

WARMAN COMMUNITY MIDDLE SCHOOL



2022-2023

SCHOOL HANDBOOK

Thank you for taking the time to review this handbook. It is difficult to cover all 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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Vice Principal: Deane Martin-Gray
Administrative Assistants: Tara Camilleri and Brittney Ollivier

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Warman Community Middle School Website/Blog: <http://blogs.spiritsd.ca/WCMS>

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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2022 – 2023 MESSAGE FROM ADMINISTRATION

Welcome to Warman Community Middle School!

We are so happy to welcome students back to school and hope you had a wonderful summer break! Our goal is to remain flexible as we continue to deal with the Covid19 Pandemic, so everything in this handbook is subject to modifications and adjustments as the year progresses. We will do our best to keep you informed of important information as we are committed to continuing to **care for** and **educate** your children, no matter what our school and our school day looks like!

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 of speaking to the child’s homeroom teacher first. Information about school operations can be directed to the school administration.

WCMS Administrative Team



WARMAN COMMUNITY MIDDLE SCHOOL

Success for All in a Caring and Respectful Community

Our **STORM** fingerprints show:

Self-Confidence: I believe in myself and have the **SELF-CONFIDENCE** to take risks.

Teamwork: I will be a valuable member of our **TEAM**.

Originality: I will celebrate my **ORIGINALITY** and appreciate the uniqueness of others.

Respect: I will show **RESPECT** for our school and all people in it.

Motivation: I will be **MOTIVATED** to do my best and make a difference.

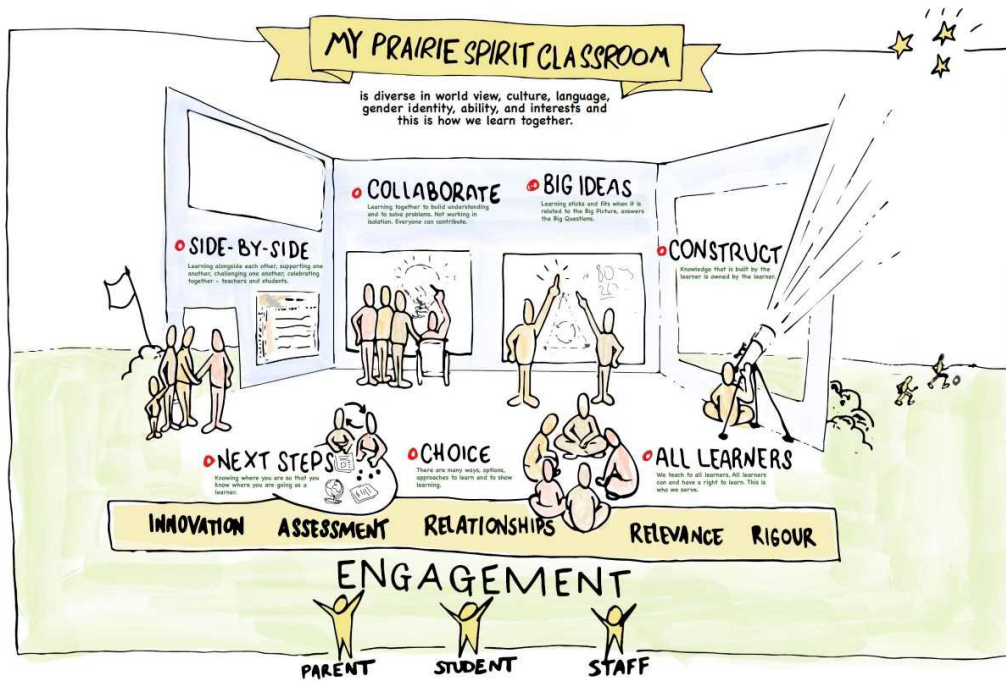
A word cloud graphic featuring various terms related to the school's mission and vision. The words are arranged in a roughly rectangular shape, with some words oriented vertically and others horizontally. The colors of the words include green, blue, and black. In the top right corner of the word cloud area is the WCMS STORM logo. Two dark blue rectangular boxes with white text are placed within the word cloud: one at the top left and one at the bottom right.

