



# Welcome to St. Michael's School - École St Michael

407 Darlington Street East, Yorkton SK, S3N 0R3

Phone: (306) 782-4407 Fax: (306) 782-4408

E-mail: saint.michaels@ctcs.ca

## Principal's Message

The staff of St. Michael's School extend a warm welcome to all of our students and their families. I would like to extend a special welcome to the new St. Michael's families that have or will be joining us this year. You are a welcome addition to our community and we are pleased you have decided to choose Catholic Education at St. Michael's School.

Our professional community strives to ensure that a quality Catholic education is provided for each and every student that enters our building. The cooperative relationship that exists between the parents and the staff contribute to a solid foundation in providing this quality education.

We believe that communication is vital if we are to succeed in educating your children to their fullest potential. We must know each other's expectations and together strive to meet them to the ultimate benefit of each child. When home and school establish common understandings, the education of each child will certainly be enhanced.

St. Michael's School is a dual track English and French Immersion school. This means that parents have the opportunity for their children to receive their education in either the English or French language. We would like to provide you with the necessary information that explains all of our programs so that you may make an informed decision regarding what program is best for your child(ren). We encourage you to take time to become fully aware of the information in this [web-booklet](#).

If you have any comments or questions, please feel free to call me. I am always pleased to hear from you.

**Mr. Steven Boucher**

**B.A.Ph; B.Th; B.Ed; M.Th; M.Ed.**

We are proud of St. Michael's School

At St. Michael's School, your child will feel like a member of a very caring and responsible family. We have professional personnel ready to address academic, physical, emotional, spiritual, social and personal needs. We all work together to see that our student are receiving an excellent, well-rounded and well-planned education. We believe in providing your child with a safe and compassionate environment of excellence while modeling and teaching the values of our Christian faith because we are "Called to love and serve".

**FOR MORE INFORMATION SEE OUR SCHOOL HANDBOOK (under the Parents tab, then click on Handbook).**

Mr. S. Boucher – Principal

*Steven Boucher*

## ST. MICHAEL'S – A CATHOLIC SCHOOL

St. Michael's is a Catholic School one in which God, His life and His truth, is integrated into the entire program and everyday life of the school. It is a community involving children, teachers, religious personnel, and parents enlightened by the teaching of Jesus Christ.

Its educational programs involve the development of the whole person (physically, morally, spiritually, socially, and emotionally) to the highest degree of his or her potential. As a result, a student should become a responsible, inner-directed, self-disciplined individual, capable of choosing freely in conformity with his conscience so as to develop a positive attitude towards like as it is.

The ultimate goal of Catholic education is Love; of God; of self; and of our neighbour, which involves a total commitment of one's whole being to the person of Christ. Thus, religion is an everyday occurrence. Virtues are to be practised in daily life such that the students and teachers may truly celebrate the goodness and greatness of God, their Father. Religion is to be truly lived in the lives of the children in the everyday happenings of the school day.

Teachers in the Catholic school are trained in both religious and secular knowledge. Teachers strive to develop self-discipline in the student without destroying the dignity of the child.

Through the school, each student is given the opportunity to grow as a beloved child of God. Each student with Christian convictions and responsible attitudes goes forth to take his place in building a better world, a world where Christ is centre.

Parents are the prime educators of their children. Support and involvement of the parents in school activities is essential. Reinforcement at home in what the school is attempting to do is imperative.

At St. Michael's School we have regular Gospel Assemblies and Religious Celebrations, at times we go to St. Gerard's or St. Mary's Church for Mass and Liturgies.

## ST. MICHAEL'S LOGO SYMBOLISM

The circle, a sign of unity, surrounds the symbols which represent our faith, school and home. Spanning wings of St. Michael protect our entire community. The cross, a symbol of Jesus' teachings, stands out prominently to influence our beliefs and gives us direction in our lives. We, the community, are the silhouetted human figures, standing before our Lord, ready to respond to His call. The motto, inscribed on the top of the logo, calls us, as Christians, "to love and serve" one another. The culture of St. Michael's School is built on the premise that we are called to love and serve one another. One of the main reasons for our existence is the spirituality of our students. All students grow spiritually, intellectually, socially and physically in a safe, nurturing environment rich in Catholic faith in the traditions of both the Byzantine and Roman Rites.

## MISSION STATEMENT

With Jesus Christ as our teacher and friend, the purpose of St. Michael's School is to provide a safe, happy and caring community where all of us can grow in the knowledge of God and of each other, while developing students' self-esteem, personal responsibility and a love for learning in a bilingual environment.

## VISION STATEMENTS

We believe: The culture of St. Michael's School is built on the premise that we are "Called to Love and Serve One Another". One of the main reasons for our existence is the spirituality of our students.

We believe: That through mutual respect and caring everyone is able to strive, in dignity, toward full potential as a loving human being.

We believe: It is our responsibility as teachers to ensure all students do learn or experience success regardless of ability.

We believe: The primary overarching purpose of the school is 'Learning for All'.

We believe: That leadership will be seen as influence and the principal and the vice-principal will become a leader of leaders and a servant of leaders.

We believe: That the amount of time students is in an active learning situation is perhaps the single most significant factor affecting how well students learn.

We believe: That we want to know our students as learners, knowing what they know and where they can grow through ongoing assessments for their learning.

We believe: That we have to endorse the understanding that parents are essential partners in the education of their children

## ST. MICHAEL'S SCHOOL – WHO WE ARE

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**Safe, Healthy and Orderly Environment** We work daily to provide a safe, healthy, orderly and supportive learning environment in each and every classroom and throughout the school.

