

STORM NEWS

Warman Community Middle School

February 2017

February marks the beginning of the second half of the school year. Where has the time gone? As you will see in this newsletter, WCMS remains a busy place.

Each fall schools across Saskatchewan ask for feedback from students in Grades 4-12 to gauge their engagement and experience at school. The survey tool is one that has been developed nationally called Our-School/Tell Them From Me. Included in this month's newsletter is

some summary information that reflect what students at WCMS have to say about their engagement at school. You will notice that the information comes in two sets as depending on the grade level students completed a different survey. One set of data reflects what students in Grades 4-6 had to say, and the second set of data reflects what our Grade 7 students experience.

WCMS Admin Team

Life is like a camera:

focus on what's important,

capture the good times,

& develop from the negatives.

-Unknown



For one of our weekly "Pay It Forward Fridays", Grade 7 Sander/Koroluk brought in items for Sask Smile's Little Warriors campaign, an organization that puts together gift baskets for newborns to 12-year-olds who are in the hospital with serious illnesses or conditions.

In This Issue

- WCMS Cheer
- Wrestlers
- SRC
- School Community Council
- Shrek Musical
- Cross Country Ski Club
- Mark Your Calendar
- Important Reminders
- Severe Weather/Bus Cancellations
- Ski Trips
- Grade 6 Basketball
- Kids are Active
- OurSchool Summary

WCMS CHEER

The WCMS cheer team has had a great start to the season! There are 15 dedicated members who have worked hard to create a flawless routine. Their coaches are Tori Bayne, Abby Shenstead, Tavia Bitz and Mackenzie Burns. These ladies have spent countless hours with

the team members and have inspired the kids to do their best and try new things. I have enjoyed watching the growth and ability this season and enjoyed working with each and every one of the team members and coaches. We are going to a competition called

Icebreaker in Regina on February, 4th and will also compete in the upcoming Cheer Classic at the end of February at the Legends Center. Thank you to all the supportive parents, kids and coaches who have made this season so far so fun!

WRESTLERS



Storm wrestling is in full swing. We are learning new techniques every practice. Come and check out what we have learned and see our wrestlers in action at the Pupsel. This tournament will take

place on March 4th at Warman High School.

We recently were able to work with the Warman High School Wrestling program to host the second annual Scratch and Claw Tournament. What a huge success. We hosted 44 teams and over 520 wrestlers for two action packed days of wrestling. A huge thank you to all of the volunteers! If you are interested in catching some High School Wrestling in action, SHSAA Provincials will be hosted at WCMS this year on March 17 & 18.

We'd also like to send a HUGE thank you to our other Coaches, Eric Walker and Clark Bymoen, who have been helping us this year. Their knowledge and skill have greatly benefitted the program.



SRC

In December we did the Tree for a Toonie, where your class set a goal and their teacher would decide to go to dairy queen or have a party if they reached that goal. If you brought a toonie



you would get a colouring sheet to colour and put it on the tree. We also did the candy cane secret Santa, where you would have to bring a dollar to get a candy cane and give it to someone or give it to yourself on December 19th. We as

the SRC separated all the candy canes into one bag per classroom and we handed them out on December 19th. It was a lot of fun.

From: Payton Routledge

School Community Council

Share the love on Thursday, February 16th. In conjunction with teacher appreciation week, the WCMS SCC invites families to drop off some baking or desserts for the

staff to enjoy. Your yummy display of thanks can be delivered to the front office. The SCC thanks everyone who is able to participate in this initiative.



SHREK MUSICAL

Congratulations to those students who have received parts for our WCMS musical. We would like to thank all those students who audi-

tioned. Please listen to announcements for non-acting roles such as make up, sound, lighting, etc.

