

CREIGHTON COMMUNITY SCHOOL STUDENT HANDBOOK 2015-2016



Vision: Each student who enters our doors shall leave with abundant respect for self and others and the capability to meet the challenges of tomorrow.

Mission: To work together to create a student-centered environment that fosters healthy living, lifelong learning, and responsible citizenship.

WELCOME TO CREIGHTON COMMUNITY SCHOOL

The Board of Education, central office staff, the principal, teachers, students, parents/guardians and community members must all work together to attain our educational goals. The efforts of these partners should be aligned to enable the best educational program for each student. All of our efforts at Creighton Community School are guided by our school beliefs, which are encapsulated in our Mission Statement: ***To work together to create a student-centered environment that fosters healthy living, lifelong learning, and responsible citizenship.***

We strive to focus on the following:

- Each individual is unique and of significant value to our society.
- The constant development and enhancement of programs, activities, resources and facilities shall attempt to meet the needs of the students.
- The pursuit of excellence is a primary goal of this institution.
- The student success of this school is a result of the collaborative efforts of all segments in this community.

Our vision is that: Each student who enters our doors shall leave with abundant respect for self and others and the capability to meet the challenges of tomorrow.

TABLE OF CONTENTS

| | |
|---------------------------------------|-------|
| School Year | 2 |
| Staff List | 3-4 |
| Code of Conduct..... | 5-9 |
| School Rules | 9-10 |
| General Information..... | 10-17 |
| School Board and Division Staff | 17 |

2015-2016 SCHOOL YEAR

| | | |
|-----------|---|--|
| September | Tuesday, September 1 st Monday, September 7 th Wednesday, September 16 th Wednesday, September 23 rd Tue&Wed, September 29 th & 30 th | First Day of Classes Labour Day—No School PD Planning—No Students Open House 5-7pm Picture Day |
| October | Thursday, October 1 st Wednesday, October 7 th Monday, October 12 th | Gr 7-12 Parent Teacher Evening 4 - 5:30pm ½ Day (No Students in PM) PD Planning Thanksgiving—No School |
| November | Wednesday, November 4 th Wednesday, November 11 th Monday, November 23 rd Thursday, November 26 th Friday, November 27 th | ½ Day (No Students in PM) PD Planning Remembrance Day—No School PK-12 Report Cards Go Home Parent Teacher Evening 4-5pm & 6-8pm ½ Day School Closed in PM |
| December | Wednesday, December 2 nd Wednesday, December 16 th Friday, December 18 th | ½ Day (No Students in PM) PD Planning Christmas Concert Last Day of Classes before Christmas Holidays |
| January | Monday, January 4 th Friday, January 29 th | First Day of Classes after Christmas Holidays Administration Day—No Students |
| February | Wednesday, February 3 rd Monday, February 8 th Monday, February 15 th Tuesday, February 16 th -19 th | ½ Day (No Students in PM) PD Planning Gr 7-12 Semester 1 Report Cards Go Home Family Day- No School February Break- No School |
| March | Wednesday, March 2 nd Monday, March 14 th Thursday, March 17 th Friday, March 25 th Monday, March 28 th - April 1 st | ½ Day (No Students in PM) PD Planning PK-6 Report Cards Go Home PK-6 Parent Teacher Evening 4-5pm & 6-8pm Good Friday—No School Spring Break—No School |
| April | Monday, April 4 th Wednesday, April 6 th Monday, April 11 th Thursday, April 14 th Friday, April 29 th | First Day Back After Spring Break ½ Day (No Students in PM) PD Planning Gr 7-12 Report Cards go Home Gr 7-12 Parent Teacher Evening 4 - 5:30pm ½ Day School Closed in PM |
| May | Friday, May 20 th Monday, May 23 rd Tuesday, May 24 th Friday, May 27 th | ½ Day School Closed in PM Victoria Day—No School PD Planning—No Students Elementary Track & Field Day |
| June | Friday, June 17 th Monday/Tuesday, June 27 th -28 th Wednesday, June 29 th | 2016 Grad Ceremonies Admin Day—No Students Report Cards Handed Out – SUMMER HOLIDAYS! |

