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January 5th, 2026

Message from Ms. Ro

Dear Families,

I hope you and your family enjoyed a restful and joyful Winter Break. As we return to school and begin Term 2, we do so with renewed energy, grateful hearts, and a shared commitment to growing together in faith and learning.

This term, our classroom life will continue to be guided by our Catholic virtues of Courage, Love, and Forgiveness, alongside the Fruits of the Spirit of Fortitude, Love, and Patience. These virtues will shape how we learn, how we treat one another, and how we respond to challenges. Through them, students are encouraged to act with kindness, persevere when learning feels difficult, and extend grace to others and themselves.

As students settle back into routine, Term 2 is a time to deepen understanding, strengthen skills, and grow in responsibility. With faith as our foundation, we will continue to encourage students to take risks in their learning, show compassion in their relationships, and approach each day with purpose and hope.

Thank you for your ongoing partnership and support. I look forward to the growth, learning, and moments of grace that this term will bring, and I am grateful to walk this journey with your children.

Sincerely,
Ms. Hannah Ro
hro@cispq.ca

Outlined is some information about our class and our daily routines. If you have any questions, feel free to contact the school office or reach out to me by email at hro@cispq.ca. Please visit the school website on a regular basis to stay up to date on school-wide information and announcements.

Notre Dame School is an Allergy-Aware Environment!

Notre Dame School continues to be an **allergy-aware environment**, and we remain committed to providing a safe and supportive space for all students, including those with food allergies. To help us maintain this, we kindly ask families to continue considering **peanut- and nut-free alternatives** when packing individual lunches and snacks.



For safety reasons, all snacks and lunches must continue to be eaten **in the classroom**.

Eating during outside recess or on the playground is not permitted. Students are also reminded to continue following the expectation of **not sharing food** with one another.

Here are some of the everyday practices we continue to follow to keep our school a safe and welcoming place for everyone:

- We wash our hands before and after eating.
- Allergy Alert signs are posted at the entrance of each classroom as a helpful reminder.
- We do not share food, containers, or utensils.
- We only eat the food we brought from home.
- Our desks are wiped down twice daily to help keep surfaces clean.
- We stay informed about allergies through newsletters and SPACES EDU updates.

Please refer to CISPG policy 329, “*Student: Anaphylaxis*”, for more information.

Home to School Communication



Maintaining strong communication between home and school continues to be very important to me. As we move into Term 2, we will continue using **student planners** for daily notes and updates, along with **Spaces EDU** to share classroom learning.

If you have an important message, please feel free to write a note in your child’s planner. Planners are checked and stamped daily to indicate that messages from home have been seen. I kindly ask that families continue to initial each day, so I know a family member has reviewed important notes and information.

You are always welcome to contact me directly with any questions, comments, or concerns. I do my best to respond promptly and thoughtfully.

To stay informed about school-wide news and events, I encourage families to continue visiting the school website regularly.

Lates, Absences, and Early Pick-Ups



Please continue to inform our school secretary, Mrs. Gen Cabrera, or me if your child will be absent or needs to be picked up early. If your child arrives late to school, they must check in at the office before coming to class.

Weather Preparedness and Extra Clothing

As winter continues and weather conditions remain unpredictable, students are encouraged to continue bringing a **complete change of clothes** (shirt, pants, socks, and underwear) in a labelled plastic bag to keep in their cubbies. This helps ensure students are comfortable and prepared throughout the day.



In alignment with school policy, students will continue to go outside for morning and lunch recess when the temperature is -19°C or warmer. When the temperature reaches -20°C, students will remain indoors.

Please ensure your child is dressed appropriately for winter conditions by wearing layers and bringing weather-appropriate items such as a sweater, jacket, snow pants, mittens or gloves, boots, and a toque. Being prepared for changing temperatures allows students to enjoy their time outdoors safely and comfortably.

If your child’s extra clothing is sent home wet or soiled, kindly send a fresh set the following day.

Water is Best!



We continue to encourage students to bring a water bottle to school each day. Water refill stations are available so students can refill their bottles as needed. Staying hydrated helps students remain focused, energized, and ready to learn throughout the day.