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

Success
Teamworks
Transparency
Student-centered
Safe
Supportive
Learning
Leadership
Continuous-Improvement
Relationships
Responsive
Inclusive
Respectful
Caring
Encouraging
Relevance
Engagement
Collaborative

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

PRAIRIE SPIRIT GUIDING PRINCIPLES



|  <p>PRAIRIE SPIRIT SCHOOL DIVISION Learners for Life</p> |  <p>PRAIRIE SPIRIT SCHOOL DIVISION Learners for Life</p> |  <p>PRAIRIE SPIRIT SCHOOL DIVISION Learners for Life</p> |  <p>PRAIRIE SPIRIT SCHOOL DIVISION Learners for Life</p> |  <p>PRAIRIE SPIRIT SCHOOL DIVISION Learners for Life</p> |
|--|---|--|--|---|
| <p>GRADUATION</p> <p>Prairie Spirit Graduates:</p> <ul style="list-style-type: none"> • have real choice after high school because they can collaborate, communicate, be creative, solve problems and engage as contributing citizens • are confident to make choices for their future based on the broad areas of knowledge and learning skills they have acquired  <p>Ministry Indicator: By 2020:</p> <ul style="list-style-type: none"> • 85% of students will graduate within three years of entering Grade 10 • 90% of students will graduate within five years of entering Grade 10 <p>Go to www.spiritsd.ca to see Division and provincial results.</p> <p> www.spiritsd.ca</p> | <p>WRITING</p> <p>Prairie Spirit Writers:</p> <ul style="list-style-type: none"> • read like a writer and write for a reader • believe in their ability to communicate and contribute • write with confidence, demonstrating independence and interdependence  <p>Ministry Indicator: By 2020, 80% of students will be writing at grade level or above by the end of grade 4, 7 and 9.</p> <p>Go to www.spiritsd.ca to see Division and provincial results.</p>  <p> www.spiritsd.ca</p> | <p>READING</p> <p>Prairie Spirit Readers:</p> <ul style="list-style-type: none"> • read for pleasure, learning and growth • cultivate a lifelong love of reading  <p>Ministry Indicator: By 2020, 80% of students will be reading at grade level or above by the end of grade 3.</p> <p>Go to www.spiritsd.ca to see Division and provincial results.</p>  <p> www.spiritsd.ca</p> | <p>MATHEMATICS</p> <p>Prairie Spirit Mathematicians:</p> <p>are accurate, efficient and flexible when working with numbers confidently and competently deal with every day and new situations that demand the use of mathematical concepts</p>  <p>Ministry Indicator: By 2020, 80% of students will be achieving at grade level or above in mathematics as determined by the provincial number strand rubric at the end of grade 2, 5 and 8.</p> <p>Go to www.spiritsd.ca to see Division and provincial results.</p>  <p> www.spiritsd.ca</p> | <p>LEARNERS FOR LIFE</p> <p>Prairie Spirit Learners:</p> <ul style="list-style-type: none"> • feel accepted, confident and safe to engage in learning where individual diversity, interests, backgrounds, cultures and life experiences are welcomed and valued • are active and contributing participants in the classroom, school and community, where engagement and a sense of belonging are both nurtured and promoted  <p><i>Learning without limits in a world of possibilities</i></p>  <p> www.spiritsd.ca</p> |

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 for more information on how we work with community partners to respond to significant threats that a student makes 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 rumors. 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. 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 (e.g. Clear expectations, establish and maintain routines).
- **Supportive:** Any strategies that can be used to encourage the student to maintain expected behaviour (e.g. 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' (e.g. 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.

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.

