ASSESSMENT POLICY

PHILOSOPHY OF ASSESSMENT

At Bishop David Motiuk Catholic Elementary and Junior High School, we consider meaningful assessment to be of fundamental importance for student learning. Our philosophy of assessment is shaped and informed by our school division's *Administrative Procedure 360: Assessment* and the *Assessment 360 Summary Statement*. As stated in the Edmonton Catholic School Division's *Administrative Procedure 360: Assessment*, we believe that the "...primary purpose of assessment is to gather evidence about student progress to guide instruction and improve student learning."

We believe in high-quality, inquiry-based instruction with rigorous and balanced assessment practices that will help students to develop skills as critical thinkers and confident learners. Effective assessment practices begin with an understanding of outcomes, grade level standards, student achievement and individual student needs. Student achievement is the focus of assessment and students are actively engaged in the learning process, as are all members of the learning team, including parents, teachers and school leaders.

Teachers engage in a variety of assessments in order to inform instruction and guide student learning. Depending on student needs and learning engagements, assessment may take different forms:



SCHOOL POLICIES & PROCEDURES

- Diagnostic Assessment is used to determine what students already know and are able to do.
- Formative Assessment is used to help students improve their learning and to help teachers identify next steps in planning.
- Summative Assessment is used to determine what students have learned throughout a unit and to what degree desired outcomes have been attained.

We believe that planned reflection upon and review of student achievement and assessment practices, with excellence in student achievement as our goal, will help us to continually improve our assessment practices and create optimal conditions for student learning. For this reason, our assessment policy is reviewed on an annual basis. Results of the annual review are communicated to the school community.

COMMON PRACTICES IN USING THE MYP ASSESSMENT CRITERIA AND DETERMINING ACHIEVEMENT LEVELS

At Bishop David Motiuk School, we work to ensure that school-based assessment of student learning utilizes the “best fit” approach required by the IB. Assessment in the MYP is criterion-related, which means that students are assessed using specified subject area criteria rather than against other individuals in the class. The level of student success in reaching the objectives of each subject group is measured in terms of the levels of achievement described in each assessment criterion. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance. Each band has its own unique descriptor that teachers use to make “best-fit” judgments about students’ progress and achievement.

The levels that you see in PowerSchool do not equate to a percentage. Teachers use conversion scales in their classrooms to convert the levels into percentages to align with our Division reporting policies. The MYP grades are not weighted in the student’s final mark.

1	<35
2	35% - 46%
3	47% - 55%
4	56% - 65%
5	66% - 76%
6	77% - 88%
7	89% - 94%
8	95% - 100%



SCHOOL POLICIES & PROCEDURES

The following assessment procedures are in place:

- MYP teachers are required to use MYP assessment criteria a minimum of two times per year in each subject area.
- Community Projects and achievement in interdisciplinary units are also assessed using MYP assessment criteria.
- Teachers are encouraged to use MYP assessment criteria for formative and summative assessment tasks whenever possible. Tasks assessed using these criteria are then converted into numeric grades as required by the school division.
- At the beginning of the school year, students are given copies of the MYP assessment criteria for each subject area. MYP assessment criteria is also posted in Google Classrooms for each subject area.
- The outcomes to be assessed in any task are made explicit to the students in the class at the time that the task is set. Feedback on assessment is made available to students either at the time of assessment, or as soon as possible afterwards.
- When more than one teacher is assigned to a grade or subject area, collaboration between and among teachers is required in order to develop and reflect upon planners and to establish common standards for assessment.
- Teachers maintain a record of individual student achievement on an ongoing basis. This includes the criterion levels for each student.

COMMON PRACTICES IN RECORDING AND REPORTING STUDENT ACHIEVEMENT

Assessment and reporting practices are designed to promote understanding, transparency, consistency and fairness. Communication with parents takes place in a variety of ways

Reporting and Communication with Parents

PYP Meet the Staff Evening

Held in the 3rd week of school each year, PYP teachers communicate to parents and students about the philosophy of the report card, the assessment process, key learner outcomes, teacher expectations, special events, field trips and curriculum summaries.

PYP and MYP Student Led Conferences

PYP and MYP Student Led Conferences are held in November and March of each school year. The aim of the student led conference is to celebrate learning that has taken place to that point in the school year and to have each student identify strengths, areas for growth and set goals for learning.



SCHOOL POLICIES & PROCEDURES

Access to Teachers

Parents may make appointments with teachers as required to discuss student progress or other concerns.

Access to Gradebooks

Parents have access to teacher gradebooks, through PowerSchool, at any time in order to view assessment tasks and progress for their child(ren).

Student Report Cards

Formal report cards are available for viewing through PowerSchool at the end of January and at the end of the school year in June.

In the PYP and in the MYP Year 1, achievement is reported using levels of achievement.

In the MYP, student achievement is reported in numeric percentages. MYP grades, using IB descriptors, are calculated and listed separately on the report card.

Other Forms of Communication

We assume a responsibility to communicate effectively and continuously with parents and guardians by providing them with meaningful information. Communication is frequent and ongoing. In addition to the communication forms listed above, communication may include:

- School and home assignment comments
- Portfolio updates and reviews
- Phone calls
- Emails
- Mini-conferences
- Student self-reflection and goal setting
- Google Classrooms
- Gradebook Requirements

At the beginning of the school year, Course Outlines and Class Descriptions (which include evaluation schemes) are shared with parents and students so that both groups understand how final grades are calculated. Final grades are reported in a numeric percentage in the MYP Level 2-4. MYP Level 1 grades are reported in Levels of Achievement (MYP Level 1 is Grade Six, which is considered an elementary grade in our school division).



SCHOOL POLICIES & PROCEDURES

MYP grades are reported in a separate category at the end of the school year.

In both the MYP and the PYP, teachers are expected to write comments regarding selected assessment tasks in PowerTeacher Pro, within the context of selected outcomes being assessed, as one way of communicating with parents about achievement.

Comments are meant to identify the strengths and areas of growth for students, along with suggestions regarding strategies for students to reach learning targets. Comments are required if there is no evidence of learning with regard to a particular outcome, or if a student did not complete an assignment.

In both the PYP and the MYP, in addition to assessing outcomes, teachers are required to assess learner skills in the areas of Citizenship, Collaboration and Self-Management, for each student.

In the MYP, teachers in each subject area assess student work using the MYP criterion for that subject area a minimum of two times in the school year in order to obtain valid IB report card grades. Teachers aim to use all rubrics each term. MYP grades are reported separately in the final student report card.