CREIGHTON COMMUNITY SCHOOL STAFF 2015-2016

| <u>TEACHING STAFF</u> | <u>POSITION/GRADE</u> | <u>SUPPORT STAFF</u> | <u>POSITION</u> |
|-------------------------------|--------------------------------|-------------------------|-------------------|
| Atkinson, Connie (Mrs.) | Sr. Student Support/LAP | Carter, Sherry (Mrs.) | EA |
| Bentley, Wendy | Student Support/Vice Principal | Ferguson, Donna (Ms.) | EA |
| Biberdorf, Ryan (Mr.) | PAA | Gieg, Anna (Mrs.) | EA |
| Brown, Laura-Lee | 4B | Kirk, Bernice (Mrs) | EA |
| Buettner, Lisa (Mrs.) | High School | Lahonen, Cindy (Mrs.) | EA |
| Cable, Vince (Mr.) | High School | Leclerc, Sheila (Mrs.) | EA |
| Clark, Ian (Mr.) | Phys Ed | McCombie, Deb (Mrs.) | Secretary/Library |
| Drapak, Kathryn (Mrs.) | Teacher/Librarian | Moore, Cathy (Mrs.) | EA |
| Ferguson, Maureen (Mrs.) | 2FE | Nasselquist, Lia (Miss) | Secretary |
| Fox, Maureen (Mrs.) | PreKindergarten | Norman, Susan (Mrs.) | EA |
| Fritsch, Kirsten (Ms.) | High School/5FM | Petalik, Nancy (Mrs.) | EA |
| Gray, Ryan (Mr.) | High School/Science | Rice, Leeah (Ms.) | EA |
| Hammond, Krysta | French/5PH | Richardson, Lynn (Mrs.) | EA |
| Hill, Mildred (Millie) (Mrs.) | 3H | Schultz, Kathy (Mrs.) | EA |
| Hovland, Tracy (Mrs.) | Cree/Cosmo/Food | Senyk, Morganna (Ms.) | EA |
| Janzen, Jennifer (Mrs.) | High School | Senyk, Trina (Mrs.) | EA |
| Joa, Catherine (Ms.) | High School/Art | Trumbley, Jodi (Mrs.) | Secretary |
| Madarash, Shauna (Mrs.) | 5FM/High School | Werry, Heather (Mrs.) | EA |
| Madarash, Val (Mrs.) | Kindergarten | | |
| McCorriston, Alisha | 1M | | |
| McKay, Erin (Ms.) | 2M | | |
| McKenzie, Pat (Mr) | High School | | |
| Miller, Mike | High School | | |
| Nickerson, Anita (Ms.) | Music/ELA | | |
| Pawlachuk, Jodi (Ms.) | 5PH/Jr. Student Support | | |
| Pearson, Janel (Mrs.) | Vice Principal/Res Co-ord | | |
| Scully, Hillary | 3S | | |
| Straile, Jason (Mr.) | Principal | | |
| Trumbley, Ryan (Mr.) | High School | | |
| Unrau, Vanessa (Ms.) | Choir | | |
| Veitch, Chelsey (Ms.) | 1V | | |
| Walker, Laurel (Mrs.) | 6W | | |
| Walker, Rod (Mr.) | 4W | | |

COMMUNITY SCHOOL STAFF

| | |
|---------------------------|------------------|
| Elliott, Robertine (Mrs.) | Nutrition Worker |
| Flynn, Darla (Mrs.) | Com. Sch. Worker |
| Reynolds, Roxy (Mrs.) | Com. Sch. Worker |
| Sutherland, Carol (Ms.) | Coordinator |
| Turner, Kody (Mr.) | Rec. Worker |

IT ADMINISTRATOR

MacKay, Kevin

MAINTENANCE/CUSTODIAL STAFF

| | |
|-----------------|-------------|
| Brooks, Dianna | Custodial |
| Davis, Jo-Ann | Custodial |
| Pietsch, Tracy | Custodial |
| Streitle, Marty | Maintenance |
| Woods, James | Custodial |

DENTAL TEAM

Finlay, Wanda (Miss) Dental Assistant

GUIDANCE COUNSELLOR/FAMILY WORKER

Behrman-Laderoute, Kerrilynn (Mrs.) Counsellor
Kowalchuk, Joe (Mr.) Counsellor

PRE-KINDERGARTEN WORKERS

Flynn, Darla (Mrs.) p.m.
Reynolds, Roxy (Mrs.) a.m.

SPECIAL EDUCATIONAL CONSULTANT

Bentley, Wendy (Mrs.)

CREIGHTON KODIAK BUS DRIVER

Dzuibak, Erhart (Mr.)

**SPEECH LANGUAGE THERAPIST
CONSULTANT**

Plamondon, Kara

OFFICE STAFF

McCombie, Deb (Mrs.)

Nasselquist, Lia (Miss)

Trumbley, Jodi (Mrs.)

BOARD OFFICE

Jansen, Sheola (Mrs.) Sec. Treasurer

Phillips, Susan Admin. Sec.

DIRECTOR

Dornstauder, Dave (Mr.)

BOARD MEMBERS

Andrusiak, Tracy (Mrs.)

Clark, Janet (Mrs.)

Fagnan, Hermaline (Mrs.)

Werbicki, Rhonda (Mrs.)

Home and School Communication

It is the school's responsibility to inform parents/guardians when their child is not working in a satisfactory way or is displaying unacceptable behavior. Similarly, the school should make parents/guardians aware when their child is showing improvement in his/her work or behavior. We do this either by a note in the agenda, a phone call, or we may ask parents/guardians come to the school to discuss a particularly worrying situation.

If you are aware of some difficulty your child may have regarding behaviour, homework or other school-related concerns, the first step is to contact your child's homeroom teacher or the teacher of that particular subject. If the situation cannot be resolved after discussions with the teacher, please contact the administration. Where the home and school communicate freely and openly, misunderstandings are less likely to develop, and we will provide a happier, healthier learning environment for the children.

If there are court orders, legal or other documents related to a child's custody, access, etc., it is extremely important that the parent bring a copy of those documents to the school. Please bring updated documents if there is any change in the conditions.

