

Βίταεμο

Mabuhay

歡迎

Benvenuti

Karibu

Bienvenidos



Tawaw

EDMONTON CATHOLIC SCHOOLS

Bienvenue

Witamý

Добропожаловать

Dobrodošli

بأكم مرحب

Chào Mừng

A Newcomers' Guide to Elementary Education in Edmonton Catholic Schools

Information and Suggestions for your Child's Success in School



English Version



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ECSD SCHOOL CALENDAR 2024-2025



First Day of Operation

August 29, 2024

First Day of Instruction

September 3, 2024

Last Day of Instruction

June 25, 2025

Last Day of Operation

June 26, 2025

Labour Day	Sept 2
Truth & Reconciliation Day	Sept 30
Thanksgiving Day	Oct 14
Remembrance Day Wknd/Fall Brk	Nov 8-12
Christmas Vacation	Dec 23-Jan 3
Family Day	Feb 17
Faith Development Day/PD	Feb 26
Teachers' Convention	Feb 27-28
Spring Break	Mar 24-28
Good Friday	Apr 18
Easter Monday	Apr 21
Victoria Day Weekend	May 17-20

MONTH	Operational Days	Instructional Days
August	2	0
September	19	19
October	22	22
November	18	18
December	15	15
January	20	20
February	19	16
March	16	16
April	20	20
May	20	20
June	19	18
Total	190	184

JULY 2024	AUGUST 2024	SEPTEMBER 2024
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5 6	1 2 3	1 2 3 4 5 6 7
7 8 9 10 11 12 13	4 5 6 7 8 9 10	8 9 10 11 12 13 14
14 15 16 17 18 19 20	11 12 13 14 15 16 17	15 16 17 18 19 20 21
21 22 23 24 25 26 27	18 19 20 21 22 23 24	22 23 24 25 26 27 28
28 29 30 31	25 26 27 28 29 30 31	29 30
OCTOBER 2024	NOVEMBER 2024	DECEMBER 2024
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5	1 2	1 2 3 4 5 6 7
6 7 8 9 10 11 12	3 4 5 6 7 8 9	8 9 10 11 12 13 14
13 14 15 16 17 18 19	10 11 12 13 14 15 16	15 16 17 18 19 20 21
20 21 22 23 24 25 26	17 18 19 20 21 22 23	22 23 24 25 26 27 28
27 28 29 30 31	24 25 26 27 28 29 30	29 30 31
JANUARY 2025	FEBRUARY 2025	MARCH 2025
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4	1	1
5 6 7 8 9 10 11	2 3 4 5 6 7 8	2 3 4 5 6 7 8
12 13 14 15 16 17 18	9 10 11 12 13 14 15	9 10 11 12 13 14 15
19 20 21 22 23 24 25	16 17 18 19 20 21 22	16 17 18 19 20 21 22
26 27 28 29 30 31	23 24 25 26 27 28	23 24 25 26 27 28 29
		30 31
APRIL 2025	MAY 2025	JUNE 2025
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5	1 2 3	1 2 3 4 5 6 7
6 7 8 9 10 11 12	4 5 6 7 8 9 10	8 9 10 11 12 13 14
13 14 15 16 17 18 19	11 12 13 14 15 16 17	15 16 17 18 19 20 21
20 21 22 23 24 25 26	18 19 20 21 22 23 24	22 23 24 25 26 27 28
27 28 29 30	25 26 27 28 29 30 31	29 30

- Non-instructional day
- Non-operational day
- Cancellation of early dismissal
- Early dismissal
- Statutory Holiday - Office/School Closed
- Named Holiday - Office/School Closed

Introduction

Bringing Catholic Education to Life

Edmonton Catholic Schools provides a Catholic education that inspires students to learn and that prepares them to live fully and to serve God in one another.

This guide provides information and suggestions that will help you establish good communication with your child's teacher. Good communication makes it easier for the teacher to get to know your child and for you to understand what is happening in school. It will make the adjustment to a different school system as smooth as possible. Your involvement will help your child be a successful student.



Consult this guide as your child progresses through elementary school. Use the index to select the sections that you need.

The guide is available in eight (9) languages: Amharic, Croatian, English, Filipino/Tagalog, Russian, Spanish, Serbian, Tigrinya, and Ukrainian. It may be translated into more languages as needed and if funding is available.

In this guide, the word 'parent' includes guardians, caregivers, and other family members.

Getting Ready for School

Elementary School Systems in Alberta

The choice is one of the important principles of Alberta's education system. When it comes to selecting a school, parents and students can choose from a wide range of publicly funded options: Public, Separate, Francophone, Private, and Charter Schools. In each system, district school boards supervise the schools.

For more information about school choices in Alberta see: [Choosing a School in Alberta](#) or [Education Options](#).

How Edmonton Catholic Schools Are Unique

Edmonton Catholic Schools offer the same core program as public schools. However, Catholic schools are unique in several ways:

- ◆ All subjects are taught from a Catholic perspective and Catholic values are part of everything that students learn.
- ◆ All students study religion as a core subject in each year of school.
- ◆ Students participate in daily prayer, reflection and other activities that develop their Catholic faith.
- ◆ In Catholic schools, students learn the skills and knowledge that promote equality, democracy, and solidarity for a just, peaceful, and compassionate society



In Edmonton Catholic Schools, we treat each child as a valued and unique member of God's family.

For more information about education in Edmonton Catholic Schools, see www.ecsd.net.

Reception of Newcomer Families/Intake Protocol



Registration and intake of newcomer students in the Edmonton Catholic School Division is conducted at One World...One Centre. At the time of registration, all newcomer students whose first language is not English will be assessed to determine their proficiency and level of support for EAL programming. At the same time, the Intercultural Liaisons will assist the family in the completion of admission documents and will provide information on the variety of resources and support that are available to newcomer students and their families.

Intercultural Liaisons will help you to fill out and sign school forms such as:

- EAL Assessment Permission Form
- Student Intake Form is based on a collection of background information and prior education of your child. All the collected information will help the teacher plan appropriate learning outcomes for your child.
- Family Needs Assessment Questionnaire which will determine what information about community programs and support may be of interest to you. Lack of information could prevent you from making good use of them.

