

WARMAN COMMUNITY MIDDLE SCHOOL



2016-2017

SCHOOL HANDBOOK

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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Prairie Spirit School Division Website <http://spiritsd.ca/>

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

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MESSAGE FROM ADMINISTRATION

Welcome to Warman Community Middle School!

We are the community of Warman’s public school for students in Grades 4-7. Our school has an enrollment of approximately 600 students and is supported by 32 teaching and 16 support staff.

This handbook has been prepared as a resource for our key stakeholders (students, staff, parents, and community) to provide information about our programs and operations. We hope you will find it to be a valuable resource. This handbook is a living document and is updated annually to accurately reflect what is going on at WCMS.

Questions or concerns will occasionally arise. We know from experience that questions about your child’s school experience are best addressed by following our school division’s communication protocol which is to speak to the child’s homeroom teacher first. Information about school operations can be directed to the school administration.

WCMS Administrative Team

WCMS MISSION AND VISION



Encouraging
Relevance

Engagement
Collaborative

**Our Vision: Every
learner an
engaged citizen
— every citizen a
life-long learner.**

**Our Mission : Success for all in a
caring and respectful community**

Learning
Supportive
Leadership
Continuous-Improvement
Relationships
Safe
Student-centered
Transparency
Teamwork
Success
Respectful
Caring
Responsive
Inclusive

THIS WE BELIEVE – ASSOCIATION FOR MIDDLE LEVEL EDUCATION



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

See the Community Threat Assessment and Support Protocol (CTASP) – Letter to Parents from PSSD Director John Kuzbik for more information on how we work with community partners to respond to significant threats that a student make about themselves or others – Appendix E.

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.

BULLYING PREVENTION (taken from the PSSD Harassment Protocol)

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. The complete PSSD Harassment Protocol can be located on the Prairie Spirit School Division website.

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). Some common bullying/harassing behaviours are identified through the continuum chart found on the following page. 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 frequency, intentionality, balance of power and age and developmental level of the individuals involved, and the specific action(s) that have taken place.

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 can be a serious problem that adversely affects the learning success and well-being of children and youth if not addressed. 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.

Bullying and Harassing Behaviours Continuum Chart

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

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 TO STOP and how the behaviour is making them feel. 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 REPORT TO 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.

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 class-mate 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.

REQUIRED AREAS OF STUDY

We offer Grade 4-7 programming following the Saskatchewan Core curriculum.

Language Arts	Mathematics
Science	Social Studies
Health	Physical Education
Arts Education	Core French (Gr. 6-7)
Career Education (Gr. 6-7)	Practical & Applied Arts
Instrumental Band (Gr. 7)	

More information on curriculum can be found at the Saskatchewan Ministry of Education website at www.curriculum.gov.sk.ca

EXTRA-CURRICULAR PROGRAMS

Warman Community Middle School tries to offer 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. We always welcome parent or community members interested in coaching or assisting with extra-curricular programs - see the office for more information on volunteering. Our school website contains regularly updated information and schedules on extracurricular programming.

At Warman Community Middle School, we believe participation in extra-curricular activities to be an important part of a student's school experience. To play on a team or be part of a club or group is a privilege, not a right. At WCMS, we try to offer as many extra-curricular experiences as we can but that depends on the interest and commitment of students to participate and responsible adult (school staff member or community volunteer) to lead the activity. When your child signs up for a sport or activity, they are committing themselves to being part of a team or club. As such, students are expected to attend all practices and meetings in order to develop the skills needed to participate in the game or performance as well as communicate directly with the coach/leader in instances where they are not able to attend.

