

**WARMAN  
COMMUNITY MIDDLE SCHOOL  
HANDBOOK**



**2013-2014**

Thank you for taking the time to review this handbook. It is difficult to cover all of the aspects of our busy school so if you have any questions, please contact your child's classroom teacher or the school administration.

## **CONTACT INFORMATION**

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**Please inform the office when your contact information (contact numbers, email, emergency contact, etc.) changes. It is so important that our information is current at all times.**

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## MESSAGE FROM ADMINISTRATION

Welcome to Warman Community Middle School! We are excited to begin our first year and hope you are excited to be a part of it.

A middle school is a new endeavor for our school division, but we have had an opportunity over the past several years to gather a lot of information about what the qualities of an effective school and program looks like for pre- and early adolescents. This process has supported our decision making as we have developed all facets of WCMS. A middle school is not a junior high school, nor is its central focus to prepare students for high school. As you can see in our guiding principles – *This We Believe*, our goal is to develop a learning community that is developmentally responsive, challenging, empowering, and equitable. This is a journey that we have just begun and know it will take several years to refine and build our school into the place for learning and development of our students we envision it to be. We hope that you will join with us in making WCMS a school we can all be proud of.

The idea of connectedness has been an important principle in the development of our school. This applies not only to the design of our facility but the work we will do with learning and building a sense of belonging. We are very excited about the beautiful facility we have for students, staff, and community and are also very excited about the partnerships we have formed with the City of Warman and Wheatland Regional Library. We have a modern, full amenity facility that is second to none. This opportunity will also expand our traditional notions of what a school looks like – we are fortunate to have our school also as a hub of the community. The possibilities for learning are limitless.

This handbook has been prepared as a resource for our key stakeholders (students, staff, parents, community) to provide information about programs, and operations. While much careful planning has been done, we recognize that plans may need to be adapted as we work through our first year. We hope you will find it to be a valuable resource and that you will work with us in refining this document.

WCMS Administrative Team

# This We Believe

## Keys to Educating Young Adolescents



### 16 Characteristics

#### Curriculum, Instruction, and Assessment

Educators value young adolescents and are prepared to teach them. *Value Young Adolescents*

Students and teachers are engaged in active, purposeful learning. *Active Learning*

Curriculum is challenging, exploratory, integrative, and relevant. *Challenging Curriculum*

Educators use multiple learning and teaching approaches. *Multiple Learning Approaches*

Varied and ongoing assessments advance learning as well as measure it. *Varied Assessments*

#### Leadership and Organization

A shared vision developed by all stakeholders guides every decision. *Shared Vision*

Leaders are committed to and knowledgeable about this age group, educational research, and best practices. *Committed Leaders*

Leaders demonstrate courage and collaboration. *Courageous & Collaborative Leaders*

Ongoing professional development reflects best educational practices. *Professional Development*

Organizational structures foster purposeful learning and meaningful relationships. *Organizational Structures*

#### Culture and Community

The school environment is inviting, safe, inclusive, and supportive of all. *School Environment*

Every student's academic and personal development is guided by an adult advocate. *Adult Advocate*

Comprehensive guidance and support services meet the needs of young adolescents. *Guidance Services*

Health and wellness are supported in curricula, school-wide programs, and related policies. *Health & Wellness*

The school actively involves families in the education of their children. *Family Involvement*

The school includes community and business partners. *Community & Business*

#### Essential Attributes

An education for young adolescents must be

##### Developmentally Responsive

using the nature of young adolescents as the foundation on which all decisions are made.

##### Challenging

recognizing that every student can learn and everyone is held to high expectations.

##### Empowering

providing all students with the knowledge and skills they need to take control of their lives.

##### Equitable

advocating for every student's right to learn and providing challenging and relevant learning opportunities.

National Middle School Association

## Successful Schools for Young Adolescents

This chart is based on This We Believe: Keys to Educating Young Adolescents (NMSA 2010). For more information visit us at [www.nmsa.org](http://www.nmsa.org)



**SHARED BELIEFS AND UNDERSTANDINGS (Sharratt Rubric)**  
*Achieve high levels of student and adult learning; inspired by high expectations, collaboration, engagement and real world application.*

## **Prairie Spirit Guiding Principles**

### Learning

In Prairie Spirit, students and adults learn without limits in a world of possibilities. We create learning environments that are student centered, where higher order thinking is evident as students inquire, discover and apply their learning in the real world.

### Teaching

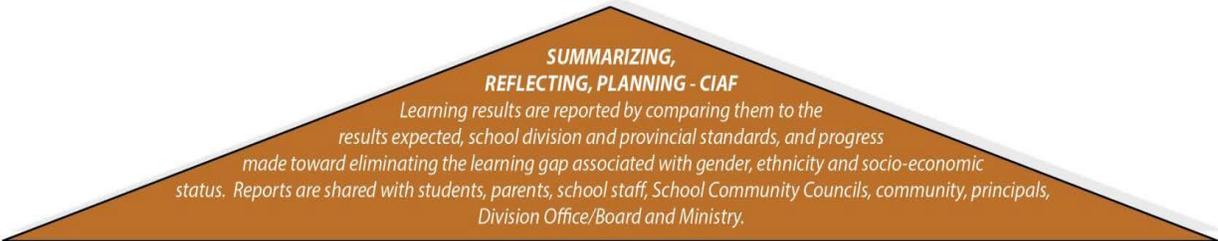
A Prairie Spirit teacher is a facilitator and a co-learner who inspires curiosity, instills confidence, nurtures student spirit and engages students to discover and present thoughtful responses to meaningful questions. Our teachers create collaborative learning environments where risk-taking, deep thinking and diversity are valued.

### Assessment and Feedback

In Prairie Spirit School Division, we are committed to assessment and feedback in a culture of collaboration with effective communication, a clear purpose and appropriate use of data. Our primary purpose for assessment and feedback is to support learning, inform next steps for growth and collect evidence needed to account for learning.

### Engagement

As engaged members of the Prairie Spirit learning community, we have a clear purpose, personal autonomy and opportunities to achieve to a high level. Engagement is evident in our passion for learning, our excitement to share with others and our belief that our learning will make a difference.