Differentiation of Instruction

Accommodations are made for students as necessary in order to assist students in achieving grade level outcomes. Accommodations could include adjustments such as additional time for tasks, assistive technologies, scribes or readers. Learning outcomes are not modified for students receiving accommodations. Accommodations must be discussed with parents

Some students require adapted programming in order to meet their specific learning needs. Adapted programming could include supports and/or modification of assignments or tasks in order to accommodate an individual student's needs, learning style, preference or pace. For students on adapted programming, it is possible that some assignments would be omitted in determining the final grade. Scale factors could also be used to determine the weight of individual assignments. Students using adapted programs must have an Individual Program Plan (IPP) in place. IPPs are developed at the beginning of the school year and are reviewed at regular intervals. Adapted programming is indicated on the student report card.



SCHOOL POLICIES & PROCEDURES

ELL programming

English Language Learners (ELL) who are not working at grade level may be placed on adapted programs. This is indicated on report cards. Students placed on adapted programs must have an Individual Program Plan (IPP) in place. Key learner outcomes for these students may be modified and they receive differentiated instruction. Teachers will differentiate their instruction in order to ensure that students are successful. For example, ELL students can hardly be expected to respond in the same way as other students if they have little or no language in which to respond. In differentiated instruction, students provide evidence of their learning in a variety of ways.

IMPLEMENTATION OF FORMATIVE AND SUMMATIVE ASSESSMENT CONSISTENT WITH IB EXPECTATIONS

It is expected that teachers participate in common planning, marking and assessment practices across grade level and subject areas. Teachers have adopted a backward design approach for their unit and lesson design in that it provides a clear understanding of the Alberta Education Program of Studies and learner outcomes while facilitating a more focused approach to teaching and learning and improvement in student performance.

Three focus questions guide our teachers in planning for assessment

1. How will students know and understand where they are in their learning?
2. How will teachers involve students in the assessment process?
3. How will teachers measure and report student achievement?

Teachers are expected to use a wide variety of assessment types in order to provide students with opportunities to develop and demonstrate their learning. These include Formative (Assessment for Learning) and Summative (Assessment of Learning) assessments. It is expected that teachers will familiarize themselves with expectations and requirements established by the IB with regard to assessment and will incorporate these understandings into planning and assessment tasks.

Formative Assessment is used to help students improve their learning and to help teachers identify next steps in planning. Formative assessment includes opportunities for practice and is not part of an achievement grade.

Summative Assessment is used to determine what students have learned throughout a unit and to what degree desired outcomes have been attained. Summative assessment provides information to students, parents/guardians, and teachers about student achievement at the end of a period of instruction and is used to determine an achievement grade.



SCHOOL POLICIES & PROCEDURES

RECONCILING MYP ASSESSMENT PRINCIPLES AND PRACTICES WITH REQUIRED SYSTEMS FOR GRADING AND REPORTING

Edmonton Catholic Schools offers two approaches to calculating grades at the junior high level.

1. “Total Points” method of calculation. This means that all of the points EARNED by the student across a variety of assessments are added up and divided by the total number of points POSSIBLE to determine the percentage final grade.
2. “Weighted Categories” Each category or assignment, such as projects or exams, is assigned a weighting toward the final mark. The points within a category are tabulated, then converted to a percentage. That percentage is then multiplied by the weight of the category. The sum of these numbers for each category becomes the final grade.

Teachers at Bishop David Motiuk Catholic School use the “Total Points” method for grade calculation, which is in keeping with the assessment principles used in the MYP.

Students in grades six and nine (MYP Level 1 and 4) are required to write Provincial Achievement Tests at the end of the school year. Average scores on Provincial Achievement Tests for schools and jurisdictions within the province are reported to the public on an annual basis. Preliminary results for Provincial Achievement Tests are sent home for each student in June, with final results being sent home when official results are released by the Province in early October of each year.

In keeping with established practice in the Edmonton Catholic School Division, Provincial Achievement Tests serve as final exams in Language Arts (Language and Literature), Social Studies (Individuals and Societies), Sciences and Mathematics. Students in grades seven and eight write school developed final exams in these same subject areas. Schools are required to report percentages achieved on final exams separately on the report card.

Provincial Achievement Tests cannot be converted into MYP grades. For this reason, assessments using MYP criterion are calculated and reported separately on the final report card.



SCHOOL POLICIES & PROCEDURES

INCLUSION AND SPECIAL EDUCATIONAL NEEDS POLICY

Bishop David Motiuk Mission Statement

Bishop David Motiuk Catholic Elementary and Junior High School is a Christ-centered community that invites students to grow together in faith and learning. We celebrate and nurture the gifts and uniqueness of each child in an environment where students develop as thoughtful and independent learners who are well-equipped to deal with the opportunities and challenges that life brings.

Philosophy of Inclusion

In keeping with our Mission Statement, we believe that each child is a gift to our community and as such, is welcomed and accepted. As per the Edmonton Catholic School Division's *Administrative Procedure 213: Inclusive Education and Programming*: "Educational practices that are flexible and responsive to the strengths and needs of individual students can create inclusive learning experiences

that ensure all students are successful." We are committed to providing the supports and practices necessary to create an optimal learning environment for each of our students.

Definitions

Individualized Program Plans (IPP) and **Personalized Learning Plans (PLP)** create meaningful and successful learning opportunities for all students using the programs of study as a starting point of instruction. IPPs provide a summary of goals, objectives, strategies and accommodations aimed at enhancing student learning. PLPs provide year-long goals and accommodations aimed at enhancing student learning.

Learning Coach is a teacher who supports and assists schools in meeting the inclusive and diverse needs of students.

Programs of Choice means a congregated or alternative site to which students from various schools may choose to attend and which provides programming appropriate to their diverse learning needs.

Students with diverse needs means students in need of programming because of their behavioural, communicational, intellectual, learning or physical characteristics; students who may require specialized health services; or students who are gifted and talented.

-From: ECSD *Administrative Procedure 213: Inclusive Education and Programming*



SCHOOL POLICIES & PROCEDURES

Students with Diverse Learning Needs

Support for students with diverse learning needs varies depending on the strengths and needs of the individual student. In general, the Edmonton Catholic School Division uses Alberta Education criteria to identify students with diverse needs. These students generally fall into one of two broad categories:

1. Severe
2. Mild/Moderate

Students falling into one of these categories may be “coded.” Students with either severe or mild/moderate codes may require individual, targeted or universal supports.

Procedures

In order to plan appropriately for students with diverse learning needs, the school, under the direction of the principal, is responsible for ensuring that programming that meets the learning needs of all students is in place. In order to do this, school administration:

- Works with the learning coach to gather information about and identify the strengths and needs of students with diverse needs.
- Determines classroom placement that will best suit individual students with diverse needs.
- Determines types and levels of supports provided to teachers responsible for delivery of the program.
- Communicates with parents regarding educational programming and support for students.
- Ensures that documentation meeting the coding criteria from Alberta Education is in place.
- Consults with division consultants as necessary.