Intercultural staff will read to parents the parts on the registration form that need their consent and signature. to parents' requirements to sign During the online registration process, Authorization to sign is indicated on the Parent Signature portion of the following provisions:

- **Information Resources Responsible Use Agreement**
This document describes the responsibilities your child has related to the use of Edmonton Catholic Schools' information resources such as computers, the internet, and email.
- **Using and Disclosing Personal Information**
This document describes how and when school district staff may collect and use your child's personal information.
- **District Public Website Guidelines**
This document describes when and what personal information can be posted to a District website.
- **Media Participation Consent**
Schools need to obtain parental consent before allowing students to participate in certain school events. Consent is required because at these events items that may be considered private such as students' work and/or the students themselves could be photographed, videotaped, or recorded by parents, visitors, or media. This information will be used to

celebrate student's achievements and to provide information about education in Catholic schools and/or the work of the Catholic School Board. Please take the time to read and check off all the sections you agree to. In case you change your mind after the fact you can withdraw your consent at any time.

- **Consent to Communicate Through Electronic Means**

Edmonton Catholic Schools requires your consent to use email as an option for communicating school or school district information. Some of these communications may include information about offers, advertisements or promotions related to school activities such as yearbooks, field trips, lunch programs, photos, or similar related school activities. Without your consent, we may not be able to send you these types of communications electronically. If you choose not to consent, you will only receive attendance messages and emergency messages.

Documentation Required

You need to provide all the following information to register your child for school:

1. Proof of student's immigration status – either one of:
 - student's and one of the parents' Permanent Resident Card or Confirmation of Permanent Residence
 - parent's Work or Study Permit and child's/children's Visitor or Study Permit(s) if available
 - Refugee Protection Claimant Document or Notice of Decision for Convention Refugees
 - student's Study Permit (*International Students*)
2. Student's Birth Certificate
3. Student's Baptismal Certificate if the student is Catholic and if the certificate is available.
4. Proof of guardianship - required if the student is under 18 years of age and is not living with a parent.
5. Document to verify home address – driver's license, utility bill, lease agreement or any other document with your name and address.



Intercultural Services

Educational success for immigrant students is enhanced when connections between the school, students' families, and communities are established and reinforced.



Edmonton Catholic Schools Intercultural Services plays a significant role in facilitating this. The Intercultural Services staff welcomes and supports newcomer students and their families in Edmonton Catholic Schools.

Seven Intercultural Liaisons, under the direction of the One World...One Centre Manager provides support services in these different languages: Amharic, Croatian, Filipino/ Tagalog, Serbian, Spanish, Russian,

Tigrinya, and Ukrainian. If the language that you speak is not listed above, please let your child's teacher know and the school will provide the interpreter you require. The Intercultural Services staff likewise provide the same services to the English-speaking newcomer families in ECSD.

The Intercultural Services staff do not just act as interpreters. They too have moved to Canada from different countries and therefore have personal knowledge of the community they belong to, the ethnic lifestyles, and the educational system of their home country. The Intercultural Services staff that belong to your ethnic community will also be able to understand your needs, fears, and expectations. They will be able to provide you and your child with plenty of support.

The Intercultural Services staff will:

- provide you with information about school systems in Alberta, school procedures and events, and school expectations, as well as general information about Canadian life and culture,
- provide teachers and school personnel with information about your home country's educational system, its culture, your expectations, and needs,
- provide interpretation services for you when you need to communicate with your child's teachers, school administrators and other personnel involved in your child's education during school registration, parent-teacher conferences, open houses, and other school events,
- translate documents, report cards, immunization records, letters, newsletters, and all other materials requested by schools,
- connect you to various local settlements and community agencies.

For more information about the services provided by the Intercultural Services staff, please call (780) 441-6060. If you have difficulties communicating in English, please leave a message in your own language.

Helping Your Child Adjust to a New School

Helping Your Child Make Friends

Making friends and feeling accepted helps your child feel comfortable at school and focus on his or her schoolwork. There are many ways that you can help your child make friends and become familiar with your new community.



Suggestions

- ◆ Help your child get to know the neighbourhood and places where he or she can play safely.
- ◆ Visit places like libraries and join community programs offered by different agencies such as the [City of Edmonton](#) and the [YMCA](#). For younger children, visit recreation centers, or choose one of the River Valley programs offered by the City of Edmonton Community Services. More information about these programs can be found at [Recreation Programs & Activities](#). The school office staff or Liaison Workers can tell you where these community programs are located.
- ◆ Accompany your child to the school playground after school so he or she can play with friends.
- ◆ Get to know your neighbours so your child can see you making friends.
- ◆ Take your child to weekend and after-school activities in the community. Many are free.
- ◆ Talk to your child about their new friends and learn their names.
- ◆ When your child wants to invite a friend to your home, contact their parents to decide.
- ◆ For more information on how to support your child's learning, please refer to "[Simple Steps to Your Child's Success](#) " brochures. These brochures provide quick and easy tips that can seamlessly integrate into your child's daily life, fostering an environment conducive to their learning and development.



Dealing with Anxiety

Your child may feel anxious about starting school in a new country and learning a new language. Anxiety can affect the way your child thinks and feels. It may be hard for your child to learn if he or she feels anxious. Some symptoms of anxiety are stomach aches, headaches, difficulty breathing easily, aggressiveness, sadness, silence, and denial of changes.



Suggestions

- ◆ Talk with your child about how he or she feels.
- ◆ Share your feelings about how you are adjusting to a new country.
- ◆ Explain that it is normal to be anxious when making big changes in your life.
- ◆ Encourage your child to talk about what happens at school, especially in his/her first language.
- ◆ Listening to your child helps you understand what is going well and what might be difficult. Ask your child a question to start the conversation.
- ◆ Remind your child of situations that used to be difficult but are easier now.
- ◆ Acknowledge small successes in dealing with difficult situations. For example, celebrate the completion of the first two months of school.
- ◆ Tell the teacher that your child is feeling a little anxious so that the teacher can help your child feel more comfortable.



Honesty

Be noble of mind and heart, generous in forgiving.

Teaching and Learning in Edmonton Catholic School Classrooms

How Children Are Taught



All students are unique, and within a class, each student may have a slightly different understanding of a subject. For example, some students are more advanced in mathematics and others in writing. To help each student make the next step in their learning, teachers design class and homework learning assignments for all students, groups of students, and individual students. By the end of the year, teachers will ensure that all students have covered the curriculum.

Teachers also combine different teaching strategies. For example, a

teacher might instruct the whole class to introduce the structure of a story, and then ask students to work in groups to look at different story examples.

Teachers find that students are more likely to learn concepts when they can “see and experience” the ideas being taught. For example, young students might work with sand and different-sized cups to learn about volume. Once students have completed their activities, the teacher will talk to the whole class about what they have learned.

