

Osler School

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“Learning, Growing... Together”



Student/Parent Handbook 2016-2017

OUR MISSION STATEMENT

We believe

- education is about people, with our students at the centre,
- that with opportunity, support, encouragement, and effort all students are capable of achieving their personal best,
- students thrive in a safe and caring environment where high expectations exist,
- learning is a life-long process.

OUR VISION STATEMENT

Osler School strives to be a learning community that encourages students to develop:

- academic, social and emotional skills necessary to participate successfully in society as a responsible citizen;
- a respect for self, others, and property;
- a love for learning through a multitude of learning experiences;
- self-discipline by learning to think critically, creatively, and responsibly (when making decisions).

**Osler School
Student/Parent Handbook
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Message From Administration

September 8, 2016

Dear Parents/Guardians,

Welcome to the 2016-2017 year. We are looking forward to working together with students, staff and families to create a wonderful learning community.

The Student/Parent Handbook is intended to strengthen the partnership between the school and the home. We are confident you will find it useful when wanting to learn more about our school. The information is organized into four main sections:

- School Community Expectations
- School Procedures
- School Programming
- The Home and School Partnership

We encourage you to keep the handbook in a convenient place, and use it as a reference in answering many commonly asked questions. This handbook is also posted on the Osler School website for your easy reference.

The Osler School Student/Parent Handbook is a green document, and is updated annually. If you have a suggestion for future handbooks, we'd sure like to hear from you.

Look for monthly newsletters, our school website, classroom newsletters, notes and emails or subscribe to our school's newsfeed as other methods to stay informed about what is happening in your child's school life.

We look forward to an exciting year of learning and growing together at Osler School.

Yours in education,

Audrey Kampen
Principal

Glenn Key
Vice-Principal

Staff List

Shannon Bymoan	Kindergarten
Janet Carter	Grade 1
Pam Saunders	Grade 1
Sherry Nadeau	Grade 2
Joanne Sorokan	Grade 2
Shirley Frie	Grade 3
Pat Bodnar	Grade 3/4
Niki Carter	Grade 4/5
Brian Lewchuk	Grade 5
Orrin Chorneyko	Grade 6
Tamara Milnthorp	Grade 6/7
Michelle Lane	Grade 7 Homeroom
Emily Hartery	Grade 8 Homeroom
Nancy Pavloff	Grade 9 Homeroom
Natalie Houseman	Elementary Phys Ed/Health
Glenn Key	Vice-Principal
Audrey Kampen	Principal
Janet Grant	Special Education
Liz Harrison	Special Education/Learning Facilitator
Sandy Dasiuk	Educational Associate
Joanne Banman	Educational Associate
Cindy Klassen	Educational Associate
Helen Thiessen	Educational Associate
Heather Wall	Educational Associate
Rose Wolff	Educational Associate
David Janzen	Caretaker
Melinda Reimer	Assistant Caretaker/Educational Associate
Candace Berg	Administrative Assistant
Lisa Hrycuik	Itinerant Counsellor