Birthdays

We continue to enjoy celebrating student birthdays in fun and inclusive ways. If your family would like to send in food treats for the class, please contact me in advance to check for allergy information and to ensure all students are included.

You are also welcome to send a special treat just for your child to enjoy during snack or lunchtime on their birthday.

Families may also choose to prepare goody bags (such as wrapped candies, small toys, or stickers) for the whole class to take home. The birthday student can hand these out at the end of the day. Please let me know ahead of time if you plan to prepare goody bags.



Class Promises



As we continue through Term 2, our class promises remain an important part of our daily classroom life. These shared commitments guide how students learn, interact with one another, and care for our classroom community. Through practicing a growth mindset and making thoughtful choices, students are encouraged to take responsibility for their actions, learn from mistakes, and treat others with kindness and respect.

Addressing Repeated Unexpected Behaviour

We continue to support students in developing self-regulation, responsibility, and positive choices. When unexpected behaviours happen repeatedly, here's how we work through them in class:



Step One: I start by reminding students of our classroom promises through teaching or a gentle verbal prompt.

Step Two: If the behaviour continues, I have a conversation with the student to help them reflect and understand what might be causing it — whether they're tired, hungry, having a tough day, friendship challenges, or something else. Sometimes, just talking it through is enough. Other times, we might need to practice new skills or problem-solving strategies together.

Step Three: If the issue involves conflicts between students or with adults and persists, I guide the student through a reflection conversation and have them write a letter to help repair and restore the relationship. I may reach out to parents to keep you informed, but usually, we are able to resolve the issue and move forward at school.

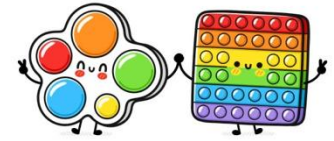
Step Four: If the behaviour still persists, the student may be sent to our principal, Mrs. Richards, for further support and discussion.

Step Five: If repeated unexpected behaviour continues despite all previous steps, I will contact you to set up a meeting (either in person or over the phone). Together, we'll brainstorm ideas and create a plan to support your child's success.

Thank you for your continued support as we work together to create a positive and respectful classroom environment.

Fidgets and Sensory Supports

As part of our ongoing work to support focus, self-regulation, and a positive learning environment, we have made a small adjustment to how fidgets and sensory tools are used in our classroom.



While personal fidgets and squishies were previously allowed, we noticed that they sometimes became a distraction for students during learning time. To better support everyone, students will now use a **class sensory box** filled with fidgets and squishies selected in collaboration with the school team.

Students will be taught clear expectations for using these tools in a way that supports learning and self-regulation. **For now, personal fidgets and squishies will not be brought into the classroom.**

Thank you for your understanding and continued support as we work together to create a calm, focused, and supportive learning environment for all students.

Notice Envelope

Students will continue using their large, clear plastic envelope with a snap closure throughout the year. They are expected to bring this notice envelope to and from school **each day**.



Please continue to check the envelope daily with your child for school forms and classroom notices. Any returned forms, money, or notes can be placed inside the envelope to be brought back to school.

This routine supports students in developing independence, responsibility, and organizational skills, while also helping to keep important papers safe and dry. Student planners will continue to be kept inside the notice envelope.

Ketchup Folder



On Fridays, students may continue to bring home their Ketchup Folder to complete any unfinished work. Students are given adequate time during the week to complete their assignments in class. If work comes home, it just means your child needed a bit more time to finish.

Please remind your child to complete the work inside the folder and **return it to school on the following Monday**.

This routine continues to support students in staying focused during work time, completing tasks in a timely manner, and developing accountability and responsibility for their learning.

Thank you for your continued support.

Weekly Spelling Challenge

Students will continue participating in our Weekly Spelling Challenge as part of our literacy learning. **On Mondays, students bring home a copy of their spelling words.** These words include a mixture of frequently used words, spelling patterns, and vocabulary connected to classroom learning.



Throughout the week, students practice spelling their words in a variety of ways during class time. Practicing at home can further support their learning, if time allows. Some fun and engaging ways to practice at home include:

- Using a whiteboard or chalkboard to practice writing words
- Saying the word, spelling it aloud, then writing it once
- Typing spelling words on a tablet, computer, or notes app
- Practicing spelling words while hopping or jumping one letter at a time.