**Staff Team** The staff as a team includes our administrative team, teachers, support staff, other professionals, parish priests and maintenance staff all work together to see that the children receive a well-rounded, well- planned education in an environment that is safe and healthy.

**Caring Family** at St. Michael's School, your child will feel like a member of a very caring and responsible family. The feeling of family extends to the many curricular and extra-curricular activities we offer.

**Strong, School Leadership** Our Principal is Mr. Trevor Baker and our Vice Principal is Mrs. Susan Willson. Our Office Assistant is Debbie Burak. In our school, the administrators are considered leaders of leaders and servants of leaders. They are here to be of service to you. If you have any concerns at the school level, please get in contact with the Principal or Vice-Principal. Please contact the teacher as soon as possible to sort out any issues at the classroom level.

**Educating the Whole Child** We educate the WHOLE child, fostering growth in spiritual, academic, social, physical, artistic and emotional areas.

### THE SPIRITUAL CHILD

Our purpose is to share Jesus' message: Catholic education's mission is to share the gospel message of Jesus and to respect and serve others. We are a faith community. Through mutual respect and caring, everyone is able to strive towards reaching their full potential as a loving human being. We try to follow the teachings of Jesus in our daily lives. We want children to deepen their relationship with God with daily, weekly and monthly gospel assemblies, liturgical celebrations, sacramental preparation, and religious symbols are fundamental to our school.

### JESUS' TEACHINGS PERMEATES OUR TEACHING

Religion classes are taught at all grade levels, and the teachings of Jesus permeate every aspect of our day. We teach with the understanding that God created all and that he works in our lives at every moment of every day. The Gospel values of Jesus Christ (loving our neighbour, honesty, trustworthiness, compassion and providing service to others) are reflected in the curriculum, instructional approaches, resources, assessments, and in our interactions with each other. In all we do, we strive to provide the best in education through teachings revealed by the Gospel.

### OUR SCHOOL COMMUNITY SERVE OUR LOCAL AND GLOBAL COMMUNITY:

We have several charity drives throughout the year. Our fundraising efforts have gone to the following recipients:  
\* we have collected food for the local community, we have supported our own school community families in times of need, we sent Christmas gifts to the children in Shelwin House, the proceeds of fund-raising efforts have gone to recipients such as St. Francis School in Kenya, Africa and Haiti relief, Saskatchewan Kinsmen Tele-miracle.

## THE ACADEMIC CHILD

It is our responsibility as teachers to ensure all students experience success regardless of ability. The main academic goal of the school is "Learning for all". We focus on helping students acquire the skills and knowledge as set out in our curricula so that they can become functioning members of society.

We have highly qualified teachers in each and every classroom. Parents wonder what teachers do on the Professional Development days. They meet to improve our teaching. The world is rapidly changing and technology allows us to quickly become in touch with the latest research and strategies which need to be incorporated into our work. They meet regularly to study the new curricula, work on school improvement, and work in Professional Learning Communities to improve their teaching. They attend courses for some new teaching programs (ex: fully alive). They work together to improve our understanding and application of assessment. Teachers work in accordance with the Learning Achievement Coaches to improve reading instruction, attend conferences that apply to specialized areas, and attend Smartboard in-service and complete assignment lesson plans which are shared with others.

The Provincial Department of Education creates the Saskatchewan Curriculum which we follow for our academic programming. The goals of the Ministry are to provide an education that will serve our children for their whole lives. It seeks to provide basic skills, a love of lifelong learning and to promote a positive lifestyle. The future will require engaged citizens with a sense of self and community.

Good curriculum is supported by quality assessments. In order to know our students as learners, knowing what they know and where they can grow, we provide ongoing assessments for their learning. In balanced assessment students become reflective participants in their own learning. We have classroom based assessments, system-wide assessments, provincial assessments and national standardized assessments in specific grades and subject areas. The data obtained allows us to make informed decisions about instruction. The school division administration uses the data to identify areas for future professional development.

Each child is unique. It is our job as teachers to be sensitive to the individual needs of students and to find ways to help make the learning accessible for students with different learning styles. Differentiated instruction is flexible and constantly changing to meet the different needs.

## SPECIALIZED PROGRAMMING

Teachers, with the support of the Learning Achievement Coaches (LAC), work to improve reading instruction. When students are reading below grade level, the LAC works with reading groups helping students improve their reading levels. The program provides blocks of 10 or 20 week sessions depending on age.

We have Student Support Services Teachers (SSST) that provides small group instructional support for children with learning difficulties. The SSST teacher assists the classroom teacher in suggesting ways in which the curriculum can be differentiated, together with providing suitable resources and possible teaching and learning strategies. They help the classroom teacher to set targets, create an individual educational plan where the specific learning objectives and teaching strategies are outlined. They are also responsible for scheduling the Educational Assistants' time. When teachers have concerns about a student's skills or abilities, they consult with the SSST teacher who may then pursue further investigations.

## ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Our English Language Learners are a mix of new Canadians and Canadian-born students who do not speak English as their first language in their homes. Students have diverse cultural backgrounds and English ability. The school staff helps your child(ren) to learn English and adjust to the new country and culture.