Bus Drivers

Ella Rueb	306-986-7407
DeAnne Fehr	306-947-2058
Loletta Shabaga	306-239-2123

SCHOOL CALENDAR 2016-2017

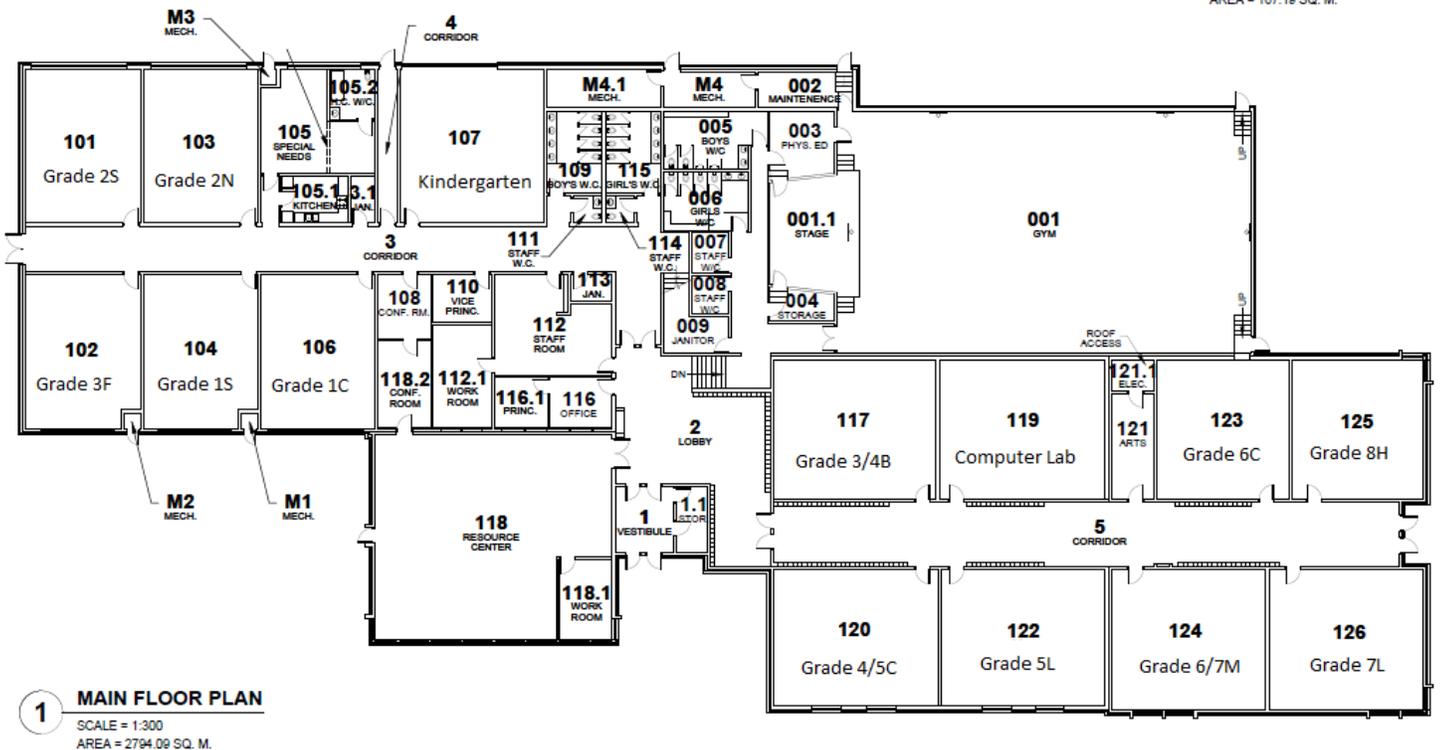
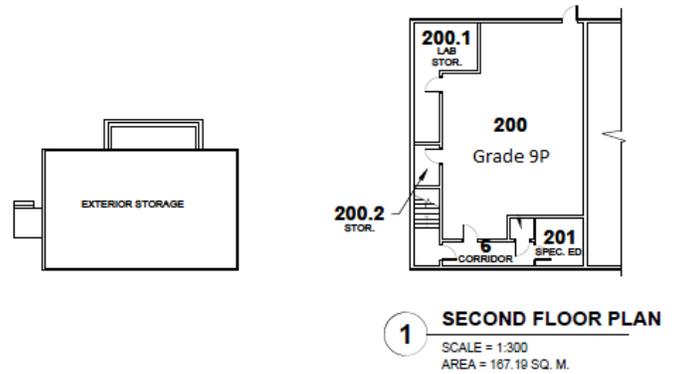
Sept. 1	First day of classes for students
Sept. 5	Labour Day – No School
Sept. 13	SCC Meeting – 6:00
Sept. 16	Teacher PD and Preparation Time – No School
Oct. 4	Progress Conferences (Gr. 1-9) 3:30-7:00
Oct. 6	Progress Conferences (Gr. 1-9) 3:30-7:00
Oct. 7	Teacher Preparation Time – No School
Oct. 10	Thanksgiving Day – No School
Oct. 11	SCC Meeting – 6:00
Nov. 8	SCC Meeting – 6:00
Nov. 10	Time in Lieu of Progress Conferences – No School*
Nov. 11	Remembrance Day – No School
Nov. 14	Teacher Preparation Time – No School
Nov. 25	Term 1 Progress Reports Issued (Gr. 1-9)
Dec. 20	Christmas Program
Dec. 22-31	Christmas Break – No School
Jan. 1-3	Christmas Break – No School
Jan. 3	Classes resume
Jan. 10	SCC Meeting – 6:00
Jan. 30	Teacher Preparation Time – No School
Jan. 31	Progress Conferences (Gr. 1-9) 3:30-7:00
Feb. 2	Progress Conferences (Gr. 1-9) 3:30-7:00
Feb. 14	SCC Meeting – 6:00
Feb. 20-24	Family Day / Winter Break – No School
Mar. 14	SCC Meeting – 6:00
Mar. 17	Term 2 Progress Reports Issued (Gr. 1-9)
Mar. 23	Teacher Preparation Time – No School
Mar. 24	Time in Lieu of Progress Conferences – No School*
Apr. 11	SCC Meeting – 6:00
Apr. 14	Good Friday – No School
Apr. 17-21	Easter Break – No School
May 9	SCC Meeting – 6:00
May 19	Teacher Preparation Time – No School
May 22	Victoria Day – No School
June 5	Teacher Preparation Time – No School
June 28	Final day of classes for students - Progress Reports Issued (Gr. 1-9)
June 29-30	Teacher Preparation Time – No School

***Locally determined days in lieu**

Daily Schedule

- 8:45 First Bell
- 8:50 Homeroom and Period 1
- 9:50 Period 2
- 10:50 Snack & Recess Time
- 11:05 End of Recess Bell
- 11:10 Period 3
- 12:10 Lunch
- 12:25 Recess
- 12:56 End of Recess Bell
- 1:01 Period 4
- 2:05 Period 5
- 3:05 Homeroom Period
- 3:10 School Dismissal Time

Map of School



Learning, Growing Together As a School Community

Osler School endeavors to provide an educational atmosphere that promotes:

- the development of academic, social and emotional skills which are necessary for successful participation in today's society;
- the development of skills needed to meet the demands of the technological world;
- the development of positive role models;
- the development of respect for fellow students and adults;
- good citizenship;
- student involvement in decision-making; consequently, the development of ownership and pride in their education;
- a love for learning;
- a multitude of learning experiences which in turn allows the uniqueness in each student to be developed to the fullest potential;
- an atmosphere of caring, friendliness, trust, mutual respect, and cooperative spirit;
- student involvement in fund raising projects.

School Community Expectations

Our Code of Conduct reflects the expectations we have of staff, students and community in making Osler School a safe and enjoyable place where we can learn and grow together. Our code is grounded in the principle of the 'golden rule', which is to treat others as you wish to be treated.

Students are expected to:

- Be respectful
- Be responsible
- Be Safe
- Be Grateful
- Be Open to Learn and Grow

School Discipline Policy

At Osler School, we believe that discipline is a shared responsibility between the student, teacher and parent. We believe that discipline needs to be respectful, age-appropriate, positive and needs to promote learning and restitution. Our philosophy of discipline includes:

- Children can behave appropriately
- Developing self-discipline is a process
- All children have inherent dignity and worth
- Mistakes are an opportunity to learn

To support learning and personal growth, we stress three types of discipline:

- **Preventative** - Anything a parent or teacher can do to limit opportunities the student will have to act inappropriately, for example, clear expectations, communicating frequently and clearly, establishing and maintaining routines.
- **Supportive** - Any strategies that a parent or teacher uses which encourages the student to maintain appropriate behaviour, for example, being a good model, maintaining a positive attitude, showing courtesy and respect, developing a sense of empathy, and clearly outlining expectations.
- **Corrective** - Anything a parent or teacher does to stop inappropriate behavior and to teach proper conduct.