Severe Codes

Severe codes include diagnoses in the following categories:

- Intellectual Disability (Severe)
- Severe Emotional/Behavioural Disability (diagnoses such as conduct disorder, schizophrenia, bi-polar disorder, severe chronic depressive disorder, severe oppositional defiant disorder, severe obsessive/compulsive disorders, trauma and stress-related disorders)



SCHOOL POLICIES & PROCEDURES

- Severe Multiple Disability (two or more cognitive or physical disabilities)
- Severe Physical or Medical Disability (disabilities such as autism spectrum disorder, FASD/alcohol-related neurodevelopmental disorder (ARND), Tourette syndrome, cerebral palsy, brain injury, cancer, selective mutism)
- Deafness
- Blindness
- Severe Delay Involving Language

Students with Severe Codes often require extensive supports in the school environment.

Funding is provided to the school division for students with severe codes, a portion of which is then dispersed to schools in order to provide supports for students.

Students with severe codes must have a diagnosis from a qualified professional such as a medical doctor, psychologist, psychiatrist, audiologist, occupational therapist, speech language pathologist.

When the school, through observation, feels that a diagnostic assessment for a child is warranted, they will meet with parents regarding their observations. If the parent consents, the school will make arrangements with a qualified professional to have the assessment done either at school or at the professional's place of employment.

Parents must consent to having a special education code entered for their child(ren). If consent is not given, then no special programming is available for the child, although teachers will always do their best to differentiate instruction and meet learning needs. Modified or adapted programming is not available without parental consent.

Students identified with severe codes may require an Individual Program Plan (IPP) that is reviewed at least three times during the school year by members of the learning team (Learning Coach, Administrator, Parents, Student). As per division procedures, IPPs and PLPs must include:

1. Specialized services and supports to be provided;
2. Measurable goals and short-term objectives; Assessment procedures and diagnostic information on which the plan is based;
3. Review dates, results, and recommendations;
4. Required classroom accommodations (any changes to instructional strategies, assessment procedures, materials, resources, facilities, or equipment).



SCHOOL POLICIES & PROCEDURES

5. Transition plans; and
6. A parental signature.

Note: Depending on learning needs and opportunities for success in school, students may be recommended for division Programs of Choice.

Mild/Moderate Codes

Mild/moderate codes include diagnoses in categories such as:

- Intellectual Disability (Mild)
- Intellectual Disability (Moderate)
- Emotional/Behavioural Disability
- Learning Disability
- Hearing Disability
- Visual Disability
- Communication Disorder/Delay
- Communication Disability/Disorder
- Physical or Medical Disability
- Multiple Disability

Students with mild/moderate codes have disabilities or delays that interfere with learning.

Students with mild/moderate codes may have an Individualized Program Plan (IPP) or a Personalized Learning Plan (PLP) in place. IPPs and PLPs are reviewed at least three times during the school year by members of the learning team (Learning Coach, administrator, parents, and student). Division requirements for PLPs are the same as for IPPs.

Supports for Students with Diverse Needs

As aforementioned, students with severe or mild/moderate diagnoses may require individual supports, targeted supports, or universal supports.

Individual supports mean that the student has access to a staff member, generally an educational assistant or a therapeutic assistant, for the greater part of the school day. Depending on their individual needs, students receiving individual supports could also have access to members of the school's multi-disciplinary team, or resources such as assistive technologies or specialized equipment. Supports also include strategies and principles from Universal Design for Learning.

Targeted supports mean that students have access to supports or resources on an as needed basis. Students could have access to the same types of supports as students with individual supports, including educational or therapeutic assistants, members of the school's multi-disciplinary team, access to



SCHOOL POLICIES & PROCEDURES

assistive technologies or specialized equipment. Supports also include strategies and principles from Universal Design for Learning.

Universal supports refer to differentiated instruction at the classroom level. Universal supports could also include assistive technologies, specialized equipment. Supports also include strategies and principles from Universal Design for Learning.

Support for English Language Learners is also provided. Please see our Language Policy for more information about the types of supports available.

Resources

Edmonton Catholic Schools: [Administrative Procedure 213: Inclusive Education and Programming](#)

Alberta Education: [Handbook for the Identification and Review of Students with Severe Disabilities](#)

Learn Alberta: [Inclusive Education Library](#)

BISHOP DAVID MOTIUK LANGUAGE POLICY

This policy was developed for both the Primary and Middle Years Programmes in the school. It asserts the notion that all teachers are language teachers and that language learning is in alignment with the Learner Profile. Furthermore, acquisition of more than one language enriches personal development and helps facilitate international-mindedness.

Our Language Policy is based on the principles and guidelines provided in the following sources:

- *PYP Making it Happen: A Curriculum Framework for international primary education*
- *Learning in a language other than mother tongue in IB programmes*
- *Guidelines for developing a school language policy*
- *Programme standards and practices,*
- *IB learner profile*
- *A Transformation in Progress: Alberta's K-12 Education Workforce 2012/2013*



SCHOOL POLICIES & PROCEDURES

Rationale: Our policy was written with the premise that:

- ❖ A language policy is an integral part of an IB World School. This policy outlines guidelines for the use of languages in the school and in communication with other parties.
- ❖ A language policy is a working document that guides the learning practices for staff and students. There are significant implications to the implementation of the policy, including but not limited to, school operation, languages of instruction, the acquisition and development of learning resources
- ❖ The use of languages can have a significant impact on student learning, in particular a student's view and understanding of culture, international mindedness, and language structure.

Beliefs and Values: We believe and value that language is:

- ❖ A social means of exploring and communicating meaning.
- ❖ A way of communicating thoughts, feelings, and experiences
- ❖ Using prior knowledge to build upon a child's repertoire of skills
- ❖ A shared responsibility of all teachers

Our language philosophy is that language is the foundation for communicating and inquiring which is essential for the development of social, emotional and cognitive skills. Language is used and expressed differently in different contexts and audiences and will change over time. Acquisition of language is an ongoing process as the child develops skills, knowledge and concepts to achieve fluency and proficiency. It is important to respect and build upon a child's first language as experience in one language will benefit in the learning of other languages. Language permeates the whole curriculum and listening, speaking, reading, writing, viewing and representing are the necessary skills for knowledge acquisition and construction of meaning.

Objectives:

- ❖ to support children in the Language of Instruction as outlined in the Alberta Education Language Arts Program of Studies
- ❖ to build confidence and competence as foundation skills in French as a Second Language, while building towards fluency
- ❖ to provide support to help manage everyday experiences in the local environment for English Language Learners (ELL)
- ❖ to facilitate the process of learning new languages in the future.
- ❖ to support mother-tongue learning, so as to assist any additional - language learning and maintain and enhance a student's cultural links



SCHOOL POLICIES & PROCEDURES

- ❖ to utilize the students' language diversity within school contexts to enhance the qualities of the PYP and MYP.