**SUMMARIZING,  
REFLECTING, PLANNING - CIAF**

*Learning results are reported by comparing them to the results expected, school division and provincial standards, and progress made toward eliminating the learning gap associated with gender, ethnicity and socio-economic status. Reports are shared with students, parents, school staff, School Community Councils, community, principals, Division Office/Board and Ministry.*

## CODE OF CONDUCT

Our Code of Conduct defines the values and vision that we have for the behavior of all of our stakeholders – students, staff, parents/guardians and community. We believe it is a shared responsibility to create a safe, caring environment where we can learn and grow together.

We believe that our interactions and relationships are conducted in a respectful and dignified manner and that:

- Each person at WCMS has a right to feel emotionally and physically safe.
- Each person has a responsibility to contribute to a safe, positive learning environment.

**To achieve this we expect the following of each other at WCMS:**

### **For Students**

- to attend school punctually and conform to the policies and procedures of the school;
- to participate willingly in their learning;
- to respect others' safety, well-being, and property;
- to be accountable for their behavior and responsive to reasonable, and respectful consequences;
- to participate in creating a safe, positive environment that is conducive to learning for all.

### **For Parents/Guardians**

- to support their child(ren) in regular and punctual attendance at school;
- to participate in creating a safe, positive, learning environment at their school; and
- to work and cooperate with the school to resolve concerns involving their child(ren).

### **For School Staff**

- to take a leadership role in creating a safe, positive environment conducive to learning;
- to involve their students in developing classroom discipline practices which utilize
- reasonable, related and respectful consequences; and
- to model, teach and reinforce appropriate behavior.

## SAFE AND RESPECTFUL SCHOOL PLAN

Our plan for maintaining a safe and respectful school is grounded in three components.

1. Clear expectations for and a plan for teaching positive behaviours.
2. A plan for responding to harassing and bullying behaviours.
3. A plan for discipline when required.

### 1. GENERAL EXPECTATIONS FOR BEHAVIOUR

Section 150(1) of the Saskatchewan Education Act outlines the general duties of students.

*150(1) In the exercise of his or her right of access to schools and to the benefits of educational services pursuant to this Part, a pupil shall comply with subsections(2) and (3).*

*(2) Every pupil shall co-operate fully with all persons employed by the board of education or the conseil scolaire and any other persons who have been lawfully assigned responsibilities and functions with respect to the instructional program of the school or any special or ancillary services that may be provided or approved by the board of education, the conseil scolaire or the department.*

*(3) Every pupil shall:*

*(a) attend school regularly and punctually;*

*(b) purchase any supplies and materials not furnished by the board of education or the conseil scolaire that the principal considers necessary for any particular course of instruction;*

*(c) observe standards approved by the board of education or the conseil scolaire with respect to:*

*(i) cleanliness and tidiness of person;*

*(ii) general deportment;*

*(iii) obedience;*

*(iv) courtesy; and*

*(v) the rights of other persons;*

*(d) be diligent in his or her studies;*

*(e) conform to the rules of the school approved by the board of education; and*

*(f) subject to subsection (4), submit to any discipline that would be exercised by a kind, firm and judicious parent.*

## **2. BULLYING PREVENTION**

Students have the right to a caring, respectful and safe school environment free from all forms of bullying. All school staff members will take steps to prevent bullying and to assist and support students who are being bullied.

### **Shared Understandings of Unwanted Behaviour**

Harassment is any unwanted comment or behaviour by an individual or group towards another which is perceived to be hurtful, intimidating, or alienating. Harassment may include unwelcome remarks, jokes, innuendoes or taunting about a person's body, attire, gender, sexual orientation, racial or ethnic background, place of birth, citizenship, ancestry, age, physical size or weight, religion, marital status, family status or ability. Harassment is against the law. Harassment can consist of a single incident. It is common, however, for harassment to involve a series of unwanted, often subtle, incidents over time.

Bullying is repeated harassment. Bullying is generally identified as a form of hurtful behaviour that is repeatedly directed at an individual or group from a position of power. Identical to harassment, bullying behaviour can take many forms. It can be physical (i.e. hitting, pushing, tripping), verbal (i.e. name calling, insults, put-downs), social (i.e. social isolation, gossip) or cyber (i.e. threats, insults or harmful messages spread through the Internet). Bullying can be direct, "in your face" confrontation, or indirect, "behind your back", such as spreading rumours. The seriousness of any offending behaviour must also be considered through the criteria of intentionality, balance of power and the pattern of behaviour.

It is important to differentiate between bullying and conflict which is expected to be a normal occurrence during any social interactions. Conflicts are natural and enable individuals to develop appropriate problem solving and social skills. Play-fighting, rough and tumble play and playful teasing among friends of equal power may be inappropriate, but should not be considered bullying. Such behaviour should be looked upon as part of normal growth and development. It is through such interactions that children learn the skills necessary to make friends, resolve conflicts, and develop positive relationships with others.

We believe that bullying is a serious problem that adversely affects the learning success and well-being of children and youth. A child or young person being bullied feels helpless in trying to stop it and this can affect their ability to learn. Consequently, bullying in any form will not be tolerated.

Notes from the PSSD Harassment Protocol:

- Severity increases with repetition – i.e. repeated name-calling or shoving becomes more damaging.
- Degrees of intention are often difficult to determine.

- There are different modes of bullying and harassment that span the levels of severity—i.e. teasing, social rejection, or threats of sexual acts can occur via facial expression or cyber modes.
- Age and developmental level are considered in assessing severity (i.e.: Spitting by a kindergarten student may be level 1, whereas spitting by a grade 8 student may be level 3.)
- The lines between the levels are blurred.