Parents are encouraged to:

- Positively support and guide their children in a respectful manner at home.
- Review school community expectations and procedures with family members to ensure that all are familiar with, and understand, the code of conduct for the Osler School community.
- Support and cooperate with Osler School in carrying out appropriate discipline measures when such action is deemed necessary.

The teacher is responsible for:

- Assisting in the development and enforcement of the school's code of conduct
- Developing classroom expectations that conform to the code of conduct and to elaborate on those as necessary to clearly communicate the principles to the students in a clear, age-sensitive, positive manner.
- Establishing a classroom management program and atmosphere that elicits proper behavior and gives every student full opportunity to pursue their studies without disruption.
- Communicating with students and parents regarding both behaviour successes, and problems with proposed solutions.
- Providing adequate supervision during recess and noon hour breaks.

The principal and the vice-principal are responsible for:

- Supporting teachers by developing behaviour plans with disruptive students and when necessary, holding conferences with parents regarding these agreements.
- Being open to feedback from parents and staff members regarding the school's discipline policy and guidelines. If the unacceptable behaviour continues, even after a plan has been agreed upon by the teacher and student, the parent will be contacted by the teacher. A conference involving the teacher, student and school administration may be called before another plan is created.
- Reviewing and providing feedback to staff with regards to school and classroom discipline and management.
- Developing a schedule that will provide for proper supervision to ensure that the school and the school premises will be a safe place for all students.
- Determining when an in-school suspension or an out-of-school suspension will re-establish a positive learning environment for staff and students and will be an opportunity for a student to reflect on their inappropriate choices.
- Notify parents if it is determined that a suspension is appropriate consequences. A conference will be held with the students involved, parents and school administration before the student regains the privilege of returning to the classroom environment.

Harassment Policy

1. Beliefs

- Harassment may include comment or behaviour by any individual towards another which is perceived to be intimidating, annoying, hurtful or malicious. This includes harassment on the basis of race, creed, religion, gender, sexual orientation, marital status, family status, ability, physical size or weight, nationality, age, ancestry or place of origin, or receipt of public assistance.
- Harassment is a school and community issue. It is a form of violence in its extreme manifestation. Harassment seriously impairs the right of students to learn and interact in a safe, affirming environment.
- Education, intervention and policy are effective in preventing and dealing with harassment.
- School personnel have a duty to take harassment seriously and deal with it effectively. Harassment must be met with appropriate consequences.
- Harassment is unacceptable conduct; likewise a false accusation of harassment is unacceptable conduct.

2. How often does unwanted behaviour need to happen for it to be considered harassment?

- Harassment can consist of a single, serious incident. More commonly, harassment involves a series of unwanted, often subtle, incidents over time.
- Unwanted behaviour perceived to be intimidating, annoying, hurtful or malicious is considered harassment, regardless of how often it occurs.

3. What is the difference between harassment and bullying?

- Bullying is harassment.
- Bullying is repeated exposure over time to negative actions; whereas harassment may be one serious incident.
- Bullying most often means that there is an imbalance of power. This imbalance of power makes it difficult for the victim to defend himself/herself. Bullying is when a person uses physical, verbal or psychological aggression in a wilful manner aimed at

hurting another individual.

- Bullying can occur from one individual to another, from a group of people to one individual or from one group of individuals to another group of individuals.

4. What can students do if they believe they are being harassed?

- The student who believes he/she is a victim of harassment, may choose to make a complaint about unwanted behaviours or comments and therefore he/she is known as the complainant in the conflict. The person who is being accused of harassment is called the respondent. He/she has a right to respond to these allegations.
- If it is safe and comfortable to do so, the complainant should tell the respondent how he or she feels and request the behaviour stop.
- If this is not effective or safe, the complainant should report the incident to an adult in the school community.
- Both the complainant and adult shall recognize that this discussion is confidential, but action may need to be taken. Confidentiality is not the same as anonymity.
- If the complainant chooses to make a formal complaint, the adult hearing the complaint must assess the seriousness of the offending behaviour. The following information is helpful for the adult to know:
 - Who was involved in the incident?
 - What happened?
 - Who saw the incident happen?
 - When did it happen?
 - Where did it happen?
 - Has something like this happened before? If yes, when?

5. How should adults in the school community respond?

- If a parent or student makes a formal complaint, the details of who, what, when and where should be documented and given to school administration. After school administration verifies the information of the complainant and assesses the seriousness of the reported incident, the respondent may be asked to make restitution to the complainant, to take part in social skill programming, to complete work jobs in the school community and/or receive a suspension.