## SCHOOL COUNSELLOR

The school counsellor works with students from Kindergarten to Grade 8 to reduce barriers that may interfere with students experiencing their best success at school. The role of the School Counsellor is to: increase positive behaviours at school, foster positive peer relationships and appropriate behaviour in the classroom, help improve student's social skills and self-esteem, increase students understanding of emotions and improve emotional regulation, increase academic engagement and help students resolve personal, emotional and social problems. The school Counsellor will provide one-on-one counselling, group sessions as well as interventions in the classroom setting as the need may arise. Referrals to the School Counsellor can be made by parents, school personnel, or students can make a self-referral. Services provided could include but are not limited to: behaviours that interfere with school success, personal or family matters that interfere with school success, attendance or truancy issues, social and conflict concerns at school, drug or alcohol use, and crisis counselling. Referrals to outside agencies are also utilized where appropriate.

## FAIR NOTICE FOR DEALING WITH SUSPECTED CHILD ABUSE

The safety of our children is of top priority. In accordance with the Saskatchewan Child Abuse Protocol October 20, 2014 and *The Child and Family Services Act* (Section 12, Subsection 1 and 4) states that **every** person who has reasonable suspicion to believe that a child may be in need of protection shall report the information to a **child protection worker**, Ministry of Social Services or First Nations Child and Family Services Agency or **police officer**, and that every police officer who has reasonable grounds to believe that a child may be in need of protection shall immediately report the information to a child protection worker. After a report is made, child protection staff and police officers are responsible for the investigation of child abuse cases and notifying parent/care givers.

The definitions below provide a framework for child protection intervention:

**Physical Abuse** refers to all actions resulting in non-accidental physical injury or harm. This may include non-accidental injury, cruel or excessive corporal punishment (which may or may not cause physical injury), threats of physical harm, dangerous behaviour towards a child or in immediate proximity to the child (e.g., throwing objects, use of weapons).

**Sexual Abuse and Exploitation** occurs when a child has been or is likely to be exposed to harmful interaction for a sexual purpose by a parent, caretaker, any person in a position of trust and/or any other person. It can include both physical and/or non-physical contact. Examples include engaging a child in sexual acts, obscene acts, taking pictures of a sexual nature (sexual exploitation), pornography, voyeurism, exhibitionism and threatening sexual assault, as well as the utilization of grooming techniques.

**Physical Neglect** refers to acts of omission on the part of the parent/caregiver. This includes failure to provide for the child's basic needs and appropriate level of care with respect to food, clothing, shelter, health/medical, hygiene, safety and supervision as determined by the minimum levels of care standards.

**Emotional Maltreatment** refers to both emotional abuse and emotional neglect of the child. Emotional abuse includes excessive and overt rejection, criticism and excessive demands of performance for a child's age and ability. Emotional neglect refers to the failure of the parent/caregiver to provide adequate psychological nurturance necessary for a child's growth and development.

**Exposure to Domestic Violence or Severe Domestic Disharmony** refers to a child living in a situation where there is interpersonal violence, including children witnessing, hearing or being aware of violence perpetrated by one adult figure against another adult figure, or against another child.

**Failure to Provide Essential Medical Treatment** refers to a parent or caregiver failing to provide essential medical treatment or to remedy a mental, emotional or developmental condition of a child.

## OCCUPATIONAL THERAPY

Occupational Therapy Services is concerned with a person's ability to participate in desired daily life activities or "occupations". They assist children who: Have difficulties with fine motor skills which affect handwriting and manipulating small objects, have difficulties with gross motor skills and balance, cannot regulate their states of alertness, have tactile difficulties-where the sense of touch is impaired and are not sure where their body is in space.

## PHYSICAL THERAPY

Physical Therapy Services works with the school and the family to identify the problems interfering with a student's education program. During an assessment of the student, the physical therapist might address walking and other mobility skills; daily activities such as dressing and toileting; and positioning and posture during the day.

## EDUCATIONAL PSYCHOLOGIST

In a situation where a parent or school feel that a child's learning isn't progressing in the way they would want it to, and the child is becoming quite stuck with learning (be that specific to reading and writing, or in terms of levels of confidence in the classroom) and educational psychologist may be consulted. Before that, there would be meetings with the school and parents. The work of the Educational Psychologist can be only done with parent's permission.

An educational psychologist's task is gathering as much information about an individual child's as possible. So they would begin be taking quite a detailed history from the parent. They want to know how a child has progressed through all of the developmental milestones, walking and talking for example, and then find out when things changed. The parents are tuned into the child's behaviour and notice when something is not progressing in the way they expected.

## CORE AND FRENCH IMMERSION

We are the only Catholic school in Yorkton to provide a French program. For the students in the English program, they receive Core French classes twice a week. French Immersion students receive approximately 85% of their instruction in French. Students of second languages may have access to a greater number of career possibilities and develop a deeper understanding of their own and other cultures. Some evidence also suggests that children who receive second language (core or immersion) instruction are more creative and better at solving complex problems.

## RESOURCES

Our school board is committed to supplying the resources that will help all students achieve; these include the new technology and brand new classroom libraries. Our school board has been very generous in supplying the resources required to support student's learning. We are very proud of our school library which boasts twice as many resources as any other elementary school in the region with a circulation of 6000 books.

## THE PHYSICAL CHILD

Integrating at least 30 minutes of **physical activity** into the day improves academic performance and the health of your child. In Grades 1-4 a teacher that specializes in physical education instructs an excellent program. Students in Grades 5-8 receive a minimum of five physical education classes per week.