### Bullying and Harassing Behaviours Continuum Chart



LEVEL 1	LEVEL 2	LEVEL 3
<b>PHYSICAL</b>		
<ul style="list-style-type: none"> <li>• rough play</li> <li>• pushing and shoving</li> </ul>	<ul style="list-style-type: none"> <li>• punching, kicking</li> <li>• spitting</li> <li>• clear intentions to hurt</li> </ul>	<ul style="list-style-type: none"> <li>• inflicting bodily harm</li> <li>• use of a weapon</li> </ul>
<b>VERBAL</b>		
<ul style="list-style-type: none"> <li>• teasing</li> <li>• name-calling</li> </ul>	<ul style="list-style-type: none"> <li>• intimidation</li> <li>• racial slurs</li> <li>• swearing</li> </ul>	<ul style="list-style-type: none"> <li>• threats of harm</li> <li>• threatening use of weapon – danger to life</li> </ul>
<b>SOCIAL</b>		
<ul style="list-style-type: none"> <li>• dirty looks</li> <li>• gossiping</li> <li>• ignoring</li> </ul>	<ul style="list-style-type: none"> <li>• spreading rumors</li> <li>• exclusion from a group</li> <li>• social rejection</li> <li>• intolerance</li> </ul>	<ul style="list-style-type: none"> <li>• severe alienation</li> <li>• public humiliation</li> <li>• group harassment</li> <li>• public-wide distribution via email</li> </ul>
<b>SEXUAL</b>		
<ul style="list-style-type: none"> <li>• jokes with a sexual theme</li> <li>• innuendo</li> </ul>	<ul style="list-style-type: none"> <li>• comments on physical character-issues</li> <li>• sexual gestures</li> </ul>	<ul style="list-style-type: none"> <li>• sexual touching</li> <li>• threats of sexual acts</li> <li>• forcing sexual acts</li> <li>• pornography</li> </ul>

### Roles and Responsibilities in Bullying Prevention

Our school division shares responsibility with in-school administrators, school staff, students, parents, the School Community Council and community members to promote a caring, respectful and safe school environment and to prevent and reduce bullying. All members of the school community (students, staff, parents/guardians and the larger community) have a responsibility to report incidents of bullying and harassment. School-based administrators and staff have a responsibility to respond to instances of bullying and harassment when they occur.

## School Procedures

When bullying or harassment occurs, the following steps will be taken:

### **TARGET OF HARASSMENT/BULLYING**

#### **LEVEL 1 OR 2 BEHAVIOURS:**

##### **Step One: IGNORE**

- If a person believes they are the target of harassment and the harassment is of a mild form the first and least intrusive response is for them to ignore the behaviour. Ignoring may result in the harassing behaviour stopping. Ignoring is a short-term strategy only and the student should move to step two if the bullying does not stop shortly.

##### **Step Two: Tell the Aggressor to Stop**

- The second response, if it is safe and comfortable to do so, is for the target of harassment to tell the person how he or she feels and request that the behaviour stop. This person-to-person communication may yield a positive result.

##### **Step Three: Report to Adult**

- If it is not safe or is ineffective to ignore or to talk directly with the aggressor, the target needs to speak with an adult in the school with whom they feel comfortable in order to receive support.

#### **LEVEL 3 AND POSSIBLY 2 BEHAVIOURS:**

##### **Step One: Report to Adult**

- If the harassment is of a more severe form, the target needs to speak with an adult in the school with whom they feel comfortable. The adult is compelled to intervene by supporting the student through approaches such as speaking with the person doing the bullying, mediating a meeting between the two, contacting parents, or speaking with other staff members or in-school administrators. If the above practices do not result in a satisfactory end to the harassment a formal complaint can be made by the complainant with the support of school personnel

### **STUDENTS OBSERVING HARASSMENT/BYSTANDERS**

It is considered to be everyone's duty to respond to harassment. When students observe harassment they are encouraged to offer assistance to the target. This may be done in the following ways in any order:

- a) asking the target if he/she wants help
- b) telling the aggressor to stop if safe to do so
- c) reporting the incident to an appropriate adult

### **STUDENTS ACCUSED OF HARASSING/BULLYING (AGGRESSOR)**

**EMPATHY:** A student accused of harassment/bullying must take responsibility for their actions and is encouraged to reflect the impact their behaviour has had on another individual. They must recognize that even if the behaviour is not intended to offend someone, it may indeed be offensive to another person. Nonetheless, the target's point of view of the behaviour is critical in determining the appropriateness of the behavior.

**STOP:** The aggressor must stop the offending behaviour when asked to do so.

**APOLOGIZE:** The aggressor is encouraged to apologize to the target and include a commitment to not let the behaviour happen again.

**SEEK SUPPORT:** The aggressor may choose to ask for support from an adult within the school. It is likely that the aggressor will be asked to meet with the school counsellor.

### **STAFF AND ADMINISTRATION**

- Staff members will provide a clear message that bullying and harassment will not be tolerated and will respond in a firm but fair manner if such behaviour occurs;
- Incidents of bullying will be investigated and parents of the students involved in the incident will be informed;
- School administrators will take timely, appropriate and progressive disciplinary action to help students learn not to bully.

### **Bullying Prevention Education**

Teaching students appropriate social-emotional skills and values is too important to be left only to 'teachable moments'; these must be specifically and deliberately planned as part of the overall curriculum. Our proactive plan to support the appropriate social-emotional development of students and raise awareness on bullying prevention include:

- curricular outcomes and areas of focus that include healthy relationships, character development and bullying awareness

- morning meetings – classroom advisory program using Developmental Designs framework
- related programs and presentations over the course of the year

### **Monitoring and Evaluating Bullying Prevention**

The School Community Council is involved in a regular review of the bullying prevention guidelines and practices. This information will help us to determine what is working and what needs to be strengthened to minimize problems of bullying.

### **3. DISCIPLINE**

At WCMS, we believe that most of the time students want and are able to act appropriately in what we commonly think of as ‘expected behaviour’. Occasionally, a student will make a poor choice and display ‘unexpected behaviour’. We know that learning to behave in an appropriate, expected manner is a learned skill. It is a shared responsibility to help students develop these behaviours. It is to our collective advantage to support our students in becoming self-disciplined. Our discipline plan is guided by three values that align with our Code of Conduct. These values are:

- **Preventative:** Anything that can be done to limit opportunities the student will have to act unexpectedly (eg. Clear expectations, establish and maintain routines).
- **Supportive:** Any strategies that can be used to encourage the student to maintain expected behaviour (eg. Modelling expected behaviour, explaining or having the student explain why a particular behaviour is unexpected, having the student come up with a solution/alternative to the unexpected behaviour).
- **Corrective:** Anything that can be done to stop unexpected behaviour and to teach more expected behaviour in their place. Diffusing or deescalating a situation and helping students get ‘back on track’ (eg. Teaching a child/student to talk to a sibling or classmate as opposed to hitting them).