Working in Groups

Teachers sometimes organize students' desks so that students can easily work in groups. Working in groups helps your child learn to cooperate with other students, share responsibility and listen and learn from the opinions of other students. Your child will practice his or her English and develop skills such as how to research, form and test opinions, take initiative, pose questions, and take risks.

Language skills are an important part of each subject. For example, in mathematics, it is important to get the right answer and to be able to explain how it is calculated.



Teachers create problems for students to discuss and solve rather than emphasize the memorization of facts. In all subjects, students learn how to think critically. Students learn to sort out facts from assumptions, think logically, ask questions, form opinions about what they learn and express their opinions.

Edmonton Catholic Schools programming follows that of [Alberta Education](#), offered within the context of a Catholic Christian community. More information on subjects, programs, and courses available in Catholic schools can be found on [LearnAlberta](#).

We live in a global community. Teachers design learning to help students appreciate the experiences and contributions of all people.

Suggestions

- ◆ Encourage your child to talk about his or her opinions (what he or she thinks). It will help your child at school. Use your home language.
- ◆ Help your child get together with other students when he or she has a group project.
- ◆ Talk to the teacher if you would like more information about how the classroom is organized.

Combined Grades

Some schools combine students from two different grades in one class. In these classes, the teacher will ensure that students learn the curriculum for their grades. The teacher will design learning activities for the whole class as well as for students in each grade.

Sometimes students have the same teacher for two years in a row. This can be an advantage because the teacher already knows the children's learning needs and has established a relationship with their families.



Textbooks and Learning Materials

In Edmonton Catholic Schools, students do not always have texts and workbooks for each subject that they go through page by page each day. In their learning activities, teachers use many different resource materials: textbooks, library books, the Internet, newspapers, videos, and other sources of information.



School Attendance is Mandatory

If your child is going to be out of school for a long time, tell the teacher ahead of time. Sometimes the teacher can suggest learning activities for your child while he or she is away from school. For more information about school attendance, see Guide to Education, School At pg.10: [Education Act](#).

What Students Learn

Programs of Study

In Alberta, all publicly funded schools follow the Alberta Curriculum. It describes what students are expected to know and be able to do in each subject area by the end of kindergarten and each subsequent grade.

There are curriculum documents for each subject area.

Core subjects at elementary schools are Math, English Language Arts, Social Studies, Science, Religion, Art, Music, Physical Education and Wellness.

Optional subject areas in elementary schools include Information and Communication Technology, a language other than English (French Language Arts, Second Languages), Drama and EAL). In higher grades options include Career and Technology Studies, Ethics, Fine and Performing Arts (Art, Drama, Music), Environmental and Outdoor Education, and locally developed courses.

Teachers use the curriculum documents to plan learning activities. For additional information on what your child is learning, and what resources are available to help them be successful from Kindergarten to Grade 12 see: LearnAlberta.ca.



Extract from the English Language Arts Curriculum, Grades 1 to 12:

From Kindergarten to Grade 12, students are developing knowledge, skills, and attitudes in six language arts areas: Listening and Speaking; Reading and Writing; Viewing and Representing. Students learn to compose, comprehend, and respond to oral, print, and other media texts.

They experience a variety of texts from many cultural traditions.

You can get information about the Canadian education system, Canadian culture available programs at Edmonton Catholic Schools and much more from the Intercultural Liaison in the language of your choice.

Call 780-441-6060



Loyalty

We strive towards loyalty to the vision, mission, goals, and fundamental purpose of our school district.

English as Additional Language Program (E A L)



All students learn at different rates, even two children in the same family. Within one or two years, most newcomer students can use English to communicate in day-to-day situations. However, students may require five to seven years to develop the ability to read, write and understand academic materials in class at the same level as their English-speaking classmates.

When they come to Canada, most newcomer students are proficient in their first language but may have limited English skills. Other students may have been born in Canada but just began to learn English when they started school. English as an Additional Language (EAL) programs help these students catch up to their English-speaking classmates.

Some students have missed a considerable amount of time in school or have not learned to read or write in their first language. Elementary ELLs with limited literacy and/or schooling receive additional instructional support at their community schools.

Types of EAL Programs

The school may offer one or more of the following types of EAL support. Your child may:

- *get extra assistance from their classroom teacher,*
- *work with the EAL teacher in the classroom,*
- *leave the classroom to work with the EAL teacher.*



Stages of Learning English

All children who are learning a new language move through a series of stages as they learn English. Your child's teacher may refer to the stages of learning English. Described simply, they are:

1. Learning to use English for basic communication.
2. Learning to use English in familiar situations with support.
3. Learning to use English in new situations with support; the child is developing more independence.
4. Learning to use English at the same level as English-speaking classmates. This stage usually takes between 5 – 7 years.



For more information about learning English as a Second Language, see [English as an Additional Language - ECSD](#), [Supporting English Language Learners](#).

Suggestions

- ◆ Talk with your child in your first language. Provide opportunities for your child to continue learning his or her first language while learning English. Children who express themselves well in their first language find it easier to learn English.
- ◆ Encourage your child to continue to read and write in his or her first language. Teachers find that students who read and write well in their first language learn to read and write English more quickly. They also find that students are more able to keep up in science and math. Many public libraries have multi-lingual books, CDs, videos, and DVD collections. Library cards are free for children.
- ◆ Encourage your child to participate in group activities with other students after school where he or she will be speaking in English.



Fairness

We seek unity without uniformity, symmetry without sameness, and diversity without divisiveness.

Religious Education in Edmonton Catholic Schools

Religious Education Program in

Edmonton Catholic Schools supports existing programs as outlined by the National Catholic Office of Religious Education as well as programs developed locally with the approval of the Alberta Catholic Bishops. Religious Education is an essential and integral part of the life and culture of Edmonton Catholic Schools. Through Religious Education, students are invited to develop the knowledge, beliefs, skills, values and attitudes needed to build a relationship with God and community through the person of Jesus Christ.



As an integral part of the Religious Education Program, prayer will help children to learn and reflect upon their journey of faith with God and Jesus.

Religious Education integrates the same goals and objectives of all good education. These involve the development of an individual physically, intellectually, emotionally, socially as well as spiritually.



"Whatever you do, do everything in the name of our Lord Jesus Christ."

Colossians 3:17

Integration of Faith Into All Subjects

To promote the faith development of students, all aspects of the curriculum reflect Catholic teachings and values, e.g., students learn hymns as part of the music program.

Sacramental Preparation

Some schools work with local parishes to prepare children for the Sacraments of Reconciliation, First Communion and Confirmation.