Our **extra-curricular and intra-mural programs** allow students extra opportunities to play sports. Intra-mural activities provide students physical activity at lunch time where they earn house league points. The extra-curricular physical activities are: Cross Country, Volleyball, Curling, Badminton, Basketball and Track and Field.

## OUTDOOR EDUCATION PROGRAMS

Grade 4 - The swimming program at the Gallagher Centre targets safety, comfort and enjoyment in the water.

Grade 5 – Yorkton ecological hike & study.

Grade 6 - York Lake environmental/nature study and downhill skiing at Asessippi Ski Resort or Duck Mountain; In May the Grade 6 students will participate in a recreational canoeing program. This is a one two-hour program covering the following skills: canoeing terminology, paddle strokes, rescue techniques, life jacket safety, and canoe maneuvers.

Grade 7 - York Lake overnight canoeing and camping skills training.

AMPO - The culmination of the outdoor education program. AMPO - a week at the end of May when all Grade 7 students from the four Catholic elementary schools come together at St. Michael's Camp at Madge lake to grow in friendship and develop spiritually through orienteering, canoeing, hiking, fishing, archery, and a multitude of other activities. The memories, friendships, and skills last a lifetime.

Grade 8 - Overnight Cross Country Skiing/Building Community Experience: We will attempt to take the participants on a journey on which they will learn skills in leadership, cooperation, trust, encouragement, team work and assertiveness. The trip is of a two-day duration with an overnight sleep-over.

Downhill Skiing - A one-day experience at Duck Mountain or Asessippi ski resort.

\*\*The students in Grade 4 - 8 may participate in various excursions beyond the community. ie - Imax Theatre, RCMP Museum, Legislative Building, Motherwell Homestead, Fish Hatchery, Festival du Voyageur in Winnipeg, Pelly Museum, Doukhobour Museum at Verigin, etc. The students in Kindergarten to Grade 3 engage in excursions to local community establishments. ie - fire hall, police station, museum, T.V. station, newspaper, city hall, etc.

### THE ARTISTIC CHILD

In all age groups music has proven to have a positive impact on academic performance. We have a thriving music program for students from Kindergarten to Grade 8. Children learn about music by listening to a variety of genres and by playing many different instruments: rhythm, recorders, ukuleles, drums, Orff, and Boom Whackers. There are choir classes for K-5 and an optional choir class for Grades 6-8. They often lead our music in our religious celebrations.

Students in Grades 7 and 8 participate in Practical and Applied Arts classes in Technology, Home Economics and Industrial Arts, taken at Sacred Heart High School. Music, Visual Art, Dance and Drama are integrated into other subject areas.

Our school system has a band program which is available for Grade 5-12 students. They compete in the Yorkton Music Festival and do very well each and every year. Grade 6-8 band students participate in an overnight band excursion each year.

We have a beautiful annual Christmas Concert which features all students as well as an extra-curricular Spring Musical for any students in grades 6-8.

### THE SOCIAL CHILD

It is our motto that we are "Called to Love and Serve One Another". The social experiences one has can often be one of the best parts of a school day. Students have a chance to interact with their classmates and their school friends of all ages. The staff and students are encouraged to model the school motto; for it is by loving and serving each other that we truly show Christ's love.

We know we create school spirit when **we have fun**. For this reason, we plan a number of fun or spirit days. Students are provided with opportunities to develop various skills or background knowledge with occasions such as: Four School Dances (Grades 7-8 students from our four Yorkton Catholic Schools), Junior Concerts, Tug of War between intra-mural house leagues, Carnivals (outdoor winter carnival, Mardi Gras), Division 1 play day, Liturgical Celebrations, Christmas Program, Lenten Project, Tele-miracle, Spring Play for senior students, World Catholic Education Day, Environmental Projects, Track and Field, Winter Carnival, Education Week, Contests: local, provincial and national, Terry Fox Walk, Oratory Presentations – English and French, Core French and French Immersion Week, other activities will be organized throughout the year.

### EXTRA-CURRICULAR

Extra-curricular activities can provide an outlet for creativity and problem solving. It is also a great way for students to build positive friendships and develop relationships with caring adults. Some options we offer are: Cross country, Volleyball, Badminton, Basketball, Track and Field, Chess Club and the Spring Musical/Play.

The Student Leadership Team/ Community Service Group are responsible for planning activities to promote school spirit. These students work with a staff advisor to: plan dress up days, dances and social activities.

## STUDENTS HELPING STUDENTS

Our older students take on the leadership roles in many ways. This creates positive relationships. It helps older students build confidence and it is good for the younger students to have an older buddy they recognize on the playground. Here are some ways we have students helping students: computers and reading buddies; we have recess buddies on the playground during recess time, these students are trained to help younger students resolve conflict peacefully; we have a group of students that take part in our school safety patrol; in addition to teacher supervisors, older students take on the responsibility of being a lunch monitor (they are the helping hands needed in the younger classrooms); we have students who take on the role of tutors, helping students practice their reading, that extra 5-20 minutes in a day with an older student can make distinct gains in reading skills.

## SCHOOL INFORMATION & EXPECTATIONS

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### FAIR NOTICE FOR DEALING WITH THREATENING BEHAVIOUR

The safety of our children is of top priority. We, the Good Spirit School Division (GSSD) and Christ the Teacher Catholic Schools (CTTCS), have been involved in intensive safety training with our community partners – the Royal Canadian Mounted Police and Sunrise Mental Health. Together, we have developed a plan for responding to high-risk behaviours. High-risk behaviours include, but are not limited to, possession of weapons, bomb threats and threats to injure oneself or others.

