



925 – 104<sup>th</sup> Avenue  
Dawson Creek BC V1G 2H8  
Tel: 250-782-4923  
Fax: 250-782-4388  
[www.notredameschool.ca](http://www.notredameschool.ca)  
[notredame@cispg.ca](mailto:notredame@cispg.ca)

March 30<sup>th</sup>, 2026

## Message from Ms. Ro

Dear Families,

I hope you and your family had a restful and refreshing Spring Break. It is wonderful to welcome everyone back as we begin Term 3 together.

This final term of Grade 4 is a meaningful time in our school year. It is an opportunity for students to continue building on their growth, strengthening their confidence, and taking greater ownership of their learning. There is a special sense of energy in this term as students begin to see how much they have learned and how far they have come.

Our classroom will continue to be guided by our Catholic virtues of Justice, Compassion, and Faithfulness. These virtues will shape how we learn and how we care for one another each day. Students will be encouraged to act with fairness, show kindness and understanding, and remain committed to doing their best, even when learning feels challenging.

I am looking forward to a term filled with growth, perseverance, and joyful learning. Thank you, as always, for your continued support and partnership.

Sincerely,

Ms. Hannah Ro

[hro@cispg.ca](mailto:hro@cispg.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@cispg.ca](mailto:hro@cispg.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 recess or on the playground is not permitted. Students are also reminded to follow the expectation of **not sharing food** with one another.

Here are some of the everyday practices we continue to follow to help 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 bring from home
- 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 3, 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  $-19^{\circ}\text{C}$  or warmer. When the temperature reaches  $-20^{\circ}\text{C}$ , students will remain indoors.

Please ensure your child is dressed appropriately for the weather by wearing layers and bringing 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 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 may 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 3, 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, reflecting our shared values of justice, compassion, and faithfulness.

## 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.

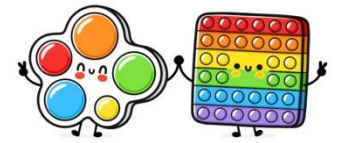
**Step Four:** If the behaviour still persists, the student may be sent to our principal, Mrs. Richards, for further support and discussion.

**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 continue to use a consistent approach to fidgets and sensory tools in our classroom.



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

Students are taught clear expectations for using these tools in a way that supports learning and self-regulation. For now, personal fidgets and squishies are not 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 notice envelope with a snap closure and are expected to bring it 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 and sent 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 are kept inside the notice envelope.

## Ketchup Folder



On Fridays, students may bring home their **Ketchup Folder** to complete any unfinished work. Students are given adequate time during the week to complete assignments in class, so if work comes home, it simply 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 the following Monday.

This routine supports 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 their words in a variety of ways during class time. Practicing at home can further support their learning, if time allows.

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.

## Friday Sharing



Students will participate in a weekly Sharing activity as part of our oral communication learning. Each Friday, a small group of students will have the opportunity to share something meaningful with the class.

Students may choose to bring an item such as a special object, photo, book, or artifact that is important to them.

A sharing schedule and planning page will be sent home to support students in preparing for their assigned day.

Items should remain in backpacks until sharing time so that students can stay focused on their learning throughout the day. They should not be taken outside during recess or lunch.

## Class Economy

We will be introducing a Classroom Economy as part of our learning. This routine will help students build responsibility, make thoughtful choices, and develop a deeper understanding of money concepts in a meaningful and engaging way.

Students will have opportunities to earn and use classroom currency, and we will be connecting this learning to our math unit on money. As part of this experience, we will also introduce a class store, where students can use their earned currency.



If families are interested, donations of items (such as school supplies, stickers, or other appropriate items) are appreciated and may be used in our class store.

## Math Fact Race

We will be introducing a Math Fact Race routine to support students in building fluency and confidence with their basic math facts in a fun and engaging way.

Each week will follow a consistent structure:

- **Monday:** Retake day for students who have not yet passed their previous check-in
- **Tuesday–Thursday:** Practice days using games, centers, and drills
- **Friday:** Race Day — a short, timed check-in to demonstrate progress

Students move at their own pace and are encouraged to build both accuracy and confidence over time.

Students are also encouraged to **practice their math facts at home regularly** to support their learning and build confidence.

## Scholastic Book Orders

Scholastic flyers will be sent home with your child throughout the term. For a wider selection of books, you can also visit the Scholastic website at [www.scholastic.ca](http://www.scholastic.ca).

Flyers are typically sent home at the beginning of the week, and orders are due by the indicated deadline. Orders can be placed and paid for directly online through the Scholastic website.

Books usually arrive within two weeks.



Please enter our classroom code when placing your 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

April 3 – Good Friday (No School)  
April 6 – Easter Monday (No School)  
April 10 – Virtue Awards

May 1 – Virtue Awards  
May 15 – Non-Instructional Day (No School)  
May 18 – Victoria Day (No School)  
May 29 – Praise



June 1 – Professional Development Day (No School)  
June 5 – Virtue Awards  
June 24 – Year End Assembly and Grade 7 Grade  
June 25 – Last Day of School

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



## Overview of Grade 4 Term 3 Learning Goals



<b>English Language Arts</b>	<b>Mathematics</b>
<ul style="list-style-type: none"><li>• I can make smart guesses (inferences) using clues and what I already know to better understand what I read, see, and hear.</li><li>• I can think about how different characters or people might feel and explain how that changes a story.</li><li>• I can use creative language (similes, metaphors, and descriptive words) to make my writing more interesting.</li><li>• I can write clear paragraphs with a topic sentence, supporting details, and a closing sentence.</li><li>• I can use correct punctuation, capitalization, and grammar to make my writing clear and easy to understand.</li><li>• I can share my ideas clearly when speaking by using expression, staying on topic, and speaking with confidence.</li></ul>	<ul style="list-style-type: none"><li>• I can use division to solve problems and explain my thinking.</li><li>• I can use money to add, subtract, and make simple choices about spending and saving.</li><li>• I can tell and represent time using clocks and explain how time works in real life.</li><li>• I can describe and sort shapes (polygons) and find perimeter and lines of symmetry.</li><li>• I can use decimals to represent and work with money in real-life situations.</li><li>• I can explain my thinking using words, numbers, and diagrams.</li></ul>
<b>Science</b>	<b>Social Studies</b>
<ul style="list-style-type: none"><li>• I can explain how the Earth and moon move and how they create patterns like day and night and seasons.</li><li>• I can observe, ask questions, and make predictions about the world around me.</li><li>• I can collect and organize data and explain what I notice and learn.</li><li>• I can describe different forms of energy and how energy can change from one form to another.</li></ul>	<ul style="list-style-type: none"><li>• I can describe how the fur trade and gold rush changed life in Canada and British Columbia.</li><li>• I can explain how colonization impacted First Peoples' communities.</li><li>• I can think about different perspectives and understand how people experienced events differently.</li><li>• I can ask questions and learn from different sources about the past.</li></ul>
<b>Arts Education</b>	<b>Career Education &amp; ADST</b>
<ul style="list-style-type: none"><li>• I can use my voice, facial expressions, and body to show a character's feelings and actions.</li><li>• I can read and perform scripts with expression and confidence.</li><li>• I can work with others to plan and present a short drama or performance.</li><li>• I can reflect on my performance and think about how I can improve.</li></ul>	<ul style="list-style-type: none"><li>• I can design and create something by planning, building, testing, and improving my ideas.</li><li>• I can use tools and materials safely and choose the right ones for my project.</li><li>• I can work with others, share ideas, and improve my work using feedback.</li><li>• I can set goals for my learning and reflect on my strengths and progress.</li></ul>