BULLYING AND HARASSING BEHAVIORS CHART						
<i>MILD</i>	<i>MODERATE</i>					<i>SEVERE</i>
PHYSICAL AGGRESSION						
<ul style="list-style-type: none"> ◆ Pushing ◆ Shoving ◆ Spitting 	<ul style="list-style-type: none"> ◆ Kicking ◆ Hitting 	<ul style="list-style-type: none"> ◆ Defacing property ◆ Stealing 	<ul style="list-style-type: none"> ◆ Physical acts that are demeaning and humiliating but not bodily harmful (e.g. de-panting) ◆ Locking in a closed or confined space 	<ul style="list-style-type: none"> ◆ Physical violence against family or friends 	<ul style="list-style-type: none"> ◆ Threatening with a weapon ◆ Inflicting bodily harm 	Sexual Harassing Behavior
SOCIAL ALIENATION						
<ul style="list-style-type: none"> ◆ Gossiping ◆ Embarrassing 	<ul style="list-style-type: none"> ◆ Setting up to look foolish ◆ Spreading rumors about 	<ul style="list-style-type: none"> ◆ Ethnic slurs ◆ Setting up to take the blame 	<ul style="list-style-type: none"> ◆ Publicly humiliating (e.g. revealing personal information) ◆ Excluding from group ◆ Social rejection 	<ul style="list-style-type: none"> ◆ Maliciously excluding ◆ Manipulating social order to achieve rejection ◆ Malicious rumor mongering 	<ul style="list-style-type: none"> ◆ Threatening with total isolation by peer group 	Sexual Harassing Behavior
VERBAL AGGRESSION						
<ul style="list-style-type: none"> ◆ Mocking ◆ Name calling ◆ Dirty looks ◆ Taunting 	<ul style="list-style-type: none"> ◆ Teasing about clothing or possessions 	<ul style="list-style-type: none"> ◆ Teasing about appearance 	<ul style="list-style-type: none"> ◆ Intimidating telephone calls 	<ul style="list-style-type: none"> ◆ Verbal threats of aggression against property or possessions 	<ul style="list-style-type: none"> ◆ Verbal threats of violence or of inflicting bodily harm 	Sexual Harassing Behavior
INTIMIDATION						
<ul style="list-style-type: none"> ◆ Threatening to reveal personal information ◆ Graffiti ◆ Publicly challenging to do something 	<ul style="list-style-type: none"> ◆ Defacing property or clothing ◆ Playing a dirty trick 	<ul style="list-style-type: none"> ◆ Taking possessions (e.g. lunch, clothing, toys) 	<ul style="list-style-type: none"> ◆ Extortion 	<ul style="list-style-type: none"> ◆ Threats of using coercion against family or friends 	<ul style="list-style-type: none"> ◆ Coercion ◆ Threatening with a weapon 	Sexual Harassing Behavior

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Osler School Procedures

Allergen Aware Procedures

There are several students and staff members who have severe allergies to peanuts and nuts. We therefore ask parents to carefully check all products sent to school to ensure they are free of peanut and nut products. We also have personnel from central office who have severe allergies to strong scents. We ask students and parents to refrain from using heavily perfumed soaps, lotions and deodorants.

Arrival Time

Town students should arrive at school between 8:30 and 8:45 a.m. unless requested to arrive earlier by a teacher. There is no supervision of students before 8:30 a.m.

Attendance Procedures

Students are required to attend school on a regular basis. Regular and punctual attendance is critical for a student to have a successful school experience. **We ask parents to contact the school whenever a student will be absent.** In those cases where we do not receive a phone call, the school administrative assistant will attempt to contact the home to determine the reason for the absence. The school has an answering machine so messages can be left in the evening or early morning.

We understand that the flexibility in booking appointments with doctors, dentists, etc. is often limited, but we encourage parents to make these appointments outside of regular instructional days and hours.

It is the responsibility of students who are late to report to the office upon arrival to change their absence to a late. Parents will be contacted by the classroom teacher and/or the principal if school absences or lates are interfering with a child's opportunity to learn. In the event of an excessive number of unexcused absences from school, the school division attendance officer will be notified.

Bicycles at School

Bikes are to be walked in front of the school at all times. Bicyclists are to cross the street at the designated cross walks. Bikes are to be placed in stands and must stay there for the day, unless a student is going home for lunch. The bike stands areas are to be respected at recess and noon hours and students are expected to find other places to place. We suggest that all bikes are locked during the school day. Skateboards, scooters and roller blades are not to be brought to school.

Bus/Conveyance Procedures

School bus transportation is provided to students who live outside of town. Students need to be at their bus stop by the pre-determined pickup time. At each bus stop, bus drivers will wait for two minutes before continuing on their routes. Drivers cannot wait any longer without disrupting other pickup times along their routes.

It is the responsibility of parents to keep lanes passable, obstruction free, and with sufficient turnaround room without backing up in yard pickup situations.

At the end of the day, the bus will leave the school five minutes after the bell. Students need to make their way directly to the bus.

Any changes to bus service must be made in writing via the bus/conveyance request form available at the school office. Also, as a courtesy, please notify your bus driver of instances when your children will not be riding the bus.

Parents must notify the driver beforehand of instances where they would like to request additional passengers on the bus (i.e. a bus student's friend coming home with them after school to play or work on a project). This can usually be accommodated if space allows. Students will not board any bus other than the one they are regularly assigned without parent and driver permission.

Bus Rules of Prairie Spirit School Division

1. Students must show respect for driver, equipment, other students and their personal space.
2. Student seating will be assigned by the bus driver.
3. Students must remain seated and facing forward on the bus.
4. Quiet conversation with close neighbours is allowed.
5. Eating or drinking on the bus is not permitted. Water will be allowed.
6. Windows are to be adjusted only with permission of the bus driver. Keep head and arms inside the bus at all times.
7. Student personal items and books must be placed near feet or on lap.
8. The aisle must be kept clear of objects at all times.
9. Students must promptly obey instructions of the driver.

Remember students are responsible and accountable to the Principal and Bus Driver for conduct and behaviour on the bus

Busing and Inclement Weather

The decision whether or not to run buses due to extremely cold or inclement weather are made by the drivers in consultation with the school administration. Drivers determine the weather conditions based on the Environment Canada forecast for Saskatoon at 6 a.m., and local weather conditions. Combined temperatures of air and wind are the conditions the policy goes by.

School division policy dictates that:

- At conditions of -35°C or colder or other hazardous conditions such as fog, freezing rain, etc., drivers will confer to compare weather and local road conditions. If conditions are acceptable, buses will run.
- At conditions of -40°C or colder, the buses will not run. Drivers are to inform parents on their route of the decision not to run the buses.
- Announcements of the cancellation of buses will be made on local radio stations: FM - C95, The Bull 92.9, and AM - CJWW 600, CKOM 650.
- Information regarding bus cancellations is also posted on the school division website at www.spiritsd.ca and is updated every morning.
- If buses do not run in the morning, they will not run at the end of the day either.

