

Principal's Message

September 12, 2023

The 2023-2024 school year is underway! September is a time of renewal, a fresh start, and a chance to embrace the opportunities that lie ahead.

I am excited to welcome all returning families and staff back to our school, and I extend a warm welcome to those who are joining our school community for the first time. Our dedicated staff members worked hard preparing for the year ahead, ensuring that your child(ren) have access to a safe, nurturing, and enriching learning environment. Welcome to our 2023-2024 new staff members: Ashley Jewitt – 7-12 Teacher and 10 Homeroom; Rachelle Little – Library Clerk and Mentor.

Every year, we are committed to fostering not only academic excellence but also the holistic development of each student. We will encourage curiosity, creativity, and critical thinking while nurturing empathy, respect, and a sense of responsibility towards one another and the world around us. There are already wonderful classroom projects and experiences happening each day; please remember to ask your child(ren). We are looking forward to co-curricular and extra-curricular experiences throughout the year. September focuses our school-wide attention on Terry Fox and Truth & Reconciliation. The SLC is planning its activities for the year. The Saskatchewan Rivers Students for Change representatives will be involved in their first meeting at the Education Centre. We already have students signed up for Volleyball, Cross Country Running and Football. The School Community Council and school staff are hosting a Back to School Event. It's a busy month!

I encourage all families to take a look at the Highlights and Treasures each month. This newsletter is one means of communicating important information regarding school events and guidelines. Communication also occurs through the use of the school handbook, phone calls, texts, emails, Edsby, Progress Reports, Progress Conferences, the school website, SchoolMessenger, and the school Facebook page. Thank you for contacting your child(ren's) teachers when you have questions or comments regarding their instruction or well-being. As we navigate through the school year, let's remember that we are a community, a family, and together, we can overcome any obstacles that come our way. Let us approach this year with enthusiasm, open-mindedness, and a willingness to learn and grow.

Thank you for your engagement in the education of your child(ren). If you have comments, questions, or concerns, please feel free to contact me at 724-2181, or cschwehr@srsd119.ca.

Here's to a fantastic year ahead!

Mrs. Corrine Schwehr

École Debden Public School Staff 2023-2024

- Mrs. Corrine Schwehr – Principal, Secondary/Post-Secondary Transitions Teacher, Inclusive Education Coach
- Mr. Armand Tetreault – Vice Principal, Teacher Grades 7-10
- Mr. Ean Prosser – 11/12 Homeroom, Teacher Grades 7-12
- Mrs. Ashley Jewitt – 10 Homeroom, Teacher Grades 7-12
- Mrs. Amanda Cyr – 9 Homeroom, Teacher Grades 7-12
- Mrs. Diana Couture – 7/8 Homeroom, Teacher Grades 7-12
- Mrs. Gisele Poirier – 5/6 Immersion Homeroom and Elementary Classroom Teacher
- Mrs. Angie Thiessen – 5/6 English Homeroom and Elementary Classroom Teacher
- Mrs. Denise Dumais – 3/4 Immersion Homeroom and Elementary Classroom Teacher
- Mrs. Chelsea Bennett – 3/4 English Homeroom, Inclusive Education Coach and Elementary Classroom Teacher
- Mrs. Brenda Eversen – K1/2 Immersion Homeroom and Elementary Classroom Teacher
- Mrs. Kendall Person – K/1/2 English Homeroom and Elementary Classroom Teacher
- Mrs. Corine Amundson – Secretary
- Mrs. Serena Collins – Educational Associate
- Mrs. Liz Bilodeau – Educational Associate (.5)
- Mrs. Connie Bailey – Educational Associate (.5)
- Mrs. Rachelle Little – Library Clerk (.5) and Mentor (.5)
- Mrs. Laurel Hufnagel – School Counsellor (at school on Thursdays)
- Mrs. Charma Belair – Head Caretaker
- Mr. Von Bondame – Caretaker (.5)

Debden Public School is a NUT-FREE & SCENT-FREE zone!



To avoid causing a severe allergic reaction, please refrain from bringing food into the school that contains nuts. We also ask that staff and students refrain from wearing highly fragrant products when coming into our school building.



In the interest of student safety we are asking all parents to follow these suggestions when picking up their children at the end of the school day. It gets rather hectic in the staff parking lot at dismissal time, with children running all over the parking lot headed to their ride.