REQUIRED AREAS OF STUDY

We offer Grade 6-8 programming following the Saskatchewan Core curriculum.

| | |
|------------------------------|--------------------------------------|
| Language Arts | Mathematics |
| Science | Social Studies |
| Health | Physical Education |
| Arts Education | Core French (Gr. 7&8) |
| Career Education | Practical & Applied Arts (Gr. 7 & 8) |
| Instrumental Band (optional) | |

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 endeavours 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. 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. If students in extracurricular activities are not following school expectations and receive school consequences, such as suspensions or conduct consequences, they will be removed from the extracurricular activities as well.

| | Rights | Responsibilities |
|---------------------------|---|--|
| Student | <ul style="list-style-type: none"> • equitable opportunities to play • safe & supportive environments for extra-curricular opportunities | <ul style="list-style-type: none"> • follow our Code of Conduct during extra-curricular opportunities • 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 • access to supports & resources to develop coaching and leadership ability | <ul style="list-style-type: none"> • provide equitable opportunities • develop programs and practices consistent with our school philosophy |
| 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

WCMS currently has one full-time counsellor who is available to support students around a variety of needs. School based counselling, in most situations, is short term counselling focused on issues that impact students during their school day. When the needs of students are deemed to require long-term counselling, or involve issues not impacting the student at school, counsellors work with the students and families to access community mental health services.

School counselling is one of many student support services available in schools. It is a confidential service, however, there may be times when consultation with other professionals or adults on your child's team ensures quality of care. Referrals may be made by parents, teachers, administrators, or by students themselves.

Please call 306-683-3000 to speak to the counsellor or to book an appointment.

LIBRARY

The Warman Community Library is a wonderful partnership developed with 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. Students are provided with a library application with their registration upon enrolling in WCMS.
- 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>
- Students are expected to follow the rules of the library or privileges will be revoked.
 1. No food or drink in the library.
 2. Conduct oneself in a polite and orderly manner recognizing that the WCL is a space shared by many people.
 3. Class groups of students using the library must be on-site supervised by school staff.
 4. Tidy up work areas and push in chairs before departing the library. Return mobile technology to storage cart, plug them in to charge, and ensure storage cart is locked up.
 5. Students must use their own library card to borrow materials outside of school hours (including noon hour).
 6. The three computers adjacent to the entrance of the library are for public patron use and should not be used by students during school hours.
- Students can access the library in many ways:
 - During school hours as class groups.
 - During class time or recess - students must bring their own library card in order to sign out material during this time.
 - 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.

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. We currently have many students with nut allergies, so we ask you to be sensitive to that and refrain from sending nut products to 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. Student doors are unlocked at 8:00 AM and students are expected to enter the school through their wing doors. We ask that students arrive promptly between 8:15 and 8:30 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 8:15 and 8:30 AM. Students may lose the option of coming inside before the 8:25 warning bell if they cannot meet the behavioural expectations.

Students bussed to school will be dropped off on the Legends side of the building. Parent pick up will be along Gowan Road. Please follow these guidelines to keep our students safe.

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

All PSSD schools follow a Safe & Secure School protocol. All doors, except for the front will be kept locked from 8:45 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 four times a year. They 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, and build our STORM community. There will also be other opportunities for groups of classes to get together, arranged by grade-groups or other combinations of classes. These may include presentations by guest speakers, information specific to a certain group, or spirit-building activities.