For safety reasons, buses will only run at their regular scheduled times. Specifically, early dismissal due to forecasted storms will not occur. If students cannot be bussed home at the end of the day due to deteriorating weather conditions, arrangements will be made for them to get to their in-town billets (as indicated on the registration form).

Please note that even on days when the buses do not run due to cold or inclement weather conditions, the school is still open, and will operate on a schedule as close to normal as the number of students in attendance will allow. Parents of bus students are encouraged to transport their children to school on these days if they feel they can do so safely. Our desire is that the regular program is interrupted as little as possible due to inclement weather.

Contacting Students During the School Day

In case of an emergency, parents who need to contact their children are asked to call the school number. Please note that the school office is a very busy place, and the administrative assistant has many demands on her time. Parents are asked to make sure any messages that are to be relayed to students are of an urgent nature due to an emergency. Please recognize that we ask students to put their cell phones on silence during class time and they are asked to keep them in their lockers or in a locally determined spot by their classroom teacher. They should not be receiving texts or phone calls during class time.

Dress Code

We believe that how we dress affects our attitude and our behaviour. We try to encourage good sense of school clothing that shows respect and decorum. We have the following expectations for the dress of our students and staff:

- Clothing with logos or messages that include racial or sexual comments, advertise alcohol, tobacco or drugs, or use vulgar language will not be tolerated.
- Midriffs, cleavage and underwear should not be exposed.
- Tank tops with spaghetti straps are not permitted.
- Shorts should be of an acceptable length (ie mid-thigh or longer)
- Hats, caps, toques and hoods are not worn in the school.

Students not meeting expectations for appropriate dress in our school setting will be asked to change their clothing or will be sent home to find clothing that is appropriate for our school community.

Energy Drinks

All energy drinks such as Red Bull, Amp, Monster and other drinks containing high levels of stimulants are not allowed in the school or during school activities. Health experts advise that children should not drink energy drinks because of various health concerns, including the drinks' high caffeine content, which can lead to sleeplessness, anxiety, nervousness, elevated blood pressure and heart rate, and their high calorie content, which can contribute to other problems.

Emergency Relocation Site

If a decision is made to evacuate the school due to a crisis situation (fire, chemical spill, utility failure, bomb threat, etc.) the students will be relocated to the Osler Mennonite Church, two blocks north of the school. Announcements updating the situation will be made in the media.

Internet/Network Policy

- Internet use must be consistent with the goals and purposes of the school/education.
- Students may only use the internet when under the supervision of a staff member.
- Students will not use their own names, addresses or telephone numbers on the internet.
- School behavioural expectations apply to internet use. Obscene, threatening, sexually orientated or racially offensive material will not be tolerated. Students intentionally accessing inappropriate web pages will lose their internet privileges.
- All students/guardians must complete an Acceptable Use Agreement before getting computer/ network/ internet privileges.
- Failure to use school technology appropriately will result in loss of privileges.

Hand-held Electronic Devices

Smart phones, iPhones and other hand held technology should be safely secured in student lockers during instructional time or set on silence during class time. Teachers who feel the use of a hand held device will increase student learning will instruct students to use their devices

during class. Use of hand held devices in the hallways and washrooms during class time is a distraction from returning promptly to class and is not permitted. Use of hand held devices in the hallways and washrooms during recess limits positive interactions amongst students and adults.

Leaving School Property

During school hours, students will not be permitted to leave the school grounds except where teacher permission has been given. Bus students in grades 1-8 wanting to leave the school grounds during the noon hour must bring a note from home. Grade 9's wishing to leave the school grounds during the noon hour should get permission from their teacher.

Locks and Lockers

Students in west wing of the school are assigned lockers for jackets, book bags, backpacks and lunch kits. Students are given a lock, the numbers are recorded, and each student is responsible for maintaining the cleanliness and hygiene of their lockers. If a lock is lost or willfully damaged, the student will be charged \$5.00 as a replacement fee. Combination numbers for locks are to be kept confidential, and students are to keep lockers locked to avoid problems.

Maintaining a Clean and Welcoming School

There are so many ways that students can help. Sunflower seeds and drinks in glass bottles are not allowed on school property. Students must have clean, non-marking pair shoes for indoor and gym use only. Students are expected to clean up after themselves when they make a mess. If the mess is too big for the student to clean up by themselves they should ask an adult for help.

Medication Policy

As directed by school division policy, staff cannot administer non-prescription medicine to students. Staff are able to administer prescription medicine after parents have completed the appropriate forms which are available in the school office.

Noon Hour Procedures

Lunch supervision is provided daily by school staff. Students are expected to eat at their desk in a tidy manner, and clean up any spills, crumbs, packaging, and containers before going for recess, house games, practices, etc. Students are to remain in their classes/desks until they are dismissed at 12:25. Through the fall and spring, all students are expected to go outside for noon recess from 12:25 to 12:56 except in cases where they may be involved in practices, house games, or other scheduled activities. From Remembrance Day to mid-March, students in grades 7 to 9 have the privilege of remaining in indoors during the noon recess to quietly read, do homework, or visit with classmates or take part in intramurals or games. This is a privilege for Grade 7 to 9 students and with it comes the responsibility to act appropriately.

Town students are strongly encouraged to go home for lunch. Research and experience have shown that a mid-day break from school helps students be more successful at school. All students remaining at school for lunch are expected to behave in an orderly, sensible manner.

Outside Recesses/Noon Hour

We use -27°C as a guide for determining indoor recesses during winter months. Extremely wet or windy weather is also considered when determining whether it is appropriate for students to play outside.