This letter is to inform you that GSSD/CTTCS have administrative procedures that require principals to initiate the completion of a "threat assessment" in all cases of students displaying any type of high-risk behaviour. Should you wish to review the "Administrative Procedure 165: Safe Schools" or "Administrative Procedure 354: Threat Assessment", please visit our website at [www.christtheteacher.ca](http://www.christtheteacher.ca). The purpose of a threat assessment is to determine how best to support high-risk students so that their behaviour does not become hurtful or destructive. If your child comes home and tells you that a student has behaved in a threatening way at school, please advise your principal and be assured that your principal will be taking measures to deal with the situation in a positive and proactive manner. If your principal invites you to a meeting to discuss safety concerns about your own child, please be assured that the procedure is being followed and that the primary goal is safety, not punishment.

This letter is intended to serve our community with fair notice that we, as school communities, will not accept "no response" to a serious threat. Our goal is to respond to all threats in a professional manner that provides for a healthy and caring learning environment.

We are pleased to provide, in conjunction with our community partners, a safe environment for all of our students.

Sincerely,

Director of Education

## SCHOOL SCHEDULE

Classes start at 8:55am (warning bell goes at 8:50am). The students will be dismissed at 3:20pm (Kindergarten students are let go at 3:15pm). Our school calendar runs on a 6-day cycle with 10 periods per day. We have 2 different bell schedules, start and end times are the same.

### BELL SCHEDULE:

K- Grade 4	First Bell 8:50 a.m.	Grade 5-8	First Bell 8:50 a.m.
Period 1	8:55 – 9:30 a.m.	Period 1	8:55 – 9:30 a.m.
Period 2	9:30 – 10:00 a.m.	Period 2	9:30 – 10:00 a.m.
Period 3	10:00 – 10:30 a.m.	RECESS	10:00 – 10:15 a.m.
RECESS	10:30 – 10:45 a.m.	Period 3	10:15 – 10:45 a.m.
Period 4	10:45 – 11:15 a.m.	Period 4	10:45 – 11:15 a.m.
Period 5	11:15 – 11:45 a.m.	Period 5	11:15 – 11:45 a.m.
Period 6	11:45 – 12:15 a.m.	LUNCH	11:45 – 12:30 p.m.
LUNCH	12:15 – 1:00 p.m.	Period 6	12:30 – 1:00 p.m.
Period 7	1:00 – 1:30 p.m.	Period 7	1:00 – 1:30 p.m.
Period 8	1:30 – 2:00 p.m.	RECESS	1:30 – 1:45 p.m.
RECESS	2:00 – 2:15 p.m.	Period 8	1:45 – 2:15 p.m.
Period 9	2:15 – 2:45 p.m.	Period 9	2:15 – 2:45 p.m.
Period 10	2:45 – 3:20 p.m.	Period 10	2:45 – 3:20 p.m.

**PICK UP:** We would like to ask parents/guardians to have a “meeting spot” outside of the school, perhaps the same parking spot, or a specific tree to meet at after school. If you are picking up your child during the day for an appointment, please call the office and we will send your child out to you.

### SIGN – BEFORE AND AFTER SCHOOL PROGRAM

A Before and After School Program is available for families prior to and after regular school hours. During your busy day it is reassuring to know that your child is cared for during working hours. The hours of this program begin at 7:30am until 8:35am. After school, the program begins at 3:20pm and ends at 5:30pm. Children are grouped by age and they rotate through 4 activities. These include homework time, reading, math games, music, crafts and board games. For physical exercise they do outdoor fun and gym activities (weather permitting). Staff also organizes speakers to come in to do presentations such as bullying. For more information, please call the school office.

### COMMUNICATION

Communication is the secret to success! Please don't hesitate to bring your concerns, suggestions, or questions forward. We, the staff, look forward to working with your child and you to make this a successful and rewarding year for all. The power of positive relationships cannot be understated. Everyone must be heard and everyone must learn together. It is on this foundation that trust is built

When parents/guardians and teachers communicate well and work together, everyone comes out ahead – the student, the parents, and the teacher. If your child is ill or has an appointment please let the school know when those dates are, attendance matters and if your child is not in class our automated school messenger system will attempt to phone, text and email the mother and father. Get to know more about our school by participating in the activities we offer. For example, attend our Open House, our Religious Celebrations or other parent meetings. If you are interested in joining the School Community Council let the office know as they can always use extra help.

## THE SCHOOL COMMUNITY COUNCIL (SCC)

A School Community Council (SCC) has been established to serve as important links between parents, communities and boards of education. They may provide advice to the school and the School Board by reflecting the opinions, concerns and proposals of the parents and guardian in order to support the learning success and well-being of all students. They help with school planning and improvement processes. They support the school goals by fundraising to help with needs such as playground equipment or team uniforms. They also serve the community by bringing the families together in a social setting such as our June BBQ or Christmas Socials. They are always in need of volunteers.

## ALLERGY ALERT SCHOOL

As we have a number of students who have severe life threatening allergies to various products including nuts, we ask all students not bring nuts, nut products or items that contain nut products to school at any time. We remind all families that this measure is taken to ensure the safety of our students and we thank you for your cooperation in this regard.

## DRESS CODE – AP344

It is believed that there is a correlation between appropriate dress and the creation of a good learning environment. Therefore, acceptable standards of student dress and grooming will be established and maintained in the schools.