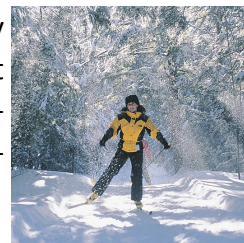


CROSS COUNTRY SKI CLUB

The warm temperatures and lack of snow has not been conducive to ski trails being set in the Legends Golf Course. These conditions have delayed the start of our cross country ski club, which is open to

students in Grades 6 & 7. Students are encouraged to keep checking the daily announcements as we may try to get some skiing in in February or March if the weather and snow conditions improve. If

you have any questions about our cross country ski club, contact Mr. Tebay.



MARK YOUR CALENDAR

Term 2 Progress Reports will go out on Friday, March 17th.

Parent/Student/Teacher Conferences will be held at WCMS on Monday, March 20 and Wednesday, March 22. The online scheduler for parents to sign-up will open **on Monday, March 6 at 9:00**

am. Please go to the website: www.schoolinterviews.ca and enter the code: **wcm4b**. The scheduler will close on Thurs. March 16 at 4:00 pm.

Parents/guardians are asked to schedule a time for a student involved conference with their

child's homeroom teacher. Mr. Cumming (Music) and Ms. Rempel (Itinerant) work with many classrooms of students throughout WCMS. Parents/guardians MAY CHOOSE to schedule a conference time with either of these teachers if they have a specific need to do so.

IMPORTANT REMINDERS

No School for Students

February 20th - 24th



Follow the Blog

Click on the "follow" tab at the bottom of our blog (<http://blogs.spiritsd.ca/wcms/>) if you would like to receive an email each time a post is added.

Family Health Information

[Family in motion Day](#)

[Pink Eye](#)

[Dental Clinic Services](#)

[Talking to Children about Sexuality](#)

Find more family health info at:
www.saskatoonhealthregion.ca
(Search: school newsletter inserts)

HEALTHY STUDENTS = BETTER LEARNERS



Population and Public Health

Contact Us

Give us a call or email any time with questions, concerns or suggestions.

Warman Community Middle School

700 Gowan Road

Warman, SK

S0K 4S2

(306) 683-3000

patty.kirby@spiritsd.ca

Visit us on the web at :

<http://blogs.spiritsd.ca/wcms/>

SEVERE WEATHER/BUS CANCELLATIONS

All Prairie Spirit School Division bus cancellations are prominently posted on the Prairie Spirit website (WWW.SPIRITSD.CA/BUSES)

shortly after 6AM each school day. Please keep in mind that you may need to refresh your computer in order to ensure you are able to see the most current updates to the website. Prairie Spirit also has a



bus hotline: **306-683-2805** that will list bus cancellations every day.

Buses in Prairie Spirit School Division will not run if the combined temperature and wind chill factors result in a reading of -40 degrees or below at 6 a.m. (as reported by Environment Canada for Saskatoon at www.weatheroffice.gc.ca).

In stormy conditions, bus drivers will use their discretion to determine whether or not to run. Buses are not to operate if weather conditions such as freezing rain, dense fog, heavy rain or severe dust storms impair visibility or otherwise cause dangerous travel condi-

tions. **Buses that do not run at the regular time in the morning due to weather conditions are not to run at all on that same day.**

Even if the buses are not running, parents are welcome to transport their children to school. School is closed to students only for reasons such as health and safety. The complete Severe Weather policy (AP 805) can be found under **Administrative Policies and Procedures** at <http://www.spiritsd.ca/schoolboard/policies.asp>.

SKI TRIPS



The following dates have been set for Ski Trips. More information will be sent home with your child closer to the date.

Grade 4 – Tues., March 14th

Grade 5 – Wed., February 1st

Grade 6 – Thurs., February 9th

Grade 7 – Fri., February 10th

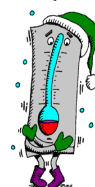
RECESS IN COLD WEATHER

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 War-

man forecast to obtain our information.