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 in advance that your child is going to be absent or late, please email the homeroom teacher and the main office explaining the circumstance.
2. For unexpected absences, 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 students do become ill, and we support parental decisions to keep sick children home in the best interests of both the 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 |
|---|----------|--|
| 8:25 | | Morning warning / welcome bell |
| 8:30 | | School Day begins |
| 8:30 – 9:33 | 63 | Period 1 |
| 9:33 – 10:35 | 62 | Period 2 |
| 10:20-10:35 10:05-10:20 10:35-10:50 | 15 | Grade 6 recess Grade 7 recess Grade 8 recess |
| 10:50-11:55 | 62 | Period 3 |
| 11:55-12:35 | 45 | NOON BREAK |
| 12:32 | | Warning bell – to come inside |
| 12:35 | | School Day Resumes |
| 12:35 – 1:38 | 63 | Period 4 |
| 1:38-2:40 | 62 | Period 5 |
| 2:40 | | 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 wcms@spiritsd.ca, or by dropping the forms off at the WCMS office. Please read the PSSD Busing Policy in regard 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. If it is -25 degrees Celsius or colder students will be staying inside. We use Environment Canada's Warman forecast to obtain our information.

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.

DRESS CODE/CLOTHING

In order to ensure student comfort, hygiene and a positive learning environment in the school, students shall dress in an appropriate manner that is respectful of various cultural backgrounds, religions, and gender identities and orientations.

Dress Expectation Specifics:

1. No excessively low necklines or waistlines.
2. No clearly exposed midriffs.
3. No underwear should be showing.
4. No clothing bearing slogans or images which:
 - a. are vulgar, profane, obscene, sexually suggestive, prejudicial, sexist or demeaning to any person or group of people,
 - b. portray nude or scantily clad people,
 - c. advertise or promote the use of alcohol, drugs, or tobacco products.
5. Hoods or sunglasses are not to be worn in the school at any time.
6. Teachers have discretion in their classroom to determine what inappropriate dress is. This includes hats and toques.
7. Students deemed to be wearing clothing that does not meet with the dress code will be required to change.

WCMS has a **two shoe policy** and students are expected to remove outdoor footwear and place them on shelving provided in their boot room when entering the building. Indoor footwear should have non-marking soles.

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.

LUNCH BREAK

The lunch break is comprised of 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.

Lunch Recess Expectations

Student expectations for the lunch break include:

- Eat their lunch in their classroom.
- Adhere to the Code of Conduct.
- Not loiter in general areas or other classrooms.
- Clean up spills, waste promptly and ask for supervisor assistance as needed to do so.
- Stay on campus unless you have permission to leave.

Guidelines for Off-Campus Permissions

Parents/Guardians have the option of signing an off-campus permission form for students. Students will need this permission form if they are going to the Legends or to any other off-campus location. The following guidelines apply:

- Students need to follow the rules and expectations of the establishments they visit. The school does not provide any off-campus supervision.

- There will be no access from inside the school to the Legends Centre during the school day. Students will need to leave the school through their wing doors and access the Legends Centre through their front doors.
- Students are expected to be back at school in time for their afternoon classes.
- If your child does not represent WCMS in a positive way by being respectful to businesses, their off campus privileges will be revoked by the school. Businesses also may restrict the child from entering which may also include after school access. That is up to the business and not a school decision.

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

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 @wcmstorm.

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 is a 15-minute morning recess break for students daily. Students are expected to go outside morning recess unless the weather is deemed inclement by school administration. Students are expected to remain on-campus during recess breaks.

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.

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

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 are taken, and a class composite page is created. Photo package and ordering information is provided from the photographers.

STUDENT REGISTRATION

All students must be officially registered at Warman Community Middle School before attending.

Should there be changes to the information during the course of the school year please update your information online as promptly as possible.

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.

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 and supplement field trips. Teachers must communicate their field trip plan in September, so families know costs that are not covered. A portion of the additional field trip costs will be covered by fundraising.

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 & 8 Practical and Applied Arts 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 WCMS. This is the expectation for all technology use – regardless of who owns it.

Acceptable use:

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. Students will not access inappropriate material or use profane, threatening or disrespectful language.
 - c. 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.
 - d. Students will promptly disclose to their teacher any message received or site visited that is inappropriate or makes them feel uncomfortable.
 - e. For personal safety, students will not post personal contact information about themselves or other people (i.e. full name, address, phone number, school address).
 - f. 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.
 - g. 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.