Our school program includes an emphasis on the recognition of expected behaviours, general classroom management plans/routines for all children, student orientation to our expectations, and in some situations, behaviour agreements for children who repeatedly demonstrate unexpected or inappropriate behaviour.

Since self-discipline is the ultimate goal, a student will be first given the opportunity to self-correct unexpected behaviour following a verbal reminder. If minor problems continue or are often repeated, the parent/guardian will be made aware of the situation by the home room

teacher. In the event that behaviour problems become serious, the school administration may become involved after attempts to remediate the situation by the teacher/supervisor and parents have proved to little avail. The role of the administration at this point would be to coordinate a school team effort to discuss alternate strategies with the student and parent/guardian. The goal is to reach a consensus between home and school as to the next logical course of action.

In cases where a student displays severe insubordination or any other totally unacceptable behaviour, the administration may become involved immediately. The parent/guardian would be expected to meet with the school administration before the student would be allowed back into class. The purpose of the meeting would be to review the incident, discuss strategies to be used in avoiding a recurrence of the incident, or if the situation warrants, to arrange for an in-school or out-of-school suspension.

We believe that the best approach is to resolve the problem at the level closest to the problem:

1. Teacher/Student
2. Teacher/Parent -Parent is informed about a recurring problem and/or a problem viewed as serious.
3. Teacher/Student/Administration -Discussion with all concerned to identify and document solutions and consequences.

We try to provide discipline with dignity where students are counseled to recognize choices that can be made and how to make the best choice. Students who misbehave will be required to develop a written Action Plan through which the unacceptable behaviour can change. Through this process, we try to help the student develop a sense of responsibility for changing his/her behaviour while still leaving him with a sense of dignity.

## **PROGRAMS**

### **REQUIRED AREAS OF STUDY**

We offer Grade 4- 8 programming following the Saskatchewan Core curriculum.

Language Arts	Mathematics
Science	Social Studies
Health	Physical Education
Arts Education	Core French (Gr. 6-8)
Career Education (Gr. 6-8)	Practical & Applied Arts

More information on curriculum can be found at the Saskatchewan Ministry of Education website at [www.curriculum.gov.sk.ca](http://www.curriculum.gov.sk.ca)

*\*NOTE: Our grade configuration will be grades 4-7 for the 2013-2014 school year with plans to expand to grade 8 for the 2014-2015 school year.*

### **EXTRA-CURRICULAR PROGRAMS**

Warman Community Middle School offers a variety of extra-curricular and leadership opportunities to students. Our extra-curricular programs include consideration of student interest and commitment, access to coaches and volunteers, supporting community based extra-curricular programs, and maintaining a balance between curricular and extra-curricular focuses. See our school website for more information and schedules on extracurricular programming.

### **COUNSELING**

The counseling services in our school are available to help students, parents, and teachers develop positive learning experiences. All school personnel provide guidance and support to students on an ongoing basis. Formal guidance is offered in the form of various prevention programs (e.g. social skills, personal protection, conflict resolution, peer mediation, substance abuse, career guidance, and adolescent development) that are most often delivered by classroom teachers. Our school based counselor supports these programs and provides various additional services.

The primary responsibility of the counselor is to provide direct assistance to individual students in the school. The services offered include short-term individual counseling, group counseling, parent and teacher consultation, behavioral programming support, family intervention, behavioral assessment and referral assistance to other agencies.

### **LIBRARY**

We are proud of the joint library project that we are developing with our partners from the City of Warman and Wheatland Regional Libraries. Our vision is to develop an integrated single service for all patrons whether they are students or community members.

The four areas of focus for our school library program, as outlined in Connections – Policy and

Guidelines for School Libraries in Saskatchewan are:

- Supporting Curriculum Learning Outcomes – The library plays a lead role in developing a collection of learning resources to support curricula. Through collaborative planning and teaching, learning experiences are designed that promote the effective use of resources in supporting student attainment of learning outcomes. Working in a resource-rich and engaging environment enhances the learning experience for students
- Literacy Development – School library programs have a literacy focus that is concerned with developing capabilities in all areas of language learning: viewing and representing, listening and speaking, and reading and writing. School libraries provide texts in many formats, both physical and virtual, to engage students in a variety of contexts for literacy development. School library instructional programs guide students' learning experiences to improve their literacy proficiency. The teacher-librarian establishes programs, both formal and informal, that involve students with learning resources.
- Information Literacy Competencies – Information literacy competencies include the ability to access, evaluate, analyze, and use information for a variety of purposes in a respectful and ethical manner. These competencies are developed in the context of learning in the subject areas.
- Technology Integration – Technology can be used to achieve learner outcomes by incorporating technology tools, applications, and resources into learning activities. Students are guided to become proficient at using the tools, applications, and resources effectively and appropriately. The teacher-librarian provides support to teachers in effective instructional planning with technology, competency in effective, integrated technology use, and understanding learner needs in a technological environment. The teacher-librarian can also support teachers in learning about technology and applying it to learning activities.

More information on our library procedures in the Policies & Procedures section of the handbook.

### **LEARNING SUPPORT SERVICES**

At WCMS, we offer a range of support services to ensure that all students experience success. Classroom teachers work together to plan and teach with members of the student services team including special education resource teachers (SERTs), Educational Associates (EAs), our school counselor, and Prairie Spirit School Division Learning Support Services (Speech-language pathology, occupational therapy, educational psychology, English as an additional language, and counseling services.)

Learning support services take a number of forms. Our goal is to always work to the greatest level of independence that the student can successfully manage. Supports that include adaptations or accommodations for specific student needs are routinely made. Some students access additional support in their classrooms. Teachers and EAs may provide small group or one-to-one tutorial support in or near students' classrooms to supplement general classroom

instruction as well. SERTs and often team teach with classroom teachers for particular subjects, units, or lessons. The assistance provided varies according to the individual needs of the child. Parents or guardians who are concerned about their child's progress are encouraged to discuss their concerns with the classroom teacher.