	Rights	Responsibilities
Student	<ul style="list-style-type: none"> equitable opportunities to play safe & supportive environments for extra-curricular endeavours 	<ul style="list-style-type: none"> attend to our Code of Conduct during extra-curricular endeavours represent self & school honourably adhering to norms of good sportsmanship follow through on commitments for practice & preparation
Adult Supervisor	<ul style="list-style-type: none"> co-operation & commitment from students & other stakeholders 	<ul style="list-style-type: none"> provide equitable opportunities develop programs and practices consistent with our school philosophy

	<ul style="list-style-type: none"> • access to supports & resources to develop coaching and leadership ability 	
Parents/spectators	<ul style="list-style-type: none"> • clear understanding of our philosophy & program • confidence that their children will be treated equitably in extra-curricular programs • become actively involved in extra-curricular programs 	<ul style="list-style-type: none"> • support students in meeting their responsibilities • support the school and supervisors in a developmentally appropriate philosophy

COUNSELING

The counseling services in our school are available to help students, parents, and teachers develop positive learning experiences. 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.

If a student wishes to see the counsellor, they can stop by the counsellor's office to arrange a visit. If parents wish for their students to see the counsellor, they can contact the counsellor directly at the school.

LIBRARY

We are proud of the joint library project (Warman Community Library) that we have developed with our partners from the City of Warman and Wheatland Regional Libraries. All resources are housed in one large collection within our modern and spacious facility on the second floor of WCMS.

- All students must obtain a Wheatland Regional Library card to take resources out of the library. As a library patron, students are responsible for fees associated with overdue material and the replacement of lost or damaged material. More information on Wheatland Library policies are available at <http://www.wheatland.sk.ca/wheatland-regional-library/how-do-i>
- Parents or guardians are responsible for the library accounts of students under the age of 14. Please ensure that the library has up-to-date contact information (including email) so that you can be notified of upcoming due dates, fines, or holds.
- Students can access the library in many ways:
 - During school hours as class groups
 - During class time or recess with a library pass (obtained through the child's homeroom teacher)
 - During extended public library hours outside of the school day – students must bring their own library card in order to sign out material during this time

- During noon hour for quiet reading or homework
- Students are expected to follow the rules of the library or privileges will be revoked.

WCL (Wheatland Regional Library System) Fines and Replacement Charges

Late Charges

Material Types	Loan Period	Fine Per Day	Fine Cap Per Item
Adult Books	21 days	\$0.30	\$6.30
Young Adult Books	21 days	\$0.20	\$4.20
CDs, book on CD	21 days	\$0.30	\$6.30
Juvenile Books	21 days	No fines	No fines
Adult DVDs (includes blu-ray and videos)	7 days	\$1.00	\$7.00
Juvenile DVDs (includes blu-ray and videos)	7 days	No fines	No fines

Late charges will be applied to items returned after closing on the due date.

If you have charges of \$10.00 or over, you will be unable to borrow until you reduce the charges to less than \$10.00.

A replacement charge is automatically added to your record for items that are overdue for 30 days. The replacement charge represents the average cost for the library to replace that sort of item plus a \$7.00 processing fee. If the item is lost, you will be responsible for paying the replacement charge. Replacement charges also apply to damaged items.

Items returned after being billed will have the replacement costs waived, however patrons are still responsible for paying the processing fee of \$7.00. This applies to children's and fines free materials as well.

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. The support 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.

PROGRAMS AND PROCEDURES

ALLERGIES

Food: We have students with life threatening allergies that may limit what your child can bring into their individual classroom. If you have a child with a life threatening allergy, you should communicate with the school office upon registration and an emergency medical plan will be developed, which may include the removal/prohibition of specific foods or substances from entering the child's classroom.

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. Student doors are unlocked at 8:45 AM. We ask that students arrive/depart promptly between 8:45 and 9:00 AM unless they are involved in specific school organized activities.

Students are encouraged to play outside when the weather is nice, but have the choice of whether to come inside to sit quietly in the corridors or common spaces between 8:45 and 8:55AM. Students may lose the option of coming inside before the 8:55 warning bell if they cannot meet the behavioural expectations.

Students bussed to school will be dropped off directly in front of the Legend's Centre main doors between 8:45 and 8:55 AM. 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.

In the case of inclement weather signs and announcements will be made to notify students to come inside upon arrival.

All PSSD schools will be implementing a Safe & Secure Schools policy in September 2015. All doors, except the front and Legends Centre connector doors, will be kept locked from 9:15 to the end of the school day. Student doors will be unlocked for the end of recess breaks so students can get back to their classrooms. Students arriving outside of normal arrival times and all visitors to the school must enter through the front doors of the school and report to the school office.