These objectives are maintained by the following curricular supports in the school which include:

- Alberta Education Language Arts Program of Studies
- The PYP language scope and sequence document as well as other curriculum support documents
- Alberta Education French as Second Language Program of Studies and scope and sequence documents
- Various language support materials and resources for different grades
- The locally developed Kindergarten through Grade 3 French as a Second Language scope and sequence

Instruction of Language A and B

Within the context of teaching language, teachers strive to:

- promote inquiry-based authentic language learning
- focus on the transdisciplinary nature of language learning
- incorporate the teaching and learning of language into the programme of inquiry
- develop the skills of listening, speaking, reading, writing and media literacy
- interrelate the skills of listening, speaking, reading, writing and media literacy
- promote consistency of practice in the teaching and learning of all languages.

In order to achieve these actions, teachers receive professional development from our ELL designates, collaboration for the creation of lessons by coordinator and designates, and horizontal and vertical collaboration with subject area colleagues.

Age and additional language learning

IB PYP: Instruction in an additional language should begin by the time the learner reaches age 7. In so doing, the child will have an understanding of language structure and the cognitive and metacognitive skills that may be used to facilitate the learning of the additional language.

IB MYP: Students must receive 50 hours of instruction over the course of the year in Language Acquisition at a minimum beginning in Grade 6.

The chart below outlines the MYP Language Acquisition task requirements that align with the language acquisition phases. The phases do not correspond to particular age groups or MYP year levels.



SCHOOL POLICIES & PROCEDURES

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
French	Year 1 Year 2 Year 3 Year 4	Year 4				

Each phase is assessed according to four criteria. A=Comprehending spoken and visual text, B=Comprehending written and visual text, C=Communicating in response to spoken, written, and visual text, D=Using language in spoken and written form.

Proficiency in an additional language

In the MYP and PYP focuses on developing the elements that will encourage the child to continue their involvement in learning an additional language.

According to research these elements include the learner:

- having an established foundation in the first language
- having a positive experience in the learning of an additional language
- having attributes such as empathy and openness to risk taking.
- participating in language instruction that seeks to develop skills in the five categories of language competency as defined by Canale (1983):
 - ❖ grammatical competence (referring to knowledge of vocabulary, sound and grammar)
 - ❖ sociolinguistic competence (knowledge of how to use language appropriately in different contexts such as the Grade 9 Quebec Trip)
 - ❖ discourse competence (linking elements of language together to take part in certain kinds of discourse, for example, conversation)
 - ❖ strategic competence (knowledge of appropriate strategies to use if communication breaks down and knowledge of how to learn language)
 - ❖ cultural competence (includes sensitivity toward attitudes, norms, behaviours and cultures in which the other language is spoken).

Supporting the development of these elements is our focus, with the ultimate goal being to have students use an additional language for the purposes of real communication.

The additional languages are utilized, where feasible, in other subject areas. Teachers create a positive atmosphere in the classroom and use the Learner profile as a fundamental guide to support the development of the learner to be successful in an additional language.



SCHOOL POLICIES & PROCEDURES

Recommendations of time for additional language learning

The IB:

The recommendation of regular, brief (30 minutes or slightly less), intensive daily lessons beginning by age 7, preferably integrated with other subjects can serve as a practical guide for PYP schools to fit the additional language into the timetable.

Alberta Education:

In Grades 4-9 it is recommended by Alberta Education that students are engaged in 100 - 150 minutes of Core French a week.

Implementation of time for additional-language learning

Age group 5-9 years Kindergarten – Grade 3:

Teachers are expected to teach French language through an integrative and transdisciplinary approach for a minimum of 30 minutes a week. The teachers follow a scope and sequence to help support their teaching of these areas. Examples are days of the week, counting, greetings, and songs.

Age group 9-12 years Grades 4-6:

For this age level, the teachers spend 150 minutes of French instruction a week. The school strives to have a language specialist to teach French in Grades 4 – 6.

Age group 12 – 15 Grades 7 – 9:

For this age level, the students receive between 100 -150 minutes of French instruction a week. The school has a language specialist to teach French in Grades 7 – 9.

Mother Tongue Support

Mother tongue is a matter of cultural identity. In order to support this belief, every class has access to multilingual books from the book room and learning commons. School celebrations and events will be used as an important forum of inculcating an awareness of mother tongue in coordination with parents who will share their rich cultural heritage as well as mother tongue. Mother tongue languages have also been honored through the development of classroom displays, common classroom greetings and multilingual songs and prayers.

The research relating to mother-tongue maintenance and development (Cummins and Danesi, in Baker and Prys Jones, 1988) is particularly significant. This research indicates that students following a mother-tongue maintenance and development programme receive the following benefits.

- They avoid language loss and the resulting negative effects, for example, subtractive bilingualism (where the development of a second language is detrimental to the first language—see glossary for a more-detailed definition).



SCHOOL POLICIES & PROCEDURES

- They perform at least as well (often better) in mainstream subjects (science, humanities, etc) as monolingual students.
- They perform at least as well (often better) as second-language students who don't maintain their mother tongue and are schooled wholly in the second language.
- They retain a positive attitude toward their mother tongue and cultural background when the school shows acceptance of the mother-tongue language, accounting for increased self-esteem and its resulting benefits.

1. ELL Student Population:

- a. Bishop David Motiuk School is comprised of a multinational population of families, several of which are English Language Learners. Currently, for the 2019-2020 school year, we have 286 active ELL students, and over 500 foreign language students.
- b. The spoken languages of our ELL students include Cebuano, Edo, Filipino, French, Igbo, Ilocano, Portuguese, Romanian, Russian, Spanish, Tagalog, Twi, Ukrainian, Vietnamese and Visayan.

2. ESL Assessments, Funding, and Support:

- a. Students who qualify for ESL funding in our school district are assessed using the ELL benchmark tracking assessment. This includes the IPT, and the Fountas and Pinnell standardized reading assessment, which determines a student's independent and instructional reading levels. All students are assessed for their English language proficiencies in reading, writing, speaking and listening, using a variety of formal and informal measures.
- b. Students receive ELL supports in the classroom through various teaching techniques, accommodations, and various teaching strategies based on their level of proficiency. Some of these supports may include visual aids, graphic organizers, dramatization, and small group work. Students who are identified as a level 1 or 2 on the Alberta Education ESL Proficiency Benchmarks receive support through inclusive programming, which may include short term pullout based on ability.