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

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



GRADE 6 BASKETBALL

The extracurricular basketball season has begun for boys and girls in Grade 6. Students have signed up and



practices are beginning in the next few weeks. Information notes are being sent home with students with specific information for each of the teams. If you have any ques-

tions, please contact Greg Tebay (girls' team rep) or Emily Hartl (boys' team rep).



Mr. Flett's Grade 5
class participating in
Brain Walk



ARE YOUR KIDS READY TO HAVE SOME FUN?

Here are the upcoming FUN activities planned for our Kids are Active Co-ed Program which runs every Thursday from 3:45pm to 5:00pm at the Legends Centre. Call 306.933.2210 for details or to pre-register.

January 26 - SNAG golf
February 2 - Skating
February 19 - Juggling - Tentative
February 16 - Fencing
February 23 - No School (no program)
March 2 - Bouncer
March 9 - Curling
March 16 - Floor Hockey
March 23 - No School (no program)
March 30 - Lazer Tag

Drop ins are welcome at \$3.00 per session - per child.

1. A Framework for Assessing Student Engagement

The *OurSCHOOL* Primary School Survey includes nine measures of student engagement, categorised as social, institutional and intellectual engagement (see Figure 1).

Figure 1: Measures of student engagement in *OurSCHOOL*

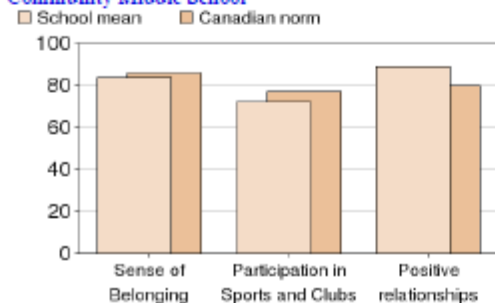
Social Engagement	Institutional Engagement	Intellectual Engagement
Sense of Belonging at School	Values Schooling Outcomes	Interest and Motivation
Participation in Sports and Clubs	Positive School Behaviour	Effort
Positive Relationships at School	Positive Homework Behaviour	Quality Instruction

For each aspect of engagement, students were asked to indicate the extent to which they agreed or disagreed with a number of statements, such as "I get along well with others at school." Their scores were scaled on a 10-point scale, and students with scores above 6.0 (i.e., a mild to moderately favourable view) were considered engaged. Similar criteria were established for participation in sports and clubs and positive school behaviour.

2. Social Engagement

Students who are *socially* engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation.⁵ Figure 2 shows the percentage of students in Warman Community Middle School that were socially engaged compared with national norms for students at the year levels assessed in this school.

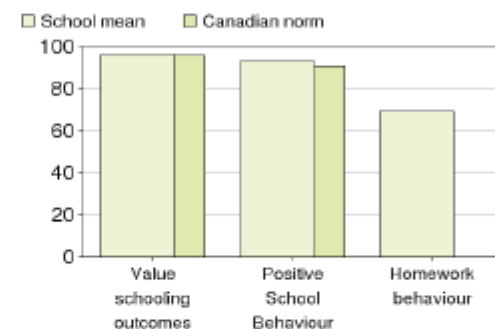
Figure 2: Percentage of students socially engaged at Warman Community Middle School



3. Institutional Engagement

Students who value schooling outcomes and meet the formal rules of schooling are considered *institutionally* engaged. These students feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their classroom and school behaviour and their effort in doing homework. Levels of institutional engagement in Warman Community Middle School are shown in Figure 3.

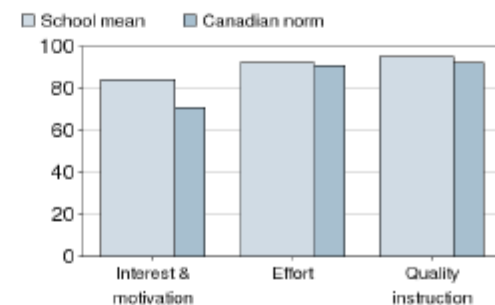
Figure 3: Percentage of students institutionally engaged at Warman Community Middle School



4. Intellectual Engagement

Some students meet the institutional demands of school, but they are not truly engaged in their learning. Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher-order thinking skills to increase understanding, solve complex problems, and construct new knowledge.⁴ It is closely tied to the quality of instruction offered at school as there is an interaction between a teacher's approach to instruction and student motivation. Figure 4 displays the results for Warman Community Middle School on the three measures of intellectual engagement.