- *Please arrive prior to the 3:15 dismissal bell.
- *Please use the stalls on the right hand side of the lot, parallel to the main side-walk, whenever possible.
- *Back in to the stall if possible.
- *Encourage your child to use the sidewalk and avoid going through the parking lot to your vehicle.

If the parking lot is full, please park on the street.

Thank you for your cooperation in ensuring the safety of our children.

Canteen

The school canteen is open during the 1st recess (11am - 11:10am) for high school students and again during the noon break for K-12 students. We have a variety of snacks and drinks available. We are always looking for new items, so if you have any suggestions, please let us know.

Noon Hours for Gr. 7-12 Students

9-12 students can go up town at noon without consent.

 7-8 students require a written consent for permission to go up town at noon (to be given to their homeroom teacher or office), unless the student

Please Be On Time!

Please remember that the school day begins at 8:50am. Students should be at school by 8:45.



Classes begin after lunch at 12:50pm. Students should be back at the school by 12:45.

Text

Yes to 978338

To begin receiving important messages from **Debden School**.

We use this text feature to inform our parents/guardians about the following:

- *upcoming events
- *bus cancellations
- *messages to check your email or Edsby account
- *other school related items.

Bell Times

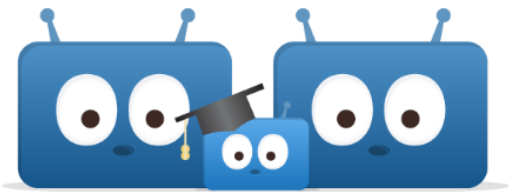
8:50 - 8:55	Warning Bell/Attendance
8:55 - 9:55	Period 1
9:55 - 10:00	5 minute break/class change
10:00-11:00	Period 2
11:00 - 11:10	10 minute recess break
11:10 - 12:10	Period 3
12:10-12:50	Lunch Break
12:50 - 1:55	Period 4
1:55 - 2:10	15 minute recess
2:10 - 3:15	Period 5



Edsby for Parents

Edsby for Parents

Fall 2023



Grade 1-9 Grading Scale

Click on the QR code to access

Edsby for Parents - Find lots of frequently asked questions & get help navigating through Edsby.

Noon Meals & Milk Cards

Our Noon Meal Program has begun. Orders can be made through our online payment system, [School Cash](#). The meals will only be available to purchase the week prior to being served. Thanks to Mrs. Cyr & her PAA 30 class for making our Thursday meals!

You can also purchase milk cards for your child(ren) on School cash for \$20.00. This will get you 18 (250 ml) milks. Students can decide each day if they want a milk. Once the card has been used up - it is sent home with the student as a reminder to purchase another if desired.

School Cash



We also post other items available to our students throughout the year. When a new item is posted a reminder email is sent out to parents through school cash.

If you need help setting up your School-Cash account, please stop in at the office or give us a call.

Student Registration forms are due!!

We are still missing some student registration forms from our students. All returning students must fill out a student registration form. Click on the QR to fill out the online form.



Don't forget your water bottle!

Students - please bring a reusable water bottle to school. We have 2 water refill stations available with RO water.



Indoor Shoes are required for school!

All students should have a pair of indoor shoes that are left at the school and to be used inside the school only (including gym class). Dirty &/or wet shoes/boots must be left on the boot racks.



School Bus Rules

The following general rules apply to all students traveling on a school bus:

- The student is to be ready to board the bus at the appointed pick- up time, both before and after school.
- Students are to show respect to the driver and understand that the bus driver is in charge at all times while on the bus.
- The bus driver has the right to assign seating.
- Students must observe instructions given by the bus driver when they are boarding, riding or leaving the bus.
- Students must stay in their seats while the bus is in motion.
- Students shall not attempt to board or leave the bus while it is in motion.
- Profanity is not permitted.
- No part of the body is to protrude out of an open window.
- Students shall not eat while on the bus.
- Use of alcohol or non-medical drugs, tobacco, as well as vaping equipment is prohibited

Handbook Highlight

* Our school handbook can be found on the school website.

Each month in the Highlights and Treasures we will be highlighting something from our school handbook. This month we are focusing on the *Communication Protocol*, *School Wide Behaviour Plan & Discipline Process*, and *Three-Step, Solution-Based Intervention Plan*.

Communication Protocol

In order to protect the rights of all individuals, there is proper protocol for students /parents to present concerns.