**Attire** – Clothing must be modest, no netted shirts, no tops with spaghetti straps, no crop tops, tops shorter than the waist. Under garments should NOT be visible.

Shorts and skirts should be at least finger length (stand with your arms by your side, shorts/skirts should not be shorter than your fingertips).

Sandals without socks create a health and safety problem. Sandals provide little protection from rocks and are not safe on the playground equipment; running shoes are a better option for outdoors. Students in Grades K to 5 should wear socks with their sandals.

**Hats/caps are to be worn outdoors and not inside the school.** All clothing must be free from derogatory logos. Choices of clothing or grooming that may attract undue attention or distract students from the learning environment should be avoided. Student's choices of dress and grooming should reflect modest and personal respect.

**Shoes** - Students must have two pairs of running shoes (no black soles please), one pair for outdoor use and one pair for indoor use. Again, we stress that students must wear some form of shoes at all times during school hours. Emergency situations such as fires and fire drills do not permit time to put on shoes. We recommend that flip flops are not a good choice in footwear.

## VISITORS

As part of our security protocol all parents, guardians, visitors and volunteers are required upon entering the building to report to the office. If you are working/volunteering within the school, you are required to sign in and report directly to the main office. During school hours all exterior doors are LOCKED with the exception of the main entrance door. The doors will be open prior to 9:00am and during the noon hour. Parents/Guardians picking up students are asked to wait at their family "meeting spot" outside of the school.

## THE ROUND-ABOUT DRIVE THROUGH

There are many vehicles that are going through the roundabout before and after school. Please remember no parking, loading or unloading in the area along the sidewalk immediately in front of the school. This area should remain unobstructed at all times and is reserved for busses only. **REMEMBER THE ROUNDABOUT IS ONE WAY ONLY.** Please be advised that effective immediately for the safety of our students, the busses will be blocking off access to the drive through from 3:10pm to 3:30pm. There will be NO Vehicle access through the drive through at that time. Thank you for considering the safety of our students.

**Staff Parking Lot:** The first 2 stalls closest to school in the staff parking lot are **HANDICAP STALLS ONLY**. Please do not park there unless you have a handicap permit. Please refrain from parking, picking up & dropping your children off in the STAFF LOT. It is for **STAFF ONLY**.

## **BULLYING**

Bullying is one form of harassment occurring in schools and, as such, warrants particular emphasis by Division staff. The effect of bullying behaviour by students or staff is highly destructive, limiting significantly the right of every person to learn and work in a safe and supportive setting. Peers who witness bullying are an essential part of any intervention plan.

Successful interventions by all members of the school community requires a commitment to promoting a school environment where bullying is discouraged and where everyone is actively encouraged to take a stand against bullying by supporting those who are bullied or harassed.

*Bullying* is generally identified as a form of aggressive behavior that is repeatedly directed at an individual or group from a position of relative power. Bullying behavior can take many forms. It can be physical (e.g., hitting, pushing, tripping, threatening looks, gestures), verbal (e.g., name calling, insults, put-downs), social (e.g., social isolation, gossip), or cyber (threats, insults, or harmful messages spread through the internet). Bullying can be direct, “in your face” confrontation, or indirect, “behind your back”, such as spreading rumours. Bullying can be done by one person or a group. It can occur in interactions between students, between staff and students or between members of staff. A child or young person being bullied feels helpless in trying to stop it.

A student is bullied or harassed when he or she is intentionally and repeatedly the target of the negative actions of a stronger or more powerful person or group that cause fear, emotional stress and/or physical harm.

If you know or suspect your child(ren) is being bullied, please contact the school immediately.

## **PERSONAL ELECTRONIC DEVICES**

The Division recognizes the openness to new and future technologies, and their educated use to create opportunities for many constructive and positive uses that can aid the instructional process. Further, regulated use of some personal electronic devices in the school and community may contribute to the safety and security of students and staff. However, unregulated use of such devices may pose a risk to personal safety; may disrupt instruction; may invade personal privacy and may compromise academic integrity.

- Cell phones are prohibited during the school hours of 8:50am - 3:20pm (breaks and lunch hour included).
- Cell phones are to remain turned off and remain in the student's lockers.
- Cell phones may be used at the request and permission of the teacher.
- Lost or stolen personal devices are the sole responsibility of the student and family.

*Mis-Use of Cell Phone will Result in:* First offense students can pick up their cell phone from the Principal. Second offense a parent/guardian will be contacted and will have to pick it up from the Principal.

## **MONTHLY NEWSLETTER INFORMATION**

Newsletters contain important information pertaining to the dates and times of various activities during the year. These will be distributed via e-mail. Our plan is to prepare a newsletter towards the end of each month. Occasionally there will be a need for a special newsletter.

**ST. MICHAEL'S WEBSITE:** <http://stmichaels.christtheteacher.ca>

At St. Michael's School, we send out all documents and forms electronically. We post all registration forms, supply lists, letters and newsletters right on the website. This makes it easier for the parent(s)/guardian(s) to access important information. You can also follow us on Twitter!

## **STUDENT MEDICATION POLICY**

Parents of students requiring medication for health purposes during the school day are to contact the school office. An “Administration of Medication Authorization Form” must be completed prior to any school personnel administering any medications. If it is a prescription medication there is a form to be filled out by your family physician, and there is also a Parental Permission form to be filled out. See the office for details.