CREIGHTON COMMUNITY SCHOOL

CODE OF CONDUCT

I. VISION

Creighton Community School has incorporated a school-wide Code of Conduct that develops a culture of shared expectations and common understanding that all students, parents/guardians, and staff will use when dealing with behavior and conduct problems that may arise. This process will allow children to learn in a safe, challenging and responsive school setting. This code emphasizes a positive school climate, the general needs of society, and the rights, responsibilities, and duties of people.

The Code recognizes that there are necessary and relevant expectations for students in the school. The Code outlines realistic and effective consequences for behavior that does not meet expectations. Our focus is on prevention (by understanding the inappropriate conduct) and restoration (by repairing relationships damaged by mistakes).

II. SCHOOL GOALS

Creighton Community School is guided by the following principles as outlined in our Mission Statement, which is on the first page of this agenda. Education is a SHARED responsibility among students, staff, Board of Education, parents/guardians, and community. Students must be provided a comprehensive and relevant education based on individual needs with the appropriate support so that all may learn to their maximum potential.

We are all responsible for making Creighton Community School an environment that is clean, safe, secure, and successful. Everyone must be treated with dignity, tolerance, respect and fairness within a framework of rights and responsibilities.

III. STUDENT RIGHTS/EXPECTATIONS

Students have the right to:

- The most appropriate education possible while being exposed to a variety of activities that will nurture and challenge for individual growth and maturity.
- Develop the skills, attitudes, understanding, and values necessary to become responsible citizens.
- Learn in a setting that is safe, non-threatening, and conducive to learning.
- Be treated with respect, dignity, and tolerance.
- Receive programming and support to meet each individual's specific need.
- Be informed of rules, processes and procedures that they are expected to abide by.

Students shall be expected to:

- Attend school regularly and punctually.
- Participate fully to the best of their ability.
- Be prepared for all classes by bringing the required materials and completed assignments.
- Complete all schoolwork missed due to absence from school.
- Respect and treat others with dignity, tolerance, and courtesy.
- Show respect for school property and personal property of others.
- Accept responsibility for their actions and show self-discipline.
- Follow school rules and procedures.
- Resolve conflict in positive and non-violent ways.
- Be accountable to staff for their conduct during regular school hours and during school activities.

IV. STAFF RIGHTS/EXPECTATIONS**Staff members have the right to:**

- Perform their duties in an atmosphere of respect and co-operation.
- Be able to communicate openly and honestly with students, parents/guardians, and other staff members.
- Expect support and leadership from Administration.
- Expect parents/guardians and community to contribute to the educational process.

Staff members are expected to:

- Diligently and faithfully perform all duties and functions assigned and assumed.
- View each student as unique and important to society.
- Plan and organize learning activities with due regard for individual differences, abilities, and needs.
- Assist students to achieve individual potential.
- Maintain firm but fair discipline to maximize learning for all.

V. PARENT'S RIGHTS/EXPECTATIONS**Parents/guardians have the right to:**

- Know that staff will teach the required curricula to the best of their ability.
- Receive timely and appropriate feedback from staff regarding student behavior and progress.
- Expect that students will receive fair and consistent treatment.
- Expect the school to provide a positive learning environment that is orderly, safe, and challenging.
- Have school processes and relevant information clearly communicated to them.

Parents/guardians shall be expected to:

- Encourage regular and punctual attendance.
- Maintain open communication with staff.
- Monitor homework and attendance.
- Provide the student with the support so vital to their success.
- Become actively and directly involved in the educational process.

VI. PROCESSES AND PROCEDURES

Students need to be encouraged to develop self-discipline and learn to make responsible decisions. Self-discipline can and should be encouraged in students on a daily basis by every staff member. However, there is also a need for systematic, school-wide processes to recognize proper behavior and to correct improper behavior.

The process will emphasize the recognition of the positive behavior. The process will also emphasize the correcting of misbehavior and providing support for the student while maintaining the integrity and positive atmosphere of the school.

The Results of Proper Behavior

Staff members use many strategies to encourage and recognize appropriate behavior among students. Our school wide process seeks to emphasize that behaving appropriately is its own reward. However, we will also endeavor to recognize students who are working diligently and behaving appropriately. To that end, we do the following:

1. Catch students doing good things: All staff members have an endless supply of "Caught You Doing Good" certificates that they use to recognize the occasions when students behave in an exceptionally positive way. All certificates are submitted to the office and posted for the month.

2. Recognize Students of the Month: At the end of each month, teachers submit the names of two students from their classroom who exhibited positive behavior or academic success for the month in relation to a designated theme. The nominees are announced over the intercom and published in the school newsletter and one name from each grade area is drawn for a prize.

3. Reward Excellence: The school recognizes positive behaviors (academic and social) through several different awards given out regularly. These include the Northern Saskatchewan Student Achievement Awards, The Lieutenant Governors Awards, and the Student Representative Councils awards for Academic Achievement, School Spirit and Diligence. Additionally, a wide variety of prizes and motivators are distributed at the elementary level.

4. Encourage students to Work-Off Minor Incidents: Teachers will record incidences of incomplete assignments and minor behavior infractions. To encourage students to take responsibility for their actions, a student may approach the teacher within one school day of the incident to discuss and arrange a way to work off the recorded incident. The incident may remain on record, but a note will be included to indicate the student's effort to take responsibility for the incident.