Figure 4: Percentage of students intellectually engaged at Warman Community Middle School

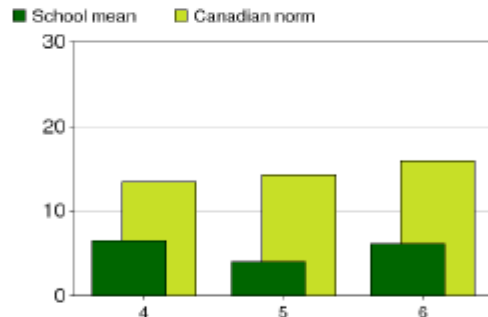


5. Early signs of disengagement

A small percentage of students display signs of disengagement during the primary school years. Some of these children exhibit intense anxiety or other psychological problems, which is sometimes characterised as "school phobia".⁵ For most children however, early disengagement is associated with learning and behavioural problems which are evident in kindergarten or even earlier. Early disengagement is also associated with family socio-economic factors, and some analysts attribute it to factors associated with living in poverty as well as parenting styles and levels of parental involvement in their children's education. However, the school's role is increasingly being recognised as important.

A composite measure of student engagement derived from the nine *OurSCHOOL* measures of engagement can be used to discern the prevalence of students displaying early signs of disengagement. Figure 5 shows the prevalence in Warman Community Middle School by year.

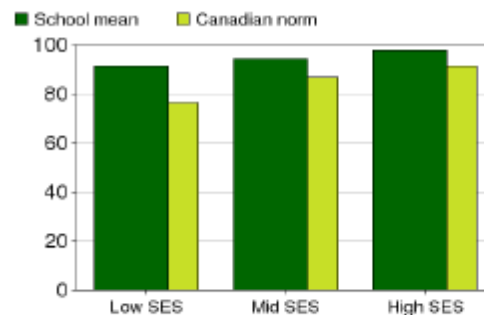
Figure 5: Percentage of students at Warman Community Middle School displaying early signs of disengagement.



6. Equality of Engagement Outcomes

'Equality' refers to differences in social outcomes among sub-populations, such as differences between students from low and high socioeconomic backgrounds. A measure of socioeconomic status (SES) was derived from students' reports of educational and cultural possessions in the home. Students were classified into three equal groups, which are referred to as low, middle, and high SES. Figure 6 shows the extent of inequalities among these socioeconomic groups in Warman Community Middle School for the composite measure of engagement.

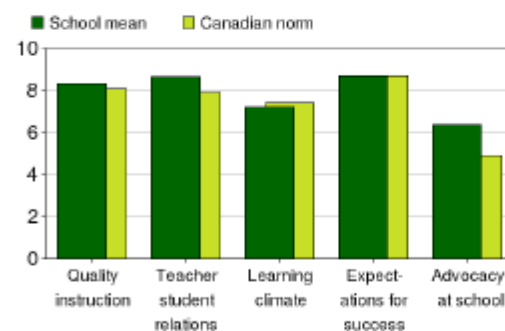
Figure 6: Extent of inequalities in student engagement among socioeconomic groups at Warman Community Middle School



7. Drivers of Student Engagement

Research by The Learning Bar found that there were considerable differences among schools in their levels of engagement and only some of this variation was attributable to students' family backgrounds. Five school-level factors were consistently related to student engagement: quality instruction, teacher-student relations, classroom learning climate, teacher expectations for success, and student advocacy. Figure 7 shows the average scores on a ten-point scale for each factor for Warman Community Middle School compared with national norms for students at the year levels assessed in this school.