Language Programs

Edmonton Catholic Schools' language programs provide children with a wealth of experiences and advantages that benefit them within the classroom walls and beyond. Information about some of these programs offered by our school district is included in this Guide. More information about language programs offered at Edmonton Catholic School Division, benefits of second language learning, and more can be found at [Language Programs](#).

a) French Immersion

French Immersion is designed for students who have the desire to learn French. Students may register in kindergarten or grade one. At the Elementary level, the language of instruction for all subjects except Religion is French, and students also have regular English Language Arts classes beginning in Grade 2. Particular attention is given to developing an appreciation of French culture by offering annual cultural events and/or entertainment. Thirteen schools currently offer French Immersion programs.

For more information about the French Immersion program at our schools see: [French Immersion Program](#) or speak to the school office staff.



b) French as a Second Language Program

French as a second language (FSL) refers to courses in which the French language is taught as a subject. FSL also enables students to better understand francophone cultures in Canada and other countries of the world. FSL is taught 95 hours per year at the elementary and junior high levels, and 125 hours per year in senior high.

c) Language and Culture Programs



Learning a second language will help your child enhance academic growth and excellence, enrich, and complement your child's first language, facilitate fluency in additional languages, encourage new ways of thinking, and develop an appreciation for cultural diversity in Canada and the world. The Edmonton Catholic School Division offers a variety of second language programs: Nehiyaw Pimatisiwin Cree, Filipino/Tagalog, Italian, and Spanish. Learning a second language helps open doors to exciting career opportunities and to

better participate as a member of the world community.

c) Bilingual Programs

Bilingual programs aim for students' high academic achievement and strong communicative skills both in English and in the target (second) language. They provide a rich environment for the learning of languages, cultures, and subject-area content. Bilingual education strives to provide intensive language learning environments and enriched cultural experiences that maximize student opportunities for learning. Students develop an appreciation for other cultures and communities throughout the world.



Edmonton Catholic Schools offer Spanish and Ukrainian Bilingual Programs.

Check which bilingual programs are offered at Edmonton Catholic School Division at [Bilingual / Language & Culture Programs](#).

Inclusive Education

Inclusive Education programs provide extra support to help students with significant learning difficulties or special needs within their community schools. Some students need short-term help and others have complex learning and health needs.

Students may need help because of physical, intellectual, emotional, behavioral, speech, language, vision or hearing difficulties, or because of serious problems interacting with other people. The model is based on full inclusion, with support at the classroom/school level, specialized classes integrated into regular schools or placement in district programs. Programming at the community school is considered the first option.

A lack of English language skills is not an indication of the need for specialized programs. However, if your son or daughter is having difficulty with his or her schoolwork or relating to other students, it may be a sign of a significant learning difficulty. Sometimes problems are a normal part of adjusting to a new language and school. Information about a student's academic skills in his or her first language, like a previous report card, often helps teachers identify the source of the student's difficulties.

If you are concerned that your son or daughter may have a significant learning difficulty, talk to your child's teacher. The teacher has many informal ways to assess your child. If necessary, you or the teacher can request a formal assessment of your child.

The school is required to follow Inclusive Education procedures to assess and determine your child's special needs. You will be asked to provide written permission indicating your agreement for your child's assessments and will be obligated to attend consultation meetings related to the assessment process. Qualified personnel who conduct assessments will interpret the results for parents, teachers and others who are involved with the student's program. They will make program planning recommendations. If you require translation assistance for these assessments, please contact One World... One Centre at (780) 441-6060 and ask to speak to an Intercultural staff member in your first language.

For more information about programs for students with special needs, see [Inclusive Education Programs](#).

Equity, Diversity, Inclusion, and Anti-Racism

Edmonton Catholic Schools recognizes that we are all created in the image and likeness of God. As such, all human beings are inherently sacred and must be treated with dignity and respect. All efforts to support the inclusive, safe, and caring learning and working communities within our Division must be in accordance with the teaching of the Catholic Church and shall be grounded in the understanding of the person as a whole.

A nurturing, inclusive community is one in which each person is welcomed, accepted, and supported as a child of God; therefore, any discrimination is unacceptable and will be addressed. All students, staff, and families of Edmonton Catholic School Division will be provided with an inclusive, welcoming, caring, respectful, safe, and Catholic environment that promotes the well-being of all and fosters community support for achieving this goal.

The resources in this section support students, families, and staff who are looking for more information [EDIAR Resources](#).

Focus Schools and Alternate Programs

Students attending Edmonton Catholic Schools have a choice of a variety of focus programs. These include Academic and College Education Programs, International Languages Programs, Early and Middle Years International Baccalaureate Programs, Accelerated Math, and Science Programs and more. There are focus schools that have Fine Arts, Sports, Science and Technology Academies. These varied programming options accommodate a broad range of strengths and interests within the diverse group of gifted and talented students.

For more information about focus schools and alternate programs you can see at: [Focus Schools and Alternate Programs](#).

Early Learning Programs

Edmonton Catholic Schools welcomes children and their families to come to learn, play, and grow in our faith-based, inclusive pre-kindergarten and kindergarten programs. Options include [100 Voices pre-Kindergarten Program](#) and [Kindergarten Programming](#).

All Early Learning Programs include:

- Certified teacher
- Learning through play
- Integration of the fine arts
- Rich oral language opportunities
- Family/parent nights
- A Multi-Disciplinary Team that includes Early Learning Educational Consultant, Speech-Language Pathologist, Occupational Therapist, Emotional Behaviour Specialists and Psychologist, Family School Liaison Workers, Physical Therapist, Multi-Cultural Animator, Fine Arts Specialist and Language Interpreter as needed,
- Inclusive faith-based environment.



For more information please see [Early Learning Program Information](#).

Student Behaviour

Code of Conduct

The school staff is committed to making the school free of negative factors such as abuse, bullying, discrimination, intimidation, hateful words and actions and any form of physical violence. Your school has a Code of Conduct that encourages peaceful problem-solving techniques and the creation of a safe and welcoming environment.

The school and your child's teacher will develop rules to help students follow the Code of Conduct. The rules are explained to students and are usually posted in the school. They are based on the role of students as outlined in section 12 of Alberta's [Education Act](#).



Anyone participating in a school activity, including students, parents or guardians, volunteers, teachers, and other staff members, is expected to follow the Code of Conduct. The Code of Conduct applies even when the activity is not on school property but is school-related.