The Consequences for Improper Behavior

We believe that most of the time most of our students behave in ways that are appropriate and reflect our community's standards of decency and respect. However, there are a few rules that must be followed to protect the well being of all and to maintain a positive school atmosphere. The students at Creighton School shall not:

1. Behave in a disobedient or defiant manner.
2. Behave in a way that may intimidate, threaten or injure self /others.
3. Use disruptive, profane, abusive, or offensive language/gestures.
4. Destroy, damage or deface school property or property of others.
5. Invade the privacy of others.

When students behave in an unacceptable manner, consequences assigned will depend on whether the misbehavior is **Minor**, **Serious** or **Major**. In discerning the appropriate category of infraction, the staff member will use discretion and will consider the following:

Activity- what was the actual misbehavior?

Target- did the misbehavior affect people or property?

Intensity- how concentrated or intense was the misbehavior?

Duration- how long did the particular misbehavior last?

Frequency- how often does this student misbehave in this way?

Circumstance- why did the student misbehave this way at this time?

Minor Infractions are behaviors which are disruptive but not necessarily harmful. These include lateness, missing or incomplete assignments, rudeness, teasing, pushing, running in halls, mild profanity, small messes or minor damage to property, rummaging through other's desks, or other similar misbehaviors.

Serious Infractions are those which are disruptive, disrespectful or potentially harmful infractions or minor infractions that are repeated. These may include defiance of authority, smoking, vandalism, truancy, neglect of duties, fighting, using obscene words or gestures, bringing dangerous items to school, theft, harassment or other misbehavior.

Major Infractions are behaviors which are clearly contrary to the safety or well-being of others or the school. Major infractions are often serious infractions which have been repeated but they may also include other misbehavior such as overt opposition to authority, possession or consumption of alcohol or drugs, fights with weapons or where physical injury resulted, major vandalism, chronic truancy, severe profanity, or mental, physical or sexual harassment or other misbehavior.

All Infractions will be dealt with using the best judgment of the staff members involved. If an incident warrants the involvement of administration, a student conduct referral form will be used to document the incident and then be forwarded to the office.

Consequences for Minor Infractions

To further refine students' skills of self-discipline and responsible decision-making, several consequences may be employed when positive reinforcement has failed to encourage the student to behave appropriately. These consequences will be assigned by the teacher, documented and may include:

1. Reminder of appropriate behavior.
2. Warning & reminder of consequences.
3. Seating change.
4. Removal of privileges.
5. Extra work (academic or physical).
6. Restitution.
7. Detention or time out.
8. Parent contact.
9. Student/Parent/Teacher meeting.
10. Creation of student/parent action plan.
11. Referral to the Administration with completed referral form.

If this is the third minor incident per term, consequences shall include:

1. Reminder of appropriate behavior and possible consequences.
2. Detention.
3. Parent contact.
4. Loss of extracurricular privileges for that day.

Consequences for Serious Infractions

At this stage the student has either accumulated three minor infractions or has engaged in serious misconduct. In either case, the consequences will be as logical as possible but will be more severe.

The consequences shall include:

1. Reminder of school expectations rules and future consequences.
2. Meeting of student, teacher and administrator to discuss reasons for misbehavior and to formulate a plan to avoid future incidents.
3. Loss of extracurricular privileges for that day.
4. Detention or work duties.
5. Parent contact.

The consequences may also include

1. Restitution
2. Loss of extracurricular privileges.
3. Meeting with parent, student and administrator.
4. In school suspension for .5 to 3 days.
5. Out of school suspension for 1 to 3 days.
6. Referral to support personnel (counselor, psychologist, etc.).
7. Involvement of outside agency (RCMP, Social Services, etc.).
8. Other appropriate action.

Consequences for Major Infractions

At this stage of misbehavior the consequences can be very severe and long lasting. They shall include:

1. Meetings with administrator, parent and student to review past incidents, remind student of appropriate behavior and make a plan to avoid future incidents.
2. Referral to support personnel or outside agency.
3. Suspension for 1 to 10 days (in or out of school).

Consequences may also include

1. Restitution
2. Loss of extracurricular activities for the rest of the term.
3. Implementation of a behavior/performance contract.
4. Recommendation to the Director of Education of suspension beyond 10 days up to expulsion.

SCHOOL RULES

A student has the right to pursue his or her own goals as long as his/her behavior does not interfere with the learning opportunities of others. While common sense and courtesy are often guide enough, certain regulations are necessary. Your anticipated co-operation and support is greatly appreciated.

Students shall

1. Cooperate fully with all persons employed by the Board and others designated as chaperones.
2. Attend school regularly and punctually.
3. Obtain supplies and materials not furnished by the Board of Education that the principal considers necessary for the student's courses of study.
4. Observe acceptable standards approved by the Board of Education with respect to cleanliness and tidiness of person and general deportment.
5. Be diligent in his or her studies.
6. Follow the rules of the school approved by the Board of Education and accept such discipline as would be exercised by a kind, firm and judicious parent/guardian.
7. Gather and complete all schoolwork missed while he/she was absent.
8. Enter or leave the school through doors designated for their use.
9. Play in areas assigned to them.
10. Remove all outer footwear at the doors and carry it to the classrooms or lockers.