Step 1 – Your concern should be brought forward as soon as possible after the incident has occurred. You must initially go to the individual(s) involved (the person/people with whom you have the concern), prior to discussing the matter with other staff members.

Step 2 – If the issue cannot be resolved, contact the in-school administration team (Principal and/or Vice-Principal). Please inform the individual with whom you have the concern that you will be bringing the issue to in-school administration.

Step 3 – If the matter remains unresolved, the parent may request a meeting with the Superintendent. Please inform the in-school administration that you will be contacting senior administration at Saskatchewan Rivers Public School Division office.

Step 4 – If further discussion is required, the parent may ask to meet with the Director of Education.

Step 5 – The parent may request the issue to be heard by the Board of Education.

School Wide Behaviour Plan & Discipline Process

We use a *Three-Step, Solution-Based Intervention Plan* to complement various proactive strategies in place.

Guiding Principles

- To encourage responsible behaviour and good choices.
- To make students aware of consequences for behaviours through a restitution approach to discipline.
- To promote a supportive school environment, using a proactive, systematic approach.
- To develop strong personal relationships between – and among – staff, students, and families.
- To cultivate respect for self, others, and property by all members of the school community.
- To focus on developing and acknowledging positive social behaviours.

We believe teaching individuals to take responsibility for their behaviour motivates behavioural change. By implementing logical and consistent consequences and providing opportunities to become responsible and caring members of our communities, students learn about behaviours, choices, and their impact on others while maintaining individuality and dignity.

The guidelines and rules we have in place are intended to facilitate an atmosphere that leads to the most productive, rewarding and satisfying experience possible for students and staff.

Bullying and harassing behaviours of all types are unacceptable:

- Physical: pushing, grabbing, hitting, pinching, spitting, tripping, etc.
- Verbal: teasing, racial slurs, threats, put-downs, swearing, etc.
- Social: gossiping, social rejection, embarrassing others, etc.
- Sexual: jokes with a sexual theme, gestures or actions of a sexual nature

The Three-Step, Solution Based Intervention Plan is a discipline process used to:

- develop self-discipline
- increase each student’s sense of belonging
- help students deal with personal issues
- provide encouragement, direction, guidance, modeling and consistency
- strengthen interaction between the school, the home and our communities

Positive reinforcement will be used regularly on an individual and classroom basis.

Consequences are an integral part of our discipline process. We attempt to provide consequences for misbehaviour that are logical, realistic, consistent, related to the offence, and provide an opportunity for restitution. Consequences will be fair but they will not necessarily always be same. A consequence that is effective and appropriate for one student may be ineffective and inappropriate for another.

It is not possible to list every potential violation of expected student conduct. We expect students who are in doubt about the appropriateness of a particular behaviour to be guided by the principles of common sense, respect and common courtesy. Students who successfully apply these principles should have very little difficulty in the area of discipline.

Handbook Highlight Continued

Three-Step, Solution-Based Intervention Plan

Students come to school to get an education. Learning occurs best when the school atmosphere is positive, orderly, and respectful. It is important for students to develop self-discipline. This requires the help of parents/ guardians and staff. When students are unable to comply with school expectations, guidelines, and rules, the Three-Step, Solution Based Intervention Plan will be used to help students get back on track.

At any given time, a student may move immediately from step one to step three of the intervention plan.

Step 1 – Student does not follow guidelines.

- Staff member identifies the inappropriate behaviour
(ex. “Your behaviour is not acceptable.”) and reminds student of the rule.
- Staff member helps the student control the behaviour.
(ex. talks to the student privately, moves the student to another part of the room away from the source of misbehaviour) and talks about suggestions for behaviour improvement.
- Staff member removes the student from the classroom or activity.
(ex. student is moved to another classroom or to a supervised time-out)

Step 2 – Student continues to disregard the guidelines.

- Staff member goes through the actions as in step 1.
- The student discusses &/or completes a Student Action Plan.
This requires the student to state the problem, the cause of the problem, his/her plan to solve the problem if faced with it again in the future, and what restitution will be made in light of the suggested behaviours for solving the problem at this time.
- Teacher contacts the parent(s)/guardian(s).
Parent(s)/ guardian(s) is/ are reached: issue is discussed; contact is documented; parent is informed about the Student Action Plan.
- Parent(s)/ guardian(s) is/ are not reached: teacher phones again at a later time; contact may be made through Edsby, email, or a letter may be sent home.