### **SCHOOL COMMUNITY COUNCIL**

The role of the School Community Council (SCC) is to build shared responsibility among parents the community and school for student learning and well-being and to lead parent and community involvement in school planning and improvement. The responsibilities of SCCs are to:

- Understand parent, student and public economic, social and health conditions and needs and their aspirations for child and youth learning and well-being and to become knowledgeable about resources and supports for the school, parents and community;
- Develop and recommend a Learning Improvement Plan, jointly and in cooperation with the Principal and staff of the school, for approval to the Board of Education;
- Provide advice and represent the parents and community to:
  - the Board of Education on education policies, programs and educational service delivery decisions, including grade discontinuance, school closure, religious instruction, language of instruction, fundraising activities and school fees, and the Student Code of Conduct, but **not** including educational service delivery by a specific teacher;
  - the school on its programs; and
  - other organizations, agencies and governments on the learning needs and well-being of students.
- Take action to engage parents and community, to develop shared responsibility for child and youth learning and well-being, and to fulfill initiatives assigned it within the Learning Improvement Plan;
- **Report** to the parents and community on its plans, initiatives and outcomes and on the expenditure of funds related to the operation of the School Community Council; and
- **Participate** in opportunities to develop the capacity of the School Community Council to fulfill these responsibilities. School Community Councils are advisory bodies focused on student learning and well-being and always on the best interest of all students. Success will hinge on their ability to engage all parents in the education of their children.

A parent or community member serving on the School Community Council is:

- A dedicated volunteer providing advice for educational planning and decision-making at the school level
- Interested in working with others (including the Board of Education, school division administrators, parents, community members and other Council members) to support student learning success and well-being
- Willing to be guided by "Principles" that support good School Community Council practice and,
- Able to provide a two-year commitment to the work of Council

As a Council member you might expect to ...

- Attend monthly meetings from September to June
- Participate in building a constitution
- Engage in the work of the Council such as:
- creating a School Community Profile
- jointly developing the Learning Improvement Plan with the staff of the school
- providing advice to the school, Board of Education and other community organizations and agencies
- approving school fundraising activities, school fees and the student code of conduct
- taking action on Council initiatives to help families support their children’s learning
- reporting to parents and community on Council progress and,
- working with other Council members to learn more about the role of the Council and how to fulfill its responsibilities.

## **GENERAL INFORMATION ON SCHOOL POLICIES & PROCEDURES**

### **\*AT A GLANCE\***

We realize that this handbook contains a great deal of information. The following is a brief summary of Frequently Asked Questions contained in this section in more detail:

- Students, staff and visitors to WCMS are expected to conduct themselves in a manner consistent with our Code of Conduct and General Expectations for Behaviour.
- Students are not allowed to leave the school property/playground during breaks unless they have parent/guardian or teacher permission.
- During the school day, students shall not enter the Legends Centre without school staff permission and supervision. The exceptions - bus students entering/exiting the facility through the east side doors and proceeding directly to/from their classroom, and students with permission to buy and consume food in the Upper Commons.
- Students staying for lunch will eat in their classrooms. Any students wishing to buy food at the Legends Centre will require permission to do so.
- Food purchased at noon in the Legends Centre or brought back to the school from other venues shall not be brought into the school/classrooms.
- Students shall not enter the gymnasium, library, theatre or meeting rooms without staff supervision.
- Bikes, scooters, skateboards, etc. shall be parked/stored promptly as students arrive at school and are not be used at recess breaks.
- Students shall not use the elevators in the school or Legends Centre unless there is a legitimate reason to do so and the student has permission from a staff member.
- Weather permitting, all students shall be outside at recess breaks unless they are involved in scheduled and supervised extra-curricular activities.
- Students shall adhere to the terms of their signed Technology Use Agreement.

## **ALLERGIES**

**Food:** We have students with nut allergies and ask parents/caregivers for their cooperation in not sending nut products or foods with nuts in your child's lunch or snacks. We have other children in the building with allergies that may limit what your child can bring into their individual classroom. Your child's classroom teacher will let you know if these conditions are something you need to be aware of. We work with the City of Warman Legend's Centre to be aware of allergy needs, and will direct people to not bring food items from the Legend's Centre into the school.

**Scents/Fragrances:** Please be aware that all PSSD Facilities follow a scent aware policy. Please use fragrances conservatively. If your child has an allergy or other medical condition that may require a specialized support or emergency medical response, please ensure that this information is included in the student's registration form and speak to the homeroom teacher so that we may make appropriate accommodations.

## **ARRIVAL/DEPARTING FROM SCHOOL**

General supervision is provided by school staff 15 minutes prior to and following the school day. We ask that students arrive/depart promptly within this time unless they are involved in specific school organized activities.

Students walking to school or being dropped off on Gowan Road should enter the school via the doors to their neighbourhood of classrooms at the first bell. In good weather students are expected to play/socialize outside prior to the first bell. Students bussed to school will be dropped off directly in front of the Legend's Centre main doors. Students will enter the Legend's Centre, access the second floor via the main staircase and proceed through the upper commons to the boot room/student entry of their neighbourhood.

## **ASSEMBLIES**

WCMS has whole school assemblies approximately every 6 weeks that are used as a forum for common messages to be shared with all staff and students, recognize the efforts and achievements of specific groups and individuals over the course of the year, provide an opportunity for guests from outside agencies to share information with our staff and students, and provide a forum for classrooms or groups to perform for the student body if they desire. Grade level assemblies and meetings may also be called by classroom teachers throughout the year as needs arise.

## **ATTENDANCE AND LATE PROCEDURES**

Research clearly indicates that regular and punctual attendance is a major contributor to success in school.