Students shall NOT

1. Litter schoolrooms, halls and grounds.
2. Run inside the school building.
3. Create excessive noise in the halls or near the school.
4. Bring dangerous equipment to school. This includes but is not limited to matches, lighters, firearms explosives, knives, and projective devices. These items will be confiscated.
5. Leave the schoolyard during school hours without written or verbal permission from the parents/guardians and permission from the teacher (PreK-6 students).
6. Play on the roadway or sidewalks near the school.
7. Loiter around the teachers' cars and students' bike racks.
8. Ride bicycles, roller blades or skateboards in the schoolyard.
9. Bounce balls against the stippled walls of the school, except for the designated wall.
10. Eat shell seeds (ex. sunflower) in the school or on grounds.
11. Disregard bells.
12. Engage in horseplay in the school.
13. Throw snowballs or other objects which may cause injury.
14. Wear hats, caps, toques and hoods in the school (PreK-6).
15. Wear tinted or mirrored glasses in school

16. **Smoke** on school property or the road and areas adjacent to the school. Disciplinary action will be taken in the form of suspension for any students who disregard this rule.
17. **Fight** with others. Students fighting or instigating a fight may receive a suspension at first offense.
18. **Possess, use or be under the influence** of alcohol, drugs, or mind/mood altering drugs.

All of the General Rules apply to school related activities within the school and to those away from school. To help ensure the safety of all children and the adherence to rules, **students' packs/bags may be checked at any time during the school year**, particularly prior to and/or during any school activities. Thank you for your co-operation and understanding.

GENERAL INFORMATION

WHY HOMEWORK

Homework can range from verbal assignments to do at home for small children to in-depth research for older students. Each assignment has a purpose in the on-going process of your child's education. Some of the reasons teachers assign homework are to:

- complete unfinished work
- reinforce lessons taught during class time
- give students extra drill in an area where they may need practice
- to help students develop self-reliance and good study habits
- enable parents/guardians to see their child's progress
- strengthen the ties between home and school

Parents/guardians can help with homework by

- Providing a quiet, regular place to work
- Treating homework 'seriously' by not allowing others to interrupt
- Encouraging your child to organize time and materials
- Being the audience for reading practice, spelling and math drills
- Providing information and materials for project work, while avoiding doing it yourself.

If you would like more information please talk with your child's teacher. As the year begins, your child may be bringing more or less schoolwork to complete at home than he or she has in the past. This is partly because the nature of the courses will vary as the student progresses through school and also because teachers differ almost as much as students!

LATE ASSIGNMENTS

Creighton Community School values academic excellence as students learn. To support this standard of excellence, CCS has a late/missed assignment policy. The policy and procedures for late assignments is based on the following beliefs:

- Good communication between teacher/student, student/teacher and student/parent/teacher is important.
- Consistently completing assignments is critical in the learning process for each class.
- Students need to develop a responsible attitude towards their work.
- Meeting deadlines is important.
- Students need to learn to meet deadlines. Deadlines help students learn time management skills.
- There may be extenuating or special circumstances in a student's life that prevent them from meeting deadlines. They should be discussed with the teacher before assignment is due.
- Adhering to deadlines ensures that all students have their work corrected at the appropriate time and that feedback is communicated to students.
- students will be given an acceptable amount of time to complete an assignment;
- teachers will employ a variety of strategies to aid the student in learning the value of planning, time management, and punctuality and will involve the student support team where necessary

The following guideline is used when assigning consequences relating to the late submission of assignments. Teachers are encouraged to use an extension process for students who, for various

reasons, know that he/she will not be able to meet the assignment deadline. Students are encouraged to speak to their teachers if they foresee that they will be late with an assignment and work out an alternative due date and deadline date. This is at the teacher's discretion to accept the proposal and allow an extension.

For Grade 7-12 classes the following late practices will be in place:

1. A due date will be clearly communicated with the student(s)
2. A deadline date will be clearly communicated with the student(s)
3. When the student(s) hand in their assignments prior/on the due date there will be no penalty given
4. If a student(s) hand in their assignment after the due date and before the deadline date, the student's assignment will be deducted at a rate of 5% per day up to a maximum of 30%.
5. If a student does not hand their assignment prior to the deadline date, the student's assignment will receive a maximum mark of 50% and no feedback will be given.
6. Once the teacher has handed back an assignment to the students, the student(s) will not be able to hand in their assignment and will receive a score of 0%.

HOW PARENTS/GUARDIANS CAN HELP

The most important thing that a parent can do is to take an interest and active role in your child's education. Any way that you become positively involved in your child's school life will improve his or her chance for success.

Another way for parents/guardians to help is fundraising. Fundraising has become a necessity for most schools in Saskatchewan in the face of shrinking resources. While we've taken serious measures to ensure the continuation of a quality "core" program, some of our "extra" programs have been in jeopardy. The extra programs (i.e. skating, swimming, Theater Productions, Multicultural Presentations, etc.) enhance the well-rounded education of our students and should be protected. If you can help out please let our Community School Coordinator, Mrs. Sutherland, know. Thank you for your support.

Finally, volunteers are more than welcome and well utilized in our school and they are very much appreciated. If you would like to get involved in your school this way, please contact Mrs. Sutherland.