Transformation of student population in Alberta

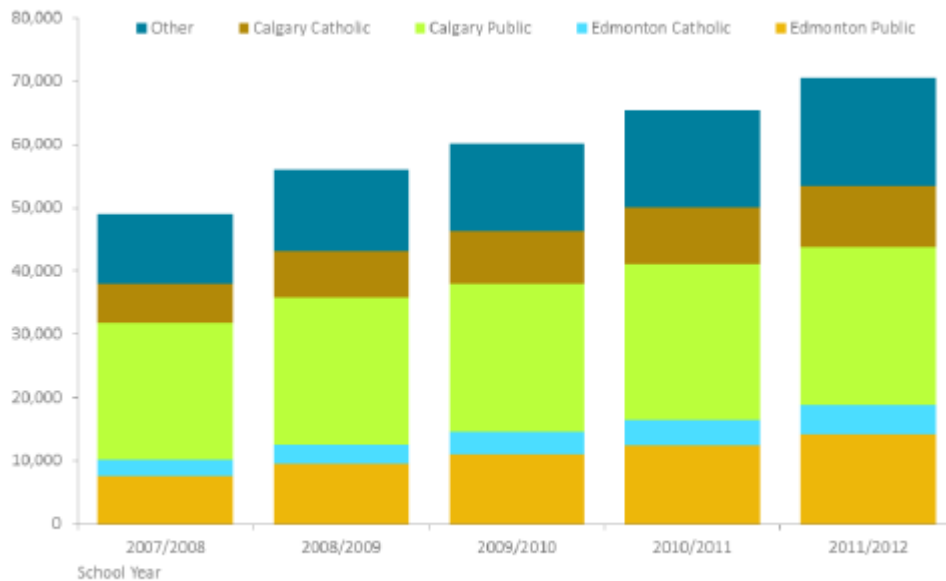
As cited below in the document "A Transformation in Progress: Alberta's K-12 Education Workforce 2012/2013", the student profile across Alberta is transforming and will need careful considerations annually:

"Across Alberta, the ESL population comprises approximately 10% of the total student population. In the larger metropolitan boards, ESL populations comprise almost 25% of the total student population. The largest proportion of the total ESL student population is in the Calgary school authorities (Figure 4) followed by Edmonton school authorities".



SCHOOL POLICIES & PROCEDURES

Figure 4: Alberta's English as a Second Language Population (2007/2008-2011/2012)



Source: Alberta Education, Business Intelligence Reporting (2012)

Professional Development for all stakeholders

Teachers have access to professional development opportunities and support through the school district's Learning Services Innovation consultant team, as well as the cross-district Community of Practice model. Teachers explore a variety of approaches and tools to help them embed effective language instruction in their own classrooms, and to grow a culture of literacy across the school community. These may include, but are not limited to, Balanced Literacy, Reading and Writing Workshop (Lucy Caulkins' Units of Study), The Daily Five, and Empowering Writers. The Fountas and Pinnell reading assessment and intervention tools are also part of the instruction and assessment cycle.

ON-CAMPUS POLICY

Bishop David Motiuk students are not permitted to leave the school grounds during the noon hour unless they live within easy walking distance of the school and are on an established Home for Lunch list maintained in the office. We have a duty of care toward our students and we cannot provide adequate supervision if they are not on school grounds. In addition, the lunch hour is not long enough for most students to go home. The only time students who are not on the Home for Lunch list will be allowed to leave the school grounds is if a parent comes to pick them up and signs them out at the office.



SCHOOL POLICIES & PROCEDURES

*Students who leave school during the lunch hour without permission may receive an out of school suspension.

During the Spring and Fall, students are asked to go directly outside during the second half of the lunch break so they may enjoy twenty minutes of fresh air. Students are to spend this time at the back of the school in the West field. Students are not permitted to be in front of the school building over the noon hour or in the Michael Phair School field.

During the winter months, students in junior high may choose from a variety of indoor activities, including quiet study at the tables in the second floor breakout area. Students may also take part in activities or clubs. After finishing lunch and being dismissed, students are asked to make a choice as to where they wish to spend their time and go directly there. Once students have made their choice, they are to stay in this area for the remainder of the lunch hour.

PARENTAL CONCERNS

Edmonton Catholic Schools and Bishop David Motiuk School are committed to working cooperatively with the parents of our students. We recognize at times there may be differences in understanding, interpretation and opinion. The district has a protocol for addressing classroom and school concerns.

All parties in a conflict situation must recognize and respect the protocol, and more specifically, the principle of “first contact.” This means that the person who has the concern has a responsibility to begin addressing the concern directly with the person with whom they have the concern, before taking their concern elsewhere. On the basis of the principle of “first contact”, parents must address concerns directly by calling or making an appointment with teachers before raising these concerns with the school administration or Catholic Education Services staff (when their concerns are regarding their child’s teacher, program, and/or program support).

Likewise, if a parent has a concern regarding school administration, the parent is expected to bring that concern to the school administration first, before raising these concerns with the Superintendent of Schools.

If, in the view of the complainant, the ruling of the school principal is unacceptable, the complainant may address his/her concern(s) to the Superintendent of Schools in writing. The letter must outline the nature of the original complaint, the steps that have been taken and in what way the decision of the school principal is unacceptable. Upon receipt of such a letter, the Superintendent will direct the correspondence to the appropriate department for resolution.



SCHOOL POLICIES & PROCEDURES

STUDENT CODE OF CONDUCT

STATEMENT OF PURPOSE

At Bishop David Motiuk School, we aim to create a welcoming, caring, respectful and safe learning environment that honours our call to work together in faith, love, and hope. We celebrate our accomplishments and we believe that each person brings gifts, talents and interests to our community to develop and share.

GENERAL EXPECTATIONS

We affirm that the rights set out in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms* are afforded to all students and staff members within Bishop David Motiuk Catholic Elementary & Junior High School. We affirm that pursuant to the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*, students and staff members are protected from discrimination. More specifically, discrimination refers to any conduct that serves to deny or discriminate against any person or class of persons regarding any goods, services, accommodation or facilities that are customarily available to the public, and the denial or discrimination is based on race, religious beliefs, colour, gender, physical disability, mental disability, ancestry, place of origin, marital status, source of income, family status or sexual orientation.

The Student Code of Conduct is reviewed on an annual basis by parents, students and school staff and is revised as necessary in response to feedback from the parties listed above. Expectations of students and school policies are outlined at the beginning of the school year and are regularly reviewed with students. The Student Conduct Policy is printed in student handbooks and is posted on the school website

RESPONSIBILITIES OF MEMBERS OF OUR SCHOOL COMMUNITY

All members of our school community - students, parents and staff - are expected to model and promote behavior that contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging. Additionally, it is expected that all members of the school community will aspire to the ideals set out in the International Baccalaureate Learner Profile as a guide for their work and behavior.