Recesses

Students are expected to go outside during recess breaks. Students should dress appropriately for outside play in all seasons. Students are to use the sides and back of school yard throughout recess

where supervision is provided. Playing in front of the school or in parking area is not safe. In the event of inclement weather, an announcement for students to remain in their classrooms will be made. Division III students are offered the privilege of remaining inside during the winter months (usually Remembrance Day to late March). Students remaining indoors are expected to be in the gymnasium. With the privilege of remaining indoors, comes the responsibility to behave in a safe and respectful manner.

Student Telephone

A telephone is available to students who need to contact parents during the day. This phone is for outgoing calls only and is restricted to local calls. Students may use the student telephone only for cases of urgent need. **Students must have the permission of their homeroom teacher to use the phone, and calls must be of an urgent nature.** Therefore students and parents are to make arrangements for after school activities prior to leaving their home for the school day.

School Wide Supervision

Students are allowed in the gym, equipment room, library, art supply room or computer room **only** with the supervision of a staff member.

Textbooks/Library Books

Textbooks and library books are supplied to students free of charge. The day-to-day care of these is the responsibility of the student. Books that are damaged, rendered unfit for use due to misuse, lost or not turned in at the end of a unit, semester or year, will be charged at replacement cost to parents. Students are not to write or mark in school books in any way.

Transportation of Students / Permission

Wherever possible and practical, students will be transported by bus for school events. There may be situations where private vehicles are used. In these instances, all drivers must be approved by the school administration, and have completed a parent driver application, which includes a criminal record check. Teachers will contact parents directly if they foresee using private vehicles for an event/activity. Parents should not transport students, other than their own children, unless they have been approved by the school administration.

Osler School Programming

Academic Student Recognition Program

In **Grades 6-9**, students who have mastered or who are meeting curricular outcomes in all areas of mathematics, ELA, Social Studies and Science are “on a roll.” The principal and vice-principal will send a letter to their parents acknowledging the student’s accomplishment.

At the end of the year Grade 6-9 students who have mastered or who have met curricular outcomes in the above mentioned subjects throughout the year will be recognized for their **academic success** at the year-end assembly.

Grade 6-9 students who have met curricular outcomes in the above mentioned subjects throughout the year and who have at least ten descriptions of “**mastered**” on their progress report will be recognized for their **academic excellence** at the year-end assembly.

In **Grades 4 and 5**, students who have mastered or who are meeting curricular outcomes in all areas of mathematics, ELA, Social Studies and Science are “on a roll.” The principal and vice-principal will send a letter to their parents acknowledging the student’s accomplishment. At the end of the year, students who have mastered or met curricular outcomes in the above mentioned subjects throughout the year will be recognized for their **academic success** at the year-end assembly.

Awards and the Awards Day Assembly

In June of each school year we recognize the special achievements of students in an Awards Day Assembly. Awards are presented in the areas of academics, athletics and citizenship. The awards are outlined as follows:

1. Kitty Cup

This award is presented to the Grade 4-6 house team that has accumulated the most participation points for the year. Participation points are based on house games and spirit activities.

2. JMSC Participation Awards (Male and Female)

These awards are presented to the Grade 4-6 students (male and female) who have accumulated the most individual participation points towards the Kitty Cup.

3. Grade 7-9 House Games – Male and Female Participation

These awards are presented to the students (male and female) who have accumulated the most individual house points by participating and officiating noon house games.

4. Grade 7-9 House Games – Top House Team

This award is presented to the Grade 7-9 house team that has accumulated the most participation points over the year.

5. Athletic Awards

These awards are presented to students (male and female in Division 2 and Division 3) who best exemplify participation, leadership, superior skills and effort in school athletic programming.

6. Grade 4-6 Citizenship Awards

These awards are presented to students in each classroom who demonstrate good citizenship in the classroom and the school at large. This award is intended to recognize students who exemplify being honest, hard-working, helpful and fair.

7. Brittany Fehr Memorial Citizenship Award

The Brittany Fehr Memorial Citizenship award was instituted in 2006 and sponsored by Brittany's parents, Lawrence and Shelley Fehr. Brittany was a student at Osler School from 1989 to 1999. She exemplified the qualities of a good citizen—involved, hard working, supportive, helpful and fair. Brittany's reputation was that of a student who went out of her way to make Osler school a better place for herself and others. Brittany succumbed to cancer in 2005. This award is in memory of contribution to Osler School and in celebration of her life.

8. Grade 7-9 Spirit Awards

These awards are presented to a student in each class (Gr. 7-9) who have demonstrated school spirit throughout the year by their participation and leadership in classroom activities, SLC events and school-wide spirit activities.

9. Leadership Awards

This award is presented to the Grade 7-9 student who has demonstrated initiative, follow through and leadership in their involvement with the school SLC.

10. Charles and Kelvin Wiebe Memorial Award

The Charles and Kelvin Wiebe Memorial Award was instituted in 2003 and was sponsored by the staff and students of Osler School. Charles and Kelvin Wiebe were brothers who attended Osler School from 1991 to 2002; they developed Duchenne muscular dystrophy when they were very young. Kelvin succumbed to this disease in 2001 when he was a Grade 9 student at Osler School. Charles was a Grade 12 student at Warman High School when muscular dystrophy took his life in 2002. Despite the significant obstacles they faced in their daily lives, Charles and Kelvin maintained a positive attitude and worked diligently to make their lives the best they could be. This award is presented to a Grade 7-9 student who works to overcome significant challenges with perseverance and a positive attitude.

11. Peter Boldt Award

The Peter Boldt Memorial trophy goes back to 1967. Peter Boldt was an Osler area farmer. The trophy was originally presented by his daughter and son-in-law, Irene and Jack Driedger. The award is presented to the top overall graduating student and looks back at their performance and involvement from Grade 7-9. The award is presented to a student who displays a strong combination of the following criteria:

- a. A student that shows strong commitment to learning and academic achievement
- b. A student who exemplifies positive leadership in and out of the classroom
- c. A student who demonstrates commitment and proficiency in extra-curricular and co-curricular events.
- d. A student who is a good citizen and works to make Osler School a good place.
- e. A student who demonstrates positive leadership and school spirit.