REPORTS TO PARENTS & PARENT-TEACHER INTERVIEWS

K-6 has three reporting periods (Nov., Mar., and June). Gr. 7-12 has four, Nov., Jan, Mar., & June. Reports are 2 sections: academic curricular outcomes, and commitment to learning/social competencies (behavioural skills).

Student Marks are based on:

Curricular Outcomes:

- a) daily work
- b) assignments
- c) projects
- d) tests & quizzes
- d) unit-end tests
- e) term exams
- f) final exams (gr. 7-12)

Behavioural Skills:

- a) Organizes self and work
- b) Completes assignments in a timely fashion
- c) Works independently
- d) Demonstrates responsibility and interest in own learning
- e) Accepts responsibility
- f) Demonstrates respect and courtesy in various situations
- g) Demonstrates active listening skills
- h) Demonstrates cooperative group skills

Parent-Teacher Interviews occur after the report card in K-6 or mid-term report in gr. 7-12. Watch the monthly Newsletters for dates and details. **However, please contact your child's teacher immediately if you have questions or concerns throughout the year.**

6-DAY CYCLE

Classes are organized around a 6-day cycle, so students need to be aware of what day of the cycle that each particular school day is. CFAR advertises the cycle-day during community announcements. Bells that indicate the beginning and ending of grade 7-12 classes, and students are expected to be **in class when the bell sounds**

SCHOOL OPENING AND DISMISSAL

We have a bell at 8:40 am every day at which time students may enter the building. The doors of the school are not unlocked before 8:30 am and formal supervision starts at this time. Any students on the school grounds prior to 8:30 will be requested to leave. **Please time your child's morning so that he/she will arrive around 8:40 a.m.** If you have a conflict with home and work schedules for example, please make personal arrangements to have children supervised during what would normally be considered non-school hours. Your co-operation is appreciated.

For legal and safety reasons, students are to proceed home immediately upon school dismissal (normally 3:35) unless participating in a school sponsored activity with parental permission. Parents should expect their children to arrive at home accordingly. The school discourages the practice of playing on school grounds prior to checking in at home. Once the child has checked in at home, play arrangements are the responsibility of parent or guardian.

ATTENDANCE

Regular school attendance is the responsibility of the parent/guardian and pupil and is required by The Education Act, 1995. Successful school performance is directly influenced by regular attendance. Chronic absenteeism will negatively affect learning and participation marks.

If a student is absent from school, the parent/guardian shall notify the school of the absence and provide a reason for the absence. If the school does not hear from the parent/guardian in a timely manner the school secretary will attempt to contact the parent/guardian (on a daily basis for preK-6 students).

The parent/guardian shall contact the school if the student is required to leave the school at some time other than at the end of the school day.

It is the student's responsibility to complete work missed if the student is late or absent. Tardiness will be treated according to our code of conduct.

Attendance/Late Policy for High School Students

Regular school attendance is the responsibility of the parent and pupil and is required by The Education Act. Successful school performance is directly influenced by regular attendance. Chronic absenteeism will negatively affect learning and participation marks.

Rich learning experiences require participation in class discussions, and other knowledge building activities. These activities cannot be done for homework or outside of class time. This is why regular attendance is critical for students to succeed in their courses.

The Process for dealing with absences/lates is as follows:

1. Phone calls from the classroom teacher will be made if a student is has missed four to six (4-6) classes.
2. After eight (8) absences in a class, a letter and report will be sent to the parents indicating the absences.
3. After twelve (12) absences in any course, a letter, a report, and phone call from administration will be made to determine the student's performance and to determine if the student's academic program needs to be modified.

4. After sixteen (16) absences in any course, a meeting will be held to determine the student's performance and to determine if the student's academic program needs to be modified by discontinuing the class. This meeting will involve the student, parents/guardians, the Principal or his/her designate the course instructor, counsellors and other persons as deemed necessary.
5. If absences continue following the meeting Administration, in consultation with other persons as deemed necessary, shall make a determination in regards to the student's continuation with the course.
6. If a student misses twenty (20) classes in a semester, the student will be removed from that course. Administration has final say if there are circumstances that arise to make exceptions.

Clarification of what an absences is:

A student whether excused (parent aware) or unexcused (parent unaware), is an absence. These absences, aware or unaware, will count towards their total absences in a course. The only absence that will not be a part of the total absences will be school sponsored events (extra-curricular, band, choir, etc.)

Late Policy Clarification:

Students that are late to their courses disrupt the learning process of other students and create an unfair learning environment to others. We recognize that students maybe late from time to time due to some circumstances. If a late is unexcused (parent unaware or parent does not contact the school), the amount of minutes late will be recorded in the students attendance. If a student's late minutes add up to sixty (60) minutes, or more, they will then incur an absence for every sixty (60) minutes. These absences will be added to the number of absences they have in that course.

Attendance and Missing Exams

Students are expected to be present for all examinations that they are scheduled to write. If a student misses an exam:

- Due to illness: if a student misses an examination due to illness, the parent/guardian **must** contact the school before the examination. Arrangements to write the examination at another time will be made in consultation with the course instructor.
- Due to reasons deemed acceptable by the Principal or his/her designate: if a student must miss an examination due to reasons other than sickness, the parent/guardian **must** contact the school before the examination. Arrangements to write the examination at another time will be made in consultation with the instructor.
- Due to disregard for the examination: missing exams without an acceptable reason, as determined by The Principal or his/her designate in consultation with other persons as deemed necessary, may result in a mark of '0' for that examination.