SCHOOL POLICIES & PROCEDURES

IB learners strive to be:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

Parents and school staff have the responsibility to help students meet their responsibilities.

STUDENT RESPONSIBILITIES:

A student, as a partner in education, has the responsibility to:

- (a) attend school regularly and punctually,
- (b) be ready to learn and actively engage in and diligently pursue the student's education,
- (c) ensure that the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging
- (d) respect the rights of others in the school,
- (e) refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means,
- (f) comply with the rules of the school and the policies of the board,
- (g) co-operate with everyone authorized by the board to provide education programs and other services,
- (h) be accountable to the student's teachers and other school staff for the student's conduct, and
- (i) positively contribute to the student's school and community.

-Alberta Education Act, Section 31



SCHOOL POLICIES & PROCEDURES

PARENT RESPONSIBILITIES:

- (a) act as the primary guide and decision-maker with respect to the child's education,
- (b) take an active role in the child's educational success, including assisting the child in complying with section 31,
- (c) ensure that the child attends school regularly,
- (d) ensure that the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment,
- (e) co-operate and collaborate with school staff to support the delivery of supports and services to the child,
- (f) encourage, foster and advance collaborative, positive and respectful relationships with teachers, principals, other school staff and professionals providing supports and services in the school, and
- (g) engage in the child's school community.

-Alberta Education Act, Section 32

STAFF RESPONSIBILITIES INCLUDE:

- (a) Educate students by fulfilling the mandate of the Alberta Education curriculum and our Catholic faith
- (b) Deliver appropriate educational programming that meets the needs of all students and enables them to be successful.
- (c) Encourage, foster and advance collaborative, positive and respectful relationships with students, parents, colleagues.
- (d) Model mutual respect, Catholic values and conduct that contributes to a welcoming, caring, respectful and safe learning environment
- (e) Discipline consistently, maintaining dignity and respect
- (f) Administer consequences for inappropriate and/or unacceptable behaviors.
- (g) Maintain open communication, be accountable and provide assurances to students and parents with regard to student learning outcomes.
- (h) Review conduct policy with students



SCHOOL POLICIES & PROCEDURES

- (i) Communicate classroom expectations
- (j) Recognize diversity and individual differences
- (k) Respect confidentiality.
- (l) Provide supports, as appropriate, for individuals impacted by and those engaging in inappropriate behavior or discrimination. Supports could include meeting with Family School Liaison Social Workers, Emotional Behavior Specialists, or others on an individual basis.

ACCEPTABLE BEHAVIORS

We know that most students behave appropriately most of the time. We also believe that people perform better when they know what is expected of them. Bishop David Motiuk School is committed to providing students with a school environment that is both safe and conducive to learning. We are dedicated to teaching students appropriate behavior towards themselves and others. We expect students to behave in an acceptable manner, which does not interfere with the learning or behavior of others. Students are to conduct themselves in a manner that is respectful.

STUDENTS CAN CONTRIBUTE TO CREATING A POSITIVE LEARNING ENVIRONMENT BY:

- smiling at peers and adults in our school
- speaking to their friends about their behaviour (in a nice way) when they are not contributing to a welcoming, caring, respectful and safe environment
- greeting visitors to their classroom or school
- being friendly and helpful towards students that are new to the school and others
- sitting with someone who is alone at lunch, inviting someone to join games or sit with their group outside, or working together to complete a project
- keeping our school and school grounds clean and tidy
- coming to school/class on time and as prepared as possible
- treating everyone with respect even if they don't agree with their beliefs and/or values
- having empathy for others
- following classroom and school expectations so everyone is able to learn
- not engaging in behavior such as put downs or snickers when questions are asked in class – no one should feel afraid or nervous about coming to school.



SCHOOL POLICIES & PROCEDURES

- Excerpted from The Society for Safe and Caring Schools and Communities, *Series on Alberta's Education Act*, November 2014

-

PARENTS CAN HELP STUDENTS MEET THEIR RESPONSIBILITIES BY:

- modelling kindness
- paying attention to how they talk about other children and the school in front of their children
- taking responsibility for their mistakes
- reporting any problems at school to the teacher as soon as they can. Problems are easier to solve when they haven't been going on for a long time. The best place to start is with their child's teacher. If parents are not satisfied with the results of this conversation, the next step would be to make an appointment to speak with their child's principal
- modelling peaceful problem solving when you have a conflict

- Excerpted from The Society for Safe and Caring Schools and Communities,
- *Series on Alberta's Education Act*, November 2014

OTHER WAYS THAT PARENTS CAN CONTRIBUTE TO A WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENT

- speaking respectfully to and about school staff
- speaking positively about the school, staff, other students and their families in front of their child
- making appointments to ensure the person they want to speak with has sufficient time to have a focused conversation. Drop off and pick up times are not ideal for parents or for the teacher
- communicating with the teacher or other school staff – e.g. positive notes or emails to their child's teacher and/or other school staff, positive comments when parents drop off or pick up their child

- Excerpted from The Society for Safe and Caring Schools and Communities,
- *Series on Alberta's Education Act*, November 2014



SCHOOL POLICIES & PROCEDURES

GENERAL EXPECTATIONS FOR BEHAVIOR

At Bishop David Motiuk, we are dedicated to learning in a welcoming, caring, respectful and safe learning environment. Students and staff at Bishop David Motiuk Catholic Elementary and Junior High School aspire to the ideals set out in the International Baccalaureate Learner Profile as a guide for their work and behavior.

IB learners strive to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, reflective.

We are focused on learning in a positive and caring environment. Anything that interferes with teaching or learning is not allowed. This includes inappropriate dress, gum-chewing, head wear (except when worn for religious observance), sunglasses, inappropriate use of electronic devices or games, behavior that is in conflict with our district responsible use agreement, and physical contact between students. School-wide expectations are communicated to our students by teachers in classroom discussions, by school administration in assemblies, during morning announcements, through the school newsletter and through our school website. We have set behavioral guidelines for the school as a whole and have asked each teacher to set programs and procedures designed to maximize student learning and responsibility. Since each teacher has a different style, specific expectations and procedures will vary from class to class.

CONSEQUENCES FOR INAPPROPRIATE BEHAVIOR

We concentrate on positive behavior and attitudes; however, there are times when a student has difficulty recognizing their responsibility as a student. In such cases, we have outlined a number of possible consequences for behavior, whether the behavior occurs within the school building, during the school day or by electronic means. When a student behaves inappropriately, they can expect that the staff member present (teacher, administrator, teacher assistant, support or custodial staff) will take the most appropriate action. One or more of the following can be expected to occur:

- Verbal reprimand
- Restriction of privileges and activities
- Noon hour detention of student
- Parental involvement.
- Parent-student conference with school staff
- Verbal or written apology by student
- Problem solving, monitoring or reviewing behavior expectations



SCHOOL POLICIES & PROCEDURES

- Replacement or repair of damaged property
- Temporary exclusion of student from class
- Bus suspension for students riding the bus
- In-school suspension
- Out-of school suspension
- Behavior contract
- Involvement of outside agencies
- Involvement of Police
- Expulsion.
- Record of incident retained in PowerSchool.