Please use the following procedure when reporting your child's absence or tardiness:

1. If you know beforehand that your child is going to be absent or late, please send a note to the teacher beforehand explaining the circumstance before he or she will be absent.
2. If unable to send a note, please call or email the school office and let Patty Kirby know. If we do not receive notice, we will attempt to contact a parent.
  - Phone: 306-683-3000
  - Email: [patty.kirby@spiritsd.ca](mailto:patty.kirby@spiritsd.ca)

We realize that occasionally students become ill. We support parental decisions to keep children home when they are ill in the best interests of the sick child and others in the school. Homework and/or missed assignments can be organized by contacting the homeroom teacher. We appreciate that you do what you can to schedule appointments outside of instructional hours.

### **BELL TIMES/DAILY SCHEDULE**

- 9:00 Warning bell
- 9:05 School day begins/ Circle of Power and Respect - Morning meeting (19 min)
- 9:24 Block One of Instruction (87 minutes)
- 10:51 Morning recess begins (15 minutes)
- 11:06 Block Two of Instruction (87 minutes)
- 12:33 Lunch break begins (50 min)
  - Eating: 12:33-12:48 (15 min) – Students in their homerooms
  - Recess break: 12:48-1:23 (35 min)
- 1:23 Warning bell (5 min)
- 1:28 Block Three of Instruction (58+58=116 minutes)
- 3:24 Dismissal

### **BICYCLES, SKATEBOARDS, ROLLERBLADES, ETC.**

Students are reminded that the school accepts no responsibility for damage or theft of bicycles or related equipment. Students should lock up bicycles at the school bike racks upon arrival at school. Students may use rollerblades, skateboards, etc. to and from school but they must be placed in the student's locker while at school. These are not to be used at recess & lunch breaks when students are on the playground. Students shall not loiter around bike racks or play on parked bicycles at breaks.

### **BUS TRANSPORTATION: Urban and Rural**

In-town/urban busing is provided in compliance with the Prairie Spirit School Division busing policy for students who reside further away than approximately one kilometer from school. Prairie Spirit School Division also provides bus transportation to students who live in the rural district of Warman.

Bus service must be requested through our school division transportation department. Forms are (then following the Parents/Busing links). You will find the policy, maps and busing request

forms for both urban and rural services on the Prairie Spirit School Division website at [www.spiritsd.ca](http://www.spiritsd.ca) under the Parents tab. Completed requests can be submitted by email to [nancy.matechuk@spiritsd.ca](mailto:nancy.matechuk@spiritsd.ca), faxing it to 306-374-2862, or by dropping the forms off at the WCMS office. Please read the PSSD Busing Policy in regards to severe weather and student conduct.

All Urban bus passengers must obtain a bus pass and present it to the bus driver to ride the bus. Rural bus passengers must be on the driver's passenger list to ride the bus. Bus drivers will not allow students on the bus who are not on the bus list (rural) or do not have bus passes (urban). Bus passes are valid only for the bus that is indicated on the pass, students may not ride any other bus than indicated on their pass. No guest passengers are allowed on Warman buses.

Should you have any questions regarding this service please call Doug Gasper, PSSD Bus Conveyance Manager, at 683-2940.

### **COMMUNICATIONS PROTOCOL (QUESTIONS & CONCERNS)**

Questions and /or concerns sometimes arise. We know that the best approach is to talk to the other person directly involved as a first course of action. If students or parents have concerns or questions about an issue at school, please follow the Prairie Spirit School Division communication process:

STEP ONE: Speak to your child's teacher or the staff member directly involved in the situation.

STEP TWO: If the issue is not resolved, arrange to speak with the school administration.

STEP THREE: If the matter remains unresolved, a meeting with the Director or designate may be requested.

STEP FOUR: If still unresolved, the complainant may request a hearing with the Board of Education.

### **COLD & INCLEMENT WEATHER**

We believe that students benefit from and enjoy active time outdoors, but also hold student safety as a top priority. We use -25 degrees Celsius as a guideline to determine whether we will send students outside or not at recess. We use Environment Canada's Warman forecast to obtain our information.

When the temperature with wind-chill factor falls between -26 and -30 degrees Celsius, children will be expected to spend a shorter recess outside. When the wind-chill factor is -31 degrees Celsius or colder, students will not be required to go outside.

Should a student's medical condition require him/her to temporarily stay indoors, we ask the parent to notify the homeroom teacher. Your child should always come to school with proper cold weather attire, regardless of the season.

### **DRESS CODE/CLOTHING**

We believe that how we dress affects our attitude and behavior, and reflects not only our individual character, but everyone in our school community. Students are expected to wear clothing **appropriate** for a school setting. **Please use common sense and good judgment.**

- No clothing carrying obscene or inappropriate graffiti
- No clothing advocating alcohol or drugs
- Caps or hats will be placed in student lockers upon entering classrooms

WCMS has a **two shoe policy** and students are expected to remove outdoor footwear and place on shelving provided in their neighbourhood boot room when entering the building. Indoor footwear should have non-marking soles. Bus students will keep outdoor footwear on to get from the bus drop off at the Legends Centre to their neighbourhood boot room unless the footwear is excessively dirty.

Students are expected to go outside for recess breaks in a variety of weather conditions (see Cold & Inclement Weather). Please ensure that your child comes to school with appropriate outdoor clothing that will allow them to be safe and comfortable outside. Students are required to wear shoes at all times in the interest of their own health as well as that of others. A set of non-marking footwear must be available for use indoors and in the gymnasium. Please make sure your child is dressed for the weather. Rubber boots, shoes, jackets, etc. should be **clearly marked with your child's name.**

#### **ELEVATORS**

WCMS and the Legends Centre have elevator systems for individuals who are unable to use the staircases. Students should have a legitimate physical need and permission from a WCMS staff member before using any elevator.

#### **EMERGENCY RESPONSE AND PREPAREDNESS PLAN**

WCMS follows guidelines established by Prairie Spirit School Division for Emergency Response and Preparedness. Our preparedness includes evacuation, hold and secure, and lockdown drills that are held periodically during the school year. More information for can be found on our website in the Resources section – Emergency Response and Preparedness.

#### **GUM, SUNFLOWER SEEDS & GLASS CONTAINERS**

We thank you for your cooperation in not bringing these items to school.