Figure 7: School-levels factors associated with student engagement at Warman Community Middle School



1. A Framework for Assessing Student Engagement

The *OurSCHOOL* Effective Schools Survey includes nine measures of student engagement, categorized as social, institutional and intellectual engagement.

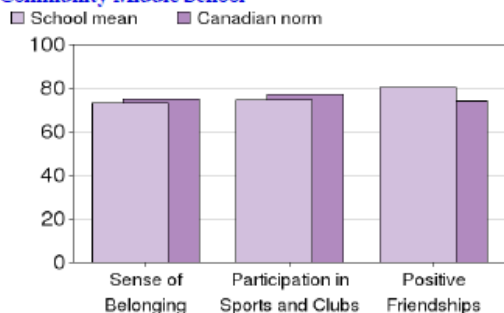
Social Engagement <i>Student is involved in the social life of the school</i>	Institutional Engagement <i>Student values and strives to meet the formal requirements for school success</i>	Intellectual Engagement <i>Student makes an emotional and psychological investment in learning</i>
Sense of Belonging at School	Values Schooling Outcomes	Interest and Motivation
Participation in Sports and Clubs	Attendance	Effort
Positive Friendships at School	Positive Behaviour	Appropriately Challenged
	Homework and Study Habits	

For each aspect of engagement, students were asked to indicate the extent to which they agreed or disagreed with a number of statements, such as "I get along well with others at school." Their scores were scaled on a 10-point scale, and students with scores above 6.0 (i.e., a mild to moderately favourable view) were considered engaged. Similar criteria were established for participation in sports and clubs and school attendance.

2. Social Engagement

Students who are *socially* engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation. Figure 1 shows the percentage of students in Warman Community Middle School that were socially engaged compared with national norms for students at the grade levels assessed in this school.

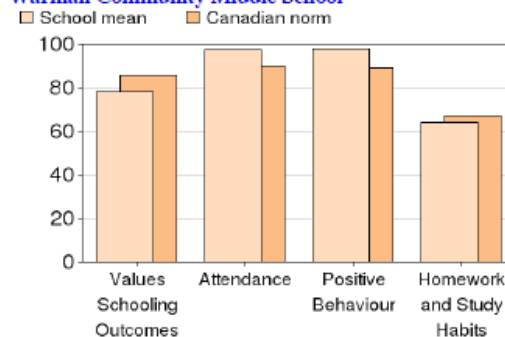
Figure 1: Percentage of students socially engaged at Warman Community Middle School



3. Institutional Engagement

Students who value schooling outcomes and meet the formal rules of schooling are considered *institutionally* engaged. These students feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their school and class attendance and their effort in doing homework. Levels of institutional engagement in Warman Community Middle School are shown in Figure 2.

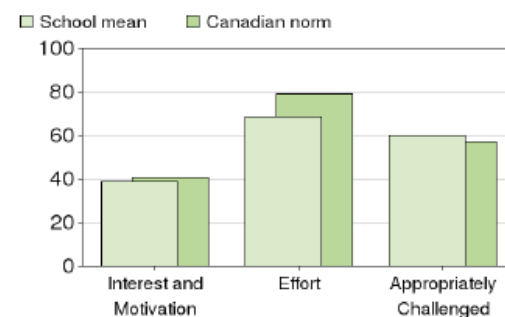
Figure 2: Percentage of students institutionally engaged at Warman Community Middle School



4. Intellectual Engagement

Some students meet the institutional demands of school, but they are not truly engaged in their learning. Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher-order thinking skills, to increase understanding, solve complex problems, and construct new knowledge.² Students are more engaged when their level of skills is consistent with the challenges presented to them in their classes.⁵ These students are often deeply absorbed in academic activities. Figure 3 displays the results for Warman Community Middle School on the three measures of intellectual engagement.