## CANADIAN PARENTS FOR FRENCH

Canadian Parents for French is a Canada-wide volunteer network of individuals and families who are interested in the improvement of French second language opportunities for young people. Each province has a volunteer Board and local chapters at a community level. Some of their accomplishments are:

- FETE DU SOLEIL - A one week French immersion day camp during July or August. (crafts, science, sports, music, games)
- "Concours d'art oratoire" - (annually since 1985). This is a national public speaking competition sponsored by CPF for core French, French immersion and French first language students.
- The "Rendezvous" program is a series of activity weekends in French for francophone and French immersion students.
- Over 40,000 young Canadians and their families take part in extracurricular activities in French (summer and winter camps, film and theatre events) which are sponsored by CPF.
- CPF has also purchased French materials for the resource centre. (The CPF Chapter in Yorkton has disbanded)

## STUDENT EXPECTATIONS

It is important that students understand the responsibilities for which they are accountable. The following has been taken from the **Education Act**.

- attend school regularly and punctually;
- provide himself with such supplies and
- materials not furnished by the board of education as may be considered necessary to his course of study;
- observe standards approved by the board of education with respect to cleanliness and tidiness of person, general deportment, obedience, courtesy and respect of the rights of other people;
- be diligent in his studies;
- conform to the rules of school approved by the board of education and submit to such discipline as would be exercised by a kind, firm and judicious parent;

Every student shall be accountable to the teacher for his conduct on the school premises during school hours as the teacher is in charge of the student in class, or while engaged in authorized school activities conducted in out-of-school hours

**Attendance:** Regular attendance is required by students. If your child must be absent, please call the school before 8:55 a.m. or send a note with a sibling to be given to the child's teacher. You also may e-mail your child's teacher or the office directly.

([saint.michaels@cttcs.ca](mailto:saint.michaels@cttcs.ca)) Please indicate the reason for the absence. A student must be at school for 1 ½ hours in the a.m. to be marked present in the a.m. and for 1 ½ hours in the p.m. to be marked present in the p.m. If you must pick your child up from school at any time during the school day, please notify the teacher and the office.

**Long -Term Absence:** If your child will be absent for an extended period of time, please inform the classroom teacher and the office as soon as possible.

**Homework:** Students are expected to do all class assignments missed during their absence. Students should consult with the teacher to catch up on assignments and tests. If a parent will be picking up homework, please indicate the time that you will be picking it up when you report your child's absence. Please call ahead of time. Homework is the sole responsibility of the student. It is suggested that each student set aside at least half an hour each day for homework, reading or some type of educational reflection.

## SCHOOL PROPERTY AND PROPERTY OF OTHERS:

No student shall damage, destroy, or deface any school property or the property of others. All books should be handled with care. Library books must be returned on the date due. Lost textbooks and library books are the responsibility of the student and parent. Lawns, yards, and gardens are private property, PLEASE USE THE SIDEWALKS.

**Bicycles/Roller Blades/Skateboards/Scooters:** Students are not permitted to ride bicycles on the school yard. Bicycles are to be placed in the bicycle rack provided. It is recommended that a lock is used. Roller blades and scooters used to and from school are not to be used at recess. Roller blades/Roller Runners and scooters should be stored in the student's locker. Students in Grade 4 and

under should not use roller blades/roller runners or scooters as a means of transportation. It is not safe! **Skateboards should not be brought to school.** Students using bicycles or roller blades should wear appropriate protection. ie - helmets, elbow pads, etc.

### **COLD WEATHER GUIDELINES**

All students are required to go outdoors at noon hour and recess. On days of adverse weather conditions, students may remain indoors. If a student is required to stay indoors for any other reason, a signed note from the parent must be sent to school indicating the reason. **Policy: -29 and warmer, all students must go outdoors; -30 to -35 going outdoors are optional; -36 and over all students remain indoors (all temperatures include wind chill).**

#### **Appendix 317.1**

#### **WIND CHILL**

Children can be especially susceptible to the dangers associated with winter weather. Their youthful enthusiasm often takes over when common sense and safety should prevail. School administrators need to be sensitive to the dangers winter can pose to children. The health and safety of the children is our prime concern. The following guidelines have been developed, from the Environment Canada Wind Chill Program, to provide in-school administrators with clear direction for determining if outdoor or out of town activities are to be cancelled.

<b>Outdoor Activity &amp; Travel Procedures</b> Wind Chill (degrees Celsius)	Description	Hazard	Procedure
0 to -9	Low	Slight increase in discomfort	Recess/noon hour activities continue as normal.
-10 to -29	Moderate	Uncomfortable. Exposed skin feels cold. Risk of hypothermia if outside for long periods.	Recess/noon hour activities continue as normal.
-30 to -35	<b>Cold</b>	Risk of frostbite. Check face, fingers, toes, ears and nose for numbness or whiteness. Risk of hypothermia if outside for long periods.	Students have the option of going outside or staying inside for noon and recesses.
-36 to -59	<b>Extreme</b>	Exposed skin may freeze in minutes. Check face, fingers, toes, ears and nose for numbness or whiteness. Serious risk of hypothermia if outside for long periods.	Outdoor activities are cancelled. Field trips or extracurricular trips are cancelled at -40 degrees C or colder.

**Discipline** Our process at the present will basically follow these guidelines:

- treat each case with fairness;
- address any negative action in a positive learning manner;
- provide appropriate consequences;
- share behaviour issues with parents when deemed necessary and seek their recommendation for alternate strategies;

**Minor Issues** will be dealt with by supervising staff and/or classroom teacher. The issues will be discussed with administration if the supervising teacher feels that it is important enough. The parent(s) may be contacted. Consequences for minor issues - ie - reprimand, timeout, chores, etc.