#### **LIBRARY (SCHOOL HOURS)**

Our school library, the Warman Community Library, will be a joint venture of Prairie Spirit School Division, the City of Warman, and Wheatland Regional Libraries, that will serve as both a school library and public library. Our library provides a facility and access to resources second to none. Parents/guardians may contact the library if they want to place specific limits or restrictions on what materials they wish their students to borrow. *As of September 2013, the library is operating solely as a school library, with community involvement expected later in the year.*

The library is always staffed during school hours, and students will access the library during school hours as class groups under the supervision of their teacher.

### **LOCKERS**

Lockers are provided for all students in our school in their classrooms. The lockers are for storage of materials, lunch kits, coats, and outdoor clothing.

### **LOST AND FOUND**

There is a lost and found box located in the school. Items are displayed the week of student conferences in November and March (and the last week of school) to assist you in identifying unclaimed items. Items that have not been claimed at these times are donated to charity.

### **LOST BOOKS & RESOURCES**

Textbooks are supplied free to students and are issued by homeroom teachers. Teachers shall keep a record of which textbooks are issued to each student. Library resources are loaned to students through a computerized check out system. Students will be held financially responsible for lost or damaged texts and library resources. Notices for lost textbook materials will be issued by the school office – notices for lost library materials will be issued by the library.

### **LUNCH BREAK**

The lunch break is comprised of an eating and recess periods. All students are welcome to stay at the school for lunch, and must understand that this is a privilege that may be altered or suspended for students who cannot meet expectations. Town students are welcome to go home or other care centers for lunch. Bus students (in-town or rural) must provide their homeroom teacher with a note allowing them to leave the school campus at the lunch break. For students at Grades 4 & 5, we ask for a note of permission for each instance – for students in Grades 6 – 8, parents may provide a note for each instance or communicate a general permission for students to leave campus. General supervision is provided by paid noon supervisors for the school campus. The Legends Centre is considered off campus.

During the eating period, students will eat lunch in their classrooms. There are microwaves available in the school commons for heating food.

For students wishing to access the food services in the Upper Commons, the following guidelines have been developed in consultation with the City of Warman:

1. Students are off campus during this time, there is no school supervision of this area during this time, and that any student/patron may be asked to leave the Legends Centre by the City of Warman for unexpected behaviour.
2. Students going to the Legends Centre Upper Commons at lunch are doing so for the purpose of purchasing and consuming food offered by those vendors. Students should not be taking their lunches over to the food court and may be asked to leave by the City of Warman.

3. Students shall consume and/or dispose of any food/beverage purchased in the Upper Commons before returning to the school campus.

The plan and expectations for the lunch hour recess period are consistent with the morning recess break. Students are expected to go outside unless the weather is deemed inclement or they are involved in school organized extra-curricular activities.

Student expectations for the lunch break include:

- a. Adhere to the Code of Conduct.
- b. Move promptly between eating, recess, and extra-curricular activity areas.
- c. Stay on campus unless you have permission to leave.
- d. Clean up spills, waste promptly and ask for supervisor assistance as needed.

### **MEDICATIONS**

As per school division policy, school staff cannot administer medications to students unless a Dispensation of Medication form has been completed and authorized by the school administration. Non-prescription medications cannot be administered by school staff under any circumstances.

### **NEWSLETTER/WEBSITE**

WCMS publishes a newsletter at the beginning of each month throughout the school term. The newsletter is emailed to addresses provided in the student registration form and is also available on at the school website. Paper copies are available at the office upon request. Announcements are regularly updated on the school website. The school website is also a convenient resource for accessing a variety of school information, documents, and links.

### **PARKING & PICK UP AREAS**

The bus lane area in front of the main doors of the Legends Centre is to be used exclusively for buses and emergency vehicles. The entrance and exit to the bus lane must be kept clear at all times. Parents may park on either side of Gowan Road except where NO PARKING signs are posted or in the public parking area of the Legends Centre. This enables students to cross safely at the crosswalks and meet their parents. We ask for your cooperation in making the parking areas around our school and in the turnabout in front of the school a 'No Idle Zone'. Please refer to the Parking Plan at the end of the handbook.

### **PLAYGROUND/PLAYFIELDS**

Students are expected to remain within the designated playground area of the school at breaks, unless they have permission to do otherwise. Please refer to the Playground Map at the end of the handbook.

### **RECESS BREAKS**

There is a 15-minute morning recess and 35-minute midday recess break for students daily. Students are expected to go outside at breaks unless the weather is deemed inclement by school administration or students are involved in a school sponsored extracurricular activity.

## **SCHOOL PICTURES**

School photographs are taken each fall. Individual poses and class pictures are taken. A memo for students/parents to choose a background and giving the costs of each package is sent home prior to Picture Day.

## **STUDENT REGISTRATION**

All students must be officially registered at Warman Community Middle School before attending. Registration takes place each fall at school opening or when students enroll throughout the year. For returning students, most areas of the registration form will be filled with information from the previous year, and we request that you review and update information as necessary. Parents/guardians are to ensure that all categories are complete and accurate. The form must be signed and returned to school the following day, Wednesday, September 4. Should there be changes to the information during the course of the school year please see that the school office is notified promptly.

The registration process also includes media release and technology user agreement forms that must be completed. Students cannot access related activities, programs or resources until these are completed and returned.

All students enrolled in Prairie Spirit School Division schools are required to submit a copy of their birth certificate to be kept in their confidential school file. Please note that no images of the birth certificate are transferred through the Internet.

## **SUPERVISION**

Supervision for students is provided 15 minutes prior to and following the end of the school day. The purpose of supervision is to assist students in making a smooth transition to/from home, and assisting students in getting to buses promptly. We ask for your cooperation in directing your children to arrive at school and depart for home or after school care, promptly within this time frame. Recess and lunch break supervision is provided daily during those scheduled times.

## **SUPPLIES AND FEES**

Students are expected to provide consumable supplies as outlined in the Student Supply Lists. These can be found on our website in the Resources section. Our school plan includes one curricular field trip for every grade of students. In consultation with students/parents, teachers may request students to pay for the registration/entrance fee for additional field trips that are approved by the administration. Extra-curricular activity expenses are covered by our school fundraising plan in most cases. We ask for your support of our annual magazine subscription drive to support our extra-curricular programs. Classroom teachers are provided an annual budget for classroom consumables for special projects and should not request additional fees for these materials.