MEDICATION

For safety and practical purposes it would be appreciated if medicinal drugs were not sent to school at all, but it may sometimes be necessary. If it is, parents/guardians must request that the school administer medicine, and the request must include supporting documents from a medical doctor.

A responsible adult must bring the medicine to the main office at school and the container must have instructions and the official pharmacy label on it. Students should not transport medicine to or from school.

DRESS CODE

Students may express their individuality through fashion, but some clothing is not appropriate in a school setting. For example, short shorts, halter or tube tops, and clothing that exposes midriffs or cleavage are not permitted at school. As well, clothing or accessories that show offensive images, slogans or logos that promote violence, racism, sexuality, alcohol, tobacco or illegal drugs are not to be worn at school.

Indoor footwear is required for health and safety reasons, so students must take outer footwear off at the door and need to have a second pair of shoes to wear solely in school. In the same way, outerwear such as jackets and headwear (hat policy in place for grades 7-12) must be removed in school and stored in the student's locker or storage area.

As with other school rules, the dress code applies to all school-sponsored trips and activities, however exceptions to the dress code may be permitted during special school events. All dress code enforcement decisions will be based on the best standards reflected in our community.

As a final note, parents/guardians are expected to ensure that children are dressed properly for the conditions outside (warm jackets, ski-pants, mitts, toques, etc. for cold weather). Students in grade PreK-6 are expected to go outside for recess and noon hour, except under extreme conditions.

DRUGS AND ALCOHOL

The school environment must be alcohol and drug free to provide the best opportunities for student success. Staff will work with parents/guardians, students and others to realize the goal of an alcohol- and drug-free school by: promoting prevention strategies; providing educational opportunities about the dangers of drugs and alcohol; and, responding appropriately to alcohol and drug related incidents by following proper disciplinary measures and facilitating rehabilitation by referral to external agencies where appropriate.

At CCS, we maintain a zero tolerance perspective towards drugs and alcohol at school or any school-sponsored activity: ***there is no amount of alcohol or drugs that a person may consume or possess that is acceptable.*** Alcohol and drug related incidents will be dealt with as "Major Infractions" according to our Code of Conduct.

COUNSELLING SERVICES

Mrs. Behrman-Lateroute and Mr. Kowalchuk are the Counselor/Family Workers and are available to work with individuals or families. Please feel free to contact one of them for counseling needs or referrals.

Personal Counselors are bound by confidentiality regulations, and cannot reveal the details of personal discussions to others, except in extreme cases where required to by law, or if the client gives permission.

SELECTING AND DROPPING CLASSES

Courses selected or dropped have a significant impact on a student's future, so it is important that these choices be made carefully. Whenever possible students should keep "doors open." When selecting or dropping courses, students will communicate with parents/guardians, teachers, counselors and the Principal or his/her designate. In addition, students and parents/guardians are encouraged to attend the course selection meetings held in the spring of each year. These meetings provide valuable information for parents/guardians and students

To select classes, students must submit the completed **Course Selection Form** by the deadline indicated on the form. The completed form will contain the student's course selections and signatures of the student, parent/guardian, vocational counselor and the Principal or his/her designate.

To drop classes during a block, students must:

- Demonstrate attendance and effort for at least the first three periods.
- Attend a meeting with the teacher, parent/guardian, vocational counselor and the Principal or his/her designate to discuss reasons for dropping the course.

- Present a plan for what will be done with the time created by dropping a class that identifies which course will be taken in its place or what will be done with the spare period, if appropriate.
- Submit a **Change of Program** form that includes the change of course information and signatures of the student, parent/guardian, teacher, vocational counselor and the Principal or his/her designate.
- Maintain enrolment in the minimum number of courses.

To change course selections prior to the commencement a semester, students must submit a completed change of program form. These changes will only be approved **if** it is administratively possible.

YEARBOOKS

To ensure you receive a yearbook, please be sure to pre-order one in the spring. They arrive in September, but few copies are available for those who did not pre-order.

DENTAL CLINIC

The Dental Clinic will resume its regular hours of 8:00-5:00p.m. Medical update forms will be sent home and must be returned prior to check-ups this year. We had difficulty receiving them in the past, so please return them as soon as possible so check-ups can be completed.

A reminder to all parents/guardians, we provide dental service at the Sandy Bay Clinic 1 week a month, so we are not always in Creighton. Please call us at 688-8628 if you have any questions or concerns.

NOON HOUR

It is strongly preferred that town students eat lunch at home. Town students who remain at lunch are under the same supervision process as bus students. Grade 1-6 students may eat lunch in their homerooms. **Please do not send lunches that need to be heated before eating.** Students do not have access to microwaves, but some hot lunches can be purchased at our canteen. PreK-6 students who are eating lunch at school will not be allowed to leave the school grounds during the lunch hour. **All preK-6 students will also not be allowed to leave the school grounds during recess.**

Grade 7-12 students may eat their lunches in the student lounge, where they have access to a microwave. There, they can do other activities such as schoolwork, reading, etc., or, as scheduled, in some other location. There are activities organized in the gym for students to enjoy.