**Major Issues** will initially be dealt with by supervising staff, and then reported to administration. The parent/guardian will be contacted for further decision making regarding consequences. Consequences for major issues - ie - timeout extended, in-school suspension, suspension, expulsion

We would like you, the parent, to feel comfortable in approaching us at any time to discuss an issue.

**Peer Mediation:** It is a process in which students are trained to mediate and solve minor conflicts among their peers. The process begins by a teacher referral to mediation of students who are involved with conflict or dispute with other students. It is a process whereby disputants voluntarily agree to be led through a peer mediation session by student mediators. The focus of the session is for disputants to decide on their own solutions to resolve the conflict.

### **WE ARE PROUD OF ST. MICHAEL'S SCHOOL**

At St. Michael's School, your child will feel like a member of a very caring and responsible family. We have professional personnel ready to address academic, physical, emotional, spiritual, social and personal needs. We all work together to see that our students are receiving and excellent, well-rounded and well-planned education. We believe in providing your child with a safe and compassionate environment of excellence while modeling and teaching the values of our Christian faith because we are "Called to love and serve".

## St. Michael's Calendar of Events

*Our Calendar of Activities for this year for both English and French tracks unless otherwise stated are:*

<b>SEPTEMBER</b>	Grade 2 Celebrate Christmas Past
Opening Mass/Liturgy	Student Led Conference
Community Service Group	Inter-City Volleyball Tournament
Open House BBQ – Welcome back and Unpack Evening	School Community Council Fundraiser
School Cross Country Meet	<b>DECEMBER</b>
Gospel Assembly	French Junior Concert
Grade 7 Overnight Canoe Trip	Grade 7 and 8 - 4 School Dance
Grades 1-8 Division Cross Country Meet	Christmas Coloring Contest
Saltcoats Cross Country Meet	Knights of Columbus Keep Christ in Christmas Poster Contest
School Community Council Hot Lunch	Weekly Advent Celebrations
School Photos	Christ the Teacher Catholic Schools Christmas Band Concert
Terry Fox Walk	Advent Social Justice Project (each grade)
<b>OCTOBER</b>	Christmas Concert
School Photo Retakes	<b>JANUARY</b>
OSAC Concert with MC Knoll *	Epiphany Celebration – Blessing of the Water
Faith Gospel Spirituality Assembly	Christmas Mass/Liturgy
Month of the Rosary	Spirit Rally – School Retreat
District Cross Country Meet	Grade 6 Curling
FCC Drive Away Hunger Program	Grade 6 & 8 Asessippi Downhill Ski Trip
ONIVA	Chess Club – Tuesday and Thursday Noon
Thanksgiving Liturgy/Mass	School Community Council Hot Lunch
Volleyball Season begins	Grade 4 Swim Program
Education Week & Scholastic Book Fair	<b>FEBRUARY</b>
School Community Council Hot Lunch	French Second Language Week
Halloween parties & dance	Valentine's Day Parties
Knights of Columbus Special Needs Lunch	Staff Appreciation Week
<b>NOVEMBER</b>	Inter-City Badminton Tournament
Gospel Assembly – All Saint's Day	Chess Club – Tuesday and Thursday Noon
Harvest Showdown – Grades 4 & 7	Winter Carnival
School Community Council Hot Lunch	School Chess Tournament

WE DAY	School Community Council Hot Lunch
Remembrance Day Program with MC Knoll	Family Day/Winter Break
Grade 5 National Child Day – SIGN	
First Term Progress Reports	
<b>MARCH</b>	<b>MAY</b>
Grade 8 Religion Retreat	Kindergarten Registration
Penitential Service	Month of Mary Celebration (Living Rosary)
Music Festival	Grade 3 Bike Rodeo
Grade 8 Cross Country Ski Trip	Grade 5 Rosary Making
Gospel Assembly	Grade 6 Canoe Instruction
Ash Wednesday Celebration	School Community Council Hot Lunch
Grade 2 Friendship Celebration – Service Projects	World Catholic Education Day Assembly
Social Justice Lenten Projects	School & Division Track and Field
Stations of the Cross Lenten Assemblies	Division Oratory Competition
Grade 8 Catch the Spirit Day @ SHHS	Grade 6 Band to Moose Jaw
Racquetball Clinic	<b>JUNE</b>
Second Term Progress Reports	Grade 7 AMPO – Outdoor Education Program
Student Led Conference	Grade 6 Sand Dune Hike – Ecological Study
School Community Council Hot Lunch	Grade 4 Motherwell Trip
Grade 5 Regina Optimist Band Festival	Safety Patrol Swim
	Grade 6 Safety Fair
<b>APRIL</b>	Division I Fun Day
Oratory Competitions – English and French	Year End Christ the Teacher Band Concert
Stations of the Cross Assemblies	Grade 7 & 8 - 4 School Year-End Dance
Holy Thursday Celebration	Service Awards
Easter Liturgy	Year End Mass
School Community Council Hot Lunch	Grade 8 Awards Program
French Junior Concert	Class Year End Parties
Grade 4 Band Try-Outs	
SHHS Channel 22 Rock Band Concert	
Grades 6-8 Spring Drama/ Musical	
	* Various Spirit Days throughout the year.
	* we organize various Junior Concerts or speakers when the opportunity presents itself.