## **TECHNOLOGY USE POLICY**

Technology refers to all hardware (devices), software, and network/internet services provided

by PSSD and/or WCMS.

1. All students must agree to the terms of and sign a WCMS technology user agreement to access our technology.
2. Access to PSSD/WCMS technology is an individual privilege; not a right. Any violations of this agreement may result in a loss of access and may also include further disciplinary action.
3. A student's conduct with technology is generally governed by our expectations for students and code of conduct, and specifically includes that:
  - a. Our technology is intended to support learning and should be used for such during instructional time.
  - b. All technology (whether PSSD/WCMS provider or student owned) will be used during instructional time at the discretion and direction of the teacher and/or supervising adult.
  - c. Students will not access inappropriate material or use profane, threatening or disrespectful language.
  - d. Students may not use the account for any activity that may be considered unethical, immoral, or illegal. The school/access providers are the sole arbiters in determining what materials or activities may fall into these categories.
  - e. Students will promptly disclose to their teacher any message received or site visited that is inappropriate or makes them feel uncomfortable.
  - f. For personal safety, students will not post personal contact information about themselves or other people (ie. full name, address, phone number, school address).
  - g. Students will respect intellectual property and privacy rights. This includes behaviours such as respecting copyrights, not plagiarizing the ideas of work of others as your own, or taking photos/video of others (without permission).
  - h. Students may not attempt to read, copy, or change files or passwords belonging to other people, either locally or on the Internet.
4. All users of PSSD/WCMS technology and networks understand that all of their activities are monitored and recorded.
5. PSSD employs extensive firewall and filtering services. Users shall report inappropriate material/information so that adjustments may be made.
6. Personal technology devices are brought to school at the discretion of students and their parents who assume responsibility for their care/damage/loss.

### **USE OF THE TELEPHONE**

Students must receive permission from their classroom teacher before using the school telephones. Student use of school telephones is for emergency/urgent needs only. We want to protect instructional time for students and staff so ask that you refrain from calling for students or staff during that time (with the exception of true emergencies). We are happy to take a message with the intent that your call will be returned at the next break in the day.

### **VIDEO SURVEILLANCE AND ALARM MONITORING**

All patrons and visitors to Warman Community School and the Legends Centre should be aware

that our facility is monitored by video surveillance and motion alarms.

## **VISITORS**

All visitors to WCMS are asked to report to the school office. Parents/guardians wishing to contact their children during the school day should do so through the office – students access many different parts of the facility during the day and we will be able to assist you in locating your children. During the instructional day, visitors shall not enter the classroom neighbourhoods unless they have been authorized by school office staff to do so.

## **VOLUNTEERS**

Parent and community volunteers are an integral part of a dynamic school community. Volunteers are regularly needed for a variety of tasks throughout the school including classroom program assistance, assisting teachers with the preparation of materials, coaching, school programs and SCC projects. Individual teachers or committees are responsible for seeking volunteers as they need – parents/community members interested in volunteering in a specific area should express an interest with the appropriate individual or committee.

### Responsibilities of individual staff/committees

- Seek and encourage volunteer participation as needed.
- Ensure that volunteers have appropriate orientation/training to make their experience successful for all.
- Ensure that only approved volunteers are assigned to duties that put them in direct, unsupervised contact with students.

### Responsibilities of school administration

- Assist staff in communicating with parents/community members about volunteer needs.
- Facilitate and keep records of the WCMS Approved Volunteer list.
- Provide support to teachers and volunteers in the matter of training and orientation to the school and volunteer experience.
- Support volunteer recognition initiatives.

### Responsibilities of volunteers

- Ensure you are knowledgeable about and work in a manner that is consistent with our guiding principles, policies and procedures.
- To not engage in activities that are beyond your level of comfort or approval level.
- To know that we appreciate your help, and that if you are unsure of something or need assistance feel welcome to ask.

We encourage all volunteers to complete a criminal record check, and can help volunteers with that through the school office. Our school division policy requires that any person working directly with students MUST complete a criminal record check and be approved by the school administration. Any person transporting students (besides their own) in school-sponsored activities MUST be both approved volunteers and have completed the approved driver form. Approved volunteers remain as such from one year to the next, and do not have to go through the approval process annually.



## **OUR STAFF (as of June 24, 2013)**

Greg Tebay – Principal  
Amy Orth – Vice-Principal  
Lisa Mason – Vice-Principal  
Patty Kirby – Administrative Assistant  
Natalie Black – Administrative Assistant  
Michelle Russell (Jody Baker) – Grade 4  
Rhonda Werle – Grade 4  
Alana Raison – Grade 4  
Dave Read – Grade 4  
Colleen Rowley – Grade 4  
Shane Bachmeier – Grade 5  
Amanda Baudais – Grade 5  
Shawn Flett – Grade 5  
Nicole McKay – Grade 5  
Bonnie Williams – Grade 5  
Erin Boyle/Hali Hamel – Grade 6  
Paris Burgess – Grade 6  
Corey Fast – Grade 6  
Karen Georgacacos – Grade 6  
Evan Folden (Erin Hoffman) – Grade 6  
Craig Folden – Grade 7  
Joelene Linner – Grade 7  
Mike Pavloff – Grade 7  
Michelle Schaff – Grade 7  
Deanna Koroluk – Grade 7  
Linda Balon-Smith – SERT  
Atina Ford Johnston – SERT  
Hali Hamel – Teacher/Librarian  
Pam Carpenter – EA  
Lori Davis – EA  
Maureen Forsberg – EA  
Cheryl Fortier – EA  
Darlene Heide – EA  
Donna Parsons – EA  
Linda Schnurr – EA  
Lori Vellacott - EA  
Travis Abbott – Teacher Candidate  
Lori Sampson – Teacher Candidate  
Dustin Vikse – Teacher Candidate

## **OUR FACILITY**

Map of School Access Plan  
Map of Playground Area  
Map of Parking Plan  
School Floor Plans