See Appendix A for our ACCESS PLAN MAP

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. Advance notice for assemblies will be provided via our blog and will also be on our school calendar; parents are always welcome to attend.

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. If we do not receive notice, we will attempt to contact a parent through the automated attendance program.
 - Phone: 306-683-3000
 - Email: wcms@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. We utilize an automated phoning system to inform parents if a student is missing from school and the office has not been notified.

BELL TIMES/DAILY SCHEDULE

Time	Interval	Event
8:55		Morning warning/welcome bell
9:00		School day begins
9:00-9:15	15	CPR Time
9:15-10:53	98	Instructional Block 1
10:53-11:08	15	RECESS
11:08-11:57	49	Instructional Block 2
11:57-12:52	55	NOON BREAK
11:57 - 12:12	15	Eating Time
12:12-12:22	10	Flex Time – Finish eating and transition to recess or extracurricular activities.
12:22-12:47	25	RECESS
12:47	5	Afternoon warning bell
12:52		School day resumes
12:52-3:19	147	Instructional Block 3
3:19		School day ends

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 and scooters at the school bike racks upon arrival at school. Students may use rollerblades, skateboards, etc. to and from school but they must be carried inside the facility and 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. 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 under the Parents tab. Completed requests can be submitted by email to 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 the PSSD Bus Garage at 306-374-2496.

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 you have a concern or question, 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, the parent should notify the homeroom teacher. Students should always come to school with proper cold weather attire, regardless of the season.

CPR (Circle of Power and Respect)

CPR (Circle of Power and Respect) is the way we start each day at WCMS. The first 15 minutes of each morning is a time for the students and staff of each homeroom to come together to support and build

social and emotional development. CPR is characterized by four components that include Greeting, Sharing, Activity/Energizer, and Sharing the Daily News. The CPR program is research supported and feedback from students and staff has been very positive.

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 graphics or messages
- No clothing advocating alcohol or drugs
- Caps, toques and other headwear are allowed in class at the discretion of the teacher.

WCMS has a **two shoe policy** and students are expected to remove outdoor footwear and place them 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. 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.

See **Appendix B** for our **Emergency Response and Preparedness Plan**

GUM, SUNFLOWER SEEDS & GLASS CONTAINERS

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

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.

Students can sign out a gym locker by requesting access at the school office. Students must provide their own lock. Lockers must be emptied at the end of each year or contents will be removed.

LOST AND FOUND

There is a lost and found box located in the school in the foyer by the gymnasium. 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.

Students are not allowed back into the school/classrooms after 12:22PM for the balance of the noon break. This particularly applies to students who go to the Legends Centre Food Court at noon break. Students leaving for lunch should make plans to return to the school or school playground at 12:47PM.

For students at Grades 4 & 5 that normally stay for lunch, we ask for a note of permission to the child's homeroom teacher in each instance that have parental permission to leave campus at noon break.

For students in Grades 6 – 7, parents may fill out an ongoing permission notice to allow their child to leave campus at noon break. General supervision is provided by paid noon supervisors to the school campus. The food court of 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.

Guidelines for Lunch at the Legends Centre

For students wishing to access the food services in the Upper Commons of the Legends Centre, 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.
2. Any student/patron may be asked to leave the Legends Centre by the City of Warman for unexpected behaviour and may also have their access to the Legends Centre suspended by the city.
3. Students shall not return into the school from the Legends Centre after 12:22, if they have chosen to leave campus.

Lunch Recess Expectations

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. Not loiter in general areas or other classrooms during eating time.
- c. Move promptly between eating, recess, and extra-curricular activity areas.
- d. Stay on campus unless you have permission to leave.
- e. Clean up spills, waste promptly and ask for supervisor assistance as needed to do so.

MEDICATIONS/EMERGENCY MEDICAL PLANS

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. Parents/guardians should contact the school office promptly if their child requires the development of an Emergency Medical Plan.

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 <http://blogs.spiritsd.ca/wcms/>. 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. WCMS is also on Twitter at @wcmsstorm.