Bible Knowledge Instruction for Grade Six

Grade 6 students have the option to participate in a Bible Knowledge class. This program has the approval of the board of Prairie Spirit School Division. In accordance with Policy 605 of the school division, this religious instruction is offered during the last half hour of the instructional day. The course covers various texts of the Bible: the story of God's people in the Old Testament; the Birth, Life and Ministry of Jesus; Jesus' Death and Resurrection and the Early Church as described in the New Testament. The purpose of this program is not to preach, but to share the stories found within the texts of the Bible. The course is instructed by representatives from local churches. The course is offered in 30 half hour lessons throughout the year. Students who choose to participate in the course are given a certificate of completion. There are no marks recorded on the progress report for the Bible Knowledge course.

Participation in this locally determined program is optional. Students who choose not to enroll in this program have several options available to them during the half hour lessons: parents and teachers may determine that the student would benefit from additional time to complete class assignments; parents may want their child to complete an inquiry/research project or parents may want their child to complete a reading/writing activity on a book chosen by the student and parent.

Evaluation and Reporting of Student Progress

Evaluation is an important and on-going part of the learning process. Evaluation reflects the goals, philosophy and practices of the school and the school division. One aspect of the evaluation process is reporting to parents. Reporting indicates how students are growing in relation to their capabilities and aspirations. This occurs through calls, notes, homework, assignments and projects, work samples, progress reports, and conferences. Progress conferences are held for all parents, twice a year, fall and mid-winter. Other interviews may be arranged at any time at the request of the teacher or parent.

We believe that...

- evaluation is used to monitor and communicate student growth and progress.
- evaluation is used to measure students' levels of understanding and ability, and progress towards meeting curriculum defined outcomes.
- evaluation is used to clearly communicate progress to students and parents.
- evaluation is an important method by which students requiring extra academic support or special programming are identified.
- data collected for student evaluation should be used by professional staff for future instructional planning and reflection on current practice.
- teachers use their training, experience, and professional discretion in evaluating student progress and achievement.

Student evaluation should ...

- be fair, accurate, and objective.
- use a variety of instruments and strategies.
- be a process that is open and honest.
- be formative and summative assessments.
- be related to student achievement/progress towards learning goals/objectives.
- be based on achievement and shall not include factors such as attendance, effort, participation and attitude, unless these factors are a stated part of a learning goal.
- be age-grade appropriate and be considerate of the individual needs of students.
- provide feedback to students to assist them in progressing towards stated learning goals/objectives.

- set by teachers and expectations should be communicated with respect to due dates and deadlines for student assignments/work, late assignments and any related consequences, and possible opportunities for second chance assessments and how these will be weighted.

Advancement or retention of students shall be done in consultation with the parents.

Consideration of retaining a student will be communicated to the parents no later than April 1st, and documentation sent to the Superintendent of Schools on or before that date. There are a number of criteria used to determine advancement or retention of students:

- Results of teacher grading, test results, etc.
- Standardized test results
- Student potential
- Student effort, cooperation, attendance
- Student's age and maturity level
- Parental support for retention

If you, as parent or guardian, have any questions or concerns about the placement, advancement or retention of your children, please contact the school so that a meeting can be arranged.

Fund Raising

Fundraising is an important means of providing services to our students. We simply cannot provide all of the projects, activities, and special events unless we fund raise. The Division I, II and III groups participate in fund raising activities ranging from raffles to magazine subscription drives, hot lunches, and apple and orange sales. We try very hard as a staff to stagger fund raising activities throughout the school year because we realize that parents are asked to support many different organizations and charities. However, we do need, and appreciate, your support of our fund raising efforts.

Home Reading/Homework/Completing Assignments

Homework/home reading serves an important purpose in your child's life. It is a means to reinforce and extend what your child has learned in class, and develops a sense of self-discipline, personal responsibility and independent thinking. Homework is a way to help your child develop work and study habits that will assist him or her throughout the years spent learning. In order to give students an opportunity to develop various kinds of skills, teachers will give many types of homework assignments. In order for you to better support this very important aspect of your child's development as an active learner, we suggest the following:

- Provide your child with a quiet place to work.
- Set a regular time for doing homework each day.
- Monitor student assignments and homework by regularly checking their day planners.
- Assist your child by offering suggestions, and by seeing that the assignment is complete. **Never do an assignment for your child.**
- Offer encouragement, avoid pressure.
- Check with your child's teacher if an assignment is unclear, or if you have any Questions or concerns about any aspect of your child's progress.

House Teams

Upon entering Osler School, students are placed in one of our house teams; Archers; Barons, Crusaders, or Knights. Throughout the year, there is a variety of school wide spirit activities organized for all students. A variety of sports and activities are offered to Grade 4-9 students during the winter months at noon hour. These house games emphasize participation and involvement, and while strongly encouraged, is voluntary.

Library

Our library is a vital resource centre in Osler School. It provides a wide range of resources including primary fiction, juvenile fiction, non-fiction, reference materials, a media collection, subscriptions to online resources and a professional section. Our collection is varied, extensive and up to date. The library is a place for students and staff to do research-based learning, work on homework or assignments, and to borrow recreational reading materials.

Students are encouraged to use the library throughout regular school hours with their classroom teachers and supervisors. The library is also open during scheduled times at noon for Division II and III students.

Our borrowing period is two weeks, and students are financially responsible for any lost or damaged materials.

Safe and Secure Protocol

In accordance with the division's safe and secure protocol, access to our school during class time is only allowed through the main entrance doors. Other school doors are unlocked by school staff at the beginning of recess breaks to allow students to return to their classrooms at the end of recess. After the recess break, recess supervisors will relock all entrance doors but the main entrance.