- Simply reading and writing their words daily

At the end of each week, students complete a spelling challenge based on their assigned words.

I understand that family schedules can be busy, so please do not feel pressured to practice at home. Home practice is optional and meant to support students when time and space allow.

Book Share



Students will continue participating in our Book Share literacy activity. Each Friday, students have the opportunity to share a book they have recently finished reading with the class.

A Book Share schedule and Book Review form will be sent home to help students prepare for their sharing day. These tools support students in organizing their ideas and speaking confidently about their reading.

Scholastic Book Orders

Each month, Scholastic flyers will be sent home with your child. For a much larger selection of books, you can also visit the Scholastic website at www.scholastic.ca.

Flyers are typically sent home at the beginning of the week, and orders are collected by the end of the week. Order can be paid directly online through the Scholastic website.

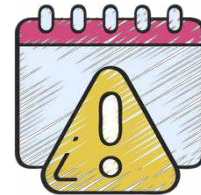
Books usually arrives within two weeks.



Please enter our classroom code when you order so we can collect points as a class to earn new books for our classroom library! **Our classroom code: RC278056.**

Important Dates for Our Class

January 9 – Virtue Awards
 January 14 – Intermediate Ski Trip
 January 15 (PM) & 16 – Ms. Ro will be away
 January 23 – Grade 4 Prayer
 January 26 – Read-a-Thon Starts
 January 30 – Non-Instructional Day (No School)



February 2 – Catholic Education Week Starts
 February 5 (PM) & 6 – Ms. Ro will be away
 February 6 – Virtue Awards
 February 13 – Grade 4 Mass
 February 16 – Family Day (No School)
 February 20 – Read-a-Thon Ends
 February 25 – Pink Shirt Day
 February 25 & 26 – Student Led Conferences

March 5 (PM) & 6 – Ms. Ro will be away
 March 6 – Virtue Awards
 March 13 – Last Day before Spring Break

Please see the monthly School Newsletters for the full School Calendar.



Overview of Grade 4 Term 2 Learning Goals



English Language Arts	Mathematics
<ul style="list-style-type: none">I can use reading strategies before, during, and after reading to better understand texts.I can identify important ideas and details in information texts.I can explain my thinking about what I read using evidence from the text.I can write clear paragraphs that include ideas, details, and examples.I can revise and edit my writing to improve meaning, clarity, and conventions.I can reflect on my reading and writing to recognize my strengths and areas for growth.	<ul style="list-style-type: none">I can estimate and check whether my answers make sense.I can use place value understanding to work with larger numbers.I can choose appropriate strategies to subtract, multiply, or divide.I can communicate my mathematical thinking using words, numbers, and diagrams.I can identify patterns and relationships in numbers and mathematical situations.I can use math tools and strategies to solve real-life problems.
Science	Social Studies
<ul style="list-style-type: none">I can ask questions and make predictions about how living things sense and respond to their environment.I can use evidence to explain my scientific thinking.I can describe how plants and animals respond to changes in their environment.I can communicate my ideas using words, drawings, and charts.I can use scientific vocabulary when explaining my observations.I can connect scientific learning to real-world situations.	<ul style="list-style-type: none">I can explain how natural resources and landforms influenced people and communities in Canada.I can describe why people explored and settled in different parts of Canada.I can gather information from different sources and organize my learning.I can explain cause-and-effect relationships in historical events.I can describe different perspectives, including Indigenous perspectives, when learning about the past.I can identify intended and unintended consequences of exploration and trade.
Arts Education	Carrer Education & ADST
<ul style="list-style-type: none">I can identify the beat and rhythm in music.I can create and perform simple rhythm patterns using my body or instruments.I can represent musical sounds using symbols and simple notation.I can describe how tempo and dynamics affect how music sounds and feels.I can listen to different types of music and describe my response using words, drawings, and symbols.	<ul style="list-style-type: none">I can demonstrate positive learning and work habits that support success.I can work respectfully with others and listen to different ideas and perspectives.I can identify my strengths, interests, and skills and explain how they support my learning.I can reflect on my learning experiences and recognize how I am growing over time.I can plan what materials, tools, and technologies I will need for a design task.I can use tools, materials, and technologies safely and responsibly.