Step 3 – Chronic / Severe Misbehaviour

Chronic and/or severe misbehaviour may include, but is not limited to: (a) physically dangerous behaviour, (b) illegal acts, (c) extreme defiant behaviour, (d) violence and/or harassment.

- If possible, staff member goes through the actions in steps 1 and 2.
- The staff member may recommend the student be moved to home study.
- Staff member refers the student to the administrators of the school.

The discipline process will immediately move to STEP #3 at any point where the student fails to show respect for the process or a common understanding cannot be reached. This level of behaviour will involve administration and/ or counselor(s), and parents/guardians. Following Step 3, there will be a process for re-admittance to the regular classroom setting. This procedure will be designed on an individual basis, in consultation with parents/ guardians, and teachers and/ or administration, depending on circumstances and needs.

The teachers and/ or administration – in consultation with parents/ guardians – may choose from the following options for non-compliance and re-admittance to the regular classroom setting: (a) restitution and/or restoration and/or reconciliation, (b) loss of privileges, (c) noon study hall, (d) home study, (e) community or school service, (f) counselling, (g) mediation and/or intervention (h) suspensions, (i) interventions (ex. RCMP, treatment centers, etc.), (j) assessments (k) expulsions.

Saskatchewan Rivers Students for Change (SRSC)

The Saskatchewan Rivers Students for Change comes together regularly to discuss challenges and opportunities in education, to take part in leadership and learning opportunities, to plan actions and events, and to advocate for student learning and wellbeing. The SRSC provides advice and student perspective directly to the school board on a regular basis through two elected student trustees, with a focus on bettering student experiences in schools and improving results for the division.

The SRPSD Board has committed to directly involve students in the governance of the school division; to provide for a mechanism where students could share their perspectives and opinions on education with their locally elected trustees; to maximize student voice and the opportunities available for young people to engage in division-wide leadership and capacity building. Amplifying student voice in the decision-making structures of the school division has also paved the way for partnership building, innovation, enhanced student engagement and a critical cultural shift in school and division culture where students are invited to lead change and affect student achievement and outcomes.

All SRPSD K-12/ High Schools provide 2-3 student leaders to represent their school on the SRSC to bring forward local school concerns, information items and actions to the SRSC committee and subsequently to our Board of Education. A focus in the selection of the students is the divisional context of the SRSC outlined above, as well as other considerations. The effort is made to include students: who reflect the school demographics, have diverse experiences, provide leadership within the school, have capacity to further develop their skills as student-leaders, are willing to authentically engage and contribute to the governance process of the school division, and who have the ability to commit to meetings.

Congratulations to the three students who have been selected to be our representatives for 2022-2023: Kara Thiessen, Ayla Peterson, and Lucy Lockhart.

Dear Parents/Guardians:

LETTER OF FAIR NOTICE – Prince Albert Risk Assessment Protocol

The Saskatchewan Rivers Public School Division Board (SRPSD) is committed to providing safe learning environments for all students, staff, school visitors and community members. We believe that by working together with students, their families, and the community, we can support young people to be healthy and happy.

Our principals, vice-principals and school social workers receive training developed by the [Centre for Trauma Informed Practice](#) to lead a process called Assessment of Risk to Others (ARTO). This training has led to the development of a community protocol to help principals protect students from potential threats to safety or serious harm. The protocol helps schools respond quickly to threatening incidents.

The Prince Albert Community Risk Assessment Protocol outlines how schools will respond to threatening or worrisome behavior. Principals will convene a School Risk Assessment Team, which typically will include the principal/vice-principal, a school counselor and a police officer. Depending on the severity of the potential threat, principals may also consult with the Superintendent of Schools and call in members of the Community Risk Assessment Team. This Community Team may include representatives of community agencies such as local Police, Mental Health and Addiction Services, or Child and Family Services.

Parents and guardians will be notified as soon as possible in the ARTO process. If parents/guardians cannot be reached or if they choose not to provide consent, the risk assessment may still proceed. Personal information shared throughout this process will respect and balance each individual's right to privacy with the need to ensure the safety of all.

This letter is to serve fair notice that SRPSD will take decisive action when a serious threat has been made. Our goal, as always, is to ensure student safety in a caring learning environment.

Sincerely,



Tom Michaud Superintendent of Schools
Saskatchewan Rivers Public School Division