Suggestions

- ◆ Ask for a copy of your school's Code of Conduct.
- ◆ Encourage your child to become familiar with the school and classroom rules.
- ◆ Remind your child that there are serious consequences to fighting and other forms of inappropriate behaviour.
- ◆ Tell the teacher that you want to be informed if he or she has a concern about your child's behaviour.
- ◆ Speak to your child's teacher, and the principal, if necessary, if you feel that the Code of Conduct or school rules are unfair to your child.
- ◆ Talk to the teacher if you are concerned about another student's behaviour.
- ◆ For more information about parent-school conflict protocol and procedures see at [Student Code of Conduct](#).

The Role of Parents in Dealing with Behaviour Problems



Some changes in your child's behaviour may be a normal part of adjusting to a new school, language, and country. If your child's teacher has a concern about your child's behaviour or relationship with other students, he or she may contact you.

The teacher will explain what he or she is doing at school to help your child and may have suggestions about what you can do at home. Working together, you and the teacher can give your child a consistent

message about what behaviour is expected at school. If you have a concern, do not hesitate to contact the teacher.

Mandatory Consequences



Schools will apply mandatory consequences when students commit certain kinds of inappropriate behaviour. The range of consequences includes verbal and written warnings, detentions, suspensions, and expulsions from school. The principal determines the length of the suspension. Parents will be called when a student is suspended and will be well informed and given every opportunity to be involved in any expulsion process.

Behaviour that Can Result in Suspension or Expulsion and Police Involvement

- Fighting
- Threatening
- Swearing at the teacher
- Trafficking in drugs or weapons
- Robbery
- Use of a weapon to cause bodily harm or to threaten serious harm
- Physical assault causing bodily harm
- Vandalism
- Sexual assault
- Providing alcohol to minors
- Possession of alcohol



For more information about suspension and expulsion check Administrative Procedure 355 in [**Student Suspension and Expulsion**](#).

The Report Card

Understanding the Report Card

Students will receive report cards two or three times a year. At each reporting period, students will receive a document with extensive information on student achievement and growth.

Your child's work will be assessed through descriptors that are closely tied to the learner outcomes in the Alberta Program of Study. Report cards will report about your child's:

- **Achievement** - the quality of performance, level of understanding of subject-area content, level of knowledge and skills.
- **Learner Skills** – The teacher will select learner skills that pertain to your child and will assess them according to three indicators: Consistently, Show Progress and Requires Growth.
- **Comments on Student Learning** - Teachers also write comments on student achievement and these are reported separately for Religious Education, English and French Language Arts, and Mathematics. Teachers may opt to write comments in any other subject area.



Levels of Achievement (LOA) for Grades 1 - 12

In elementary schools, there are four levels of achievement. The first three levels (Standard of Excellence (SE), Proficient Standard (PF), Acceptable Standards (AS) are all within the acceptable performance range. Teachers use the fourth level, the Beginning Standard (BE) if the student demonstrates simplistic and/or minimal understanding of the learning outcomes from the program of studies.

Kindergarten Levels of Achievement - K- Meets the Kindergarten standards/ demonstrates solid understanding of the learning outcomes from the program of study and N- needs additional time and practice to meet Kindergarten standards. Numeric scores/grades are not reported in grades 1 – 6.



For more information about the assessment and reporting processes of your child's Assessment of Learning please see [K - 6 Parent Guide to Assessment & Reporting](#).

How Teachers Determine your Child's Level of Achievement

Your child's teacher will review the various aspects of your child's work during the term: tests, individual and group projects, assigned work, homework, and daily class participation. The teacher will look at the descriptions of the achievement levels in each curriculum document and choose the achievement level that best describes your child's schoolwork.

You can view your child's class assignments, grading information, attendance, report cards and demographic information through the Edmonton Catholic Schools website at [PowerSchool](#). Parents or guardians may view their child's student information through the PowerSchool website only after they have registered with the school and received a user ID and password. The instructions on how to create an account, how to access your child's report card and how to add another student to the existing parent portal account are translated into many languages. Please visit the [Translated PowerSchool Information](#) link if you need assistance in your language.

Following Your Child's Progress Between Report Cards

- *Talk regularly with your child about school. You will get a sense of what is going well and what might be difficult.*
 - *Ask your child to show you samples of his or her work and test results.*
 - *Read with your child to observe his or her reading skills.*
 - *Be positive and praise his or her efforts. It encourages your child to talk about school.*
 - *If you have a specific concern, speak to the teacher.*
-

How the Work of English Language Learners (ELLs) is Evaluated on the Report Card

English Language Learners (ELL) will need time to develop their skills in English. In some cases, a student does the same work as other students. In other cases, a student may do work that is different from what the other students are learning. As your child learns more English, the teacher will begin to give him or her the same work as the other students.

The evaluation of a student's progress is based on work that is suitable for an ELLs at his or her stage of learning English. If a student has recently arrived in Canada, the teacher may not give a report card to the student.

At parent-teacher interview, the teacher will explain what your child is learning and how his or her English language skills are developing.



Education Policies



Provincial legislation requires all schools to observe certain policies and standards to protect children and help them be successful in school. Your school is committed to a school environment where all students are treated with respect, dignity and understanding. School policies ensure that there is no discrimination because of race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, handicap, or family status. The policies also ensure that the above are not barriers to success in school. If you have a concern, you must speak to the teacher or the principal.

For more information about the rights of all members of the school community, see the Alberta Human Rights and Citizenship Commission and its publications at [Alberta Human Rights Commission](#).



Dignity & Respect

We are called to value each person, and to treat one another with compassion.

Grade Placement According to Age

When students register at school, their grade is determined by their age, not by the grade they completed in their country of origin.

Reporting Possible Harm to Children



When a school staff member observes signs that someone may be abusing, mistreating, or

neglecting a child, or if a student reports that something bad is happening to him or her, the law requires the

teacher to inform the organization in your community that is responsible for protecting children (called Alberta Child & Family Services).

For more information see [Abuse & Bullying](#) and [Edmonton Police Service - Family Protection](#).

**Edmonton Catholic School
Division**

*Age-appropriate grade placement
with grade appropriate instruction.*

School Procedures

Absence from School



To make sure that students arrive safely, parents are expected to call the school before 8:30 a.m. when students will be absent. Some schools have a message machine for recording absences. If your child does not arrive by 9:00 a.m. and you have not phoned the school, someone will contact you.

Sample telephone message:

This is (your name). My child (child's name) is sick today. My child's teacher is (teacher's name).

Alberta Student Number



The Alberta Student Number (ASN) identifies each individual Alberta learner. Using the Alberta Education ID number, the education communities in Alberta will have better information to evaluate programming and emerging trends in student choices across the education system.