Special Education and Resource Room Services

The special education services at Osler School are designed for students whose progress may be impeded by significant academic, organizational, behavioral and/or physical challenges. The special education programs are structured to help students (individually or in small groups) who require remedial activities and to provide consultative support (ideas, materials, techniques and teaching materials) to classroom teachers and educational associates. The special education teachers serve in a consultative-collaborative role by providing classroom teachers with materials, technological supports, alternative methodology and suggested modifications to meet the needs of exceptional children in their classroom. Children who work with the special education teachers are identified for assistance by parents, teachers, health professionals and/or school consultants. The assistance provided varies according to the individual needs of the child.

Sports Programs

When there is sufficient student interest, Osler School offers inter-school, competitive athletics in the following areas:

- Grade 4 to 6
 - Cross Country (September – October)
 - Soccer (September - October)
 - Basketball (January - March)
 - Track and Field (May - June)

- Grade 7 to 9
 - Cross Country (September - October)
 - Volleyball (September - November)
 - Basketball (November - February)
 - Curling (November - February)
 - Badminton (March - April)
 - Track and Field (April - May)

In addition to regularly scheduled games against other schools in the division, teams may compete in tournaments and in Central Valley Athletics Conference playoffs at the season. Our focus is on participation and skill development. There are no tryouts/cuts, but coaches establish expectations for attendance, effort, and attitude for students to stay eligible. Team sizes may be limited in certain tournaments playoffs.

Our school also holds a Track and Field Day for Division I and II students in early June. Grades 4 to 6 compete in the annual WOMV track and field meet hosted by the elementary schools in Warman, Osler, Martensville and at Valley Christian Academy in early June.

Study Hall

At noon hour (12:25-12:56) students in Grade 5-9 are welcome to go to the library to complete homework or to read. Study hall is supervised by a teacher who is available to help with questions about homework.

Student Leadership Council

The Division III Student Leadership Council (SLC) and Division II Junior Monarch Student Council (JMSC) are inclusive groups where any student interested in getting involved in leadership can take part.

The student councils provide an opportunity for the students to experience the function of local government. Students are able to practice leadership, responsibility and decision-making skills. The student councils are very active in planning “special day” activities and social events for their divisions and for the entire school population. The councils have fund raising events, which are directed towards, the needs of each division, the needs of the school and community. The SLC’s are very valuable in building a sense of citizenship and pride, and the spirit of community among our students at Osler School.

Supporting the Home and School Partnership

Communication Protocol for Parents/Guardians

If students or parents have concerns or questions about an issue at school, please follow this communication process:

The classroom teacher is to be the first person to hear and address any concerns from a student or parent.

- If the issue cannot be resolved with the teacher, the principal is to be contacted.
- If the matter remains unresolved, the parent may request a meeting with the Superintendent, Mrs. Lori Jeschke.
- The parent may also request a hearing with the Board of Education to further appeal the decision.

Newsletters

Newsletters are posted on the website on a monthly basis. We will be sending these home electronically this year. If you require a hard copy, please contact the school office. Generally these are sent in the first week of school for that month. Many classroom teachers also send home regular newsletters/emails about the activities specific to their classroom.

Parent and Community Volunteers

Helping with the extracurricular program, working on the SCC, assisting in the library, helping in the classroom or supporting our love of good, healthy food are all ways parent and community volunteers enrich the lives of students. All volunteers are required to complete a criminal record and vulnerable sector search check. Once this check is submitted, it is kept on file for the duration of time your child attends our school. Volunteers are responsible to inform the principal if the status of their criminal record check changes.

When parents and community members volunteer we ask you remember the following guidelines:

- You are a role model for our students and we ask that you follow and respect the rules and procedures of the school.
- In the course of volunteer duties in the school, volunteers may have access to information that is personal or confidential in nature. This information is not to be communicated to anyone or disclosed in any manner or form other than for the sole purpose of fulfilling duties within the school context.
- Volunteers are asked to arrange for childcare for their preschoolers when they are volunteering to work directly with students or in areas of the schools where preschoolers may distract students from the learning environment (ie in the classroom or library)
- If a volunteer has a problem with a student, the issues should be directed to the student's teacher.
- If a volunteer has a concern with a staff member, they should talk to the staff member involved and then if necessary involve school administration.

School Community Council

School Community Councils help to strengthen the capacity of schools to improve children's learning. By helping families to support their children's learning and by gathering the resources of the community to ensure student well-being, Councils make a valued contribution to the learning success of Saskatchewan students.

The purpose of the School Community Council is to:

- develop shared responsibility for the learning success and well-being of all children and youth; and,
- encourage and facilitate parent and community engagement in school planning and improvement processes.

School Fees

Osler School fees for 2016-2017 are:

- Kindergarten - **\$9.00**
 - \$ 7.00 Extracurricular fee (field trips/special events)
 - \$ 2.00 Communication folder
- Grade 1 to 3 - **\$45.00***
 - \$ 8.00 Extracurricular fee (field trips/special events)
 - \$ 5.00 Day planner
 - \$32.00 Supplies
 - *\$25.00 – Gym clothing for grade 3*
- Grade 4 to 6 - **\$55.00***
 - \$15.00 Extracurricular fee (field trips/special events)
 - \$ 5.00 Day planner
 - \$35.00 Supplies
 - *\$25.00 - Gym clothing (as required when children grow)*
- Grade 7 - **\$45.00***
 - \$15.00 Extracurricular fee (field trips/special events)
 - \$ 5.00 Day planner
 - \$30.00 Supplies
 - *\$25.00 - Gym clothing (as required when children grow)*
- Grade 8 - **\$50.00***
 - \$15.00 Extracurricular fee (field trips/special events)
 - \$ 5.00 Day planner
 - \$30.00 Supplies
 - *\$25.00 Gym clothing (as required when children grow)*
- Grade 9 - **\$15.00***
 - \$15.00 Extracurricular fee (field trips/special events)
 - *\$25.00 Gym clothing (as required when children grow)*