At all times safe and responsible conduct is expected. Any students who abuse the privilege of eating at school during the lunch hour may have this privilege removed.

LOST AND DAMAGED LIBRARY BOOKS

If library books or magazines are lost (and not returned one month after due date) or damaged beyond repair, students will be charged the cost of the books. If a lost book is found and returned in good condition (within the school year) the money paid will be refunded minus a 10% penalty per month from the due date on the book. Extenuating circumstances may be considered and may result in an adjustment of the overall penalty. If a book is found and returned beyond repair, no refund will be given.

OPEN CAMPUS POLICY

High School students (gr. 10-12) are free to leave the school premises and grounds during unassigned time (spares and breaks). Students in grades 7-9 do not have this privilege and they are to remain in the school or on school grounds during these times.

INTERNET USAGE

We are fortunate to have a completely networked computer system in our school with high speed Internet access. This provides some tremendous opportunities for learning and all students receive some technology instruction. Before using the Internet, students must read and agree to the CCS acceptable use of technology guidelines.

BUSSING

Creighton School Division, the bus drivers and the bus contractor have the responsibility to ensure the safe transportation of students. The cooperation of parents/guardians and students is requested to ensure safe operation of busses. The bus is to be viewed as a school classroom.

The bus driver is required to supervise students and to maintain good discipline and safe bus operating conditions. Therefore, students will obey the driver's instructions at all times. The School Board endorses a code of conduct of behavior and parents/guardians are encouraged to see the complete policy but some basic rules are listed below:

1. Follow the driver's directions immediately.
2. Keep your hands, feet and other objects to yourself.
3. Stay seated unless directed by the driver to do otherwise.
4. Talk quietly, using only appropriate language.
5. Smoking, drugs, alcohol and anything hazardous are prohibited.
6. Non-bus students must provide a note signed by the Vice-Principal to ride on a school bus.
7. Do not eat or drink on the bus.
8. Sit according to the school bus seating plan.
9. Get on and off the bus only at your assigned stop.

Choosing not to follow these rules will result in one or more of the following:

1. A verbal warning from the bus driver.
2. A written report of misbehavior from the bus driver to the principal.
3. An interview with the student and/or parents/guardians to review the rules and reasons for them.
4. Suspension of bus privileges and/ or suspension from school may result from serious or repeated misbehavior. If a suspension occurs, it is the parent/guardians responsibility to arrange for student transportation to and from school or to arrange a home study program.

STUDENT FEES

Several one-time fees are collected:

1. \$5.00 for all grade 1-6 students to offset the cost of the agenda.
2. \$25.00 for all grade 7 students to pay some of the cost of materials used in PAA.
3. \$35.00 for all grade 8-12 students for selected P.A.A. courses.
4. \$40.00 refundable fee for textbook, library book and lock protection will be collected as students enter gr. 7. This fee will be refunded (minus any deductions for lost or damaged books) when the student leaves the school or graduates. At the beginning of each year, students must replenish their fee if any deductions were made during the previous year.
5. **Please make payments at the general school office at the beginning of the Semester in which the course is taken;** receipts will be issued at time of payment. Please note that fees will be reviewed annually and are subject to change.

DOORS AND BIKE RACKS

Grade 7-12 students must enter through the Northeast Door or the Parking Lot Door. All students should use the bike racks nearest to the door they enter.

LOCKERS AND LOCKS

Each grade 7-12 student is assigned a locker and issued a lock. The cleanliness of the locker inside and out is the students' responsibility. Students are required to keep lockers locked and keep the combination to themselves. Students must use school-supplied locks and only locks broken through normal use will be replaced with no cost to the student. Also, **lockers are the property of Creighton School Division 111 and may be searched as deemed necessary, without notice, to maintain good order in the school.**

PRACTICAL AND APPLIED ARTS (PAA) COURSES

All grade seven students will continue to take a variety of PAA courses. PAA courses include "Shop" and "Home Ec" content but a variety of new material as well. In grade 8 and 9 students will take further PAA courses but have some choices about the modules they take. In grade 10-12, students will choose PAA to fulfill their eventual graduation requirements.

PHYSICAL EDUCATION CLASSES

Physical Education is compulsory for all students until grade 11. If a student is unable to participate in a particular class, we ask that the problem be explained in a note from the parent or guardian. Another reason, which we accept for abstaining from physical education (particularly for a prolonged period), is for a medical condition and we do require a medical statement for our school records in such a case. Just a short note from your physician explaining the problem will be adequate.

Students unable to participate may be asked to write appropriate reports to meet class requirements. Students are required to have a complete change of clothes (T-shirt, shorts or sweats, socks, etc.) for Phys. Ed. Only runners with non-marking soles will be allowed to be used in the gym.

SCHOOL BOARD AND DIVISION STAFF

The following people work hard on behalf of the students of the Creighton School Division. Please show them your appreciation!

Director of Education

Mr. Dave Dornstauder

Secretary-Treasurer

Mrs Sheola Jansen

Administrative Assistant

Mrs. Susan Phillips

Board of Education

Mrs. Janet Clark - Chairperson

Mrs. Tracy Andrusiak

Mrs. Hermaline Fagnan

Mrs. Rhonda Werbicki



HAVE A GREAT YEAR!