In dealing with inappropriate behaviors, consequences are fair, but not always equal. A number of factors are taken into account when dealing with inappropriate behavior. As might be expected, the more serious the behavior, the more severe the consequence. The nature and circumstances of the incident, as well as frequency of misbehavior, and unique student attributes such as age, maturity and the individual circumstances of the student are also considered.

UNACCEPTABLE BEHAVIOR

Unacceptable behavior could result in a suspension from school under Section 36 of the Education Act. The following are considered major forms of misbehavior and will be dealt with severely, whether they occur within the school building, during the school day or by electronic means.

Bullying/Cyberbullying

Alberta Education defines “Bullying” as:

“...a repeated and hostile or demeaning behaviour intended to cause harm, fear or distress, including psychological harm or harm to a person's reputation. It often involves an imbalance of social or physical power.”



SCHOOL POLICIES & PROCEDURES

Bullying can take different forms:

- Physical – pushing, hitting
- Verbal – name calling, threats, put-downs
- Emotional/Social – exclusion, rumors, extortion of money or possessions, intimidation
- Cyber – using the computer or other technology to harass or threaten

Bullying is not a normal part of growing up and it does not build character. No one should have to put up with bullying. Bullying is a learned behaviour – children and youth often learn bullying behaviours when they either experience being bullied or see it happening to others.

Bullying is different from conflict. Conflict is defined as a disagreement or struggle over opposing beliefs, needs, feelings or actions and is a normal part of life. From time to time everyone has conflicts with friends, family, teachers, co-workers. It is important to learn how to resolve conflict peacefully and recognize the difference between conflict and bullying.

Students are expected to report bullying behaviour as soon as they can after seeing it or experiencing it. Students may do this by telling an adult in the school. Students who are uncomfortable with coming forward to school personnel are encouraged to talk with parents or friends, who could then assist them in notifying the school about bullying.

Bullying or cyberbullying of students could result in an immediate suspension from school. As well, the police may become involved in the investigation of bullying incidents. Bullying is defined in law as “the repeated intimidation of others by the real or threatened infliction of physical, verbal, written, electronically transmitted or emotional abuse.” Any person who repeatedly bullies a minor (under the age of 18) in a public place could be subject to a \$250 fine.

Defiance

Any act of defiance, that is, refusing to comply with a reasonable request from a staff member, could result in a suspension from school.

Physical / Verbal Abuse or Harassment

Physical abuse of any type to anyone could result in a suspension from school. Verbal intimidation or harassment could also result in a suspension from school. At Bishop David Motiuk, there is no such thing as “play fighting” – and therefore this will not be considered an acceptable excuse for physical contact with another student. Police may be involved if this is deemed to be appropriate by school administration.



SCHOOL POLICIES & PROCEDURES

IMPORTANT NOTE: Students who choose to watch or encourage other students in a physical fight could be suspended from school. The fact that they have an audience encourages those students who are fighting to continue the conflict, as they do not want to "lose face" in front of their peers. Thus, the spectators are viewed by school administration as being a major contributing factor to the continuation of the fighting, and they will be treated accordingly.

Improper or Profane Language

The use or display of improper or profane language could result in a suspension from school. Students who use profane language in addressing a teacher could be suspended from school.

Vandalism or Willful Damage to School Property

Vandalism or willful damage to school property could result in an immediate suspension and/or service within the school community* depending on the circumstances, students will be expected to pay fully for any damages caused deliberately or through carelessness.

*Service within the school community occurs when a student is assigned to do work to assist any of the adults in the school (i.e.: teachers, custodians, support staff). This is for a specific number of hours in a specified period of time.

Theft

Theft of property, either from the school or from another person is strictly prohibited and will result in a suspension. Restoration of the stolen property is mandatory. In some instances, cases of theft are referred to the police.

Illegal Drugs or Substances

Possession or use of illegal drugs or substances on school property or in sight of school property will result in an immediate suspension and may lead to expulsion from the school. In cases of drug use, the police will be involved in the investigation and charges could be laid.

Behavior Dangerous to Self or Others

Students who engage in reckless or dangerous behavior will be suspended from school. If appropriate, the police will also be involved in the investigation.

Weapons

Possession of a weapon or presentation of any object meant to threaten or intimidate will result in an immediate suspension. Any weapons brought to school will be confiscated and turned over to the police. Police may be involved if this is deemed to be appropriate by school administration.



SCHOOL POLICIES & PROCEDURES

IMPORTANT NOTE: This rule also applies to toy knives and guns. Simulated weapons will be treated in the same fashion as real weapons. They have no place in a school environment.

Repeated Violation of General Expectations

Repeated violation of general expectations or a continual disregard of classroom rules will result in an out-of-school suspension.

STUDENT-OWNED DEVICES POLICY

Bishop David Motiuk School believes in providing students with an educational environment that will engage and empower them as 21st century learners. Students are able to access our wireless network under the following conditions:

- Students are responsible for the security and safety of their own devices, including Chromebooks and cell phones.
- Cell phones must be on silent mode and kept in the student's locker during the school day, including over the noon hour. Lockers must be locked.
- Students using their devices for personal use must adhere to ECSD's Student Responsible Use Agreement. Devices may not be used within the school building. A phone is available in the school office in the event of an emergency. Consequences will result for students who do not follow school policy.
- The school assumes no responsibility for the safety, security, loss, repair or replacement of a student's personal devices.
- The use of the network and personal devices is for educational, not social use.
- Devices must be fully powered prior to using them at school to avoid loss of time, management issues and overloading of electrical outlets.
- Sharing of devices is only permitted if students are working together. Students should not allow other students to use their personal devices.
- Use of cameras and video recording devices is permitted under teacher supervision only. No school pictures or videos of any kind may be posted on any social media or personal sites.
- Teachers will review internet etiquette with students.
- Teachers and administrators have the right to "search" student-owned devices – including cell phones - if they have reason to believe that the device has been used inappropriately.
- Student devices will work from the "Cloud" and will follow the same internet safety precautions and sites as if they were in a wired lab, In other words, sites like "Instagram" or "Snapchat" may not be available for student use while at school.
- Teachers and IT specialists make every effort to ensure the availability of IT resources, with the understanding that at times, these resources may not be available.