Allergies or Health Problems



Tell the teacher if your child has any health problems or allergies. If your child needs to take medication during the school day, you and your child's doctor will have to fill out a form. All medication must be stored in the school office during the school day.

Attendance Boundaries



Your home address determines the school that your child attends. Many schools have an attendance boundary or zone that defines the streets and homes that belong to that school. To locate the school in your area, fill in the requested information on the following link: [School Directory - Elementary Schools](#). If your search doesn't generate any results or you have further questions, please call 780 441-6060 or email info@ecsd.net.

Cold Weather Policy



During winter, in the event of a heavy snowstorm, bus transportation may be cancelled. When there is bad weather, listen to local radio or television broadcasts for announcements of bus service cancellations. In extremely cold weather or on rainy days, students may be kept indoors at lunchtime and recess.

Dressing for School



Students are expected to have a pair of "indoor" shoes at school that they change into whenever they come into the school. Younger students may also be asked to keep an extra set of clothes on hand. Some schools may require students to wear running shoes, shorts, and t-shirts for physical education classes in the gym. Except when it is

raining or extremely cold at recess and before and after classes, students are expected to play outdoors. Make sure that your child is dressed appropriately for the weather.

Kindergarten students are expected to dress themselves, although teachers will help students who need assistance.

Field Trips



Field trips are an important part of the classroom program. Teachers may arrange for students to visit a museum, park or even theatre to see a play. In the days before and afterwards, children work on materials connected to the trip.

The school requires your written permission for your child to participate in a field trip. Your child will bring home a letter for you to sign. Please sign the form and return it as soon as possible. You may be asked to pay an admission fee for your child to participate in some field trips.

Teachers usually welcome parents who wish to accompany students on field trips.

Fundraising Requests



From time to time, you may receive a letter from the school requesting a financial contribution to support school activities that are not covered by the regular school budget. Donations are voluntary.

If Your Child Becomes Sick at School



If your child becomes sick or has an accident while at school, someone will call you at the phone number on the school records. You or the emergency contact person must pick up your child as soon as possible. Many schools have a staff member with first aid training. If the accident or illness is serious, the school will call an ambulance and a staff member will accompany your child to the hospital.

Immunization and Vaccines



The Alberta Health Services does not require but strongly recommends that all children in Alberta be immunized against childhood diseases before attending school. If your child isn't immunized and there's an outbreak of a disease that a vaccine could have prevented (e.g., measles), your child may not be allowed to go to school until Alberta Health Services says it's safe.

If your child was immunized outside Alberta, provide the school with your child's immunization record from your home country. Schools can provide translations of this document if necessary.

For more information about immunization program in general visit the AHS website: [Immunization and Vaccines](#). Your child should be immunized according to the recommended immunization schedule in Alberta's Routine immunization schedule.

Keeping Contact Information Up to Date



When you register your child at school, you list your home and work phone numbers as well as the name and numbers of a friend or family member as the emergency contact. Teachers use these numbers to call you about your child's schoolwork or in case of an emergency.

If these numbers change, please notify the school.

Call the school when:

- *your child will be absent for any reason,*
 - *you change your phone number or address, or*
 - *you have a question, concern, or suggestion.*
-

L u n c h



If it is not possible for your child to eat lunch at home, he or she can have his or her lunch at school. Send the kind of food that your child is accustomed to eating. The lunch can include juice or milk. Some parents also send snacks. Write your child's name on his or her lunch box or container. Please do not send a lunch that needs to be heated up.

After lunch, students go outside to play until class resumes. School staff will supervise them in the schoolyard.

Some schools in our Division run a special School Lunch and Nutrition Snack Program sponsored by community organizations to ensure that students in need receive hot, nutritious meals every day. Ask the teacher about Hot Lunch Programs in your child's school.

Special hot lunches are organized with the help of parent volunteers throughout the year in many Edmonton Catholic Schools. Typically, a hot lunch would be offered once a month. Hot lunches include hot dogs, pizza, subs, and pasta, to name a few. Milk, juice, and ice cream are some of the additional items that may be offered. You will receive notice of the Hot Lunch and the appropriate order form ahead of time. **Be respectful of deadlines and try to send exact change for your child's order.**

Nut Free Schools



Some students have severe allergies to nuts and will get very sick if they eat or are exposed to food containing even a small number of nuts. To ensure the safety of these students, many schools adopt a "nut free" policy. If your school is "nut free", please do not send any food containing nut products to school with your child.

School Bus Transportation



If your child is in a special program or if you live a long distance from the school in your attendance area, school bus transportation may be available. Ask the school office staff for information. A monthly fee is charged for this service. For more information see [**Transportation.**](#)

Supervision of Students in the Schoolyard



Before classes begin, one or more teachers will be in the schoolyard for at least 15 minutes before school starts. During recess, your child is also supervised in the schoolyard. Students are not supervised at other times, and you should not leave young children in the schoolyard early in the morning or late after school. If your child stays at school for lunch, the school will supervise your child.

Vision and Hearing

Vision and hearing problems can make it hard for children to learn. Especially in the winter, many young children have ongoing middle ear infections that may make it hard for them to hear in class.

Many children do not know they have a vision or a hearing problem and may think that everyone sees and hears the way they do. Some children find ways to work extra hard to overcome these problems, but they may be able to do even better if their vision or hearing problem is corrected.

Suggestions

- ◆ Take your child to an Optometrist or Ophthalmologist by age three to have his or her eyes checked. Usually, children should have their eyes checked every year.
- ◆ Eye exams for children under 18 years are covered by Alberta Health Care.
- ◆ Encourage your child to wear glasses if he or she needs them. If your child is reluctant to wear glasses, tell the teacher and together you can help your child feel more comfortable.
- ◆ Ask your family doctor to check your child's hearing.



For more information about what services the Alberta Child Health Benefit Program offers, see: [**Alberta Child Health Benefit.**](#)

Faith and Choice!



Parent's Involvement and Good Communication with the Teacher

Your Involvement Helps your Child be Successful

In Edmonton Catholic School Division, parents are encouraged to be actively involved in their children's education and to establish good communication with teachers. Studies show that parent involvement helps children be more successful.

Good communication makes it easier for the teacher to understand your child and helps you understand what is happening in school. It helps the adjustment to a different school system be as smooth as possible.

Communicating with the Teacher

Teachers know that some parents who are learning English may find it difficult to talk to them. They appreciate the effort you make to speak to them about your child.