Student owned devices and Cell phone policy

WCMS staff is unanimously in favor of relieving students from the burdens and anxieties associated with continual cell phone use and connectivity. **Cell phone use will not be permitted on school property during school hours.** If a student is bringing their phone to school, it is at their own risk and must be stored in their backpack/locker during the school day.

Students WILL BE permitted to quickly inform parents they have safely arrived at school and use their phone at the end of the day to use an organization tool/calendar or to check for messages from parents regarding after-school plans.

The policy for use of phones during the day is as follows:

1. First offense: The phone will be taken away and be kept at the office for the remainder of the day. The student will need to contact home to notify their parents of the situation. The student is responsible for picking it up at the end of the day.
2. Second offense: The phone will be taken away and be kept at the office. The student will need to contact home to notify their parents of the situation. A parent/guardian will need to come to the school to pick up the phone.
3. Third offense: The student will no longer be allowed to bring a phone to school.

THREATS AND POSSESSION OF WEAPONS

By school division administrative policy, students and adults shall not threaten to harm/injure someone and shall not threaten to use, possess, or use any real or replica weapon. This policy applies to all 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 (e.g.: Halloween costumes).

If: You threaten to kill or injure someone using your words, writing, or online

Then: It's big deal. The principal, your parents and the police will be involved.

So: Choose other words to communicate how angry you are without using threatening language.

If: You bring a real or replica weapon to school

Then: It's a really big deal. The principal, your parents and the police will be involved.

So: Don't ever do this. If you realize you brought something unsafe to school, hand it in to your teacher before it becomes an issue.

If: You hear someone threaten to kill or injure someone else OR You know that someone has brought a real or replica weapon to school OR You saw that someone has posted something on social media that is threatening towards others

Then: You need to tell an adult right away, even if that person is your friend. This is looking out for your friend and for the safety of others.

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 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 wings 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.

CONTACT US

| Name | Role |
|-------------------|-----------------|
| Lisa Mason | Principal |
| Deane Martin Gray | Vice-Principal |
| Tara Camilleri | Admin Assistant |
| Brittney Ollivier | Admin Assistant |
| Erin Boyle | Grade 6 Teacher |
| Corey Fast | Grade 6 Teacher |
| Marie Guenther | Grade 6 Teacher |
| Erin Hoffman | Grade 6 Teacher |
| Curtis Prescesky | Grade 6 Teacher |
| Crystal Procyshyn | Grade 6 Teacher |
| Dawn Taggart | Grade 6 Teacher |
| Victoria Dyck | Grade 7 Teacher |
| Scott Myrah | Grade 7 Teacher |
| Craig Folden | Grade 7 Teacher |
| Terra Kooy | Grade 7 Teacher |
| Scott Tulloch | Grade 7 Teacher |
| Mike Pavloff | Grade 7 Teacher |
| Adine Sander | Grade 7 Teacher |
| Leanne McDonald | Grade 8 Teacher |
| Kirsten Taylor | Grade 8 teacher |
| | |
| | |

| | |
|---------------------|---|
| Evan Folden | Grade 8 Teacher |
| Bryan Matkowski | Grade 8 Teacher |
| Kiara Smith | Grade 8 Teacher |
| Angela Yedersberger | Grade 8 Teacher |
| Jen Zimmer | Grade 8 Teacher |
| AJ Ward | Band |
| Katharine Kerr | Learning Facilitator |
| Michelle Kavanagh | Special Education Resource Teacher (SERT) |
| Brandi Robson | Special Education Resource Teacher (SERT) |
| Olapdipo Jabagun | School Counselor |
| Andrea Anderson | Educational Associate |
| Cindy Brisbin | Educational Associate |
| Maureen Forsberg | Educational Associate |
| | |
| Darlene Heide | Educational Associate |
| Jessica Janzen | Educational Associate |
| Jodi Pawliw | Educational Associate |
| Michelle Pocha | Educational Associate |
| Linda Schnurr | Educational Associate |
| Cindy Janzen | Head Caretaker |
| Travis Dumont | Caretaker |
| Waldemar Rueb | Caretaker |
| | |
| | |
| | |