SCHOOL POLICIES & PROCEDURES

Students Must:

- Follow all ECSD policies and administrative procedures regarding responsible use of technology.
- Take full responsibility for, and respectfully use, IT resources and equipment available to them.
- Take responsibility for their actions when using technology, always respecting the rights and privacy of others.
- Use IT resources and equipment in a positive manner so as not to disturb system performance and to not breach security standards.
- Be mindful of internet/network safety protocols:
- Keep personal information secure, including age, address, phone number.
- Keep passwords confidential and refrain from sharing them – even with friends.
- Report any inappropriate material, security, or network problems to a teacher, administrator, or system administrator.
- Recognize that not all information found on the internet is true and accurate. Assess information found on the internet carefully.

Cell Phone Procedures

Cell phones are not allowed in classes. They can be a distraction and serve no educational purpose. Cell phones are to be left in lockers from the time students arrive in the morning, during instructional time and over the noon hour. Students are reminded to LOCK their lockers.

The consequences for not adhering to the Cell Phone policy are:

First time a student is caught with a cell phone:

- Teacher logs the incident in PowerSchool and brings the phone to an administrator
- Student picks up the phone from the administrator at 3:15

Second time student is caught with a cell phone:

- The incident is logged in PowerSchool and the cell phone is brought to the office
- The administrator calls home and has a conversation with the parent about this concern and solution.
- The parent is notified that if the student breaks the rule again, he or she will be given an in-school suspension.

Third time student is caught with a cell phone:

- The incident is logged in PowerSchool and the student is given an in-school suspension for “defiance” or breaking school rules repeatedly.



ACTIVITIES

AT BISHOP DAVID MOTIUK

WHOLE SCHOOL ACTIVITIES

Bishop David Motiuk is a very busy school in terms of activities and events that extend learning and build community.

RELIGIOUS CELEBRATIONS

As a Catholic school, we mark important events in the school and liturgical calendar in celebration. Students at our school attend a number of different parishes, including Annunciation, Good Shepherd, St. John the Evangelist and St. Joseph's Basilica. In the upcoming year, we will celebrate one mass at a parish large enough to accommodate all of our students. We will invite our parish priests and Bishop David to concelebrate. We will also celebrate Divine Liturgy with Bishop David at St. Basil Ukrainian Catholic. At other times, we have school or classroom-based celebrations.

MEET THE STAFF/CURRICULUM EVENING

Each September, we invite Bishop David Motiuk families to our annual Meet the Staff Evening. This is an opportunity for families to meet their children's teachers and learn a little bit about what students will be learning over the course of the year.

SPIRIT DAYS

Each month, Bishop David Motiuk students take part in Spirit Days that involve events and/or dress-up days. Spirit days are lots of fun for everyone.

SEASONAL EVENTS

We hold many events for the entire school that are specific to a particular time of year, such as Halloween activities, Christmas activities, Valentine's activities, and many others.

ELEMENTARY ACTIVITIES

There are a number of events and activities that are specific to our elementary, such as our annual Christmas concert, Volleyball Tournaments, dances, fun days and various clubs, including Lego club and Numero. Grade six students take part in AMA patrols. Bishop David Motiuk students also look forward to many field trips and activities over the course of the year.



ACTIVITIES

AT

BISHOP DAVID MOTIUK

JUNIOR HIGH ACTIVITIES

BAND CONCERTS

Our junior high band students perform two concerts per year for our school community. They also take part in performance opportunities as they arise.

INTER-SCHOOL ATHLETICS

Bishop David Motiuk is a member of the inter-school athletic program. Our school teams play a number of games with other junior high schools in the Edmonton Catholic School District. Our teams include boys and girls volleyball, basketball, soccer and track and field. Bishop David Motiuk students also take part in the ECSD Cross Country Run each September.

STUDENT LEADERSHIP TEAM

Our Student Leadership Team organizes many different activities for junior high students throughout the school year.

DANCES, CLUBS AND ACTIVITIES

Bishop David Motiuk junior high students participate in a variety of activities, such as regular dances and spirit days. They also have opportunities to be involved in clubs and many other activities.



GREAT THINGS at BISHOP DAVID MOTIUK

STRONG CATHOLIC IDENTITY

At Bishop David Motiuk, our Catholic faith is integral to teaching and learning. We have an excellent relationship with our local parishes and we place great emphasis on faith development.

IB PROGRAMMES

We are excited and proud to be an authorized IB World School offering the Primary and Middle Years Programmes to students in west Edmonton. International Baccalaureate Programs are internationally recognized for their academic rigor and emphasis on helping students to become active learners, well-rounded individuals and engaged world citizens. Through emphasis on the IB Learner Profile, students strive to be: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, Risk-takers, Balanced and Reflective.

GREAT STUDENTS

Students at Bishop David Motiuk strive to live in ways that demonstrate our Catholic faith. They are hardworking young people who are unfailingly polite and well-mannered. They go out of their way to live the gospel values of caring for the poor, the marginalized and the less fortunate.

GREAT FACILITIES

At Bishop David Motiuk, we have beautiful learning spaces, large classrooms, two gymnasiums, and a variety of lab spaces, including state of the art Foods and CTF labs. Our music room features a performance space and practice rooms. We also have dedicated Drama and Art rooms. Our science classrooms are highly advanced and provide great opportunities for learning for students.

ACCESS TO TECHNOLOGY

In addition to student-owned Chromebooks, we have iPads, more robust computers and a variety of programmable robots available for students use. Wireless networking makes it possible for students to use cloud computing throughout the day. We also have Epson boards and projectors in every classroom. Our students have great opportunities for learning!



GREAT THINGS at **BISHOP DAVID** **MOTIUK**

OUTSTANDING COMPLEMENTARY COURSE PROGRAM

Our semestered complementary course program provides junior high students with a wide variety of choices in terms of the complementary courses they may take. Students may take a variety of courses in visual and performing arts, career and technology foundations, and media, design and communications.

UNPARALLELED VISUAL AND PERFORMING ARTS PROGRAMMING

Students at Bishop David Motiuk have access to outstanding visual and performing arts programming. Students may take Art, Drama, Film Studies, and both Instrumental and Choral Music.

EXTENSIVE FIELD TRIP PROGRAM

At Bishop David Motiuk, we believe that students benefit from experiences outside of the classroom. Therefore, we have developed an extensive field trip program for students. In addition to visiting a variety of local attractions such as the Citadel Theatre, the Edmonton Art Gallery, the Royal Alberta Museum and the Telus World of Science, our students take part in activities such as ski trips.

GREAT SCHOOL SPIRIT

School spirit is alive at Bishop David Motiuk, where students and staff come together to celebrate through a variety of special events, sports and community activities including field trips, grade level retreats, activity days, fun days and school spirit days. Students at Bishop David Motiuk are invited to participate in a variety of activities such as inter-school athletics, the Student Leadership Team, clubs and more!