What if I Don't Speak or Read English

- *Help your child organize his or her time to do homework.*
 - *Talk to your child about what he or she learned in your first language.*
 - *Read to your child in your first language or ask your child to read to you.*
 - *Involve your child in the library and other enriching community programs.*
 - *Ask the Liaison Workers about available programs.*
-

Suggestions

- ◆ Ask the school if Intercultural Liaisons are available to help you talk with the teacher. Call 780-441-6060 to request the services of Intercultural - Liaisons).
- ◆ Ask a friend or family member (not a child) to accompany you to the school or to speak with the teacher on the phone. Remember to arrange a time so you can be sure that the teacher is available to talk with you.
- ◆ Write down your questions or concerns and send them in an envelope with your child.



Contacting a Teacher

Call the school office and leave a message for the teacher. Give the school office staff your name and number, your child's name and grade and the best time for the teacher to call you. Teachers can return your call during the day or at their earliest convenience.

Confidentiality

All conversations with teachers are confidential. The teacher will not share information about your child's schoolwork or family situation with other parents or community members.

School Communication with Parents

The school regularly gives information to your child to bring home, such as notices of class and school events, newsletters, permission forms for field trips and announcements about other important issues.

Suggestion

- ◆ Remind your child that you want to see the information from the school.
- ◆ Ask your child to check his or her school bag for notices or letters from the school. Children often forget.
- ◆ Create a special place in your home for school information.
- ◆ Post important notices in your home.
- ◆ Return forms as quickly as possible with your child.
- ◆ Contact the school office staff, the teacher, or the Liaison Workers if you have a question or require letters or forms to be translated.

Meet the Teacher Night

Most schools provide an opportunity for parents to meet the teachers and learn about school programs. This usually happens at the beginning of the school year.

Meet the Teacher Night is not the best time to discuss how your child is doing with the teachers, but you may make an appointment or arrange a phone call with the teachers if you have a concern.

1. Tell the teacher that you would appreciate a phone call if he or she has any concerns about your child or if your child has any special accomplishments.
2. Walk around the school. Visit the school library and gym. It will help you talk with your child about their gym and library activities.

Meet the Teacher Night Presentation typically includes:

- *what students will be learning,*
 - *special classroom projects or events,*
 - *the homework expectations,*
 - *the key rules of behaviour for students, and*
 - *how you can help your child at home.*
-

Homework

Homework is one-way parents can see how their children are doing in school. The amount of homework that is assigned will depend on your child's grade. All students are expected to read each night. Your child's teacher will explain his or her homework expectations.

Suggestions ♦

- ♦ Set up a study area with your child that is comfortable and away from distractions such as TV or other noises. Provide pens, pencils, erasers, paper and a dictionary.
- ♦ Establish a regular homework time and help your child plan his or her work.
- ♦ Ask your child about homework assignments and when he or she is finished, discuss the assignments.
- ♦ Encourage your child when he or she has difficulty and always praise his or her efforts. It will help your child feel confident.
- ♦ If the homework is too hard, takes too long, or is too easy, contact the teacher.
- ♦ Talk regularly with your child about schoolwork. Even if you are not familiar with the topic, you can still be an interested listener.



If Your Child has no Homework

- *Ask your child to show you what he or she did during the day.*
 - *Read to your child or have your child read to you.*
 - *Encourage your child to do a puzzle or play a game that encourages thinking and talking.*
 - *Talk to the teacher if your child repeatedly has no homework.*
-

Solving Problems

Talk to your child's teacher when you have a suggestion or a concern about your child. If your child is having a conflict with another child, speak to the teacher.

Where possible, the school encourages and assists students to solve their problems, but there are times when parents should get involved.



Help Your Child Solve Problems Independently

- *Encourage your child to speak to the teacher about the problem.*
- *Help your child practice explaining the problem.*
- *Remind your child that school rules do not allow fighting or harsh language to solve problems.*
- *Reassure your child that you will get involved if the problem isn't resolved.*

Suggestions Ask your child questions to help you gather information.

- ◆ Explain to the teacher what your child has told you and how he or she feels. Tell the teacher what you did to help your child solve the problem.
- ◆ Listen to the teacher's point of view and ask what the teacher would do at school. Consider if it would work at home.
- ◆ Develop a plan for what you and the teacher will do so your child gets the same message from you and the teacher.
- ◆ Agree to talk again to see if the solution is working.



Parent Teacher Interviews

What Happens at a Parent Teacher Interview?

Parent teacher interviews are usually held twice a year, in November and in March. Your child will bring home a notice about the interview.

Parent teacher interviews are conversations between parents and teachers about what is best for the child. It is a good opportunity for the parent and the teacher to discuss what each will do to help the child succeed in school. The interviews last 10 to 15 minutes.



Parents often ask the teacher:

- *How is my child progressing in learning English?*
- *In what subjects is my child learning the regular curriculum for the grade?*
- *In what subjects is my child receiving extra support? What kind of support?*
- *How much time should my child spend on homework?*
- *How does my child interact with other students?*



At the interview, the teacher may explain the information in the report card and talk about how he or she is helping your child. The teacher will demonstrate what your child has learned by showing you examples of your child's work from the beginning of the term and comparing it to more recent work. The teacher may suggest how you can help your child at home.

Teachers encourage students to attend the interview to talk about their work. If there are issues that you want to discuss without your child present, arrange another interview with the teacher.

Demonstration of Learning

Some schools have Demonstration of Learning instead of Parent-Teacher Interviews.

Demonstration of Learning is an opportunity for students to share with parents what they learned in school in the last reporting period through quizzes, exams, assignments, portfolios, and special projects. It is also an opportunity for students and parents to consult with teachers. All parents are encouraged to celebrate the success of their children.

Suggestions

- ◆ Talk to your child before the interview to find out what he or she enjoys about school and what is difficult.
- ◆ Consider what you want to ask the teacher. Keep notes to help you remember your questions.
- ◆ Find out if the Liaison Workers are available if you need one. If the Liaison Workers are not available, bring a friend or family member (not a child) as the interpreter.
- ◆ Interviews are usually scheduled every 10 or 15 minutes. Ensure that you are there at least 5 minutes earlier, so you can have your full scheduled time with the teacher.
- ◆ Sometimes parents and teachers need to meet again or talk on the phone to follow up their conversation. You or the teacher can suggest another time for follow-up.
- ◆ Afterwards, discuss the interview with your child. Emphasize the good things that were covered and be specific about concerns. Explain any plans that were arranged.
- ◆ Stay in touch with the teacher even if things are going well. It sends a positive message to your child.