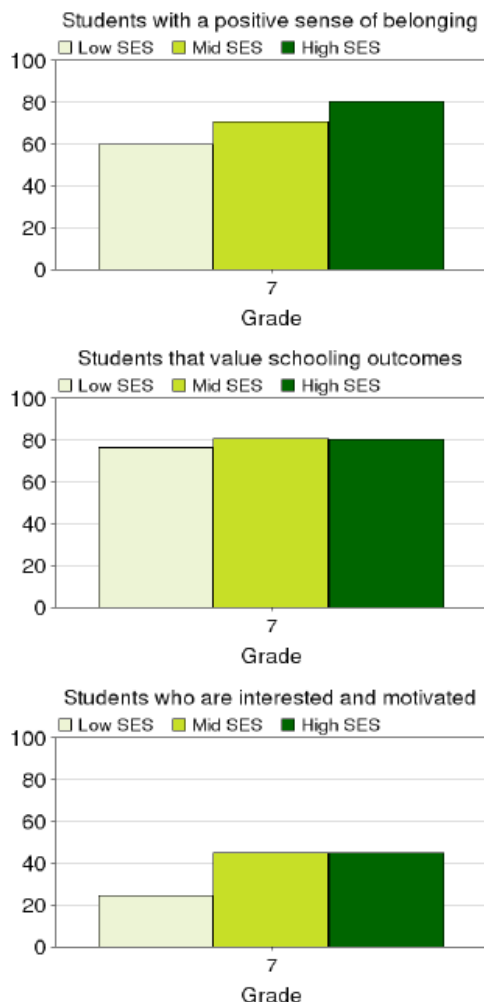
Figure 3: Percentage of students intellectually engaged at Warman Community Middle School



5. Equality of Engagement Outcomes

'Equality' refers to differences in social outcomes among sub-populations, such as differences between students from low and high socioeconomic backgrounds. A measure of socioeconomic status (SES) was derived from students' reports of educational and cultural possessions in the home, their parents' level of education, and whether they were living in a two-parent family. Students were classified into three groups, which are referred to as low, middle, and high SES. Figure 4 shows the extent of equalities among these socioeconomic groups in Warman Community Middle School for three measures of student engagement.

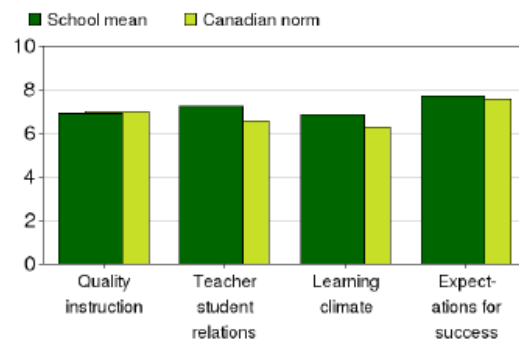
Figure 4: Extent of equalities in student engagement among socioeconomic groups at Warman Community Middle School



6. Drivers of Student Engagement

Findings from Alberta's *OurSCHOOL Project: Measuring Student Engagement* found that there were considerable differences among schools in their levels of engagement and only some of this variation was attributable to students' family backgrounds. Four school-level factors were consistently related to student engagement: quality instruction (averaged across students and three key subjects), teacher-student relations, classroom learning climate, and teacher expectations for success. Figure 5 compares Warman Community Middle School to national norms for each factor on a ten-point scale.

Figure 5: School-level factors associated with student engagement at Warman Community Middle School



7. What Schools Can Do

Rather than seeing student engagement as an immutable *trait* of students, it is better to think of it as a fluid *state of being*, which can change as students proceed through school.⁶ The onus to succeed at school rests with the student, but peers, families, and school staff can play an important role in shaping student engagement. Research conducted by The Learning Bar provides compelling evidence that schools vary substantially in their levels of engagement, even when students' backgrounds are taken into account. Moreover, school staff can take concrete steps towards increasing student engagement.