APPENDIX

A. ERPP Plan for Parents

**Warman Community Middle School
Emergency Response and Preparedness Plan (ERPP)
Information for Parents/Guardians**

Should an emergency or disaster situation ever arise in our area while school is in session, we want you to be aware that schools have made preparations to respond effectively to such situations. WCMS has established and routinely practices response procedures for the following emergency situations:

- A. Evacuation of the building
- B. Lockdown (a threat/hazard within the school building)
- C. Hold & Secure (a threat/hazard outside of the school building)

Our plans are consistent with Prairie Spirit School Division policy and protocols and have been developed in consultation with the City of Warman and RCMP.

Your cooperation is necessary in any emergency, and you can assist us by observing the following guidelines:

1. Please do not attend to the school until you receive information or direction to do so. Keeping the roadways and areas surrounding the school clear and unobstructed are important to allow emergency services personnel in responding to the situation.
2. Please refrain from calling your students on cell phones. As per RCMP/emergency services direction, student cellular and electronic devices are turned off and given to the teacher in emergency response situations.
3. We advise you to check the school division website (www.spiritsd.ca), tune into local radio stations, or call the PSSD Office at 306-683-2800 to receive updated information and directions in the event of a school emergency.
4. Students will be kept at the school or relocation site until they are picked up by an identified, responsible adult who has been identified as such on the student registration form, which parents are required to fill out at the beginning of every school year and update as needed. Please be sure you consider the following criteria when you authorize another person to pick up your child at school:
 - 18 years of age or older
 - usually home during the day
 - is known to your child
 - is both aware of and able to assume this responsibility
5. Impress upon your children the importance of promptly following the directions given to them by school staff and emergency personnel in any ERPP situation.

B. Fair Notice Letter



PRAIRIE SPIRIT
SCHOOL DIVISION

September 1, 2021

Dear Parent and/or Guardian:

Re: Caring, Healthy and Safe Learning Environments in Prairie Spirit Schools

Box 809 • 121 Collins Street
Warman SK CAN • S0K 4S0
Phone: 306-683-2800
Fax: 306-934-8221
www.spiritsd.ca

Prairie Spirit School Division is committed to providing learning environments that are safe and caring places for students, staff, parents and community members. The Division's Caring, Healthy and Safe Schools strategysupports our students and staff to be healthy and safe at school.

In addition, Prairie Spirit works with other local school divisions and a variety of community organizations toput best safety and prevention procedures into place. This collaborative work, called the Community ThreatAssessment and Support Protocol (CTASP), involves the entire community to support our safe schools and neighbourhoods.

When a student may pose a risk of violence towards themselves or others, the CTASP protocol facilitates sharing of information and advice between community organizations, such as Mental Health and AddictionsServices, Ministries of Education, Justice and Social Services, as well as local police services and other organizations. As part of our commitment to CTASP, all our principals, vice principals and many other schoolleaders have benefited from training called *Violence Threat Risk Assessment (VTRA)*. Because of our shared understanding and commitment to safety, we are well equipped to intervene and respond to a student in crisis.

VTRA is a multi-disciplinary, collaborative, problem-solving approach to preventing high risk behaviour and school violence. If a student makes a significant threat to harm themselves or others, the school's Threat Assessment Team, comprised of the school administrator, counsellor and School Resources Officer (RCMP/Police), determines how to best support the student so that their behavior does not become harmfulor destructive.

For more information about our strategy for caring, healthy and safe schools, including [CTASP](#), please go to our website: www.spiritsd.ca/safe-schools. If you have questions about our safety procedures, please contact your principal.

We will continue to work with you and our community partners to provide safe and caring schools for ourstudents.

Sincerely,



Darryl Bazylak
Director of Education