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 restricted 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 [Appendix A - Access Plan Map](#)

PLAYGROUND/PLAYFIELDS

Students are expected to remain within the designated playground area of the school at breaks, unless they have permission to do otherwise.

RECESS BREAKS

There are 15-minute morning recess and noon-hour recess breaks 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 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 as well as 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.

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
- 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

Information on the work of Council and meeting minutes can be located on the school website under the SCC tab. The WCMS School Community Council also maintains a Facebook page that intends to help keep parents/guardians informed.

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 on the second day of classes.

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.

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 budget plan includes one curricular field trip for every student. 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 (fall) fundraising 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.

Students are provided with 200 pages of complimentary printing annually. Students requiring additional printing, can purchase this at the school office at a cost of \$20 for 200 pages.

Students in Grade 7 may be charged a cost recovery fee or be asked to provide additional materials if they choose to undertake a project more complex than what is planned by the teacher.

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
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/sharing images 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.

Students have access to a limited number of mobile devices in their classroom (Ipad, Surface tablets and Chromebooks). Students are welcome to Bring their Own Devices (BYOD) to school to support learning activities in their classroom.

See Appendix C – BYOD FAQ for Parents

See Appendix D – WCMS Student Acceptable Use Policy

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/texting 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 to the school administration.

Our school division policy requires that any person working in direct unsupervised contact 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.

Please see the school office to complete registration as an approved volunteer and/or driver.

WEAPONS

By school division administrative policy, students and adults shall not possess or use any real or replica weapon on any school premises or at any activity off school premises that is organized or sponsored by a school. This also applies to costumes for special/seasonal events.

CONTACT US

Name	Role
Greg Tebay	Principal
Amy Orth	Vice-Principal
Lisa Mason	Vice-Principal
Patty Kirby	Admin Assistant
Jolee Dyck	Admin Assistant
Jody Baker	Grade 4 Teacher
Rhonda Werle	Grade 4 Teacher
Joelene Linner	Grade 4 Teacher
Alana Raison	Grade 4 Teacher
Emily Hartl	Grade 4 Teacher
Colleen Rowley	Grade 4 Teacher
Rochelle Mulligan	Grade 4 Teacher
Dave Read	Grade 4 Teacher
Shane Bachmeier	Grade 5 Teacher
Amanda Baudais	Grade 5 Teacher
Shawn Flett	Grade 5 Teacher
Nicole McKay	Grade 5 Teacher
Bonnie Williams	Grade 5 Teacher
Michelle Schaff	Grade 5 Teacher
Erin Boyle	Grade 6 Teacher
Paris Burgess	Grade 6 Teacher
Corey Fast	Grade 6 Teacher
Karen Georgacacos	Grade 6 Teacher
Erin Hoffman	Grade 6 Teacher

Amy Korver	Grade 6 Teacher
Curtis Precesky	Grade 6 Teacher
Clark Bymoen	Grade 7 Teacher
Craig Folden	Grade 7 Teacher
Lindsay Martel	Grade 7 Teacher
Mike Pavloff	Grade 7 Teacher
Scott Woods-Fehr	Grade 7 Teacher
Adine Sander/Deanna Koroluk	Grade 7 Teacher
Blake Cumming	Music 4-6 Teacher
Monika Mackenzie	Band 7 Teacher
Linda Balon-Smith	Special Education Resource Teacher (SERT)
Ashley Mailloux	Special Education Resource Teacher (SERT)
Brandie Kelsie	Special Education Resource Teacher (SERT)
Hali Hamel	Learning Facilitator
Cassandra D'Amore	School Counselor
Pam Carpenter	Educational Associate
Maureen Forsberg	Educational Associate
Cheryl Fortier	Educational Associate
Darlene Heide	Educational Associate
	Educational Associate
	Educational Associate
Donna Parsons	Educational Associate
Linda Schnurr	Educational Associate
Lori Vellacott	Educational Associate
	Educational Associate

Cindy Klassen	Head Caretaker
Jay Ann Sochaski	Caretaker
Georg Nievergelt	Caretaker
Pat Mitchell	Caretaker