School Open House

Schools host special events called Open House. At these events, you will have an opportunity to tour the school, find out more about specific school programs, meet staff, students, and other community members. During Open Houses, teachers will also be available to discuss their curriculum and classroom programs. The purpose of Open Houses is to inform parents about the choices they have in choosing a school.

Open Houses usually happen in February, March, and April. You may be informed about these events through school newsletters, or the letters sent home. Visiting Open Houses is especially beneficial when your child is in transition from elementary to junior high or from junior high to senior high school.



Getting Involved in Your Child's School

Volunteering



Schools encourage parents to volunteer for activities in the school. Parents volunteer to accompany students on field trips, work in the library, listen to children read and in many other useful ways. Please feel free to make suggestions to teachers on the names of books, newspapers, magazines, or videos in your language or about your culture. Talk to teachers about what is suitable for the classroom or the school library.

Speak to your child's teacher about volunteering at the school.

School Meetings and Events

Schools may organize special events such as student performances and multicultural fairs.

From time to time, schools organize presentations about school-related issues such as Literacy, Mathematics and how to help your child succeed. These events are a great way to spend time with your child and learn more about school.

School Council

Parental involvement is always welcomed at any Edmonton Catholic school. In a more formal capacity, parents are encouraged to participate in school affairs through the School Council.

Each school has an established School Council that acts in an advisory capacity to the school principal and the Board of Trustees.

Some of the typical activities of a school council might include developing the school's mission; promoting the school to the community; determining extracurricular activities to be offered in the school; and setting dismissal times. Ask the school office to give you the name and phone number of the chair of the School Council.

Suggestions

- ◆ Ask the school office to give you the name and phone number of the chair of the School Council.
- ◆ Contact the chair of the Council to discuss how you wish to become involved in the council.
- ◆ Attending School Council meetings to learn how they work, ask questions, make suggestions, or give your opinions on matters that interest you about the school.
- ◆ Talk with the School Council chair or members about how to help the school staff and parents learn more about your community and the needs of EAL students.
- ◆ Create a parent network for informing other parents about school events and for welcoming newcomer families.
- ◆ Create a parent network for informing other parents about school events and for welcoming newcomer families.

Provincial Achievement Tests



Alberta Education tests students in all core academic subjects in Grade 6 and 9 to ensure our education system maintains a high standard. Students take Provincial Achievement Tests in May and June. Some grade 9 students write PATs in January of each year. The school will send home a letter with the exact dates.

The tests are based on the Alberta Program of Study and are designed to provide information about how well students across the province are learning to read, write and understand English,

and learn Mathematics, Social, and Science.

How can parents help their children prepare for the tests?

“One area parent can help their children is in developing strong reading skills. Many of the skills that help students do well on the tests are skills in reading and learning that apply to all areas of study.”

*Parent Guide to Provincial Achievement
Alberta Education*

The Provincial Achievement Test results are not recorded on the report card or college or university applications. The results are not used to determine any aspect of your child's future.

Each school and school authority receive a detailed report of its

results. The school also receives two copies of each student's Individual Student Profile: one copy for the student's record and the other for the student's parents.

In some cases, if your child has just arrived in Canada and is in the early stages of learning English, he or she may be excused from writing the test. All ELLs are given extra time to complete it. You will be asked to provide written permission to excuse your child from the Provincial Achievement Tests.

For more information, see the Alberta Education website: [Provincial Achievement Tests \(PAT\)](#).



Getting Ready for Junior High School

The transition from elementary to junior high can be challenging. After spending several years in a well-known and secure environment students must start over again. This might be a frightening and overwhelming experience for them. It could also be an exciting new venture. Instead of being taught by one teacher in an elementary school, students will have a new teacher for each subject. They must find out what expectations each new teacher has.



Parents of ELL Often Ask:

- *Is there an EAL program at the nearby junior high school?*
- *Are there special programs or courses that interest my child?*
- *How does the junior high school meet the needs of ELL?*

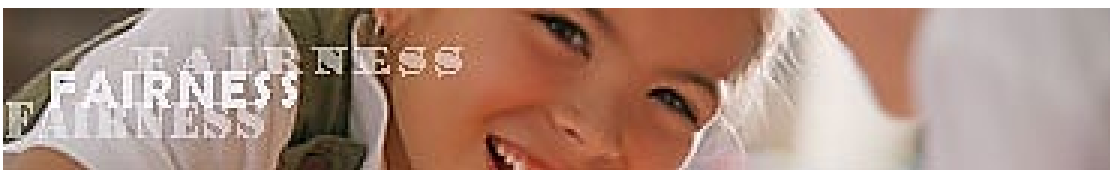
This period may be challenging for parents too.

This is the time when your child's body goes through changes. Students may become more anxious and confused. Young adolescents begin to spend more time with their friends than with their families.

You can help your child get through this transition as smoothly as possible by getting more involved with your child's school, keeping communication open between you and your child, and staying calm.

Suggestions

- ♦ Some schools have school counsellors who will assist your child in transition from elementary to junior high school and ensure that the transition is as smooth as possible.
- ♦ Attending the nearby junior high school Open House to find out about available programs at the school.
- ♦ Ask a Liaison Worker to accompany you to the Open House. He or she may provide you with useful explanations about programs and new expectations your child will experience in junior high.
- ♦ Get to know your child's new friends and their families. Have the new friends come over to your house so you can get to know them.



Helpful Links

If you are a new immigrant, you may need support with settling in Alberta. There are various settlement agencies that address the needs of new immigrants in our province. Listed below are websites that may give you access to information about the community, health, social services, and government services and agencies that provide settlement support for newcomers.

The Intercultural Liaisons are always available to assist you in connecting with the local settlement, government, and community agencies as well as your ethnic community agencies and programs. Through years of experience working with newcomers, they have developed numerous manuals that will guide you through your educational journey at Edmonton Catholic Schools as well as your new life in Canada. They can be accessed at www.ecsd.net under **New to Canada**.

Government of Alberta and the City of Edmonton Links for Newcomers

[Immigration, Refugee and Citizenship Canada \(IRCC\)](#)

[Moving to Alberta](#)

[Life in Alberta](#)

[City of Edmonton - New Resident Programs](#)

Immigrant Serving Agencies in Edmonton

[Catholic Social Services](#)

[Edmonton Mennonite Centre for Newcomers](#)

[Edmonton Immigrant Service Association - EISA](#)

[ASSIST Community Services Centre](#)



ONE WORLD...ONE CENTRE

**9405 – 50 Street NW
Edmonton, AB T5G 1R7
Phone: 780-441-6060**